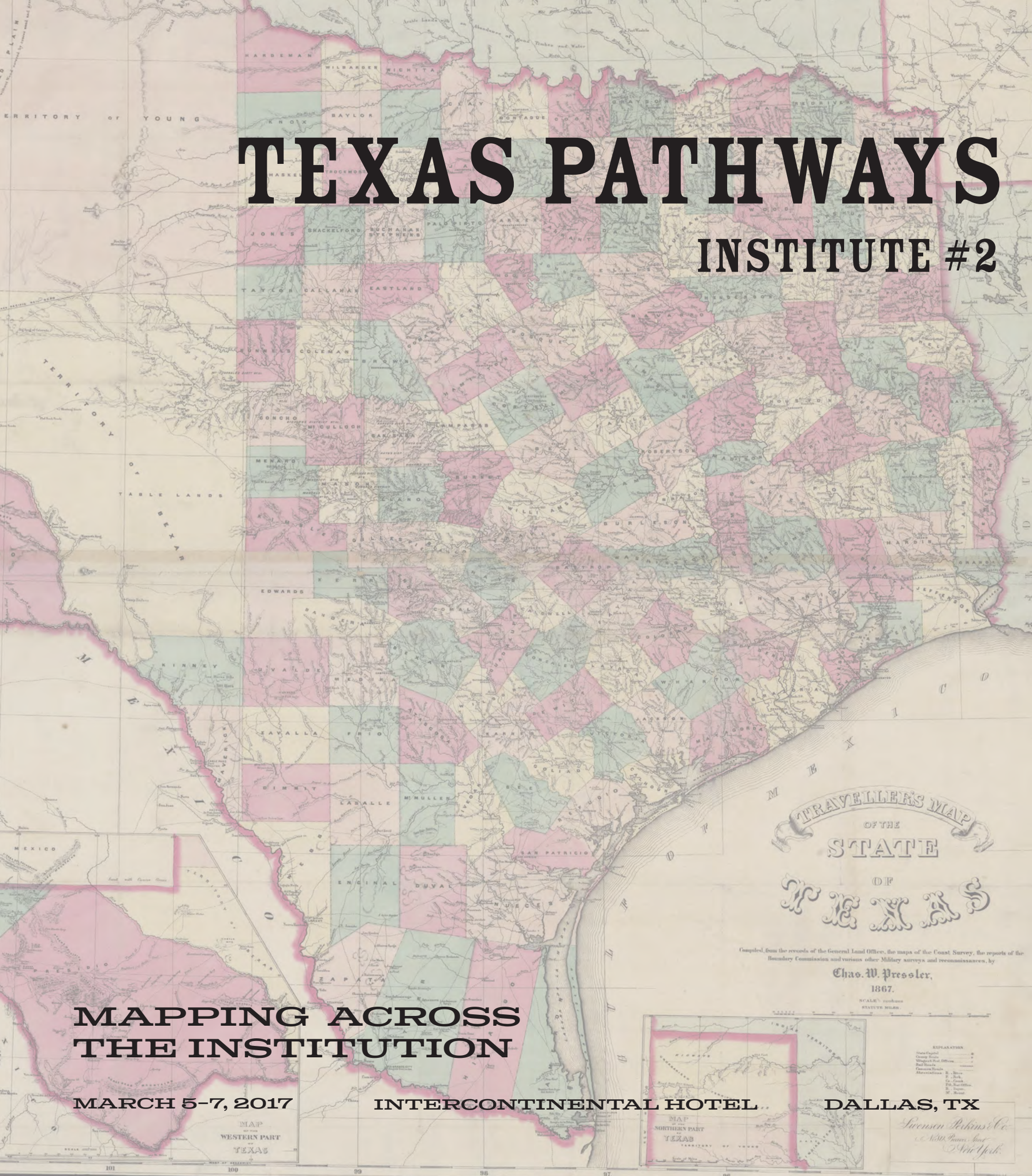


TEXAS PATHWAYS

INSTITUTE #2

MAPPING ACROSS THE INSTITUTION

MARCH 5–7, 2017 INTERCONTINENTAL HOTEL DALLAS, TX

CONTENTS

PURPOSES AND AGENDA

ROOM ASSIGNMENTS

Hotel Map
Team Assignments and Locations

CONTACT INFORMATION AND BIOS

Delegate Contact Information
Resident Faculty, Staff Contact Information and Bios

RESOURCES

2016 Texas Public Higher Education Almanac

CCRC: Policy Levers to Strengthen Community College Transfer Student Success in Texas

CCRC: Strengthening Transitions by Encouraging Career Pathways: A Look at State Policies and Practices

CCRC: Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice From a Longitudinal Tracking Study

CCRC: Making the Case for Guided Pathways

CCRC: What We Know About Guided Pathways

CCRC/AACC: The Movement Toward Guided Pathways

CCRC: Implementing Guided Pathways: Tips and Tools

NCII: Guided Pathways Demystified: Exploring Ten Commonly Asked Questions about Implementing Pathways

AACC: Guided Pathway: Planning, Implementation, Evaluation

TSC: What is the Texas Pathways Model?

TSC: Texas Pathways Overview

EVALUATIONS

INSTITUTE OBJECTIVES

Advance Work, Institute Work, and Post-Institute Work will focus on "The How"

- Review models and processes for organizing programs into meta-majors/communities of interest.
- Use student success data, including enrollment and graduation data, in pathways planning.
- Develop a program map for at least one program.
- Build processes and time lines for mapping pathways from high school to transfer and/or careers with labor market value.
- Produce draft action plans for taking pathways reforms to scale.
- Engage in the learning network of Texas Pathways colleges.

GREATER TEXAS FOUNDATION

The Meadows Foundation
Serving the People of Texas

The Texas Pathway Institute is based on the American Association of Community Colleges' Pathways Project augmented by the Texas Success Center for the Texas context and expanded to support Pathways strategies in all 50 Texas community college districts.

PROGRAM AGENDA

SUNDAY, MARCH 5, 2017

11:30-1:30
Garden Court III

DANA CENTER NEW MATHWAYS
PRE-INSTITUTE WORK SESSION (OPEN INVITATION)

Determining the Right Mathematics for Each Pathway By Engaging Partner Disciplines

This workshop is designed to help mathematicians and non-mathematicians talk about the learning objectives in the different math courses so that disciplines can identify the right math for their respective fields of study. The session is open to all faculty. Tools and resources will be provided.

Jeremy Martin, Policy Specialist and Regional Coordinators, The University of Texas at Austin Charles A. Dana Center

NOON–2:00

Malachite
Showroom Foyer

REGISTRATION

2:00–3:45

Malachite
Showroom

OPENING PLENARY

Welcome, Introductions and Overview of the Institute
Jacob Fraire, President and CEO, Texas Association of Community Colleges
Cynthia Ferrell, Executive Director, Texas Success Center, Texas Association of Community Colleges

Plenary: Lessons and Outcomes from Pathways Implementation
Hana Lahr, Research Associate, Community College Research Center Columbia University's Teachers College

How Texas Colleges Are Implementing Pathways
Moderator: Cynthia Ferrell
Panelists: Shirley Reed, President, South Texas College
Richard Rhodes, President, Austin Community College
Greg Williams, President, Odessa College

Overview of Team Strategy Time

3:45–4:00

BREAK

4:00–5:30 **TEAM STRATEGY TIME #1 - FOUNDATIONS FOR PATHWAYS WORK**

COMPLETE DAILY FEEDBACK AND REFLECTION

Please turn in to your Coach, or to the Registration desk

5:30–7:00 **RECEPTION**

Garden Court III

Heavy Hors D'oeuvre and Host/Cash bar
Featuring music by Nick DiGennaro

DINNER ON YOUR OWN IN DALLAS

Texas Pathways Institute

Mapping Across the Institution

MONDAY, MARCH 6, 2017

7:30–9:00 **BREAKFAST**

Garden Court III

9:00–10:00 **PLENARY**

Opening Remarks and Overview of the Day's Events

Restructuring the Institution around Meta-majors/Communities of Interest While Supporting Broad Engagement

Jo-Carol Fabianke, Vice Chancellor for Academic Success, Alamo Colleges

Tonjua Williams, Vice President for Academic and Student Affairs, St. Petersburg College

Lynda Villanueva, VP, Academic & Student Affairs, Brazosport College

10:00–10:15 **BREAK**

10:15–NOON **TEAM STRATEGY TIME #2 – WE HAVE OUR MAPS IN PLACE-NOW WHAT COMES NEXT?**

Facilitators: Pathways Coaches; room assignments will be the same.

Objectives:

- Review and refine the institution's process for developing the program maps for transfer and for CTE programs (advance work for institute).
- For those colleges launching program mapping work: develop or refine a process for program mapping at scale (for all programs) and a time line for implementation.
- For those colleges with existing program maps: examine additional components/features to be included in the maps, including identification of critical courses and progress milestones; incorporation of applied learning experiences, and clear articulation of course and program learning outcomes.
- Examine existing advising and student-facing information resources to determine how to clearly communicate the pathways through programs to students and advisors.

NOTE: At the end of this session, decide among the team who will attend each of the afternoon breakout sessions.

NOON –1:00 **LUNCH PLENARY—ROLE-ALIKE NETWORKING**

Note: Seating for lunch is arranged by roles, and designated by table signs. Please see the screens for assigned locations.

1:00–1:15 **BREAK—PROCEED TO CONCURRENT SESSION I**

1:15–2:15 **CONCURRENT SESSION I – INSTITUTIONAL EXAMPLES OF PROCESSES FOR PROGRAM MAPPING**

Objective:

- Discuss leadership roles and institution-wide actions that promote implementation at scale.
- Understand successful processes for developing and implementing the components of a program map.
- Promote consideration of next steps for pathway design and implementation in Pathways Project colleges.

Texas Pathways Conversations with:

Le Gala

1. Alamo Colleges and Dallas County Community College

Facilitator: Luzelma Canales, Executive Director, RGV Focus, Texas Pathways Coach and Achieving the Dream Coach

Jo-Carol Fabianke, Vice Chancellor for Academic Success, Alamo Colleges

Anna Mays, Associate Vice Chancellor for Educational Policy, Student Success, Dallas County Community College

Bel Air I

2. El Paso College and Lone Star College

Facilitator: Mike Flores, President, Palo Alto College, Texas Pathways Coach and Achieving the Dream Coach

Keri Moe, Associate Vice President for External Relations and Development, El Paso Community College

Jamie Posey, Associate Vice Chancellor, Office of Completion, Lone Star College

Bel Air II-III

3. Paris Junior College and Brazosport College

Facilitator: Linda Watkins, Texas Pathways Coach and Achieving the Dream Coach

Pam Anglin, President, Paris Junior College

Lynda Villanueva, VP, Academic & Student Affairs, Brazosport College

Bel Air IV-V

4. San Jacinto College and Austin Community College

Facilitator: Linda Welsh, Houston/Southeast Regional Coordinator Scaling Mathematics Pathways, The University of Texas at Austin Charles A. Dana Center

Laurel Williamson, Deputy Chancellor & President, San Jacinto College

Charles Cook, Provost and Executive Vice President for Academic Affairs, Austin Community College

2:15–2:30 **BREAK—PROCEED TO CONCURRENT SESSION II**

2:30–3:30 **CONCURRENT SESSION II – BROADER IMPLICATIONS FOR IMPLEMENTING AT SCALE**

Objective:

- Consider the systems and structures at the institution that will be impacted when pathways are implemented at scale.
- Develop strategies to realign systems to support implementation and advance the work.
- Address system challenges and discuss potential strategies to eliminate structural barriers to implementation and sustainability.

Le Gala

1. Aligning Instruction and Student Services around Pathways

Moderator: Lindsay Fitzpatrick, Policy Specialist, K-12 Services, The University of Texas at Austin, Charles A. Dana Center

Virginia Fraire, Vice President of Student Services, Austin Community College

Mark Smith, Vice President of Educational Services, Temple College

Dava Washburn, Vice President of Instruction, Grayson College

Bel Air I

2. Starting with The End in Mind: Aligning Programs of Study with Careers and Employment

Moderator: Mike Flores, President, Palo Alto College, Texas Pathways Coach and Achieving the Dream Coach

Anson Green, State Director, Adult Education and Literacy, Texas Workforce Commission

Linda Head, Associate Vice Chancellor, Workforce Education and Corporate Partnerships, Lone Star College

Kim Beatty, Vice Chancellor of Instructional Services, Chief Academic Officer, Houston Community College

Mark Underwood, Vice President of Academic Affairs, Southwest Texas Junior College

Bel Air II-III

3. Starting with the Beginning(s) in Mind: Aligning Programs of Study with High School Endorsements, Developmental Education and Adult Education

Moderator: Hana Lahr, Research Associate, Community College Research Center

Kristina Wilson, Associate Dean of Curriculum and Student Learning, South Texas College

Anna Mays, Associate Vice Chancellor for Educational Policy, Student Success, Dallas County Community College & Monica Stansberry, Developmental Faculty Coordinator, Dallas County Community College and President of Texas Association of Developmental Educators

2:30–3:30 **CONCURRENT SESSION II – BROADER IMPLICATIONS FOR IMPLEMENTING AT SCALE, CONT.**

Bel Air IV-V

4. Equity by Design: Discerning Unintentional Barriers in Pathway Design and Implementation

Moderator: Luzelma Canales, Executive Director, RGV Focus, Texas Pathways Coach and Achieving the Dream Coach

Tonjua Williams Vice President for Academic and Student Affairs, St. Petersburg College

Tamara Clunis, Interim Vice President of Academic Affairs, Amarillo College

Bel Air VI

5. CEO Roundtable: Prioritizing Pathways Design (CEOs Only)

Moderator: Kay McClenney, Senior Advisor to the President/CEO, American Association of Community Colleges

Glenda Barron, President, Temple College

Cesar Maldonado, Chancellor, Houston Community College

3:30–3:45 **BREAK**

3:45–5:00 **TEAM STRATEGY TIME #3 – MAKING SENSE AND MOVING FORWARD**

Facilitators: Pathways Coaches; room assignments remain the same.

Objectives:

- Discuss insights gained by college team members through participation in the day's sessions.
- Delineate concrete implications of the college data work and strategies highlighted in the day's discussions for next steps at the college.
- Complete Part III of the Short-Term Action Plan.

COMPLETE DAILY FEEDBACK AND REFLECTION

Please turn in to your Coach, or to the Registration desk

DINNER ON YOUR OWN

Texas Pathways Institute

Mapping Across the Institution

TUESDAY, MARCH 7, 2017

7:30–9:00 **BREAKFAST**

9:00–10:00 **PLENARY**

Opening Remarks and Overview of the Day's Events

Community Must Lead
Wynn Rosser, President and CEO, TLL Temple Foundation

Leadership for Transformational Change
Kay McClenney, Senior Advisor to the President/CEO, AACC

Overview of Team Strategy Time #4

10:00–10:30 **BREAK**

10:30–NOON **TEAM STRATEGY TIME #4 – ENGAGEMENT AND ACTION**

Facilitators: Pathways Coaches; room assignments remain the same.

Objectives:

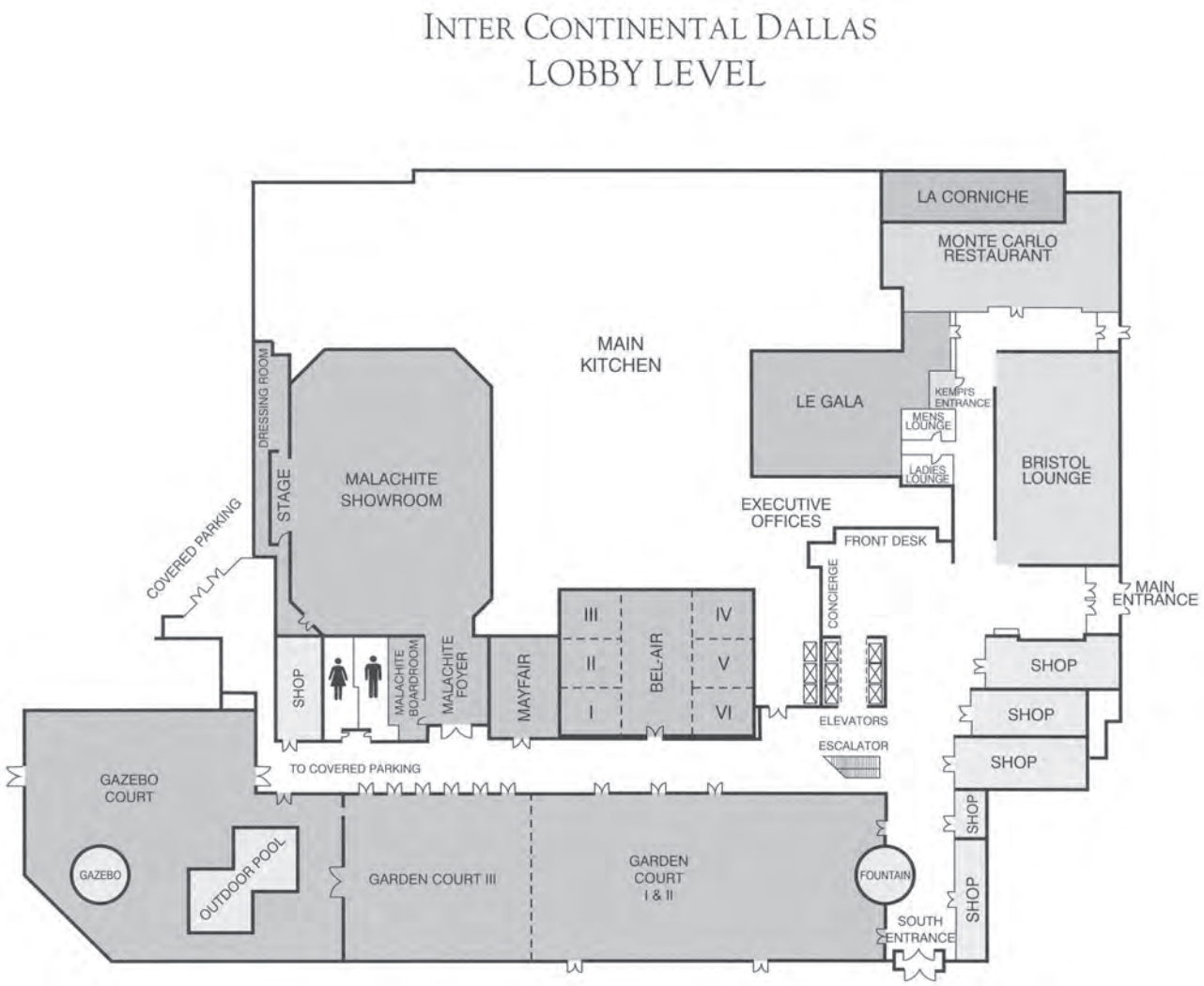
- Complete development of the Short-Term Action Plan (Part IV), including specific next steps in pathways work, a written campus engagement plan, and delineation of needs for professional development and technical assistance.
- Complete Commitment to Next Steps Template.
- Report Out on Next Steps and Commitments.

COMPLETE DAILY FEEDBACK AND REFLECTION

Please turn in to your Coach, or to the Registration desk

NOON **ADJOURN**

MAP OF THE INTERCONTINENTAL DALLAS MEETING SPACES



GROUP BREAKOUT ASSIGNMENTS AND MEETING LOCATIONS

AACC CADRE
Location: Bel Air IV-V
Resident Faculty: Tonjua Williams
Colleges: Alamo Community College District
El Paso Community College
Paris Junior College
San Jacinto Community College District

CADRE ONE
Location: Le Gala
Resident Faculty: Luzelma Canales
Colleges: Austin Community College
Dallas County Community College District
Southwest Texas Junior College

Location: Bel Air II
Resident Faculty: Linda Welsh
Colleges: Houston Community College System
Temple College

Location: Bel Air III
Resident Faculty: Mike Flores
Colleges: Brazosport College
South Texas College

Location: Bel Air I
Resident Faculty: Linda Watkins
Colleges: Amarillo College
Grayson College
Midland College

Location: Bel Air IV
Resident Faculty: Kay McClenney
Colleges: Lone Star College System

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SPEAKER AND COACH BIOS

LUZELMA G. CANALES

Luzelma Canales was born and raised in La Grulla, Texas in Starr County. She and her family migrated to the states of Washington and Oregon to work in the fields during the 1960s and 1970s. As such, Dr. Canales' lived experience includes participating in the integration of schools, which included busing students to ensure diversity within the schools. She and her family participated and were witness to the efforts of the United Farm Workers to bring to light concerns over working conditions of migrant farm workers. These and other experiences formed the commitment to work with organizations to identify and eliminate barriers that are faced by Latino students as they navigate the high school and college experience

Dr. Canales is executive director for RGV FOCUS, a collaboration with Educate Texas. In this capacity, she is providing leadership for a large-scale collective impact initiative launched to transform college readiness, access, and success across a four-county region in the Rio Grande Valley of South Texas. The collaborative is comprised of over forty partners including five postsecondary institutions, eleven school districts, two workforce boards, private funders, and numerous community based organizations and nonprofits. In this role, she is responsible for working with cross-sector partners to build a common agenda, adopt progress measures, and leverage existing assets to build mutually reinforcing activities to increase postsecondary success. Prior to joining Educate Texas, Dr. Canales served as a community college and university administrator for over twenty-five years. During her time in higher education she provided oversight for resource development, compliance, organizational development, community engagement, continuing education, workforce development, corporate training, and adult basic education. Dr. Canales also served as the lead for numerous national reform initiatives including Achieving the Dream (ATD), Breaking Through, and several Excelencia in Education initiatives from 2004 to 2011. She has also served as an ATD Data Coach since 2009 and currently works with colleges in Illinois, California, and a tribal college in Arizona/ New Mexico. She also worked with UT-Austin and Texas community colleges to on the Success by the Numbers initiative to assist colleges in enhancing their decision making processes to include strong uses of data to improve student outcomes. Dr. Canales currently serves as the lead for the Ford Corridors and the Lumina Community Partnerships initiatives

Luzelma holds a Bachelor of Business Administration from Pan American University, a Master of Business Administration from the University of Texas – Pan American, and Doctorate of Philosophy in Human Resource Development from Texas A&M University – College Station

CYNTHIA FERRELL

Cynthia Ferrell is Executive Director of the Texas Success Center, which is housed at the Texas Association of Community Colleges (TACC) and supports the scaling of student success strategies and policies for the 50 Texas community college districts. She is also a Leadership Coach for Achieving the Dream, the Director of the Board of Trustees Institute and the Principle Investigator for the Careers Pathways Project, a Texas Workforce Commission strategy supporting low-income students in dual credit courses leading toward targeted occupations.

Prior to serving at the Texas Success Center, Cynthia was the Director of Student Success Initiatives at The University of Texas at Austin, which included serving as the National Director of Leadership Coaching for Achieving the Dream, Director of the Board of Trustees Institute, Director of Gulf Coast Partners Achieving Student Success, and UT Director of the Governance Institute for Student Success. In these roles, she was responsible for multiple national, state and regional initiatives that provided training and ongoing support for community college trustees, chancellors, presidents and leadership teams to implement data informed policies and practices to improve the success of all students.

Cynthia formerly served as TACC's Director of

the Texas Developmental Education State Policy Initiative, in support of the TACC-Texas Higher Education Coordinating Board (THECB) joint strategies for statewide scaling of successful innovations and for establishing the state and institutional policy supports needed to improve developmental student success. She supported community college state policy and the development of the Texas Developmental Education Accountability System while serving at the THECB. She has 25 years of experience in higher education, including service at the state and institutional level, as college faculty, faculty advisor, and as the District Director for Developmental Studies and the Lone Star College District.

She earned her Ph.D. in higher educational administration from the Community College Leadership Program at The University of Texas at Austin.

MIKE FLORES

Mike Flores became Palo Alto College's sixth president on September 19, 2012. Dr. Flores came to Palo Alto College – one of the Alamo Colleges – in 1999 and has held all three Vice President positions (Academic Success, College Services, and Student Services) during his tenure.

Dr. Flores currently serves as an Achieving the Dream Data Coach and has served as a fellow with the American Council on Education, the Hispanic Association of Colleges & Universities, and conducted postgraduate study at the Harvard University Institute for Educational Management. In 2013, he was named the Northside Independent School District (NISD) "Pillar of Responsibility", one of the six annual Pillars of Character awarded to outstanding NISD graduates. In 2015, Dr. Flores received the Education Award at the annual La Prensa Foundation's annual Diamond Award Gala.

Dr. Flores has also worked with numerous community-based organizations in San Antonio, Houston, and Chicago, and presented nationally at numerous higher education conferences regarding student engagement, evaluation and performance excellence. Dr. Flores currently serves as a board member for the Hispanic Association of Colleges & Universities, Communities in Schools San Antonio, the San Antonio Education Partnership, Hot Wells Park Conservancy, and San Antonio Youth Yes (SAY Sí) Leadership Council.

Born in Del Rio, Dr. Flores is a 1987 graduate of Holmes High School in Northside ISD in San Antonio. He holds a Ph.D. in Educational Administration from the University of Texas at Austin, a Master of Science in Political Science from Illinois State University and a Bachelor of Arts in Political Science from the University of Texas at San Antonio.

HANA LAHR

Hana Lahr is a PhD candidate in education policy at Teachers College, Columbia University. She holds a BA in music performance from the University of Florida, an MS in counseling from Shippensburg University (PA), and an EdM in higher and postsecondary education from Teachers College. Her dissertation examines how foundations identify problems in higher education and explore policy solutions designed to address those problems.

Lahr's current research includes several projects related to the implementation and evaluation of guided pathways practices, including the AACC Pathways Project and Scaling GPS, a project in partnership with Complete College America, working with two- and four-year higher education systems in Indiana, Tennessee, and Georgia to implement guided pathways. Her previous research at CCRC examined the impacts that state-level performance funding programs in Indiana, Ohio and Tennessee have on colleges and universities within their systems.

Prior to joining CCRC in May 2011, Lahr worked in student affairs at HACC, Central Pennsylvania's Community College, and at the Metropolitan College of New York, and was the outreach program coordinator at the Pennsylvania Academy of Music in Lancaster, PA.

KAY MCCLENNEY

Kay McClenney is an independent consultant and co-CEO of Mc2 Consultants. She serves as Senior Advisor to the American Association of Community Colleges and as Senior Associate for the Center for Community College Student Engagement at The University of Texas at Austin. She was founding Director of the Center from 2001 through April 2014, and also served during that period as a faculty member in the Program in Higher Education Leadership (PHEL) at The University of Texas at Austin.

Also at the University, Kay served as senior consultant to the Student Success Initiatives' work on the national Achieving the Dream initiative. In addition, she was co-director of Student Success BY THE NUMBERS; CLASS — the California Leadership Alliance for Student Success; and the national Bridges to Opportunity initiative. She previously served for 10 years as Vice President and chief operating officer of the Education Commission of the States.

Kay continues to serve as a leadership coach for Achieving the Dream. She has been a consultant to education institutions, state higher education systems, state government, and professional associations in 47 states and internationally. In addition, she served for a number of years as a community college educator, during which she was a faculty member, program director, system administrator, and interim CEO.

A frequent keynote speaker, Kay also has authored numerous publications on education issues, strategic planning, accountability, student success, and leadership. She earned her Ph.D. in educational administration from the Community College Leadership Program at The University of Texas at Austin. Her previous degrees are a B.A. from Trinity University and an M.A. in Psychology from Texas Christian University.

Kay has served as a member of the Board of Directors of the American Association of Community Colleges (AACC) and the Executive Board of the American Association of Women in Community Colleges (AAWCC). She received the 2002 PBS O'Banion Prize for contributions to teaching and learning in America, the 2009 Mildred Bulpitt Woman of the Year Award from the American Association of Women in Community Colleges, the 2009 International Leadership Award from NISOD, and the 2011 National Leadership Award from the American Association of Community Colleges. She was co-chair of the 21st Century Commission on the Future of Community Colleges. And in 2014, Phi Theta Kappa honored her with the Alliance for Educational Excellence Award, presented in recognition of the body of work undertaken to improve student success in community colleges.

LINDA WATKINS

Linda Watkins began community college work after receiving degrees from The University of Texas at Arlington and Texas A&M-Commerce. She has taught at the high school, community college, and university levels. She began her work with community colleges as a faculty member in Sociology, with an emphasis on organizational behavior. Her doctorate degree provided her an opportunity to focus on leadership and organizational management. Linda moved into administration and served as a Dean at Tyler Junior College then as a Vice President of Instruction and as a President with the San Jacinto College District in Houston, Texas. After retiring as a President, Linda became a consultant with the Company of Experts in Palm Springs California. She is now a coach with Achieving the Dream and works with colleges in Illinois, Michigan, Texas, and Washington. Linda is committed to the vision of the community college and to improving the success of community college students across the nation.

LINDA WELSH

Linda Welsh works as the Regional Coordinator for the Houston/Southeast Texas region's Scaling Mathematics Pathways and the state of Missouri's Mathematics Pathways to Completion state task force on behalf of the Charles A. Dana Center at the University of Texas at Austin. She recently completed her

tenure as the Dean of Graduate Students and Academic Support for the Roueche Graduate Center's Community College Leadership Program, where she will continue as adjunct faculty. Previously she was Department Chair and a faculty member in Child Development for the Austin Community College District (ACC), where she led the department through national accreditation. At ACC Dr. Welsh served as President for the Faculty Senate and was active in a variety of college-wide councils and committees, including the Administrative Services Council and Academic and Campus Affairs Council. Prior to that, Dr. Welsh was the Early Childhood Coordinator for the City of Austin where she facilitated community-wide planning and program development for the early childhood system of Austin.

Active in volunteer work, Dr. Welsh serves as the Vice President of the Board for the local Head Start agency, Child Incorporated. She also serves as Secretary of the Board of Directors for Together4Children and is engaged in collective philanthropy through her work on Impact Austin.

Dr. Welsh has a PhD in Educational Administration with a concentration in Community College Leadership from the University of Texas at Austin. She also has a Certificate from the Graduate Portfolio Program in Non-Profit Studies from the RGK Center for Philanthropy and Community Service at the University of Texas at Austin.

TONJUA WILLIAMS

Tonjua Williams has nearly 30 years of higher education experience and serves as the Senior Vice President of Student Services at St. Petersburg College. Tonjua is a recognized nationally as an expert in student development and leading initiatives resulting in organizational transformation. Her most recent work included, new student onboarding, staff development and empowerment.

She holds a PhD from Barry University in Higher Education Administration with a specialization in Educational Leadership.

She has participated in several leadership programs: State of Florida Chancellor's Leadership Program, Leadership St. Petersburg, and Leadership Tampa Bay. Currently, she is a member of the inaugural class of the 2016-17 Aspen Presidential Fellowship.

She is a local, state, and national presenter and currently serves as a Faculty Resident for the American Association of Community Colleges (AACC) Pathways Institute.

2016 TEXAS PUBLIC HIGHER EDUCATION ALMANAC

A Profile of State and Institutional Performance and Characteristics

Texas Higher Education Coordinating Board

PUBLISHED SPRING 2016

Agency Mission

The Texas Higher Education Coordinating Board (THECB) promotes access, affordability, quality, success, and cost efficiency in the state's institutions of higher education, through *Closing the Gaps* and its successor plan, resulting in a globally competent workforce that positions Texas as an international leader in an increasingly complex world economy.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The Coordinating Board's core values are:

Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

Efficiency: We accomplish our work using resources in the most effective manner.

Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.

Excellence: We strive for preeminence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age, or disability in employment or the provision of services.

Acknowledgments

A publication of this nature requires multiple contributors to complete. The THECB and College for All Texans Foundation would like to thank Houston Endowment for the financial support to produce this almanac and for its commitment to help ensure that policy discussions and decisions in Texas are data-driven. Thanks are due also to the institutions, which certified their accountability data in a timely fashion and reviewed almanac data file drafts, and to the strategic planning and funding staff, who provided the raw data and fact-checking services once the data were put into print format. And last but not least, appreciation goes to the many individuals who provided feedback on last year's almanac with recommendations for improvements to this year's edition.

60×30TX
Texas Higher Education Coordinating Board

Design by Next Chapter Communications

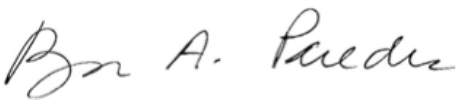
Letter from the Commissioner

Texas has entered a new era in higher education. From 2000 to 2015, many of the initiatives undertaken by the Texas Higher Education Coordinating Board and colleges and universities were intended to achieve one or more of the four goals of *Closing the Gaps:* increasing the amount of federal research dollars awarded to Texas; improving institutional excellence; and dramatically increasing Texas higher education access and success. By most standards, *Closing the Gaps* has been an extraordinary achievement. Texas exceeded $3 billion in research expenditures, and the academic quality of our colleges and universities has clearly improved over the past 15 years; Texas is now home to seven public "Carnegie Tier One" universities and has placed two institutions among 10 finalists for the 2015 Aspen Prize for Community College Excellence. Pending final enrollment data for fall 2015, Texas will either reach its goal of 630,000 more enrollees in higher education compared to 2000 or come very close. Regarding student completions, here is the best news of all: *Closing the Gaps* had a goal of 210,000 completers of certificates and undergraduate degrees in 2015; as of August 2015 the actual number was 258,704.

Now comes *60x30TX,* our new higher education strategic plan intended to carry our state to 2030. For all its successes, *Closing the Gaps* had the practical effect of placing Texas in the middle among all states in educational attainment; *60x30TX* aims to position Texas among the highest achieving states in the country and maintain its global competitiveness. *60x30TX* is entirely student-centered: its overarching goal is that 60 percent of young adults (25–34) in Texas will hold some type of postsecondary credential by 2030. We also propose that these graduates will have marketable skills regardless of major and that, statewide, students will not graduate with debt exceeding 60 percent of their first-year wages.

These are ambitious goals—educational moonshots, as it were—but the great lesson of *Closing the Gaps* is that Texas can achieve lofty educational goals when institutions set out to reach them with a commitment to innovation. One thing is certain: we will not achieve the goals of *60x30TX* simply doing business as usual. Success will require unprecedented collaboration among K–12, higher education, and the workforce. We must commit to holding down the costs of higher education to move students more quickly to the finish line with high-quality, marketable credentials. The consequences will be worth the effort and commitment. Texas will be more economically competitive, and our quality of life will continue to improve. We will have laid an educational foundation that might well carry our children and grandchildren to the end of the 21st century.

The members and staff of the Texas Higher Education Coordinating Board look forward to working with Gov. Greg Abbott, legislators, education and business leaders, and Texans from all backgrounds in every corner of the state to achieve the goals of *60x30TX*.



Raymund A. Paredes, Ph.D.
Commissioner of Higher Education

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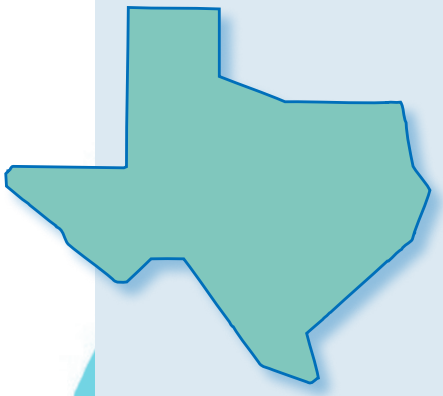


Introduction

Since *Closing the Gaps by 2015: The Texas Higher Education Plan* was adopted in 2000, Texas has become increasingly engaged in a global economy dependent on skilled and knowledgeable workers. Given the mission of higher education, the needs of the community, the expectations of students, and the reality of a global marketplace, the question is how Texas institutions of higher education can achieve their missions and educate students to supply the workforce needed to compete in a global market. To help address this question, the new higher education plan for Texas, *60x30TX,* lays out ambitious goals for educational attainment, completion, marketable skills, and student debt. The aim is to help students achieve their educational goals and help the state remain globally competitive for years to come.

In 2004, the Texas Higher Education Coordinating Board (THECB) established a higher education accountability system that is recognized nationally for its reporting on student outcomes and institutional practices. Primarily using the data from this system, the *Texas Public Higher Education Almanac* allows readers to easily compare institutions on performance measures and characteristics that help the state meet the goals of its higher education plan. Additional information about the THECB and access to the Texas Higher Education Accountability System are available at www.thecb.state.tx.us.

When the purpose is to provide the reader with nationally comparable data (e.g., pp. 6–7), national data sources such as the Integrated Postsecondary Education Data System (IPEDS) are used. Readers should note that in those instances, the data shown for Texas may look different because of differences in how they are calculated. For example, the IPEDS calculation for graduation rates does not include students who transfer to and graduate from another institution. However, when THECB data are used for comparisons of Texas public institutions (pp. 19–25 and on individual profile pages), the calculation for graduation rates does include students who transfer to and graduate from another institution in Texas.

For the second year, the almanac provides data on student debt. Debt data are provided by level of degree and, for bachelor's degrees, by institution. The THECB continues to provide an online companion to the almanac at www.CompareCollegeTX.com. This interactive, mobile-friendly tool allows the public to compare Texas public higher education institutions side by side on a range of facts and performance measures reported in the almanac.

Definitions, Data Years, and Data Sources

The following definitions, data years, and data sources will help you navigate the data provided in this year's almanac. They are particularly helpful in reading the institutional profiles. For a more comprehensive list of data source references, see p. 90.

Accountability (Peer) groups: Texas public universities are grouped based on key indicators such as mission, number of doctoral-research/scholarship programs, and research expenditures. Public two-year colleges are grouped based on size and/or type. See www.txhighereddata.org/Interactive/Accountability/PeerGroup.cfm for more information on groupings.

Age: Age is calculated by subtracting the individual's date of birth from the *begin date* of the reporting period. For fall, the begin date is September 1; for spring, January 1; and for summer, June 1.

At risk: Includes students who received a Pell Grant, graduated with a GED, were 20 years or older when they first entered college, started as a part-time student taking fewer than 12 hours, or had an SAT/ACT score less than the national average.

Average tuition and fees: The cost of tuition and mandatory fees charged to a student taking 30 semester credit hours (SCH) (15 SCH in the fall and 15 SCH in the spring). For four-year public institutions and the Lamar and Technical Colleges, tuition includes mandatory tuition (state-required tuition) and designated tuition (set by institutional governing boards). Submitted to the THECB on the College Student Budget Report. ***FY 2016 rates***

Debt:

Identifiable debt: All debt reported to the THECB, including federal, state, and reported parent loans. No private loans are included.

Debt profile: For 2014 graduates of an institution, the average student loan amount is shown, including identifiable debt from all reporting institutions attended up to the highest level or degree identified. Students without identifiable debt are not included. For the 2008 cohort, which shows debt for completers and non-completers, the average debt accumulated up until the time of graduation or by FY 2014 was included for each group. Students who were still enrolled (had not graduated by FY 2014) were included as non-completers.

Percentage with debt: Percentage of an institution's total graduates who incurred identifiable debt at any reporting institution prior to graduation. ***FY 2014***

Statewide student debt to first-year wage percentage: All identifiable debt accumulated by graduates, regardless of institutions attended. No private loans included. Debt data for 2013 graduates. Wage data from 2014. Only graduates with both debt and wage data are included. *(Source: Financial Aid Database System, Unemployment Insurance (UI) Wage records)*

Degrees awarded/degrees and certificates awarded: **For universities,** the number of degrees awarded by race/ethnicity and level; certificates are not included. **For two-year institutions,** the number of degrees and certificates awarded by race/ethnicity. ***FY 2015***

Developmental education:

College-level course completion: Percentage of total students below state readiness standards (called Texas Success Initiative [TSI]) in math, reading, and/or writing who successfully completed a college-level course in the related area (math, reading-intensive, and/or writing-intensive, as applicable) with a grade of A, B, or C within three years of college enrollment. ***Fall 2011 cohort***

Total students below state standard: Students in college for the first time (both full- and part-time) who did not meet the state readiness standards in math, reading, and/or writing at the time of enrollment. ***Fall 2011 cohort***

State readiness standard met: Percentage of total students below state readiness standards in math, reading, and/or writing who satisfied state standards within two years of college enrollment. ***Fall 2011 cohort***

Dual credit:

Dual credit students: High school students who attempt one or more college courses for high school and college credit.

Dual credit as percentage of total enrollment: Dual credit enrollment as a percentage of the total enrollment. ***Fall 2015***

Dual credit outcomes: College persistence and graduation rates for an institution's dual credit students who subsequently enrolled in the same or a different Texas college or university. The percentage who earned a baccalaureate and/or associate degree is unduplicated. ***Fall 2010 first time in college (FTIC) cohort***

Earnings of graduates: Annual wages of graduates during the first, third, fifth, eighth, and tenth year after graduation. Wage computations include students who worked in Texas at least three quarters of the year and did not earn a higher degree during the tracking period. No inflation factor was applied. For 2004 graduates, the wages are for 2005 (first year), 2007 (third year), 2009 (fifth year), 2012 (eighth year), 2014 (tenth year). For 2013 graduates, the first-year wages were calculated for 2014.

Enrollment:

Fall headcount: The institutional fall headcount enrollment by race and ethnicity, including all full- and part-time students. ***Fall 2015***

Full-time student equivalent (FTSE) undergraduate enrollment: The sum of all fall undergraduate semester credit hours (SCH) attempted divided by 15. ***Fall 2015***

Full-time student equivalent (FTSE) total enrollment: The sum of all fall semester credit hours (SCH) attempted divided by 15 for undergraduate SCH, 12 for master's and doctor's professional practice SCH, 9 for doctor's research/scholarship SCH, and 17 for optometry SCH. ***Fall 2015***

Faculty:

Total university faculty: All faculty members with teaching responsibilities, excluding teaching assistants. ***Fall 2014***

University tenured/tenure track faculty: All faculty members with teaching responsibilities who have received, or are on a track to receive, tenure. ***Fall 2014***

Two-year college faculty: Total number of faculty members and number and percentage of full-time (teaching 80% or more) faculty members. This includes faculty teaching flex courses. ***Fall 2014***

First-time students accepted: Percentage of first-time summer/fall applicants accepted by the institution. ***Fall 2015***

First-time undergraduates in Texas top 10%: The percentage of first-time undergraduates entering in the summer or fall class who ranked in the top 10% of their Texas public high school graduating class. ***Fall 2015***

Fiscal year (FY): The state's fiscal year is similar to the academic year of institutions. The fiscal year runs from September 1 through August 31; for example, FY 2015 is September 1, 2014, to August 31, 2015.

Graduates' status/success:

Baccalaureate graduates' employment/enrollment status: The percentage of graduates employed or placed in military service in the fourth quarter of the calendar year after graduation and/or enrolled in a graduate program at a Texas institution in the following fall after graduation. ***FY 2014***

Two-year college graduates' employment/enrollment status: The percentage of academic or technical graduates employed or placed in military service in the fourth quarter of the calendar year after graduation and/or enrolled in a Texas two- or four-year institution in the following fall after graduation, as specified. ***FY 2014***

Graduation rates:
Public university 4-, 6-, and 10-year rates: The percentage of first-time entering, degree-seeking students who graduated with a bachelor's degree or higher from the same institution or another Texas public or independent institution after 4, 6, and 10 academic years for two groups: those students who enrolled in their first fall as full-time students (taking 12 or more semester credit hours [SCH]) and those who enrolled part-time (taking fewer than 12 SCH). ***Rates through FY 2015*** *(for fall 2011, 2009, and 2005 cohorts, respectively)*

Public two-year college three-, four-, and six-year rates: The percentage of first-time, credential-seeking undergraduates who graduate within three, four, or six academic years for two groups: those students who enrolled in their first fall as full-time students (taking 12 or more semester credit hours [SCH]) and those who enrolled part-time (taking fewer than 12 SCH). Both degrees and certificates are included. ***Rates through FY 2015*** *(for fall 2012, 2011, and 2009 cohorts, respectively)*

Developmental education/non-developmental education rates: The percentage of first-time, full-time, credential-seeking undergraduates who graduated after three academic years by whether they met or did not meet state readiness standards in one or more areas under the Texas Success Initiative (TSI).

Hispanic Serving (HS): Colleges, universities, or systems/districts in which Hispanic fall headcount enrollment constitutes a minimum of 25% of the total fall headcount enrollment.

Historically Black College or University (HBCU): Any historically black college or university established prior to 1964 whose principal mission was, and is, the education of black Americans.

Lower-division: Course offerings at a level of comprehension usually associated with freshman and sophomore college students.

Percentage of graduates completing 30 SCH at a two-year college: The percentage of university graduates who took 30 or more semester credit hours (SCH) at two-year public institutions. ***FY 2015***

Percentage of students receiving Pell Grants: The percentage of undergraduate students who receive a Pell Grant of any amount. ***Fall 2013***

Percentile: The score below which a certain percentage of observations fall. For example, the 25th percentile score is the score below which 25% of the scores may be found, and the 75th percentile score is the score below which 75% of the scores may be found.

Race/ethnicity:
African American: The race of a person having origins in any of the black racial groups of Africa.

Hispanic: The ethnic origin of a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

International student: A person who is not a citizen or permanent resident of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely. It may also refer to a non-resident alien.

Other: All other races not individually listed, including Native Hawaiian, other Pacific Islander, American Indian, Native Alaskan, Asian, multiracial not including African American, or unknown origin.

White: The race of a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Ratio of undergraduate FTSE to undergraduate degrees: Undergraduate full-time student equivalents (FTSE) in **fall 2014** divided by undergraduate degrees awarded in **FY 2015.**

Research expenditures: Total expenditures from federal, state, private, and institutional sources combined, as reported in the annual research expenditures report. ***FY 2015***

Restricted research expenditures: Expenditures contracted, gifted, or granted by an external entity (such as government agencies, philanthropic organizations, or individuals) where the primary use must be research or development. The Coordinating Board collects restricted research expenditures for formula distribution of Research Development Funds (RDF) and as a criterion for the National Research Universities Fund (NRUF). However, restricted research expenditures are more narrowly defined here than in the Annual Financial Reports (AFR), and thus not comparable. Estimates for restricted research expenditures for institutions not participating in RDF or NRUF are research expenditures minus state appropriated funds, institutional funds, and indirect cost. ***FY 2015***

Research expenditures per T/TT faculty FTE: Total federal and non-profit research expenditures per tenured/tenure-track (T/TT) full-time faculty member equivalent (includes only faculty members with teaching responsibility). ***FY 2015*** *(research expenditures),* ***fall 2014*** *(T/TT faculty FTE)*

Revenue per FTSE: Revenue, excluding auxiliary and public service funds, divided by the number of full-time student equivalents (FTSE) by categories, including total revenue, tuition and fees, state appropriation, federal funds, and institutional funds. Tuition and fees is the net of scholarship discounts and allowances. ***FY 2015***

SAT/ACT test scores: Test score ranges are shown for Math and Critical Reading on the SAT test and for Math and English on the ACT test. Of enrolled full-time students, 50% have test scores within the ranges listed, 25% have scores above, and 25% have scores below. *(Source: USDOE IPEDS data for fall 2014)*

Student/faculty ratio: Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) teaching faculty. For FTE teaching faculty, faculty reported on CBM008 must match CBM004 to be included in calculation. ***Fall 2014***

Time and SCH to degree: The average length of time in years and number of attempted semester credit hours (SCH) to complete an associate degree (for two-year institutions) or a bachelor's degree (for four-year institutions) for students who graduated in FY 2015. Students are tracked 10 years back for accumulation of semester credit hours and total years and months that have elapsed from the first date of entry. Dual credit and developmental education hours are excluded. (Note: Dual credit hours were included in these measures prior to the 2013 almanac.)

Transfers to a senior institution:
Cohort: Number of students entering higher education for the first time at a two-year public institution who were not concurrently enrolled at a four-year institution. ***Fall 2009 cohort***

Transfer rate: The percentage of students in the cohort who transferred to a senior institution within six years. ***Fall 2009 cohort through FY 2015***

Two-year college students at universities:
Baccalaureate graduates who completed SCHs at two-year public colleges: Percentage of baccalaureate graduates who completed 30 or more semester credit hours (SCH) at two-year public colleges. ***FY 2015***

Graduation of two-year college students: Percentage of undergraduates who were first-time transfer students from Texas two-year public colleges with 30 or more semester credit hours (SCH) in the six years prior to transferring and who graduated from the same Texas public university within four years. ***FY 2015***

UG: Abbreviation for undergraduate.

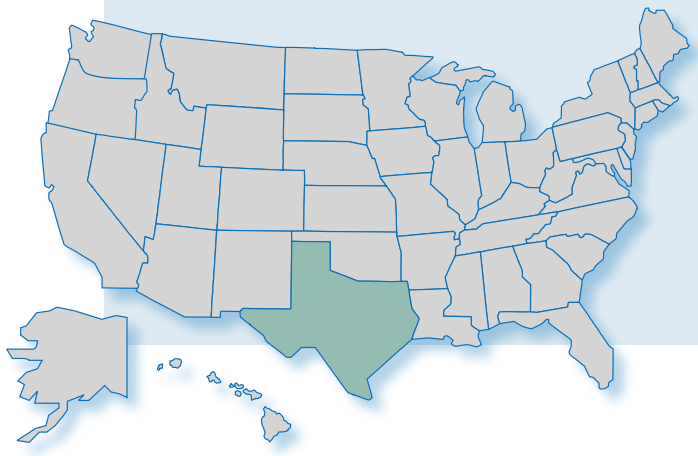
Upper-division: Course offerings at a level of comprehension usually associated with junior and senior students.

Uses of funds per state-funded FTSE: Operating expenses divided by the number of full-time student equivalents (FTSE). Operating expenses are broken out by total; instruction, research, and academic support; student services and scholarships; institutional support and operations and maintenance (OM) of plant; and other expenses (e.g., capital outlays from current fund sources). ***FY 2015***

Except as noted in the almanac, the source of data is Texas Higher Education Coordinating Board institutionally certified CBM data; most measures are available in the Texas Higher Education Accountability System. See www.txhighereddata.org/Interactive/Accountability/ for more information.

NATIONAL CONTEXT

Ranking by State



The bar charts on this page show how Texas compares to the rest of the country by data category. For each category, national comparison data show the highest-performing state, the lowest-performing state, and Texas, in context of the two states that performed just above, just below, or at the same level. See p. 90 for national data sources.

Six-Year IPEDS* Graduation Rate at Four-Year Institutions

Rank	State	%
1	Massachusetts	70.2%
31	Kansas	53.8%
32	Texas	**53.0%**
33	Arizona	52.7%
50	Alaska	31.9%

Educational Attainment**

Some college, no degree

Rank	State	%
1	Alaska	28.3%
17	Arkansas	22.8%
18	Texas	**22.5%**
18	Missouri	22.5%
50	Massachusetts	15.7%

Associate degree

Rank	State	%
1	North Dakota	13.5%
43	Georgia	7.0%
44	Texas	**6.7%**
44	Tennessee	6.7%
50	Louisiana	5.4%

Bachelor's degree

Rank	State	%
1	Colorado	24.1%
27	Delaware	18.3%
28	Texas	**18.2%**
28	Georgia	18.2%
50	West Virginia	11.8%

Graduate or professional degree

Rank	State	%
1	Massachusetts	18.0%
30	Alaska	9.6%
30	Texas	**9.6%**
30	South Carolina	9.6%
50	West Virginia	7.4%

SAT Scores

Critical Reading mean

Rank	State	Score
1	Illinois	599
46	Florida	486
47	Texas	**470**
48	Maine	468
50	Delaware	462

Math mean

Rank	State	Score
1	Illinois	616
44	South Carolina	487
45	Texas	**486**
46	Georgia	485
50	Delaware	461

Writing mean

Rank	State	Score
1	Illinois	587
46	South Carolina	467
47	Texas	**454**
48	Maine	451
50	Idaho	442

ACT Scores

Average Composite

Rank	State	Score
1	Massachusetts	24.4
28	Nevada	21.0
29	Texas	**20.9**
30	West Virginia	20.8
50	Hawaii	18.5

Average Tuition & Fees

Public, two-year

Rank	State	$
1	California	$1,233
2	New Mexico	$1,443
3	Texas	**$1,898**
4	Arizona	$1,949
50	New Hampshire	$7,230

Public, four-year

Rank	State	$
1	Wyoming	$3,756
19	Kansas	$7,387
20	Texas	**$7,476**
21	South Dakota	$7,735
50	New Hampshire	$14,469

Private, four-year

Rank	State	$
1	Idaho	$6,736
29	Georgia	$23,521
30	Texas	**$26,382**
31	Wisconsin	$26,637
50	Massachusetts	$38,009

Median Household Income**

Rank	State	$
1	Maryland	$73,971
22	Pennsylvania	$53,234
23	Texas	**$53,035**
24	Nebraska	$52,686
50	Mississippi	$39,680

Average Faculty Salary, All Ranks

Two-year institutions***

Rank	State	$
1	California	$82,505
22	Washington	$56,170
23	Texas	**$55,647**
24	Alabama	$54,997
49	Louisiana	$42,394

Four-year institutions

Rank	State	$
1	New Jersey	$103,633
21	Maryland	$77,145
22	Texas	**$76,903**
23	Colorado	$76,693
50	Montana	$60,914

Federal R&D Obligations**

Rank	State	$ (in thousands)
1	California	$3,754,786
5	Massachusetts	$1,472,938
6	Texas	**$1,271,755**
7	North Carolina	$1,121,613
50	South Dakota	$24,838

Educational Appropriations per FTSE**

Rank	State	$
1	Wyoming	$15,561
6	New York	$8,129
7	Texas	**$8,050**
8	Nebraska	$7,840
50	New Hampshire	$1,724

** IPEDS graduation rates do not include students who transfer and graduate from another institution.*

*** Educational appropriations: SHEEO FY 2014; educational attainment and median household income: U.S. Census Bureau, 2014 ACS 1-Year Estimates; federal R&D obligations: National Science Foundation (NSF) WebCASPAR data, FY 2013.*

**** Faculty salaries at two-year institutions were not reported for Vermont.*

NATIONAL CONTEXT

Data for All States

Below is a summary of national data on higher education in each state. The data include graduation rates at four-year institutions, degrees earned, average tuition, and test scores. *(Sources: National Center for Education Statistics [NCES], Integrated Postsecondary Education Data System [IPEDS], unless otherwise noted).* IPEDS graduation rates do not include students who transfer and graduate from another institution. See p. 90 for more comprehensive data source references.

	Six-year graduation rate at four-year institutions	Educational attainment*				Educational appropriations per FTSE*	Average tuition & fees			Median household income*	SAT scores			ACT scores	Average faculty salary, all ranks		Federal R&D obligations* (in thousands)
		Some college, no degree	Associate degree	Bachelor's degree	Graduate or professional degree		Public, two-year	Public, four-year	Private, four-year		Reading	Math	Writing	Composite	Two-year institutions	Four-year institutions	
National**	59.8%	21.0%	8.2%	18.7%	11.4%	$6,552	$2,882	$8,312	$25,696	$53,657	495	511	484	21.0	$62,907	$78,012	$25,869,315
Texas	53.0%	22.5%	6.7%	18.2%	9.6%	$8,050	$1,898	$7,476	$26,382	$53,035	470	486	454	20.9	$55,647	$76,903	$1,271,755
Alabama	48.2%	21.8%	7.9%	14.7%	8.8%	$5,673	$4,108	$8,503	$14,201	$42,830	545	538	533	19.1	$54,997	$73,882	$320,790
Alaska	31.9%	28.3%	8.2%	18.4%	9.6%	$13,978	$4,652	$6,141	$20,943	$71,583	509	503	482	21.1	$68,859	$75,188	$62,345
Arizona	52.7%	25.7%	8.5%	17.3%	10.3%	$5,171	$1,949	$9,906	$11,462	$50,068	523	527	502	19.9	$69,360	$83,691	$369,923
Arkansas	42.7%	22.8%	6.3%	13.8%	7.5%	$7,653	$2,812	$6,894	$19,104	$41,262	568	569	551	20.4	$44,170	$61,203	$60,413
California	64.4%	21.7%	7.8%	20.0%	11.8%	$7,509	$1,233	$8,903	$29,678	$61,933	495	506	491	22.5	$82,505	$94,223	$3,754,786
Colorado	55.6%	22.1%	8.2%	24.1%	14.3%	$3,022	$3,160	$8,228	$20,359	$61,303	582	587	567	20.7	$47,339	$76,693	$563,725
Connecticut	68.0%	17.1%	7.5%	21.3%	16.7%	$7,192	$3,824	$10,128	$35,407	$70,048	504	506	504	24.4	$69,383	$91,336	$484,830
Delaware	66.5%	19.2%	7.9%	18.3%	12.3%	$5,052	$3,380	$11,278	$13,444	$59,716	462	461	445	23.5	$78,075	$99,985	$80,241
Florida	61.5%	20.7%	9.7%	17.4%	9.8%	$5,798	$2,513	$4,423	$20,971	$47,463	486	480	468	19.9	$52,915	$71,288	$601,577
Georgia	52.3%	21.1%	7.0%	18.2%	10.8%	$7,297	$2,926	$6,614	$23,521	$49,321	490	485	475	21.0	$45,489	$69,974	$773,487
Hawaii	47.0%	21.7%	10.5%	20.6%	10.5%	$7,618	$2,608	$8,216	$15,073	$69,592	487	508	477	18.5	$66,139	$85,115	$153,615
Idaho	46.5%	27.6%	9.3%	16.8%	8.3%	$7,004	$2,963	$6,315	$6,736	$47,861	467	463	442	22.7	$49,198	$64,550	$39,771
Illinois	62.1%	20.9%	7.8%	20.1%	12.7%	$12,293	$3,306	$12,520	$27,504	$57,444	599	616	587	20.7	$69,859	$79,400	$1,033,467
Indiana	59.4%	21.1%	8.5%	15.7%	8.9%	$5,005	$3,605	$8,443	$28,035	$49,446	496	499	478	22.1	$43,112	$78,137	$365,057
Iowa	63.9%	21.4%	11.3%	18.6%	9.0%	$5,335	$4,253	$7,839	$17,492	$53,712	589	600	566	22.2	$54,966	$86,911	$264,227
Kansas	53.8%	24.1%	8.1%	20.3%	11.3%	$5,648	$2,890	$7,387	$20,122	$52,504	588	592	568	21.9	$51,239	$72,519	$140,100
Kentucky	49.8%	20.7%	7.7%	13.0%	9.2%	$6,824	$3,487	$8,715	$21,271	$42,958	588	587	574	20.0	$49,789	$68,834	$167,754
Louisiana	47.0%	21.5%	5.4%	15.2%	7.8%	$5,606	$3,178	$6,585	$30,257	$44,555	563	559	553	19.4	$42,394	$64,755	$165,827
Maine	57.5%	20.3%	9.7%	19.4%	10.0%	$6,252	$3,545	$9,368	$32,534	$49,462	468	473	451	24.2	$52,527	$71,956	$38,467
Maryland	65.4%	19.1%	6.5%	20.7%	17.5%	$7,512	$3,550	$8,320	$34,316	$73,971	491	493	478	22.7	$66,417	$77,145	$1,677,487
Massachusetts	70.2%	15.7%	7.9%	23.2%	18.0%	$6,073	$4,216	$10,702	$38,009	$69,160	516	529	507	24.4	$61,126	$87,151	$1,472,938
Michigan	60.9%	23.6%	9.3%	16.5%	10.8%	$4,765	$2,922	$11,295	$19,372	$49,847	594	609	585	20.1	$77,397	$85,904	$857,351
Minnesota	63.4%	21.6%	11.0%	22.7%	11.6%	$5,327	$5,387	$10,355	$27,104	$61,481	595	607	576	22.7	$62,913	$80,316	$382,092
Mississippi	49.4%	23.1%	8.6%	13.0%	8.0%	$6,514	$2,409	$6,612	$15,042	$39,680	580	563	570	19.0	$51,099	$62,606	$105,163
Missouri	56.8%	22.5%	7.5%	17.1%	10.4%	$5,297	$2,850	$7,998	$19,523	$48,363	596	599	582	21.7	$54,254	$68,967	$470,223
Montana	49.1%	24.5%	8.2%	19.5%	9.8%	$4,939	$3,202	$6,323	$20,868	$46,328	561	556	538	20.4	$44,931	$60,914	$73,034
Nebraska	57.7%	23.1%	10.4%	20.2%	9.3%	$7,840	$2,670	$7,081	$19,832	$52,686	589	590	576	21.5	$54,488	$74,770	$114,391
Nevada	43.8%	25.8%	8.1%	15.2%	7.9%	$7,016	$2,700	$5,029	$16,169	$51,450	494	494	470	21.0	$63,164	$80,526	$54,205
New Hampshire	68.7%	18.8%	9.8%	21.7%	13.3%	$1,724	$7,230	$14,469	$31,029	$66,532	525	530	511	24.3	$52,046	$87,988	$150,195
New Jersey	65.4%	17.1%	6.4%	23.1%	14.3%	$5,658	$3,929	$12,266	$32,010	$71,919	500	521	499	23.2	$73,174	$103,633	$362,796
New Mexico	40.7%	23.4%	8.0%	15.1%	11.4%	$8,269	$1,443	$5,973	$17,657	$44,803	551	544	528	20.1	$48,950	$68,980	$174,389
New York	64.9%	16.1%	8.6%	19.6%	14.9%	$8,129	$4,507	$6,892	$33,825	$58,878	489	502	478	23.7	$68,333	$80,644	$2,105,034
North Carolina	60.4%	21.9%	9.2%	18.6%	10.1%	$8,851	$2,304	$6,578	$27,284	$46,556	498	504	476	19.0	$49,398	$78,149	$1,121,613
North Dakota	50.8%	23.5%	13.5%	19.8%	7.6%	$6,688	$3,978	$6,824	$12,408	$59,029	597	608	586	20.6	$52,128	$67,413	$55,369
Ohio	58.0%	20.4%	8.4%	16.6%	10.1%	$4,314	$3,544	$9,443	$26,917	$49,308	557	563	537	22.0	$60,120	$77,345	$719,584
Oklahoma	47.5%	24.1%	7.3%	16.0%	8.1%	$7,080	$3,062	$6,043	$21,411	$47,529	576	569	548	20.7	$48,293	$67,698	$107,817
Oregon	58.2%	26.2%	8.4%	19.2%	11.6%	$4,214	$3,935	$8,616	$31,599	$51,075	523	521	502	21.5	$65,731	$71,093	$344,690
Pennsylvania	66.6%	16.2%	7.9%	17.5%	11.4%	$3,654	$4,352	$12,607	$34,313	$53,234	599	504	482	22.9	$63,141	$82,817	$1,622,268
Rhode Island	69.6%	18.4%	8.2%	18.1%	12.3%	$4,547	$3,944	$10,809	$35,036	$54,891	494	494	484	23.1	$61,249	$75,990	$126,058
South Carolina	57.0%	20.7%	8.8%	16.7%	9.6%	$4,891	$3,928	$11,066	$21,769	$45,238	488	487	467	20.4	$48,092	$74,226	$162,404
South Dakota	52.0%	22.0%	11.3%	20.0%	7.8%	$4,872	$4,800	$7,735	$20,114	$50,979	592	597	564	21.9	$45,751	$63,240	$24,838
Tennessee	51.5%	20.5%	6.7%	16.2%	9.1%	$6,959	$3,637	$7,958	$22,561	$44,361	581	574	568	19.8	$46,719	$70,088	$473,985
Utah	58.1%	27.4%	9.9%	20.8%	10.3%	$5,506	$3,342	$5,656	$7,765	$60,922	579	575	554	20.2	$49,735	$70,317	$271,080
Vermont	65.8%	18.7%	7.8%	20.9%	14.0%	$2,816	$5,668	$13,952	$36,449	$54,166	523	524	507	23.5	***	$75,470	$72,404
Virginia	65.8%	19.9%	7.3%	20.9%	15.9%	$4,779	$4,095	$10,531	$22,280	$64,902	518	516	499	23.1	$58,644	$80,558	$441,950
Washington	68.1%	24.5%	10.0%	21.0%	12.1%	$5,700	$4,026	$8,766	$31,599	$61,366	502	510	484	22.4	$56,170	$73,585	$676,363
West Virginia	46.3%	18.4%	6.5%	11.8%	7.4%	$5,887	$3,403	$5,998	$11,050	$41,059	509	497	495	20.8	$48,150	$65,874	$36,923
Wisconsin	60.2%	20.7%	10.3%	18.9%	9.5%	$5,786	$4,233	$8,406	$26,637	$52,622	591	605	575	22.2	$75,483	$71,073	$517,410
Wyoming	54.4%	27.9%	10.7%	17.9%	8.7%	$15,561	$2,579	$3,756	$16,620	$57,055	589	586	562	20.2	$58,606	$78,955	$27,583

* *Educational appropriations: SHEEO FY 2014; educational attainment and median household income: U.S. Census Bureau, 2014 ACS 1-Year Estimates; federal R&D obligations: National Science Foundation (NSF) WebCASPAR data, FY 2013.*

** *Some national data include Washington, DC, and territories.*

*** *Faculty salaries at two-year institutions were not reported for Vermont.*

60X30TX

Introduction

60x30TX, the state's new strategic plan for higher education, is focused on student success over the next 15 years. The plan builds on the success of *Closing the Gaps by 2015* and will establish a globally competitive Texas workforce by 2030. The committee of business and education leaders from across Texas who developed the plan sought input from more than 5,000 stakeholders statewide.

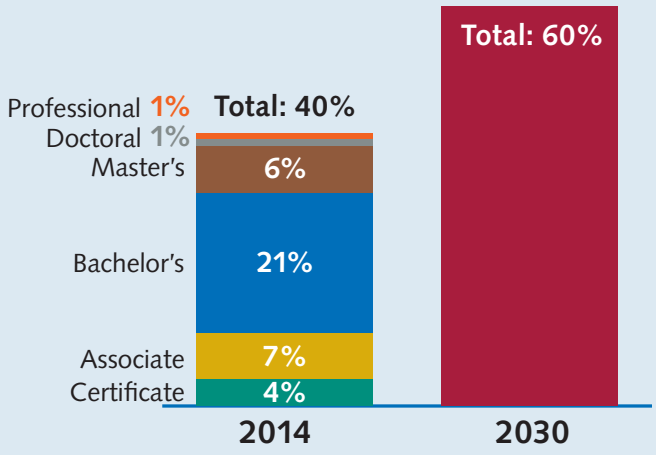
Achieving the goals of *60x30TX* rests heavily on collaboration among stakeholders in higher education, K–12 education, and the workforce. Supporting students through completion to become more actively engaged citizens and to strengthen the Texas economy means addressing college affordability and making explicit the workplace skills that students obtain in their programs. As voiced by Gov. Greg Abbott, "The strength of Texas' economy is our workforce, and a skilled and educated workforce gives Texas a competitive advantage … Texas will be better because of our new focus on *60x30TX*, and our brightest years are yet to come."

60x30TX has four student-centered goals in the areas of attainment, completion, marketable skills, and student debt. The new plan calls for ambitious, yet realistic, interim targets and strategies that will get Texas to its final goals in 2030.

Attainment

60x30TX is founded on the critical need for Texas to produce an educated workforce that is able to adapt and compete at the highest levels. The world's most competitive workforces have younger populations with more education compared to the United States and compared to Texas. Only about 40 percent of Texans ages 25–34 have a postsecondary degree or certificate. The best-educated societies in the world are at or near 60 percent in this age group. To compete and excel in this environment, *60x30TX* sets an ambitious goal of 60 percent postsecondary attainment for young adult Texans.

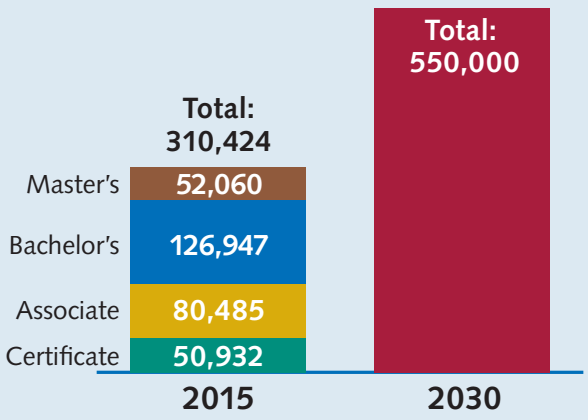
GOAL By 2030, at least 60 percent of Texans ages 25–34 will have a certificate or degree.



Completion

Data from the Bureau of Labor Statistics make clear that students don't get much of an economic lift from college attendance unless they complete a degree or undergraduate certificate. Texas needs to continue the *Closing the Gaps* record of generating impressive growth in undergraduate degree and certificate production at all colleges and universities—private, public, and for-profit. With *60x30TX*, Texas aims to award a total of 6.4 million certificates or degrees during the next 15 years. The plan also sets targets for Hispanic, African American, minority male, and economically disadvantaged completers and seeks to increase the percentage of students who enroll in higher education directly after high school from the current 54 percent to 65 percent.

GOAL By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.



Marketable Skills

Marketable skills are those valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skills. Students acquire these skills through curricular, co-curricular, and extracurricular activities. All programs develop skills of value in the marketplace. Students who can articulate their marketable skills are better positioned to get a suitable job. In a 2012 national study by the University of California Los Angeles Higher Education Research Institute, 88 percent of surveyed students identified "getting a better job" as the most important reason for attending college. The *60x30TX* plan requires institutions to formally identify those skills for each of its degree programs by 2030 so that students are aware of and can communicate those skills to future employers. This goal calls for every institution in Texas to articulate the identified skills to students.

GOAL By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

2015 → 2020 → 2025 → 2030

By 2020, institutions will have created and implemented a process to identify and regularly update marketable skills for each of their programs, in collaboration with business and other stakeholders.

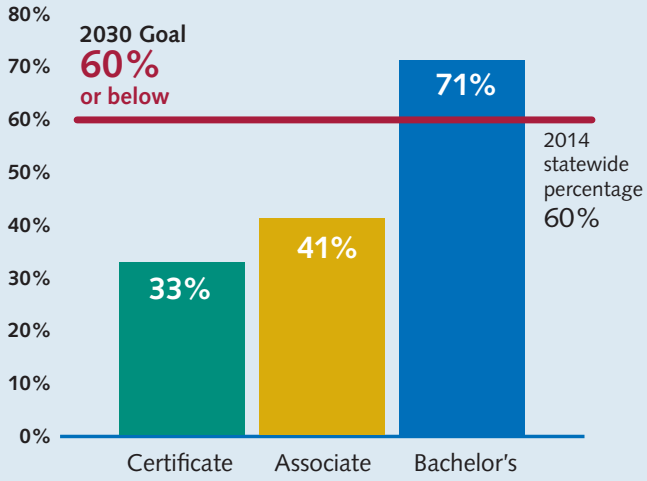
Institutions will regularly update marketable skills for each of their programs, and by 2030, all graduates will have completed programs with identified marketable skills.

Student Debt

As a state, Texas has an opportunity to balance student loan debt and improve how higher education is financed to reduce financial barriers that students and families encounter when pursuing any level of higher education. One way to focus on student loan debt is to set the statewide goal of maintaining debt load, as measured against student earning power at graduation. *60x30TX* sets the goal to keep this ratio at 60 percent for students with debt who graduate in the state. There are several facets to this goal: (1) the role of the state, (2) the role of institutions, and (3) the role of students. While there will be variation by sector and by student, all undergraduates with student loan debt who complete a credential from a Texas public two- and/or four-year institution are included in the 60 percent calculation. In 2014, half of undergraduate students completed their degrees and certificates with student loan debt. This goal also includes a target to maintain this percentage, so that no more than half of undergraduates complete their credentials with student loan debt.

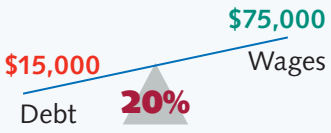
GOAL By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wage for graduates of Texas public institutions.

Student Loan Debt as a Percentage of First-Year Wages, 2014*

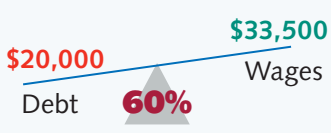


**60x30TX Student Debt goal of 60% of first-year wage represents a statewide goal and is not intended to be the goal for every student, institution, or sector. Debt as a percentage of first-year wage generally increases with number of credit hours required for credential. Debt to first-year wage is calculated as a median of all undergraduate students with debt and first-year wages. It is not an average.*

Low Student Loan Debt to First-Year Wage Ratio



Goal Student Loan Debt to First-Year Wage Ratio



High Student Loan Debt to First-Year Wage Ratio

The ultimate goal of the *60x30TX* plan is to have a diverse *and* educated workforce by 2030.

"The Texas Higher Education Coordinating Board has hit a home run with the *60x30TX* plan. No other education plan will impact businesses in a more positive way than this one will."

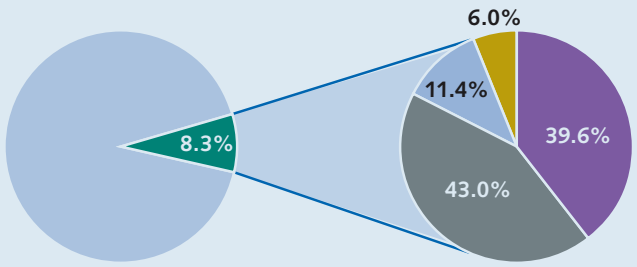
—Bill Hammond, Texas Association of Business

STATEWIDE OVERVIEW

Demographics, Access, and Educational Attainment

These data describe characteristics of the Texas population, including racial and ethnic distribution by age. Statewide higher education enrollment data shown by race and ethnicity illustrate how changing demographics are reflected in the state's public and private postsecondary institutions. Breakouts of educational attainment levels across a variety of population characteristics highlight differences across groups.

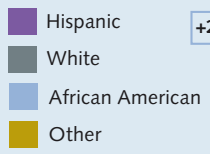
Texas Population



U.S. Population, 2015
321,418,820

Source: U.S. Census Bureau Population Estimates Program; TXSDC Population Projections

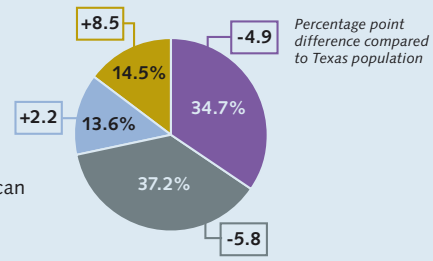
Racial & Ethnic Distribution



Texas Population, 2015
26,947,116

Source: TXSDC Population Projections

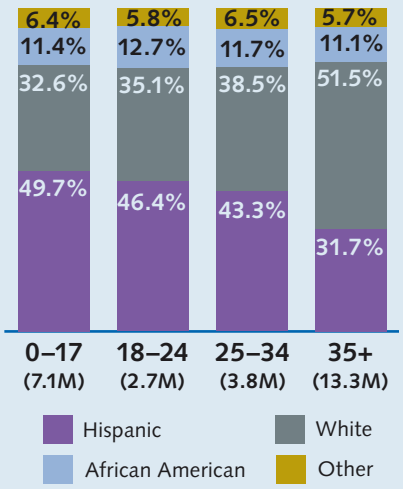
Enrollment by Race/Ethnicity



Texas Higher Education Enrollment, 2015
1,643,698

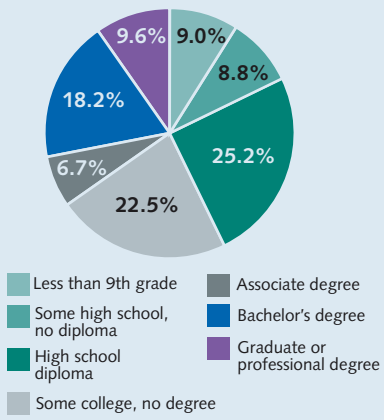
Source: THECB

Texas Population by Race/Ethnicity and Age



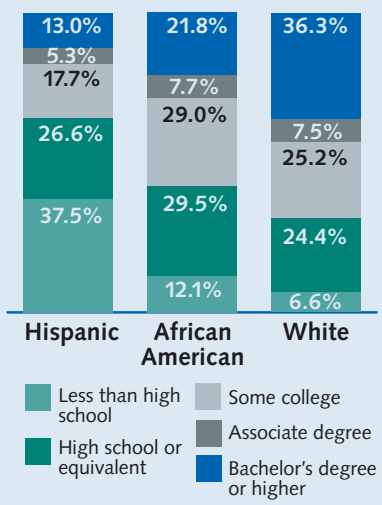
Source: TXSDC Population Projections, 2015

Educational Attainment, Total Population (25 or over)



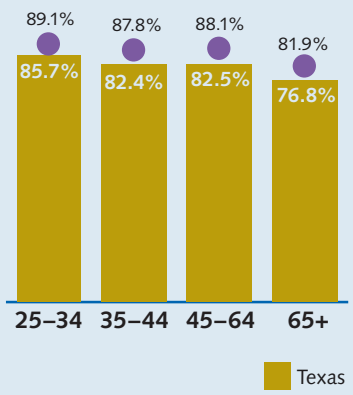
Source: 2014 ACS 1-Year Estimates

Educational Attainment by Race/Ethnicity (25 or over)

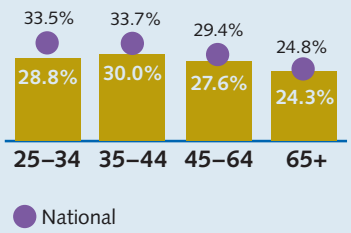


Source: 2014 ACS 1-Year Estimates

High School or Above by Age, Texas vs. the Nation

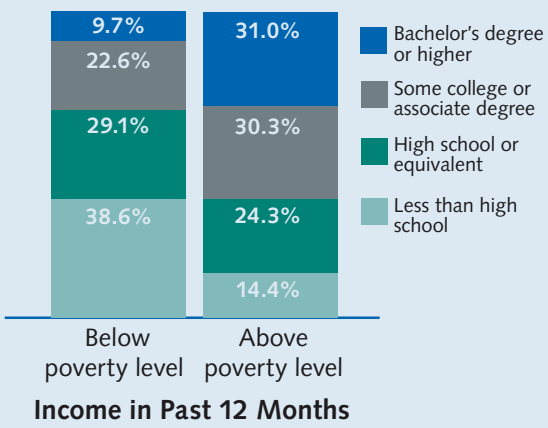


Bachelor's or Above by Age, Texas vs. the Nation



Source: 2014 ACS 1-Year Estimates

Educational Attainment by Income (25 or over)



Source: 2014 ACS 1-Year Estimates

ACS = American Community Survey
TXSDC = Texas State Data Center

STATEWIDE CONTEXT

Graduation Success

The most important measure of postsecondary success is degree completion. The tables below show enrollment and graduation success for first-time college students entering Texas public universities and two-year colleges in fall 2009. As the tables indicate, student enrollment in higher education does not ensure graduation. The tables also show that part-time students are less likely to complete a degree than are full-time students. The bar charts at the bottom show that Texas students attending public institutions of higher education enroll in more semester credit hours, on average, than are required to earn a degree, and they take longer to graduate. Statewide, success numbers increase somewhat when comparing 6- and 10-year graduation rates. Both 6- and 10-year graduation rates increase over time.

Public Universities

Fall 2009 Cohort
Cohort total: 65,985

Of first-time degree-seeking students who enroll	100	
	Full-time	Part-time
Enroll	96	4
Graduate in 4 years or less	29	1
Graduate in 5 to 6 years	27	1
Total graduates	**56**	**2**
Still enrolled after 6 years	**10**	**1**
No longer enrolled, no degree	**29**	**2**

Number of every 100 Texas public university students who earn a postsecondary degree within six years:

58

Note: Rounding may affect sum totals.

Public Two-Year Colleges

Fall 2009 Cohort
Cohort total: 118,593

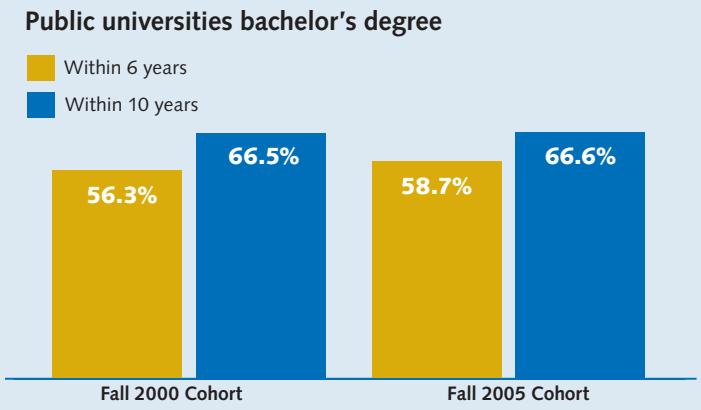
Of first-time degree-seeking students who enroll	100	
	Full-time	Part-time
Enroll	54	46
Graduate in 3 years or less	8	4
Associate/Bachelor's	*6*	*2*
Certificate	*2*	*2*
Graduate in 4 to 6 years	10	6
Bachelor's	*7*	*3*
Associate	*2*	*3*
Certificate	*0*	*0*
Total graduates	**18**	**9**
Still enrolled after 6 years	**5**	**4**
No longer enrolled, no degree	**32**	**32**

Number of every 100 Texas public two-year college students who earn a postsecondary degree or certificate within six years:

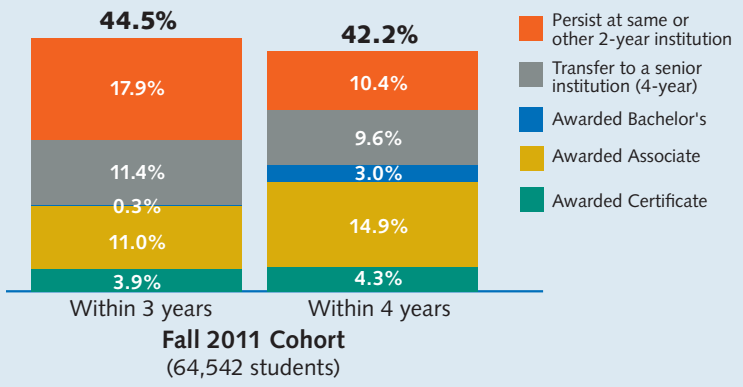
27

23% of first-time students enrolled at a two-year college who were non-degree seekers, including technical continuing education students or enrollees

Graduation Rate over Time for Full-Time Students

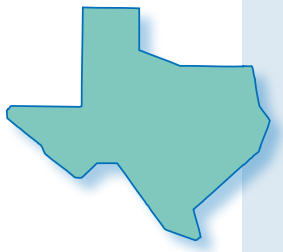


Outcomes over Time for Full-Time Students



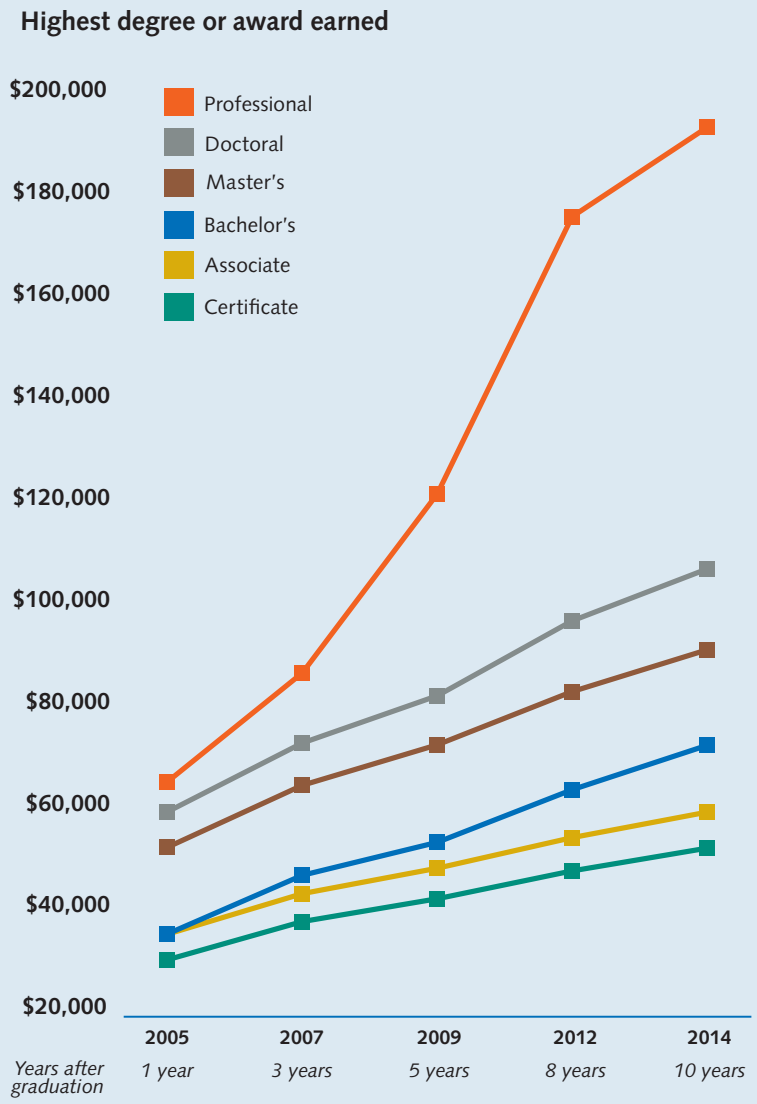
STATEWIDE CONTEXT

Earnings Profile

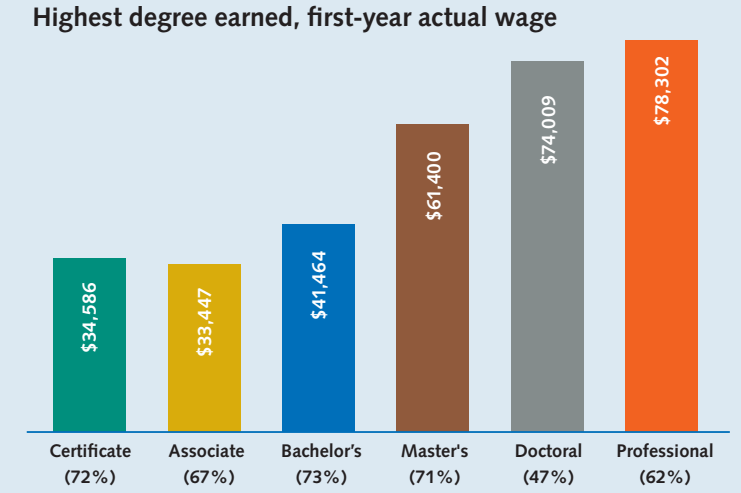


Workforce earnings data illustrate one of many benefits of earning a college credential or degree. This page highlights individual first-year earnings and individual earnings over a decade by both degree level and degree field. These data are from the Texas Unemployment Insurance Wage Record File and only include students who graduated from Texas institutions of higher education and were subsequently employed in Texas. The salaries are for the degrees awarded during the year shown, with no subsequent degrees earned (i.e., students who earn a higher degree are removed from the cohort). Graduates are not necessarily employed in their degree fields.

Earnings of 2004 Graduates over 10 Years

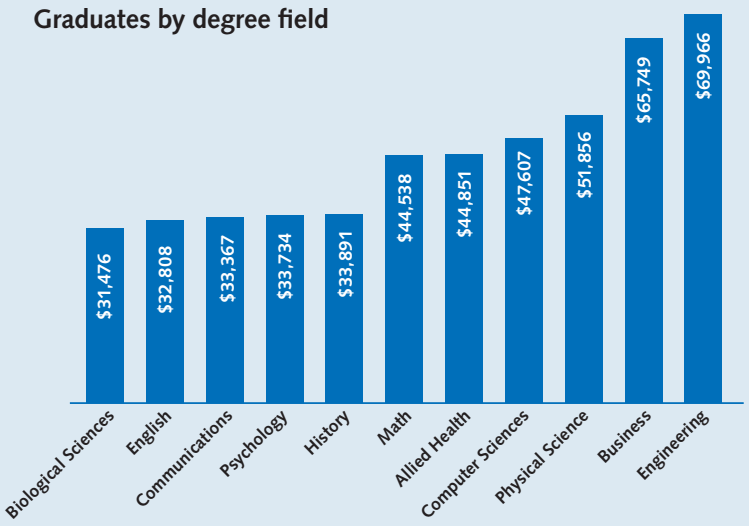


First-Year Earnings of 2013 Graduates

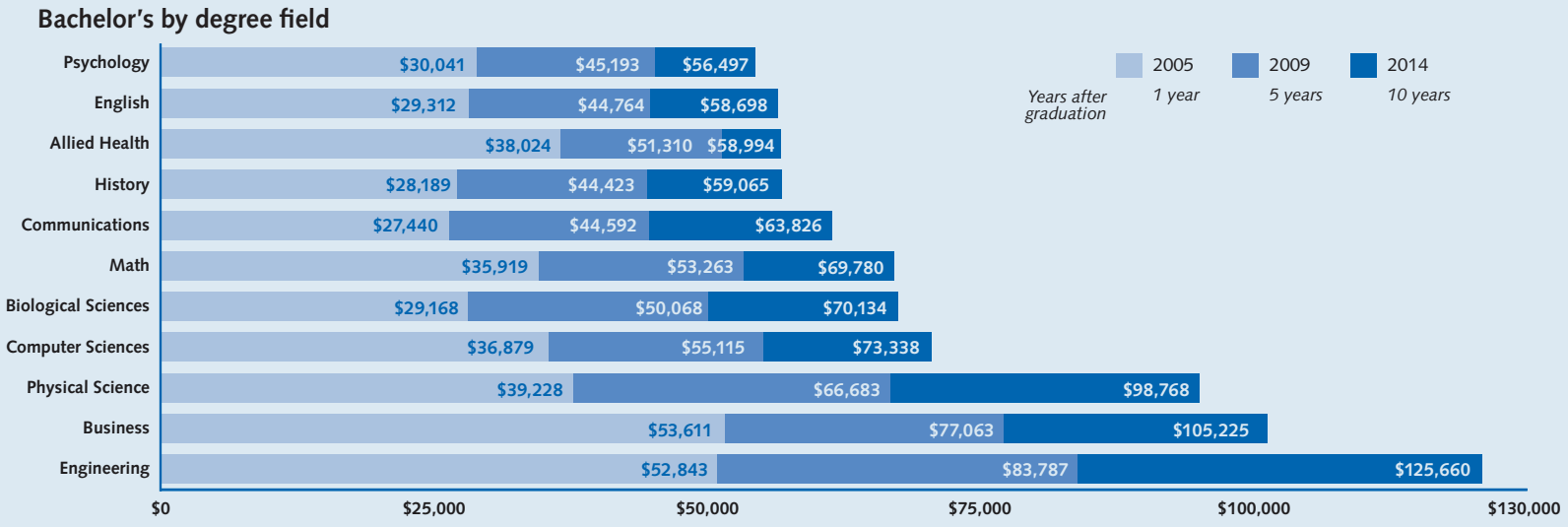


The parentheses show the percentage of graduates matched to Texas wage records.

First-Year Earnings of 2013 Bachelor's Graduates



Earnings of 2004 Bachelor's Graduates over 10 Years

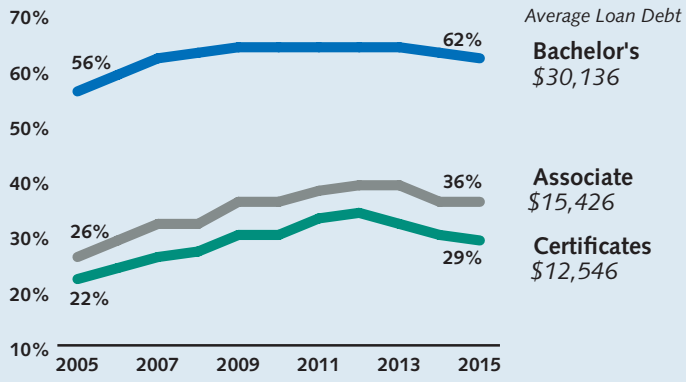


STATEWIDE CONTEXT

Student Debt Profile

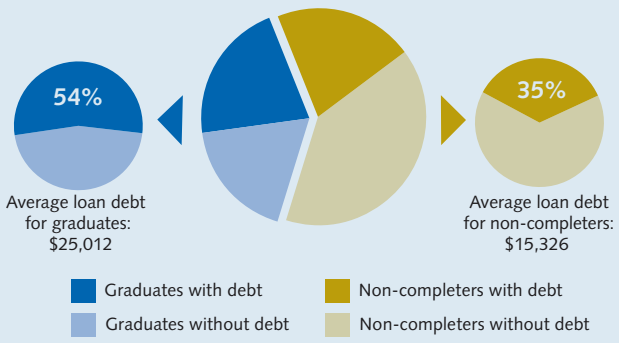
The amount of debt a student incurs can have a lasting impact on a student's life after college. Concerns about college costs and loan debt also can impact the student's decision to attend and persist in higher education. This page profiles undergraduate debt for students who attended Texas public higher education institutions. A trend line illustrating the percentage of students graduating with debt shows encouraging, although slight, decreases in recent years following several years of increases. Students who borrow but who do not complete, as highlighted in the 2008 cohort profile, have the burden of debt without the increased earnings potential of a degree. Also, as shown at the middle of the page, the average debt and percent of students with debt at Texas public universities differs considerably across institutions.

Percentage of Completers with Loan Debt, 2005–15



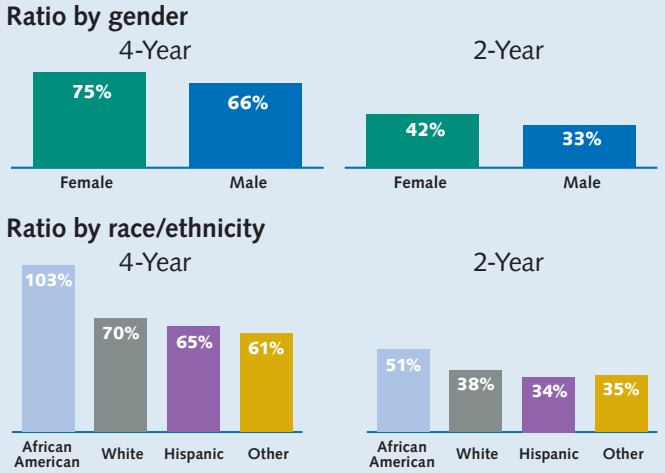
*Community college bachelor's are not included.

Profile of 2008 Public Higher Education Cohort by Graduation and Debt Status

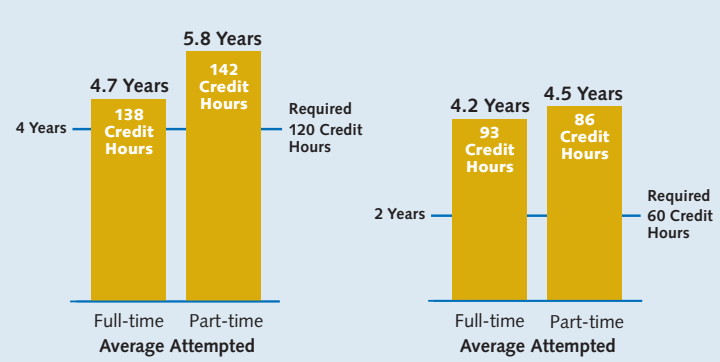


Debt Levels of FY 2015 Bachelor's Graduates by Institution

Student Loan Debt as a Percentage of First-Year Wages



Time and Credits to Complete a Degree

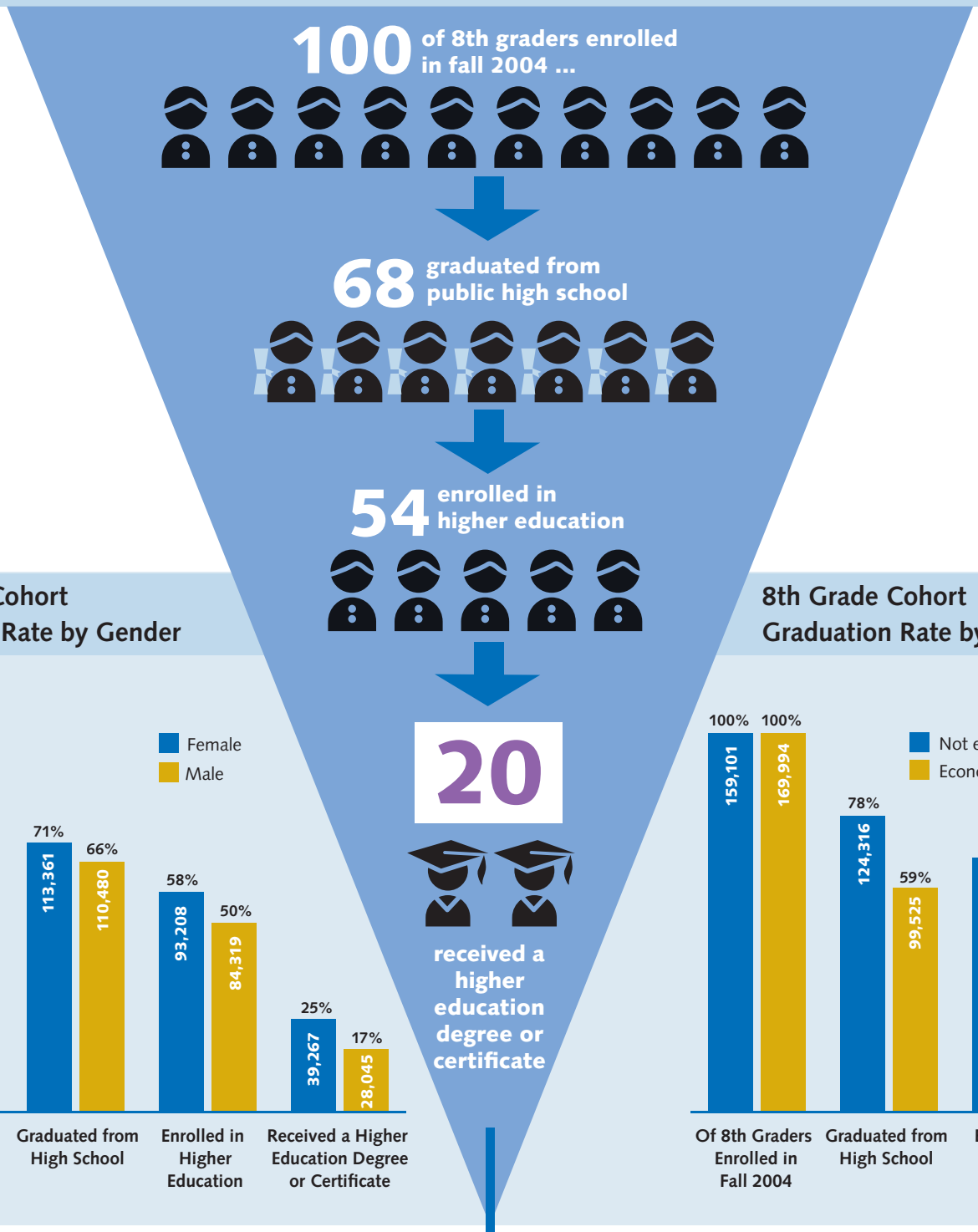


STATEWIDE CONTEXT

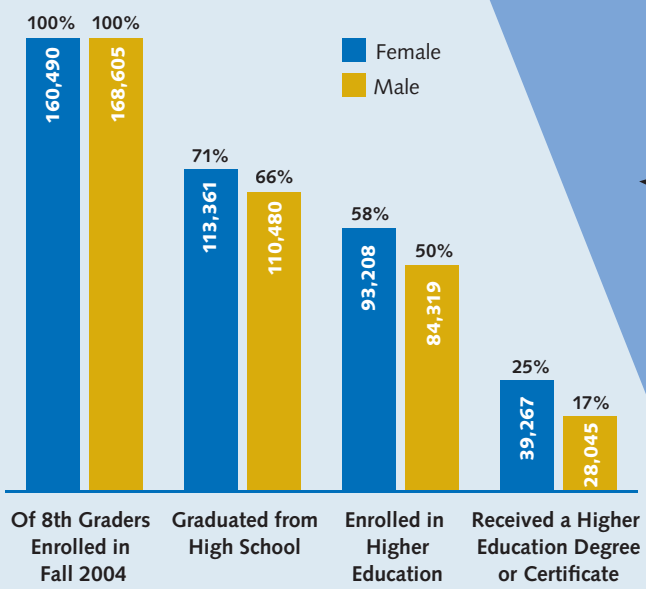
Graduation Rate of 8th Grade Cohort (2004–15)

The data on this page highlight differences in high school graduation and college enrollment and college completion rates by gender and economic status for students enrolled in grade 8 in the 2004–05 academic year. Male students graduated from public high school and completed college at lower rates than did females. Similarly, students identified as economically disadvantaged in grade 8 graduated from public high school and completed college at lower rates than did their peers who were not economically disadvantaged.

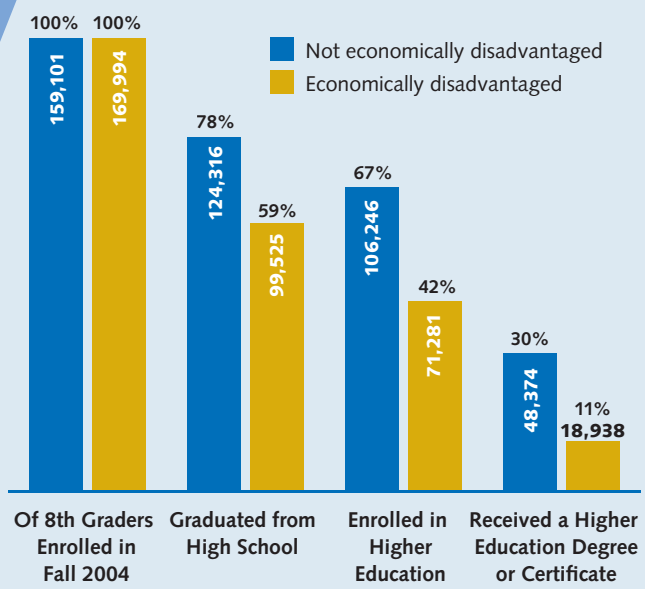
Overall 8th Grade Cohort Graduation Rate



8th Grade Cohort Graduation Rate by Gender



8th Grade Cohort Graduation Rate by Economic Status



OF THESE 20*

- **1** received a CERTIFICATE
- **4** received an ASSOCIATE DEGREE
- **15** received a BACHELOR'S DEGREE OR HIGHER

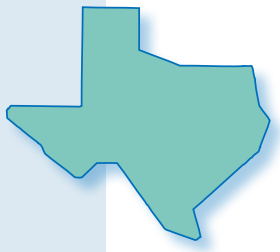
Source: THECB, TEA, and NSC (National Student Clearinghouse), 12/31/2015
Note: Out-of-state graduate total not shown, because current NSC data collection extends only into 2006.

**Highest degree earned.*

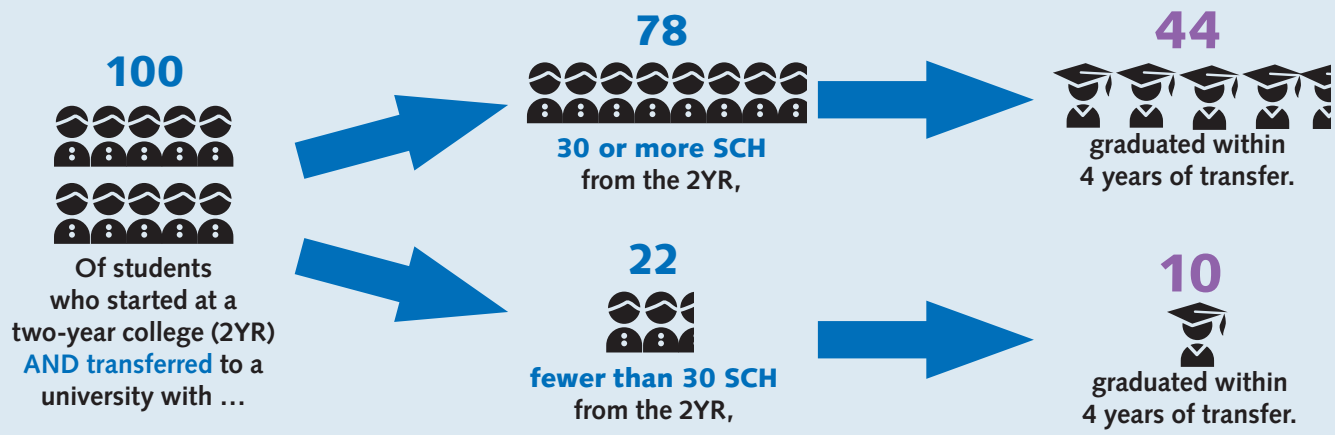
STATEWIDE CONTEXT

Transfer Success

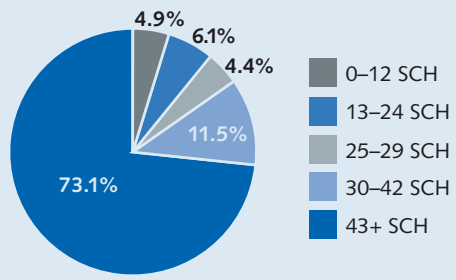
Transfer rates are becoming a more important indicator of postsecondary success since more than half of all Texas students enter higher education through a public two-year college. Students who transfer with 30 or more semester credit hours (SCH) are more likely to graduate within four years of transfer than are students who transfer with fewer than 30 SCH. Differences in transfer rates by ethnicity are also notable.



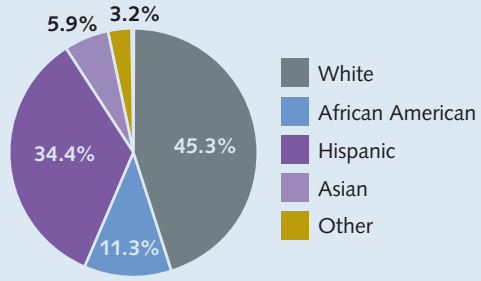
Transfer Graduation Rate



Total Two-Year College Transfers to University by SCH Attempted



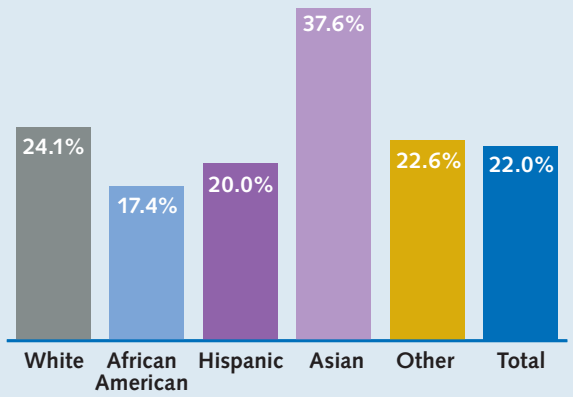
Total Two-Year College Transfers to University by Ethnicity



(Fall 2009 cohort followed for six years)

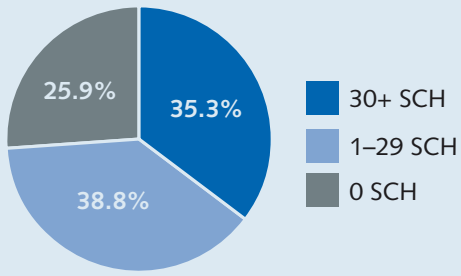
Two-Year College Transfer Rate by Ethnicity

Percentage of the entering students in 2009 cohort who transferred within six years



FY 2015 Bachelor's Graduates with SCH at a Two-Year College

Percentage of graduates by SCH taken at a two-year institution any time prior to baccalaureate graduation



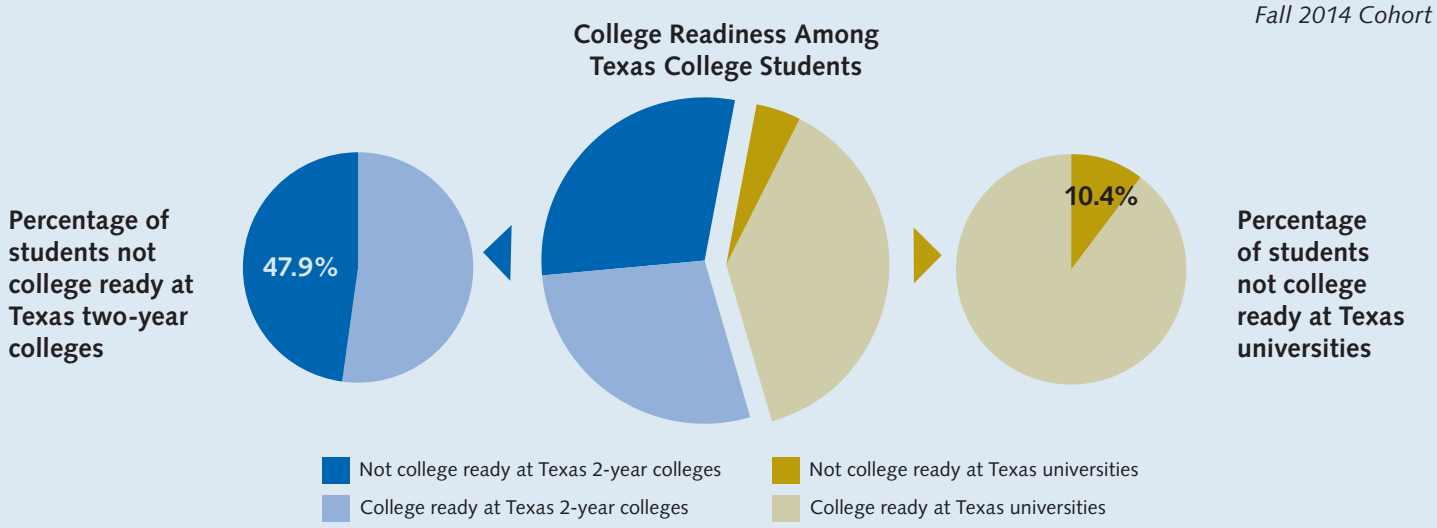
STATEWIDE CONTEXT

Developmental Education Profile

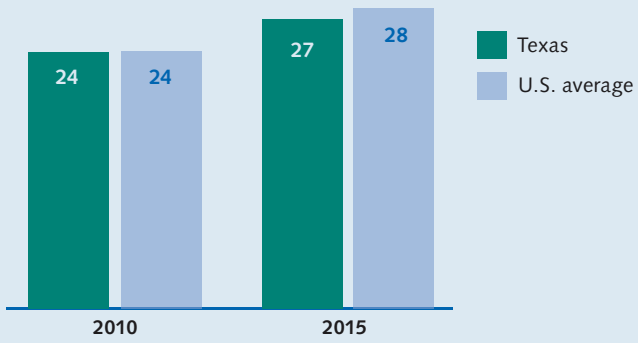
Although Texas continues to improve the college readiness of its high school students, those who are not college ready continue to face serious barriers on their pathway to certificates and degrees. While students entering higher education directly from high school are more likely to be college ready than are students who do not, more than half of students entering a Texas public two-year college do not meet state college-readiness standards. This lack of readiness has a negative impact on postsecondary success. Of every 100 two-year college students who are below the state readiness standard when they enter college, only 35 have graduated or are still enrolled in higher education after three years, compared to 55 out of every 100 students who enter college ready.

Breakdown of College Readiness for First-Time Entering Students by Higher Education Sector

Fall 2014 Cohort

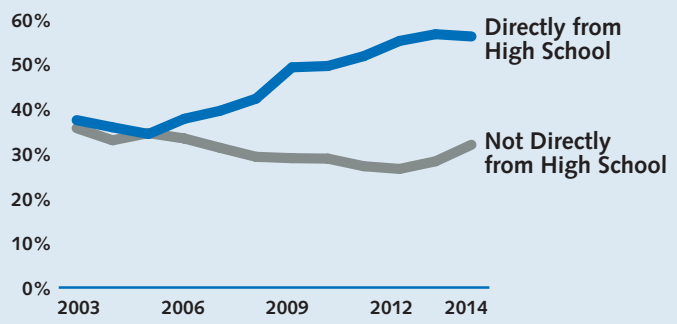


Percentage of Students Meeting ACT Readiness Benchmarks



Source: 2015 ACT Profile Report, Texas

Percentage of First-Time Public Two-Year College Students Meeting Texas College-Readiness Standards



Developmental Education Pipeline at Public Two-Year Colleges

Fall 2011 Cohort
Cohort total: 125,097

Of students below state standard* ...	100		
	... in reading	... in writing	... in math
Enrolled in developmental education	72	68	79
Achieved college readiness	50	43	29
Successfully completed first college-level course	**37**	**31**	**16**

**2011 entering cohort tracked two years for readiness measure and three years for college-level course.*

Number of students, out of every 100, who have graduated or are still enrolled in higher education after three years:

35 Below state readiness standards

55 College ready

CLOSING THE GAPS

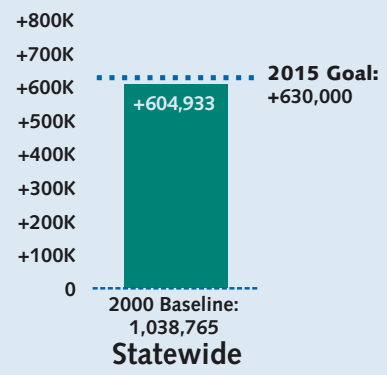
Closing the Gaps in Participation and Student Success

Below is an overview of how well Texas is reaching its goal of closing the gaps in participation rates at higher education institutions. The data include enrollment statewide, by race/ethnicity, by gender, and by type of institution.

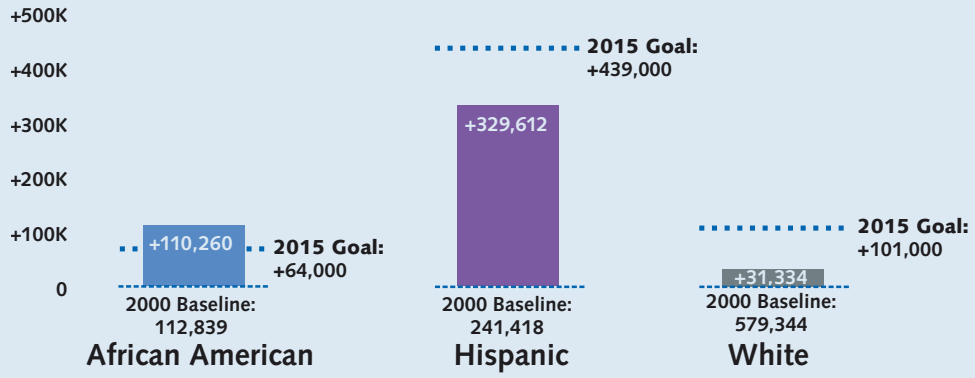
Statewide Participation

GOAL: By 2015, close the gaps in participation rates across Texas to add 630,000 more students over year 2000 baseline levels. Data shown here include all fall enrollment records for the most recent year available for public, independent, and career institutions. These bar graphs show actual increases for 2015 over baseline.

Increase in Enrollment Statewide

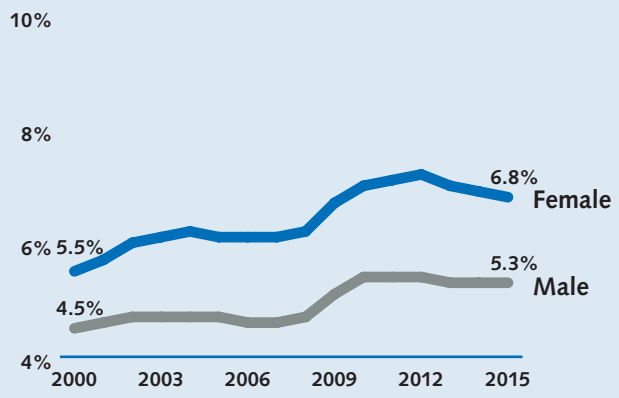


Increase in Enrollment by Race/Ethnicity



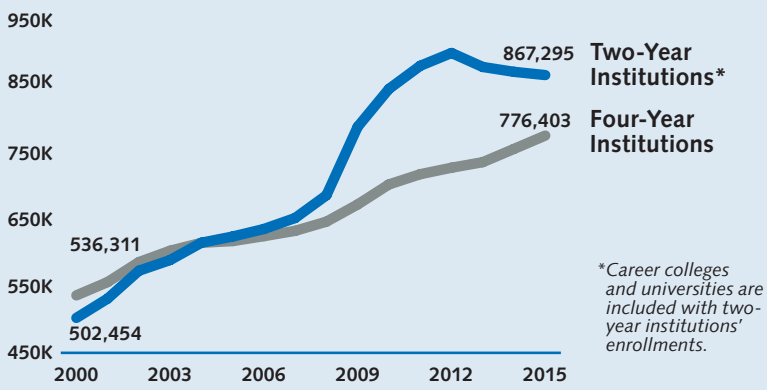
Statewide Enrollment by Gender

Fall enrollment in public, independent, and career institutions as a percentage of the population from 2000 to 2015



Statewide Enrollment at Two-Year and Four-Year Institutions

Total enrollment in public, independent, and career two-year and four-year institutions from 2000 to 2015

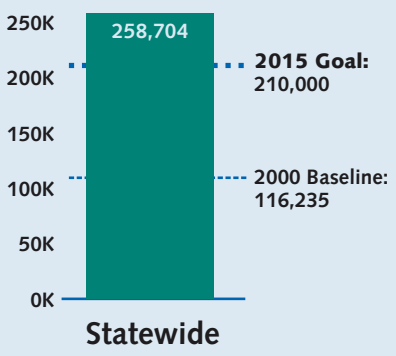


*Career colleges and universities are included with two-year institutions' enrollments.

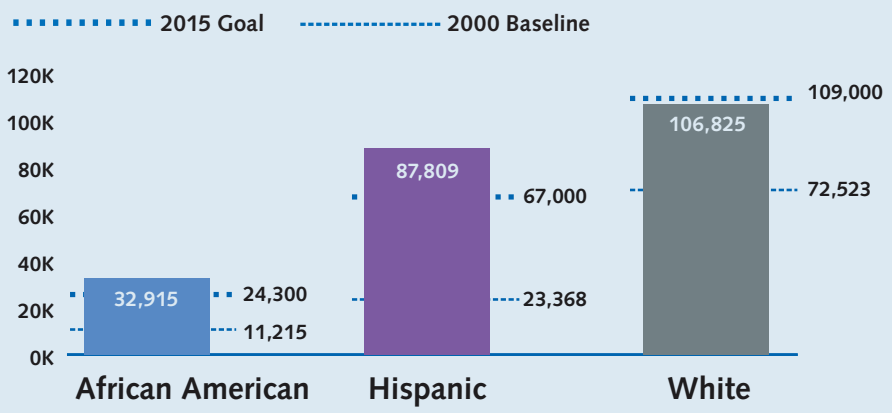
Statewide Student Success

GOAL: By 2015, annually award 210,000 undergraduate degrees, certificates, and other identifiable student successes from high-quality programs. Data shown here include public, independent, and career institutions. These bar graphs show actual totals for 2015.

Total Undergraduate Degrees/ Certificates Awarded Annually at Public, Independent, and Career Institutions



Total Undergraduate Degrees/Certificates Awarded Annually by Race/Ethnicity



Note: The final *Closing the Gaps Progress Report* will be published in July 2016; there may be slight variations in final numbers reported.

CLOSING THE GAPS

Closing the Gaps in Research Funding

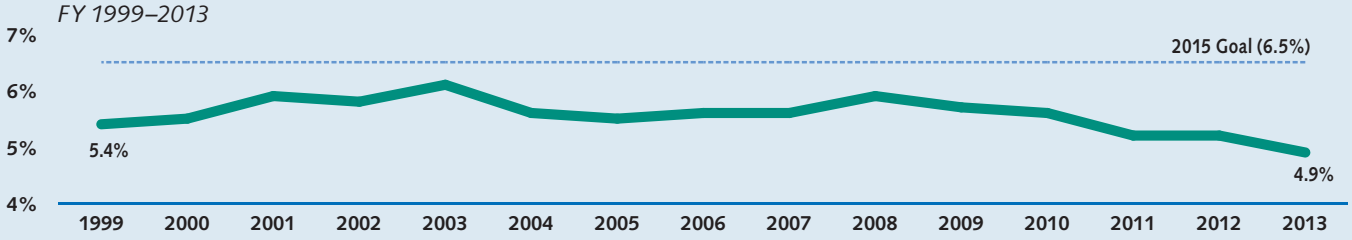
Below is an overview of how well Texas is reaching its goal of obtaining federal research funds. Federal R&D funding comes from the discretionary one-third of the federal budget; therefore, the amounts allocated to the various agencies and programs engaged in R&D fluctuate annually. The total national R&D budget for FY 2015 is estimated to be approximately $137.4 billion.

Federal Research Obligations

GOAL: By 2015, increase the level of federal science and engineering research and development obligations to Texas instititutions to 6.5 percent of total obligations to higher education institutions across the nation.

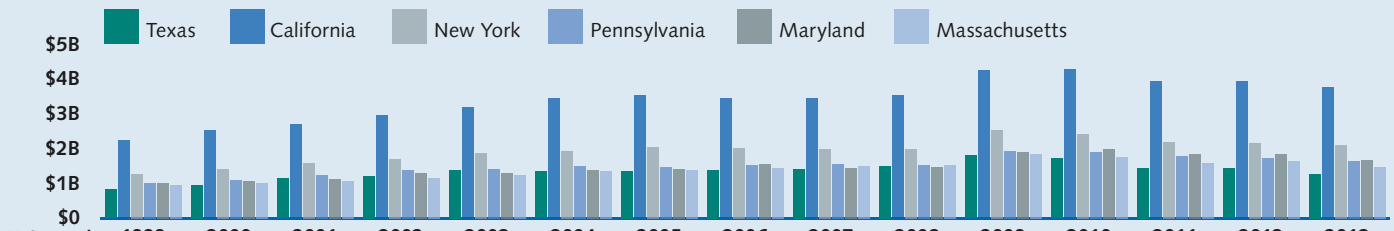
Percentage of Federal Science and Engineering Obligations for Research and Development Allocated to Texas Public and Independent Institutions

FY 1999–2013



Federal Science and Engineering Obligations for Research and Development

FY 1999–2013, the top six states, including Texas



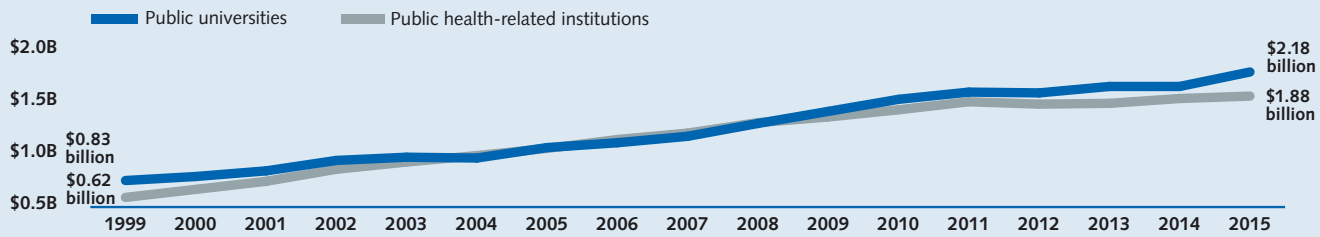
U.S. total: (in billions)	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	$15.6	$17.3	$19.4	$21.2	$22.8	$23.8	$24.7	$25.0	$25.0	$25.5	$31.8	$30.6	$27.9	$27.4	$25.9

Source: National Science Foundation, Survey of Federal S&E Support to Universities, Colleges, and Nonprofit Institutions: Federal Obligations for Research and Development. Available online at: https://ncsesdata.nsf.gov/webcaspar/TableBuilder.

Total Texas Research Expenditures

Expenditures for Research and Development

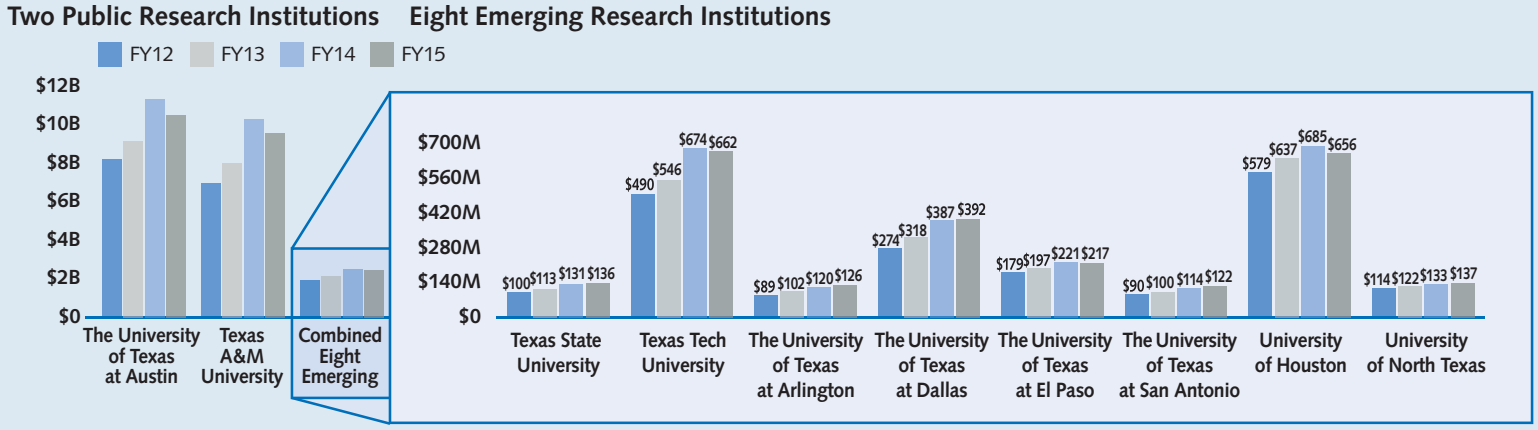
FY 1999–2015



Source: Texas Higher Education Coordinating Board, Accountability System Note: Some prior years have been restated to be consistent with Accountability System.

Endowment Funds

Two Public Research Institutions **Eight Emerging Research Institutions**



INSTITUTIONAL COMPARISONS

Graduation Rates and Degrees Awarded — Change from FY 2000

	Six-year graduation rates — all levels										Number of bachelor's degrees awarded — totals									
4-year public institution	FY 2000	FY 2002	FY 2004	FY 2006	FY 2008	FY 2010	FY 2012	FY 2014	FY 2015	Percentage point change FY 2000 to FY 2015	FY 2000	FY 2002	FY 2004	FY 2006	FY 2008	FY 2010	FY 2012	FY 2014	FY 2015	Difference FY 2000 to FY 2015
Angelo State University	40.6%	43.5%	44.5%	44.0%	40.0%	44.0%	40.8%	41.3%	44.9%	**4.3%**	786	865	822	791	785	816	932	1,031	1,012	**226**
Lamar University	28.6%	37.4%	37.3%	37.1%	36.9%	33.8%	35.9%	36.9%	36.5%	**7.9%**	935	1,011	1,150	1,228	1,221	1,239	1,353	1,521	1,545	**610**
Midwestern State University	37.8%	35.1%	39.5%	40.8%	44.2%	41.2%	46.3%	50.1%	53.7%	**15.9%**	704	788	887	965	973	1,002	1,066	1,032	993	**289**
Prairie View A&M University	29.3%	35.9%	38.0%	38.1%	39.6%	34.2%	40.3%	40.0%	37.6%	**8.3%**	640	746	721	904	787	879	1,026	1,022	1,162	**522**
Sam Houston State University	43.9%	43.2%	49.7%	53.0%	54.5%	57.9%	57.8%	60.6%	55.8%	**11.9%**	2,103	2,229	2,155	2,413	2,730	3,242	2,978	3,255	3,438	**1,335**
Stephen F. Austin State University	51.8%	51.3%	49.8%	52.0%	51.7%	57.0%	55.3%	53.8%	50.8%	**-1.0%**	1,772	1,872	1,717	1,700	1,812	1,874	2,011	2,043	2,108	**336**
Sul Ross State University	24.1%	21.9%	27.3%	26.2%	24.5%	28.5%	32.6%	30.6%	26.2%	**2.1%**	189	193	149	171	220	176	190	191	173	**-16**
Sul Ross State University Rio Grande College	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	**N/A**	176	148	176	160	141	168	154	117	167	**-9**
Tarleton State University	42.6%	51.8%	50.1%	53.2%	49.5%	47.5%	47.6%	53.1%	52.4%	**9.8%**	1,144	1,211	1,381	1,469	1,723	1,398	1,630	1,990	2,091	**947**
Texas A&M International University	N/A	46.8%	45.3%	48.7%	45.1%	46.0%	45.7%	48.0%	49.2%	**N/A**	371	442	595	617	705	798	805	978	990	**619**
Texas A&M University	77.0%	79.2%	80.9%	81.6%	83.6%	83.6%	84.2%	85.2%	84.9%	**7.9%**	7,512	7,698	7,914	8,163	8,118	8,451	9,020	9,340	9,684	**2,172**
Texas A&M University—Central Texas	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	**N/A**	N/A	N/A	N/A	N/A	N/A	450	469	506	496	**N/A**
Texas A&M University—Commerce	46.4%	42.3%	48.1%	42.5%	43.5%	44.8%	44.6%	53.1%	47.4%	**1.0%**	1,026	926	1,080	1,247	1,290	1,153	1,507	1,438	1,476	**450**
Texas A&M University—Corpus Christi	49.9%	46.5%	54.0%	53.8%	52.9%	50.3%	51.0%	48.4%	46.0%	**-3.9%**	910	959	1,102	1,183	1,340	1,335	1,515	1,484	1,461	**551**
Texas A&M University at Galveston	59.7%	50.8%	52.4%	61.9%	59.9%	59.2%	62.6%	65.0%	61.3%	**1.6%**	196	152	222	246	258	262	314	322	374	**178**
Texas A&M University—Kingsville	26.8%	32.8%	32.2%	36.4%	35.0%	41.7%	39.2%	43.0%	39.0%	**12.2%**	708	716	813	959	942	692	855	985	937	**229**
Texas A&M University—San Antonio	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	**N/A**	N/A	N/A	N/A	N/A	N/A	496	647	833	1,005	**N/A**
Texas A&M University—Texarkana	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	**N/A**	243	254	271	314	354	326	376	350	346	**103**
Texas Southern University	14.4%	21.5%	16.4%	13.8%	14.8%	14.9%	14.1%	18.9%	20.3%	**5.9%**	506	460	463	605	821	817	737	861	912	**406**
Texas State University	52.9%	56.5%	58.6%	61.9%	63.8%	64.4%	61.4%	64.6%	62.1%	**9.2%**	3,418	3,817	4,154	4,517	5,017	5,299	5,435	6,020	6,276	**2,858**
Texas Tech University	57.2%	61.8%	65.5%	66.0%	68.8%	72.8%	73.6%	70.3%	70.3%	**13.1%**	3,643	3,625	3,918	4,458	4,777	4,476	4,941	5,231	5,333	**1,690**
Texas Woman's University	48.5%	48.6%	52.5%	50.4%	55.2%	54.5%	54.2%	52.6%	49.9%	**1.4%**	1,191	954	995	1,188	1,472	1,774	1,919	2,055	2,050	**859**
The University of Texas at Arlington	37.4%	43.6%	44.1%	49.7%	49.6%	50.7%	55.5%	52.7%	57.0%	**19.6%**	2,813	2,892	3,280	3,531	3,920	4,178	5,773	6,738	7,197	**4,384**
The University of Texas at Austin	72.2%	75.1%	78.0%	79.8%	81.3%	82.9%	82.5%	83.6%	81.7%	**9.5%**	7,803	8,005	8,959	8,878	8,617	8,952	8,860	9,482	9,358	**1,555**
The University of Texas at Brownsville	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35.5%	**N/A**	475	618	684	788	900	1,052	1,149	1,069	1,141	**666**
The University of Texas at Dallas	59.9%	64.7%	65.6%	64.0%	68.2%	70.7%	71.9%	75.9%	72.3%	**12.4%**	1,303	1,537	1,823	2,158	2,314	2,355	2,510	2,811	3,040	**1,737**
The University of Texas at El Paso	24.7%	27.0%	29.7%	31.5%	33.8%	37.4%	41.2%	42.2%	42.3%	**17.6%**	1,695	1,692	1,754	2,106	2,749	3,031	3,132	3,214	3,300	**1,605**
The University of Texas—Pan American	26.5%	28.2%	31.2%	37.0%	40.2%	38.9%	44.0%	49.3%	43.2%	**16.7%**	1,340	1,597	1,894	2,287	2,420	2,620	2,462	2,785	3,026	**1,686**
The University of Texas of the Permian Basin	42.5%	29.6%	42.9%	40.3%	42.6%	44.6%	47.9%	44.6%	49.4%	**6.9%**	334	417	443	485	518	513	546	626	725	**391**
The University of Texas Rio Grande Valley	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	**N/A**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	**N/A**
The University of Texas at San Antonio	34.5%	34.8%	37.0%	38.2%	43.1%	44.0%	43.1%	53.4%	53.1%	**18.6%**	2,487	2,637	2,912	3,492	3,596	3,968	4,243	4,552	4,686	**2,199**
The University of Texas at Tyler	N/A	0.0%	55.6%	50.9%	44.2%	49.6%	51.8%	58.2%	55.1%	**N/A**	731	684	720	897	999	1,238	1,144	1,084	1,226	**495**
University of Houston	44.6%	43.6%	46.6%	49.9%	49.0%	53.1%	53.6%	55.7%	57.6%	**13.0%**	3,533	3,805	4,409	4,635	4,759	4,778	5,426	6,437	6,340	**2,807**
University of Houston—Clear Lake	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	**N/A**	1,052	1,130	1,065	1,155	1,197	1,124	1,251	1,255	1,298	**246**
University of Houston—Downtown	17.8%	19.1%	17.6%	21.3%	18.5%	18.1%	17.4%	26.9%	21.6%	**3.8%**	1,159	1,321	1,568	1,883	2,060	2,359	2,351	2,339	2,350	**1,191**
University of Houston—Victoria	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	**N/A**	205	283	265	349	390	515	619	663	649	**444**
University of North Texas	46.6%	48.5%	48.3%	54.5%	53.3%	57.4%	56.8%	59.5%	59.1%	**12.5%**	3,457	3,931	4,261	4,563	5,360	6,024	6,262	6,158	6,261	**2,804**
University of North Texas at Dallas	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	**N/A**	N/A	N/A	N/A	N/A	N/A	N/A	0	396	391	**N/A**
West Texas A&M University	34.6%	42.6%	44.2%	44.2%	47.6%	45.6%	48.2%	48.0%	45.4%	**10.8%**	861	950	928	1,060	1,213	1,220	1,253	1,453	1,453	**592**

4-year public institution	Accountability group	Average tuition & fees	Undergraduate accepted by race/ethnicity, fall 2015						Undergraduate enrollment by race/ethnicity, fall 2015						Undergraduate degrees awarded by race/ethnicity, FY 2015						Test score ranges, fall 2013			
			Total	African American	Hispanic	White	Other	International	Total	African American	Hispanic	White	Other	International	Total	African American	Hispanic	White	Other	International	SAT Math	SAT Reading	ACT Math	ACT English
Angelo State University	Master's	$7,802	2,917	11.6%	40.2%	41.9%	2.8%	3.4%	7,114	7.4%	32.4%	53.7%	4.3%	2.2%	1,012	7.8%	26.6%	60.8%	3.8%	1.1%	440–540	420–530	18–21	16–24
Lamar University	Comprehensive	$9,700	4,331	32.9%	28.4%	27.4%	6.9%	4.4%	9,083	27.5%	14.6%	47.6%	8.6%	1.7%	1,545	27.2%	11.1%	54.5%	6.3%	0.9%	440–530	420–530	17–24	16–23
Midwestern State University	Master's	$8,305	2,249	17.3%	34.1%	40.4%	4.9%	3.3%	5,060	15.6%	17.8%	53.5%	6.9%	6.2%	1,033	13.3%	13.3%	60.6%	6.6%	6.3%	460–550	440–550	18–23	18–24
Prairie View A&M University	Comprehensive	$9,645	4,378	77.0%	12.7%	6.6%	3.5%	0.3%	6,923	86.3%	6.0%	2.7%	3.4%	1.5%	1,162	80.6%	5.8%	5.2%	5.5%	3.0%	390–480	370–460	16–20	13–19
Sam Houston State University	Doctoral	$9,336	8,288	19.8%	38.1%	34.2%	3.9%	4.0%	17,401	19.9%	20.4%	52.5%	5.8%	1.3%	3,438	15.3%	16.3%	61.7%	5.4%	1.4%	460–550	450–550	18–24	19–24
Stephen F. Austin State University	Comprehensive	$9,312	7,211	18.5%	28.3%	44.8%	4.4%	4.0%	10,831	21.2%	16.1%	57.5%	4.5%	0.7%	2,108	20.5%	11.3%	62.5%	5.1%	0.6%	460–540	440–540	18–24	17–23
Sul Ross State University	Master's	$7,211	914	12.7%	60.5%	22.6%	3.1%	1.1%	1,359	11.1%	52.0%	33.1%	3.4%	0.4%	173	9.2%	47.4%	39.9%	1.7%	1.7%	390–480	N/A	16–21	14–20
Sul Ross State University Rio Grande College	Master's	$4,960	N/A	N/A	N/A	N/A	N/A	N/A	800	1.0%	89.4%	7.4%	2.3%	0.0%	167	0.6%	93.4%	3.6%	2.4%	0.0%	N/A	N/A	N/A	N/A
Tarleton State University	Comprehensive	$8,213	4,604	12.0%	27.6%	55.2%	5.1%	0.1%	10,571	9.0%	17.9%	68.4%	4.5%	0.2%	2,139	6.5%	12.9%	76.3%	3.4%	0.8%	440–530	420–520	18–24	16–22
Texas A&M International University	Comprehensive	$7,990	2,974	2.3%	89.7%	4.4%	2.8%	0.8%	6,375	0.5%	94.6%	2.0%	1.0%	1.9%	990	0.8%	93.2%	3.3%	0.7%	1.9%	420–520	400–490	16–21	15–20
Texas A&M University	Research	$9,494	21,306	4.4%	25.1%	52.7%	16.4%	1.4%	46,461	3.6%	22.1%	63.7%	9.0%	1.5%	9,684	2.4%	17.2%	70.8%	8.0%	1.5%	560–670	520–640	24–29	23–30
Texas A&M University—Central Texas	Master's	$5,815	N/A	N/A	N/A	N/A	N/A	N/A	1,858	26.7%	23.2%	41.2%	8.8%	0.0%	496	23.6%	22.2%	47.4%	6.9%	0.0%	N/A	N/A	N/A	N/A
Texas A&M University—Commerce	Doctoral	$7,264	3,453	24.5%	29.3%	29.2%	10.7%	6.2%	7,642	22.9%	17.6%	49.6%	7.7%	2.2%	1,476	15.9%	14.6%	60.4%	4.1%	4.9%	340–530	390–520	17–23	15–22
Texas A&M University—Corpus Christi	Doctoral	$8,620	7,739	7.5%	57.0%	27.2%	4.4%	3.9%	9,554	6.5%	47.9%	38.0%	4.7%	2.9%	1,461	4.7%	45.4%	40.6%	4.3%	5.0%	440–540	430–530	17–24	16–22
Texas A&M University at Galveston	Master's	$10,052	1,065	1.8%	19.8%	71.1%	7.0%	0.3%	2,161	1.9%	16.3%	76.0%	5.4%	0.4%	374	2.7%	13.4%	77.3%	6.2%	0.5%	N/A	N/A	N/A	N/A
Texas A&M University—Kingsville	Doctoral	$7,700	5,782	6.8%	72.9%	14.5%	3.2%	2.5%	6,563	6.4%	72.4%	16.7%	2.1%	2.4%	937	5.4%	69.6%	21.2%	2.7%	1.1%	430–530	410–500	16–22	14–20
Texas A&M University—San Antonio	Master's	$7,454	299	0.7%	6.4%	1.7%	89.3%	2.0%	3,571	6.3%	68.2%	20.9%	3.3%	1.2%	1,005	5.7%	66.8%	22.0%	3.9%	1.7%	N/A	N/A	N/A	N/A
Texas A&M University—Texarkana	Master's	$7,036	1,003	23.9%	26.6%	33.6%	9.4%	6.5%	1,382	17.7%	13.0%	62.9%	5.4%	0.9%	346	14.2%	10.1%	70.2%	5.2%	0.3%	355–485	390–470	15–22	14–22
Texas Southern University	Doctoral	$8,126	5,397	74.4%	12.7%	7.2%	4.7%	1.1%	6,696	79.7%	8.5%	1.4%	2.8%	7.6%	912	77.7%	6.3%	2.3%	4.3%	9.4%	370–460	360–440	15–18	12–17
Texas State University	Emerging Research	$9,940	15,165	10.6%	38.6%	43.6%	5.5%	1.7%	33,480	10.5%	34.6%	49.1%	5.4%	0.5%	6,276	6.9%	28.8%	58.0%	5.8%	0.5%	470–560	460–560	20–25	19–24
Texas Tech University	Emerging Research	$9,866	13,248	6.3%	25.4%	55.9%	7.7%	4.7%	29,162	7.5%	23.6%	59.9%	6.4%	2.6%	5,333	6.2%	20.8%	64.0%	7.4%	1.6%	510–610	490–590	22–27	21–26
Texas Woman's University	Doctoral	$8,522	4,630	16.6%	47.3%	25.0%	10.4%	0.7%	9,487	21.0%	26.9%	40.5%	10.9%	0.7%	2,050	17.5%	20.5%	47.6%	12.7%	1.8%	430–540	410–530	17–24	15–22
The University of Texas at Arlington	Emerging Research	$9,380	7,179	13.1%	36.4%	26.1%	16.7%	7.6%	25,168	15.4%	28.9%	36.3%	15.7%	3.7%	7,197	15.8%	22.1%	46.0%	12.6%	3.4%	490–610	420–568	20–26	18–25
The University of Texas at Austin	Research	$9,810	16,775	5.3%	24.4%	40.1%	25.7%	4.5%	39,619	4.9%	23.1%	44.5%	24.8%	2.8%	9,358	4.5%	20.6%	49.8%	22.1%	3.0%	600–720	570–690	26–33	26–33
The University of Texas at Brownsville	Master's	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,141	0.6%	93.1%	4.6%	1.7%	0.0%	N/A	N/A	N/A	N/A
The University of Texas at Dallas	Emerging Research	$11,806	7,237	5.5%	18.4%	29.9%	42.2%	4.0%	15,283	6.9%	17.9%	37.3%	34.5%	3.3%	3,040	6.8%	16.7%	42.4%	29.9%	4.1%	590–700	550–670	26–32	24–32
The University of Texas at El Paso	Emerging Research	$7,059	7,133	3.5%	85.2%	5.6%	2.5%	3.1%	20,216	3.0%	82.8%	6.7%	2.0%	5.6%	3,300	2.9%	80.1%	9.5%	2.0%	5.5%	N/A	N/A	N/A	N/A
The University of Texas—Pan American	Doctoral	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3,026	0.8%	89.0%	3.2%	4.8%	2.2%	440–540	420–520	17–23	16–21
The University of Texas of the Permian Basin	Master's	$6,776	1,021	2.6%	78.6%	12.0%	4.8%	1.9%	5,164	3.8%	50.1%	31.9%	12.9%	1.3%	725	6.9%	42.5%	45.4%	4.1%	1.1%	450–528	430–540	17–24	15–22
The University of Texas Rio Grande Valley	Doctoral	$7,292	7,447	0.5%	91.5%	3.0%	3.2%	1.8%	24,547	0.6%	90.8%	3.0%	3.0%	2.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The University of Texas at San Antonio	Emerging Research	$9,361	12,250	9.3%	54.1%	22.9%	12.0%	1.7%	24,462	10.2%	52.6%	25.4%	8.5%	3.3%	4,686	9.2%	48.6%	29.2%	8.5%	4.4%	480–590	450–560	19–25	18–24
The University of Texas at Tyler	Master's	$7,312	1,605	8.2%	24.3%	45.9%	20.4%	1.2%	6,078	10.7%	16.8%	57.6%	13.0%	1.9%	1,226	8.3%	14.2%	68.2%	7.3%	2.0%	483–590	470–560	20–25	20–26
University of Houston	Emerging Research	$10,331	10,936	11.8%	31.3%	24.1%	26.7%	6.1%	33,404	11.7%	32.1%	25.7%	25.8%	4.7%	6,340	11.9%	29.5%	30.3%	23.3%	5.1%	540–640	500–610	23–27	21–27
University of Houston—Clear Lake	Master's	$7,473	665	6.5%	43.6%	32.5%	15.6%	1.8%	5,427	9.7%	35.5%	43.0%	9.9%	2.0%	1,298	6.9%	34.6%	47.0%	9.5%	2.0%	480–580	460–580	N/A	N/A
University of Houston—Downtown	Master's	$6,938	2,686	13.1%	65.0%	7.6%	13.7%	0.5%	12,856	23.4%	46.0%	16.6%	12.0%	2.0%	2,350	23.7%	37.7%	23.7%	11.8%	3.1%	430–510	390–470	16–21	13–19
University of Houston—Victoria	Master's	$7,086	2,425	16.9%	65.8%	9.3%	7.3%	0.7%	2,938	17.8%	36.2%	35.4%	9.1%	1.5%	649	13.7%	25.6%	45.3%	12.9%	2.5%	N/A	N/A	N/A	N/A
University of North Texas	Emerging Research	$10,480	11,111	13.3%	30.5%	41.8%	11.9%	2.4%	30,503	14.8%	22.9%	49.4%	9.7%	3.1%	6,261	13.5%	18.6%	57.1%	8.2%	2.6%	500–610	490–600	20–26	19–25
University of North Texas at Dallas	Master's	$7,850	1,169	18.9%	61.8%	11.5%	7.4%	0.3%	1,923	35.9%	46.8%	12.2%	4.0%	1.1%	391	33.5%	42.2%	17.6%	5.4%	1.3%	420–510	390–470	16–22	13–19
West Texas A&M University	Comprehensive	$7,514	3,565	3.5%	15.2%	29.9%	51.0%	0.4%	7,274	6.3%	26.5%	60.0%	5.4%	1.9%	1,453	4.7%	20.2%	67.8%	7.2%	0.0%	440–550	420–530	18–24	16–22

4-year public institution	Student characteristics, fall 2015								Enrollment by race/ethnicity, fall 2015						Degrees awarded by level, FY 2015						Degrees awarded by race/ethnicity, FY 2015						Student debt	
	Total UG applicants	% of UG applicants accepted	First-time students in top 10%	Total enrollment	% enrollment change 2010–15	% part-time	% full-time	% receiving Pell Grants	Total enrollment	African American	Hispanic	White	Other	International	Total	Associate	Bachelor's	Master's	Doctoral — Research	Doctoral — Professional	African American	Hispanic	White	Other	International	Average debt	% students with debt
Angelo State University	3,835	76.1%	10.0%	8,452	23.2%	33.9%	66.1%	41.4%	8,343	7.2%	30.2%	54.5%	6.2%	1.9%	1,381	0	1,012	351	0	18	7.7%	23.7%	60.7%	7.0%	0.9%	$29,233	65.2%
Lamar University	5,703	75.9%	13.7%	14,494	3.8%	30.6%	69.4%	43.9%	14,494	23.4%	14.6%	46.1%	7.0%	8.9%	3,819	0	1,545	2,177	92	5	19.4%	12.3%	54.2%	5.1%	9.0%	$31,627	67.0%
Midwestern State University	3,632	61.9%	11.9%	5,734	-6.5%	22.6%	77.4%	38.8%	5,734	14.9%	17.0%	54.3%	6.7%	7.1%	1,216	40	993	183	0	0	12.1%	12.3%	60.7%	6.5%	8.4%	$33,060	64.3%
Prairie View A&M University	5,132	85.3%	4.5%	8,268	-5.8%	8.9%	91.1%	65.4%	8,268	84.6%	5.9%	3.1%	3.8%	2.7%	1,616	0	1,162	429	25	0	78.2%	5.5%	5.4%	6.3%	4.6%	$40,806	82.7%
Sam Houston State University	11,309	73.3%	12.9%	20,031	16.2%	18.9%	81.1%	39.8%	20,031	19.0%	20.2%	53.2%	5.8%	1.8%	4,432	0	3,438	936	58	0	14.2%	16.2%	61.6%	5.3%	2.8%	$30,712	68.1%
Stephen F. Austin State University	9,744	74.0%	13.1%	12,484	-2.7%	14.1%	85.9%	41.5%	12,484	20.7%	15.2%	58.4%	4.6%	1.1%	2,690	0	2,108	563	19	0	19.6%	10.7%	63.6%	4.8%	1.2%	$38,533	71.3%
Sul Ross State University	1,143	80.0%	2.8%	1,973	-3.6%	23.8%	76.2%	53.4%	1,973	9.4%	49.4%	37.4%	3.1%	0.7%	379	0	173	206	0	0	5.3%	47.5%	44.6%	1.6%	1.1%	$24,616	78.5%
Sul Ross State University Rio Grande College	N/A	N/A	N/A	1,019	-6.7%	72.1%	27.9%	63.2%	1,019	0.8%	89.3%	7.9%	2.0%	0.0%	210	0	167	43	0	0	0.5%	91.0%	6.7%	1.9%	0.0%	$19,647	71.5%
Tarleton State University	6,318	72.9%	7.8%	12,333	32.0%	22.2%	77.8%	40.0%	12,333	9.4%	17.0%	68.4%	4.7%	0.5%	2,583	48	2,091	438	6	0	6.9%	12.6%	75.7%	3.8%	1.1%	$31,039	67.5%
Texas A&M International University	3,646	81.6%	17.9%	7,192	4.9%	28.1%	71.9%	56.0%	7,192	0.6%	92.7%	2.1%	1.1%	3.5%	1,292	0	990	298	4	0	0.9%	87.3%	3.6%	0.8%	7.4%	$20,282	72.8%
Texas A&M University	32,622	65.3%	57.2%	58,515	19.1%	11.2%	88.8%	21.7%	58,515	3.6%	19.5%	59.5%	8.6%	8.8%	13,297	0	9,684	2,562	696	355	2.6%	15.1%	64.3%	7.7%	10.2%	$31,191	45.2%
Texas A&M University—Central Texas	N/A	0.0%	0.0%	2,466	6.4%	69.5%	30.5%	50.7%	2,466	26.6%	21.9%	41.6%	9.9%	0.0%	666	0	496	170	0	0	22.1%	20.3%	48.0%	9.6%	0.0%	$26,550	62.0%
Texas A&M University—Commerce	4,669	74.0%	10.8%	12,302	19.7%	28.7%	71.3%	50.5%	12,302	21.3%	14.8%	49.0%	7.6%	7.4%	2,976	0	1,476	1,445	55	0	16.3%	12.3%	54.6%	7.3%	9.4%	$31,792	71.9%
Texas A&M University—Corpus Christi	8,927	86.7%	9.7%	11,661	16.2%	23.7%	76.3%	42.6%	11,661	6.3%	45.2%	39.0%	4.9%	4.6%	1,997	0	1,461	512	24	0	4.8%	39.9%	40.6%	4.4%	10.4%	$34,414	69.3%
Texas A&M University at Galveston	1,348	79.0%	9.8%	2,324	24.5%	8.1%	91.9%	24.8%	2,324	2.0%	15.4%	75.9%	5.5%	1.2%	411	0	374	34	3	0	2.7%	12.9%	78.1%	5.6%	0.7%	$30,501	61.0%
Texas A&M University—Kingsville	7,438	77.7%	15.3%	9,207	39.8%	23.1%	76.9%	51.0%	9,207	5.2%	57.7%	14.9%	2.0%	20.2%	1,903	0	937	945	21	0	3.4%	43.0%	15.1%	1.8%	36.7%	$27,655	77.7%
Texas A&M University—San Antonio	299	100.0%	0.0%	4,564	46.3%	57.4%	42.6%	N/A	4,564	6.5%	66.5%	22.3%	3.4%	1.4%	1,316	0	1,005	311	0	0	5.5%	66.5%	22.1%	4.2%	1.7%	$24,324	71.4%
Texas A&M University—Texarkana	1,424	70.4%	4.3%	1,839	2.0%	35.6%	64.4%	45.6%	1,839	17.7%	11.2%	65.2%	4.9%	1.0%	489	0	346	143	0	0	16.2%	8.6%	68.5%	5.7%	1.0%	$19,288	61.2%
Texas Southern University	10,722	50.3%	0.0%	8,965	-6.2%	12.1%	87.9%	67.2%	8,965	76.1%	8.9%	2.7%	5.2%	7.2%	1,535	0	912	342	22	259	73.8%	7.7%	3.8%	7.4%	7.3%	$40,335	85.7%
Texas State University	20,844	72.8%	12.0%	37,979	16.6%	18.3%	81.7%	35.2%	37,979	10.1%	33.2%	49.7%	5.6%	1.4%	7,679	0	6,276	1,313	52	38	6.8%	27.5%	57.6%	6.3%	1.7%	$33,556	67.2%
Texas Tech University	15,063	88.0%	18.2%	35,546	12.5%	10.6%	89.4%	27.9%	35,546	6.9%	21.6%	58.2%	6.9%	6.4%	7,303	0	5,333	1,428	331	211	5.5%	18.6%	61.4%	8.1%	6.4%	$35,477	61.3%
Texas Woman's University	5,544	83.5%	16.0%	15,146	8.1%	30.4%	69.6%	48.9%	15,146	20.1%	22.3%	43.8%	12.0%	1.9%	3,837	0	2,050	1,583	91	113	18.2%	17.6%	49.9%	12.3%	1.9%	$28,733	74.1%
The University of Texas at Arlington	10,805	66.4%	23.9%	37,008	12.2%	39.3%	60.7%	42.1%	37,008	14.7%	23.3%	35.8%	13.4%	12.7%	10,585	0	7,197	3,172	216	0	14.2%	18.4%	43.3%	10.9%	13.2%	$24,970	61.5%
The University of Texas at Austin	38,275	43.8%	65.6%	50,950	-0.5%	7.7%	92.3%	26.1%	50,950	4.6%	20.3%	45.1%	22.1%	7.8%	13,887	0	9,358	3,128	920	481	4.0%	17.4%	50.1%	19.0%	9.5%	$39,305	49.1%
The University of Texas at Brownsville	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.3%	N/A	N/A	N/A	N/A	N/A	N/A	1,452	0	1,141	306	5	0	0.9%	90.0%	6.5%	2.3%	0.2%	$23,634	71.7%
The University of Texas at Dallas	9,450	76.6%	24.8%	24,554	43.4%	17.7%	82.3%	33.4%	24,554	5.6%	13.0%	32.0%	25.7%	23.7%	6,360	0	3,040	3,118	194	8	4.9%	10.1%	32.3%	20.1%	32.6%	$24,028	52.9%
The University of Texas at El Paso	7,134	100.0%	16.1%	23,308	5.7%	35.3%	64.7%	57.3%	23,308	3.1%	79.9%	8.0%	2.1%	6.8%	4,419	0	3,300	997	102	20	3.2%	74.1%	11.8%	2.7%	8.2%	$22,593	68.0%
The University of Texas—Pan American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.2%	N/A	N/A	N/A	N/A	N/A	N/A	4,119	0	3,026	1,073	20	0	0.9%	85.6%	4.4%	5.9%	3.2%	$17,264	65.5%
The University of Texas of the Permian Basin	1,207	84.6%	22.2%	5,937	46.1%	58.6%	41.4%	31.0%	5,937	4.0%	49.0%	33.1%	12.4%	1.4%	965	0	725	240	0	0	6.2%	38.4%	49.3%	4.1%	1.9%	$20,516	57.0%
The University of Texas Rio Grande Valley	9,055	82.2%	16.8%	28,584	N/A	28.6%	71.4%	N/A	28,584	0.8%	88.8%	3.7%	3.4%	3.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The University of Texas at San Antonio	15,716	77.9%	17.1%	28,787	-4.9%	17.3%	82.7%	42.9%	28,787	9.6%	50.1%	26.8%	8.4%	5.1%	5,943	0	4,686	1,139	118	0	8.6%	45.8%	30.4%	8.0%	7.2%	$30,406	67.8%
The University of Texas at Tyler	2,479	64.7%	12.4%	8,500	31.9%	26.8%	73.2%	38.0%	8,500	11.5%	15.4%	57.9%	11.3%	3.9%	1,911	0	1,226	668	17	0	9.2%	12.9%	65.7%	6.7%	5.5%	$28,474	59.9%
University of Houston	18,238	60.0%	26.9%	42,704	10.2%	26.6%	73.4%	40.0%	42,704	11.0%	27.5%	27.6%	24.2%	9.6%	9,160	0	6,340	2,060	335	425	10.7%	23.7%	32.1%	20.5%	13.1%	$27,141	58.7%
University of Houston—Clear Lake	1,021	65.1%	16.4%	8,906	10.0%	51.6%	48.4%	41.4%	8,906	9.5%	27.1%	37.1%	9.5%	16.8%	2,608	0	1,298	1,287	23	0	7.6%	22.3%	35.9%	8.4%	25.8%	$24,778	59.9%
University of Houston—Downtown	3,460	77.6%	3.8%	14,255	10.5%	48.9%	51.1%	48.6%	14,255	24.4%	44.3%	17.3%	12.0%	2.0%	2,440	0	2,350	90	0	0	23.9%	37.4%	23.7%	11.9%	3.0%	$27,704	64.0%
University of Houston—Victoria	2,835	85.5%	4.4%	4,152	1.4%	47.6%	52.4%	45.0%	4,152	19.2%	31.1%	35.0%	11.4%	3.2%	1,064	0	649	415	0	0	16.2%	21.8%	42.5%	14.7%	4.9%	$26,825	56.5%
University of North Texas	15,188	73.2%	18.2%	37,175	3.1%	18.9%	81.1%	36.3%	37,175	13.7%	20.9%	50.2%	9.2%	6.0%	8,105	0	6,261	1,564	270	10	12.3%	16.9%	56.5%	7.7%	6.6%	$32,538	66.7%
University of North Texas at Dallas	2,001	58.4%	17.0%	2,488	19.4%	41.6%	58.5%	48.5%	2,488	36.4%	40.8%	16.6%	5.3%	1.0%	475	0	391	84	0	0	36.6%	40.4%	17.1%	4.8%	1.1%	$23,445	64.9%
West Texas A&M University	4,558	78.2%	16.7%	9,482	21.0%	21.9%	78.1%	38.9%	9,482	6.4%	24.2%	59.9%	6.4%	3.0%	1,928	0	1,453	472	3	0	5.0%	19.3%	67.5%	8.1%	0.0%	$26,953	66.6%

4-year public institution	Undergraduate graduation rates: Full-time 6-year	Undergraduate graduation rates: Part-time 6-year	Completion measures: Average time to bachelor's degree (yrs)	Completion measures: Average SCH to degree	% bacc. grad. employed and/or enrolled in grad. or professional school in TX	Ratio of UG FTSE to UG degrees	Transfer students: Graduation rate for 2-year transfers, FY 2015	Transfer students: % of graduates completing 30 SCH or more at 2-yr colleges	Faculty: Total faculty	Faculty: Tenured/tenure track	Faculty: % tenured/ tenure track	Revenue per state-funded FTSE: State-funded FTSE	Revenue per state-funded FTSE: Total revenue	Revenue per state-funded FTSE: Tuition/fees	Revenue per state-funded FTSE: State revenue	Revenue per state-funded FTSE: Federal revenue	Revenue per state-funded FTSE: Institution revenue	Uses of funds per state-funded FTSE: Total uses	Uses of funds per state-funded FTSE: Instruction, research, and academic support	Uses of funds per state-funded FTSE: Students services and scholarships	Uses of funds per state-funded FTSE: Institutional support and O&M	Uses of funds per state-funded FTSE: Other	Total expenditures: Total research expenditures	Total expenditures: Total research expenditures per T/TT FTE
Angelo State University	44.9%	25.5%	4.6	134	82.8%	4.73	45.7%	21.5%	346	193	55.8%	5,482	$19,919	$5,722	$7,405	$2,335	$4,457	$15,795	$7,778	$3,058	$4,322	$637	$930,700	$1,828
Lamar University	36.5%	18.3%	5.3	145	83.7%	4.53	37.4%	19.7%	557	285	51.2%	12,806	$14,902	$7,393	$5,043	$1,481	$985	$13,067	$7,616	$2,576	$2,785	$90	$1,512,401	$4,030
Midwestern State University	53.7%	18.8%	5.2	143	77.0%	3.94	43.6%	24.9%	318	178	56.0%	4,607	$17,640	$7,018	$6,306	$2,000	$2,316	$16,750	$8,156	$4,838	$3,265	$491	$359,579	$2,055
Prairie View A&M University	37.6%	40.0%	4.9	151	81.4%	5.40	61.6%	19.4%	446	198	44.4%	7,356	$26,124	$5,503	$12,186	$5,934	$2,501	$19,602	$10,234	$4,174	$4,526	$668	$12,641,069	$44,579
Sam Houston State University	55.8%	31.9%	5.0	141	82.6%	4.14	60.6%	41.9%	918	506	55.1%	16,672	$15,518	$7,299	$4,800	$2,173	$1,246	$13,399	$7,581	$3,165	$2,293	$360	$4,091,479	$3,997
Stephen F. Austin State University	50.8%	13.2%	4.5	134	85.7%	4.48	58.0%	29.7%	677	390	57.6%	10,720	$17,561	$7,052	$6,519	$2,362	$1,628	$14,154	$7,812	$2,722	$3,362	$258	$4,925,438	$6,509
Sul Ross State University	26.2%	0.0%	4.9	143	81.2%	6.42	40.0%	28.3%	144	64	44.4%	2,125	$22,203	$3,049	$12,062	$5,100	$1,992	$19,535	$9,276	$3,121	$6,458	$681	$1,933,024	$12,469
Sul Ross State University Rio Grande College	0.0%	100.0%	6.2	148	86.3%	2.36	35.7%	62.9%	46	28	60.9%	Included in Sul Ross State Alpine						Included in Sul Ross State Alpine					See Sul Ross State Alpine	
Tarleton State University	52.4%	12.0%	4.9	137	84.4%	3.97	61.5%	46.3%	662	247	37.3%	9,796	$14,991	$6,018	$5,117	$2,762	$1,094	$13,095	$7,700	$2,305	$2,605	$486	$9,271,847	$21,637
Texas A&M International University	49.2%	0.0%	5.1	142	81.1%	4.86	52.9%	37.7%	328	132	40.2%	5,592	$18,674	$3,555	$8,326	$4,774	$2,019	$14,660	$8,352	$3,263	$2,846	$199	$2,916,579	$13,076
Texas A&M University	84.9%	80.1%	4.0	129	77.6%	4.09	81.5%	31.3%	2,589	1,725	66.6%	50,386	$30,036	$8,945	$9,256	$2,562	$9,273	$25,086	$18,029	$2,739	$3,324	$993	$763,970,642	$289,717
Texas A&M University—Central Texas	N/A	N/A	5.9	142	73.8%	1.86	57.5%	75.4%	155	59	38.1%	1,680	$19,921	$6,148	$9,119	$3,895	$759	$18,483	$9,245	$5,465	$3,272	$500	$326,965	$472
Texas A&M University—Commerce	47.4%	26.2%	5.2	141	83.5%	3.95	57.1%	49.2%	594	250	42.1%	9,257	$15,988	$6,091	$6,211	$2,290	$1,396	$13,573	$7,467	$3,153	$2,756	$197	$3,430,828	$9,082
Texas A&M University—Corpus Christi	46.0%	10.0%	5.1	144	79.3%	5.27	50.4%	33.1%	598	269	45.0%	9,124	$18,742	$6,007	$7,165	$3,309	$2,261	$16,449	$10,069	$2,806	$2,632	$941	$23,206,229	$51,949
Texas A&M University at Galveston	61.3%	25.0%	4.7	147	63.3%	5.42	55.6%	26.8%	133	56	42.1%	2,176	$25,613	$9,565	$9,452	$2,677	$3,919	$22,252	$13,568	$2,397	$5,563	$724	$7,280,010	$86,060
Texas A&M University—Kingsville	39.0%	18.2%	4.8	141	78.2%	5.57	69.8%	33.5%	445	255	57.3%	7,400	$20,074	$6,093	$7,055	$4,146	$2,780	$16,831	$8,983	$4,335	$3,134	$379	$19,052,550	$56,087
Texas A&M University—San Antonio	N/A	N/A	6.3	150	86.2%	2.15	61.4%	76.0%	199	79	39.7%	3,008	$16,806	$6,842	$6,978	$2,320	$666	$16,803	$6,578	$4,255	$3,740	$2,231	$92,933	$1,239
Texas A&M University—Texarkana	N/A	N/A	5.4	132	75.7%	3.01	66.2%	48.8%	120	61	50.8%	1,369	$25,573	$5,605	$15,115	$2,493	$2,360	$20,010	$10,773	$4,277	$4,793	$167	$238,241	$0
Texas Southern University	20.3%	6.0%	5.8	159	74.5%	6.81	30.2%	20.1%	559	272	48.7%	8,081	$22,205	$6,593	$9,704	$5,021	$887	$19,954	$11,608	$3,047	$4,688	$611	$5,049,815	$15,129
Texas State University	62.1%	40.0%	5.1	138	80.9%	4.34	57.6%	35.0%	1,594	720	45.2%	30,667	$15,996	$6,690	$5,439	$2,489	$1,378	$13,739	$8,597	$2,324	$2,376	$442	$47,694,256	$49,798
Texas Tech University	70.3%	42.7%	4.6	142	77.3%	4.77	56.4%	27.4%	1,488	1,025	68.9%	31,112	$21,166	$9,062	$7,242	$2,395	$2,467	$18,537	$12,492	$2,549	$2,677	$818	$157,745,568	$52,970
Texas Woman's University	49.9%	28.6%	5.5	147	84.7%	3.67	58.6%	49.3%	795	306	38.5%	11,855	$15,525	$5,999	$6,776	$2,011	$739	$13,380	$8,360	$2,091	$2,790	$139	$2,199,947	$4,505
The University of Texas at Arlington	57.0%	32.1%	5.5	144	74.8%	2.61	51.4%	36.4%	1,190	526	44.2%	28,216	$18,346	$8,087	$4,910	$3,230	$2,119	$15,286	$9,195	$3,394	$2,375	$322	$77,009,512	$72,364
The University of Texas at Austin	81.7%	39.5%	4.2	129	68.2%	3.75	71.1%	16.2%	2,860	1,789	62.6%	46,915	$48,779	$9,317	$13,882	$9,356	$16,224	$41,079	$27,818	$3,772	$6,644	$2,846	$615,836,863	$267,041
The University of Texas at Brownsville	35.5%	33.3%	5.3	138	81.0%	4.62	47.7%	57.6%	421	201	47.7%	6,127	$15,632	$4,569	$7,158	$2,922	$983	$17,590	$8,622	$4,066	$3,945	$957	$5,826,789	$21,862
The University of Texas at Dallas	72.3%	73.0%	4.7	139	75.5%	4.18	65.0%	42.6%	1,030	469	45.5%	19,291	$24,804	$12,288	$5,910	$2,818	$3,788	$22,886	$15,774	$2,196	$4,192	$724	$98,550,582	$119,577
The University of Texas at El Paso	42.3%	17.3%	5.5	144	70.4%	4.52	45.8%	37.2%	956	472	49.4%	18,364	$20,405	$5,632	$6,932	$6,050	$1,791	$18,202	$10,804	$4,044	$3,033	$321	$85,268,099	$119,316
The University of Texas—Pan American	43.2%	21.6%	5.1	144	77.4%	4.82	54.1%	36.8%	855	480	56.1%	18,185	$14,511	$2,874	$6,237	$4,232	$1,168	$12,859	$6,535	$3,476	$2,638	$209	$10,619,037	$22,356
The University of Texas of the Permian Basin	49.4%	16.7%	5.3	139	81.3%	4.39	55.6%	45.8%	224	85	37.9%	4,063	$18,606	$3,722	$8,099	$2,453	$4,332	$13,552	$7,090	$2,780	$3,551	$131	$1,957,423	$11,345
The University of Texas Rio Grande Valley	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The University of Texas at San Antonio	53.1%	21.5%	5.2	143	77.0%	4.43	55.0%	31.0%	1,251	586	46.8%	22,975	$19,752	$7,301	$6,396	$3,646	$2,409	$16,363	$9,988	$2,628	$3,438	$309	$51,112,129	$53,263
The University of Texas at Tyler	55.1%	38.1%	5.2	140	83.7%	3.77	58.0%	49.8%	420	214	51.0%	6,408	$16,533	$5,658	$6,734	$2,462	$1,679	$15,960	$10,062	$2,322	$3,451	$125	$1,643,024	$2,948
University of Houston	57.6%	39.4%	5.2	143	75.2%	4.18	49.5%	36.7%	1,890	891	47.1%	34,697	$26,498	$9,111	$7,197	$3,586	$6,604	$22,854	$14,245	$2,308	$3,269	$3,032	$124,076,111	$82,197
University of Houston—Clear Lake	100.0%	73.3%	6.4	154	82.5%	2.70	58.9%	68.8%	511	228	44.6%	6,181	$17,651	$8,909	$6,180	$1,926	$636	$16,562	$9,982	$2,434	$3,299	$848	$1,534,646	$2,748
University of Houston—Downtown	21.6%	5.4%	6.3	151	80.2%	3.97	49.9%	45.1%	649	221	34.1%	9,792	$17,026	$6,687	$4,292	$3,021	$3,026	$15,484	$6,896	$3,309	$2,730	$2,550	$2,356,777	$8,287
University of Houston—Victoria	16.7%	100.0%	6.3	150	85.8%	3.18	51.6%	61.5%	216	81	37.5%	3,130	$16,109	$5,586	$7,397	$2,194	$932	$14,700	$9,435	$2,459	$2,466	$340	$214,317	$2,734
University of North Texas	59.1%	29.8%	5.1	139	77.8%	4.00	56.7%	36.8%	1,583	759	47.9%	30,300	$18,274	$8,026	$6,169	$2,454	$1,625	$15,612	$9,246	$3,720	$2,369	$277	$29,181,911	$34,933
University of North Texas at Dallas	N/A	N/A	6.2	140	85.6%	3.33	31.9%	62.9%	126	43	34.1%	1,601	$19,976	$8,120	$9,454	$1,415	$987	$14,452	$6,314	$3,598	$4,326	$215	$4,130	$37
West Texas A&M University	45.4%	22.2%	4.8	131	81.7%	4.23	58.7%	34.6%	395	161	40.8%	7,454	$16,207	$5,469	$5,714	$2,043	$2,981	$12,881	$7,278	$1,790	$3,437	$377	$4,106,137	$14,009

Institutional Comparisons: Two-Year Public Institutions

		Enrollment by race/ethnicity, fall 2015						Degrees & certificates awarded by race/ethnicity, FY 2015						Student characteristics, fall 2015					
2-year public institution	Average tuition & fees	Total	African American	Hispanic	White	Other	International	Total	African American	Hispanic	White	Other	International	% enrollment change 2010–15	% part-time	% full-time	% academic program	% technical program	% credit students receiving Pell Grants
Alamo Community College District	$2,008	51,633	7.6%	61.9%	25.0%	4.8%	0.6%	8,143	7.1%	59.1%	28.8%	4.6%	0.4%	-12.2%	72.4%	27.6%	80.1%	20.0%	35.8%
Alamo CCD—Campus-Level Data	SEE PAGES 50–52																		
Alvin Community College	$1,834	11.8%	31.5%	48.6%	7.1%	1.0%	1.0%	1,109	9.1%	27.3%	57.0%	5.9%	0.7%	-10.6%	76.7%	23.3%	81.4%	18.6%	15.4%
Amarillo College	$2,512	5.5%	37.9%	50.1%	5.8%	0.7%	0.6%	1,829	3.7%	33.9%	56.6%	5.5%	0.3%	-17.0%	77.5%	22.5%	61.3%	38.7%	37.9%
Angelina College	$2,340	14.0%	21.4%	61.0%	3.3%	0.3%	0.3%	716	14.1%	21.4%	60.6%	2.9%	1.0%	-12.9%	68.5%	31.5%	60.3%	39.7%	43.5%
Austin Community College	$2,550	8.2%	33.4%	45.0%	13.0%	0.4%	0.4%	2,950	8.0%	28.1%	53.7%	9.8%	0.4%	-6.4%	81.3%	18.7%	64.1%	35.9%	23.8%
Blinn College	$2,904	10.3%	19.8%	62.8%	6.3%	0.8%	0.9%	1,585	9.1%	18.0%	67.9%	4.6%	0.4%	7.9%	49.6%	50.4%	88.4%	11.6%	25.2%
Brazosport College	$2,505	8.0%	37.1%	50.3%	4.5%	0.1%	0.0%	789	8.1%	34.7%	52.7%	4.4%	0.0%	1.1%	80.7%	19.3%	54.9%	41.2%	18.9%
Central Texas College	$2,280	25.7%	23.6%	40.9%	9.0%	0.8%	0.6%	2,249	30.0%	19.7%	43.2%	6.5%	0.6%	-25.1%	74.8%	25.2%	75.8%	24.2%	33.5%
Cisco College	$3,510	2.9%	8.9%	19.2%	68.1%	1.0%	1.7%	578	7.4%	20.1%	50.3%	19.0%	3.1%	-30.6%	54.5%	45.5%	66.4%	33.6%	41.5%
Clarendon College	$3,030	6.3%	5.4%	61.8%	25.2%	1.3%	1.2%	268	3.7%	20.1%	62.7%	13.1%	0.4%	-15.2%	57.3%	42.7%	78.7%	21.3%	39.7%
Coastal Bend College	$2,646	2.2%	67.7%	24.5%	2.7%	2.9%	2.8%	660	6.4%	58.3%	26.8%	5.9%	2.6%	2.0%	70.2%	29.8%	45.0%	55.0%	38.0%
College of the Mainland Community College District	$1,773	16.8%	27.2%	52.3%	3.7%	0.0%	0.0%	622	18.3%	24.8%	51.3%	5.5%	0.2%	-7.8%	78.3%	21.7%	56.5%	43.5%	23.9%
Collin County Community College District	$1,220	12.6%	19.8%	52.3%	12.2%	3.1%	2.6%	2,943	11.2%	15.2%	56.9%	12.1%	4.5%	4.4%	69.6%	30.4%	65.7%	34.3%	21.8%
Dallas County Community College District	$1,770	21.5%	37.3%	21.3%	11.1%	8.8%	7.1%	10,067	22.5%	31.5%	28.1%	12.8%	5.1%	-1.0%	82.1%	18.0%	69.8%	30.2%	31.3%
Dallas CCCD—Campus-Level Data	SEE PAGES 58–61																		
Del Mar College	$2,914	10,852	3.3%	64.0%	25.5%	3.7%	3.5%	1,407	3.3%	63.1%	25.8%	6.3%	1.5%	-11.3%	74.1%	25.9%	58.3%	41.7%	34.7%
El Paso Community College District	$2,970	27,782	2.4%	84.7%	8.0%	2.2%	2.6%	4,077	3.2%	83.1%	8.0%	2.0%	3.8%	1.6%	74.3%	25.7%	85.3%	14.7%	47.5%
Frank Phillips College	$2,800	1,427	4.0%	32.2%	58.9%	4.7%	0.1%	184	7.6%	36.4%	54.9%	1.1%	0.0%	18.1%	63.4%	36.7%	79.0%	21.0%	33.5%
Galveston College	$1,900	2,071	13.1%	37.2%	42.4%	6.1%	1.2%	475	18.1%	25.1%	48.0%	8.4%	0.4%	-10.7%	75.7%	24.3%	63.2%	36.8%	35.1%
Grayson College	$2,821	4,453	7.5%	14.4%	69.5%	7.7%	0.9%	843	7.6%	12.8%	72.1%	5.9%	1.5%	-11.5%	64.6%	35.4%	61.6%	38.4%	42.2%
Hill College	$2,385	3,977	6.5%	22.5%	65.8%	4.0%	1.1%	575	5.9%	18.3%	71.3%	3.1%	1.4%	-10.2%	63.4%	36.6%	80.7%	19.3%	38.3%
Houston Community College	$1,278	46,344	28.8%	34.9%	14.5%	13.1%	8.7%	7,633	29.2%	33.7%	14.5%	15.6%	7.0%	-6.8%	78.2%	21.8%	77.0%	23.0%	36.6%
Howard County Junior College District	$2,542	4,130	4.3%	46.2%	44.7%	3.7%	1.1%	471	4.7%	42.9%	47.1%	3.0%	2.3%	-11.1%	74.8%	25.2%	66.6%	33.4%	31.0%
Howard CJCD—Campus-Level Data	SEE PAGES 65–66																		
Kilgore College	$1,830	5,640	20.6%	17.8%	57.2%	3.8%	0.7%	1,433	16.1%	13.5%	64.2%	3.9%	2.4%	-15.3%	60.2%	39.8%	53.8%	46.2%	41.1%
Lamar Institute of Technology	$5,274	2,846	29.5%	15.4%	47.8%	7.4%	0.0%	511	20.0%	10.0%	62.0%	7.8%	0.2%	-12.2%	57.2%	42.8%	11.7%	88.3%	31.6%
Lamar State College—Orange	$4,807	2,318	18.1%	6.8%	71.2%	3.9%	0.0%	490	14.3%	7.1%	75.9%	2.7%	0.0%	-12.5%	57.8%	42.2%	51.2%	48.8%	38.4%
Lamar State College—Port Arthur	$5,533	1,802	27.7%	25.1%	37.6%	9.3%	0.3%	669	33.3%	28.8%	30.8%	7.0%	0.0%	-24.1%	58.9%	41.1%	61.1%	38.9%	34.1%
Laredo Community College	$4,080	8,690	0.2%	96.2%	1.5%	0.4%	1.7%	1,632	0.1%	95.7%	1.6%	0.5%	2.1%	-13.0%	68.5%	31.5%	69.8%	30.2%	56.5%
Lee College	$2,062	6,202	14.7%	40.7%	39.8%	4.3%	0.6%	1,713	20.4%	35.9%	39.8%	3.0%	1.0%	-7.7%	78.5%	21.5%	57.4%	42.6%	24.8%
Lone Star College System	$1,864	65,314	15.7%	36.6%	34.0%	11.4%	2.3%	6,892	14.1%	32.0%	39.5%	10.9%	3.5%	14.6%	80.7%	19.3%	85.8%	14.2%	33.7%
Lone Star CS—Campus-Level Data	SEE PAGES 69–72																		
McLennan Community College	$3,450	8,300	14.3%	28.3%	53.6%	3.8%	0.0%	1,555	12.3%	23.5%	61.8%	2.4%	0.0%	-16.3%	58.4%	41.6%	74.7%	25.3%	47.4%
Midland College	$2,460	5,413	6.5%	46.6%	41.3%	5.3%	0.2%	645	7.3%	46.0%	38.5%	8.1%	0.2%	-14.7%	71.5%	28.5%	67.0%	32.8%	19.2%
Navarro College	$2,218	9,420	20.1%	19.4%	57.0%	2.3%	1.2%	1,393	15.8%	17.1%	62.0%	3.1%	2.0%	-5.6%	61.5%	38.5%	71.3%	28.7%	43.8%
North Central Texas College	$2,100	9,533	9.8%	21.5%	62.2%	5.5%	1.0%	1,146	8.1%	17.2%	68.2%	5.4%	1.0%	1.4%	71.2%	28.8%	75.5%	24.5%	30.3%
Northeast Texas Community College	$2,506	2,704	12.7%	29.5%	51.5%	3.3%	3.0%	575	11.1%	28.3%	54.4%	4.9%	1.2%	-16.2%	60.2%	39.8%	72.0%	28.0%	51.0%
Odessa College	$2,580	5,552	5.1%	59.5%	28.2%	6.3%	0.9%	978	5.5%	53.9%	30.2%	8.8%	1.6%	6.5%	70.1%	30.2%	65.3%	34.7%	24.0%
Panola College	$2,190	2,664	21.7%	12.8%	62.4%	1.7%	1.4%	601	18.3%	10.6%	68.7%	1.7%	0.7%	14.7%	49.1%	50.9%	44.8%	55.2%	43.8%
Paris Junior College	$1,890	5,000	11.2%	14.7%	70.6%	3.2%	0.3%	1,029	10.5%	10.9%	75.1%	3.0%	0.5%	-19.3%	58.9%	41.1%	82.8%	17.2%	43.1%
Ranger College	$2,655	2,052	5.7%	22.5%	63.5%	5.8%	2.6%	231	2.2%	27.3%	57.1%	12.1%	1.3%	29.2%	51.7%	48.3%	81.4%	18.6%	36.9%
San Jacinto Community College District	$1,750	28,326	10.1%	52.4%	27.0%	8.5%	2.0%	4,800	10.4%	43.9%	31.9%	11.9%	2.0%	-0.8%	76.7%	23.3%	71.1%	28.9%	28.8%
San Jacinto CCD—Campus-Level Data	SEE PAGES 77–78																		
South Plains College	$2,918	9,365	6.4%	42.7%	46.8%	3.3%	0.9%	1,466	5.3%	43.7%	47.6%	2.5%	0.8%	-7.8%	50.5%	49.5%	79.2%	20.8%	39.7%
South Texas College	$3,480	33,994	0.3%	93.7%	2.9%	2.8%	0.3%	5,298	0.3%	94.4%	2.3%	2.6%	0.4%	21.5%	73.1%	26.9%	67.4%	30.9%	40.7%
Southwest Texas Junior College	$2,618	5,608	1.2%	83.6%	12.4%	2.7%	0.1%	867	1.5%	85.6%	11.1%	1.5%	0.3%	-10.1%	65.9%	34.1%	80.7%	19.3%	46.0%
Tarrant County College District	$1,650	48,591	18.6%	30.5%	41.2%	8.9%	0.8%	6,054	17.1%	25.0%	48.2%	8.5%	1.2%	7.0%	77.2%	22.8%	76.4%	23.6%	37.0%
Tarrant CCD—Campus-Level Data	SEE PAGES 80–82																		
Temple College	$2,670	5,048	17.2%	25.7%	52.0%	4.9%	0.2%	760	16.3%	25.1%	52.4%	5.9%	0.3%	-15.4%	67.0%	33.0%	85.4%	14.6%	49.9%
Texarkana College	$2,420	4,144	25.5%	6.6%	63.7%	4.0%	0.4%	1,100	27.6%	11.9%	57.0%	3.3%	0.2%	3.5%	67.9%	32.1%	80.7%	19.3%	47.2%
Texas Southmost College	$3,908	4,029	0.2%	94.7%	3.0%	1.6%	0.6%	487	1.0%	94.9%	3.3%	0.2%	0.6%	-63.5%	72.1%	27.9%	73.5%	26.5%	61.0%
Texas State Technical College—Harlingen	$4,386	4,789	0.6%	89.6%	6.3%	3.4%	0.0%	871	0.7%	89.3%	6.7%	3.2%	0.1%	-17.1%	67.1%	32.9%	48.7%	51.3%	64.1%
Texas State Technical College—Marshall	$4,386	899	23.9%	15.7%	58.2%	1.9%	0.3%	159	20.1%	11.3%	64.2%	3.8%	0.6%	-5.3%	60.4%	39.6%	22.9%	77.1%	43.8%
Texas State Technical College—Waco	$4,386	3,790	12.5%	21.8%	59.0%	6.5%	0.2%	1,235	9.6%	22.6%	62.3%	5.1%	0.3%	-23.8%	38.4%	61.6%	6.0%	94.0%	54.2%
Texas State Technical College—West Texas	$4,386	1,211	4.8%	33.9%	57.9%	3.5%	0.0%	396	3.8%	33.1%	59.8%	3.3%	0.0%	-8.3%	69.0%	31.0%	31.3%	68.7%	49.8%
Trinity Valley Community College	$2,340	6,694	14.5%	18.1%	60.4%	6.3%	0.8%	1,781	21.4%	19.1%	56.0%	2.7%	0.8%	-11.9%	68.0%	32.0%	75.2%	24.8%	40.3%
Tyler Junior College	$2,352	9,287	24.6%	18.1%	52.6%	3.7%	1.0%	2,117	17.3%	16.3%	62.2%	3.1%	1.1%	-20.9%	45.5%	54.5%	56.7%	43.3%	45.8%
Vernon College	$2,940	2,891	9.7%	19.6%	64.2%	6.6%	0.0%	541	10.5%	17.2%	65.6%	6.7%	0.0%	-8.7%	64.6%	35.4%	61.9%	38.1%	42.2%
Victoria College	$2,640	4,017	6.1%	45.0%	45.5%	3.3%	0.1%	742	5.4%	33.7%	58.6%	2.3%	0.0%	-6.4%	74.2%	25.8%	77.8%	22.2%	35.8%
Weatherford College	$2,440	5,482	3.4%	16.2%	73.6%	5.7%	1.1%	1,000	4.0%	12.6%	73.9%	8.7%	0.8%	-3.0%	63.1%	36.9%	76.9%	23.1%	33.0%
Western Texas College	$2,370	2,127	8.3%	31.2%	55.3%	2.9%	2.4%	356	11.0%	37.4%	43.8%	2.2%	5.6%	-7.8%	70.2%	29.8%	82.7%	17.3%	16.7%
Wharton County Junior College	$2,750	7,416	11.6%	37.4%	36.5%	14.4%	0.1%	788	9.3%	39.2%	47.0%	4.6%	0.0%	7.1%	61.4%	38.6%	69.6%	30.4%	25.8%

2-year public institution	Dual credit measures: Dual credit as % of total fall 2015 enrollment	Dual credit measures: Fall 2010 FTIC cohort: % persist 1 year	Dual credit measures: Fall 2010 FTIC cohort: % earned bacc. in 4 years or fewer	Dual credit measures: Fall 2010 FTIC cohort: % earned bacc. or assoc. in 4 years or fewer	Graduation rates: Full-time 3-year	Graduation rates: Part-time 3-year	Graduation rates: Full-time 4-year	Graduation rates: Part-time 4-year	Graduation rates: Full-time 6-year	Graduation rates: Part-time 6-year	Graduate success: Academic programs: % total academic employed and/or enrolled	Graduate success: Academic programs: % employed	Graduate success: Academic programs: % enrolled in 4-yr or 2-yr	Graduate success: Academic programs: % employed and enrolled	Graduate success: Technical programs: % total technical employed and/or enrolled	Graduate success: Technical programs: % employed	Graduate success: Technical programs: % enrolled in 4-yr or 2-yr	Graduate success: Technical programs: % employed and enrolled	Student debt: Average debt	Student debt: % students with debt
Alamo Community College District	See Campus	See Campus			16.7%	9.8%	23.0%	14.3%	24.9%	19.1%	88.4%	39.8%	20.9%	27.7%	87.8%	73.1%	9.7%	5.1%	See Campus	
Alamo CCD—Campus-Level Data	SEE PAGES 50–52																			
Alvin Community College	27.1%	90.7%	31.6%	34.6%	23.1%	6.5%	27.6%	16.7%	32.8%	26.8%	92.4%	35.2%	30.2%	27.1%	92.8%	83.4%	5.1%	4.3%	$10,581	26.2%
Amarillo College	20.8%	82.5%	29.6%	32.0%	18.2%	8.7%	25.2%	13.4%	34.0%	22.8%	93.5%	40.0%	16.7%	36.9%	93.5%	85.0%	4.3%	4.2%	$15,003	37.7%
Angelina College	29.5%	83.6%	33.2%	34.7%	11.1%	9.7%	16.6%	17.2%	21.9%	17.1%	89.8%	36.7%	26.5%	26.5%	90.9%	81.3%	7.8%	1.9%	$7,990	13.7%
Austin Community College	13.5%	92.6%	41.6%	41.8%	3.8%	1.7%	9.8%	3.3%	26.4%	10.5%	88.5%	48.7%	17.4%	22.3%	85.9%	76.1%	6.4%	3.4%	$14,668	44.5%
Blinn College	7.8%	94.2%	48.4%	48.6%	9.9%	15.0%	16.6%	13.7%	39.9%	34.0%	89.9%	41.2%	22.0%	26.7%	92.7%	80.8%	3.5%	8.5%	$19,449	52.0%
Brazosport College	24.6%	83.3%	23.9%	27.8%	19.9%	13.4%	32.7%	16.6%	42.6%	24.2%	93.7%	47.8%	29.3%	16.7%	97.1%	92.2%	3.4%	1.5%	$10,409	16.6%
Central Texas College	15.5%	82.1%	32.3%	34.0%	6.8%	4.5%	14.4%	12.0%	23.2%	13.9%	54.7%	27.9%	14.6%	12.2%	75.1%	57.4%	13.2%	4.5%	$12,396	21.9%
Cisco College	21.9%	83.1%	36.5%	39.6%	17.2%	13.7%	21.8%	14.4%	28.3%	22.8%	85.8%	50.8%	20.3%	14.7%	90.1%	82.8%	6.3%	1.0%	$16,273	41.9%
Clarendon College	40.1%	86.0%	41.9%	42.6%	28.8%	16.7%	36.2%	30.3%	43.5%	16.3%	93.1%	40.3%	20.8%	31.9%	95.6%	81.4%	13.3%	0.9%	$11,354	57.2%
Coastal Bend College	31.1%	76.9%	24.4%	26.7%	29.9%	9.6%	27.2%	14.1%	33.8%	26.4%	86.8%	37.7%	32.1%	17.0%	76.8%	69.7%	6.4%	0.6%	$11,192	40.4%
College of the Mainland Community College District	30.0%	90.1%	40.5%	43.8%	19.0%	9.5%	23.2%	12.1%	27.8%	23.8%	89.5%	36.7%	24.3%	28.6%	88.4%	79.7%	5.8%	2.9%	$9,881	25.2%
Collin County Community College District	13.5%	91.0%	43.6%	45.6%	13.9%	4.2%	21.5%	9.3%	39.3%	19.8%	90.7%	40.3%	24.3%	26.1%	91.3%	74.3%	10.5%	6.6%	$17,176	34.7%
Dallas County Community College District	See Campus	See Campus			13.4%	6.5%	15.7%	9.4%	26.6%	17.8%	90.6%	42.0%	25.2%	23.3%	89.7%	76.2%	9.5%	4.0%	See Campus	
Dallas CCCD—Campus-Level Data	SEE PAGES 58–61																			
Del Mar College	16.8%	89.1%	40.8%	43.6%	8.3%	4.4%	14.4%	7.7%	25.3%	16.7%	90.1%	34.8%	27.4%	27.9%	93.0%	85.3%	5.0%	2.8%	$9,912	37.5%
El Paso Community College District	21.9%	83.5%	23.5%	27.0%	14.2%	6.1%	20.0%	11.2%	30.0%	18.5%	85.7%	28.8%	28.4%	28.5%	83.8%	66.9%	13.1%	3.8%	$10,937	26.4%
Frank Phillips College	49.5%	76.1%	25.2%	28.8%	25.8%	12.9%	24.1%	23.8%	30.1%	13.2%	69.0%	19.0%	31.0%	19.0%	89.9%	83.1%	5.6%	1.1%	$12,661	38.3%
Galveston College	15.5%	90.8%	40.0%	40.8%	24.5%	10.5%	27.4%	12.4%	35.0%	25.8%	89.7%	37.9%	20.7%	31.0%	91.2%	82.4%	7.4%	1.5%	$14,639	35.0%
Grayson College	20.9%	85.0%	32.6%	37.4%	19.0%	10.4%	24.6%	18.3%	33.9%	25.3%	88.4%	50.8%	24.1%	13.5%	92.2%	79.5%	7.6%	5.1%	$13,971	48.8%
Hill College	27.9%	86.1%	32.3%	35.3%	20.1%	11.8%	24.9%	17.9%	36.2%	32.5%	83.7%	45.1%	20.5%	18.2%	91.4%	80.0%	10.2%	1.2%	$15,887	44.9%
Houston Community College	11.3%	77.9%	20.7%	24.6%	11.6%	5.5%	22.6%	14.5%	33.5%	21.3%	88.6%	37.3%	23.0%	28.3%	89.9%	75.1%	9.2%	5.6%	$19,027	44.6%
Howard County Junior College District	See Campus	See Campus			19.7%	9.0%	27.2%	16.0%	35.2%	18.0%	86.1%	32.5%	26.8%	26.8%	85.4%	78.5%	5.8%	1.2%	See Campus	
Howard CJCD—Campus-Level Data	SEE PAGES 65–66																			
Kilgore College	19.8%	80.0%	28.1%	34.0%	21.8%	14.5%	26.9%	21.6%	35.2%	29.1%	92.0%	44.5%	24.4%	23.0%	95.7%	86.0%	6.7%	0.6%	$10,958	26.1%
Lamar Institute of Technology	2.0%	67.7%	6.2%	7.7%	21.5%	7.9%	18.3%	11.6%	27.0%	17.8%	0.0%	0.0%	0.0%	0.0%	92.8%	83.0%	5.2%	4.2%	$13,784	48.4%
Lamar State College—Orange	18.6%	82.7%	20.4%	23.6%	22.4%	14.4%	21.5%	13.9%	41.1%	20.3%	85.4%	39.3%	18.0%	28.1%	86.2%	74.2%	9.4%	3.3%	$15,738	53.5%
Lamar State College—Port Arthur	16.0%	87.6%	32.9%	34.2%	26.1%	11.3%	26.4%	16.3%	36.0%	22.6%	91.2%	32.8%	28.0%	30.4%	94.7%	88.7%	1.3%	2.7%	$17,457	46.5%
Laredo Community College	17.7%	88.0%	21.8%	23.1%	19.5%	5.9%	27.7%	10.4%	39.1%	16.7%	92.4%	25.5%	31.5%	35.4%	90.2%	69.2%	16.0%	3.9%	$7,086	16.5%
Lee College	21.4%	83.8%	27.2%	30.0%	21.9%	14.2%	30.4%	25.9%	40.4%	34.1%	87.8%	37.6%	26.4%	23.8%	88.4%	79.1%	7.9%	1.4%	$9,336	19.0%
Lone Star College System	See Campus	See Campus			9.8%	5.1%	19.3%	10.7%	35.1%	24.7%	92.2%	39.4%	25.7%	27.2%	90.0%	75.9%	9.5%	4.8%	See Campus	
Lone Star CS—Campus-Level Data	SEE PAGES 69–72																			
McLennan Community College	16.9%	91.3%	32.3%	35.2%	15.7%	6.9%	21.7%	11.3%	29.1%	22.0%	90.4%	46.1%	19.6%	24.7%	93.8%	83.2%	7.0%	2.6%	$19,410	62.2%
Midland College	17.7%	84.0%	30.4%	34.6%	22.3%	6.9%	25.9%	14.1%	34.5%	19.2%	89.6%	32.6%	33.0%	24.0%	88.0%	81.5%	4.5%	1.3%	$9,820	16.0%
Navarro College	32.4%	80.1%	22.8%	26.8%	16.3%	10.2%	24.1%	13.7%	32.2%	26.8%	87.9%	46.9%	18.0%	22.9%	91.7%	82.8%	6.5%	3.2%	$17,451	50.9%
North Central Texas College	16.2%	87.9%	35.0%	37.9%	15.7%	6.2%	22.7%	12.1%	32.5%	21.8%	90.5%	39.0%	21.0%	30.5%	87.4%	76.7%	4.8%	3.9%	$13,283	49.2%
Northeast Texas Community College	4.5%	82.0%	27.6%	33.2%	20.1%	17.3%	26.9%	20.8%	39.6%	26.0%	91.9%	44.3%	20.4%	27.2%	92.6%	81.6%	8.6%	4.6%	$15,188	40.9%
Odessa College	28.6%	88.3%	39.7%	40.0%	17.2%	9.5%	24.0%	14.3%	30.1%	14.2%	83.7%	39.5%	17.4%	26.8%	85.7%	77.7%	6.1%	2.4%	$12,348	20.4%
Panola College	21.4%	78.8%	22.6%	32.2%	26.9%	14.1%	29.2%	20.6%	36.6%	20.8%	93.6%	48.2%	33.6%	11.8%	93.8%	86.3%	6.5%	0.7%	$9,457	13.2%
Paris Junior College	28.0%	81.4%	28.7%	35.2%	26.6%	14.1%	29.4%	17.7%	37.2%	30.2%	86.6%	35.6%	21.0%	30.0%	91.2%	73.5%	14.9%	2.1%	$9,256	18.1%
Ranger College	38.1%	79.3%	28.6%	29.1%	22.6%	11.1%	24.4%	16.9%	38.4%	0.0%	87.0%	40.3%	22.1%	24.7%	89.7%	82.8%	6.0%	1.4%	$11,891	59.1%
San Jacinto Community College District	See Campus	See Campus			18.5%	10.9%	27.3%	16.5%	38.1%	22.3%	92.2%	35.5%	26.6%	30.1%	91.4%	79.8%	9.5%	2.3%	See Campus	
San Jacinto CCD—Campus-Level Data	SEE PAGES 77–78																			
South Plains College	15.2%	83.5%	32.7%	35.6%	17.5%	5.0%	25.1%	5.6%	33.8%	17.4%	87.4%	37.7%	19.9%	29.9%	94.5%	80.7%	10.3%	0.9%	$14,627	48.5%
South Texas College	44.0%	82.1%	21.5%	23.9%	17.8%	9.3%	25.0%	15.1%	32.9%	23.8%	91.0%	31.6%	31.2%	28.1%	86.3%	57.6%	23.2%	3.8%	$7,913	9.9%
Southwest Texas Junior College	29.0%	81.7%	24.1%	28.6%	23.8%	8.7%	31.5%	18.6%	40.3%	23.0%	93.0%	42.9%	23.5%	26.6%	85.0%	75.4%	8.8%	0.8%	$9,139	28.8%
Tarrant County College District	See Campus	See Campus			13.3%	6.9%	21.2%	11.2%	31.8%	17.8%	90.4%	46.6%	18.6%	25.1%	90.7%	74.8%	10.4%	6.0%	See Campus	
Tarrant CCD—Campus-Level Data	SEE PAGES 80–82																			
Temple College	18.7%	86.9%	43.3%	46.5%	14.2%	3.1%	13.6%	10.0%	25.3%	14.5%	80.2%	35.5%	26.0%	18.6%	89.0%	80.0%	7.0%	0.6%	$21,242	59.9%
Texarkana College	35.5%	77.3%	24.3%	25.4%	32.0%	12.7%	24.0%	17.6%	20.6%	18.9%	86.0%	38.5%	23.5%	24.0%	89.6%	75.2%	11.0%	1.0%	$7,374	41.7%
Texas Southmost College	21.4%	76.8%	15.3%	16.6%	5.3%	2.4%	13.6%	5.7%	32.8%	12.3%	92.8%	31.3%	27.7%	33.8%	81.7%	60.9%	9.0%	19.3%	$16,284	74.1%
Texas State Technical College—Harlingen	9.7%	84.7%	21.6%	22.5%	19.8%	8.6%	18.1%	12.2%	28.1%	17.5%	95.1%	39.3%	37.7%	18.0%	96.3%	73.1%	20.2%	3.9%	$11,201	30.1%
Texas State Technical College—Marshall	22.2%	68.6%	11.9%	13.6%	41.5%	33.3%	32.8%	35.6%	49.1%	27.7%	0.0%	0.0%	0.0%	0.0%	88.3%	82.8%	4.3%	3.2%	$15,674	48.3%
Texas State Technical College—Waco	5.3%	67.9%	5.7%	6.9%	30.6%	14.9%	32.0%	18.2%	30.9%	25.2%	N/A	N/A	N/A	N/A	92.7%	83.4%	8.2%	0.8%	$18,564	63.7%
Texas State Technical College—West Texas	29.1%	66.2%	19.2%	20.8%	42.2%	58.3%	34.6%	43.1%	45.3%	30.2%	0.0%	0.0%	0.0%	0.0%	96.1%	90.5%	3.3%	1.6%	$13,513	67.1%
Trinity Valley Community College	30.1%	90.1%	37.1%	39.6%	21.9%	8.6%	21.3%	10.1%	33.4%	24.2%	89.9%	41.9%	27.0%	21.0%	89.0%	79.4%	7.0%	2.2%	$13,982	42.4%
Tyler Junior College	1.1%	83.3%	28.3%	33.9%	18.2%	17.1%	21.8%	16.7%	29.3%	28.2%	92.8%	32.0%	30.1%	30.7%	93.4%	81.3%	7.8%	3.5%	$16,408	50.5%
Vernon College	18.2%	84.8%	34.4%	35.1%	16.5%	10.9%	33.8%	15.2%	37.6%	29.4%	91.2%	41.9%	25.7%	23.5%	93.9%	88.3%	4.3%	2.3%	$14,294	60.9%
Victoria College	15.7%	92.3%	47.7%	49.1%	17.5%	7.6%	30.1%	8.8%	27.4%	10.7%	93.9%	37.2%	21.7%	35.0%	95.2%	88.4%	3.7%	4.1%	$13,177	39.4%
Weatherford College	21.0%	86.4%	33.5%	38.9%	17.3%	6.0%	24.8%	14.2%	33.5%	20.1%	86.7%	40.7%	23.5%	22.6%	88.4%	77.7%	5.4%	4.2%	$16,246	33.3%
Western Texas College	36.2%	86.2%	41.8%	46.0%	33.8%	24.1%	38.1%	49.6%	39.3%	47.2%	95.8%	32.2%	46.6%	16.9%	100.0%	78.7%	18.5%	0.0%	$11,458	18.6%
Wharton County Junior College	16.0%	88.4%	34.3%	39.4%	15.9%	6.0%	25.3%	10.2%	44.2%	22.4%	94.1%	39.2%	26.2%	28.7%	92.8%	84.4%	4.2%	1.7%	$12,796	40.4%

2-year public institution	Completion measures		Dev. math			Dev. reading			Dev. writing			Transfer students			Faculty		
	Average time to associate degree (yrs)	Average SCH to associate degree	Below math standard	TSI obligation met (% of total)	Completed college course (% of total)	Below reading standard	TSI obligation met (% of total)	Completed college course (% of total)	Below writing standard	TSI obligation met (% of total)	Completed college course (% of total)	All transfers	Transfer cohort	Transfer rate	Total	% full-time faculty	% SCH taught by full-time faculty
Alamo Community College District	4.4	90	6,238	29.8%	23.7%	4,883	54.9%	43.3%	4,186	51.1%	45.8%	1,869	9,480	19.7%	2,080	32.3%	62.8%
Alamo CCD—Campus-Level Data	SEE PAGES 50–52																
Alvin Community College	4.4	93	174	26.4%	5.7%	67	44.8%	26.9%	89	36.0%	24.7%	122	700	17.4%	307	35.2%	56.9%
Amarillo College	4.6	88	523	28.1%	10.7%	367	27.5%	15.8%	470	25.1%	14.3%	304	1,848	16.5%	410	49.0%	68.2%
Angelina College	4.2	90	362	17.7%	16.6%	251	21.9%	17.5%	365	25.8%	23.6%	130	1,003	13.0%	337	32.0%	67.0%
Austin Community College	5.7	102	2,279	17.5%	16.5%	1,240	40.3%	52.3%	955	23.5%	47.3%	998	5,165	19.3%	1,936	35.1%	51.9%
Blinn College	3.7	98	1,306	24.5%	18.2%	1,007	56.7%	39.7%	1,197	45.9%	35.8%	1,257	3,181	39.5%	667	71.2%	85.7%
Brazosport College	4.2	84	224	47.3%	10.3%	85	71.8%	18.8%	76	65.8%	31.6%	180	697	25.8%	163	54.0%	77.1%
Central Texas College	5.1	76	823	12.2%	10.9%	430	20.2%	22.1%	543	15.7%	14.2%	218	1,801	12.1%	620	36.9%	74.4%
Cisco College	3.9	82	382	27.7%	19.6%	279	66.3%	42.3%	360	70.3%	41.9%	241	1,083	22.3%	198	43.9%	69.3%
Clarendon College	2.3	66	147	34.7%	23.1%	137	59.9%	51.8%	138	68.1%	36.2%	67	349	19.2%	77	45.5%	75.3%
Coastal Bend College	3.8	80	417	29.5%	20.4%	303	52.8%	47.5%	316	41.8%	32.0%	168	1,019	16.5%	170	41.2%	69.9%
College of the Mainland Community College District	4.7	95	251	21.9%	13.9%	147	56.5%	23.1%	123	62.6%	37.4%	73	482	15.1%	212	41.5%	71.0%
Collin County Community College District	4.1	86	1,708	28.6%	20.9%	977	52.3%	52.8%	790	40.0%	44.7%	1,441	4,716	30.6%	1,218	37.0%	62.2%
Dallas County Community College District	4.8	93	5,153	19.3%	6.3%	3,022	27.2%	20.1%	3,724	28.1%	17.6%	2,083	10,486	19.9%	2,978	26.1%	57.5%
Dallas CCCD—Campus-Level Data	SEE PAGES 58–61																
Del Mar College	5.0	98	780	5.3%	7.9%	329	5.2%	8.2%	203	10.8%	18.7%	255	1,795	14.2%	507	36.1%	65.2%
El Paso Community College District	4.5	88	2,784	24.8%	19.9%	2,329	59.0%	50.2%	2,214	46.9%	35.0%	1,219	5,117	23.8%	1,231	37.7%	66.6%
Frank Phillips College	3.1	74	52	30.8%	25.0%	62	56.5%	54.8%	77	75.3%	57.1%	60	288	20.8%	72	31.9%	71.2%
Galveston College	4.4	92	207	26.1%	10.1%	142	56.3%	21.1%	114	49.1%	21.1%	64	348	18.4%	99	55.6%	79.0%
Grayson College	4.3	89	353	46.5%	19.8%	133	47.4%	24.8%	108	34.3%	16.7%	156	1,013	15.4%	242	39.7%	66.4%
Hill College	3.6	81	190	29.5%	18.9%	140	40.7%	31.4%	148	44.6%	29.7%	233	1,003	23.2%	232	46.1%	70.5%
Houston Community College	4.7	94	4,093	34.4%	21.0%	2,041	83.0%	82.0%	1,835	62.2%	44.5%	1,377	5,653	24.4%	2,386	30.3%	56.3%
Howard County Junior College District	3.7	77	276	29.0%	18.5%	206	60.7%	51.0%	246	50.8%	27.2%	120	687	17.5%	163	59.5%	77.5%
Howard CJCD—Campus-Level Data	SEE PAGES 65–66																
Kilgore College	3.8	85	492	28.5%	14.8%	367	60.5%	29.2%	441	53.7%	32.2%	291	1,443	20.2%	277	57.0%	80.4%
Lamar Institute of Technology	4.3	91	427	27.9%	18.3%	392	33.9%	20.4%	372	29.0%	17.7%	106	837	12.7%	171	52.0%	76.0%
Lamar State College—Orange	4.3	93	271	42.4%	10.3%	163	45.4%	11.7%	148	35.1%	22.3%	77	464	16.6%	112	50.9%	74.7%
Lamar State College—Port Arthur	4.3	89	181	33.1%	24.3%	111	50.5%	26.1%	68	39.7%	23.5%	85	443	19.2%	119	46.2%	77.4%
Laredo Community College	4.1	87	1,229	30.4%	17.2%	985	52.8%	29.6%	1,007	47.7%	30.5%	406	1,813	22.4%	269	68.4%	89.1%
Lee College	4.2	86	320	17.5%	15.6%	213	32.4%	22.1%	210	36.2%	25.2%	148	903	16.4%	319	48.6%	73.0%
Lone Star College System	4.7	97	4,986	32.1%	11.1%	2,559	58.7%	39.5%	2,054	50.1%	30.2%	2,768	10,640	26.0%	3,441	10.3%	23.7%
Lone Star CS—Campus-Level Data	SEE PAGES 69–72																
McLennan Community College	4.2	95	514	23.9%	7.8%	362	35.6%	19.1%	388	29.4%	12.9%	333	1,552	21.5%	463	49.2%	74.9%
Midland College	3.6	80	406	36.0%	17.5%	161	54.7%	31.7%	179	52.0%	26.8%	240	1,063	22.6%	258	48.1%	71.2%
Navarro College	3.6	85	941	33.5%	13.1%	521	43.8%	20.0%	722	46.0%	24.5%	472	2,042	23.1%	580	31.2%	63.8%
North Central Texas College	4.2	87	536	39.7%	14.0%	287	66.9%	41.8%	236	59.3%	34.3%	428	1,538	27.8%	449	29.8%	50.3%
Northeast Texas Community College	4.1	92	263	49.8%	24.3%	178	59.0%	28.7%	174	52.3%	31.0%	130	652	19.9%	172	34.3%	54.0%
Odessa College	3.2	76	456	28.5%	13.2%	205	39.0%	21.5%	161	32.9%	21.7%	104	830	12.5%	235	49.8%	86.8%
Panola College	3.3	83	206	47.1%	11.2%	133	66.2%	25.6%	145	57.2%	21.4%	78	407	19.2%	154	39.6%	69.5%
Paris Junior College	3.5	75	576	28.0%	16.1%	351	53.0%	33.9%	474	53.0%	28.5%	312	1,354	23.0%	251	36.3%	69.9%
Ranger College	2.6	77	161	31.1%	12.4%	145	50.3%	40.7%	155	43.9%	34.8%	102	304	33.6%	98	28.6%	53.5%
San Jacinto Community College District	4.4	94	1,855	42.1%	19.1%	1,344	54.8%	32.2%	1,215	43.4%	29.0%	1,046	5,301	19.7%	1,252	45.0%	70.6%
San Jacinto CCD—Campus-Level Data	SEE PAGES 77–78																
South Plains College	4.1	93	733	31.9%	15.4%	368	50.0%	30.4%	494	35.8%	23.9%	463	1,875	24.7%	388	69.6%	85.4%
South Texas College	4.1	84	2,176	27.6%	15.9%	1,814	39.7%	26.7%	2,072	31.3%	27.9%	893	4,190	21.3%	1,011	64.0%	87.1%
Southwest Texas Junior College	4.0	82	515	32.4%	19.6%	387	41.3%	38.0%	377	35.5%	28.6%	177	928	19.1%	238	48.3%	66.3%
Tarrant County College District	4.4	88	3,990	31.9%	11.6%	2,424	52.9%	33.4%	2,414	43.0%	30.0%	1,606	6,991	23.0%	2,026	32.9%	55.3%
Tarrant CCD—Campus-Level Data	SEE PAGES 80–82																
Temple College	4.2	82	288	41.3%	6.9%	155	43.2%	18.1%	213	42.3%	17.8%	136	846	16.1%	246	42.7%	74.5%
Texarkana College	4.1	83	669	17.2%	10.3%	492	38.2%	29.9%	583	36.4%	24.0%	80	617	13.0%	194	46.9%	70.2%
Texas Southmost College	4.9	97	705	47.2%	22.8%	575	56.3%	27.8%	585	57.6%	27.5%	670	1,631	41.1%	157	55.4%	77.2%
Texas State Technical College—Harlingen	4.1	95	379	18.2%	10.3%	281	19.6%	17.8%	299	18.1%	13.7%	70	861	8.1%	196	63.3%	85.3%
Texas State Technical College—Marshall	3.1	85	59	23.7%	30.5%	45	46.7%	20.0%	52	44.2%	19.2%	6	187	3.2%	66	43.9%	58.6%
Texas State Technical College—Waco	3.7	101	324	28.1%	11.4%	197	36.0%	19.8%	319	37.6%	20.1%	54	1,514	3.6%	260	77.7%	87.2%
Texas State Technical College—West Texas	4.1	83	20	30.0%	0.0%	13	38.5%	7.7%	20	30.0%	10.0%	32	395	8.1%	94	53.2%	74.0%
Trinity Valley Community College	4.2	88	423	36.6%	20.1%	285	63.9%	29.8%	300	49.3%	19.7%	172	1,018	16.9%	273	54.6%	81.6%
Tyler Junior College	3.6	84	1,227	20.5%	13.0%	979	51.1%	29.4%	1,033	39.6%	28.0%	621	2,646	23.5%	541	46.0%	70.2%
Vernon College	4.2	89	198	47.5%	20.7%	122	57.4%	31.1%	129	48.1%	29.5%	115	530	21.7%	150	54.0%	74.8%
Victoria College	5.0	99	165	31.5%	23.0%	92	54.3%	22.8%	93	43.0%	31.2%	97	597	16.2%	225	40.4%	70.4%
Weatherford College	4.1	86	510	42.4%	12.9%	183	47.5%	21.9%	217	45.2%	24.0%	339	1,408	24.1%	282	42.2%	67.7%
Western Texas College	2.6	64	168	44.0%	27.4%	114	63.2%	33.3%	100	50.0%	27.0%	104	431	24.1%	93	44.1%	72.6%
Wharton County Junior College	4.1	90	350	39.1%	25.1%	229	75.5%	48.9%	184	66.8%	40.2%	509	1,570	32.4%	291	57.7%	76.5%

Four-Year Public Institutions

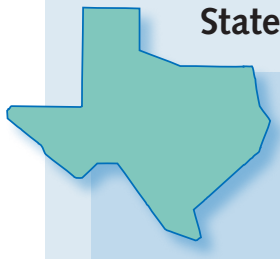
Angelo State University 28
Lamar University 28
Midwestern State University 29
Prairie View A&M University 29
Sam Houston State University 30
Stephen F. Austin State University 30
Sul Ross State University 31
Sul Ross State University Rio Grande College 31
Tarleton State University 32
Texas A&M International University 32
Texas A&M University 33
Texas A&M University—Central Texas 33
Texas A&M University—Commerce 34
Texas A&M University—Corpus Christi 34
Texas A&M University at Galveston 35
Texas A&M University—Kingsville 35
Texas A&M University—San Antonio 36
Texas A&M University—Texarkana 36
Texas Southern University 37
Texas State University 37
Texas Tech University 38
Texas Woman's University 38
The University of Texas at Arlington 39
The University of Texas at Austin 39
The University of Texas at Brownsville 40
The University of Texas at Dallas 40
The University of Texas at El Paso 41
The University of Texas—Pan American 41
The University of Texas of the Permian Basin 42
The University of Texas Rio Grande Valley 42
The University of Texas at San Antonio 43
The University of Texas at Tyler 43
University of Houston 44
University of Houston—Clear Lake 44
University of Houston—Downtown 45
University of Houston—Victoria 45
University of North Texas 46
University of North Texas at Dallas 46
West Texas A&M University 47

INSTITUTIONAL PROFILES

Texas Four-Year Public Institutions

The following pages have individual profiles of the 39 public four-year institutions in Texas, including information on enrollment, demographics, graduation rates, student debt, post-graduation status, and faculty. This page includes the statewide data profile for four-year public institutions followed by a statewide financial profile. For explanation of specific terms or abbreviations, please refer to pp. 4–5.

Statewide Four-Year Public Institutions



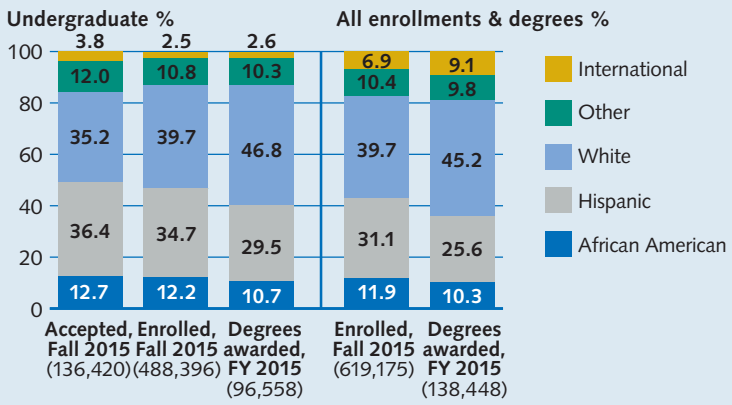
Total Enrollment: **619,175**

Average Tuition & Fees: **$8,347**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (17,750)
2. Multi/Interdisciplinary Studies (9,901)
3. Health Professions and Related Programs (9,355)
4. Engineering (6,116)
5. Biological and Biomedical Sciences (5,892)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	32.7%	12.8%
6-year	59.3%	36.3%
10-year	66.6%	40.7%

STUDENT DEBT

Average debt	$30,136
% students with debt	61.9%

UG STUDENT CHARACTERISTICS

Applications	300,785
Applicants	173,578
% of applicants accepted	78.6%
First-time students in top 10%	25.3%
% enroll. change 2010–15	11.1%
% part-time	22.8%
% full-time	77.2%
% receiving Pell Grants	39.9%

DEGREES AWARDED

Total degrees awarded	138,448
Associate	88
Bachelor's	96,470
Master's	36,225
Doctoral – Research	3,722
Doctoral – Professional	1,943

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.9
Average SCH to degree	139
% bachelor's degrees awarded to at-risk students	62.9%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad. or professional school in TX	77.6%
Undergrad FTSE to undergrad degrees	4.10

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	55.9%
% of graduates completing 30 SCH or more at 2-yr colleges	35.3%

FACULTY

Total faculty	28,294
Tenured/tenure track	14,508
% tenured/tenure track	51.3%
Student-faculty ratio	22:1

AVERAGE REVENUE PER FTSE

State-funded FTSE	504,967
Total revenue	$22,959
Tuition/fees	$7,556
State revenue	$7,476
Federal revenue	$3,613
Institution revenue	$4,314

AVERAGE USES OF FUNDS PER FTSE

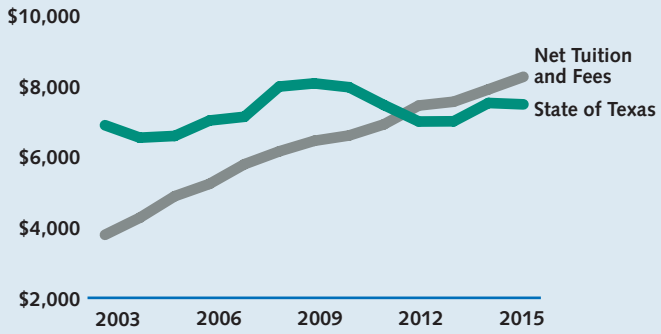
Total	$19,677
Instruction, research, and academic support	$12,327
Student services and scholarships	$3,012
Institutional support and OM of plant	$3,397
Other	$940

RESEARCH EXPENDITURES

Total research exp.	$2,178,167,587
Total research exp. per T/TT FTE faculty (teaching)	$100,003

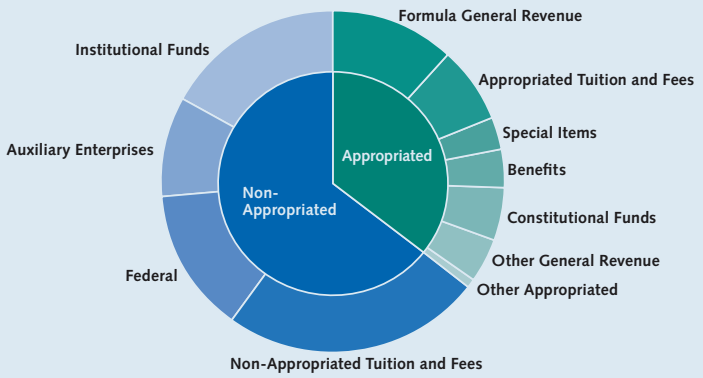
Financial Profile at Four-Year Public Institutions

Income Source per Full-Time Student Equivalent

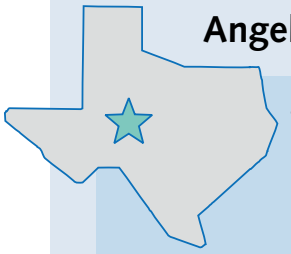


Operation Sources by Category, FY 2015

Total: $13.2 billion



Angelo State University



Total Enrollment: **8,343**

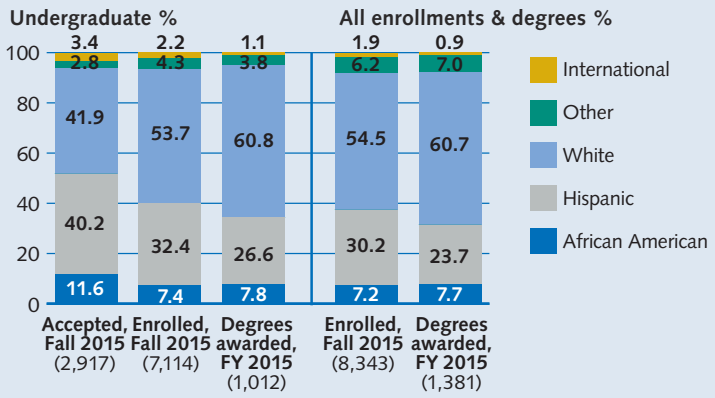
UNIVERSITY INFORMATION

City: **San Angelo**
Year founded: **1928**
Website: **www.angelo.edu**
Accountability group: **Master's**
HS/HBCU status: **HS**
Average tuition & fees: **$7,802**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Health Professions and Related Programs (131)
2. Business, Management, Marketing, and Related Support Services (128)
3. Multi/Interdisciplinary Studies (109)
4. Parks, Recreation, Leisure and Fitness Studies (98)
5. Agriculture, Agriculture Operations, and Related Sciences (79)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	29.4%	7.5%
6-year	44.9%	25.5%
10-year	51.8%	12.5%

UG STUDENT CHARACTERISTICS

Applicants	3,835
% of applicants accepted	76.1%
First-time students in top 10%	10.0%
% enroll. change 2010–15	21.6%
% part-time	35.5%
% full-time	64.5%
% receiving Pell Grants	41.4%

TEST SCORE RANGES

SAT Math	440–540
SAT Reading	420–530
ACT Math	18–21
ACT English	16–24

STUDENT DEBT

Average debt	$29,233
% students with debt	65.2%

DEGREES AWARDED

Total degrees awarded	1,381
Associate	0
Bachelor's	1,012
Master's	351
Doctoral – Research	0
Doctoral – Professional	18

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.6
Average SCH to bachelor's	134
% bachelor's degrees awarded to at-risk students	65.5%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	82.8%
Undergrad FTSE to undergrad degrees	4.73

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	45.7%
% of graduates completing 30 SCH or more at 2-yr colleges	21.5%

FACULTY

Total faculty	346
Tenured/tenure track	193
% tenured/tenure track	55.8%
Student-faculty ratio	19:1

REVENUE PER FTSE

State-funded FTSE	5,482
Total revenue	$19,919
Tuition/fees	$5,722
State revenue	$7,405
Federal revenue	$2,335
Institution revenue	$4,457

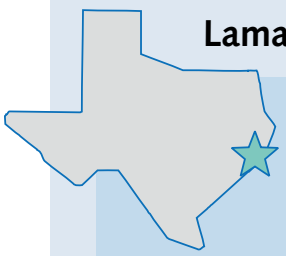
USES OF FUNDS PER FTSE

Total	$15,795
Instruction, research, and academic support	$7,778
Student services and scholarships	$3,058
Institutional support and OM of plant	$4,322
Other	$637

RESEARCH EXPENDITURES

Total research exp.	$930,700
Total research exp. per T/TT FTE faculty (teaching)	$1,828

Lamar University



Total Enrollment: **14,494**

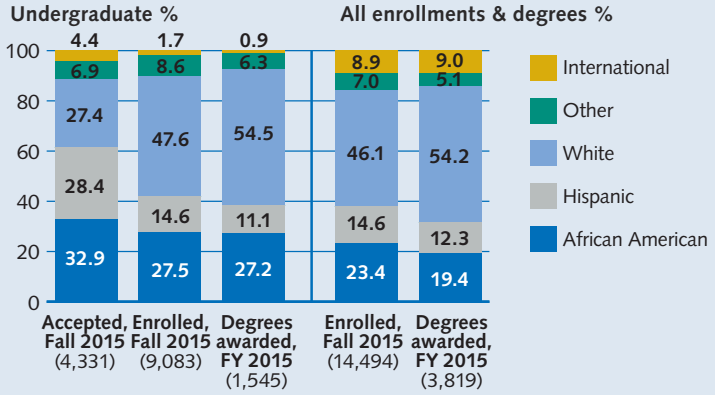
UNIVERSITY INFORMATION

City: **Beaumont**
Year founded: **1923**
Website: **www.lamar.edu**
Accountability group: **Comprehensive**
Average tuition & fees: **$9,700**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Health Professions and Related Programs (282)
2. Multi/Interdisciplinary Studies (258)
3. Business, Management, Marketing, and Related Support Services (192)
4. Engineering (125)
5. Liberal Arts and Sciences, General Studies and Humanities (103)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	10.0%	1.7%
6-year	36.5%	18.3%
10-year	44.8%	12.4%

UG STUDENT CHARACTERISTICS

Applicants	5,703
% of applicants accepted	75.9%
First-time students in top 10%	13.7%
% enroll. change 2010–15	3.8%
% part-time	30.6%
% full-time	69.4%
% receiving Pell Grants	43.9%

TEST SCORE RANGES

SAT Math	440–530
SAT Reading	420–530
ACT Math	17–24
ACT English	16–23

STUDENT DEBT

Average debt	$31,627
% students with debt	67.0%

DEGREES AWARDED

Total degrees awarded	3,819
Associate	0
Bachelor's	1,545
Master's	2,177
Doctoral – Research	92
Doctoral – Professional	5

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.3
Average SCH to bachelor's	145
% bachelor's degrees awarded to at-risk students	69.6%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	83.7%
Undergrad FTSE to undergrad degrees	4.53

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	37.4%
% of graduates completing 30 SCH or more at 2-yr colleges	19.7%

FACULTY

Total faculty	557
Tenured/tenure track	285
% tenured/tenure track	51.2%
Student-faculty ratio	21:1

REVENUE PER FTSE

State-funded FTSE	12,806
Total revenue	$14,902
Tuition/fees	$7,393
State revenue	$5,043
Federal revenue	$1,481
Institution revenue	$985

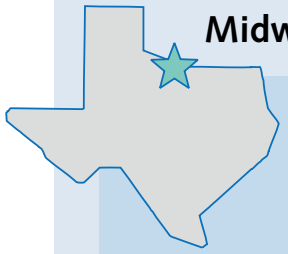
USES OF FUNDS PER FTSE

Total	$13,067
Instruction, research, and academic support	$7,616
Student services and scholarships	$2,576
Institutional support and OM of plant	$2,785
Other	$90

RESEARCH EXPENDITURES

Total research exp.	$1,512,401
Total research exp. per T/TT FTE faculty (teaching)	$4,030

Midwestern State University



Total Enrollment: **5,734**

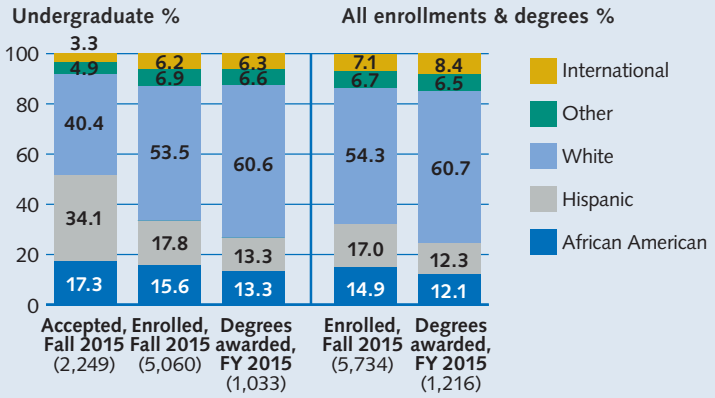
UNIVERSITY INFORMATION

City: **Wichita Falls**
Year founded: **1922**
Website: **www.mwsu.edu**
Accountability group: **Master's**
Average tuition & fees: **$8,305**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Health Professions and Related Programs (379)
2. Business, Management, Marketing, and Related Support Services (160)
3. Multi/Interdisciplinary Studies (139)
4. Biological and Biomedical Sciences (56)
5. Homeland Security, Law Enforcement, Firefighting and Related Protective Services (38)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS	
Applicants	3,632
% of applicants accepted	61.9%
First-time students in top 10%	11.9%
% enroll. change 2010–15	-6.5%
% part-time	22.6%
% full-time	77.4%
% receiving Pell Grants	38.8%

TEST SCORE RANGES	
SAT Math	460–550
SAT Reading	440–550
ACT Math	18–23
ACT English	18–24

STUDENT DEBT	
Average debt	$33,060
% students with debt	64.3%

DEGREES AWARDED	
Total degrees awarded	1,216
Associate	40
Bachelor's	993
Master's	183
Doctoral – Research	0
Doctoral – Professional	0

COMPLETION MEASURES	
Average time to bachelor's degree (yrs)	5.2
Average SCH to bachelor's	143
% bachelor's degrees awarded to at-risk students	65.7%

GRADUATES' STATUS	
% bacc. grad. employed and/or enrolled in grad or professional school in TX	77.0%
Undergrad FTSE to undergrad degrees	3.94

TRANSFER STUDENTS	
Graduation rate for 2-year transfers, FY 2015	43.6%
% of graduates completing 30 SCH or more at 2-yr colleges	24.9%

FACULTY	
Total faculty	318
Tenured/tenure track	178
% tenured/tenure track	56.0%
Student-faculty ratio	18:1

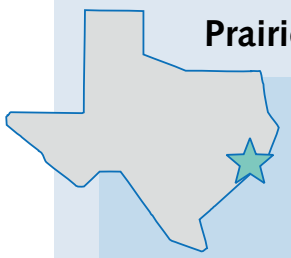
REVENUE PER FTSE	
State-funded FTSE	4,607
Total revenue	$17,640
Tuition/fees	$7,018
State revenue	$6,306
Federal revenue	$2,000
Institution revenue	$2,316

USES OF FUNDS PER FTSE	
Total	$16,750
Instruction, research, and academic support	$8,156
Student services and scholarships	$4,838
Institutional support and OM of plant	$3,265
Other	$491

RESEARCH EXPENDITURES	
Total research exp.	$359,579
Total research exp. per T/TT FTE faculty (teaching)	$2,055

UG GRADUATION RATES	*Full-time*	*Part-time*
4-year	22.6%	10.0%
6-year	53.7%	18.8%
10-year	54.7%	25.0%

Prairie View A&M University



Total Enrollment: **8,268**

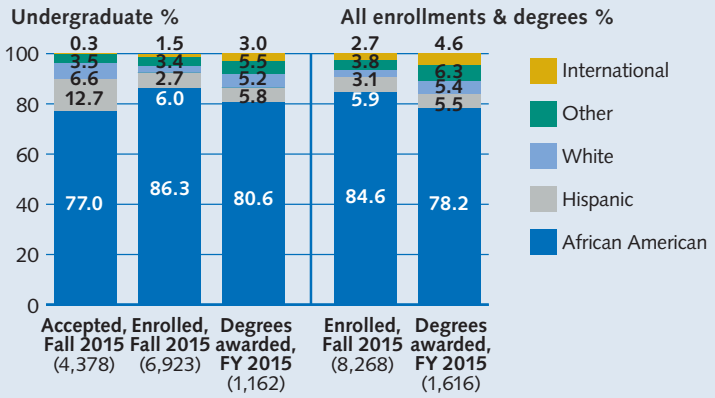
UNIVERSITY INFORMATION

City: **Prairie View**
Year founded: **1876**
Website: **www.pvamu.edu**
Accountability group: **Comprehensive**
HS/HBCU status: **HBCU**
Average tuition & fees: **$9,645**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Health Professions and Related Programs (183)
2. Engineering (175)
3. Homeland Security, Law Enforcement, Firefighting and Related Protective Services (136)
4. Business, Management, Marketing, and Related Support Services (129)
5. Biological and Biomedical Sciences (67)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS	
Applicants	5,132
% of applicants accepted	85.3%
First-time students in top 10%	4.5%
% enroll. change 2010–15	-5.8%
% part-time	8.9%
% full-time	91.1%
% receiving Pell Grants	65.4%

TEST SCORE RANGES	
SAT Math	390–480
SAT Reading	370–460
ACT Math	16–20
ACT English	13–19

STUDENT DEBT	
Average debt	$40,806
% students with debt	82.7%

DEGREES AWARDED	
Total degrees awarded	1,616
Associate	0
Bachelor's	1,162
Master's	429
Doctoral – Research	25
Doctoral – Professional	0

COMPLETION MEASURES	
Average time to bachelor's degree (yrs)	4.9
Average SCH to bachelor's	151
% bachelor's degrees awarded to at-risk students	86.0%

GRADUATES' STATUS	
% bacc. grad. employed and/or enrolled in grad or professional school in TX	81.4%
Undergrad FTSE to undergrad degrees	5.40

TRANSFER STUDENTS	
Graduation rate for 2-year transfers, FY 2015	61.6%
% of graduates completing 30 SCH or more at 2-yr colleges	19.4%

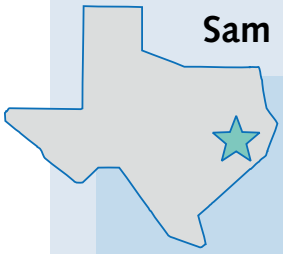
FACULTY	
Total faculty	446
Tenured/tenure track	198
% tenured/tenure track	44.4%
Student-faculty ratio	19:1

REVENUE PER FTSE	
State-funded FTSE	7,356
Total revenue	$26,124
Tuition/fees	$5,503
State revenue	$12,186
Federal revenue	$5,934
Institution revenue	$2,501

USES OF FUNDS PER FTSE	
Total	$19,602
Instruction, research, and academic support	$10,234
Student services and scholarships	$4,174
Institutional support and OM of plant	$4,526
Other	$668

RESEARCH EXPENDITURES	
Total research exp.	$12,641,069
Total research exp. per T/TT FTE faculty (teaching)	$44,579

Sam Houston State University



Total Enrollment: **20,031**

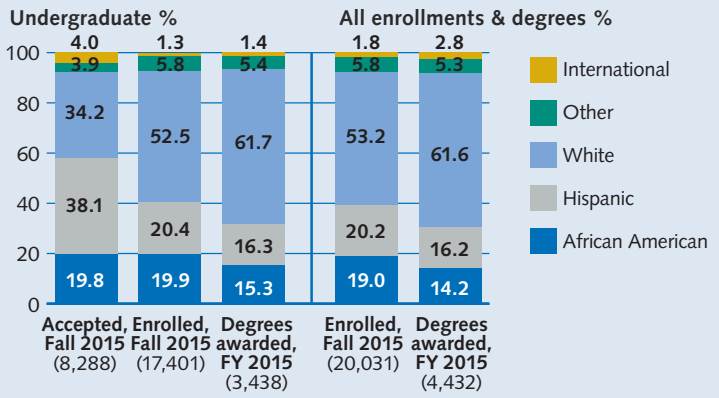
UNIVERSITY INFORMATION

City: **Huntsville**
Year founded: **1879**
Website: **www.shsu.edu**
Accountability group: **Doctoral**
Average tuition & fees: **$9,336**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (788)
2. Homeland Security, Law Enforcement, Firefighting and Related Protective Services (683)
3. Multi/Interdisciplinary Studies (368)
4. Psychology (180)
5. Visual and Performing Arts (175)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	30.7%	7.7%
6-year	55.8%	31.9%
10-year	68.4%	47.3%

UG STUDENT CHARACTERISTICS

Applicants	11,309
% of applicants accepted	73.3%
First-time students in top 10%	12.9%
% enroll. change 2010–15	16.2%
% part-time	18.9%
% full-time	81.1%
% receiving Pell Grants	39.8%

TEST SCORE RANGES

SAT Math	460–550
SAT Reading	450–550
ACT Math	18–24
ACT English	19–24

STUDENT DEBT

Average debt	$30,712
% students with debt	68.1%

DEGREES AWARDED

Total degrees awarded	4,432
Associate	0
Bachelor's	3,438
Master's	936
Doctoral – Research	58
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.0
Average SCH to bachelor's	141
% bachelor's degrees awarded to at-risk students	72.3%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	82.6%
Undergrad FTSE to undergrad degrees	4.14

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	60.6%
% of graduates completing 30 SCH or more at 2-yr colleges	41.9%

FACULTY

Total faculty	918
Tenured/tenure track	506
% tenured/tenure track	55.1%
Student-faculty ratio	24:1

REVENUE PER FTSE

State-funded FTSE	16,672
Total revenue	$15,518
Tuition/fees	$7,299
State revenue	$4,800
Federal revenue	$2,173
Institution revenue	$1,246

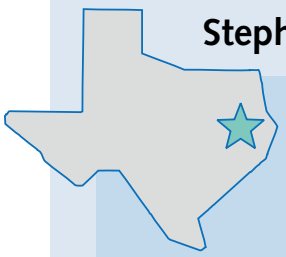
USES OF FUNDS PER FTSE

Total	$13,399
Instruction, research, and academic support	$7,581
Student services and scholarships	$3,165
Institutional support and OM of plant	$2,293
Other	$360

RESEARCH EXPENDITURES

Total research exp.	$4,091,479
Total research exp. per T/TT FTE faculty (teaching)	$3,997

Stephen F. Austin State University



Total Enrollment: **12,484**

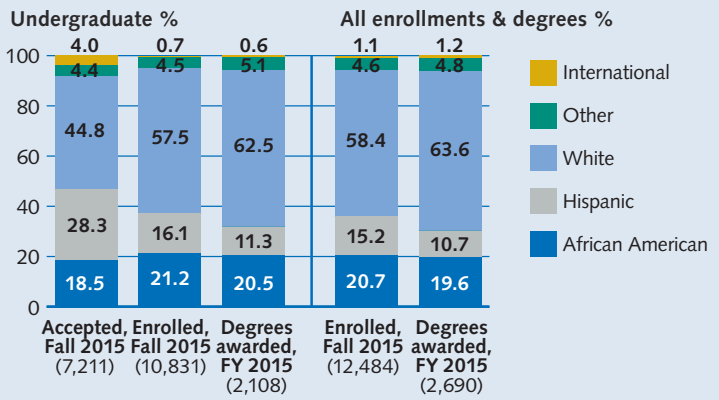
UNIVERSITY INFORMATION

City: **Nacogdoches**
Year founded: **1923**
Website: **www.sfasu.edu**
Accountability group: **Comprehensive**
Average tuition & fees: **$9,312**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (424)
2. Health Professions and Related Programs (328)
3. Multi/Interdisciplinary Studies (281)
4. Visual and Performing Arts (160)
5. Parks, Recreation, Leisure and Fitness Studies (152)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	29.2%	6.0%
6-year	50.8%	13.2%
10-year	61.3%	15.4%

UG STUDENT CHARACTERISTICS

Applicants	9,744
% of applicants accepted	74.0%
First-time students in top 10%	13.1%
% enroll. change 2010–15	-2.7%
% part-time	14.1%
% full-time	85.9%
% receiving Pell Grants	41.5%

TEST SCORE RANGES

SAT Math	460–540
SAT Reading	440–540
ACT Math	18–24
ACT English	17–23

STUDENT DEBT

Average debt	$38,533
% students with debt	71.3%

DEGREES AWARDED

Total degrees awarded	2,690
Associate	0
Bachelor's	2,108
Master's	563
Doctoral – Research	19
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.5
Average SCH to bachelor's	134
% bachelor's degrees awarded to at-risk students	72.5%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	85.7%
Undergrad FTSE to undergrad degrees	4.48

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	58.0%
% of graduates completing 30 SCH or more at 2-yr colleges	29.7%

FACULTY

Total faculty	677
Tenured/tenure track	390
% tenured/tenure track	57.6%
Student-faculty ratio	18:1

REVENUE PER FTSE

State-funded FTSE	10,720
Total revenue	$17,561
Tuition/fees	$7,052
State revenue	$6,519
Federal revenue	$2,362
Institution revenue	$1,628

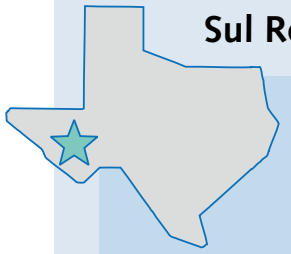
USES OF FUNDS PER FTSE

Total	$14,154
Instruction, research, and academic support	$7,812
Student services and scholarships	$2,722
Institutional support and OM of plant	$3,362
Other	$258

RESEARCH EXPENDITURES

Total research exp.	$4,925,438
Total research exp. per T/TT FTE faculty (teaching)	$6,509

Sul Ross State University



Total Enrollment: **1,973**

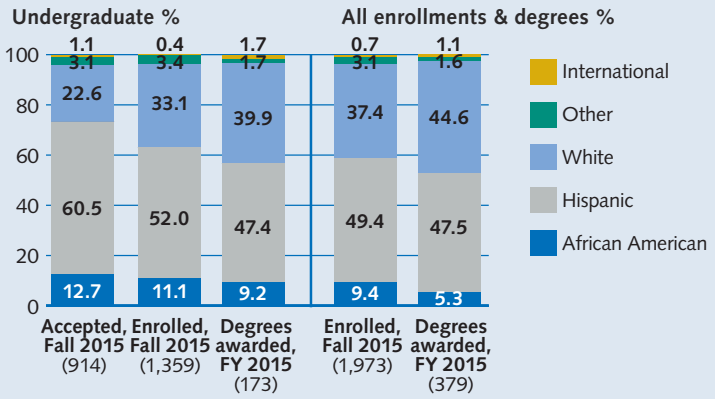
UNIVERSITY INFORMATION

City: **Alpine**
Year founded: **1917**
Website: **www.sulross.edu**
Accountability group: **Master's**
HS/HBCU status: **HS**
Average tuition & fees: **$7,211**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Biological and Biomedical Sciences (25)
2. Parks, Recreation, Leisure and Fitness Studies (19)
3. Homeland Security, Law Enforcement, Firefighting and Related Protective Services (18)
4. Natural Resources and Conservation (14)
5. Liberal Arts and Sciences, General Studies and Humanities (14)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	15.4%	7.7%
6-year	26.2%	0.0%
10-year	35.8%	33.3%

UG STUDENT CHARACTERISTICS

Applicants	1,143
% of applicants accepted	80.0%
First-time students in top 10%	2.8%
% enroll. change 2010–15	-3.6%
% part-time	23.8%
% full-time	76.2%
% receiving Pell Grants	53.4%

TEST SCORE RANGES

SAT Math	390–480
SAT Reading	N/A
ACT Math	16–21
ACT English	14–20

STUDENT DEBT

Average debt	$24,616
% students with debt	78.5%

DEGREES AWARDED

Total degrees awarded	379
Associate	0
Bachelor's	173
Master's	206
Doctoral – Research	0
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.9
Average SCH to bachelor's	143
% bachelor's degrees awarded to at-risk students	82.7%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	81.2%
Undergrad FTSE to undergrad degrees	6.42

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	40.0%
% of graduates completing 30 SCH or more at 2-yr colleges	28.3%

FACULTY

Total faculty	144
Tenured/tenure track	64
% tenured/tenure track	44.4%
Student-faculty ratio	14:1

REVENUE PER FTSE

State-funded FTSE	2,125
Total revenue	$22,203
Tuition/fees	$3,049
State revenue	$12,062
Federal revenue	$5,100
Institution revenue	$1,992

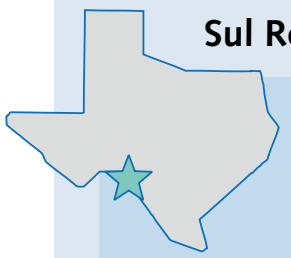
USES OF FUNDS PER FTSE

Total	$19,535
Instruction, research, and academic support	$9,276
Student services and scholarships	$3,121
Institutional support and OM of plant	$6,458
Other	$681

RESEARCH EXPENDITURES

Total research exp.	$1,933,024
Total research exp. per T/TT FTE faculty (teaching)	$12,469

Sul Ross State University Rio Grande College



Total Enrollment: **1,019**

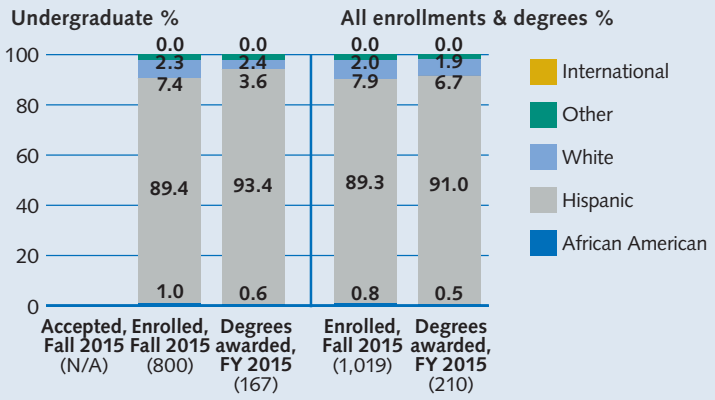
UNIVERSITY INFORMATION

City: **Eagle Pass**
Year founded: **1974**
Website: **www.sulross.edu/rgc/**
Accountability group: **Master's**
HS/HBCU status: **HS**
Average tuition & fees: **$4,960**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Multi/Interdisciplinary Studies (59)
2. Homeland Security, Law Enforcement, Firefighting and Related Protective Services (39)
3. Business, Management, Marketing, and Related Support Services (21)
4. Psychology (17)
5. Mathematics and Statistics (7)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	N/A	N/A
6-year	N/A	N/A
10-year	N/A	N/A

UG STUDENT CHARACTERISTICS

Applicants	N/A
% of applicants accepted	N/A
First-time students in top 10%	N/A
% enroll. change 2010–15	-6.7%
% part-time	72.1%
% full-time	27.9%
% receiving Pell Grants	63.2%

TEST SCORE RANGES

SAT Math	N/A
SAT Reading	N/A
ACT Math	N/A
ACT English	N/A

STUDENT DEBT

Average debt	$19,647
% students with debt	71.5%

DEGREES AWARDED

Total degrees awarded	210
Associate	0
Bachelor's	167
Master's	43
Doctoral – Research	0
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	6.2
Average SCH to bachelor's	148
% bachelor's degrees awarded to at-risk students	90.4%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	86.3%
Undergrad FTSE to undergrad degrees	2.36

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	35.7%
% of graduates completing 30 SCH or more at 2-yr colleges	62.9%

FACULTY

Total faculty	46
Tenured/tenure track	28
% tenured/tenure track	60.9%
Student-faculty ratio	15:1

REVENUE PER FTSE

State-funded FTSE	*
Total revenue	*
Tuition/fees	*
State revenue	*
Federal revenue	*
Institution revenue	*

USES OF FUNDS PER FTSE

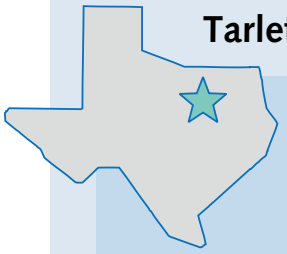
Total	*
Instruction, research, and academic support	*
Student services and scholarships	*
Institutional support and OM of plant	*
Other	*

RESEARCH EXPENDITURES

Total research exp.	*
Total research exp. per T/TT FTE faculty (teaching)	*

**Included in Sul Ross State Alpine*

Tarleton State University



Total Enrollment: **12,333**

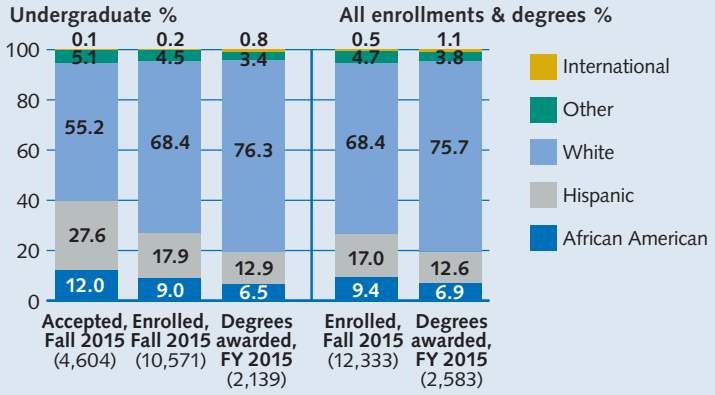
UNIVERSITY INFORMATION

City: **Stephenville**
Year founded: **1899**
Website: **www.tarleton.edu**
Accountability group: **Comprehensive**
Average tuition & fees: **$8,213**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (419)
2. Multi/Interdisciplinary Studies (286)
3. Agriculture, Agriculture Operations, and Related Sciences (205)
4. Health Professions and Related Programs (201)
5. Homeland Security, Law Enforcement, Firefighting and Related Protective Services (167)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	27.8%	13.8%
6-year	52.4%	12.0%
10-year	56.3%	37.9%

UG STUDENT CHARACTERISTICS

Applicants	6,318
% of applicants accepted	72.9%
First-time students in top 10%	7.8%
% enroll. change 2010–15	32.0%
% part-time	22.2%
% full-time	77.8%
% receiving Pell Grants	40.0%

TEST SCORE RANGES

SAT Math	440–530
SAT Reading	420–520
ACT Math	18–24
ACT English	16–22

STUDENT DEBT

Average debt	$31,039
% students with debt	67.5%

DEGREES AWARDED

Total degrees awarded	2,583
Associate	48
Bachelor's	2,091
Master's	438
Doctoral – Research	6
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.9
Average SCH to bachelor's	137
% bachelor's degrees awarded to at-risk students	73.0%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	84.4%
Undergrad FTSE to undergrad degrees	3.97

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	61.5%
% of graduates completing 30 SCH or more at 2-yr colleges	46.3%

FACULTY

Total faculty	662
Tenured/tenure track	247
% tenured/tenure track	37.3%
Student-faculty ratio	19:1

REVENUE PER FTSE

State-funded FTSE	9,796
Total revenue	$14,991
Tuition/fees	$6,018
State revenue	$5,117
Federal revenue	$2,762
Institution revenue	$1,094

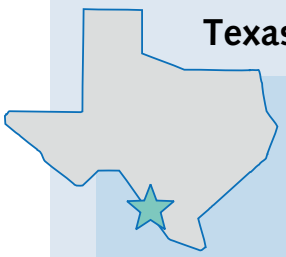
USES OF FUNDS PER FTSE

Total	$13,095
Instruction, research, and academic support	$7,700
Student services and scholarships	$2,305
Institutional support and OM of plant	$2,605
Other	$486

RESEARCH EXPENDITURES

Total research exp.	$9,271,847
Total research exp. per T/TT FTE faculty (teaching)	$21,637

Texas A&M International University



Total Enrollment: **7,192**

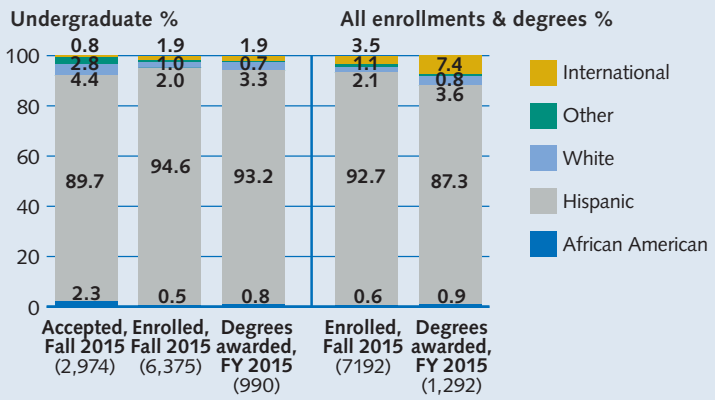
UNIVERSITY INFORMATION

City: **Laredo**
Year founded: **1969**
Website: **www.tamiu.edu**
Accountability group: **Comprehensive**
HS/HBCU status: **HS**
Average tuition & fees: **$7,990**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (167)
2. Homeland Security, Law Enforcement, Firefighting and Related Protective Services (162)
3. Health Professions and Related Programs (133)
4. Psychology (112)
5. Multi/Interdisciplinary Studies (85)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	23.4%	0.0%
6-year	49.2%	0.0%
10-year	59.1%	26.7%

UG STUDENT CHARACTERISTICS

Applicants	3,646
% of applicants accepted	81.6%
First-time students in top 10%	17.9%
% enroll. change 2010–15	4.9%
% part-time	28.1%
% full-time	71.9%
% receiving Pell Grants	56.0%

TEST SCORE RANGES

SAT Math	420–520
SAT Reading	400–490
ACT Math	16–21
ACT English	15–20

STUDENT DEBT

Average debt	$20,282
% students with debt	72.8%

DEGREES AWARDED

Total degrees awarded	1,292
Associate	0
Bachelor's	990
Master's	298
Doctoral – Research	4
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.1
Average SCH to bachelor's	142
% bachelor's degrees awarded to at-risk students	91.2%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	81.1%
Undergrad FTSE to undergrad degrees	4.86

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	52.9%
% of graduates completing 30 SCH or more at 2-yr colleges	37.7%

FACULTY

Total faculty	328
Tenured/tenure track	132
% tenured/tenure track	40.2%
Student-faculty ratio	22:1

REVENUE PER FTSE

State-funded FTSE	5,592
Total revenue	$18,674
Tuition/fees	$3,555
State revenue	$8,326
Federal revenue	$4,774
Institution revenue	$2,019

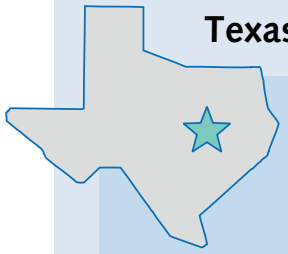
USES OF FUNDS PER FTSE

Total	$14,660
Instruction, research, and academic support	$8,352
Student services and scholarships	$3,263
Institutional support and OM of plant	$2,846
Other	$199

RESEARCH EXPENDITURES

Total research exp.	$2,916,579
Total research exp. per T/TT FTE faculty (teaching)	$13,076

Texas A&M University



Total Enrollment: **58,515**

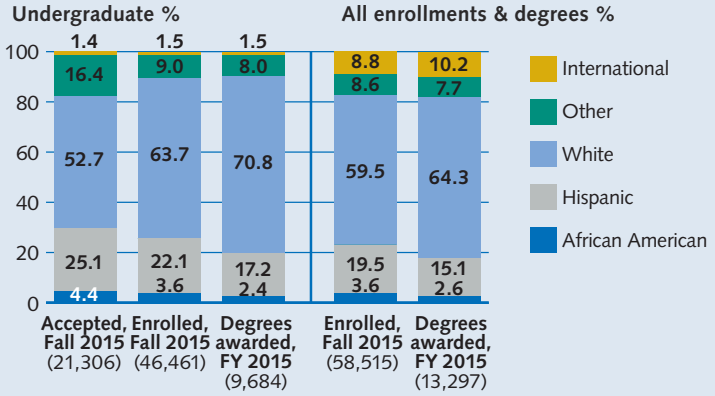
UNIVERSITY INFORMATION

City: **College Station**
Year founded: **1876**
Website: **www.tamu.edu**
Accountability group: **Research**
Average tuition & fees: **$9,494**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (1,601)
2. Engineering (1,388)
3. Agriculture, Agriculture Operations, and Related Sciences (990)
4. Multi/Interdisciplinary Studies (880)
5. Biological and Biomedical Sciences (721)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	32,622
% of applicants accepted	65.3%
First-time students in top 10%	57.2%
% enroll. change 2010–15	19.1%
% part-time	11.2%
% full-time	88.8%
% receiving Pell Grants	21.7%

TEST SCORE RANGES

SAT Math	560–670
SAT Reading	520–640
ACT Math	24–29
ACT English	23–30

STUDENT DEBT

Average debt	$31,191
% students with debt	45.2%

DEGREES AWARDED

Total degrees awarded	13,297
Associate	0
Bachelor's	9,684
Master's	2,562
Doctoral – Research	696
Doctoral – Professional	355

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.0
Average SCH to bachelor's	129
% bachelor's degrees awarded to at-risk students	40.2%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	77.6%
Undergrad FTSE to undergrad degrees	4.09

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	81.5%
% of graduates completing 30 SCH or more at 2-yr colleges	31.3%

FACULTY

Total faculty	2,589
Tenured/tenure track	1,725
% tenured/tenure track	66.6%
Student-faculty ratio	23:1

REVENUE PER FTSE

State-funded FTSE	50,386
Total revenue	$30,036
Tuition/fees	$8,945
State revenue	$9,256
Federal revenue	$2,562
Institution revenue	$9,273

USES OF FUNDS PER FTSE

Total	$25,086
Instruction, research, and academic support	$18,029
Student services and scholarships	$2,739
Institutional support and OM of plant	$3,324
Other	$993

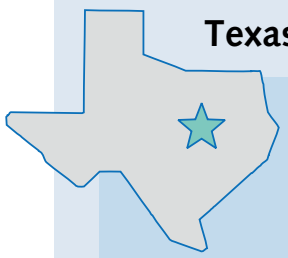
RESEARCH EXPENDITURES

Total research exp.	$763,970,642
Total research exp. per T/TT FTE faculty (teaching)	$289,717

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	56.4%	42.3%
6-year	84.9%	80.1%
10-year	88.5%	79.9%

Texas A&M University—Central Texas



Total Enrollment: **2,466**

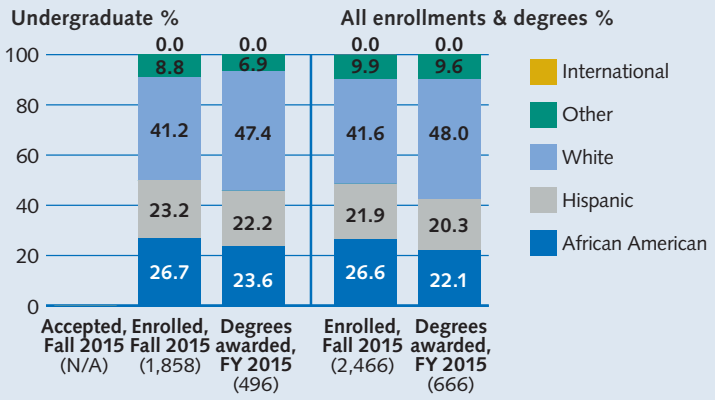
UNIVERSITY INFORMATION

City: **Killeen**
Year founded: **2009**
Website: **www.ct.tamus.edu**
Accountability group: **Master's**
Average tuition & fees: **$5,815**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (127)
2. Multi/Interdisciplinary Studies (85)
3. Psychology (54)
4. Computer and Information Sciences and Support Services (45)
5. Liberal Arts and Sciences, General Studies and Humanities (44)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	N/A
% of applicants accepted	0.0%
First-time students in top 10%	0.0%
% enroll. change 2010–15	6.4%
% part-time	69.5%
% full-time	30.5%
% receiving Pell Grants	50.7%

TEST SCORE RANGES

SAT Math	N/A
SAT Reading	N/A
ACT Math	N/A
ACT English	N/A

STUDENT DEBT

Average debt	$26,550
% students with debt	62.0%

DEGREES AWARDED

Total degrees awarded	666
Associate	0
Bachelor's	496
Master's	170
Doctoral – Research	0
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.9
Average SCH to bachelor's	142
% bachelor's degrees awarded to at-risk students	74.4%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	73.8%
Undergrad FTSE to undergrad degrees	1.86

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	57.5%
% of graduates completing 30 SCH or more at 2-yr colleges	75.4%

FACULTY

Total faculty	155
Tenured/tenure track	59
% tenured/tenure track	38.1%
Student-faculty ratio	13:1

REVENUE PER FTSE

State-funded FTSE	1,680
Total revenue	$19,921
Tuition/fees	$6,148
State revenue	$9,119
Federal revenue	$3,895
Institution revenue	$759

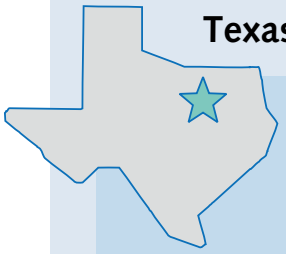
USES OF FUNDS PER FTSE

Total	$18,483
Instruction, research, and academic support	$9,245
Student services and scholarships	$5,465
Institutional support and OM of plant	$3,272
Other	$500

RESEARCH EXPENDITURES

Total research exp.	$326,965
Total research exp. per T/TT FTE faculty (teaching)	$472

Texas A&M University—Commerce



Total Enrollment: **12,302**

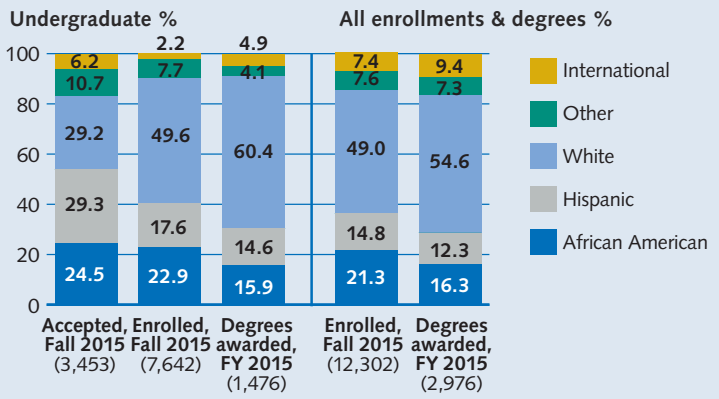
UNIVERSITY INFORMATION

City: **Commerce**
Year founded: **1889**
Website: **www.tamuc.edu**
Accountability group: **Doctoral**
Average tuition & fees: **$7,264**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Multi/Interdisciplinary Studies (484)
2. Business, Management, Marketing, and Related Support Services (234)
3. Liberal Arts and Sciences, General Studies and Humanities (108)
4. Parks, Recreation, Leisure and Fitness Studies (73)
5. Psychology (73)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	4,669
% of applicants accepted	74.0%
First-time students in top 10%	10.8%
% enroll. change 2010–15	19.7%
% part-time	28.7%
% full-time	71.3%
% receiving Pell Grants	50.5%

TEST SCORE RANGES

SAT Math	340–530
SAT Reading	390–520
ACT Math	17–23
ACT English	15–22

STUDENT DEBT

Average debt	$31,792
% students with debt	71.9%

DEGREES AWARDED

Total degrees awarded	2,976
Associate	0
Bachelor's	1,476
Master's	1,445
Doctoral – Research	55
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.2
Average SCH to bachelor's	141
% bachelor's degrees awarded to at-risk students	71.7%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	83.5%
Undergrad FTSE to undergrad degrees	3.95

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	57.1%
% of graduates completing 30 SCH or more at 2-yr colleges	49.2%

FACULTY

Total faculty	594
Tenured/tenure track	250
% tenured/tenure track	42.1%
Student-faculty ratio	20:1

REVENUE PER FTSE

State-funded FTSE	9,257
Total revenue	$15,988
Tuition/fees	$6,091
State revenue	$6,211
Federal revenue	$2,290
Institution revenue	$1,396

USES OF FUNDS PER FTSE

Total	$13,573
Instruction, research, and academic support	$7,467
Student services and scholarships	$3,153
Institutional support and OM of plant	$2,756
Other	$197

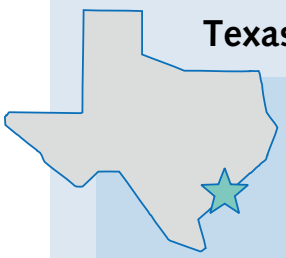
RESEARCH EXPENDITURES

Total research exp.	$3,430,828
Total research exp. per T/TT FTE faculty (teaching)	$9,082

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	26.1%	9.2%
6-year	47.4%	26.2%
10-year	50.8%	27.5%

Texas A&M University—Corpus Christi



Total Enrollment: **11,661**

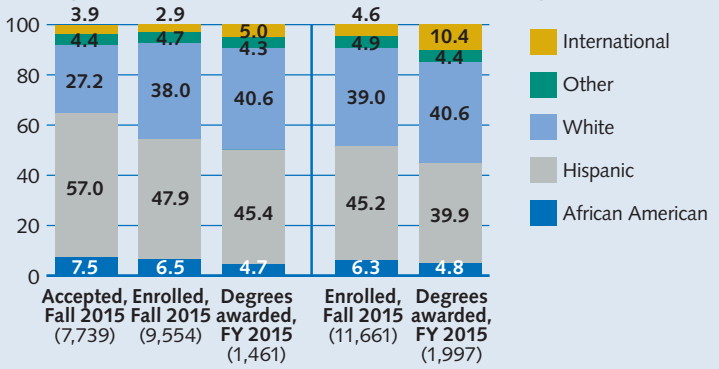
UNIVERSITY INFORMATION

City: **Corpus Christi**
Year founded: **1971**
Website: **www.tamucc.edu**
Accountability group: **Doctoral**
HS/HBCU status: **HS**
Average tuition & fees: **$8,620**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Health Professions and Related Programs (265)
2. Business, Management, Marketing, and Related Support Services (258)
3. Multi/Interdisciplinary Studies (178)
4. Biological and Biomedical Sciences (124)
5. Parks, Recreation, Leisure and Fitness Studies (87)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	8,927
% of applicants accepted	86.7%
First-time students in top 10%	9.7%
% enroll. change 2010–15	16.2%
% part-time	23.7%
% full-time	76.3%
% receiving Pell Grants	42.6%

TEST SCORE RANGES

SAT Math	440–540
SAT Reading	430–530
ACT Math	17–24
ACT English	16–22

STUDENT DEBT

Average debt	$34,414
% students with debt	69.3%

DEGREES AWARDED

Total degrees awarded	1,997
Associate	0
Bachelor's	1,461
Master's	512
Doctoral – Research	24
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.1
Average SCH to bachelor's	144
% bachelor's degrees awarded to at-risk students	73.2%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	79.3%
Undergrad FTSE to undergrad degrees	5.27

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	50.4%
% of graduates completing 30 SCH or more at 2-yr colleges	33.1%

FACULTY

Total faculty	598
Tenured/tenure track	269
% tenured/tenure track	45.0%
Student-faculty ratio	23:1

REVENUE PER FTSE

State-funded FTSE	9,124
Total revenue	$18,742
Tuition/fees	$6,007
State revenue	$7,165
Federal revenue	$3,309
Institution revenue	$2,261

USES OF FUNDS PER FTSE

Total	$16,449
Instruction, research, and academic support	$10,069
Student services and scholarships	$2,806
Institutional support and OM of plant	$2,632
Other	$941

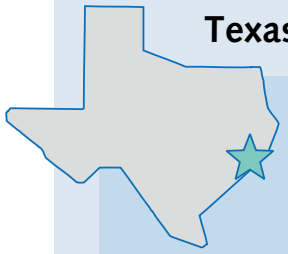
RESEARCH EXPENDITURES

Total research exp.	$23,206,229
Total research exp. per T/TT FTE faculty (teaching)	$51,949

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	20.2%	6.1%
6-year	46.0%	10.0%
10-year	59.4%	36.7%

Texas A&M University at Galveston



Total Enrollment: **2,324**

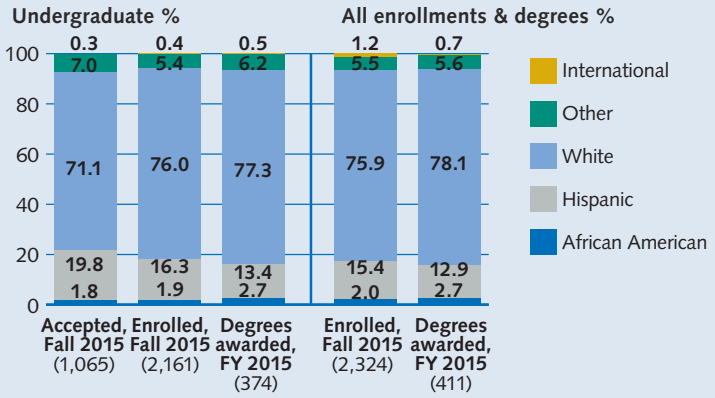
UNIVERSITY INFORMATION

City: **Galveston**
Year founded: **1962**
Website: **www.tamug.edu**
Accountability group: **Master's**
HS/HBCU status:
Average tuition & fees: **$10,052**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Biological and Biomedical Sciences (105)
2. Business, Management, Marketing, and Related Support Services (94)
3. Engineering (61)
4. Transportation and Materials Moving (61)
5. Natural Resources and Conservation (29)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	40.5%	0.0%
6-year	61.3%	25.0%
10-year	75.3%	60.0%

UG STUDENT CHARACTERISTICS

Applicants	1,348
% of applicants accepted	79.0%
First-time students in top 10%	9.8%
% enroll. change 2010–15	24.5%
% part-time	8.1%
% full-time	91.9%
% receiving Pell Grants	24.8%

TEST SCORE RANGES

SAT Math	N/A
SAT Reading	N/A
ACT Math	N/A
ACT English	N/A

STUDENT DEBT

Average debt	$30,501
% students with debt	61.0%

DEGREES AWARDED

Total degrees awarded	411
Associate	0
Bachelor's	374
Master's	34
Doctoral – Research	3
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.7
Average SCH to bachelor's	147
% bachelor's degrees awarded to at-risk students	53.2%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	63.3%
Undergrad FTSE to undergrad degrees	5.42

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	55.6%
% of graduates completing 30 SCH or more at 2-yr colleges	26.8%

FACULTY

Total faculty	133
Tenured/tenure track	56
% tenured/tenure track	42.1%
Student-faculty ratio	20:1

REVENUE PER FTSE

State-funded FTSE	2,176
Total revenue	$25,613
Tuition/fees	$9,565
State revenue	$9,452
Federal revenue	$2,677
Institution revenue	$3,919

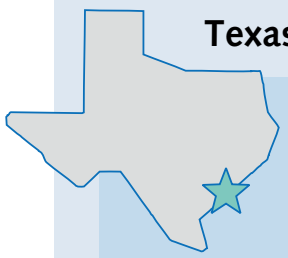
USES OF FUNDS PER FTSE

Total	$22,252
Instruction, research, and academic support	$13,568
Student services and scholarships	$2,397
Institutional support and OM of plant	$5,563
Other	$724

RESEARCH EXPENDITURES

Total research exp.	$7,280,010
Total research exp. per T/TT FTE faculty (teaching)	$86,060

Texas A&M University—Kingsville



Total Enrollment: **9,207**

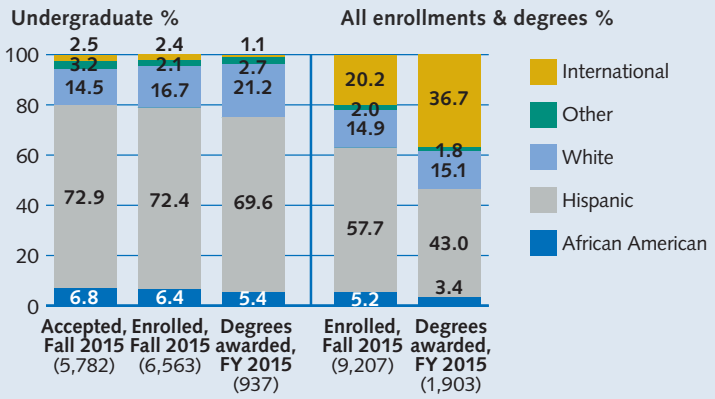
UNIVERSITY INFORMATION

City: **Kingsville**
Year founded: **1923**
Website: **www.tamuk.edu**
Accountability group: **Doctoral**
HS/HBCU status: **HS**
Average tuition & fees: **$7,700**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Engineering (143)
2. Health Professions and Related Programs (110)
3. Multi/Interdisciplinary Studies (106)
4. Social Sciences (85)
5. Agriculture, Agriculture Operations, and Related Sciences (72)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	19.5%	8.6%
6-year	39.0%	18.2%
10-year	49.2%	19.0%

UG STUDENT CHARACTERISTICS

Applicants	7,438
% of applicants accepted	77.7%
First-time students in top 10%	15.3%
% enroll. change 2010–15	39.8%
% part-time	23.1%
% full-time	76.9%
% receiving Pell Grants	51.0%

TEST SCORE RANGES

SAT Math	430–530
SAT Reading	410–500
ACT Math	16–22
ACT English	14–20

STUDENT DEBT

Average debt	$27,655
% students with debt	77.7%

DEGREES AWARDED

Total degrees awarded	1,903
Associate	0
Bachelor's	937
Master's	945
Doctoral – Research	21
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.8
Average SCH to bachelor's	141
% bachelor's degrees awarded to at-risk students	85.8%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	78.2%
Undergrad FTSE to undergrad degrees	5.57

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	69.8%
% of graduates completing 30 SCH or more at 2-yr colleges	33.5%

FACULTY

Total faculty	445
Tenured/tenure track	255
% tenured/tenure track	57.3%
Student-faculty ratio	19:1

REVENUE PER FTSE

State-funded FTSE	7,400
Total revenue	$20,074
Tuition/fees	$6,093
State revenue	$7,055
Federal revenue	$4,146
Institution revenue	$2,780

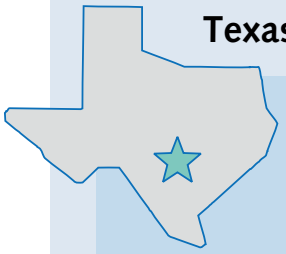
USES OF FUNDS PER FTSE

Total	$16,831
Instruction, research, and academic support	$8,983
Student services and scholarships	$4,335
Institutional support and OM of plant	$3,134
Other	$379

RESEARCH EXPENDITURES

Total research exp.	$19,052,550
Total research exp. per T/TT FTE faculty (teaching)	$56,087

Texas A&M University—San Antonio



Total Enrollment: **4,564**

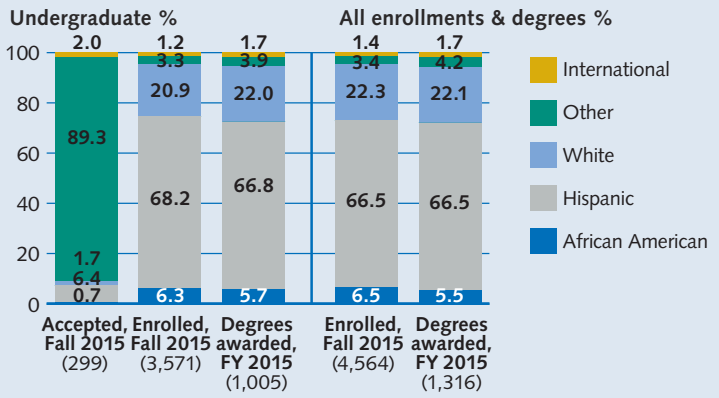
UNIVERSITY INFORMATION

City: **San Antonio**
Year founded: **2009**
Website: **www.tamusa.tamus.edu**
Accountability group: **Master's**
HS/HBCU status: **HS**
Average tuition & fees: **$7,454**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Multi/Interdisciplinary Studies (462)
2. Business, Management, Marketing, and Related Support Services (236)
3. Social Sciences (106)
4. Psychology (53)
5. Parks, Recreation, Leisure and Fitness Studies (38)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	299
% of applicants accepted	100.0%
First-time students in top 10%	0.0%
% enroll. change 2010–15	46.3%
% part-time	57.4%
% full-time	42.6%
% receiving Pell Grants	N/A

TEST SCORE RANGES

SAT Math	N/A
SAT Reading	N/A
ACT Math	N/A
ACT English	N/A

STUDENT DEBT

Average debt	$24,324
% students with debt	71.4%

DEGREES AWARDED

Total degrees awarded	1,316
Associate	0
Bachelor's	1,005
Master's	311
Doctoral – Research	0
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	6.3
Average SCH to bachelor's	150
% bachelor's degrees awarded to at-risk students	78.5%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	86.2%
Undergrad FTSE to undergrad degrees	2.15

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	61.4%
% of graduates completing 30 SCH or more at 2-yr colleges	76.0%

FACULTY

Total faculty	199
Tenured/tenure track	79
% tenured/tenure track	39.7%
Student-faculty ratio	19:1

REVENUE PER FTSE

State-funded FTSE	3,008
Total revenue	$16,806
Tuition/fees	$6,842
State revenue	$6,978
Federal revenue	$2,320
Institution revenue	$666

USES OF FUNDS PER FTSE

Total	$16,803
Instruction, research, and academic support	$6,578
Student services and scholarships	$4,255
Institutional support and OM of plant	$3,740
Other	$2,231

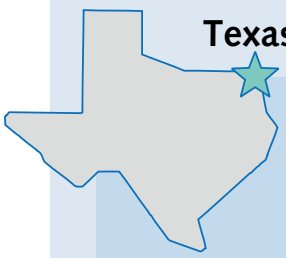
RESEARCH EXPENDITURES

Total research exp.	$92,933
Total research exp. per T/TT FTE faculty (teaching)	$1,239

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	N/A	N/A
6-year	N/A	N/A
10-year	N/A	N/A

Texas A&M University—Texarkana



Total Enrollment: **1,839**

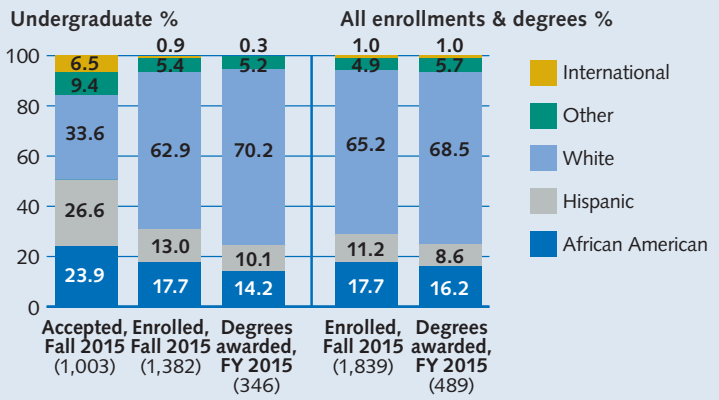
UNIVERSITY INFORMATION

City: **Texarkana**
Year founded: **1971**
Website: **www.tamut.edu**
Accountability group: **Master's**
Average tuition & fees: **$7,036**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Multi/Interdisciplinary Studies (94)
2. Business, Management, Marketing, and Related Support Services (75)
3. Health Professions and Related Programs (29)
4. Psychology (26)
5. History (21)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	1,424
% of applicants accepted	70.4%
First-time students in top 10%	4.3%
% enroll. change 2010–15	2.0%
% part-time	35.6%
% full-time	64.4%
% receiving Pell Grants	45.6%

TEST SCORE RANGES

SAT Math	355–485
SAT Reading	390–470
ACT Math	15–22
ACT English	14–22

STUDENT DEBT

Average debt	$19,288
% students with debt	61.2%

DEGREES AWARDED

Total degrees awarded	489
Associate	0
Bachelor's	346
Master's	143
Doctoral – Research	0
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.4
Average SCH to bachelor's	132
% bachelor's degrees awarded to at-risk students	66.5%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	75.7%
Undergrad FTSE to undergrad degrees	3.01

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	66.2%
% of graduates completing 30 SCH or more at 2-yr colleges	48.8%

FACULTY

Total faculty	120
Tenured/tenure track	61
% tenured/tenure track	50.8%
Student-faculty ratio	15:1

REVENUE PER FTSE

State-funded FTSE	1,369
Total revenue	$25,573
Tuition/fees	$5,605
State revenue	$15,115
Federal revenue	$2,493
Institution revenue	$2,360

USES OF FUNDS PER FTSE

Total	$20,010
Instruction, research, and academic support	$10,773
Student services and scholarships	$4,277
Institutional support and OM of plant	$4,793
Other	$167

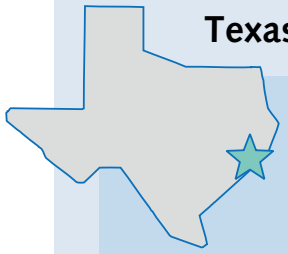
RESEARCH EXPENDITURES

Total research exp.	$238,241
Total research exp. per T/TT FTE faculty (teaching)	$0

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	21.0%	0.0%
6-year	N/A	N/A
10-year	N/A	N/A

Texas Southern University



Total Enrollment: **8,965**

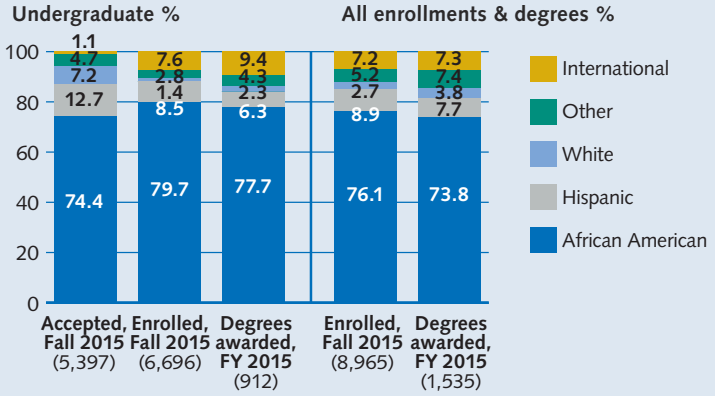
UNIVERSITY INFORMATION

City: **Houston**
Year founded: **1947**
Website: **www.tsu.edu**
Accountability group: **Doctoral**
HS/HBCU status: **HBCU**
Average tuition & fees: **$8,126**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (209)
2. Health Professions and Related Programs (128)
3. Communication, Journalism and Related Programs (86)
4. Liberal Arts and Sciences, General Studies and Humanities (78)
5. Biological and Biomedical Sciences (69)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	9.7%	1.3%
6-year	20.3%	6.0%
10-year	22.0%	5.1%

UG STUDENT CHARACTERISTICS

Applicants	10,722
% of applicants accepted	50.3%
First-time students in top 10%	0.0%
% enroll. change 2010–15	-6.2%
% part-time	12.1%
% full-time	87.9%
% receiving Pell Grants	67.2%

TEST SCORE RANGES

SAT Math	370–460
SAT Reading	360–440
ACT Math	15–18
ACT English	12–17

STUDENT DEBT

Average debt	$40,335
% students with debt	85.7%

DEGREES AWARDED

Total degrees awarded	1,535
Associate	0
Bachelor's	912
Master's	342
Doctoral – Research	22
Doctoral – Professional	259

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.8
Average SCH to bachelor's	159
% bachelor's degrees awarded to at-risk students	81.5%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	74.5%
Undergrad FTSE to undergrad degrees	6.81

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	30.2%
% of graduates completing 30 SCH or more at 2-yr colleges	20.1%

FACULTY

Total faculty	559
Tenured/tenure track	272
% tenured/tenure track	48.7%
Student-faculty ratio	18:1

REVENUE PER FTSE

State-funded FTSE	8,081
Total revenue	$22,205
Tuition/fees	$6,593
State revenue	$9,704
Federal revenue	$5,021
Institution revenue	$887

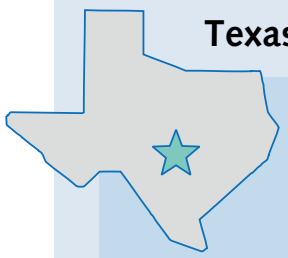
USES OF FUNDS PER FTSE

Total	$19,954
Instruction, research, and academic support	$11,608
Student services and scholarships	$3,047
Institutional support and OM of plant	$4,688
Other	$611

RESEARCH EXPENDITURES

Total research exp.	$5,049,815
Total research exp. per T/TT FTE faculty (teaching)	$15,129

Texas State University



Total Enrollment: **37,979**

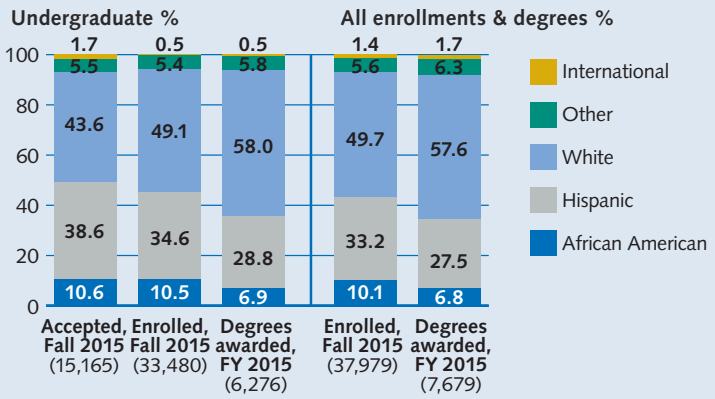
UNIVERSITY INFORMATION

City: **San Marcos**
Year founded: **1899**
Website: **www.txstate.edu**
Accountability group: **Emerging Research**
HS/HBCU status: **HS**
Average tuition & fees: **$9,940**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (1,111)
2. Multi/Interdisciplinary Studies (540)
3. Communication, Journalism and Related Programs (482)
4. Visual and Performing Arts (464)
5. Parks, Recreation, Leisure and Fitness Studies (434)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	29.7%	17.4%
6-year	62.1%	40.0%
10-year	72.5%	54.2%

UG STUDENT CHARACTERISTICS

Applicants	20,844
% of applicants accepted	72.8%
First-time students in top 10%	12.0%
% enroll. change 2010–15	16.6%
% part-time	18.3%
% full-time	81.7%
% receiving Pell Grants	35.2%

TEST SCORE RANGES

SAT Math	470–560
SAT Reading	460–560
ACT Math	20–25
ACT English	19–24

STUDENT DEBT

Average debt	$33,556
% students with debt	67.2%

DEGREES AWARDED

Total degrees awarded	7,679
Associate	0
Bachelor's	6,276
Master's	1,313
Doctoral – Research	52
Doctoral – Professional	38

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.1
Average SCH to bachelor's	138
% bachelor's degrees awarded to at-risk students	67.0%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	80.9%
Undergrad FTSE to undergrad degrees	4.34

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	57.6%
% of graduates completing 30 SCH or more at 2-yr colleges	35.0%

FACULTY

Total faculty	1,594
Tenured/tenure track	720
% tenured/tenure track	45.2%
Student-faculty ratio	29:1

REVENUE PER FTSE

State-funded FTSE	30,667
Total revenue	$15,996
Tuition/fees	$6,690
State revenue	$5,439
Federal revenue	$2,489
Institution revenue	$1,378

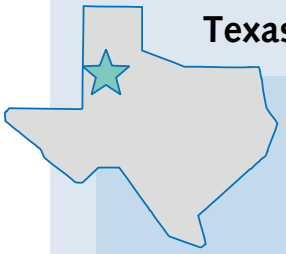
USES OF FUNDS PER FTSE

Total	$13,739
Instruction, research, and academic support	$8,597
Student services and scholarships	$2,324
Institutional support and OM of plant	$2,376
Other	$442

RESEARCH EXPENDITURES

Total research exp.	$47,694,256
Total research exp. per T/TT FTE faculty (teaching)	$49,798

Texas Tech University



Total Enrollment: **35,546**

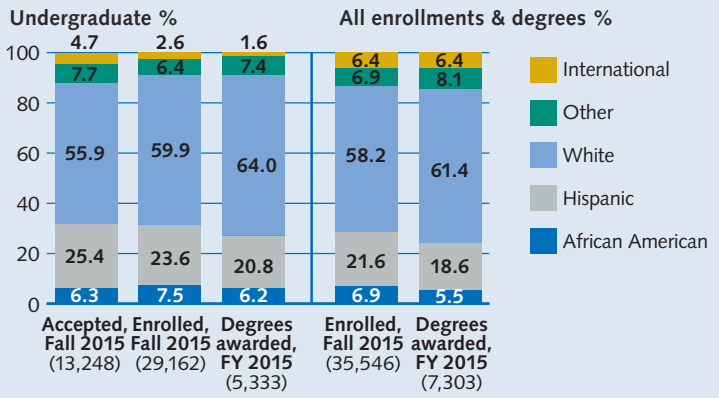
UNIVERSITY INFORMATION

City: **Lubbock**
Year founded: **1923**
Website: **www.ttu.edu**
Accountability group: **Emerging Research**
Average tuition & fees: **$9,866**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (1,015)
2. Engineering (637)
3. Multi/Interdisciplinary Studies (468)
4. Family and Consumer Sciences/Human Sciences (430)
5. Communication, Journalism and Related Programs (331)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	39.7%	14.5%
6-year	70.3%	42.7%
10-year	80.5%	41.7%

UG STUDENT CHARACTERISTICS

Applicants	15,063
% of applicants accepted	88.0%
First-time students in top 10%	18.2%
% enroll. change 2010–15	12.5%
% part-time	10.6%
% full-time	89.4%
% receiving Pell Grants	27.9%

TEST SCORE RANGES

SAT Math	510–610
SAT Reading	490–590
ACT Math	22–27
ACT English	21–26

STUDENT DEBT

Average debt	$35,477
% students with debt	61.3%

DEGREES AWARDED

Total degrees awarded	7,303
Associate	0
Bachelor's	5,333
Master's	1,428
Doctoral – Research	331
Doctoral – Professional	211

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.6
Average SCH to bachelor's	142
% bachelor's degrees awarded to at-risk students	58.6%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	77.3%
Undergrad FTSE to undergrad degrees	4.77

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	56.4%
% of graduates completing 30 SCH or more at 2-yr colleges	27.4%

FACULTY

Total faculty	1,488
Tenured/tenure track	1,025
% tenured/tenure track	68.9%
Student-faculty ratio	23:1

REVENUE PER FTSE

State-funded FTSE	31,112
Total revenue	$21,166
Tuition/fees	$9,062
State revenue	$7,242
Federal revenue	$2,395
Institution revenue	$2,467

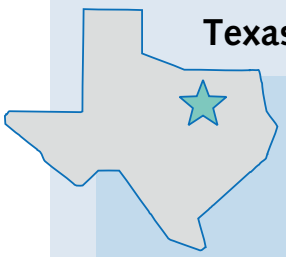
USES OF FUNDS PER FTSE

Total	$18,537
Instruction, research, and academic support	$12,492
Student services and scholarships	$2,549
Institutional support and OM of plant	$2,677
Other	$818

RESEARCH EXPENDITURES

Total research exp.	$157,745,568
Total research exp. per T/TT FTE faculty (teaching)	$52,970

Texas Woman's University



Total Enrollment: **15,146**

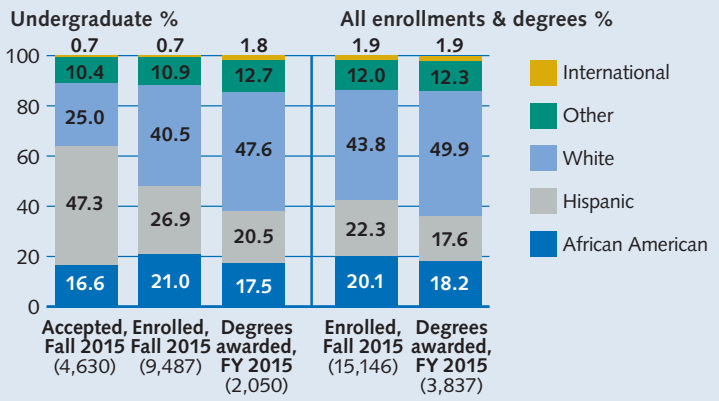
UNIVERSITY INFORMATION

City: **Denton**
Year founded: **1901**
Website: **www.twu.edu**
Accountability group: **Doctoral**
Average tuition & fees: **$8,522**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Health Professions and Related Programs (564)
2. Liberal Arts and Sciences, General Studies and Humanities (268)
3. Multi/Interdisciplinary Studies (226)
4. Business, Management, Marketing, and Related Support Services (189)
5. Parks, Recreation, Leisure and Fitness Studies (142)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	20.3%	10.0%
6-year	49.9%	28.6%
10-year	57.0%	45.5%

UG STUDENT CHARACTERISTICS

Applicants	5,544
% of applicants accepted	83.5%
First-time students in top 10%	16.0%
% enroll. change 2010–15	8.1%
% part-time	30.4%
% full-time	69.6%
% receiving Pell Grants	48.9%

TEST SCORE RANGES

SAT Math	430–540
SAT Reading	410–530
ACT Math	17–24
ACT English	15–22

STUDENT DEBT

Average debt	$28,733
% students with debt	74.1%

DEGREES AWARDED

Total degrees awarded	3,837
Associate	0
Bachelor's	2,050
Master's	1,583
Doctoral – Research	91
Doctoral – Professional	113

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.5
Average SCH to bachelor's	147
% bachelor's degrees awarded to at-risk students	68.7%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	84.7%
Undergrad FTSE to undergrad degrees	3.67

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	58.6%
% of graduates completing 30 SCH or more at 2-yr colleges	49.3%

FACULTY

Total faculty	795
Tenured/tenure track	306
% tenured/tenure track	38.5%
Student-faculty ratio	19:1

REVENUE PER FTSE

State-funded FTSE	11,855
Total revenue	$15,525
Tuition/fees	$5,999
State revenue	$6,776
Federal revenue	$2,011
Institution revenue	$739

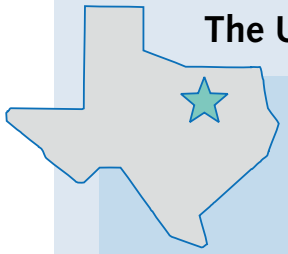
USES OF FUNDS PER FTSE

Total	$13,380
Instruction, research, and academic support	$8,360
Student services and scholarships	$2,091
Institutional support and OM of plant	$2,790
Other	$139

RESEARCH EXPENDITURES

Total research exp.	$2,199,947
Total research exp. per T/TT FTE faculty (teaching)	$4,505

The University of Texas at Arlington



Total Enrollment: **37,008**

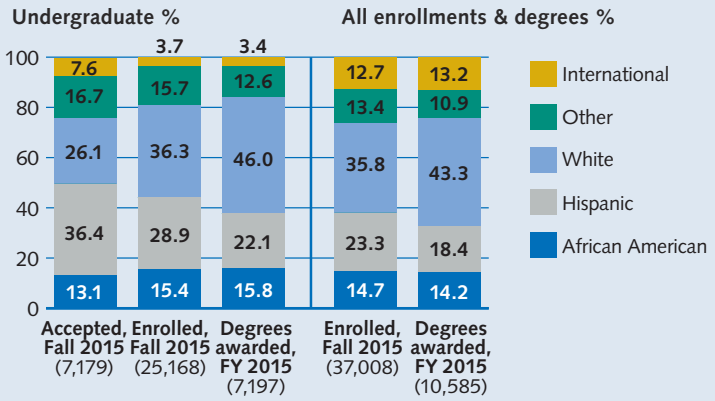
UNIVERSITY INFORMATION

City: **Arlington**
Year founded: **1895**
Website: **www.uta.edu**
Accountability group: **Emerging Research**
Average tuition & fees: **$9,380**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Health Professions and Related Programs (2,861)
2. Business, Management, Marketing, and Related Support Services (876)
3. Liberal Arts and Sciences, General Studies and Humanities (406)
4. Biological and Biomedical Sciences (403)
5. Engineering (391)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	10,805
% of applicants accepted	66.4%
First-time students in top 10%	23.9%
% enroll. change 2010–15	12.2%
% part-time	39.3%
% full-time	60.7%
% receiving Pell Grants	42.1%

TEST SCORE RANGES

SAT Math	490–610
SAT Reading	420–568
ACT Math	20–26
ACT English	18–25

STUDENT DEBT

Average debt	$24,970
% students with debt	61.5%

DEGREES AWARDED

Total degrees awarded	10,585
Associate	0
Bachelor's	7,197
Master's	3,172
Doctoral – Research	216
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.5
Average SCH to bachelor's	144
% bachelor's degrees awarded to at-risk students	57.3%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	74.8%
Undergrad FTSE to undergrad degrees	2.61

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	51.4%
% of graduates completing 30 SCH or more at 2-yr colleges	36.4%

FACULTY

Total faculty	1,190
Tenured/tenure track	526
% tenured/tenure track	44.2%
Student-faculty ratio	24:1

REVENUE PER FTSE

State-funded FTSE	28,216
Total revenue	$18,346
Tuition/fees	$8,087
State revenue	$4,910
Federal revenue	$3,230
Institution revenue	$2,119

USES OF FUNDS PER FTSE

Total	$15,286
Instruction, research, and academic support	$9,195
Student services and scholarships	$3,394
Institutional support and OM of plant	$2,375
Other	$322

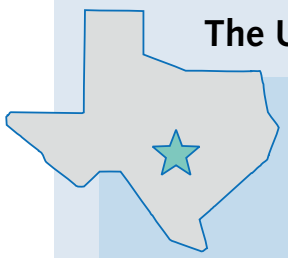
RESEARCH EXPENDITURES

Total research exp.	$77,009,512
Total research exp. per T/TT FTE faculty (teaching)	$72,364

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	26.3%	6.3%
6-year	57.0%	32.1%
10-year	59.6%	51.0%

The University of Texas at Austin



Total Enrollment: **50,950**

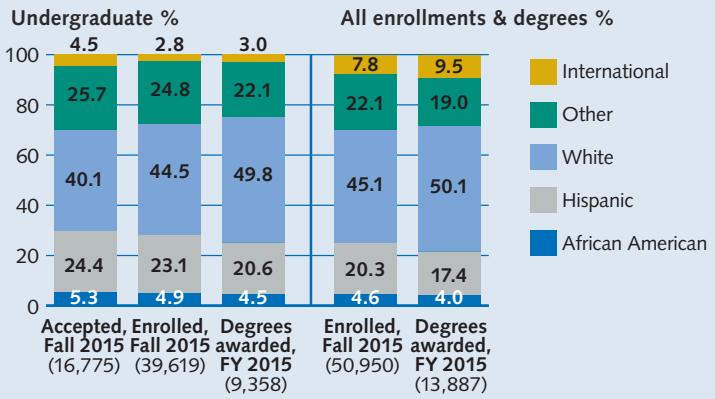
UNIVERSITY INFORMATION

City: **Austin**
Year founded: **1881**
Website: **www.utexas.edu**
Accountability group: **Research**
Average tuition & fees: **$9,810**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Engineering (1,137)
2. Communication, Journalism and Related Programs (1,080)
3. Business, Management, Marketing, and Related Support Services (1,036)
4. Social Sciences (1,030)
5. Biological and Biomedical Sciences (944)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	38,275
% of applicants accepted	43.8%
First-time students in top 10%	65.6%
% enroll. change 2010–15	-0.5%
% part-time	7.7%
% full-time	92.3%
% receiving Pell Grants	26.1%

TEST SCORE RANGES

SAT Math	600–720
SAT Reading	570–690
ACT Math	26–33
ACT English	26–33

STUDENT DEBT

Average debt	$39,305
% students with debt	49.1%

DEGREES AWARDED

Total degrees awarded	13,887
Associate	0
Bachelor's	9,358
Master's	3,128
Doctoral – Research	920
Doctoral – Professional	481

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.2
Average SCH to bachelor's	129
% bachelor's degrees awarded to at-risk students	36.6%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	68.2%
Undergrad FTSE to undergrad degrees	3.75

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	71.1%
% of graduates completing 30 SCH or more at 2-yr colleges	16.2%

FACULTY

Total faculty	2,860
Tenured/tenure track	1,789
% tenured/tenure track	62.6%
Student-faculty ratio	19:1

REVENUE PER FTSE

State-funded FTSE	46,915
Total revenue	$48,779
Tuition/fees	$9,317
State revenue	$13,882
Federal revenue	$9,356
Institution revenue	$16,224

USES OF FUNDS PER FTSE

Total	$41,079
Instruction, research, and academic support	$27,818
Student services and scholarships	$3,772
Institutional support and OM of plant	$6,644
Other	$2,846

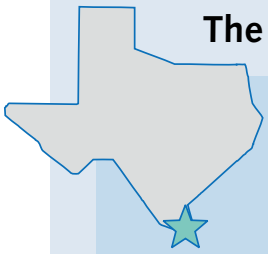
RESEARCH EXPENDITURES

Total research exp.	$615,836,863
Total research exp. per T/TT FTE faculty (teaching)	$267,041

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	58.0%	21.1%
6-year	81.7%	39.5%
10-year	88.9%	63.6%

The University of Texas at Brownsville



Total Enrollment: **N/A**

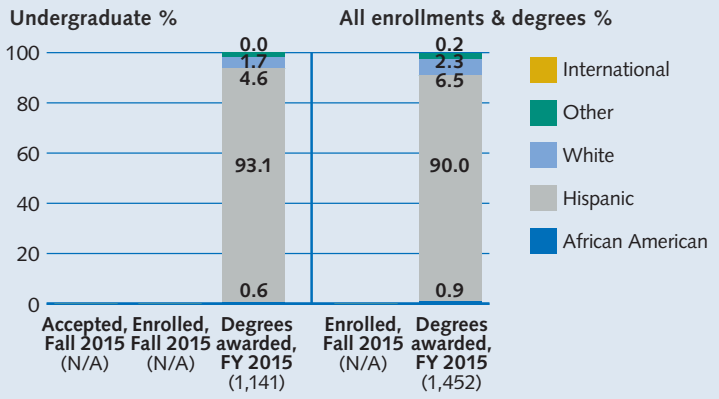
UNIVERSITY INFORMATION

City: **Brownsville**
Year founded: **1973**
Website: **www.utb.edu**
Accountability group: **Master's**
HS/HBCU status: **HS**
Average tuition & fees: **N/A**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Multi/Interdisciplinary Studies (206)
2. Business, Management, Marketing, and Related Support Services (182)
3. Parks, Recreation, Leisure and Fitness Studies (107)
4. Psychology (99)
5. Homeland Security, Law Enforcement, Firefighting and Related Protective Services (99)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	14.0%	3.1%
6-year	35.5%	33.3%
10-year	N/A	N/A

UG STUDENT CHARACTERISTICS

Applicants	N/A
% of applicants accepted	N/A
First-time students in top 10%	N/A
% enroll. change 2010–15	N/A
% part-time	N/A
% full-time	N/A
% receiving Pell Grants	64.3%

TEST SCORE RANGES

SAT Math	N/A
SAT Reading	N/A
ACT Math	N/A
ACT English	N/A

STUDENT DEBT

Average debt	$23,634
% students with debt	71.7%

DEGREES AWARDED

Total degrees awarded	1,452
Associate	0
Bachelor's	1,141
Master's	306
Doctoral – Research	5
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.3
Average SCH to bachelor's	138
% bachelor's degrees awarded to at-risk students	83.7%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	81.0%
Undergrad FTSE to undergrad degrees	4.62

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	47.7%
% of graduates completing 30 SCH or more at 2-yr colleges	57.6%

FACULTY

Total faculty	421
Tenured/tenure track	201
% tenured/tenure track	47.7%
Student-faculty ratio	18:1

REVENUE PER FTSE

State-funded FTSE	6,127
Total revenue	$15,632
Tuition/fees	$4,569
State revenue	$7,158
Federal revenue	$2,922
Institution revenue	$983

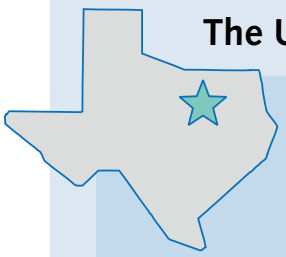
USES OF FUNDS PER FTSE

Total	$17,590
Instruction, research, and academic support	$8,622
Student services and scholarships	$4,066
Institutional support and OM of plant	$3,945
Other	$957

RESEARCH EXPENDITURES

Total research exp.	$5,826,789
Total research exp. per T/TT FTE faculty (teaching)	$21,862

The University of Texas at Dallas



Total Enrollment: **24,554**

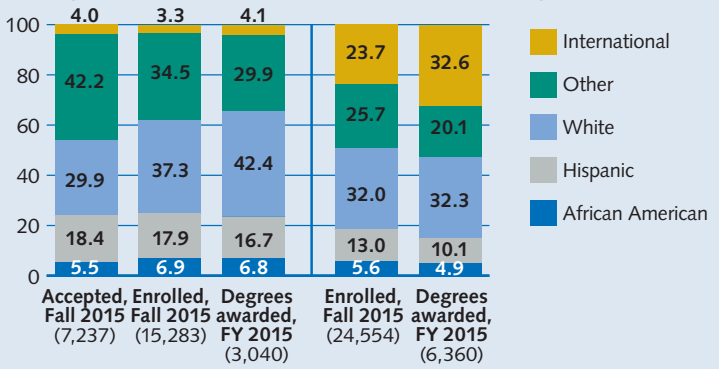
UNIVERSITY INFORMATION

City: **Dallas**
Year founded: **1969**
Website: **www.utdallas.edu**
Accountability group: **Emerging Research**
Average tuition & fees: **$11,806**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (825)
2. Biological and Biomedical Sciences (444)
3. Engineering (321)
4. Computer and Information Sciences and Support Services (256)
5. Psychology (229)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	54.5%	46.4%
6-year	72.3%	73.0%
10-year	74.4%	40.0%

UG STUDENT CHARACTERISTICS

Applicants	9,450
% of applicants accepted	76.6%
First-time students in top 10%	24.8%
% enroll. change 2010–15	43.4%
% part-time	17.7%
% full-time	82.3%
% receiving Pell Grants	33.4%

TEST SCORE RANGES

SAT Math	590–700
SAT Reading	550–670
ACT Math	26–32
ACT English	24–32

STUDENT DEBT

Average debt	$24,028
% students with debt	52.9%

DEGREES AWARDED

Total degrees awarded	6,360
Associate	0
Bachelor's	3,040
Master's	3,118
Doctoral – Research	194
Doctoral – Professional	8

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.7
Average SCH to bachelor's	139
% bachelor's degrees awarded to at-risk students	51.7%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	75.5%
Undergrad FTSE to undergrad degrees	4.18

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	65.0%
% of graduates completing 30 SCH or more at 2-yr colleges	42.6%

FACULTY

Total faculty	1,030
Tenured/tenure track	469
% tenured/tenure track	45.5%
Student-faculty ratio	21:1

REVENUE PER FTSE

State-funded FTSE	19,291
Total revenue	$24,804
Tuition/fees	$12,288
State revenue	$5,910
Federal revenue	$2,818
Institution revenue	$3,788

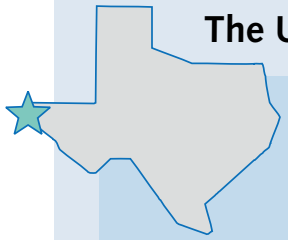
USES OF FUNDS PER FTSE

Total	$22,886
Instruction, research, and academic support	$15,774
Student services and scholarships	$2,196
Institutional support and OM of plant	$4,192
Other	$724

RESEARCH EXPENDITURES

Total research exp.	$98,550,582
Total research exp. per T/TT FTE faculty (teaching)	$119,577

The University of Texas at El Paso



Total Enrollment: **23,308**

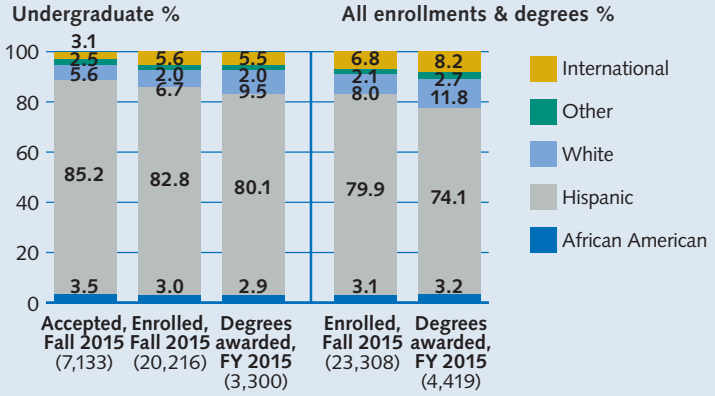
UNIVERSITY INFORMATION

City: **El Paso**
Year founded: **1914**
Website: **www.utep.edu**
Accountability group: **Emerging Research**
HS/HBCU status: **HS**
Average tuition & fees: **$7,059**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (555)
2. Health Professions and Related Programs (467)
3. Multi/Interdisciplinary Studies (456)
4. Engineering (313)
5. Biological and Biomedical Sciences (282)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	14.4%	7.2%
6-year	42.3%	17.3%
10-year	50.2%	34.8%

UG STUDENT CHARACTERISTICS

Applicants	7,134
% of applicants accepted	100.0%
First-time students in top 10%	16.1%
% enroll. change 2010–15	5.7%
% part-time	35.3%
% full-time	64.7%
% receiving Pell Grants	57.3%

TEST SCORE RANGES

SAT Math	N/A
SAT Reading	N/A
ACT Math	N/A
ACT English	N/A

STUDENT DEBT

Average debt	$22,593
% students with debt	68.0%

DEGREES AWARDED

Total degrees awarded	4,419
Associate	0
Bachelor's	3,300
Master's	997
Doctoral – Research	102
Doctoral – Professional	20

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.5
Average SCH to bachelor's	144
% bachelor's degrees awarded to at-risk students	81.8%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	70.4%
Undergrad FTSE to undergrad degrees	4.52

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	45.8%
% of graduates completing 30 SCH or more at 2-yr colleges	37.2%

FACULTY

Total faculty	956
Tenured/tenure track	472
% tenured/tenure track	49.4%
Student-faculty ratio	22:1

REVENUE PER FTSE

State-funded FTSE	18,364
Total revenue	$20,405
Tuition/fees	$5,632
State revenue	$6,932
Federal revenue	$6,050
Institution revenue	$1,791

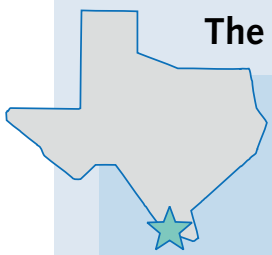
USES OF FUNDS PER FTSE

Total	$18,202
Instruction, research, and academic support	$10,804
Student services and scholarships	$4,044
Institutional support and OM of plant	$3,033
Other	$321

RESEARCH EXPENDITURES

Total research exp.	$85,268,099
Total research exp. per T/TT FTE faculty (teaching)	$119,316

The University of Texas—Pan American



Total Enrollment: **N/A**

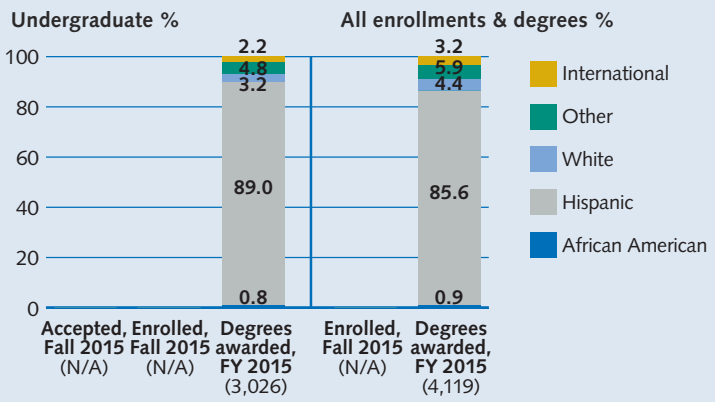
UNIVERSITY INFORMATION

City: **Edinburg**
Year founded: **1927**
Website: **www.utpa.edu**
Accountability group: **Doctoral**
HS/HBCU status: **HS**
Average tuition & fees: **N/A**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Health Professions and Related Programs (512)
2. Business, Management, Marketing, and Related Support Services (373)
3. Biological and Biomedical Sciences (254)
4. Homeland Security, Law Enforcement, Firefighting and Related Protective Services (245)
5. Psychology (240)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG GRADUATION RATES

	Full-time	*Part-time*
4-year	22.3%	6.2%
6-year	43.2%	21.6%
10-year	57.2%	37.2%

UG STUDENT CHARACTERISTICS

Applicants	N/A
% of applicants accepted	N/A
First-time students in top 10%	N/A
% enroll. change 2010–15	N/A
% part-time	N/A
% full-time	N/A
% receiving Pell Grants	64.2%

TEST SCORE RANGES

SAT Math	440–540
SAT Reading	420–520
ACT Math	17–23
ACT English	16–21

STUDENT DEBT

Average debt	$17,264
% students with debt	65.5%

DEGREES AWARDED

Total degrees awarded	4,119
Associate	0
Bachelor's	3,026
Master's	1,073
Doctoral – Research	20
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.1
Average SCH to bachelor's	144
% bachelor's degrees awarded to at-risk students	87.8%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	77.4%
Undergrad FTSE to undergrad degrees	4.82

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	54.1%
% of graduates completing 30 SCH or more at 2-yr colleges	36.8%

FACULTY

Total faculty	855
Tenured/tenure track	480
% tenured/tenure track	56.1%
Student-faculty ratio	28:1

REVENUE PER FTSE

State-funded FTSE	18,185
Total revenue	$14,511
Tuition/fees	$2,874
State revenue	$6,237
Federal revenue	$4,232
Institution revenue	$1,168

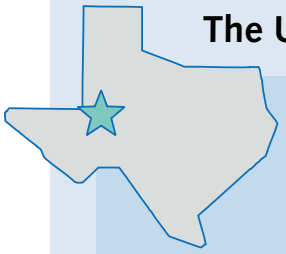
USES OF FUNDS PER FTSE

Total	$12,859
Instruction, research, and academic support	$6,535
Student services and scholarships	$3,476
Institutional support and OM of plant	$2,638
Other	$209

RESEARCH EXPENDITURES

Total research exp.	$10,619,037
Total research exp. per T/TT FTE faculty (teaching)	$22,356

The University of Texas of the Permian Basin



Total Enrollment: **5,937**

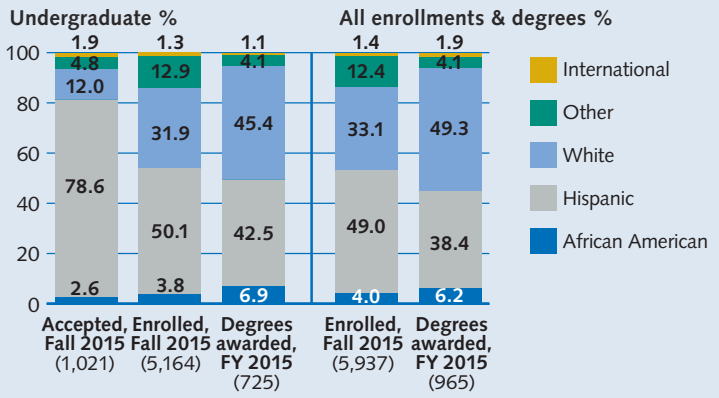
UNIVERSITY INFORMATION

City: **Odessa**
Year founded: **1969**
Website: **www.utpb.edu**
Accountability group: **Master's**
HS/HBCU status: **HS**
Average tuition & fees: **$6,776**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (175)
2. Psychology (87)
3. Multi/Interdisciplinary Studies (66)
4. Social Sciences (58)
5. Parks, Recreation, Leisure and Fitness Studies (50)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	1,207
% of applicants accepted	84.6%
First-time students in top 10%	22.2%
% enroll. change 2010–15	46.1%
% part-time	58.6%
% full-time	41.4%
% receiving Pell Grants	31.0%

TEST SCORE RANGES

SAT Math	450–528
SAT Reading	430–540
ACT Math	17–24
ACT English	15–22

STUDENT DEBT

Average debt	$20,516
% students with debt	57.0%

DEGREES AWARDED

Total degrees awarded	965
Associate	0
Bachelor's	725
Master's	240
Doctoral – Research	0
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.3
Average SCH to bachelor's	139
% bachelor's degrees awarded to at-risk students	68.0%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	81.3%
Undergrad FTSE to undergrad degrees	4.39

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	55.6%
% of graduates completing 30 SCH or more at 2-yr colleges	45.8%

FACULTY

Total faculty	224
Tenured/tenure track	85
% tenured/tenure track	37.9%
Student-faculty ratio	23:1

REVENUE PER FTSE

State-funded FTSE	4,063
Total revenue	$18,606
Tuition/fees	$3,722
State revenue	$8,099
Federal revenue	$2,453
Institution revenue	$4,332

USES OF FUNDS PER FTSE

Total	$13,552
Instruction, research, and academic support	$7,090
Student services and scholarships	$2,780
Institutional support and OM of plant	$3,551
Other	$131

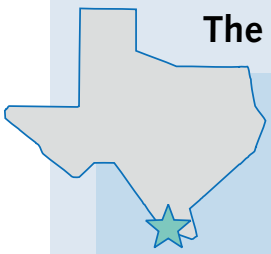
RESEARCH EXPENDITURES

Total research exp.	$1,957,423
Total research exp. per T/TT FTE faculty (teaching)	$11,345

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	25.6%	4.3%
6-year	49.4%	16.7%
10-year	49.3%	25.0%

The University of Texas Rio Grande Valley



Total Enrollment: **28,584**

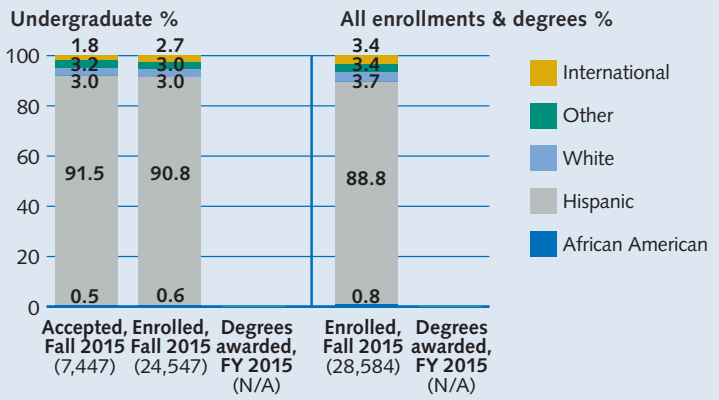
UNIVERSITY INFORMATION

City: **Rio Grande Valley**
Year founded: **2015**
Website: **www.utrgv.edu**
Accountability group: **Doctoral**
HS/HBCU status: **HS**
Average tuition & fees: **$7,292**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. N/A
2. N/A
3. N/A
4. N/A
5. N/A

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	9,055
% of applicants accepted	82.2%
First-time students in top 10%	16.8%
% enroll. change 2010–15	N/A
% part-time	28.6%
% full-time	71.4%
% receiving Pell Grants	N/A

TEST SCORE RANGES

SAT Math	N/A
SAT Reading	N/A
ACT Math	N/A
ACT English	N/A

STUDENT DEBT

Average debt	N/A
% students with debt	N/A

DEGREES AWARDED

Total degrees awarded	N/A
Associate	N/A
Bachelor's	N/A
Master's	N/A
Doctoral – Research	N/A
Doctoral – Professional	N/A

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	N/A
Average SCH to bachelor's	N/A
% bachelor's degrees awarded to at-risk students	N/A

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	N/A
Undergrad FTSE to undergrad degrees	N/A

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	N/A
% of graduates completing 30 SCH or more at 2-yr colleges	N/A

FACULTY

Total faculty	N/A
Tenured/tenure track	N/A
% tenured/tenure track	N/A
Student-faculty ratio	N/A

REVENUE PER FTSE

State-funded FTSE	N/A
Total revenue	N/A
Tuition/fees	N/A
State revenue	N/A
Federal revenue	N/A
Institution revenue	N/A

USES OF FUNDS PER FTSE

Total	N/A
Instruction, research, and academic support	N/A
Student services and scholarships	N/A
Institutional support and OM of plant	N/A
Other	N/A

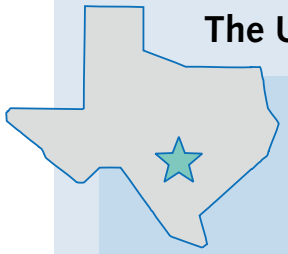
RESEARCH EXPENDITURES

Total research exp.	N/A
Total research exp. per T/TT FTE faculty (teaching)	N/A

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	N/A	N/A
6-year	N/A	N/A
10-year	N/A	N/A

The University of Texas at San Antonio



Total Enrollment: **28,787**

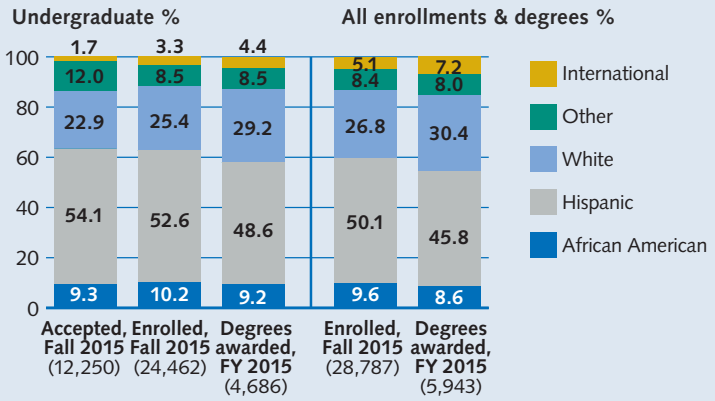
UNIVERSITY INFORMATION

City: **San Antonio**
Year founded: **1969**
Website: **www.utsa.edu**
Accountability group: **Emerging Research**
HS/HBCU status: **HS**
Average tuition & fees: **$9,361**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (1,140)
2. Psychology (356)
3. Engineering (331)
4. Multi/Interdisciplinary Studies (323)
5. Biological and Biomedical Sciences (315)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	15,716
% of applicants accepted	77.9%
First-time students in top 10%	17.1%
% enroll. change 2010–15	-4.9%
% part-time	17.3%
% full-time	82.7%
% receiving Pell Grants	42.9%

TEST SCORE RANGES

SAT Math	480–590
SAT Reading	450–560
ACT Math	19–25
ACT English	18–24

STUDENT DEBT

Average debt	$30,406
% students with debt	67.8%

DEGREES AWARDED

Total degrees awarded	5,943
Associate	0
Bachelor's	4,686
Master's	1,139
Doctoral – Research	118
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.2
Average SCH to bachelor's	143
% bachelor's degrees awarded to at-risk students	74.2%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	77.0%
Undergrad FTSE to undergrad degrees	4.43

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	55.0%
% of graduates completing 30 SCH or more at 2-yr colleges	31.0%

FACULTY

Total faculty	1,251
Tenured/tenure track	586
% tenured/tenure track	46.8%
Student-faculty ratio	23:1

REVENUE PER FTSE

State-funded FTSE	22,975
Total revenue	$19,752
Tuition/fees	$7,301
State revenue	$6,396
Federal revenue	$3,646
Institution revenue	$2,409

USES OF FUNDS PER FTSE

Total	$16,363
Instruction, research, and academic support	$9,988
Student services and scholarships	$2,628
Institutional support and OM of plant	$3,438
Other	$309

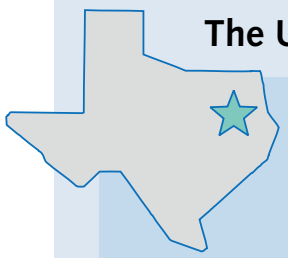
RESEARCH EXPENDITURES

Total research exp.	$51,112,129
Total research exp. per T/TT FTE faculty (teaching)	$53,263

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	22.7%	7.0%
6-year	53.1%	21.5%
10-year	52.3%	47.3%

The University of Texas at Tyler



Total Enrollment: **8,500**

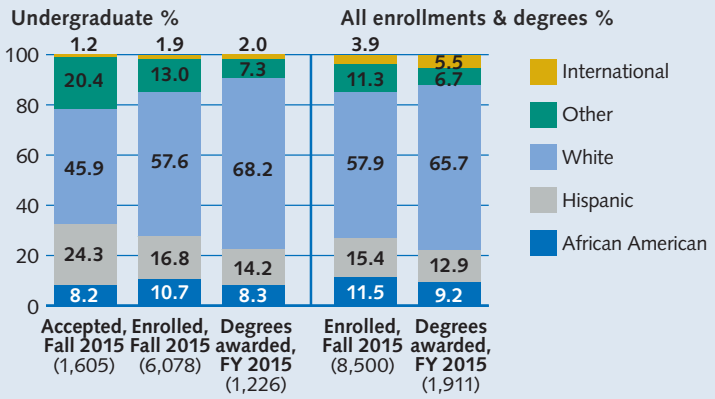
UNIVERSITY INFORMATION

City: **Tyler**
Year founded: **1971**
Website: **www.uttyler.edu**
Accountability group: **Master's**
Average tuition & fees: **$7,312**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Health Professions and Related Programs (276)
2. Business, Management, Marketing, and Related Support Services (245)
3. Multi/Interdisciplinary Studies (125)
4. Parks, Recreation, Leisure and Fitness Studies (100)
5. Engineering (91)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	2,479
% of applicants accepted	64.7%
First-time students in top 10%	12.4%
% enroll. change 2010–15	31.9%
% part-time	26.8%
% full-time	73.2%
% receiving Pell Grants	38.0%

TEST SCORE RANGES

SAT Math	483–590
SAT Reading	470–560
ACT Math	20–25
ACT English	20–26

STUDENT DEBT

Average debt	$28,474
% students with debt	59.9%

DEGREES AWARDED

Total degrees awarded	1,911
Associate	0
Bachelor's	1,226
Master's	668
Doctoral – Research	17
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.2
Average SCH to bachelor's	140
% bachelor's degrees awarded to at-risk students	67.2%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	83.7%
Undergrad FTSE to undergrad degrees	3.77

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	58.0%
% of graduates completing 30 SCH or more at 2-yr colleges	49.8%

FACULTY

Total faculty	420
Tenured/tenure track	214
% tenured/tenure track	51.0%
Student-faculty ratio	17:1

REVENUE PER FTSE

State-funded FTSE	6,408
Total revenue	$16,533
Tuition/fees	$5,658
State revenue	$6,734
Federal revenue	$2,462
Institution revenue	$1,679

USES OF FUNDS PER FTSE

Total	$15,960
Instruction, research, and academic support	$10,062
Student services and scholarships	$2,322
Institutional support and OM of plant	$3,451
Other	$125

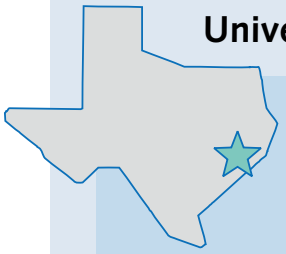
RESEARCH EXPENDITURES

Total research exp.	$1,643,024
Total research exp. per T/TT FTE faculty (teaching)	$2,948

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	30.0%	11.1%
6-year	55.1%	38.1%
10-year	63.4%	16.7%

University of Houston



Total Enrollment: **42,704**

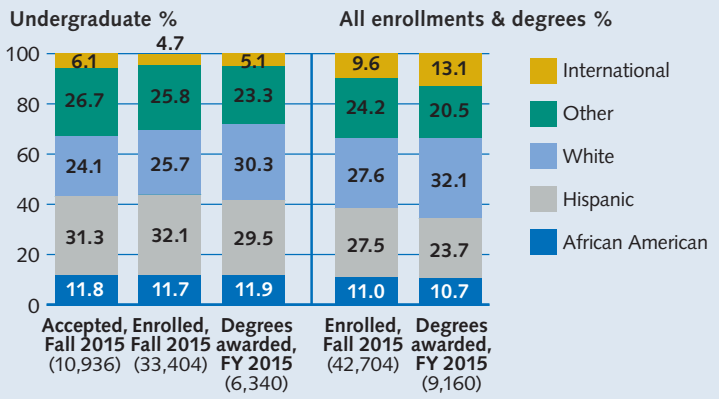
UNIVERSITY INFORMATION

City: **Houston**
Year founded: **1927**
Website: **www.uh.edu**
Accountability group: **Emerging Research**
HS/HBCU status: **HS**
Average tuition & fees: **$10,331**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (1,852)
2. Psychology (457)
3. Social Sciences (429)
4. Communication, Journalism and Related Programs (411)
5. Biological and Biomedical Sciences (396)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	18,238
% of applicants accepted	60.0%
First-time students in top 10%	26.9%
% enroll. change 2010–15	10.2%
% part-time	26.6%
% full-time	73.4%
% receiving Pell Grants	40.0%

TEST SCORE RANGES

SAT Math	540–640
SAT Reading	500–610
ACT Math	23–27
ACT English	21–27

STUDENT DEBT

Average debt	$27,141
% students with debt	58.7%

DEGREES AWARDED

Total degrees awarded	9,160
Associate	0
Bachelor's	6,340
Master's	2,060
Doctoral – Research	335
Doctoral – Professional	425

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.2
Average SCH to bachelor's	143
% bachelor's degrees awarded to at-risk students	67.5%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	75.2%
Undergrad FTSE to undergrad degrees	4.18

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	49.5%
% of graduates completing 30 SCH or more at 2-yr colleges	36.7%

FACULTY

Total faculty	1,890
Tenured/tenure track	891
% tenured/tenure track	47.1%
Student-faculty ratio	23:1

REVENUE PER FTSE

State-funded FTSE	34,697
Total revenue	$26,498
Tuition/fees	$9,111
State revenue	$7,197
Federal revenue	$3,586
Institution revenue	$6,604

USES OF FUNDS PER FTSE

Total	$22,854
Instruction, research, and academic support	$14,245
Student services and scholarships	$2,308
Institutional support and OM of plant	$3,269
Other	$3,032

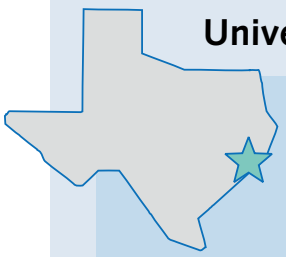
RESEARCH EXPENDITURES

Total research exp.	$124,076,111
Total research exp. per T/TT FTE faculty (teaching)	$82,197

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	27.3%	19.5%
6-year	57.6%	39.4%
10-year	66.5%	55.3%

University of Houston—Clear Lake



Total Enrollment: **8,906**

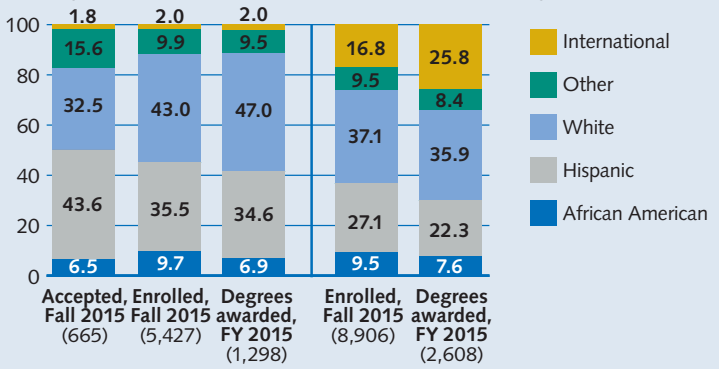
UNIVERSITY INFORMATION

City: **Houston**
Year founded: **1971**
Website: **www.uhcl.edu**
Accountability group: **Master's**
HS/HBCU status: **HS**
Average tuition & fees: **$7,473**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (335)
2. Multi/Interdisciplinary Studies (334)
3. Psychology (120)
4. Parks, Recreation, Leisure and Fitness Studies (60)
5. Social Sciences (59)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	1,021
% of applicants accepted	65.1%
First-time students in top 10%	16.4%
% enroll. change 2010–15	10.0%
% part-time	51.6%
% full-time	48.4%
% receiving Pell Grants	41.4%

TEST SCORE RANGES

SAT Math	480–580
SAT Reading	460–580
ACT Math	N/A
ACT English	N/A

STUDENT DEBT

Average debt	$24,778
% students with debt	59.9%

DEGREES AWARDED

Total degrees awarded	2,608
Associate	0
Bachelor's	1,298
Master's	1,287
Doctoral – Research	23
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	6.4
Average SCH to bachelor's	154
% bachelor's degrees awarded to at-risk students	69.3%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	82.5%
Undergrad FTSE to undergrad degrees	2.70

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	58.9%
% of graduates completing 30 SCH or more at 2-yr colleges	68.8%

FACULTY

Total faculty	511
Tenured/tenure track	228
% tenured/tenure track	44.6%
Student-faculty ratio	17:1

REVENUE PER FTSE

State-funded FTSE	6,181
Total revenue	$17,651
Tuition/fees	$8,909
State revenue	$6,180
Federal revenue	$1,926
Institution revenue	$636

USES OF FUNDS PER FTSE

Total	$16,562
Instruction, research, and academic support	$9,982
Student services and scholarships	$2,434
Institutional support and OM of plant	$3,299
Other	$848

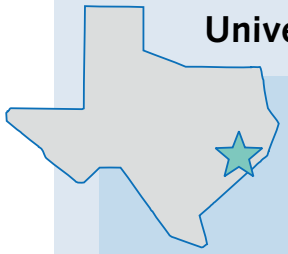
RESEARCH EXPENDITURES

Total research exp.	$1,534,646
Total research exp. per T/TT FTE faculty (teaching)	$2,748

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	N/A	N/A
6-year	N/A	N/A
10-year	N/A	N/A

University of Houston—Downtown



Total Enrollment: **14,255**

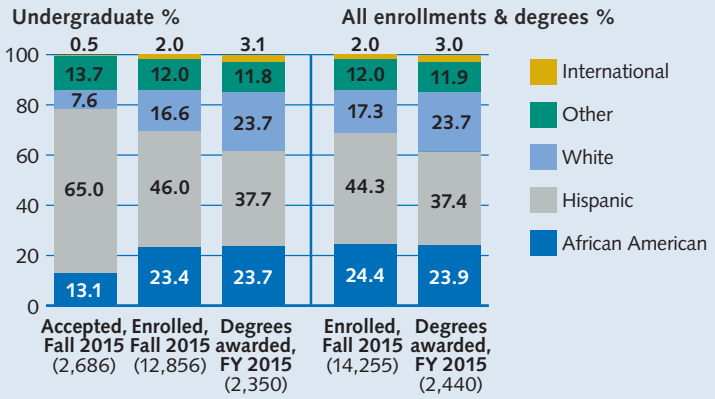
UNIVERSITY INFORMATION

City: **Houston**
Year founded: **1974**
Website: **www.uhd.edu**
Accountability group: **Master's**
HS/HBCU status: **HS**
Average tuition & fees: **$6,938**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (761)
2. Multi/Interdisciplinary Studies (606)
3. Homeland Security, Law Enforcement, Firefighting and Related Protective Services (204)
4. Psychology (200)
5. Communication, Journalism and Related Programs (110)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	3,460
% of applicants accepted	77.6%
First-time students in top 10%	3.8%
% enroll. change 2010–15	10.5%
% part-time	48.9%
% full-time	51.1%
% receiving Pell Grants	48.6%

TEST SCORE RANGES

SAT Math	430–510
SAT Reading	390–470
ACT Math	16–21
ACT English	13–19

STUDENT DEBT

Average debt	$27,704
% students with debt	64.0%

DEGREES AWARDED

Total degrees awarded	2,440
Associate	0
Bachelor's	2,350
Master's	90
Doctoral – Research	0
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	6.3
Average SCH to bachelor's	151
% bachelor's degrees awarded to at-risk students	73.1%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	80.2%
Undergrad FTSE to undergrad degrees	3.97

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	49.9%
% of graduates completing 30 SCH or more at 2-yr colleges	45.1%

FACULTY

Total faculty	649
Tenured/tenure track	221
% tenured/tenure track	34.1%
Student-faculty ratio	22:1

REVENUE PER FTSE

State-funded FTSE	9,792
Total revenue	$17,026
Tuition/fees	$6,687
State revenue	$4,292
Federal revenue	$3,021
Institution revenue	$3,026

USES OF FUNDS PER FTSE

Total	$15,484
Instruction, research, and academic support	$6,896
Student services and scholarships	$3,309
Institutional support and OM of plant	$2,730
Other	$2,550

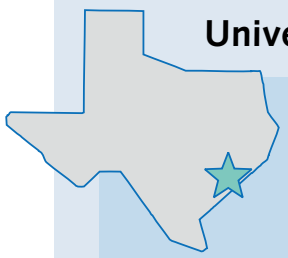
RESEARCH EXPENDITURES

Total research exp.	$2,356,777
Total research exp. per T/TT FTE faculty (teaching)	$8,287

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	4.5%	0.9%
6-year	21.6%	5.4%
10-year	32.2%	11.9%

University of Houston—Victoria



Total Enrollment: **4,152**

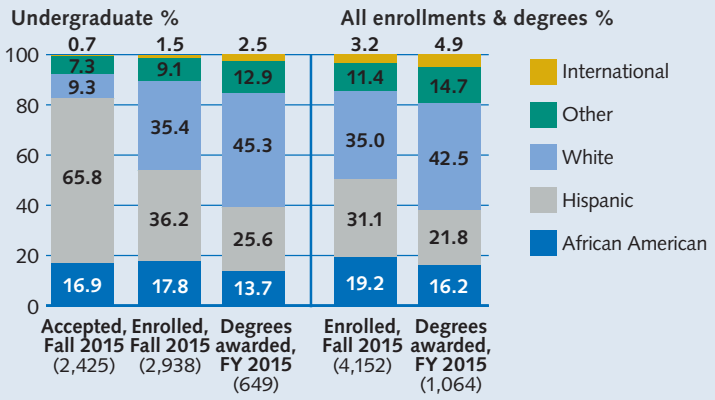
UNIVERSITY INFORMATION

City: **Victoria**
Year founded: **1971**
Website: **www.uhv.edu**
Accountability group: **Master's**
HS/HBCU status: **HS**
Average tuition & fees: **$7,086**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (202)
2. Multi/Interdisciplinary Studies (132)
3. Health Professions and Related Programs (98)
4. Psychology (72)
5. Computer and Information Sciences and Support Services (46)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	2,835
% of applicants accepted	85.5%
First-time students in top 10%	4.4%
% enroll. change 2010–15	1.4%
% part-time	47.6%
% full-time	52.4%
% receiving Pell Grants	45.0%

TEST SCORE RANGES

SAT Math	N/A
SAT Reading	N/A
ACT Math	N/A
ACT English	N/A

STUDENT DEBT

Average debt	$26,825
% students with debt	56.5%

DEGREES AWARDED

Total degrees awarded	1,064
Associate	0
Bachelor's	649
Master's	415
Doctoral – Research	0
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	6.3
Average SCH to bachelor's	150
% bachelor's degrees awarded to at-risk students	65.8%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	85.8%
Undergrad FTSE to undergrad degrees	3.18

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	51.6%
% of graduates completing 30 SCH or more at 2-yr colleges	61.5%

FACULTY

Total faculty	216
Tenured/tenure track	81
% tenured/tenure track	37.5%
Student-faculty ratio	19:1

REVENUE PER FTSE

State-funded FTSE	3,130
Total revenue	$16,109
Tuition/fees	$5,586
State revenue	$7,397
Federal revenue	$2,194
Institution revenue	$932

USES OF FUNDS PER FTSE

Total	$14,700
Instruction, research, and academic support	$9,435
Student services and scholarships	$2,459
Institutional support and OM of plant	$2,466
Other	$340

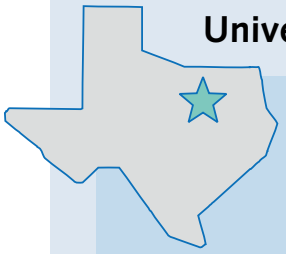
RESEARCH EXPENDITURES

Total research exp.	$214,317
Total research exp. per T/TT FTE faculty (teaching)	$2,734

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	8.8%	10.0%
6-year	N/A	N/A
10-year	N/A	N/A

University of North Texas



Total Enrollment: **37,175**

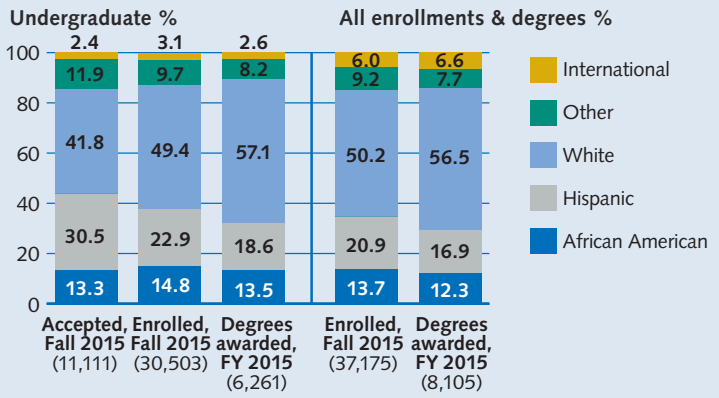
UNIVERSITY INFORMATION

City: **Denton**
Year founded: **1890**
Website: **www.unt.edu**
Accountability group: **Emerging Research**
Average tuition & fees: **$10,480**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (1,216)
2. Multi/Interdisciplinary Studies (807)
3. Visual and Performing Arts (557)
4. Liberal Arts and Sciences, General Studies and Humanities (445)
5. Communication, Journalism and Related Programs (425)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	15,188
% of applicants accepted	73.2%
First-time students in top 10%	18.2%
% enroll. change 2010–15	3.1%
% part-time	18.9%
% full-time	81.1%
% receiving Pell Grants	36.3%

TEST SCORE RANGES

SAT Math	500–610
SAT Reading	490–600
ACT Math	20–26
ACT English	19–25

STUDENT DEBT

Average debt	$32,538
% students with debt	66.7%

DEGREES AWARDED

Total degrees awarded	8,105
Associate	0
Bachelor's	6,261
Master's	1,564
Doctoral – Research	270
Doctoral – Professional	10

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	5.1
Average SCH to bachelor's	139
% bachelor's degrees awarded to at-risk students	62.1%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	77.8%
Undergrad FTSE to undergrad degrees	4.00

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	56.7%
% of graduates completing 30 SCH or more at 2-yr colleges	36.8%

FACULTY

Total faculty	1,583
Tenured/tenure track	759
% tenured/tenure track	47.9%
Student-faculty ratio	29:1

REVENUE PER FTSE

State-funded FTSE	30,300
Total revenue	$18,274
Tuition/fees	$8,026
State revenue	$6,169
Federal revenue	$2,454
Institution revenue	$1,625

USES OF FUNDS PER FTSE

Total	$15,612
Instruction, research, and academic support	$9,246
Student services and scholarships	$3,720
Institutional support and OM of plant	$2,369
Other	$277

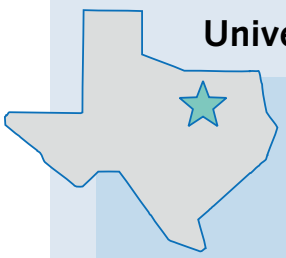
RESEARCH EXPENDITURES

Total research exp.	$29,181,911
Total research exp. per T/TT FTE faculty (teaching)	$34,933

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	31.0%	14.2%
6-year	59.1%	29.8%
10-year	66.6%	44.8%

University of North Texas at Dallas



Total Enrollment: **2,488**

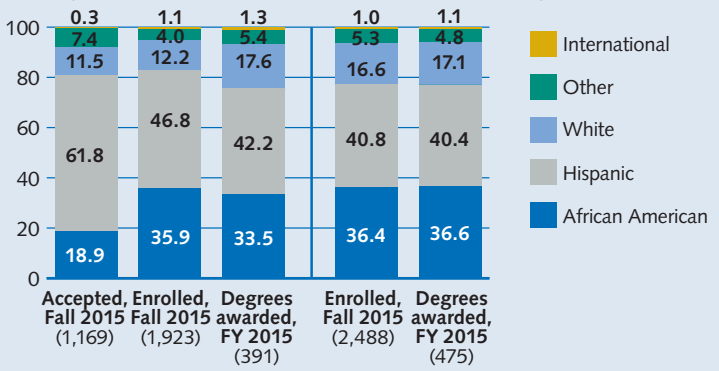
UNIVERSITY INFORMATION

City: **Dallas**
Year founded: **2009**
Website: **www.untdallas.edu**
Accountability group: **Master's**
HS/HBCU status: **HS**
Average tuition & fees: **$7,850**

TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Multi/Interdisciplinary Studies (178)
2. Business, Management, Marketing, and Related Support Services (103)
3. Homeland Security, Law Enforcement, Firefighting and Related Protective Services (61)
4. Social Sciences (28)
5. Public Administration and Social Service Professions (13)

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	2,001
% of applicants accepted	58.4%
First-time students in top 10%	17.0%
% enroll. change 2010–15	19.4%
% part-time	41.6%
% full-time	58.5%
% receiving Pell Grants	48.5%

TEST SCORE RANGES

SAT Math	420–510
SAT Reading	390–470
ACT Math	16–22
ACT English	13–19

STUDENT DEBT

Average debt	$23,445
% students with debt	64.9%

DEGREES AWARDED

Total degrees awarded	475
Associate	0
Bachelor's	391
Master's	84
Doctoral – Research	0
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	6.2
Average SCH to bachelor's	140
% bachelor's degrees awarded to at-risk students	77.5%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	85.6%
Undergrad FTSE to undergrad degrees	3.33

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	31.9%
% of graduates completing 30 SCH or more at 2-yr colleges	62.9%

FACULTY

Total faculty	126
Tenured/tenure track	43
% tenured/tenure track	34.1%
Student-faculty ratio	20:1

REVENUE PER FTSE

State-funded FTSE	1,601
Total revenue	$19,976
Tuition/fees	$8,120
State revenue	$9,454
Federal revenue	$1,415
Institution revenue	$987

USES OF FUNDS PER FTSE

Total	$14,452
Instruction, research, and academic support	$6,314
Student services and scholarships	$3,598
Institutional support and OM of plant	$4,326
Other	$215

RESEARCH EXPENDITURES

Total research exp.	$4,130
Total research exp. per T/TT FTE faculty (teaching)	$37

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	7.9%	14.3%
6-year	N/A	N/A
10-year	N/A	N/A

West Texas A&M University

Total Enrollment: **9,482**

UNIVERSITY INFORMATION

City: **Canyon**
Year founded: **1909**
Website: **www.wtamu.edu**
Accountability group: **Comprehensive**
Average tuition & fees: **$7,514**

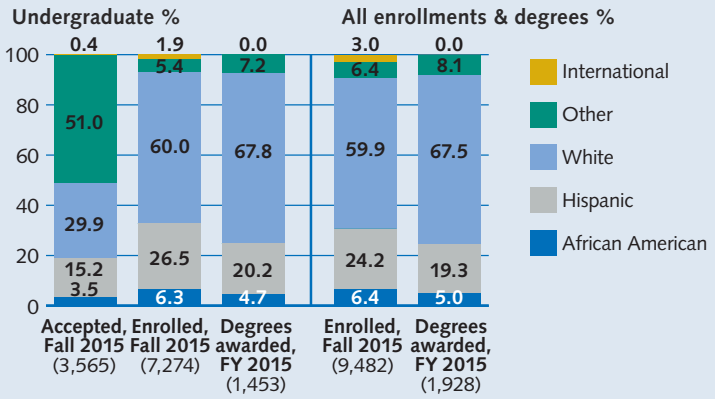
TOP FIVE UG MAJORS
(total FY 2015 degrees awarded)

1. Business, Management, Marketing, and Related Support Services (212)
2. Multi/Interdisciplinary Studies (196)
3. Health Professions and Related Programs (169)
4. Liberal Arts and Sciences, General Studies and Humanities (151)
5. Agriculture, Agriculture Operations, and Related Sciences (131)

UG GRADUATION RATES

	Full-time	*Part-time*
4-year	26.0%	9.1%
6-year	45.4%	22.2%
10-year	53.6%	33.3%

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



UG STUDENT CHARACTERISTICS

Applicants	4,558
% of applicants accepted	78.2%
First-time students in top 10%	16.7%
% enroll. change 2010–15	21.0%
% part-time	21.9%
% full-time	78.1%
% receiving Pell Grants	38.9%

TEST SCORE RANGES

SAT Math	440–550
SAT Reading	420–530
ACT Math	18–24
ACT English	16–22

STUDENT DEBT

Average debt	$26,953
% students with debt	66.6%

DEGREES AWARDED

Total degrees awarded	1,928
Associate	0
Bachelor's	1,453
Master's	472
Doctoral – Research	3
Doctoral – Professional	0

COMPLETION MEASURES

Average time to bachelor's degree (yrs)	4.8
Average SCH to bachelor's	131
% bachelor's degrees awarded to at-risk students	65.7%

GRADUATES' STATUS

% bacc. grad. employed and/or enrolled in grad or professional school in TX	81.7%
Undergrad FTSE to undergrad degrees	4.23

TRANSFER STUDENTS

Graduation rate for 2-year transfers, FY 2015	58.7%
% of graduates completing 30 SCH or more at 2-yr colleges	34.6%

FACULTY

Total faculty	395
Tenured/tenure track	161
% tenured/tenure track	40.8%
Student-faculty ratio	21:1

REVENUE PER FTSE

State-funded FTSE	7,454
Total revenue	$16,207
Tuition/fees	$5,469
State revenue	$5,714
Federal revenue	$2,043
Institution revenue	$2,981

USES OF FUNDS PER FTSE

Total	$12,881
Instruction, research, and academic support	$7,278
Student services and scholarships	$1,790
Institutional support and OM of plant	$3,437
Other	$377

RESEARCH EXPENDITURES

Total research exp.	$4,106,137
Total research exp. per T/TT FTE faculty (teaching)	$14,009

Two-Year Public Institutions

Alamo Community College District
- Alamo CCD—Northeast Lakeview College 50
- Alamo CCD—Northwest Vista College 50
- Alamo CCD—Palo Alto College 51
- Alamo CCD—San Antonio College 51
- Alamo CCD—St. Philip's College 52

Alvin Community College 52

Amarillo College 53

Angelina College 53

Austin Community College 54

Blinn College 54

Brazosport College 55

Central Texas College 55

Cisco College 56

Clarendon College 56

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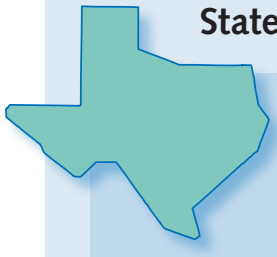
INSTITUTIONAL PROFILES

Texas Two-Year Public Institutions

The following pages have individual profiles of the 80 public two-year institutions in Texas, including information on enrollment, demographics, educational attainment, student debt, post-graduation status, and faculty. This page includes the statewide data profile for two-year public institutions followed by a statewide financial profile. For explanation of specific terms or abbreviations, please refer to pp. 4–5.

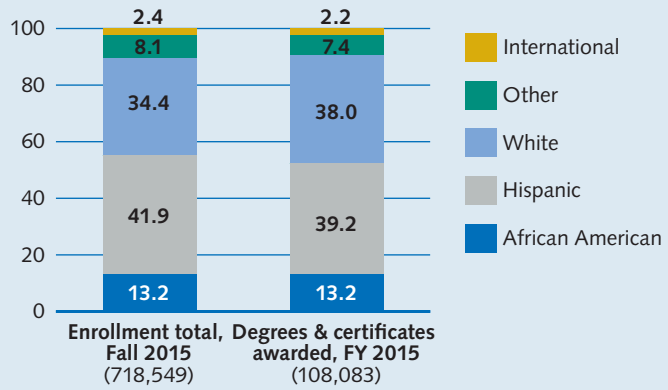
Statewide Two-Year Public Institutions



Total Enrollment: **718,549**

Average Tuition & Fees: **$2,446**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

Total enrollment % change 2010–15	-3.3%
% part-time	75.4%
% full-time	24.6%
% academic program	72.6%
% technical program	27.3%
% credit students receiving Pell Grants	34.5%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.4
Average SCH to associate degree	90

GRADUATION RATES

	Full-time	*Part-time*
3-year	15.9%	7.7%
4-year	22.2%	12.2%
6-year	32.5%	20.6%

Fall 2012, 3-year cohort

Dev. ed.	10.4%
Non-dev. ed.	19.5%

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	17.5%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	85.0%
% earned bacc. in 4 years or fewer	31.0%
% earned bacc. or assoc. in 4 years or fewer	33.0%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	88.8%
% employed	38.8%
% enrolled in 4-yr or 2-yr	23.9%
% employed and enrolled	26.1%
Technical programs	
% total technical employed and/or enrolled	89.8%
% employed	76.7%
% enrolled in 4-yr or 2-yr	9.2%
% employed and enrolled	3.9%

STUDENT DEBT

Average debt	$14,834
% students with debt	34.2%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	55,409
TSI obligation met (% of total)	28.8%
Completed college course (% of total)	15.8%
Reading	
Below reading standard	35,781
TSI obligation met (% of total)	50.5%
Completed college course (% of total)	37.1%
Writing	
Below writing standard	35,884
TSI obligation met (% of total)	42.6%
Completed college course (% of total)	30.8%

TRANSFER STUDENTS

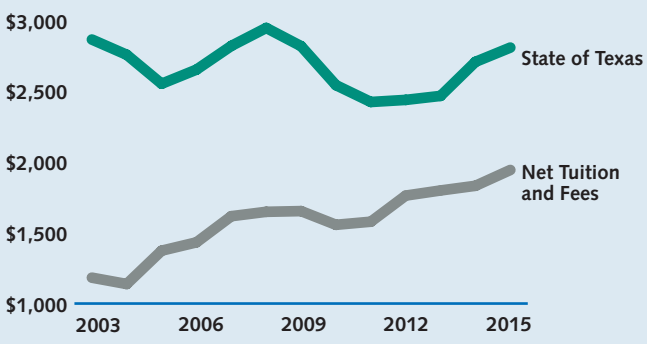
All transfers	25,899
Transfer cohort	117,699
Transfer rate	22.0%

FACULTY

Total	32,268
% full-time faculty	37.1%
% SCH taught by full-time faculty	61.7%
Student-faculty ratio	20:1

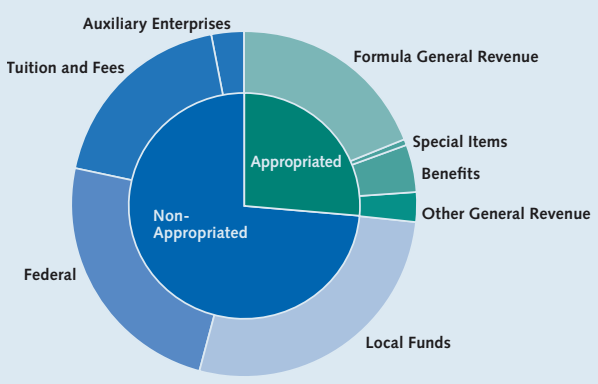
Financial Profile at Two-Year Public Institutions

Income Source per Full-Time Student Equivalent



Operation Sources by Category, FY 2015

Total: $5.0 billion



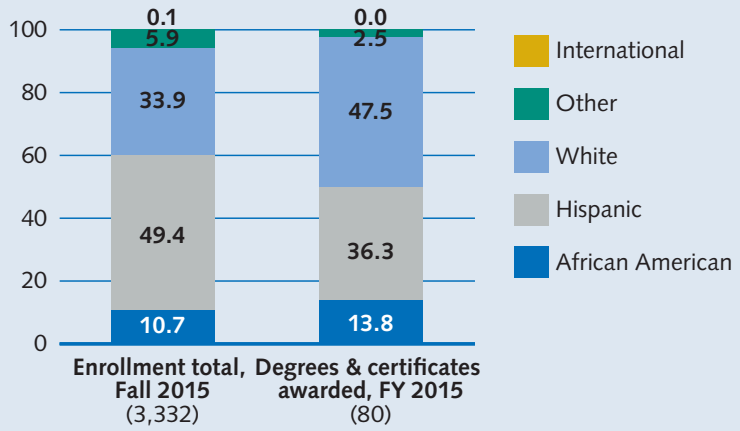
Alamo CCD—Northeast Lakeview College

Total Enrollment: **3,332**

COLLEGE INFORMATION

City: **San Antonio**
District/System: **Alamo Community College District**
Year founded: **2007**
Website: **www.alamo.edu/nlc**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,008**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	154.0%
% part-time	88.5%
% full-time	11.5%
% academic program	91.1%
% technical program	8.9%
% credit students receiving Pell Grants	0.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.5
Average SCH to associate degree	78

GRADUATION RATES

	Full-time	*Part-time*
3-year	11.9%	11.2%
4-year	13.2%	15.7%
6-year	25.5%	20.0%
Fall 2012, 3-year cohort		
Dev. ed.	10.5%	
Non-dev. ed.	12.8%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	0.2%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	N/A
% earned bacc. in 4 years or fewer	N/A
% earned bacc. or assoc. in 4 years or fewer	N/A

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	86.1%
% employed	33.3%
% enrolled in 4-yr or 2-yr	30.6%
% employed and enrolled	22.2%
Technical programs	
% total technical employed and/or enrolled	0.0%
% employed	0.0%
% enrolled in 4-yr or 2-yr	0.0%
% employed and enrolled	0.0%

STUDENT DEBT

Average debt	$13,029
% students with debt	18.1%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	178
TSI obligation met (% of total)	39.3%
Completed college course (% of total)	27.5%
Reading	
Below reading standard	146
TSI obligation met (% of total)	67.1%
Completed college course (% of total)	50.7%
Writing	
Below writing standard	136
TSI obligation met (% of total)	58.8%
Completed college course (% of total)	52.2%

TRANSFER STUDENTS

All transfers	59
Transfer cohort	226
Transfer rate	26.1%

FACULTY

Total	123
% full-time faculty	3.3%
% SCH taught by full-time faculty	8.0%
Student-faculty ratio	15:1

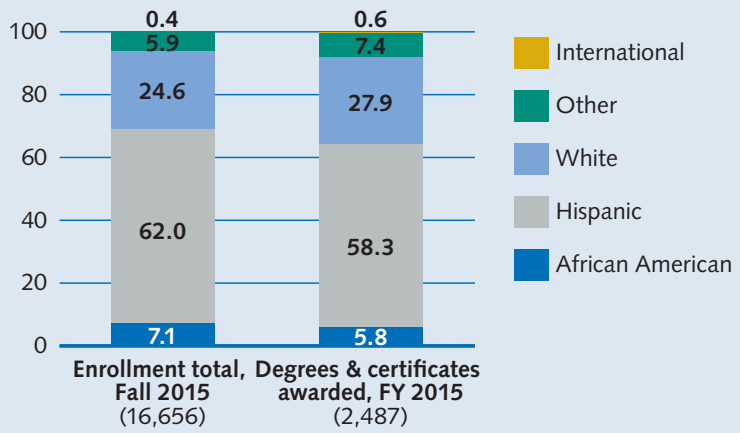
Alamo CCD—Northwest Vista College

Total Enrollment: **16,656**

COLLEGE INFORMATION

City: **San Antonio**
District/System: **Alamo Community College District**
Year founded: **1995**
Website: **www.alamo.edu/nvc**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,008**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	4.6%
% part-time	74.6%
% full-time	25.4%
% academic program	90.0%
% technical program	10.0%
% credit students receiving Pell Grants	25.6%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.2
Average SCH to associate degree	87

GRADUATION RATES

	Full-time	*Part-time*
3-year	22.9%	12.6%
4-year	32.1%	16.4%
6-year	37.4%	23.6%
Fall 2012, 3-year cohort		
Dev. ed.	19.3%	
Non-dev. ed.	25.1%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	18.9%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	90.6%
% earned bacc. in 4 years or fewer	39.2%
% earned bacc. or assoc. in 4 years or fewer	39.7%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	89.4%
% employed	38.6%
% enrolled in 4-yr or 2-yr	19.3%
% employed and enrolled	31.5%
Technical programs	
% total technical employed and/or enrolled	81.8%
% employed	64.2%
% enrolled in 4-yr or 2-yr	12.1%
% employed and enrolled	5.5%

STUDENT DEBT

Average debt	$13,560
% students with debt	34.0%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	1,533
TSI obligation met (% of total)	41.8%
Completed college course (% of total)	37.3%
Reading	
Below reading standard	1,234
TSI obligation met (% of total)	67.3%
Completed college course (% of total)	56.2%
Writing	
Below writing standard	1,102
TSI obligation met (% of total)	65.9%
Completed college course (% of total)	61.7%

TRANSFER STUDENTS

All transfers	666
Transfer cohort	2,272
Transfer rate	29.3%

FACULTY

Total	563
% full-time faculty	27.2%
% SCH taught by full-time faculty	53.7%
Student-faculty ratio	24:1

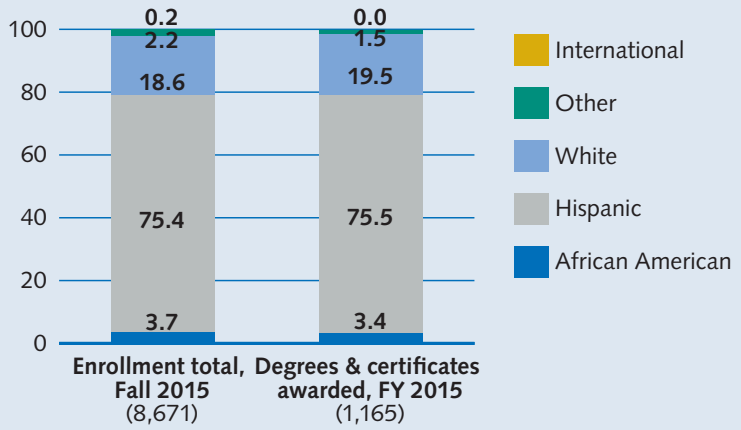
Alamo CCD—Palo Alto College

Total Enrollment: **8,671**

COLLEGE INFORMATION

City: **San Antonio**
District/System: **Alamo Community College District**
Year founded: **1985**
Website: **www.alamo.edu/pac**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,008**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-3.3%
% part-time	83.2%
% full-time	16.8%
% academic program	84.1%
% technical program	15.9%
% credit students receiving Pell Grants	30.6%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.2
Average SCH to associate degree	87

GRADUATION RATES

	Full-time	*Part-time*
3-year	20.3%	8.9%
4-year	25.6%	13.5%
6-year	24.4%	14.5%
Fall 2012, 3-year cohort		
Dev. ed.	14.4%	
Non-dev. ed.	24.7%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	19.0%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	81.9%
% earned bacc. in 4 years or fewer	26.2%
% earned bacc. or assoc. in 4 years or fewer	27.2%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	87.1%
% employed	38.0%
% enrolled in 4-yr or 2-yr	20.3%
% employed and enrolled	28.7%
Technical programs	
% total technical employed and/or enrolled	94.9%
% employed	67.7%
% enrolled in 4-yr or 2-yr	17.2%
% employed and enrolled	10.1%

STUDENT DEBT

Average debt	$13,216
% students with debt	34.1%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	889
TSI obligation met (% of total)	30.4%
Completed college course (% of total)	24.2%
Reading	
Below reading standard	721
TSI obligation met (% of total)	52.4%
Completed college course (% of total)	46.3%
Writing	
Below writing standard	603
TSI obligation met (% of total)	48.4%
Completed college course (% of total)	44.9%

TRANSFER STUDENTS

All transfers	247
Transfer cohort	1,401
Transfer rate	17.6%

FACULTY

Total	272
% full-time faculty	37.5%
% SCH taught by full-time faculty	65.7%
Student-faculty ratio	22:1

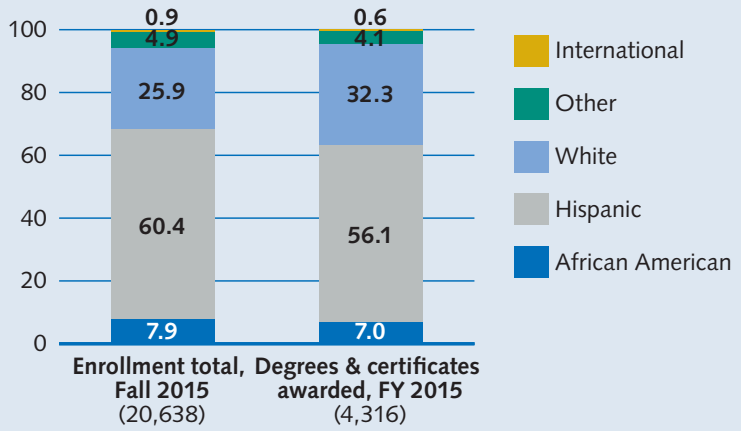
Alamo CCD—San Antonio College

Total Enrollment: **20,638**

COLLEGE INFORMATION

City: **San Antonio**
District/System: **Alamo Community College District**
Year founded: **1925**
Website: **www.alamo.edu/sac**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,008**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-18.3%
% part-time	81.8%
% full-time	18.2%
% academic program	76.4%
% technical program	23.6%
% credit students receiving Pell Grants	31.1%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.6
Average SCH to associate degree	93

GRADUATION RATES

	Full-time	*Part-time*
3-year	13.6%	7.2%
4-year	19.4%	12.8%
6-year	23.4%	16.1%
Fall 2012, 3-year cohort		
Dev. ed.	9.0%	
Non-dev. ed.	18.5%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	14.3%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	89.1%
% earned bacc. in 4 years or fewer	41.3%
% earned bacc. or assoc. in 4 years or fewer	41.6%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	88.3%
% employed	40.0%
% enrolled in 4-yr or 2-yr	22.1%
% employed and enrolled	26.2%
Technical programs	
% total technical employed and/or enrolled	88.0%
% employed	72.7%
% enrolled in 4-yr or 2-yr	9.2%
% employed and enrolled	6.1%

STUDENT DEBT

Average debt	$15,131
% students with debt	27.2%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	2,435
TSI obligation met (% of total)	25.1%
Completed college course (% of total)	20.1%
Reading	
Below reading standard	1,858
TSI obligation met (% of total)	55.9%
Completed college course (% of total)	42.6%
Writing	
Below writing standard	1,582
TSI obligation met (% of total)	51.0%
Completed college course (% of total)	46.7%

TRANSFER STUDENTS

All transfers	720
Transfer cohort	3,918
Transfer rate	18.4%

FACULTY

Total	859
% full-time faculty	32.8%
% SCH taught by full-time faculty	56.2%
Student-faculty ratio	19:1

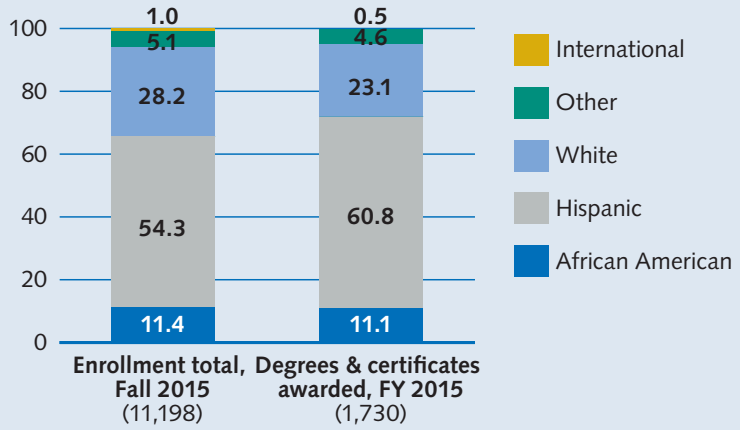
Alamo CCD—St. Philip's College

Total Enrollment: **11,198**

COLLEGE INFORMATION

City: **San Antonio**
District/System: **Alamo Community College District**
Year founded: **1898**
Website: **www.alamo.edu/spc**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS/HBCU**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,008**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	3.4%
% part-time	86.3%
% full-time	13.7%
% academic program	65.8%
% technical program	34.2%
% credit students receiving Pell Grants	27.2%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.6
Average SCH to associate degree	95

GRADUATION RATES

	Full-time	*Part-time*
3-year	12.4%	10.9%
4-year	18.3%	14.6%
6-year	18.6%	21.8%
Fall 2012, 3-year cohort		
Dev. ed.	9.6%	
Non-dev. ed.	19.4%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	23.5%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	85.3%
% earned bacc. in 4 years or fewer	31.9%
% earned bacc. or assoc. in 4 years or fewer	32.5%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	87.5%
% employed	48.0%
% enrolled in 4-yr or 2-yr	22.4%
% employed and enrolled	17.1%
Technical programs	
% total technical employed and/or enrolled	87.9%
% employed	76.5%
% enrolled in 4-yr or 2-yr	8.7%
% employed and enrolled	2.7%

STUDENT DEBT

Average debt	$15,772
% students with debt	32.1%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	1,203
TSI obligation met (% of total)	22.0%
Completed college course (% of total)	12.7%
Reading	
Below reading standard	924
TSI obligation met (% of total)	36.5%
Completed college course (% of total)	23.9%
Writing	
Below writing standard	763
TSI obligation met (% of total)	30.7%
Completed college course (% of total)	20.7%

TRANSFER STUDENTS

All transfers	194
Transfer cohort	1,716
Transfer rate	11.3%

FACULTY

Total	397
% full-time faculty	40.3%
% SCH taught by full-time faculty	67.5%
Student-faculty ratio	17:1

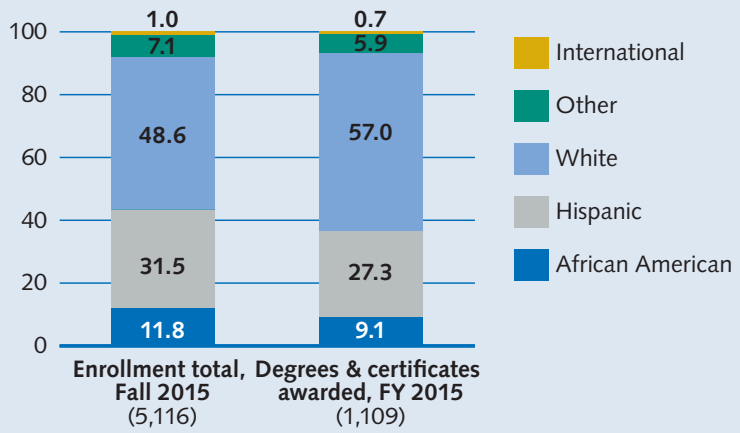
Alvin Community College

Total Enrollment: **5,116**

COLLEGE INFORMATION

City: **Alvin**
Year founded: **1948**
Website: **www.alvincollege.edu**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,834**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-10.6%
% part-time	76.7%
% full-time	23.3%
% academic program	81.4%
% technical program	18.6%
% credit students receiving Pell Grants	15.4%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.4
Average SCH to associate degree	93

GRADUATION RATES

	Full-time	*Part-time*
3-year	23.1%	6.5%
4-year	27.6%	16.7%
6-year	32.8%	26.8%
Fall 2012, 3-year cohort		
Dev. ed.	12.3%	
Non-dev. ed.	19.3%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	27.1%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	90.7%
% earned bacc. in 4 years or fewer	31.6%
% earned bacc. or assoc. in 4 years or fewer	34.6%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	92.4%
% employed	35.2%
% enrolled in 4-yr or 2-yr	30.2%
% employed and enrolled	27.1%
Technical programs	
% total technical employed and/or enrolled	92.8%
% employed	83.4%
% enrolled in 4-yr or 2-yr	5.1%
% employed and enrolled	4.3%

STUDENT DEBT

Average debt	$10,581
% students with debt	26.2%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	174
TSI obligation met (% of total)	26.4%
Completed college course (% of total)	5.7%
Reading	
Below reading standard	67
TSI obligation met (% of total)	44.8%
Completed college course (% of total)	26.9%
Writing	
Below writing standard	89
TSI obligation met (% of total)	36.0%
Completed college course (% of total)	24.7%

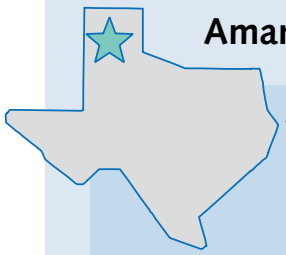
TRANSFER STUDENTS

All transfers	122
Transfer cohort	700
Transfer rate	17.4%

FACULTY

Total	307
% full-time faculty	35.2%
% SCH taught by full-time faculty	56.9%
Student-faculty ratio	15:1

Amarillo College

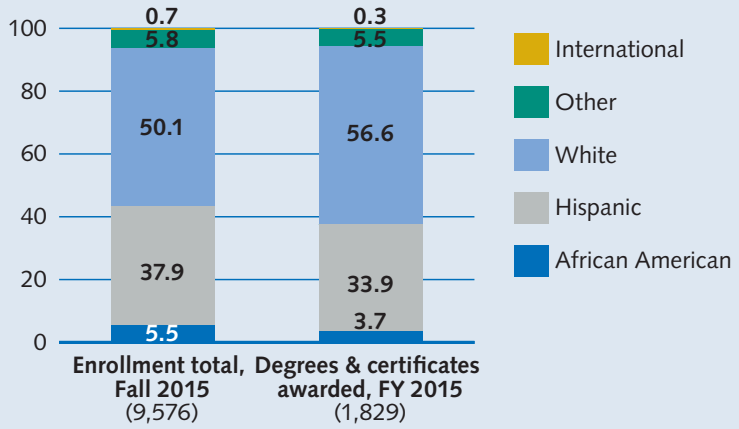


Total Enrollment: **9,576**

COLLEGE INFORMATION

City: **Amarillo**
Year founded: **1929**
Website: **www.actx.edu**
Peer group: **Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,512**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-17.0%
% part-time	77.5%
% full-time	22.5%
% academic program	61.3%
% technical program	38.7%
% credit students receiving Pell Grants	37.9%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.6
Average SCH to associate degree	88

GRADUATION RATES

	Full-time	*Part-time*
3-year	18.2%	8.7%
4-year	25.2%	13.4%
6-year	34.0%	22.8%
Fall 2012, 3-year cohort		
Dev. ed.	10.4%	
Non-dev. ed.	24.1%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	20.8%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	82.5%
% earned bacc. in 4 years or fewer	29.6%
% earned bacc. or assoc. in 4 years or fewer	32.0%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	93.5%
% employed	40.0%
% enrolled in 4-yr or 2-yr	16.7%
% employed and enrolled	36.9%
Technical programs	
% total technical employed and/or enrolled	93.5%
% employed	85.0%
% enrolled in 4-yr or 2-yr	4.3%
% employed and enrolled	4.2%

STUDENT DEBT

Average debt	$15,003
% students with debt	37.7%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	523
TSI obligation met (% of total)	28.1%
Completed college course (% of total)	10.7%
Reading	
Below reading standard	367
TSI obligation met (% of total)	27.5%
Completed college course (% of total)	15.8%
Writing	
Below writing standard	470
TSI obligation met (% of total)	25.1%
Completed college course (% of total)	14.3%

TRANSFER STUDENTS

All transfers	304
Transfer cohort	1,848
Transfer rate	16.5%

FACULTY

Total	410
% full-time faculty	49.0%
% SCH taught by full-time faculty	68.2%
Student-faculty ratio	20:1

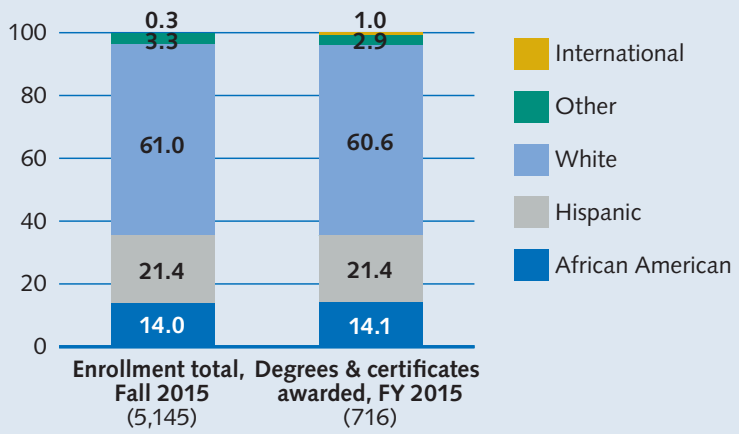
Angelina College

Total Enrollment: **5,145**

COLLEGE INFORMATION

City: **Lufkin**
Year founded: **1966**
Website: **www.angelina.edu**
Peer group: **Medium Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,340**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-12.9%
% part-time	68.5%
% full-time	31.5%
% academic program	60.3%
% technical program	39.7%
% credit students receiving Pell Grants	43.5%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.2
Average SCH to associate degree	90

GRADUATION RATES

	Full-time	*Part-time*
3-year	11.1%	9.7%
4-year	16.6%	17.2%
6-year	21.9%	17.1%
Fall 2012, 3-year cohort		
Dev. ed.	3.5%	
Non-dev. ed.	14.1%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	29.5%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	83.6%
% earned bacc. in 4 years or fewer	33.2%
% earned bacc. or assoc. in 4 years or fewer	34.7%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	89.8%
% employed	36.7%
% enrolled in 4-yr or 2-yr	26.5%
% employed and enrolled	26.5%
Technical programs	
% total technical employed and/or enrolled	90.9%
% employed	81.3%
% enrolled in 4-yr or 2-yr	7.8%
% employed and enrolled	1.9%

STUDENT DEBT

Average debt	$7,990
% students with debt	13.7%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	362
TSI obligation met (% of total)	17.7%
Completed college course (% of total)	16.6%
Reading	
Below reading standard	251
TSI obligation met (% of total)	21.9%
Completed college course (% of total)	17.5%
Writing	
Below writing standard	365
TSI obligation met (% of total)	25.8%
Completed college course (% of total)	23.6%

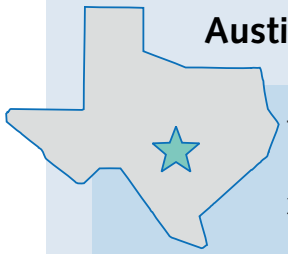
TRANSFER STUDENTS

All transfers	130
Transfer cohort	1,003
Transfer rate	13.0%

FACULTY

Total	337
% full-time faculty	32.0%
% SCH taught by full-time faculty	67.0%
Student-faculty ratio	16:1

Austin Community College

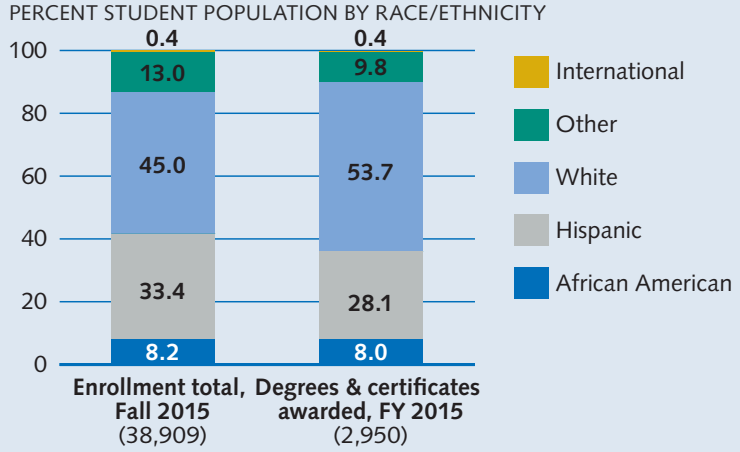


Total Enrollment: **38,909**

COLLEGE INFORMATION

City: **Austin**
Year founded: **1972**
Website: **www.austincc.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,550**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-6.4%
% part-time	81.3%
% full-time	18.7%
% academic program	64.1%
% technical program	35.9%
% credit students receiving Pell Grants	23.8%

COMPLETION MEASURES

Average time to associate degree (yrs)	5.7
Average SCH to associate degree	102

GRADUATION RATES

	Full-time	*Part-time*
3-year	3.8%	1.7%
4-year	9.8%	3.3%
6-year	26.4%	10.5%
Fall 2012, 3-year cohort		
Dev. ed.	3.2%	
Non-dev. ed.	4.1%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	13.5%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	92.6%
% earned bacc. in 4 years or fewer	41.6%
% earned bacc. or assoc. in 4 years or fewer	41.8%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	88.5%
% employed	48.7%
% enrolled in 4-yr or 2-yr	17.4%
% employed and enrolled	22.3%
Technical programs	
% total technical employed and/or enrolled	85.9%
% employed	76.1%
% enrolled in 4-yr or 2-yr	6.4%
% employed and enrolled	3.4%

STUDENT DEBT

Average debt	$14,668
% students with debt	44.5%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	2,279
TSI obligation met (% of total)	17.5%
Completed college course (% of total)	16.5%
Reading	
Below reading standard	1,240
TSI obligation met (% of total)	40.3%
Completed college course (% of total)	52.3%
Writing	
Below writing standard	955
TSI obligation met (% of total)	23.5%
Completed college course (% of total)	47.3%

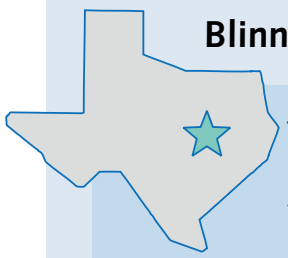
TRANSFER STUDENTS

All transfers	998
Transfer cohort	5,165
Transfer rate	19.3%

FACULTY

Total	1,936
% full-time faculty	35.1%
% SCH taught by full-time faculty	51.9%
Student-faculty ratio	16:1

Blinn College

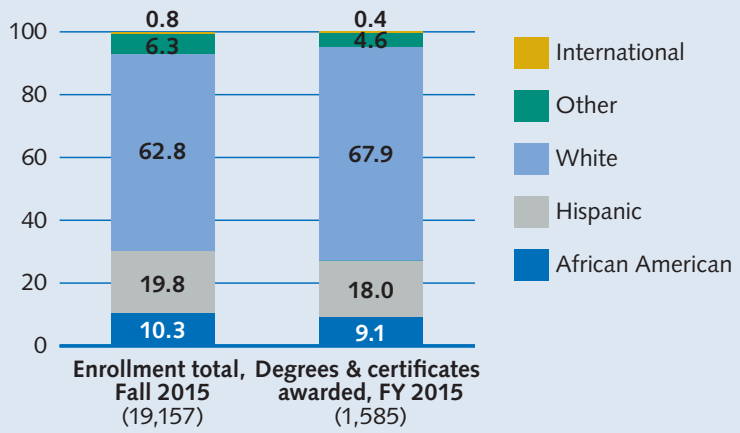


Total Enrollment: **19,157**

COLLEGE INFORMATION

City: **Brenham**
Year founded: **1883**
Website: **www.blinn.edu**
Peer group: **Large Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,904**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	7.9%
% part-time	49.6%
% full-time	50.4%
% academic program	88.4%
% technical program	11.6%
% credit students receiving Pell Grants	25.2%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.7
Average SCH to associate degree	98

GRADUATION RATES

	Full-time	*Part-time*
3-year	9.9%	15.0%
4-year	16.6%	13.7%
6-year	39.9%	34.0%
Fall 2012, 3-year cohort		
Dev. ed.	4.8%	
Non-dev. ed.	11.9%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	7.8%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	94.2%
% earned bacc. in 4 years or fewer	48.4%
% earned bacc. or assoc. in 4 years or fewer	48.6%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	89.9%
% employed	41.2%
% enrolled in 4-yr or 2-yr	22.0%
% employed and enrolled	26.7%
Technical programs	
% total technical employed and/or enrolled	92.7%
% employed	80.8%
% enrolled in 4-yr or 2-yr	3.5%
% employed and enrolled	8.5%

STUDENT DEBT

Average debt	$19,449
% students with debt	52.0%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	1,306
TSI obligation met (% of total)	24.5%
Completed college course (% of total)	18.2%
Reading	
Below reading standard	1,007
TSI obligation met (% of total)	56.7%
Completed college course (% of total)	39.7%
Writing	
Below writing standard	1,197
TSI obligation met (% of total)	45.9%
Completed college course (% of total)	35.8%

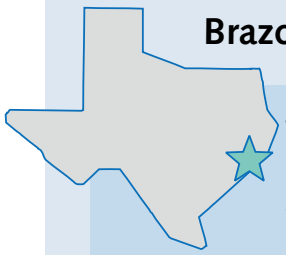
TRANSFER STUDENTS

All transfers	1,257
Transfer cohort	3,181
Transfer rate	39.5%

FACULTY

Total	667
% full-time faculty	71.2%
% SCH taught by full-time faculty	85.7%
Student-faculty ratio	23:1

Brazosport College

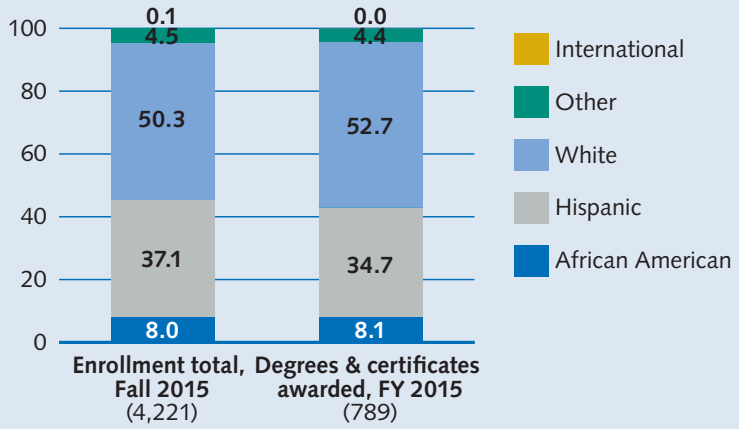


Total Enrollment: **4,221**

COLLEGE INFORMATION

City: **Lake Jackson**
Year founded: **1948**
Website: **www.brazosport.edu**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Bachelor's & Associate Degrees & Certificates**
Average tuition & fees: **$2,505**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	1.1%
% part-time	80.7%
% full-time	19.3%
% academic program	54.9%
% technical program	41.2%
% credit students receiving Pell Grants	18.9%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.2
Average SCH to associate degree	84

GRADUATION RATES

	Full-time	*Part-time*
3-year	19.9%	13.4%
4-year	32.7%	16.6%
6-year	42.6%	24.2%

Fall 2012, 3-year cohort

Dev. ed.	10.4%
Non-dev. ed.	22.9%

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	24.6%

Fall 2010 FTIC dual credit cohort

% persist 1 year	83.3%
% earned bacc. in 4 years or fewer	23.9%
% earned bacc. or assoc. in 4 years or fewer	27.8%

GRADUATE SUCCESS

Academic programs

% total academic employed and/or enrolled	93.7%
% employed	47.8%
% enrolled in 4-yr or 2-yr	29.3%
% employed and enrolled	16.7%

Technical programs

% total technical employed and/or enrolled	97.1%
% employed	92.2%
% enrolled in 4-yr or 2-yr	3.4%
% employed and enrolled	1.5%

STUDENT DEBT

Average debt	$10,409
% students with debt	16.6%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort
Math

Below math standard	224
TSI obligation met (% of total)	47.3%
Completed college course (% of total)	10.3%

Reading

Below reading standard	85
TSI obligation met (% of total)	71.8%
Completed college course (% of total)	18.8%

Writing

Below writing standard	76
TSI obligation met (% of total)	65.8%
Completed college course (% of total)	31.6%

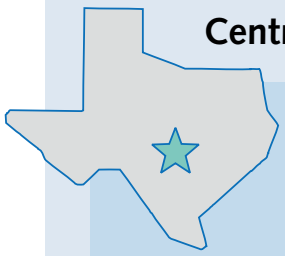
TRANSFER STUDENTS

All transfers	180
Transfer cohort	697
Transfer rate	25.8%

FACULTY

Total	163
% full-time faculty	54.0%
% SCH taught by full-time faculty	77.1%
Student-faculty ratio	19:1

Central Texas College

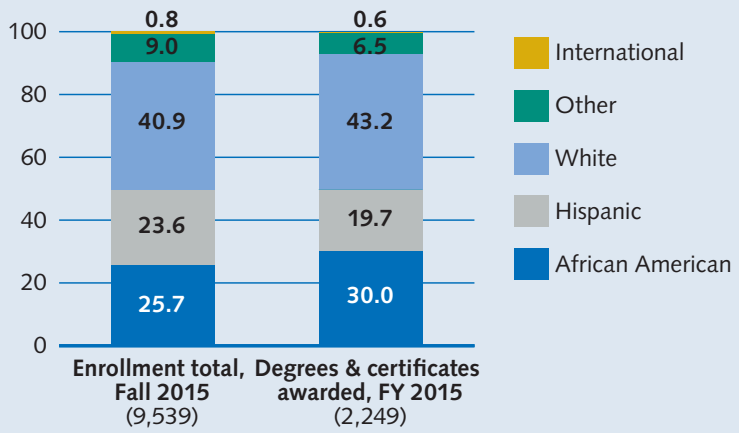


Total Enrollment: **9,539**

COLLEGE INFORMATION

City: **Killeen**
Year founded: **1965**
Website: **www.ctcd.edu**
Peer group: **Large Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,280**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-25.1%
% part-time	74.8%
% full-time	25.2%
% academic program	75.8%
% technical program	24.2%
% credit students receiving Pell Grants	33.5%

COMPLETION MEASURES

Average time to associate degree (yrs)	5.1
Average SCH to associate degree	76

GRADUATION RATES

	Full-time	*Part-time*
3-year	6.8%	4.5%
4-year	14.4%	12.0%
6-year	23.2%	13.9%

Fall 2012, 3-year cohort

Dev. ed.	4.6%
Non-dev. ed.	10.4%

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	15.5%

Fall 2010 FTIC dual credit cohort

% persist 1 year	82.1%
% earned bacc. in 4 years or fewer	32.3%
% earned bacc. or assoc. in 4 years or fewer	34.0%

GRADUATE SUCCESS

Academic programs

% total academic employed and/or enrolled	54.7%
% employed	27.9%
% enrolled in 4-yr or 2-yr	14.6%
% employed and enrolled	12.2%

Technical programs

% total technical employed and/or enrolled	75.1%
% employed	57.4%
% enrolled in 4-yr or 2-yr	13.2%
% employed and enrolled	4.5%

STUDENT DEBT

Average debt	$12,396
% students with debt	21.9%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort
Math

Below math standard	823
TSI obligation met (% of total)	12.2%
Completed college course (% of total)	10.9%

Reading

Below reading standard	430
TSI obligation met (% of total)	20.2%
Completed college course (% of total)	22.1%

Writing

Below writing standard	543
TSI obligation met (% of total)	15.7%
Completed college course (% of total)	14.2%

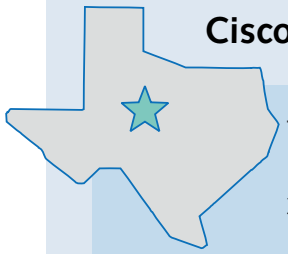
TRANSFER STUDENTS

All transfers	218
Transfer cohort	1,801
Transfer rate	12.1%

FACULTY

Total	620
% full-time faculty	36.9%
% SCH taught by full-time faculty	74.4%
Student-faculty ratio	21:1

Cisco College

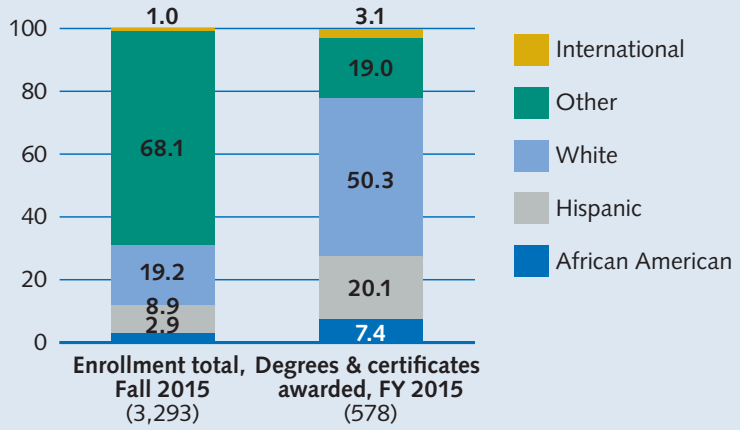


Total Enrollment: **3,293**

COLLEGE INFORMATION

City: **Cisco**
Year founded: **1909**
Website: **www.cisco.edu**
Peer group: **Medium Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$3,510**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS	
% enroll. change 2010–15	-30.6%
% part-time	54.5%
% full-time	45.5%
% academic program	66.4%
% technical program	33.6%
% credit students receiving Pell Grants	41.5%

COMPLETION MEASURES	
Average time to associate degree (yrs)	3.9
Average SCH to associate degree	82

GRADUATION RATES	*Full-time*	*Part-time*
3-year	17.2%	13.7%
4-year	21.8%	14.4%
6-year	28.3%	22.8%
Fall 2012, 3-year cohort		
Dev. ed.	10.4%	
Non-dev. ed.	21.7%	

DUAL CREDIT MEASURES	
Dual credit as % of total enrollment in fall 2015	21.9%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	83.1%
% earned bacc. in 4 years or fewer	36.5%
% earned bacc. or assoc. in 4 years or fewer	39.6%

GRADUATE SUCCESS	
Academic programs	
% total academic employed and/or enrolled	85.8%
% employed	50.8%
% enrolled in 4-yr or 2-yr	20.3%
% employed and enrolled	14.7%
Technical programs	
% total technical employed and/or enrolled	90.1%
% employed	82.8%
% enrolled in 4-yr or 2-yr	6.3%
% employed and enrolled	1.0%

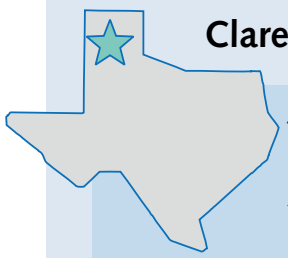
STUDENT DEBT	
Average debt	$16,273
% students with debt	41.9%

DEVELOPMENTAL EDUCATION	
Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	382
TSI obligation met (% of total)	27.7%
Completed college course (% of total)	19.6%
Reading	
Below reading standard	279
TSI obligation met (% of total)	66.3%
Completed college course (% of total)	42.3%
Writing	
Below writing standard	360
TSI obligation met (% of total)	70.3%
Completed college course (% of total)	41.9%

TRANSFER STUDENTS	
All transfers	241
Transfer cohort	1,083
Transfer rate	22.3%

FACULTY	
Total	198
% full-time faculty	43.9%
% SCH taught by full-time faculty	69.3%
Student-faculty ratio	18:1

Clarendon College

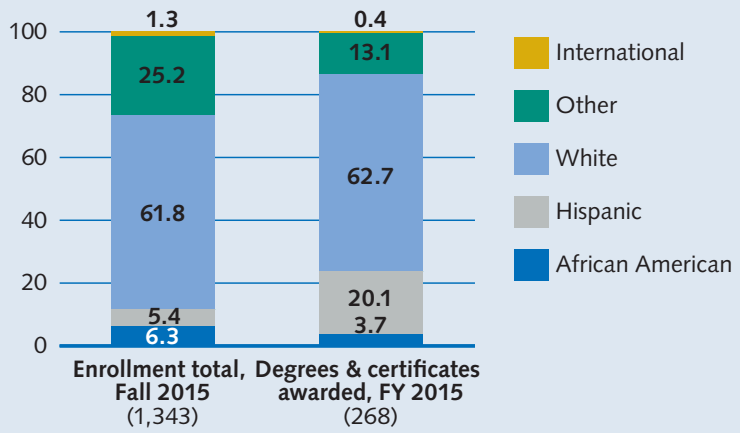


Total Enrollment: **1,343**

COLLEGE INFORMATION

City: **Clarendon**
Year founded: **1898**
Website: **www.clarendoncollege.edu**
Peer group: **Small Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$3,030**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS	
% enroll. change 2010–15	-15.2%
% part-time	57.3%
% full-time	42.7%
% academic program	78.7%
% technical program	21.3%
% credit students receiving Pell Grants	39.7%

COMPLETION MEASURES	
Average time to associate degree (yrs)	2.3
Average SCH to associate degree	66

GRADUATION RATES	*Full-time*	*Part-time*
3-year	28.8%	16.7%
4-year	36.2%	30.3%
6-year	43.5%	16.3%
Fall 2012, 3-year cohort		
Dev. ed.	10.7%	
Non-dev. ed.	31.1%	

DUAL CREDIT MEASURES	
Dual credit as % of total enrollment in fall 2015	40.1%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	86.0%
% earned bacc. in 4 years or fewer	41.9%
% earned bacc. or assoc. in 4 years or fewer	42.6%

GRADUATE SUCCESS	
Academic programs	
% total academic employed and/or enrolled	93.1%
% employed	40.3%
% enrolled in 4-yr or 2-yr	20.8%
% employed and enrolled	31.9%
Technical programs	
% total technical employed and/or enrolled	95.6%
% employed	81.4%
% enrolled in 4-yr or 2-yr	13.3%
% employed and enrolled	0.9%

STUDENT DEBT	
Average debt	$11,354
% students with debt	57.2%

DEVELOPMENTAL EDUCATION	
Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	147
TSI obligation met (% of total)	34.7%
Completed college course (% of total)	23.1%
Reading	
Below reading standard	137
TSI obligation met (% of total)	59.9%
Completed college course (% of total)	51.8%
Writing	
Below writing standard	138
TSI obligation met (% of total)	68.1%
Completed college course (% of total)	36.2%

TRANSFER STUDENTS	
All transfers	67
Transfer cohort	349
Transfer rate	19.2%

FACULTY	
Total	77
% full-time faculty	45.5%
% SCH taught by full-time faculty	75.3%
Student-faculty ratio	16:1

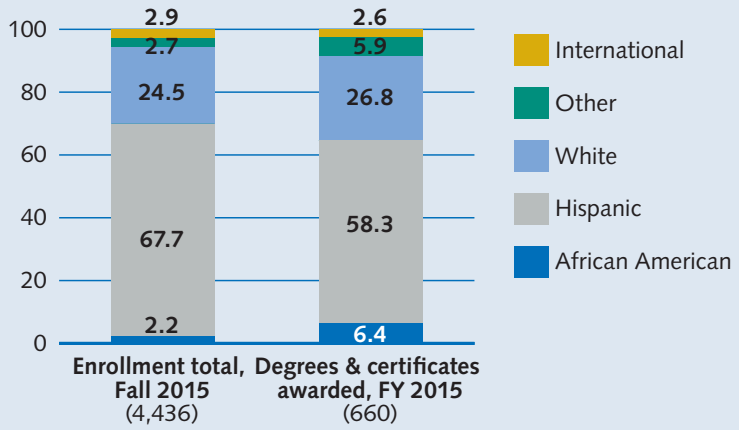
Coastal Bend College

Total Enrollment: **4,436**

COLLEGE INFORMATION

City: **Beeville**
Year founded: **1965**
Website: **www.coastalbend.edu**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,646**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	2.0%
% part-time	70.2%
% full-time	29.8%
% academic program	45.0%
% technical program	55.0%
% credit students receiving Pell Grants	38.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.8
Average SCH to associate degree	80

GRADUATION RATES

	Full-time	*Part-time*
3-year	29.9%	9.6%
4-year	27.2%	14.1%
6-year	33.8%	26.4%
Fall 2012, 3-year cohort		
Dev. ed.	24.2%	
Non-dev. ed.	38.9%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	31.1%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	76.9%
% earned bacc. in 4 years or fewer	24.4%
% earned bacc. or assoc. in 4 years or fewer	26.7%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	86.8%
% employed	37.7%
% enrolled in 4-yr or 2-yr	32.1%
% employed and enrolled	17.0%
Technical programs	
% total technical employed and/or enrolled	76.8%
% employed	69.7%
% enrolled in 4-yr or 2-yr	6.4%
% employed and enrolled	0.6%

STUDENT DEBT

Average debt	$11,192
% students with debt	40.4%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	417
TSI obligation met (% of total)	29.5%
Completed college course (% of total)	20.4%
Reading	
Below reading standard	303
TSI obligation met (% of total)	52.8%
Completed college course (% of total)	47.5%
Writing	
Below writing standard	316
TSI obligation met (% of total)	41.8%
Completed college course (% of total)	32.0%

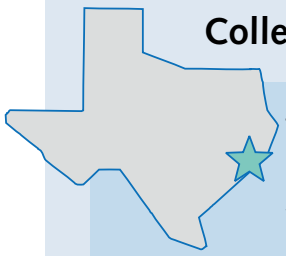
TRANSFER STUDENTS

All transfers	168
Transfer cohort	1,019
Transfer rate	16.5%

FACULTY

Total	170
% full-time faculty	41.2%
% SCH taught by full-time faculty	69.9%
Student-faculty ratio	21:1

College of the Mainland Community College District

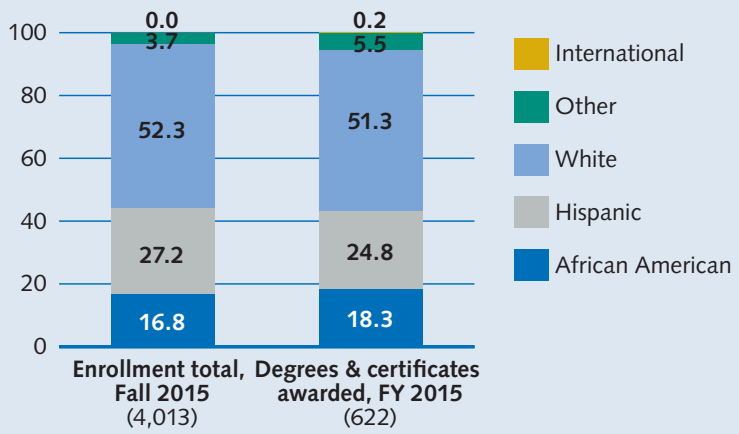


Total Enrollment: **4,013**

COLLEGE INFORMATION

City: **Texas City**
District/System: **College of the Mainland Community College District**
Year founded: **1965**
Website: **www.com.edu**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,773**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-7.8%
% part-time	78.3%
% full-time	21.7%
% academic program	56.5%
% technical program	43.5%
% credit students receiving Pell Grants	23.9%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.7
Average SCH to associate degree	95

GRADUATION RATES

	Full-time	*Part-time*
3-year	19.0%	9.5%
4-year	23.2%	12.1%
6-year	27.8%	23.8%
Fall 2012, 3-year cohort		
Dev. ed.	14.8%	
Non-dev. ed.	20.7%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	30.0%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	90.1%
% earned bacc. in 4 years or fewer	40.5%
% earned bacc. or assoc. in 4 years or fewer	43.8%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	89.5%
% employed	36.7%
% enrolled in 4-yr or 2-yr	24.3%
% employed and enrolled	28.6%
Technical programs	
% total technical employed and/or enrolled	88.4%
% employed	79.7%
% enrolled in 4-yr or 2-yr	5.8%
% employed and enrolled	2.9%

STUDENT DEBT

Average debt	$9,881
% students with debt	25.2%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	251
TSI obligation met (% of total)	21.9%
Completed college course (% of total)	13.9%
Reading	
Below reading standard	147
TSI obligation met (% of total)	56.5%
Completed college course (% of total)	23.1%
Writing	
Below writing standard	123
TSI obligation met (% of total)	62.6%
Completed college course (% of total)	37.4%

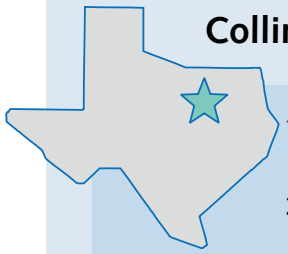
TRANSFER STUDENTS

All transfers	73
Transfer cohort	482
Transfer rate	15.1%

FACULTY

Total	212
% full-time faculty	41.5%
% SCH taught by full-time faculty	71.0%
Student-faculty ratio	17:1

Collin County Community College District

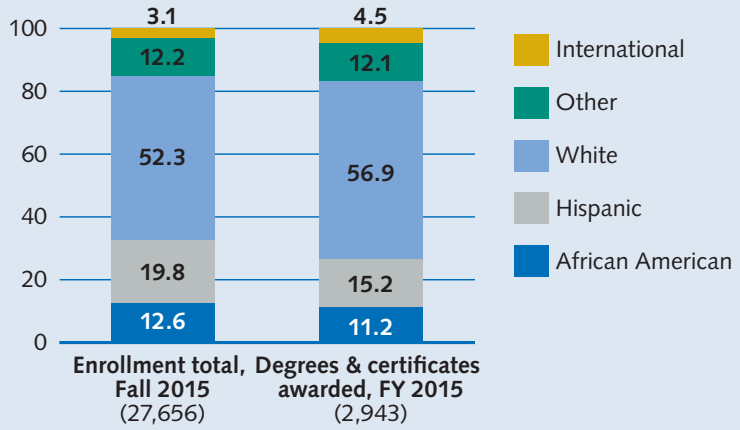


Total Enrollment: **27,656**

COLLEGE INFORMATION

City: **McKinney**
District/System: **Collin County Community College District**
Year founded: **1985**
Website: **www.collin.edu**
Peer group: **Very Large Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,220**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS	
% enroll. change 2010–15	4.4%
% part-time	69.6%
% full-time	30.4%
% academic program	65.7%
% technical program	34.3%
% credit students receiving Pell Grants	21.8%

COMPLETION MEASURES	
Average time to associate degree (yrs)	4.1
Average SCH to associate degree	86

GRADUATION RATES	*Full-time*	*Part-time*
3-year	13.9%	4.2%
4-year	21.5%	9.3%
6-year	39.3%	19.8%
Fall 2012, 3-year cohort		
Dev. ed.	9.9%	
Non-dev. ed.	15.8%	

DUAL CREDIT MEASURES	
Dual credit as % of total enrollment in fall 2015	13.5%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	91.0%
% earned bacc. in 4 years or fewer	43.6%
% earned bacc. or assoc. in 4 years or fewer	45.6%

GRADUATE SUCCESS	
Academic programs	
% total academic employed and/or enrolled	90.7%
% employed	40.3%
% enrolled in 4-yr or 2-yr	24.3%
% employed and enrolled	26.1%
Technical programs	
% total technical employed and/or enrolled	91.3%
% employed	74.3%
% enrolled in 4-yr or 2-yr	10.5%
% employed and enrolled	6.6%

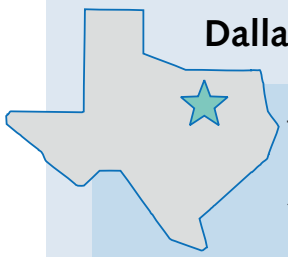
STUDENT DEBT	
Average debt	$17,176
% students with debt	34.7%

DEVELOPMENTAL EDUCATION	
Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	1,708
TSI obligation met (% of total)	28.6%
Completed college course (% of total)	20.9%
Reading	
Below reading standard	977
TSI obligation met (% of total)	52.3%
Completed college course (% of total)	52.8%
Writing	
Below writing standard	790
TSI obligation met (% of total)	40.0%
Completed college course (% of total)	44.7%

TRANSFER STUDENTS	
All transfers	1,441
Transfer cohort	4,716
Transfer rate	30.6%

FACULTY	
Total	1,218
% full-time faculty	37.0%
% SCH taught by full-time faculty	62.2%
Student-faculty ratio	21:1

Dallas CCCD—Brookhaven College

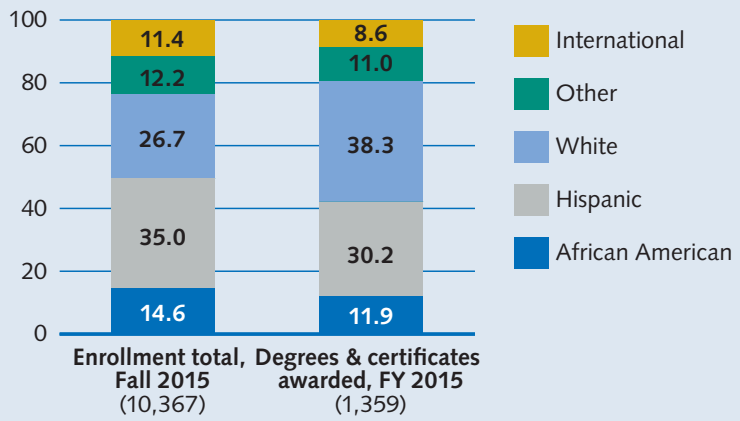


Total Enrollment: **10,367**

COLLEGE INFORMATION

City: **Dallas**
District/System: **Dallas County Community College District**
Year founded: **1978**
Website: **www.brookhavencollege.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,770**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS	
% enroll. change 2010–15	-4.4%
% part-time	87.6%
% full-time	12.5%
% academic program	67.5%
% technical program	32.5%
% credit students receiving Pell Grants (district data)	31.3%

COMPLETION MEASURES	
Average time to associate degree (yrs)	4.8
Average SCH to associate degree	91

GRADUATION RATES	*Full-time*	*Part-time*
3-year	11.0%	4.7%
4-year	15.7%	10.5%
6-year	24.6%	15.7%
Fall 2012, 3-year cohort		
Dev. ed.	6.8%	
Non-dev. ed.	15.0%	

DUAL CREDIT MEASURES	
Dual credit as % of total enrollment in fall 2015	8.5%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	88.9%
% earned bacc. in 4 years or fewer	28.0%
% earned bacc. or assoc. in 4 years or fewer	32.4%

GRADUATE SUCCESS	
Academic programs	
% total academic employed and/or enrolled	90.1%
% employed	44.0%
% enrolled in 4-yr or 2-yr	21.7%
% employed and enrolled	24.4%
Technical programs	
% total technical employed and/or enrolled	94.2%
% employed	82.6%
% enrolled in 4-yr or 2-yr	5.2%
% employed and enrolled	6.4%

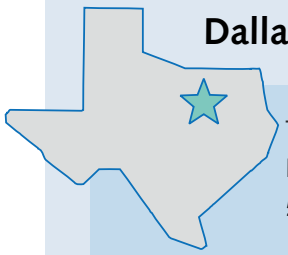
STUDENT DEBT	
Average debt	$15,893
% students with debt	26.0%

DEVELOPMENTAL EDUCATION	
Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	641
TSI obligation met (% of total)	21.1%
Completed college course (% of total)	7.2%
Reading	
Below reading standard	428
TSI obligation met (% of total)	30.1%
Completed college course (% of total)	21.7%
Writing	
Below writing standard	504
TSI obligation met (% of total)	29.0%
Completed college course (% of total)	16.9%

TRANSFER STUDENTS	
All transfers	307
Transfer cohort	1,506
Transfer rate	20.4%

FACULTY	
Total	545
% full-time faculty	25.0%
% SCH taught by full-time faculty	53.1%
Student-faculty ratio	16:1

Dallas CCCD—Cedar Valley College

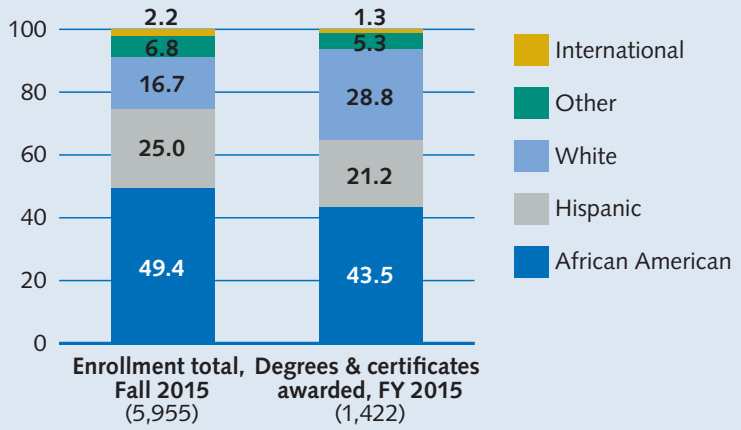


Total Enrollment: **5,955**

COLLEGE INFORMATION

City: **Lancaster**
District/System: **Dallas County Community College District**
Year founded: **1977**
Website: **www.cedarvalleycollege.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,770**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	0.5%
% part-time	84.4%
% full-time	15.7%
% academic program	64.5%
% technical program	35.5%
% credit students receiving Pell Grants (district data)	31.3%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.4
Average SCH to associate degree	90

GRADUATION RATES

	Full-time	*Part-time*
3-year	10.5%	13.2%
4-year	15.9%	11.3%
6-year	20.9%	22.3%
Fall 2012, 3-year cohort		
Dev. ed.	6.5%	
Non-dev. ed.	23.3%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	19.5%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	80.5%
% earned bacc. in 4 years or fewer	19.9%
% earned bacc. or assoc. in 4 years or fewer	22.4%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	90.2%
% employed	38.2%
% enrolled in 4-yr or 2-yr	27.9%
% employed and enrolled	24.0%
Technical programs	
% total technical employed and/or enrolled	79.9%
% employed	61.1%
% enrolled in 4-yr or 2-yr	16.5%
% employed and enrolled	2.3%

STUDENT DEBT

Average debt	$15,067
% students with debt	28.5%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	501
TSI obligation met (% of total)	15.6%
Completed college course (% of total)	6.8%
Reading	
Below reading standard	323
TSI obligation met (% of total)	21.7%
Completed college course (% of total)	17.6%
Writing	
Below writing standard	351
TSI obligation met (% of total)	21.1%
Completed college course (% of total)	13.4%

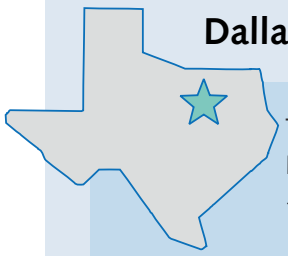
TRANSFER STUDENTS

All transfers	148
Transfer cohort	907
Transfer rate	16.3%

FACULTY

Total	248
% full-time faculty	29.8%
% SCH taught by full-time faculty	63.9%
Student-faculty ratio	18:1

Dallas CCCD—Eastfield College

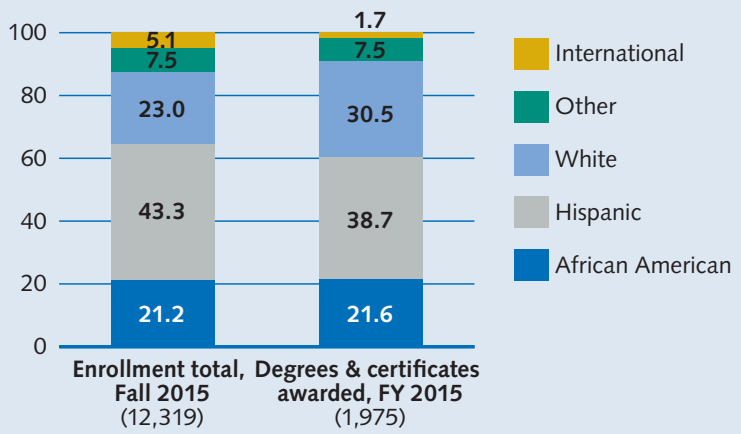


Total Enrollment: **12,319**

COLLEGE INFORMATION

City: **Mesquite**
District/System: **Dallas County Community College District**
Year founded: **1966**
Website: **www.eastfieldcollege.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,770**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	13.5%
% part-time	86.9%
% full-time	13.2%
% academic program	72.2%
% technical program	27.8%
% credit students receiving Pell Grants (district data)	31.3%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.7
Average SCH to associate degree	89

GRADUATION RATES

	Full-time	*Part-time*
3-year	10.1%	7.0%
4-year	15.2%	9.3%
6-year	27.8%	17.1%
Fall 2012, 3-year cohort		
Dev. ed.	5.3%	
Non-dev. ed.	16.6%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	17.8%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	89.7%
% earned bacc. in 4 years or fewer	32.5%
% earned bacc. or assoc. in 4 years or fewer	34.8%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	91.3%
% employed	40.1%
% enrolled in 4-yr or 2-yr	26.6%
% employed and enrolled	24.7%
Technical programs	
% total technical employed and/or enrolled	92.5%
% employed	76.5%
% enrolled in 4-yr or 2-yr	12.1%
% employed and enrolled	3.8%

STUDENT DEBT

Average debt	$14,257
% students with debt	24.7%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	922
TSI obligation met (% of total)	18.8%
Completed college course (% of total)	4.4%
Reading	
Below reading standard	511
TSI obligation met (% of total)	21.1%
Completed college course (% of total)	14.3%
Writing	
Below writing standard	662
TSI obligation met (% of total)	26.1%
Completed college course (% of total)	16.8%

TRANSFER STUDENTS

All transfers	363
Transfer cohort	2,063
Transfer rate	17.6%

FACULTY

Total	550
% full-time faculty	24.4%
% SCH taught by full-time faculty	55.7%
Student-faculty ratio	21:1

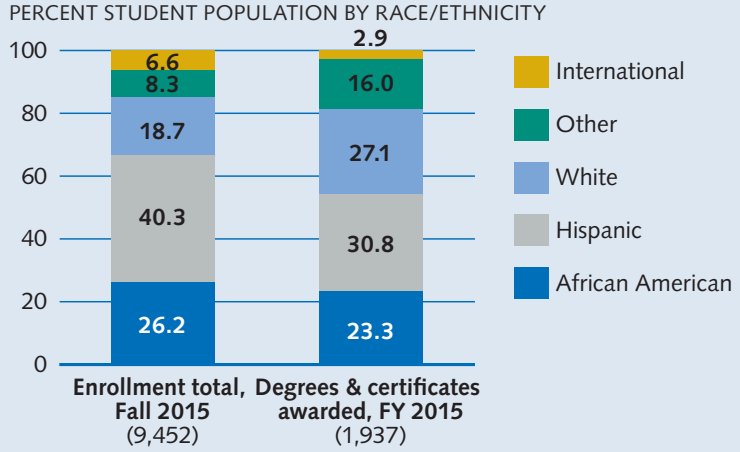
Dallas CCCD—El Centro College

Total Enrollment: **9,452**

COLLEGE INFORMATION

City: **Dallas**
District/System: **Dallas County Community College District**
Year founded: **1964**
Website: **www.elcentrocollege.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,770**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS	
% enroll. change 2010–15	-3.8%
% part-time	88.8%
% full-time	11.2%
% academic program	44.0%
% technical program	56.0%
% credit students receiving Pell Grants (district data)	31.3%

COMPLETION MEASURES	
Average time to associate degree (yrs)	5.4
Average SCH to associate degree	105

GRADUATION RATES	*Full-time*	*Part-time*
3-year	15.0%	4.8%
4-year	10.5%	6.8%
6-year	21.7%	13.0%
Fall 2012, 3-year cohort		
Dev. ed.	7.7%	
Non-dev. ed.	21.7%	

DUAL CREDIT MEASURES	
Dual credit as % of total enrollment in fall 2015	12.4%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	81.2%
% earned bacc. in 4 years or fewer	20.6%
% earned bacc. or assoc. in 4 years or fewer	23.7%

GRADUATE SUCCESS	
Academic programs	
% total academic employed and/or enrolled	93.5%
% employed	47.2%
% enrolled in 4-yr or 2-yr	21.5%
% employed and enrolled	24.8%
Technical programs	
% total technical employed and/or enrolled	91.8%
% employed	82.3%
% enrolled in 4-yr or 2-yr	4.0%
% employed and enrolled	5.5%

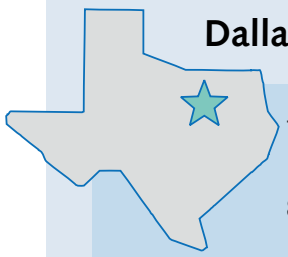
STUDENT DEBT	
Average debt	$18,777
% students with debt	31.6%

DEVELOPMENTAL EDUCATION	
Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	804
TSI obligation met (% of total)	17.5%
Completed college course (% of total)	5.1%
Reading	
Below reading standard	397
TSI obligation met (% of total)	17.4%
Completed college course (% of total)	13.1%
Writing	
Below writing standard	519
TSI obligation met (% of total)	18.5%
Completed college course (% of total)	11.9%

TRANSFER STUDENTS	
All transfers	146
Transfer cohort	1,245
Transfer rate	11.7%

FACULTY	
Total	516
% full-time faculty	28.5%
% SCH taught by full-time faculty	52.4%
Student-faculty ratio	16:1

Dallas CCCD—Mountain View College

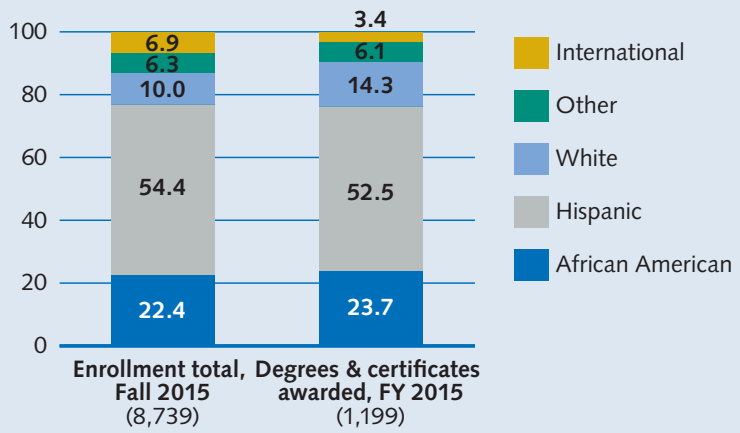


Total Enrollment: **8,739**

COLLEGE INFORMATION

City: **Dallas**
District/System: **Dallas County Community College District**
Year founded: **1970**
Website: **www.mountainviewcollege.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,770**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS	
% enroll. change 2010–15	9.6%
% part-time	84.1%
% full-time	16.1%
% academic program	73.6%
% technical program	26.4%
% credit students receiving Pell Grants (district data)	31.3%

COMPLETION MEASURES	
Average time to associate degree (yrs)	4.8
Average SCH to associate degree	90

GRADUATION RATES	*Full-time*	*Part-time*
3-year	9.4%	6.6%
4-year	14.4%	6.8%
6-year	24.5%	15.6%
Fall 2012, 3-year cohort		
Dev. ed.	6.5%	
Non-dev. ed.	17.4%	

DUAL CREDIT MEASURES	
Dual credit as % of total enrollment in fall 2015	16.4%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	79.4%
% earned bacc. in 4 years or fewer	20.6%
% earned bacc. or assoc. in 4 years or fewer	29.4%

GRADUATE SUCCESS	
Academic programs	
% total academic employed and/or enrolled	92.2%
% employed	43.6%
% enrolled in 4-yr or 2-yr	24.4%
% employed and enrolled	24.2%
Technical programs	
% total technical employed and/or enrolled	90.4%
% employed	77.0%
% enrolled in 4-yr or 2-yr	10.2%
% employed and enrolled	3.2%

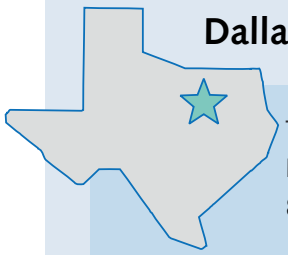
STUDENT DEBT	
Average debt	$15,164
% students with debt	26.7%

DEVELOPMENTAL EDUCATION	
Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	869
TSI obligation met (% of total)	20.6%
Completed college course (% of total)	6.8%
Reading	
Below reading standard	484
TSI obligation met (% of total)	22.7%
Completed college course (% of total)	15.7%
Writing	
Below writing standard	562
TSI obligation met (% of total)	25.1%
Completed college course (% of total)	12.8%

TRANSFER STUDENTS	
All transfers	212
Transfer cohort	1,229
Transfer rate	17.3%

FACULTY	
Total	312
% full-time faculty	29.5%
% SCH taught by full-time faculty	60.5%
Student-faculty ratio	21:1

Dallas CCCD—North Lake College

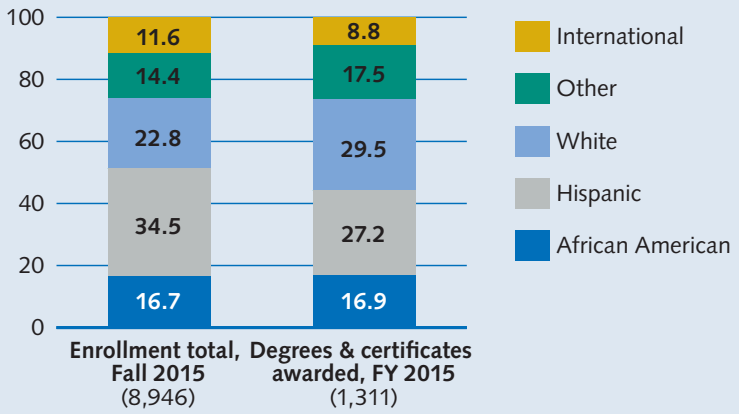


Total Enrollment: **8,946**

COLLEGE INFORMATION

City: **Irving**
District/System: **Dallas County Community College District**
Year founded: **1977**
Website: **www.northlakecollege.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,770**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-18.0%
% part-time	86.8%
% full-time	13.2%
% academic program	76.5%
% technical program	23.5%
% credit students receiving Pell Grants (district data)	31.3%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.5
Average SCH to associate degree	90

GRADUATION RATES

	Full-time	*Part-time*
3-year	12.1%	5.5%
4-year	16.5%	9.2%
6-year	27.9%	21.8%

Fall 2012, 3-year cohort

Dev. ed.	4.4%
Non-dev. ed.	17.9%

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	6.7%

Fall 2010 FTIC dual credit cohort

% persist 1 year	88.1%
% earned bacc. in 4 years or fewer	34.2%
% earned bacc. or assoc. in 4 years or fewer	36.2%

GRADUATE SUCCESS

Academic programs

% total academic employed and/or enrolled	86.6%
% employed	46.9%
% enrolled in 4-yr or 2-yr	17.8%
% employed and enrolled	21.9%

Technical programs

% total technical employed and/or enrolled	84.3%
% employed	75.7%
% enrolled in 4-yr or 2-yr	6.7%
% employed and enrolled	1.9%

STUDENT DEBT

Average debt	$14,555
% students with debt	24.2%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort
Math

Below math standard	568
TSI obligation met (% of total)	15.1%
Completed college course (% of total)	5.1%

Reading

Below reading standard	303
TSI obligation met (% of total)	28.7%
Completed college course (% of total)	19.1%

Writing

Below writing standard	388
TSI obligation met (% of total)	33.2%
Completed college course (% of total)	20.1%

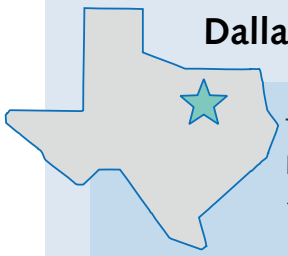
TRANSFER STUDENTS

All transfers	400
Transfer cohort	1,655
Transfer rate	24.2%

FACULTY

Total	246
% full-time faculty	35.0%
% SCH taught by full-time faculty	67.4%
Student-faculty ratio	28:1

Dallas CCCD—Richland College

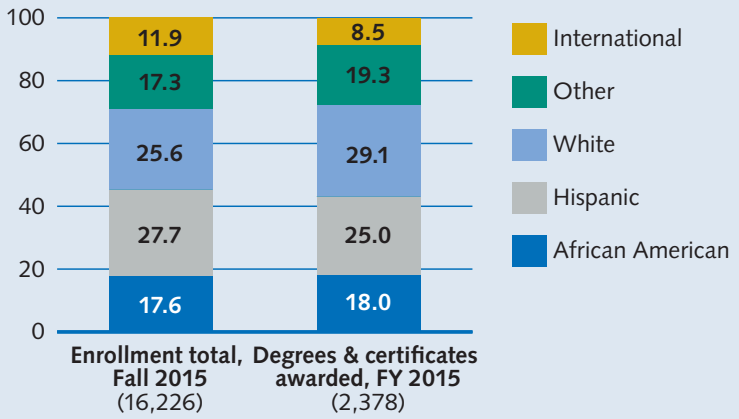


Total Enrollment: **16,226**

COLLEGE INFORMATION

City: **Dallas**
District/System: **Dallas County Community College District**
Year founded: **1972**
Website: **www.richlandcollege.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,770**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-3.7%
% part-time	81.7%
% full-time	18.3%
% academic program	77.3%
% technical program	22.7%
% credit students receiving Pell Grants (district data)	31.3%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.7
Average SCH to associate degree	94

GRADUATION RATES

	Full-time	*Part-time*
3-year	24.0%	7.2%
4-year	20.3%	10.9%
6-year	31.8%	19.6%

Fall 2012, 3-year cohort

Dev. ed.	9.3%
Non-dev. ed.	32.5%

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	12.3%

Fall 2010 FTIC dual credit cohort

% persist 1 year	87.6%
% earned bacc. in 4 years or fewer	41.3%
% earned bacc. or assoc. in 4 years or fewer	48.1%

GRADUATE SUCCESS

Academic programs

% total academic employed and/or enrolled	91.8%
% employed	38.8%
% enrolled in 4-yr or 2-yr	30.7%
% employed and enrolled	22.3%

Technical programs

% total technical employed and/or enrolled	94.6%
% employed	73.9%
% enrolled in 4-yr or 2-yr	16.9%
% employed and enrolled	3.8%

STUDENT DEBT

Average debt	$15,396
% students with debt	20.7%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort
Math

Below math standard	848
TSI obligation met (% of total)	23.8%
Completed college course (% of total)	8.8%

Reading

Below reading standard	576
TSI obligation met (% of total)	43.4%
Completed college course (% of total)	34.4%

Writing

Below writing standard	738
TSI obligation met (% of total)	38.9%
Completed college course (% of total)	27.4%

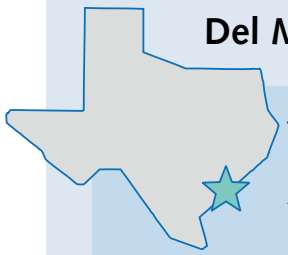
TRANSFER STUDENTS

All transfers	562
Transfer cohort	2,193
Transfer rate	25.6%

FACULTY

Total	632
% full-time faculty	20.3%
% SCH taught by full-time faculty	48.9%
Student-faculty ratio	26:1

Del Mar College

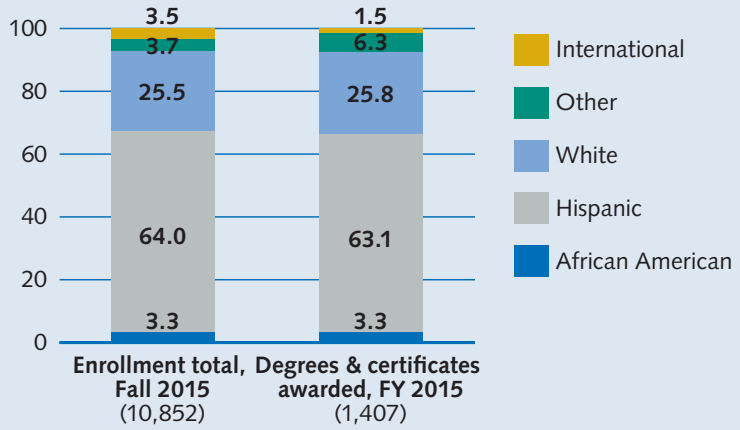


Total Enrollment: **10,852**

COLLEGE INFORMATION

City: **Corpus Christi**
Year founded: **1935**
Website: **www.delmar.edu**
Peer group: **Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,914**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-11.3%
% part-time	74.1%
% full-time	25.9%
% academic program	58.3%
% technical program	41.7%
% credit students receiving Pell Grants	34.7%

COMPLETION MEASURES

Average time to associate degree (yrs)	5.0
Average SCH to associate degree	98

GRADUATION RATES

	Full-time	*Part-time*
3-year	8.3%	4.4%
4-year	14.4%	7.7%
6-year	25.3%	16.7%
Fall 2012, 3-year cohort		
Dev. ed.	7.6%	
Non-dev. ed.	8.8%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	16.8%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	89.1%
% earned bacc. in 4 years or fewer	40.8%
% earned bacc. or assoc. in 4 years or fewer	43.6%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	90.1%
% employed	34.8%
% enrolled in 4-yr or 2-yr	27.4%
% employed and enrolled	27.9%
Technical programs	
% total technical employed and/or enrolled	93.0%
% employed	85.3%
% enrolled in 4-yr or 2-yr	5.0%
% employed and enrolled	2.8%

STUDENT DEBT

Average debt	$9,912
% students with debt	37.5%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	780
TSI obligation met (% of total)	5.3%
Completed college course (% of total)	7.9%
Reading	
Below reading standard	329
TSI obligation met (% of total)	5.2%
Completed college course (% of total)	8.2%
Writing	
Below writing standard	203
TSI obligation met (% of total)	10.8%
Completed college course (% of total)	18.7%

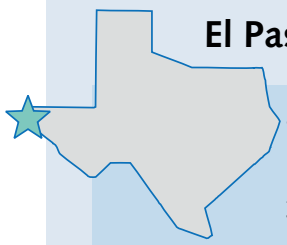
TRANSFER STUDENTS

All transfers	255
Transfer cohort	1,795
Transfer rate	14.2%

FACULTY

Total	507
% full-time faculty	36.1%
% SCH taught by full-time faculty	65.2%
Student-faculty ratio	20:1

El Paso Community College District

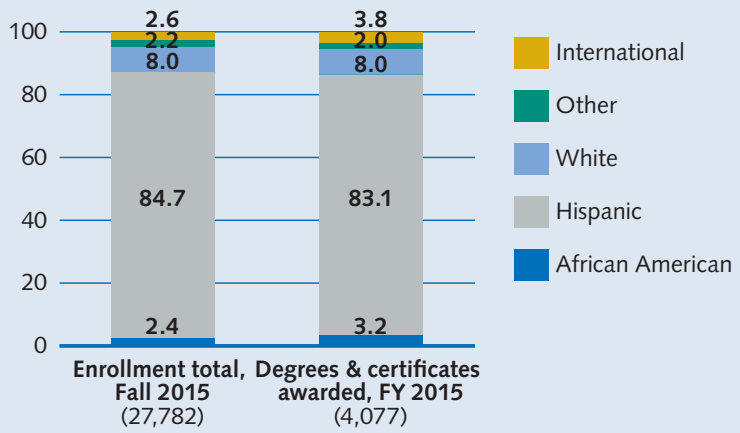


Total Enrollment: **27,782**

COLLEGE INFORMATION

City: **El Paso**
District/System: **El Paso Community College District**
Year founded: **1969**
Website: **www.epcc.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,970**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	1.6%
% part-time	74.3%
% full-time	25.7%
% academic program	85.3%
% technical program	14.7%
% credit students receiving Pell Grants	47.5%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.5
Average SCH to associate degree	88

GRADUATION RATES

	Full-time	*Part-time*
3-year	14.2%	6.1%
4-year	20.0%	11.2%
6-year	30.0%	18.5%
Fall 2012, 3-year cohort		
Dev. ed.	8.8%	
Non-dev. ed.	20.2%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	21.9%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	83.5%
% earned bacc. in 4 years or fewer	23.5%
% earned bacc. or assoc. in 4 years or fewer	27.0%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	85.7%
% employed	28.8%
% enrolled in 4-yr or 2-yr	28.4%
% employed and enrolled	28.5%
Technical programs	
% total technical employed and/or enrolled	83.8%
% employed	66.9%
% enrolled in 4-yr or 2-yr	13.1%
% employed and enrolled	3.8%

STUDENT DEBT

Average debt	$10,937
% students with debt	26.4%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	2,784
TSI obligation met (% of total)	24.8%
Completed college course (% of total)	19.9%
Reading	
Below reading standard	2,329
TSI obligation met (% of total)	59.0%
Completed college course (% of total)	50.2%
Writing	
Below writing standard	2,214
TSI obligation met (% of total)	46.9%
Completed college course (% of total)	35.0%

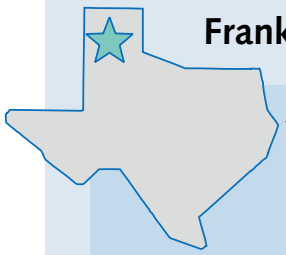
TRANSFER STUDENTS

All transfers	1,219
Transfer cohort	5,117
Transfer rate	23.8%

FACULTY

Total	1,231
% full-time faculty	37.7%
% SCH taught by full-time faculty	66.6%
Student-faculty ratio	23:1

Frank Phillips College

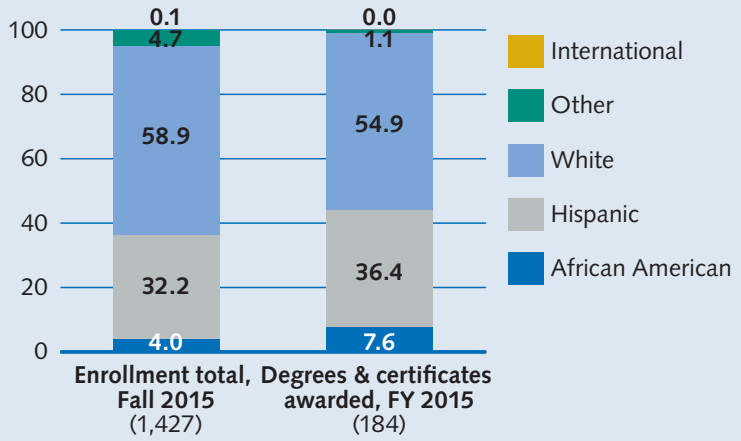


Total Enrollment: **1,427**

COLLEGE INFORMATION

City: **Borger**
Year founded: **1948**
Website: **www.fpctx.edu**
Peer group: **Small Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,800**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	18.1%
% part-time	63.4%
% full-time	36.7%
% academic program	79.0%
% technical program	21.0%
% credit students receiving Pell Grants	33.5%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.1
Average SCH to associate degree	74

GRADUATION RATES

	Full-time	*Part-time*
3-year	25.8%	12.9%
4-year	24.1%	23.8%
6-year	30.1%	13.2%
Fall 2012, 3-year cohort		
Dev. ed.	17.2%	
Non-dev. ed.	28.1%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	49.5%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	76.1%
% earned bacc. in 4 years or fewer	25.2%
% earned bacc. or assoc. in 4 years or fewer	28.8%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	69.0%
% employed	19.0%
% enrolled in 4-yr or 2-yr	31.0%
% employed and enrolled	19.0%
Technical programs	
% total technical employed and/or enrolled	89.9%
% employed	83.1%
% enrolled in 4-yr or 2-yr	5.6%
% employed and enrolled	1.1%

STUDENT DEBT

Average debt	$12,661
% students with debt	38.3%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	52
TSI obligation met (% of total)	30.8%
Completed college course (% of total)	25.0%
Reading	
Below reading standard	62
TSI obligation met (% of total)	56.5%
Completed college course (% of total)	54.8%
Writing	
Below writing standard	77
TSI obligation met (% of total)	75.3%
Completed college course (% of total)	57.1%

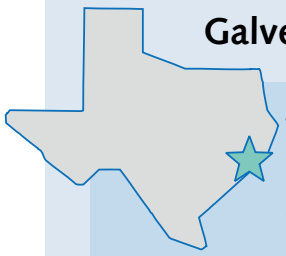
TRANSFER STUDENTS

All transfers	60
Transfer cohort	288
Transfer rate	20.8%

FACULTY

Total	72
% full-time faculty	31.9%
% SCH taught by full-time faculty	71.2%
Student-faculty ratio	22:1

Galveston College

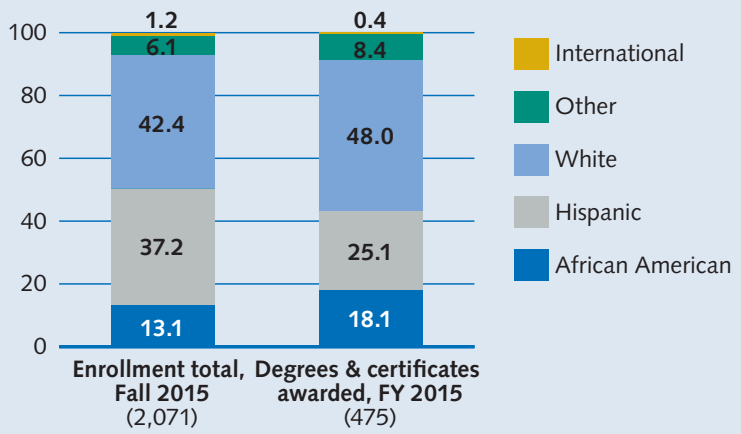


Total Enrollment: **2,071**

COLLEGE INFORMATION

City: **Galveston**
Year founded: **1935**
Website: **www.gc.edu**
Peer group: **Small Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,900**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-10.7%
% part-time	75.7%
% full-time	24.3%
% academic program	63.2%
% technical program	36.8%
% credit students receiving Pell Grants	35.1%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.4
Average SCH to associate degree	92

GRADUATION RATES

	Full-time	*Part-time*
3-year	24.5%	10.5%
4-year	27.4%	12.4%
6-year	35.0%	25.8%
Fall 2012, 3-year cohort		
Dev. ed.	27.6%	
Non-dev. ed.	22.4%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	15.5%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	90.8%
% earned bacc. in 4 years or fewer	40.0%
% earned bacc. or assoc. in 4 years or fewer	40.8%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	89.7%
% employed	37.9%
% enrolled in 4-yr or 2-yr	20.7%
% employed and enrolled	31.0%
Technical programs	
% total technical employed and/or enrolled	91.2%
% employed	82.4%
% enrolled in 4-yr or 2-yr	7.4%
% employed and enrolled	1.5%

STUDENT DEBT

Average debt	$14,639
% students with debt	35.0%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	207
TSI obligation met (% of total)	26.1%
Completed college course (% of total)	10.1%
Reading	
Below reading standard	142
TSI obligation met (% of total)	56.3%
Completed college course (% of total)	21.1%
Writing	
Below writing standard	114
TSI obligation met (% of total)	49.1%
Completed college course (% of total)	21.1%

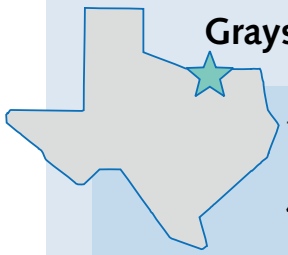
TRANSFER STUDENTS

All transfers	64
Transfer cohort	348
Transfer rate	18.4%

FACULTY

Total	99
% full-time faculty	55.6%
% SCH taught by full-time faculty	79.0%
Student-faculty ratio	17:1

Grayson College

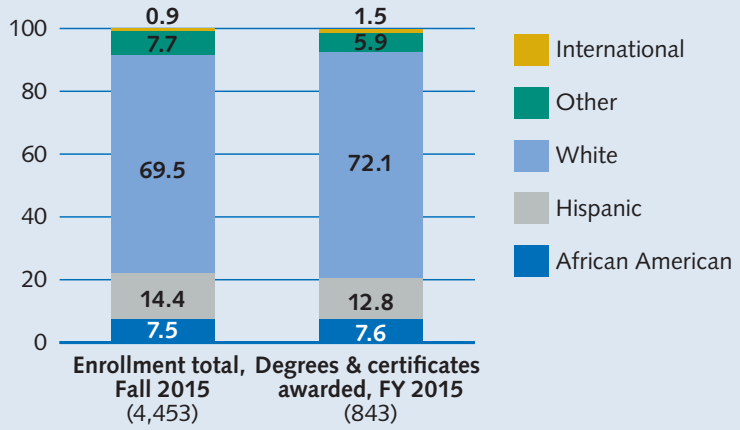


Total Enrollment: **4,453**

COLLEGE INFORMATION

City: **Denison**
Year founded: **1963**
Website: **www.grayson.edu**
Peer group: **Medium Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,821**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-11.5%
% part-time	64.6%
% full-time	35.4%
% academic program	61.6%
% technical program	38.4%
% credit students receiving Pell Grants	42.2%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.3
Average SCH to associate degree	89

GRADUATION RATES

	Full-time	*Part-time*
3-year	19.0%	10.4%
4-year	24.6%	18.3%
6-year	33.9%	25.3%
Fall 2012, 3-year cohort		
Dev. ed.	9.1%	
Non-dev. ed.	23.2%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	20.9%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	85.0%
% earned bacc. in 4 years or fewer	32.6%
% earned bacc. or assoc. in 4 years or fewer	37.4%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	88.4%
% employed	50.8%
% enrolled in 4-yr or 2-yr	24.1%
% employed and enrolled	13.5%
Technical programs	
% total technical employed and/or enrolled	92.2%
% employed	79.5%
% enrolled in 4-yr or 2-yr	7.6%
% employed and enrolled	5.1%

STUDENT DEBT

Average debt	$13,971
% students with debt	48.8%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	353
TSI obligation met (% of total)	46.5%
Completed college course (% of total)	19.8%
Reading	
Below reading standard	133
TSI obligation met (% of total)	47.4%
Completed college course (% of total)	24.8%
Writing	
Below writing standard	108
TSI obligation met (% of total)	34.3%
Completed college course (% of total)	16.7%

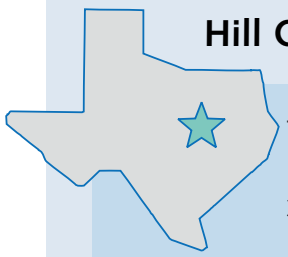
TRANSFER STUDENTS

All transfers	156
Transfer cohort	1,013
Transfer rate	15.4%

FACULTY

Total	242
% full-time faculty	39.7%
% SCH taught by full-time faculty	66.4%
Student-faculty ratio	20:1

Hill College

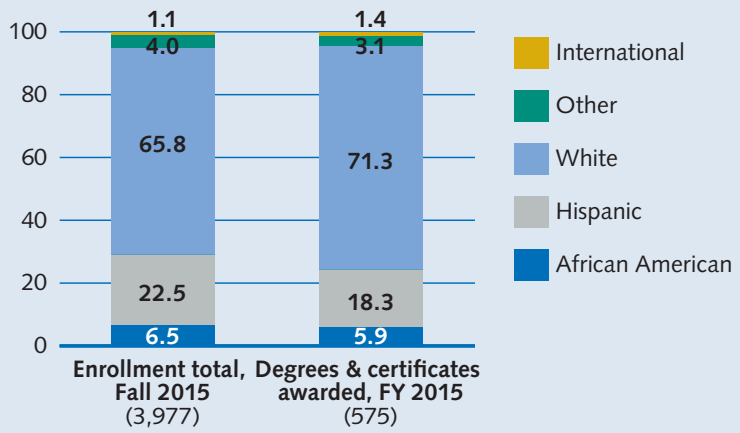


Total Enrollment: **3,977**

COLLEGE INFORMATION

City: **Hillsboro**
Year founded: **1923**
Website: **www.hillcollege.edu**
Peer group: **Medium Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,385**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-10.2%
% part-time	63.4%
% full-time	36.6%
% academic program	80.7%
% technical program	19.3%
% credit students receiving Pell Grants	38.3%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.6
Average SCH to associate degree	81

GRADUATION RATES

	Full-time	*Part-time*
3-year	20.1%	11.8%
4-year	24.9%	17.9%
6-year	36.2%	32.5%
Fall 2012, 3-year cohort		
Dev. ed.	11.2%	
Non-dev. ed.	24.9%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	27.9%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	86.1%
% earned bacc. in 4 years or fewer	32.3%
% earned bacc. or assoc. in 4 years or fewer	35.3%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	83.7%
% employed	45.1%
% enrolled in 4-yr or 2-yr	20.5%
% employed and enrolled	18.2%
Technical programs	
% total technical employed and/or enrolled	91.4%
% employed	80.0%
% enrolled in 4-yr or 2-yr	10.2%
% employed and enrolled	1.2%

STUDENT DEBT

Average debt	$15,887
% students with debt	44.9%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	190
TSI obligation met (% of total)	29.5%
Completed college course (% of total)	18.9%
Reading	
Below reading standard	140
TSI obligation met (% of total)	40.7%
Completed college course (% of total)	31.4%
Writing	
Below writing standard	148
TSI obligation met (% of total)	44.6%
Completed college course (% of total)	29.7%

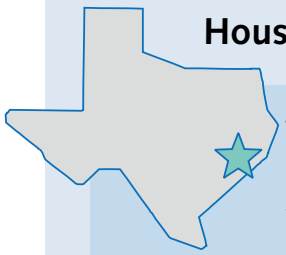
TRANSFER STUDENTS

All transfers	233
Transfer cohort	1,003
Transfer rate	23.2%

FACULTY

Total	232
% full-time faculty	46.1%
% SCH taught by full-time faculty	70.5%
Student-faculty ratio	16:1

Houston Community College

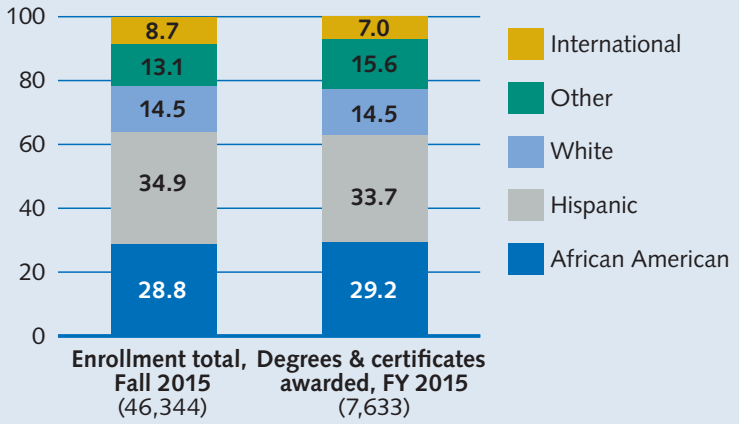


Total Enrollment: **46,344**

COLLEGE INFORMATION

City: **Houston**
District/System: **Houston Community College System**
Year founded: **1971**
Website: **www.hccs.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,278**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-6.8%
% part-time	78.2%
% full-time	21.8%
% academic program	77.0%
% technical program	23.0%
% credit students receiving Pell Grants	36.6%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.7
Average SCH to associate degree	94

GRADUATION RATES

	Full-time	*Part-time*
3-year	11.6%	5.5%
4-year	22.6%	14.5%
6-year	33.5%	21.3%
Fall 2012, 3-year cohort		
Dev. ed.	10.3%	
Non-dev. ed.	15.0%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	11.3%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	77.9%
% earned bacc. in 4 years or fewer	20.7%
% earned bacc. or assoc. in 4 years or fewer	24.6%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	88.6%
% employed	37.3%
% enrolled in 4-yr or 2-yr	23.0%
% employed and enrolled	28.3%
Technical programs	
% total technical employed and/or enrolled	89.9%
% employed	75.1%
% enrolled in 4-yr or 2-yr	9.2%
% employed and enrolled	5.6%

STUDENT DEBT

Average debt	$19,027
% students with debt	44.6%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	4,093
TSI obligation met (% of total)	34.4%
Completed college course (% of total)	21.0%
Reading	
Below reading standard	2,041
TSI obligation met (% of total)	83.0%
Completed college course (% of total)	82.0%
Writing	
Below writing standard	1,835
TSI obligation met (% of total)	62.2%
Completed college course (% of total)	44.5%

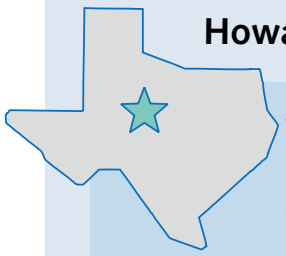
TRANSFER STUDENTS

All transfers	1,377
Transfer cohort	5,653
Transfer rate	24.4%

FACULTY

Total	2,386
% full-time faculty	30.3%
% SCH taught by full-time faculty	56.3%
Student-faculty ratio	16:1

Howard CJCD—Howard College

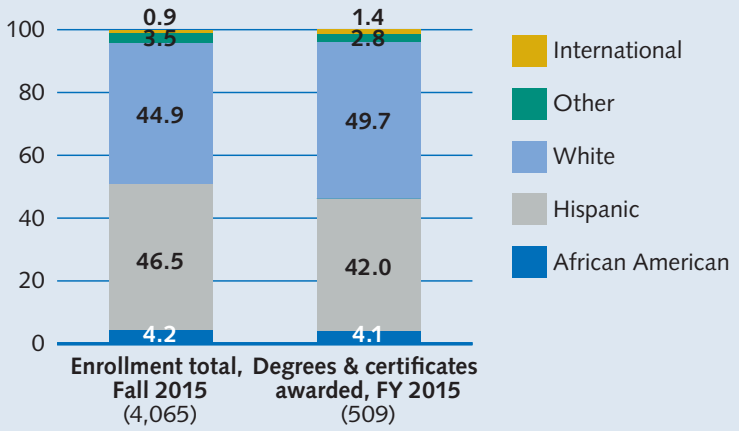


Total Enrollment: **4,065**

COLLEGE INFORMATION

City: **Big Spring**
District/System: **Howard County Junior College District**
Year founded: **1945**
Website: **www.howardcollege.edu**
Peer group: **Small Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,542**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-11.3%
% part-time	76.9%
% full-time	23.1%
% academic program	67.2%
% technical program	32.8%
% credit students receiving Pell Grants (district data)	31.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.7
Average SCH to associate degree	77

GRADUATION RATES

	Full-time	*Part-time*
3-year	19.4%	7.9%
4-year	28.1%	15.1%
6-year	35.3%	15.5%
Fall 2012, 3-year cohort		
Dev. ed.	8.6%	
Non-dev. ed.	28.4%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	51.9%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	75.7%
% earned bacc. in 4 years or fewer	28.1%
% earned bacc. or assoc. in 4 years or fewer	32.3%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	87.4%
% employed	32.6%
% enrolled in 4-yr or 2-yr	27.4%
% employed and enrolled	27.4%
Technical programs	
% total technical employed and/or enrolled	86.9%
% employed	80.6%
% enrolled in 4-yr or 2-yr	5.1%
% employed and enrolled	1.3%

STUDENT DEBT

Average debt	$11,314
% students with debt	43.6%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	251
TSI obligation met (% of total)	28.3%
Completed college course (% of total)	17.9%
Reading	
Below reading standard	180
TSI obligation met (% of total)	63.9%
Completed college course (% of total)	55.0%
Writing	
Below writing standard	220
TSI obligation met (% of total)	49.1%
Completed college course (% of total)	27.7%

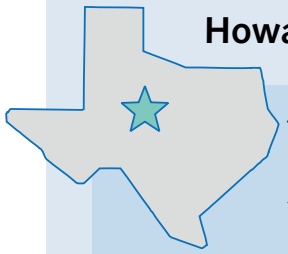
TRANSFER STUDENTS

All transfers	119
Transfer cohort	671
Transfer rate	17.7%

FACULTY

Total	149
% full-time faculty	57.7%
% SCH taught by full-time faculty	76.8%
Student-faculty ratio	20:1

Howard CJCD—Southwest Collegiate Institute for the Deaf

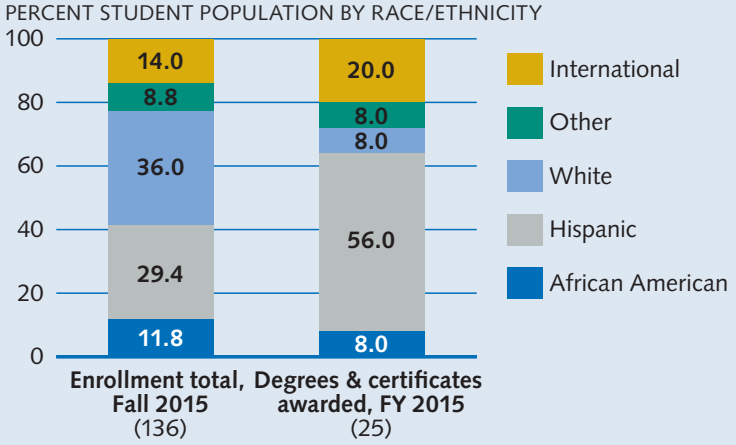


Total Enrollment: **136**

COLLEGE INFORMATION

City: **Big Spring**
District/System: **Howard County Junior College District**
Year founded: **1981**
Website: **www.howardcollege.edu/swcid**
Peer group: **Small Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,542**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	32.0%
% part-time	60.3%
% full-time	39.7%
% academic program	39.7%
% technical program	60.3%
% credit students receiving Pell Grants (district data)	31.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.4
Average SCH to associate degree	61

GRADUATION RATES

	Full-time	*Part-time*
3-year	23.5%	30.0%
4-year	16.7%	25.0%
6-year	28.6%	50.0%
Fall 2012, 3-year cohort		
Dev. ed.	0.0%	
Non-dev. ed.	0.0%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	0.0%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	N/A
% earned bacc. in 4 years or fewer	N/A
% earned bacc. or assoc. in 4 years or fewer	N/A

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	25.0%
% employed	25.0%
% enrolled in 4-yr or 2-yr	0.0%
% employed and enrolled	0.0%
Technical programs	
% total technical employed and/or enrolled	69.6%
% employed	56.5%
% enrolled in 4-yr or 2-yr	13.0%
% employed and enrolled	0.0%

STUDENT DEBT

Average debt	$8,242
% students with debt	23.5%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	25
TSI obligation met (% of total)	36.0%
Completed college course (% of total)	24.0%
Reading	
Below reading standard	26
TSI obligation met (% of total)	38.5%
Completed college course (% of total)	23.1%
Writing	
Below writing standard	26
TSI obligation met (% of total)	65.4%
Completed college course (% of total)	23.1%

TRANSFER STUDENTS

All transfers	3
Transfer cohort	26
Transfer rate	11.5%

FACULTY

Total	15
% full-time faculty	80.0%
% SCH taught by full-time faculty	87.6%
Student-faculty ratio	7:1

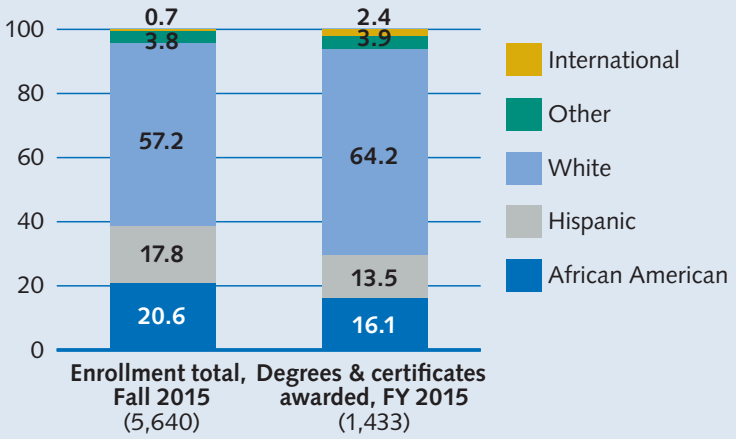
Kilgore College

Total Enrollment: **5,640**

COLLEGE INFORMATION

City: **Kilgore**
Year founded: **1935**
Website: **www.kilgore.edu**
Peer group: **Medium Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,830**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-15.3%
% part-time	60.2%
% full-time	39.8%
% academic program	53.8%
% technical program	46.2%
% credit students receiving Pell Grants	41.1%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.8
Average SCH to associate degree	85

GRADUATION RATES

	Full-time	*Part-time*
3-year	21.8%	14.5%
4-year	26.9%	21.6%
6-year	35.2%	29.1%
Fall 2012, 3-year cohort		
Dev. ed.	12.9%	
Non-dev. ed.	28.4%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	19.8%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	80.0%
% earned bacc. in 4 years or fewer	28.1%
% earned bacc. or assoc. in 4 years or fewer	34.0%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	92.0%
% employed	44.5%
% enrolled in 4-yr or 2-yr	24.4%
% employed and enrolled	23.0%
Technical programs	
% total technical employed and/or enrolled	95.7%
% employed	86.0%
% enrolled in 4-yr or 2-yr	6.7%
% employed and enrolled	3.0%

STUDENT DEBT

Average debt	$10,958
% students with debt	26.1%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	492
TSI obligation met (% of total)	28.5%
Completed college course (% of total)	14.8%
Reading	
Below reading standard	367
TSI obligation met (% of total)	60.5%
Completed college course (% of total)	29.2%
Writing	
Below writing standard	441
TSI obligation met (% of total)	53.7%
Completed college course (% of total)	32.2%

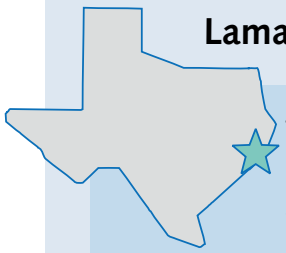
TRANSFER STUDENTS

All transfers	291
Transfer cohort	1,443
Transfer rate	20.2%

FACULTY

Total	277
% full-time faculty	57.0%
% SCH taught by full-time faculty	80.4%
Student-faculty ratio	18:1

Lamar Institute of Technology

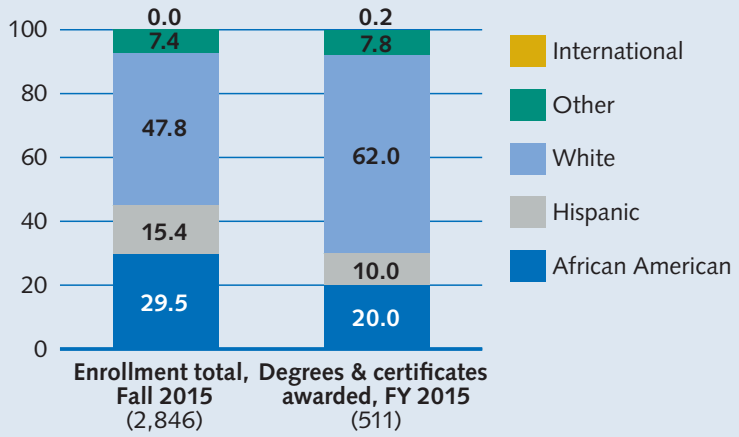


Total Enrollment: **2,846**

COLLEGE INFORMATION

City: **Beaumont**
Year founded: **1995**
Website: **www.lit.edu**
Peer group: **LSC/TSTC**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$5,274**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-12.2%
% part-time	57.2%
% full-time	42.8%
% academic program	11.7%
% technical program	88.3%
% credit students receiving Pell Grants	31.6%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.3
Average SCH to associate degree	91

GRADUATION RATES

	Full-time	Part-time
3-year	21.5%	7.9%
4-year	18.3%	11.6%
6-year	27.0%	17.8%
Fall 2012, 3-year cohort		
Dev. ed.	19.3%	
Non-dev. ed.	28.0%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	2.0%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	67.7%
% earned bacc. in 4 years or fewer	6.2%
% earned bacc. or assoc. in 4 years or fewer	7.7%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	0.0%
% employed	0.0%
% enrolled in 4-yr or 2-yr	0.0%
% employed and enrolled	0.0%
Technical programs	
% total technical employed and/or enrolled	92.8%
% employed	83.0%
% enrolled in 4-yr or 2-yr	5.2%
% employed and enrolled	4.6%

STUDENT DEBT

Average debt	$13,784
% students with debt	48.4%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	427
TSI obligation met (% of total)	27.9%
Completed college course (% of total)	18.3%
Reading	
Below reading standard	392
TSI obligation met (% of total)	33.9%
Completed college course (% of total)	20.4%
Writing	
Below writing standard	372
TSI obligation met (% of total)	29.0%
Completed college course (% of total)	17.7%

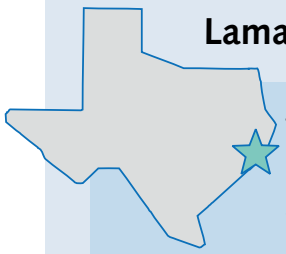
TRANSFER STUDENTS

All transfers	106
Transfer cohort	837
Transfer rate	12.7%

FACULTY

Total	171
% full-time faculty	52.0%
% SCH taught by full-time faculty	76.0%
Student-faculty ratio	16:1

Lamar State College—Orange

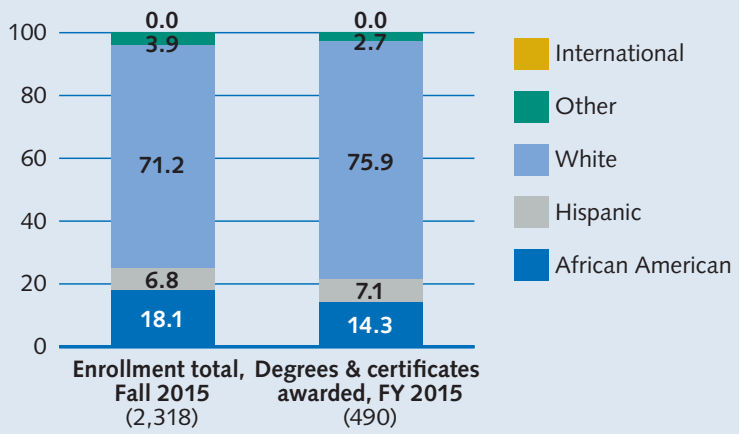


Total Enrollment: **2,318**

COLLEGE INFORMATION

City: **Orange**
Year founded: **1971**
Website: **www.lsco.edu**
Peer group: **LSC/TSTC**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$4,807**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-12.5%
% part-time	57.8%
% full-time	42.2%
% academic program	51.2%
% technical program	48.8%
% credit students receiving Pell Grants	38.4%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.3
Average SCH to associate degree	93

GRADUATION RATES

	Full-time	Part-time
3-year	22.4%	14.4%
4-year	21.5%	13.9%
6-year	41.1%	20.3%
Fall 2012, 3-year cohort		
Dev. ed.	19.1%	
Non-dev. ed.	28.3%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	18.6%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	82.7%
% earned bacc. in 4 years or fewer	20.4%
% earned bacc. or assoc. in 4 years or fewer	23.6%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	85.4%
% employed	39.3%
% enrolled in 4-yr or 2-yr	18.0%
% employed and enrolled	28.1%
Technical programs	
% total technical employed and/or enrolled	86.2%
% employed	74.2%
% enrolled in 4-yr or 2-yr	9.4%
% employed and enrolled	2.5%

STUDENT DEBT

Average debt	$15,738
% students with debt	53.5%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	271
TSI obligation met (% of total)	42.4%
Completed college course (% of total)	10.3%
Reading	
Below reading standard	163
TSI obligation met (% of total)	45.4%
Completed college course (% of total)	11.7%
Writing	
Below writing standard	148
TSI obligation met (% of total)	35.1%
Completed college course (% of total)	22.3%

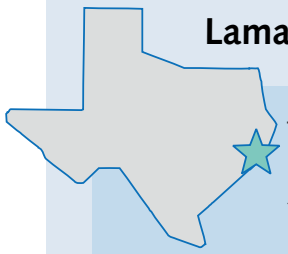
TRANSFER STUDENTS

All transfers	77
Transfer cohort	464
Transfer rate	16.6%

FACULTY

Total	112
% full-time faculty	50.9%
% SCH taught by full-time faculty	74.7%
Student-faculty ratio	20:1

Lamar State College—Port Arthur

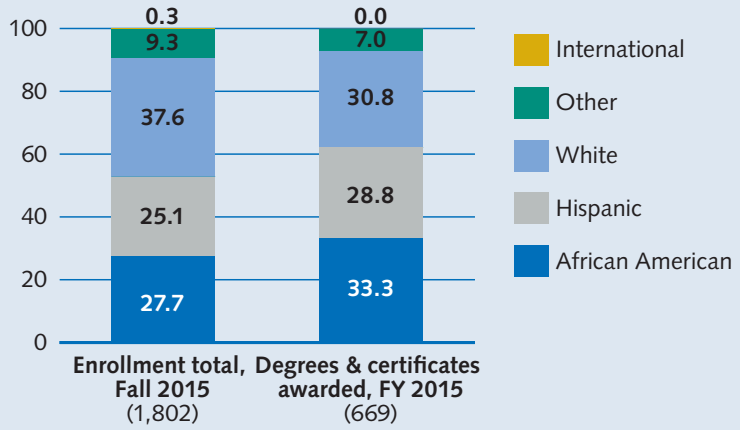


Total Enrollment: **1,802**

COLLEGE INFORMATION

City: **Port Arthur**
Year founded: **1909**
Website: **www.lamarpa.edu**
Peer group: **LSC/TSTC**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$5,533**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-24.1%
% part-time	58.9%
% full-time	41.1%
% academic program	61.1%
% technical program	38.9%
% credit students receiving Pell Grants	34.1%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.3
Average SCH to associate degree	89

GRADUATION RATES

	Full-time	*Part-time*
3-year	26.1%	11.3%
4-year	26.4%	16.3%
6-year	36.0%	22.6%
Fall 2012, 3-year cohort		
Dev. ed.	11.9%	
Non-dev. ed.	39.2%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	16.0%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	87.6%
% earned bacc. in 4 years or fewer	32.9%
% earned bacc. or assoc. in 4 years or fewer	34.2%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	91.2%
% employed	32.8%
% enrolled in 4-yr or 2-yr	28.0%
% employed and enrolled	30.4%
Technical programs	
% total technical employed and/or enrolled	94.7%
% employed	88.7%
% enrolled in 4-yr or 2-yr	1.3%
% employed and enrolled	4.6%

STUDENT DEBT

Average debt	$17,457
% students with debt	46.5%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	181
TSI obligation met (% of total)	33.1%
Completed college course (% of total)	24.3%
Reading	
Below reading standard	111
TSI obligation met (% of total)	50.5%
Completed college course (% of total)	26.1%
Writing	
Below writing standard	68
TSI obligation met (% of total)	39.7%
Completed college course (% of total)	23.5%

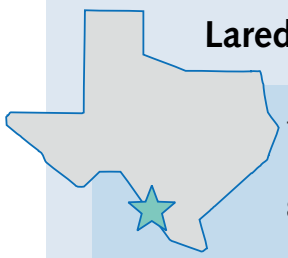
TRANSFER STUDENTS

All transfers	85
Transfer cohort	443
Transfer rate	19.2%

FACULTY

Total	119
% full-time faculty	46.2%
% SCH taught by full-time faculty	77.4%
Student-faculty ratio	15:1

Laredo Community College

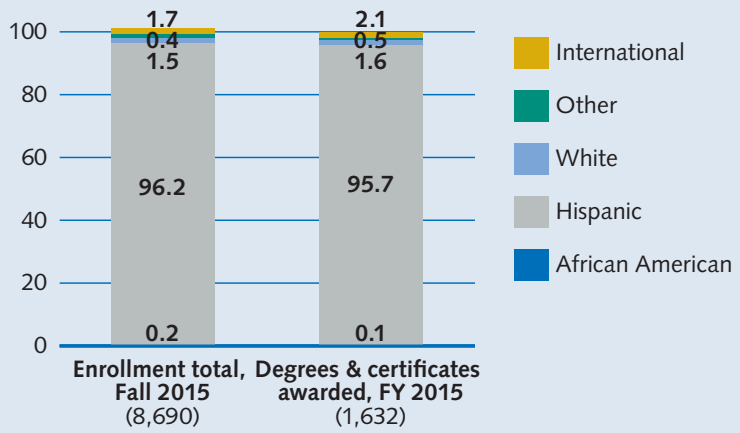


Total Enrollment: **8,690**

COLLEGE INFORMATION

City: **Laredo**
Year founded: **1947**
Website: **www.laredo.edu**
Peer group: **Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$4,080**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-13.0%
% part-time	68.5%
% full-time	31.5%
% academic program	69.8%
% technical program	30.2%
% credit students receiving Pell Grants	56.5%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.1
Average SCH to associate degree	87

GRADUATION RATES

	Full-time	*Part-time*
3-year	19.5%	5.9%
4-year	27.7%	10.4%
6-year	39.1%	16.7%
Fall 2012, 3-year cohort		
Dev. ed.	13.4%	
Non-dev. ed.	24.3%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	17.7%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	88.0%
% earned bacc. in 4 years or fewer	21.8%
% earned bacc. or assoc. in 4 years or fewer	23.1%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	92.4%
% employed	25.5%
% enrolled in 4-yr or 2-yr	31.5%
% employed and enrolled	35.4%
Technical programs	
% total technical employed and/or enrolled	90.2%
% employed	69.2%
% enrolled in 4-yr or 2-yr	16.0%
% employed and enrolled	4.9%

STUDENT DEBT

Average debt	$7,086
% students with debt	16.5%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	1,229
TSI obligation met (% of total)	30.4%
Completed college course (% of total)	17.2%
Reading	
Below reading standard	985
TSI obligation met (% of total)	52.8%
Completed college course (% of total)	29.6%
Writing	
Below writing standard	1,007
TSI obligation met (% of total)	47.7%
Completed college course (% of total)	30.5%

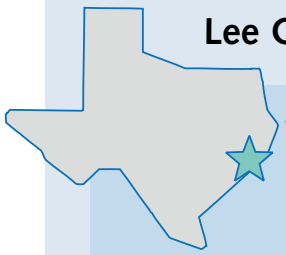
TRANSFER STUDENTS

All transfers	406
Transfer cohort	1,813
Transfer rate	22.4%

FACULTY

Total	269
% full-time faculty	68.4%
% SCH taught by full-time faculty	89.1%
Student-faculty ratio	23:1

Lee College

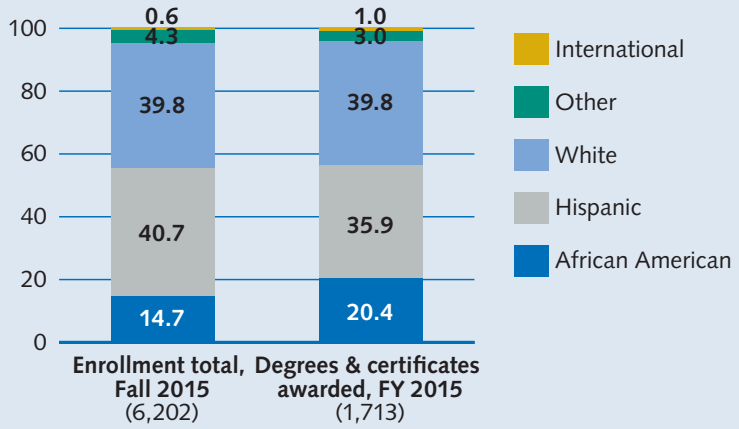


Total Enrollment: **6,202**

COLLEGE INFORMATION

City: **Baytown**
Year founded: **1934**
Website: **www.lee.edu**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,062**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS	
% enroll. change 2010–15	-7.7%
% part-time	78.5%
% full-time	21.5%
% academic program	57.4%
% technical program	42.6%
% credit students receiving Pell Grants	24.8%

COMPLETION MEASURES	
Average time to associate degree (yrs)	4.2
Average SCH to associate degree	86

GRADUATION RATES	*Full-time*	*Part-time*
3-year	21.9%	14.2%
4-year	30.4%	25.9%
6-year	40.4%	34.1%
Fall 2012, 3-year cohort		
Dev. ed.	15.5%	
Non-dev. ed.	20.8%	

DUAL CREDIT MEASURES	
Dual credit as % of total enrollment in fall 2015	21.4%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	83.8%
% earned bacc. in 4 years or fewer	27.2%
% earned bacc. or assoc. in 4 years or fewer	30.0%

GRADUATE SUCCESS	
Academic programs	
% total academic employed and/or enrolled	87.8%
% employed	37.6%
% enrolled in 4-yr or 2-yr	26.4%
% employed and enrolled	23.8%
Technical programs	
% total technical employed and/or enrolled	88.4%
% employed	79.1%
% enrolled in 4-yr or 2-yr	7.9%
% employed and enrolled	1.4%

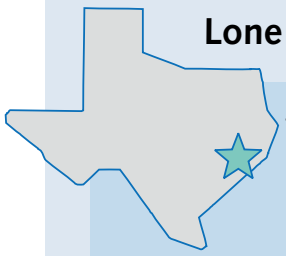
STUDENT DEBT	
Average debt	$9,336
% students with debt	19.0%

DEVELOPMENTAL EDUCATION	
Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	320
TSI obligation met (% of total)	17.5%
Completed college course (% of total)	15.6%
Reading	
Below reading standard	213
TSI obligation met (% of total)	32.4%
Completed college course (% of total)	22.1%
Writing	
Below writing standard	210
TSI obligation met (% of total)	36.2%
Completed college course (% of total)	25.2%

TRANSFER STUDENTS	
All transfers	148
Transfer cohort	903
Transfer rate	16.4%

FACULTY	
Total	319
% full-time faculty	48.6%
% SCH taught by full-time faculty	73.0%
Student-faculty ratio	17:1

Lone Star CS—Cy Fair College

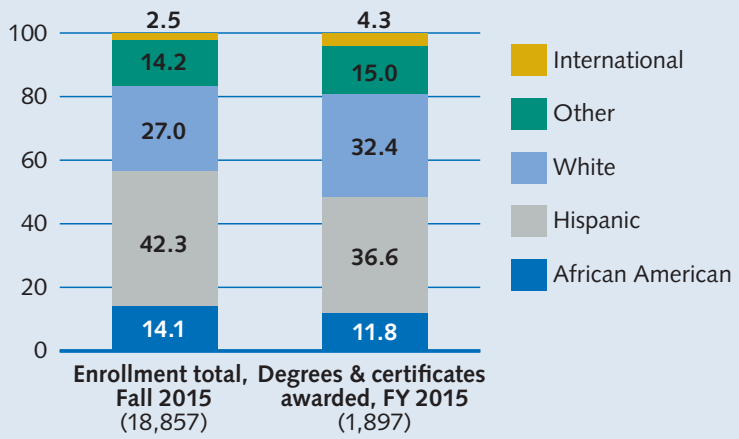


Total Enrollment: **18,857**

COLLEGE INFORMATION

City: **Cypress**
District/System: **Lone Star College System**
Year founded: **2003**
Website: **www.lonestar.edu/cyfair**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,864**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS	
% enroll. change 2010–15	11.8%
% part-time	84.8%
% full-time	15.2%
% academic program	87.4%
% technical program	12.6%
% credit students receiving Pell Grants (district data)	33.7%

COMPLETION MEASURES	
Average time to associate degree (yrs)	4.6
Average SCH to associate degree	98

GRADUATION RATES	*Full-time*	*Part-time*
3-year	12.5%	5.3%
4-year	24.5%	11.9%
6-year	43.1%	25.3%
Fall 2012, 3-year cohort		
Dev. ed.	7.9%	
Non-dev. ed.	14.2%	

DUAL CREDIT MEASURES	
Dual credit as % of total enrollment in fall 2015	14.4%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	94.9%
% earned bacc. in 4 years or fewer	46.2%
% earned bacc. or assoc. in 4 years or fewer	47.2%

GRADUATE SUCCESS	
Academic programs	
% total academic employed and/or enrolled	92.0%
% employed	38.2%
% enrolled in 4-yr or 2-yr	25.2%
% employed and enrolled	28.5%
Technical programs	
% total technical employed and/or enrolled	91.8%
% employed	80.4%
% enrolled in 4-yr or 2-yr	6.5%
% employed and enrolled	4.9%

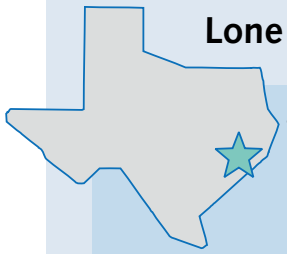
STUDENT DEBT	
Average debt	$12,758
% students with debt	36.0%

DEVELOPMENTAL EDUCATION	
Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	1,268
TSI obligation met (% of total)	36.4%
Completed college course (% of total)	15.1%
Reading	
Below reading standard	654
TSI obligation met (% of total)	65.3%
Completed college course (% of total)	46.6%
Writing	
Below writing standard	510
TSI obligation met (% of total)	57.3%
Completed college course (% of total)	37.8%

TRANSFER STUDENTS	
All transfers	892
Transfer cohort	2,857
Transfer rate	31.2%

FACULTY	
Total	893
% full-time faculty	10.5%
% SCH taught by full-time faculty	20.1%
Student-faculty ratio	23:1

Lone Star CS—Kingwood College

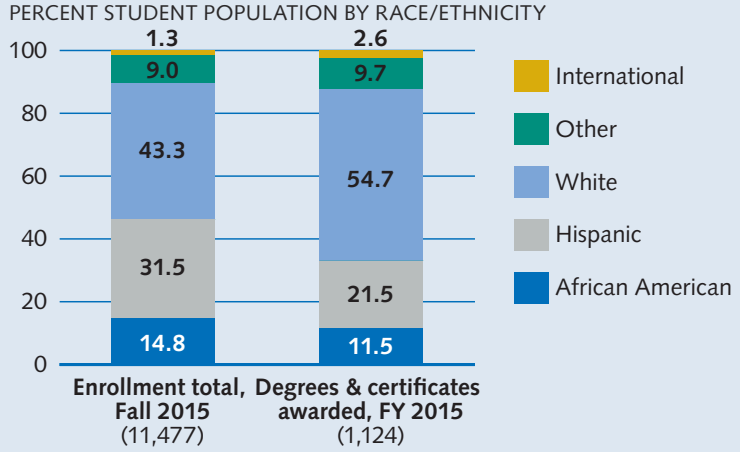


Total Enrollment: **11,477**

COLLEGE INFORMATION

City: **Kingwood**
District/System: **Lone Star College System**
Year founded: **1972**
Website: **www.lonestar.edu/kingwood**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,864**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	17.0%
% part-time	83.8%
% full-time	16.2%
% academic program	86.7%
% technical program	13.3%
% credit students receiving Pell Grants (district data)	33.7%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.7
Average SCH to associate degree	98

GRADUATION RATES

	Full-time	*Part-time*
3-year	11.5%	5.4%
4-year	18.3%	11.5%
6-year	37.1%	27.6%
Fall 2012, 3-year cohort		
Dev. ed.	8.3%	
Non-dev. ed.	13.7%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	18.6%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	93.5%
% earned bacc. in 4 years or fewer	45.7%
% earned bacc. or assoc. in 4 years or fewer	46.9%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	90.1%
% employed	37.5%
% enrolled in 4-yr or 2-yr	30.6%
% employed and enrolled	22.0%
Technical programs	
% total technical employed and/or enrolled	88.7%
% employed	77.7%
% enrolled in 4-yr or 2-yr	6.0%
% employed and enrolled	5.0%

STUDENT DEBT

Average debt	$14,712
% students with debt	36.8%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	668
TSI obligation met (% of total)	36.7%
Completed college course (% of total)	11.5%
Reading	
Below reading standard	291
TSI obligation met (% of total)	61.5%
Completed college course (% of total)	39.2%
Writing	
Below writing standard	264
TSI obligation met (% of total)	53.4%
Completed college course (% of total)	31.1%

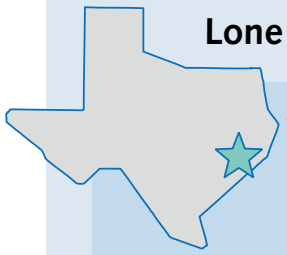
TRANSFER STUDENTS

All transfers	426
Transfer cohort	1,698
Transfer rate	25.1%

FACULTY

Total	612
% full-time faculty	10.5%
% SCH taught by full-time faculty	26.0%
Student-faculty ratio	22:1

Lone Star CS—Montgomery College

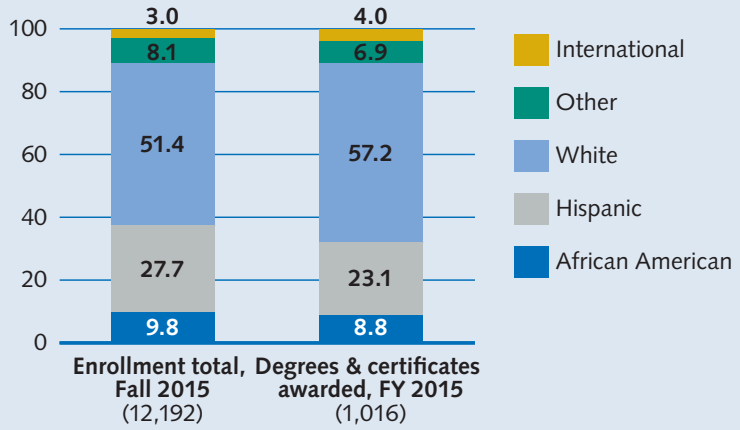


Total Enrollment: **12,192**

COLLEGE INFORMATION

City: **Conroe**
District/System: **Lone Star College System**
Year founded: **1995**
Website: **www.lonestar.edu/montgomery**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,864**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	9.3%
% part-time	82.5%
% full-time	17.5%
% academic program	86.6%
% technical program	13.4%
% credit students receiving Pell Grants (district data)	33.7%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.9
Average SCH to associate degree	99

GRADUATION RATES

	Full-time	*Part-time*
3-year	6.2%	3.3%
4-year	15.5%	9.2%
6-year	31.6%	23.0%
Fall 2012, 3-year cohort		
Dev. ed.	3.5%	
Non-dev. ed.	7.6%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	16.7%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	92.1%
% earned bacc. in 4 years or fewer	49.7%
% earned bacc. or assoc. in 4 years or fewer	50.1%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	91.2%
% employed	42.0%
% enrolled in 4-yr or 2-yr	24.5%
% employed and enrolled	24.7%
Technical programs	
% total technical employed and/or enrolled	90.5%
% employed	71.1%
% enrolled in 4-yr or 2-yr	13.8%
% employed and enrolled	5.7%

STUDENT DEBT

Average debt	$14,228
% students with debt	41.9%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	816
TSI obligation met (% of total)	36.6%
Completed college course (% of total)	12.4%
Reading	
Below reading standard	391
TSI obligation met (% of total)	58.8%
Completed college course (% of total)	40.4%
Writing	
Below writing standard	299
TSI obligation met (% of total)	49.8%
Completed college course (% of total)	31.8%

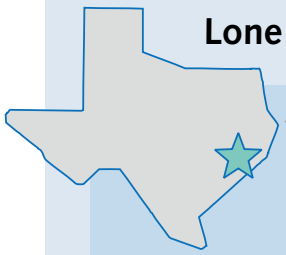
TRANSFER STUDENTS

All transfers	592
Transfer cohort	2,230
Transfer rate	26.5%

FACULTY

Total	576
% full-time faculty	10.1%
% SCH taught by full-time faculty	20.5%
Student-faculty ratio	24:1

Lone Star CS—North Harris College

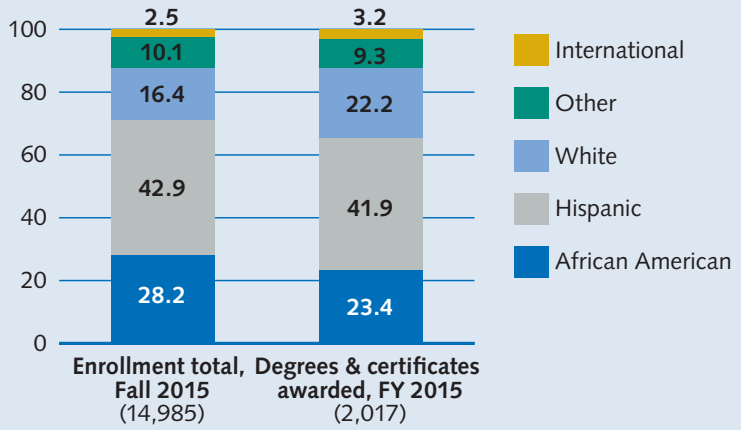


Total Enrollment: **14,985**

COLLEGE INFORMATION

City: **Houston**
District/System: **Lone Star College System**
Year founded: **1972**
Website: **www.lonestar.edu/northharris**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,864**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-1.5%
% part-time	86.1%
% full-time	13.9%
% academic program	76.7%
% technical program	23.4%
% credit students receiving Pell Grants (district data)	33.7%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.6
Average SCH to associate degree	92

GRADUATION RATES

	Full-time	*Part-time*
3-year	9.6%	6.0%
4-year	16.6%	9.8%
6-year	30.4%	22.9%
Fall 2012, 3-year cohort		
Dev. ed.	5.9%	
Non-dev. ed.	15.2%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	10.4%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	89.8%
% earned bacc. in 4 years or fewer	30.2%
% earned bacc. or assoc. in 4 years or fewer	32.4%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	94.2%
% employed	39.5%
% enrolled in 4-yr or 2-yr	25.1%
% employed and enrolled	29.6%
Technical programs	
% total technical employed and/or enrolled	89.5%
% employed	74.8%
% enrolled in 4-yr or 2-yr	10.6%
% employed and enrolled	4.2%

STUDENT DEBT

Average debt	$13,573
% students with debt	38.7%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	1,583
TSI obligation met (% of total)	24.3%
Completed college course (% of total)	7.0%
Reading	
Below reading standard	887
TSI obligation met (% of total)	49.5%
Completed college course (% of total)	31.2%
Writing	
Below writing standard	717
TSI obligation met (% of total)	40.9%
Completed college course (% of total)	21.8%

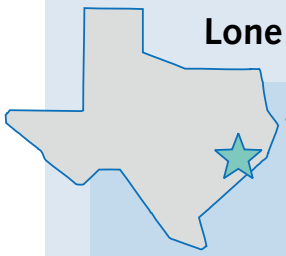
TRANSFER STUDENTS

All transfers	448
Transfer cohort	2,323
Transfer rate	19.3%

FACULTY

Total	792
% full-time faculty	9.7%
% SCH taught by full-time faculty	20.2%
Student-faculty ratio	23:1

Lone Star CS—Tomball College

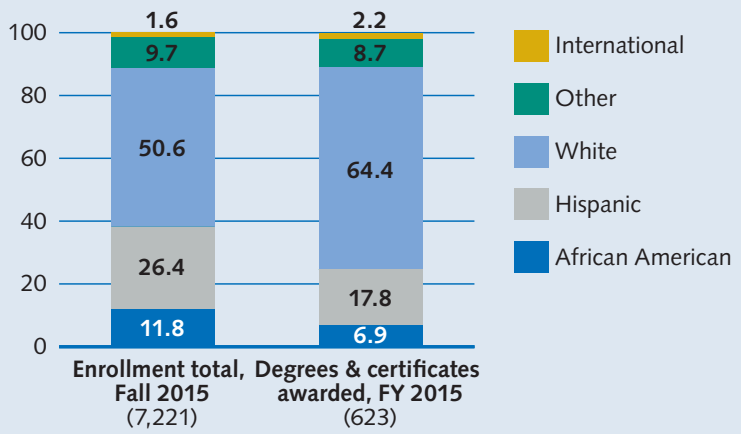


Total Enrollment: **7,221**

COLLEGE INFORMATION

City: **Tomball**
District/System: **Lone Star College System**
Year founded: **1988**
Website: **www.lonestar.edu/tomball**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,864**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-33.1%
% part-time	90.1%
% full-time	9.9%
% academic program	85.2%
% technical program	14.8%
% credit students receiving Pell Grants (district data)	33.7%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.9
Average SCH to associate degree	100

GRADUATION RATES

	Full-time	*Part-time*
3-year	8.6%	4.1%
4-year	19.9%	10.6%
6-year	31.3%	25.2%
Fall 2012, 3-year cohort		
Dev. ed.	4.2%	
Non-dev. ed.	12.3%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	18.4%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	93.4%
% earned bacc. in 4 years or fewer	47.6%
% earned bacc. or assoc. in 4 years or fewer	49.3%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	91.3%
% employed	42.8%
% enrolled in 4-yr or 2-yr	22.6%
% employed and enrolled	25.9%
Technical programs	
% total technical employed and/or enrolled	89.1%
% employed	76.3%
% enrolled in 4-yr or 2-yr	10.0%
% employed and enrolled	2.8%

STUDENT DEBT

Average debt	$14,865
% students with debt	39.1%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	651
TSI obligation met (% of total)	31.8%
Completed college course (% of total)	11.4%
Reading	
Below reading standard	336
TSI obligation met (% of total)	67.3%
Completed college course (% of total)	47.0%
Writing	
Below writing standard	264
TSI obligation met (% of total)	58.3%
Completed college course (% of total)	35.6%

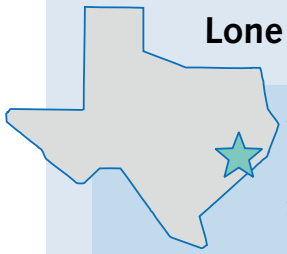
TRANSFER STUDENTS

All transfers	581
Transfer cohort	2,175
Transfer rate	26.7%

FACULTY

Total	330
% full-time faculty	11.8%
% SCH taught by full-time faculty	24.5%
Student-faculty ratio	21:1

Lone Star CS—University Park

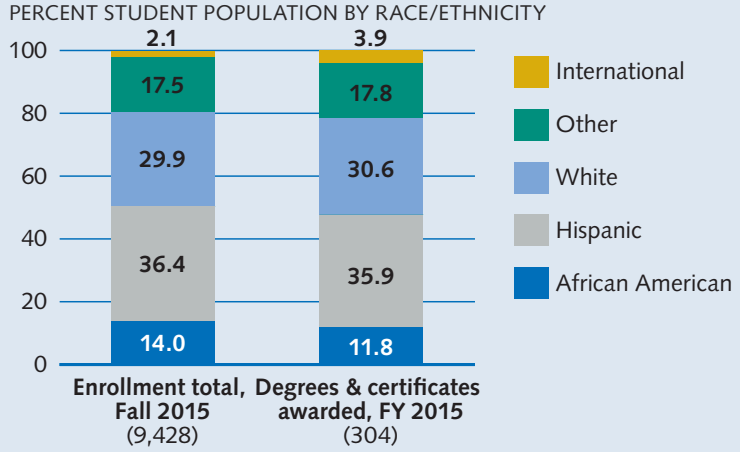


Total Enrollment: **9,428**

COLLEGE INFORMATION

City: **Houston**
District/System: **Lone Star College System**
Year founded: **2012**
Website: **www.lonestar.edu/universitypark.htm**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,864**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	N/A
% part-time	89.0%
% full-time	11.0%
% academic program	91.5%
% technical program	8.5%
% credit students receiving Pell Grants (district data)	33.7%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.8
Average SCH to associate degree	84

GRADUATION RATES

	Full-time	*Part-time*
3-year	8.4%	6.2%
4-year	N/A	N/A
6-year	N/A	N/A
Fall 2012, 3-year cohort		
Dev. ed.	4.6%	
Non-dev. ed.	12.3%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	15.6%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	N/A
% earned bacc. in 4 years or fewer	N/A
% earned bacc. or assoc. in 4 years or fewer	N/A

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	98.3%
% employed	36.4%
% enrolled in 4-yr or 2-yr	25.6%
% employed and enrolled	36.4%
Technical programs	
% total technical employed and/or enrolled	88.9%
% employed	66.7%
% enrolled in 4-yr or 2-yr	22.2%
% employed and enrolled	0.0%

STUDENT DEBT

Average debt	$11,616
% students with debt	35.6%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	N/A
TSI obligation met (% of total)	N/A
Completed college course (% of total)	N/A
Reading	
Below reading standard	N/A
TSI obligation met (% of total)	N/A
Completed college course (% of total)	N/A
Writing	
Below writing standard	N/A
TSI obligation met (% of total)	N/A
Completed college course (% of total)	N/A

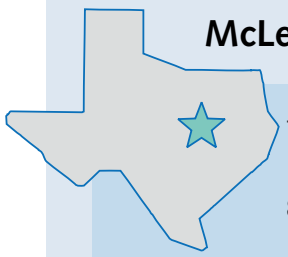
TRANSFER STUDENTS

All transfers	N/A
Transfer cohort	N/A
Transfer rate	N/A

FACULTY

Total	360
% full-time faculty	10.3%
% SCH taught by full-time faculty	19.0%
Student-faculty ratio	22:1

McLennan Community College

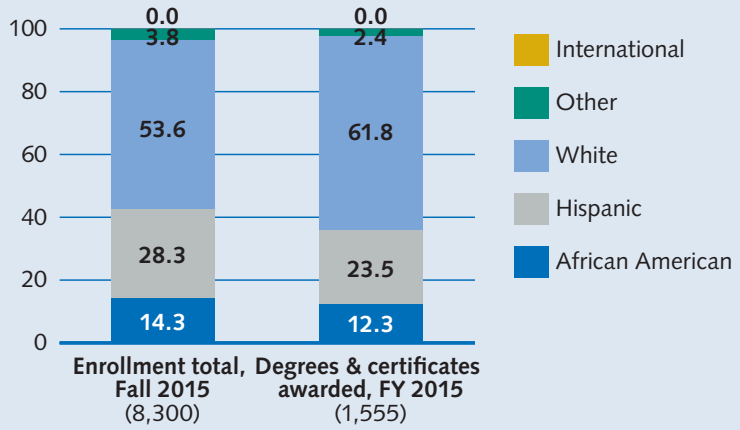


Total Enrollment: **8,300**

COLLEGE INFORMATION

City: **Waco**
Year founded: **1965**
Website: **www.mclennan.edu**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$3,450**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-16.3%
% part-time	58.4%
% full-time	41.6%
% academic program	74.7%
% technical program	25.3%
% credit students receiving Pell Grants	47.4%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.2
Average SCH to associate degree	95

GRADUATION RATES

	Full-time	*Part-time*
3-year	15.7%	6.9%
4-year	21.7%	11.3%
6-year	29.1%	22.0%
Fall 2012, 3-year cohort		
Dev. ed.	8.1%	
Non-dev. ed.	23.1%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	16.9%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	91.3%
% earned bacc. in 4 years or fewer	32.3%
% earned bacc. or assoc. in 4 years or fewer	35.2%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	90.4%
% employed	46.1%
% enrolled in 4-yr or 2-yr	19.6%
% employed and enrolled	24.7%
Technical programs	
% total technical employed and/or enrolled	93.8%
% employed	83.2%
% enrolled in 4-yr or 2-yr	7.0%
% employed and enrolled	3.5%

STUDENT DEBT

Average debt	$19,410
% students with debt	62.2%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	514
TSI obligation met (% of total)	23.9%
Completed college course (% of total)	7.8%
Reading	
Below reading standard	362
TSI obligation met (% of total)	35.6%
Completed college course (% of total)	19.1%
Writing	
Below writing standard	388
TSI obligation met (% of total)	29.4%
Completed college course (% of total)	12.9%

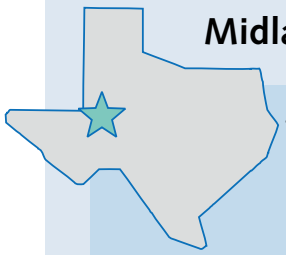
TRANSFER STUDENTS

All transfers	333
Transfer cohort	1,552
Transfer rate	21.5%

FACULTY

Total	463
% full-time faculty	49.2%
% SCH taught by full-time faculty	74.9%
Student-faculty ratio	17:1

Midland College

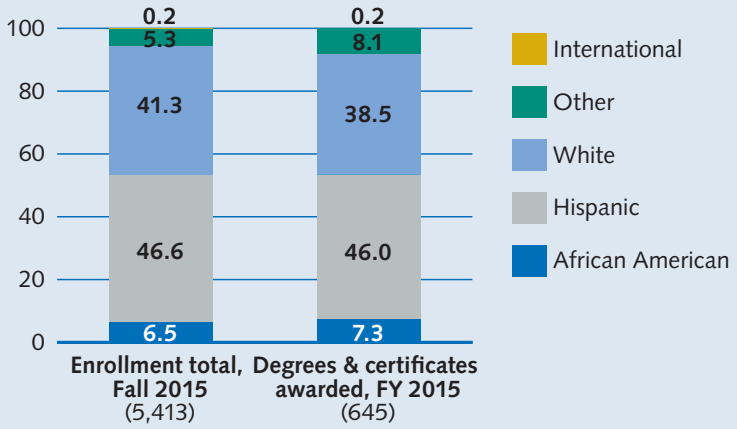


Total Enrollment: **5,413**

COLLEGE INFORMATION

City: **Midland**
Year founded: **1969**
Website: **www.midland.edu**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Bachelor's & Associate Degrees & Certificates**
Average tuition & fees: **$2,460**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-14.7%
% part-time	71.5%
% full-time	28.5%
% academic program	67.0%
% technical program	32.8%
% credit students receiving Pell Grants	19.2%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.6
Average SCH to associate degree	80

GRADUATION RATES

	Full-time	*Part-time*
3-year	22.3%	6.9%
4-year	25.9%	14.1%
6-year	34.5%	19.2%

Fall 2012, 3-year cohort

Dev. ed.	12.4%
Non-dev. ed.	28.0%

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	17.7%

Fall 2010 FTIC dual credit cohort

% persist 1 year	84.0%
% earned bacc. in 4 years or fewer	30.4%
% earned bacc. or assoc. in 4 years or fewer	34.6%

GRADUATE SUCCESS

Academic programs

% total academic employed and/or enrolled	89.6%
% employed	32.6%
% enrolled in 4-yr or 2-yr	33.0%
% employed and enrolled	24.0%

Technical programs

% total technical employed and/or enrolled	88.0%
% employed	81.5%
% enrolled in 4-yr or 2-yr	4.5%
% employed and enrolled	2.1%

STUDENT DEBT

Average debt	$9,820
% students with debt	16.0%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort
Math

Below math standard	406
TSI obligation met (% of total)	36.0%
Completed college course (% of total)	17.5%

Reading

Below reading standard	161
TSI obligation met (% of total)	54.7%
Completed college course (% of total)	31.7%

Writing

Below writing standard	179
TSI obligation met (% of total)	52.0%
Completed college course (% of total)	26.8%

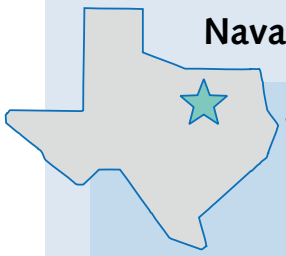
TRANSFER STUDENTS

All transfers	240
Transfer cohort	1,063
Transfer rate	22.6%

FACULTY

Total	258
% full-time faculty	48.1%
% SCH taught by full-time faculty	71.2%
Student-faculty ratio	15:1

Navarro College

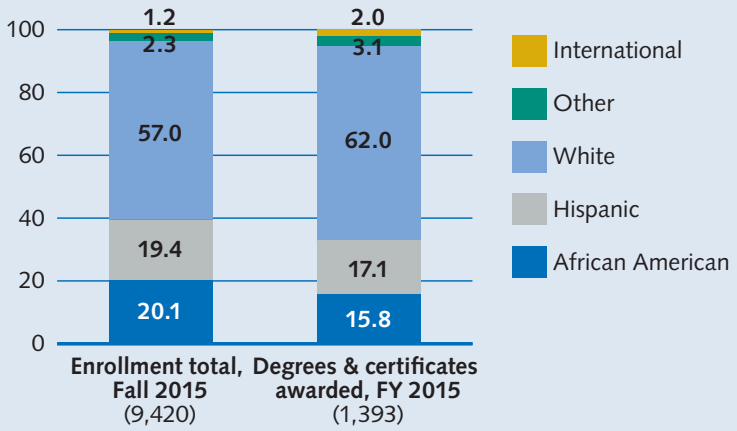


Total Enrollment: **9,420**

COLLEGE INFORMATION

City: **Corsicana**
Year founded: **1946**
Website: **www.navarrocollege.edu**
Peer group: **Large Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,218**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-5.6%
% part-time	61.5%
% full-time	38.5%
% academic program	71.3%
% technical program	28.7%
% credit students receiving Pell Grants	43.8%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.6
Average SCH to associate degree	85

GRADUATION RATES

	Full-time	*Part-time*
3-year	16.3%	10.2%
4-year	24.1%	13.7%
6-year	32.2%	26.8%

Fall 2012, 3-year cohort

Dev. ed.	7.9%
Non-dev. ed.	26.8%

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	32.4%

Fall 2010 FTIC dual credit cohort

% persist 1 year	80.1%
% earned bacc. in 4 years or fewer	22.8%
% earned bacc. or assoc. in 4 years or fewer	26.8%

GRADUATE SUCCESS

Academic programs

% total academic employed and/or enrolled	87.9%
% employed	46.9%
% enrolled in 4-yr or 2-yr	18.0%
% employed and enrolled	22.9%

Technical programs

% total technical employed and/or enrolled	91.7%
% employed	82.8%
% enrolled in 4-yr or 2-yr	6.5%
% employed and enrolled	2.3%

STUDENT DEBT

Average debt	$17,451
% students with debt	50.9%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort
Math

Below math standard	941
TSI obligation met (% of total)	33.5%
Completed college course (% of total)	13.1%

Reading

Below reading standard	521
TSI obligation met (% of total)	43.8%
Completed college course (% of total)	20.0%

Writing

Below writing standard	722
TSI obligation met (% of total)	46.0%
Completed college course (% of total)	24.5%

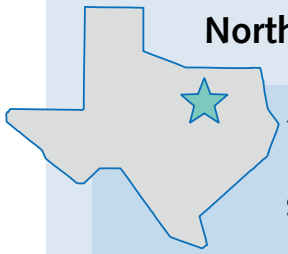
TRANSFER STUDENTS

All transfers	472
Transfer cohort	2,042
Transfer rate	23.1%

FACULTY

Total	580
% full-time faculty	31.2%
% SCH taught by full-time faculty	63.8%
Student-faculty ratio	20:1

North Central Texas College

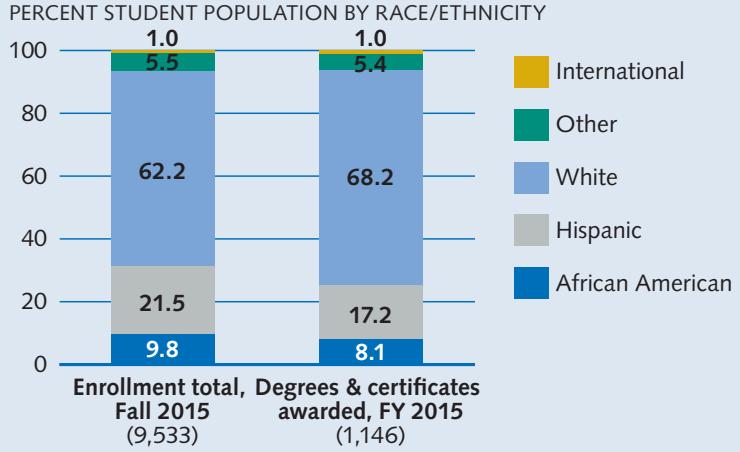


Total Enrollment: **9,533**

COLLEGE INFORMATION

City: **Gainesville**
Year founded: **1924**
Website: **www.nctc.edu**
Peer group: **Large Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,100**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	1.4%
% part-time	71.2%
% full-time	28.8%
% academic program	75.5%
% technical program	24.5%
% credit students receiving Pell Grants	30.3%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.2
Average SCH to associate degree	87

GRADUATION RATES

	Full-time	*Part-time*
3-year	15.7%	6.2%
4-year	22.7%	12.1%
6-year	32.5%	21.8%
Fall 2012, 3-year cohort		
Dev. ed.	6.1%	
Non-dev. ed.	19.5%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	16.2%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	87.9%
% earned bacc. in 4 years or fewer	35.0%
% earned bacc. or assoc. in 4 years or fewer	37.9%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	90.5%
% employed	39.0%
% enrolled in 4-yr or 2-yr	21.0%
% employed and enrolled	30.5%
Technical programs	
% total technical employed and/or enrolled	87.4%
% employed	76.7%
% enrolled in 4-yr or 2-yr	4.8%
% employed and enrolled	5.9%

STUDENT DEBT

Average debt	$13,283
% students with debt	49.2%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	536
TSI obligation met (% of total)	39.7%
Completed college course (% of total)	14.0%
Reading	
Below reading standard	287
TSI obligation met (% of total)	66.9%
Completed college course (% of total)	41.8%
Writing	
Below writing standard	236
TSI obligation met (% of total)	59.3%
Completed college course (% of total)	34.3%

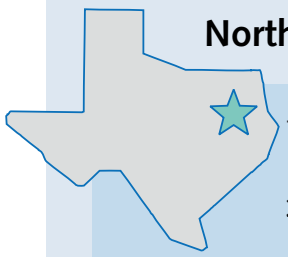
TRANSFER STUDENTS

All transfers	428
Transfer cohort	1,538
Transfer rate	27.8%

FACULTY

Total	449
% full-time faculty	29.8%
% SCH taught by full-time faculty	50.3%
Student-faculty ratio	22:1

Northeast Texas Community College

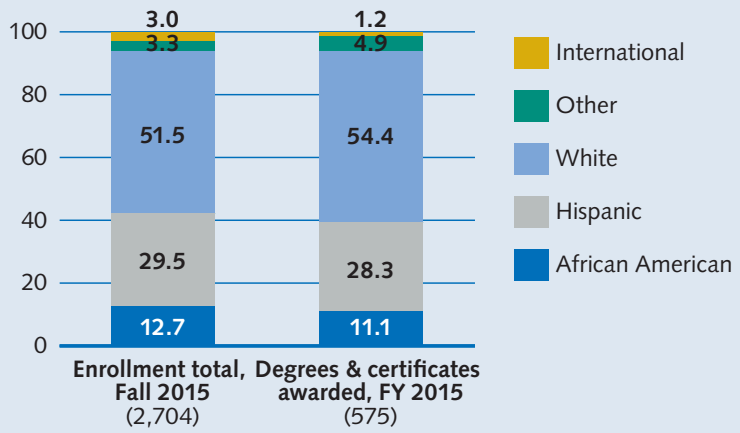


Total Enrollment: **2,704**

COLLEGE INFORMATION

City: **Mount Pleasant**
Year founded: **1984**
Website: **www.ntcc.edu**
Peer group: **Small Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,506**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-16.2%
% part-time	60.2%
% full-time	39.8%
% academic program	72.0%
% technical program	28.0%
% credit students receiving Pell Grants	51.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.1
Average SCH to associate degree	92

GRADUATION RATES

	Full-time	*Part-time*
3-year	20.1%	17.3%
4-year	26.9%	20.8%
6-year	39.6%	26.0%
Fall 2012, 3-year cohort		
Dev. ed.	11.8%	
Non-dev. ed.	22.7%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	4.5%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	82.0%
% earned bacc. in 4 years or fewer	27.6%
% earned bacc. or assoc. in 4 years or fewer	33.2%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	91.9%
% employed	44.3%
% enrolled in 4-yr or 2-yr	20.4%
% employed and enrolled	27.2%
Technical programs	
% total technical employed and/or enrolled	92.6%
% employed	81.6%
% enrolled in 4-yr or 2-yr	8.6%
% employed and enrolled	2.5%

STUDENT DEBT

Average debt	$15,188
% students with debt	40.9%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	263
TSI obligation met (% of total)	49.8%
Completed college course (% of total)	24.3%
Reading	
Below reading standard	178
TSI obligation met (% of total)	59.0%
Completed college course (% of total)	28.7%
Writing	
Below writing standard	174
TSI obligation met (% of total)	52.3%
Completed college course (% of total)	31.0%

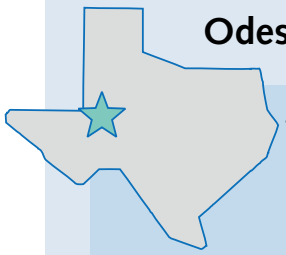
TRANSFER STUDENTS

All transfers	130
Transfer cohort	652
Transfer rate	19.9%

FACULTY

Total	172
% full-time faculty	34.3%
% SCH taught by full-time faculty	54.0%
Student-faculty ratio	24:1

Odessa College

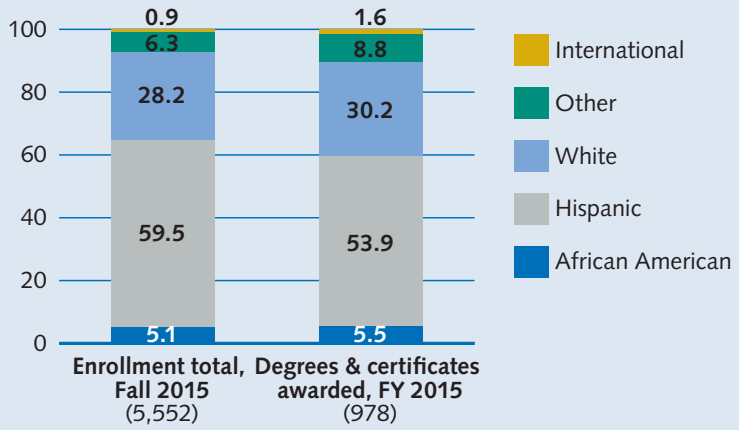


Total Enrollment: **5,552**

COLLEGE INFORMATION

City: **Odessa**
Year founded: **1946**
Website: **www.odessa.edu**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,580**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	6.5%
% part-time	70.1%
% full-time	30.2%
% academic program	65.3%
% technical program	34.7%
% credit students receiving Pell Grants	24.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.2
Average SCH to associate degree	76

GRADUATION RATES

	Full-time	*Part-time*
3-year	17.2%	9.5%
4-year	24.0%	14.3%
6-year	30.1%	14.2%
Fall 2012, 3-year cohort		
Dev. ed.	12.6%	
Non-dev. ed.	19.1%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	28.6%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	88.3%
% earned bacc. in 4 years or fewer	39.7%
% earned bacc. or assoc. in 4 years or fewer	40.0%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	83.7%
% employed	39.5%
% enrolled in 4-yr or 2-yr	17.4%
% employed and enrolled	26.8%
Technical programs	
% total technical employed and/or enrolled	85.7%
% employed	77.7%
% enrolled in 4-yr or 2-yr	6.1%
% employed and enrolled	1.9%

STUDENT DEBT

Average debt	$12,348
% students with debt	20.4%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	456
TSI obligation met (% of total)	28.5%
Completed college course (% of total)	13.2%
Reading	
Below reading standard	205
TSI obligation met (% of total)	39.0%
Completed college course (% of total)	21.5%
Writing	
Below writing standard	161
TSI obligation met (% of total)	32.9%
Completed college course (% of total)	21.7%

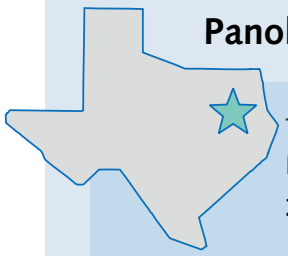
TRANSFER STUDENTS

All transfers	104
Transfer cohort	830
Transfer rate	12.5%

FACULTY

Total	235
% full-time faculty	49.8%
% SCH taught by full-time faculty	86.8%
Student-faculty ratio	13:1

Panola College

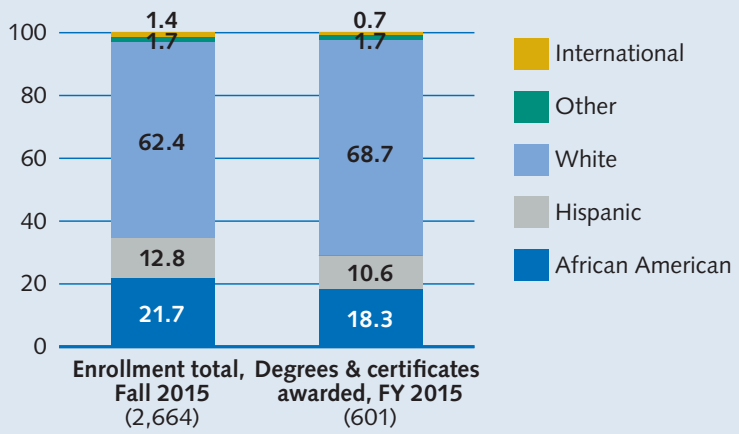


Total Enrollment: **2,664**

COLLEGE INFORMATION

City: **Carthage**
Year founded: **1947**
Website: **www.panola.edu**
Peer group: **Small Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,190**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	14.7%
% part-time	49.1%
% full-time	50.9%
% academic program	44.8%
% technical program	55.2%
% credit students receiving Pell Grants	43.8%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.3
Average SCH to associate degree	83

GRADUATION RATES

	Full-time	*Part-time*
3-year	26.9%	14.1%
4-year	29.2%	20.6%
6-year	36.6%	20.8%
Fall 2012, 3-year cohort		
Dev. ed.	10.7%	
Non-dev. ed.	35.0%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	21.4%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	78.8%
% earned bacc. in 4 years or fewer	22.6%
% earned bacc. or assoc. in 4 years or fewer	32.2%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	93.6%
% employed	48.2%
% enrolled in 4-yr or 2-yr	33.6%
% employed and enrolled	11.8%
Technical programs	
% total technical employed and/or enrolled	93.8%
% employed	86.3%
% enrolled in 4-yr or 2-yr	6.5%
% employed and enrolled	1.0%

STUDENT DEBT

Average debt	$9,457
% students with debt	13.2%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	206
TSI obligation met (% of total)	47.1%
Completed college course (% of total)	11.2%
Reading	
Below reading standard	133
TSI obligation met (% of total)	66.2%
Completed college course (% of total)	25.6%
Writing	
Below writing standard	145
TSI obligation met (% of total)	57.2%
Completed college course (% of total)	21.4%

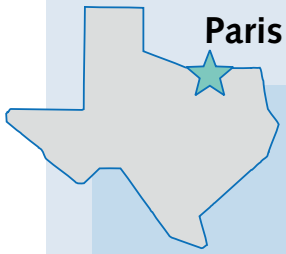
TRANSFER STUDENTS

All transfers	78
Transfer cohort	407
Transfer rate	19.2%

FACULTY

Total	154
% full-time faculty	39.6%
% SCH taught by full-time faculty	69.5%
Student-faculty ratio	20:1

Paris Junior College

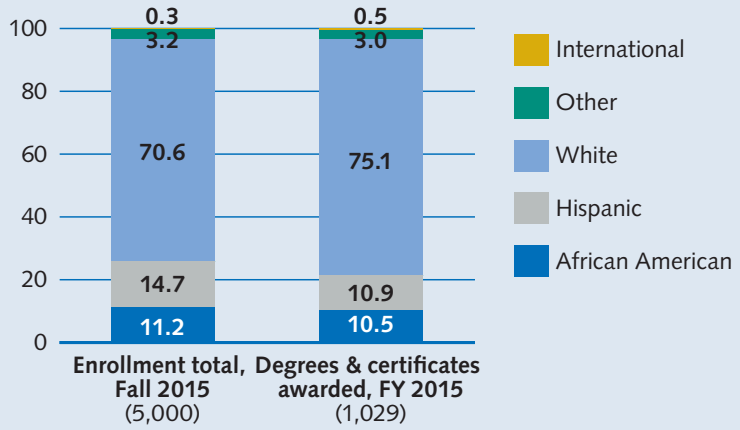


Total Enrollment: **5,000**

COLLEGE INFORMATION

City: **Paris**
Year founded: **1924**
Website: **www.parisjc.edu**
Peer group: **Medium Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,890**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-19.3%
% part-time	58.9%
% full-time	41.1%
% academic program	82.8%
% technical program	17.2%
% credit students receiving Pell Grants	43.1%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.5
Average SCH to associate degree	75

GRADUATION RATES

	Full-time	*Part-time*
3-year	26.6%	14.1%
4-year	29.4%	17.7%
6-year	37.2%	30.2%
Fall 2012, 3-year cohort		
Dev. ed.	20.0%	
Non-dev. ed.	36.9%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	28.0%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	81.4%
% earned bacc. in 4 years or fewer	28.7%
% earned bacc. or assoc. in 4 years or fewer	35.2%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	86.6%
% employed	35.6%
% enrolled in 4-yr or 2-yr	21.0%
% employed and enrolled	30.0%
Technical programs	
% total technical employed and/or enrolled	91.2%
% employed	73.5%
% enrolled in 4-yr or 2-yr	14.9%
% employed and enrolled	2.8%

STUDENT DEBT

Average debt	$9,256
% students with debt	18.1%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	576
TSI obligation met (% of total)	28.0%
Completed college course (% of total)	16.1%
Reading	
Below reading standard	351
TSI obligation met (% of total)	53.0%
Completed college course (% of total)	33.9%
Writing	
Below writing standard	474
TSI obligation met (% of total)	53.0%
Completed college course (% of total)	28.5%

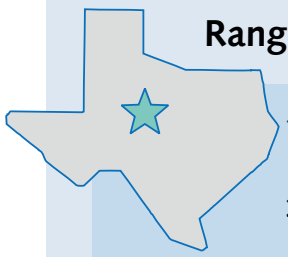
TRANSFER STUDENTS

All transfers	312
Transfer cohort	1,354
Transfer rate	23.0%

FACULTY

Total	251
% full-time faculty	36.3%
% SCH taught by full-time faculty	69.9%
Student-faculty ratio	24:1

Ranger College

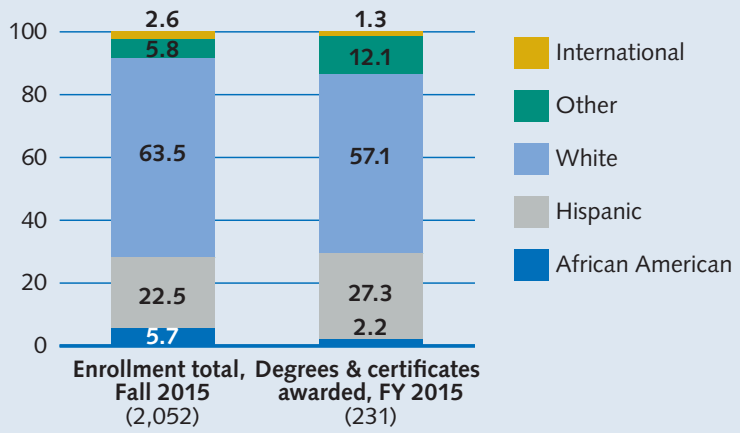


Total Enrollment: **2,052**

COLLEGE INFORMATION

City: **Ranger**
Year founded: **1926**
Website: **www.rangercollege.edu**
Peer group: **Small Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,655**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	29.2%
% part-time	51.7%
% full-time	48.3%
% academic program	81.4%
% technical program	18.6%
% credit students receiving Pell Grants	36.9%

COMPLETION MEASURES

Average time to associate degree (yrs)	2.6
Average SCH to associate degree	77

GRADUATION RATES

	Full-time	*Part-time*
3-year	22.6%	11.1%
4-year	24.4%	16.9%
6-year	38.4%	0.0%
Fall 2012, 3-year cohort		
Dev. ed.	9.4%	
Non-dev. ed.	25.7%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	38.1%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	79.3%
% earned bacc. in 4 years or fewer	28.6%
% earned bacc. or assoc. in 4 years or fewer	29.1%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	87.0%
% employed	40.3%
% enrolled in 4-yr or 2-yr	22.1%
% employed and enrolled	24.7%
Technical programs	
% total technical employed and/or enrolled	89.7%
% employed	82.8%
% enrolled in 4-yr or 2-yr	6.0%
% employed and enrolled	0.9%

STUDENT DEBT

Average debt	$11,891
% students with debt	59.1%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	161
TSI obligation met (% of total)	31.1%
Completed college course (% of total)	12.4%
Reading	
Below reading standard	145
TSI obligation met (% of total)	50.3%
Completed college course (% of total)	40.7%
Writing	
Below writing standard	155
TSI obligation met (% of total)	43.9%
Completed college course (% of total)	34.8%

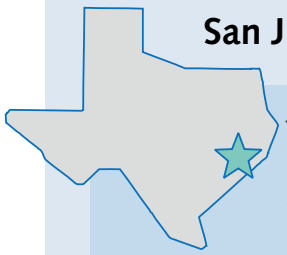
TRANSFER STUDENTS

All transfers	102
Transfer cohort	304
Transfer rate	33.6%

FACULTY

Total	98
% full-time faculty	28.6%
% SCH taught by full-time faculty	53.5%
Student-faculty ratio	28:1

San Jacinto CCD—Central Campus

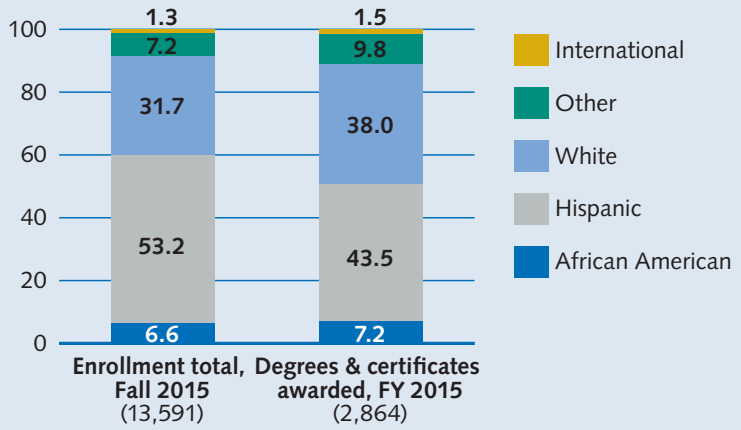


Total Enrollment: **13,591**

COLLEGE INFORMATION

City: **Pasadena**
District/System: **San Jacinto Community College District**
Year founded: **1961**
Website: **www.sjcd.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,750**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-9.6%
% part-time	84.7%
% full-time	15.3%
% academic program	65.4%
% technical program	34.6%
% credit students receiving Pell Grants (district data)	28.8%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.6
Average SCH to associate degree	96

GRADUATION RATES

	Full-time	*Part-time*
3-year	17.0%	11.6%
4-year	25.6%	16.9%
6-year	38.3%	23.7%

Fall 2012, 3-year cohort

Dev. ed.	8.9%
Non-dev. ed.	21.0%

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	7.7%

Fall 2010 FTIC dual credit cohort

% persist 1 year	83.6%
% earned bacc. in 4 years or fewer	27.0%
% earned bacc. or assoc. in 4 years or fewer	31.4%

GRADUATE SUCCESS

Academic programs

% total academic employed and/or enrolled	91.4%
% employed	40.7%
% enrolled in 4-yr or 2-yr	23.0%
% employed and enrolled	27.7%

Technical programs

% total technical employed and/or enrolled	93.3%
% employed	83.6%
% enrolled in 4-yr or 2-yr	7.7%
% employed and enrolled	2.0%

STUDENT DEBT

Average debt	$14,802
% students with debt	26.9%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort
Math

Below math standard	714
TSI obligation met (% of total)	43.4%
Completed college course (% of total)	19.0%

Reading

Below reading standard	457
TSI obligation met (% of total)	53.4%
Completed college course (% of total)	30.6%

Writing

Below writing standard	427
TSI obligation met (% of total)	43.6%
Completed college course (% of total)	28.6%

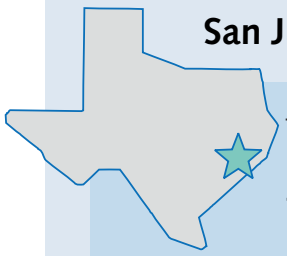
TRANSFER STUDENTS

All transfers	504
Transfer cohort	2,538
Transfer rate	19.9%

FACULTY

Total	554
% full-time faculty	49.5%
% SCH taught by full-time faculty	75.8%
Student-faculty ratio	17:1

San Jacinto CCD—North Campus

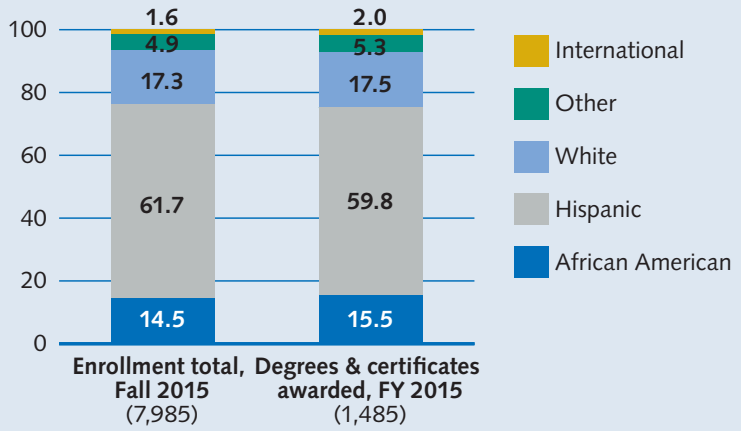


Total Enrollment: **7,985**

COLLEGE INFORMATION

City: **Houston**
District/System: **San Jacinto Community College District**
Year founded: **1973**
Website: **www.sjcd.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,750**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	21.5%
% part-time	84.1%
% full-time	15.9%
% academic program	65.9%
% technical program	34.1%
% credit students receiving Pell Grants (district data)	28.8%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.5
Average SCH to associate degree	92

GRADUATION RATES

	Full-time	*Part-time*
3-year	20.7%	11.7%
4-year	27.2%	14.3%
6-year	36.9%	20.1%

Fall 2012, 3-year cohort

Dev. ed.	7.7%
Non-dev. ed.	20.1%

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	13.7%

Fall 2010 FTIC dual credit cohort

% persist 1 year	79.3%
% earned bacc. in 4 years or fewer	14.4%
% earned bacc. or assoc. in 4 years or fewer	19.8%

GRADUATE SUCCESS

Academic programs

% total academic employed and/or enrolled	90.5%
% employed	33.0%
% enrolled in 4-yr or 2-yr	23.3%
% employed and enrolled	34.2%

Technical programs

% total technical employed and/or enrolled	89.1%
% employed	75.3%
% enrolled in 4-yr or 2-yr	12.0%
% employed and enrolled	1.8%

STUDENT DEBT

Average debt	$16,219
% students with debt	23.2%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort
Math

Below math standard	461
TSI obligation met (% of total)	33.0%
Completed college course (% of total)	16.1%

Reading

Below reading standard	397
TSI obligation met (% of total)	56.2%
Completed college course (% of total)	30.5%

Writing

Below writing standard	319
TSI obligation met (% of total)	45.8%
Completed college course (% of total)	27.6%

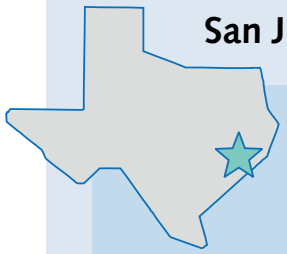
TRANSFER STUDENTS

All transfers	173
Transfer cohort	1,276
Transfer rate	13.6%

FACULTY

Total	318
% full-time faculty	39.6%
% SCH taught by full-time faculty	64.8%
Student-faculty ratio	18:1

San Jacinto CCD—South Campus

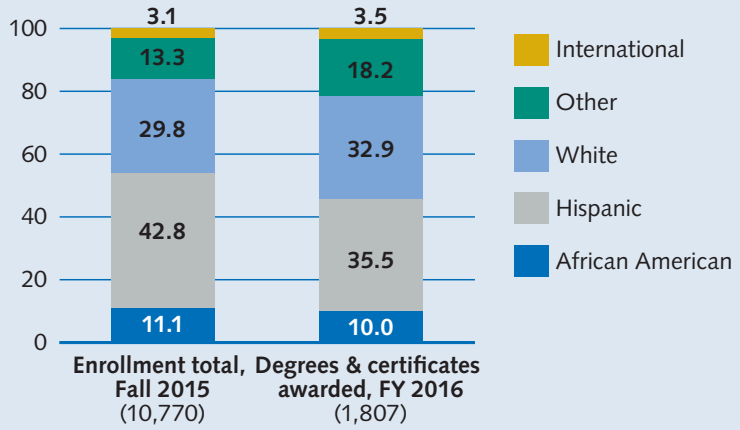


Total Enrollment: **10,770**

COLLEGE INFORMATION

City: **Houston**
District/System: **San Jacinto Community College District**
Year founded: **1979**
Website: **www.sjcd.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,750**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	2.6%
% part-time	80.3%
% full-time	19.7%
% academic program	83.0%
% technical program	17.0%
% credit students receiving Pell Grants (district data)	28.8%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.2
Average SCH to associate degree	92

GRADUATION RATES

	Full-time	*Part-time*
3-year	19.0%	9.5%
4-year	29.4%	17.8%
6-year	38.4%	22.1%
Fall 2012, 3-year cohort		
Dev. ed.	11.6%	
Non-dev. ed.	21.6%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	9.6%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	87.1%
% earned bacc. in 4 years or fewer	32.4%
% earned bacc. or assoc. in 4 years or fewer	37.1%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	93.7%
% employed	31.6%
% enrolled in 4-yr or 2-yr	31.2%
% employed and enrolled	30.9%
Technical programs	
% total technical employed and/or enrolled	89.9%
% employed	76.2%
% enrolled in 4-yr or 2-yr	10.6%
% employed and enrolled	3.1%

STUDENT DEBT

Average debt	$15,100
% students with debt	25.9%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	680
TSI obligation met (% of total)	46.9%
Completed college course (% of total)	21.3%
Reading	
Below reading standard	490
TSI obligation met (% of total)	55.1%
Completed college course (% of total)	35.1%
Writing	
Below writing standard	469
TSI obligation met (% of total)	41.6%
Completed college course (% of total)	30.3%

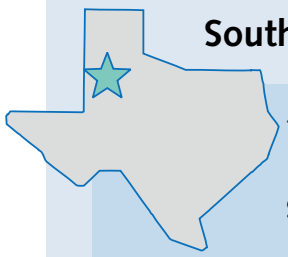
TRANSFER STUDENTS

All transfers	422
Transfer cohort	1,770
Transfer rate	23.8%

FACULTY

Total	435
% full-time faculty	41.8%
% SCH taught by full-time faculty	66.8%
Student-faculty ratio	20:1

South Plains College

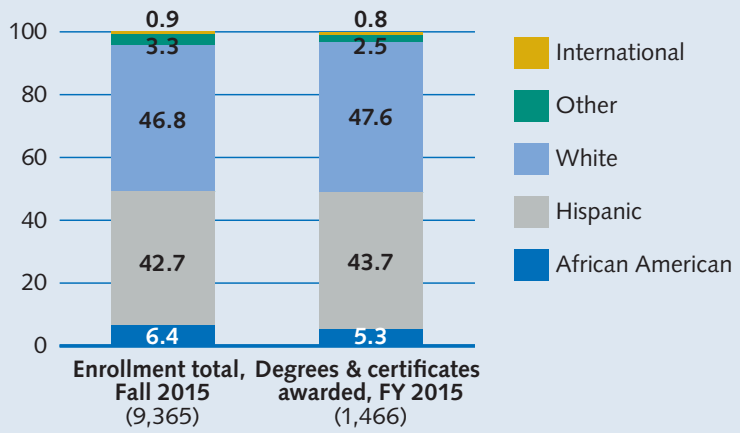


Total Enrollment: **9,365**

COLLEGE INFORMATION

City: **Levelland**
Year founded: **1957**
Website: **www.southplainscollege.edu**
Peer group: **Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,918**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-7.8%
% part-time	50.5%
% full-time	49.5%
% academic program	79.2%
% technical program	20.8%
% credit students receiving Pell Grants	39.7%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.1
Average SCH to associate degree	93

GRADUATION RATES

	Full-time	*Part-time*
3-year	17.5%	5.0%
4-year	25.1%	5.6%
6-year	33.8%	17.4%
Fall 2012, 3-year cohort		
Dev. ed.	8.2%	
Non-dev. ed.	21.6%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	15.2%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	83.5%
% earned bacc. in 4 years or fewer	32.7%
% earned bacc. or assoc. in 4 years or fewer	35.6%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	87.4%
% employed	37.7%
% enrolled in 4-yr or 2-yr	19.9%
% employed and enrolled	29.9%
Technical programs	
% total technical employed and/or enrolled	94.5%
% employed	80.7%
% enrolled in 4-yr or 2-yr	10.3%
% employed and enrolled	3.5%

STUDENT DEBT

Average debt	$14,627
% students with debt	48.5%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	733
TSI obligation met (% of total)	31.9%
Completed college course (% of total)	15.4%
Reading	
Below reading standard	368
TSI obligation met (% of total)	50.0%
Completed college course (% of total)	30.4%
Writing	
Below writing standard	494
TSI obligation met (% of total)	35.8%
Completed college course (% of total)	23.9%

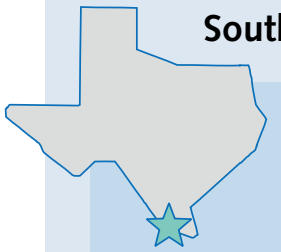
TRANSFER STUDENTS

All transfers	463
Transfer cohort	1,875
Transfer rate	24.7%

FACULTY

Total	388
% full-time faculty	69.6%
% SCH taught by full-time faculty	85.4%
Student-faculty ratio	21:1

South Texas College

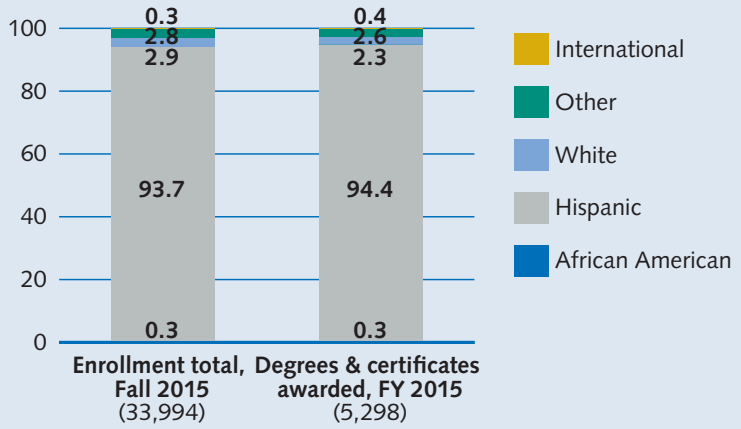


Total Enrollment: **33,994**

COLLEGE INFORMATION

City: **McAllen**
Year founded: **1993**
Website: **www.southtexascollege.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Bachelor's & Associate Degrees & Certificates**
Average tuition & fees: **$3,480**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	21.5%
% part-time	73.1%
% full-time	26.9%
% academic program	67.4%
% technical program	30.9%
% credit students receiving Pell Grants	40.7%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.1
Average SCH to associate degree	84

GRADUATION RATES

	Full-time	*Part-time*
3-year	17.8%	9.3%
4-year	25.0%	15.1%
6-year	32.9%	23.8%
Fall 2012, 3-year cohort		
Dev. ed.	14.9%	
Non-dev. ed.	27.3%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	44.0%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	82.1%
% earned bacc. in 4 years or fewer	21.5%
% earned bacc. or assoc. in 4 years or fewer	23.9%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	91.0%
% employed	31.6%
% enrolled in 4-yr or 2-yr	31.2%
% employed and enrolled	28.1%
Technical programs	
% total technical employed and/or enrolled	86.3%
% employed	57.6%
% enrolled in 4-yr or 2-yr	23.2%
% employed and enrolled	5.6%

STUDENT DEBT

Average debt	$7,913
% students with debt	9.9%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	2,176
TSI obligation met (% of total)	27.6%
Completed college course (% of total)	15.9%
Reading	
Below reading standard	1,814
TSI obligation met (% of total)	39.7%
Completed college course (% of total)	26.7%
Writing	
Below writing standard	2,072
TSI obligation met (% of total)	31.3%
Completed college course (% of total)	27.9%

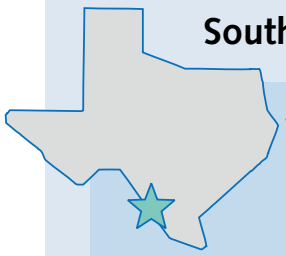
TRANSFER STUDENTS

All transfers	893
Transfer cohort	4,190
Transfer rate	21.3%

FACULTY

Total	1,011
% full-time faculty	64.0%
% SCH taught by full-time faculty	87.1%
Student-faculty ratio	22:1

Southwest Texas Junior College

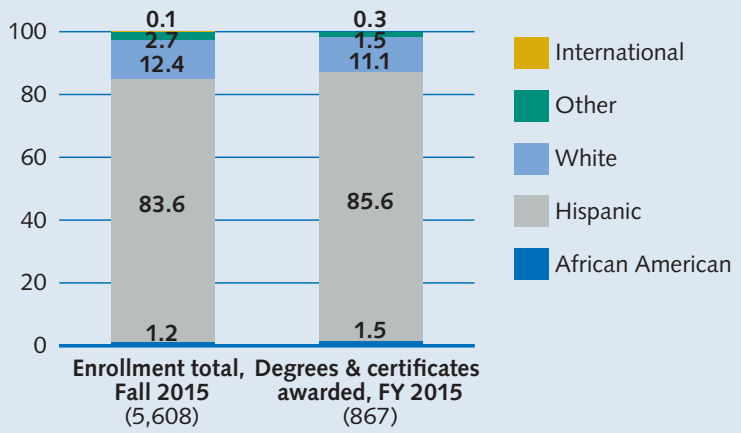


Total Enrollment: **5,608**

COLLEGE INFORMATION

City: **Uvalde**
Year founded: **1946**
Website: **www.swtjc.net**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,618**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-10.1%
% part-time	65.9%
% full-time	34.1%
% academic program	80.7%
% technical program	19.3%
% credit students receiving Pell Grants	46.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.0
Average SCH to associate degree	82

GRADUATION RATES

	Full-time	*Part-time*
3-year	23.8%	8.7%
4-year	31.5%	18.6%
6-year	40.3%	23.0%
Fall 2012, 3-year cohort		
Dev. ed.	21.7%	
Non-dev. ed.	23.4%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	29.0%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	81.7%
% earned bacc. in 4 years or fewer	24.1%
% earned bacc. or assoc. in 4 years or fewer	28.6%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	93.0%
% employed	42.9%
% enrolled in 4-yr or 2-yr	23.5%
% employed and enrolled	26.6%
Technical programs	
% total technical employed and/or enrolled	85.0%
% employed	75.4%
% enrolled in 4-yr or 2-yr	8.8%
% employed and enrolled	0.9%

STUDENT DEBT

Average debt	$9,139
% students with debt	28.8%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	515
TSI obligation met (% of total)	32.4%
Completed college course (% of total)	19.6%
Reading	
Below reading standard	387
TSI obligation met (% of total)	41.3%
Completed college course (% of total)	38.0%
Writing	
Below writing standard	377
TSI obligation met (% of total)	35.5%
Completed college course (% of total)	28.6%

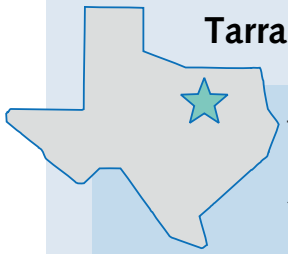
TRANSFER STUDENTS

All transfers	177
Transfer cohort	928
Transfer rate	19.1%

FACULTY

Total	238
% full-time faculty	48.3%
% SCH taught by full-time faculty	66.3%
Student-faculty ratio	23:1

Tarrant CCD—Connect Campus

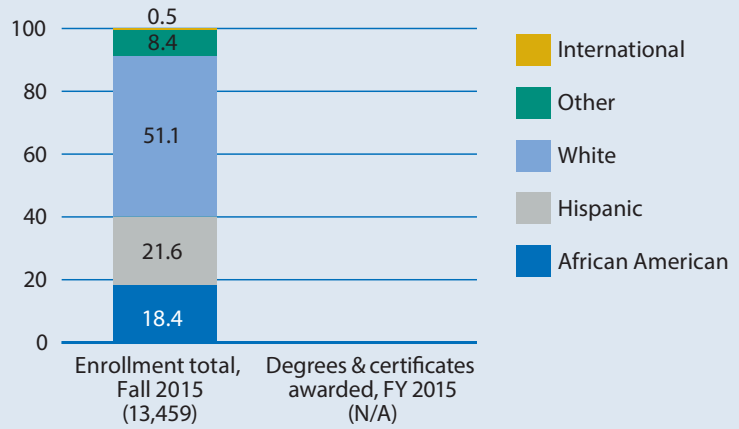


Total Enrollment: **13,459**

COLLEGE INFORMATION

City: **Fort Worth**
District/System: **Tarrant County College District**
Year founded: **2014**
Website: **www.tccd.edu**
Peer group: **Very Large Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,650**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	N/A
% part-time	95.6%
% full-time	4.4%
% academic program	79.9%
% technical program	20.1%
% credit students receiving Pell Grants (district data)	37.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	N/A
Average SCH to associate degree	N/A

GRADUATION RATES

	Full-time	*Part-time*
3-year	N/A	N/A
4-year	N/A	N/A
6-year	N/A	N/A
Fall 2012, 3-year cohort		
Dev. ed.	N/A	
Non-dev. ed.	N/A	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	33.2%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	N/A
% earned bacc. in 4 years or fewer	N/A
% earned bacc. or assoc. in 4 years or fewer	N/A

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	N/A
% employed	N/A
% enrolled in 4-yr or 2-yr	N/A
% employed and enrolled	N/A
Technical programs	
% total technical employed and/or enrolled	N/A
% employed	N/A
% enrolled in 4-yr or 2-yr	N/A
% employed and enrolled	N/A

STUDENT DEBT

Average debt	N/A
% students with debt	N/A

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	N/A
TSI obligation met (% of total)	N/A
Completed college course (% of total)	N/A
Reading	
Below reading standard	N/A
TSI obligation met (% of total)	N/A
Completed college course (% of total)	N/A
Writing	
Below writing standard	N/A
TSI obligation met (% of total)	N/A
Completed college course (% of total)	N/A

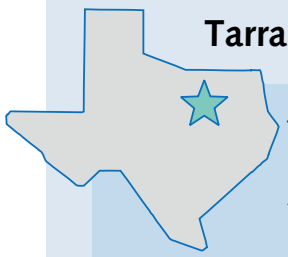
TRANSFER STUDENTS

All transfers	N/A
Transfer cohort	N/A
Transfer rate	N/A

FACULTY

Total	N/A
% full-time faculty	N/A
% SCH taught by full-time faculty	0.0%
Student-faculty ratio	N/A

Tarrant CCD—Northeast Campus

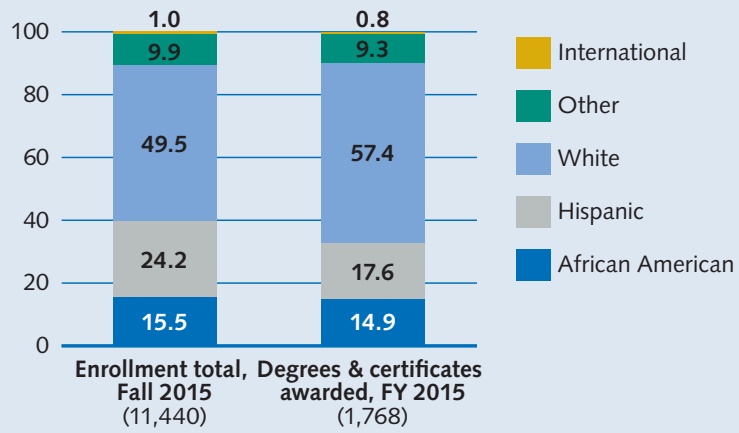


Total Enrollment: **11,440**

COLLEGE INFORMATION

City: **Hurst**
District/System: **Tarrant County College District**
Year founded: **1968**
Website: **www.tccd.edu**
Peer group: **Very Large Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,650**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-28.0%
% part-time	80.7%
% full-time	19.3%
% academic program	75.4%
% technical program	24.6%
% credit students receiving Pell Grants (district data)	37.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.6
Average SCH to associate degree	90

GRADUATION RATES

	Full-time	*Part-time*
3-year	11.1%	6.3%
4-year	19.9%	10.2%
6-year	31.8%	17.9%
Fall 2012, 3-year cohort		
Dev. ed.	4.5%	
Non-dev. ed.	15.0%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	2.6%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	95.0%
% earned bacc. in 4 years or fewer	49.9%
% earned bacc. or assoc. in 4 years or fewer	50.4%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	90.2%
% employed	45.5%
% enrolled in 4-yr or 2-yr	16.9%
% employed and enrolled	27.9%
Technical programs	
% total technical employed and/or enrolled	88.0%
% employed	70.8%
% enrolled in 4-yr or 2-yr	12.0%
% employed and enrolled	5.2%

STUDENT DEBT

Average debt	$15,490
% students with debt	31.8%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	1,014
TSI obligation met (% of total)	28.3%
Completed college course (% of total)	9.4%
Reading	
Below reading standard	544
TSI obligation met (% of total)	61.4%
Completed college course (% of total)	35.7%
Writing	
Below writing standard	633
TSI obligation met (% of total)	40.1%
Completed college course (% of total)	30.6%

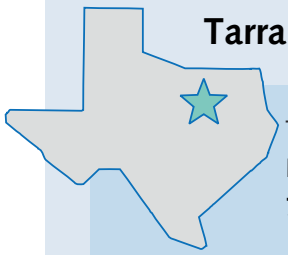
TRANSFER STUDENTS

All transfers	574
Transfer cohort	2,282
Transfer rate	25.2%

FACULTY

Total	484
% full-time faculty	35.5%
% SCH taught by full-time faculty	58.2%
Student-faculty ratio	23:1

Tarrant CCD—Northwest Campus

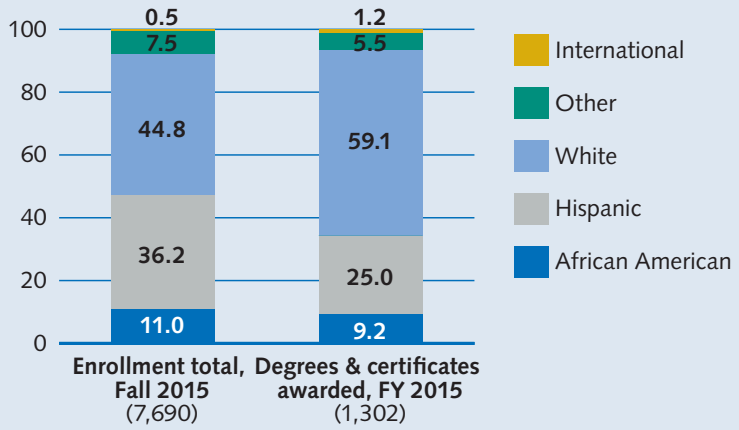


Total Enrollment: **7,690**

COLLEGE INFORMATION

City: **Fort Worth**
District/System: **Tarrant County College District**
Year founded: **1976**
Website: **www.tccd.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,650**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-36.1%
% part-time	80.0%
% full-time	20.0%
% academic program	73.4%
% technical program	26.6%
% credit students receiving Pell Grants (district data)	37.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.3
Average SCH to associate degree	85

GRADUATION RATES

	Full-time	*Part-time*
3-year	14.4%	6.9%
4-year	22.7%	11.6%
6-year	31.5%	17.0%
Fall 2012, 3-year cohort		
Dev. ed.	9.4%	
Non-dev. ed.	17.0%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	5.0%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	89.7%
% earned bacc. in 4 years or fewer	44.7%
% earned bacc. or assoc. in 4 years or fewer	45.0%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	91.9%
% employed	45.5%
% enrolled in 4-yr or 2-yr	20.1%
% employed and enrolled	26.4%
Technical programs	
% total technical employed and/or enrolled	91.5%
% employed	81.2%
% enrolled in 4-yr or 2-yr	6.6%
% employed and enrolled	3.6%

STUDENT DEBT

Average debt	$14,631
% students with debt	27.8%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	617
TSI obligation met (% of total)	31.0%
Completed college course (% of total)	10.2%
Reading	
Below reading standard	320
TSI obligation met (% of total)	55.6%
Completed college course (% of total)	32.5%
Writing	
Below writing standard	357
TSI obligation met (% of total)	52.7%
Completed college course (% of total)	33.9%

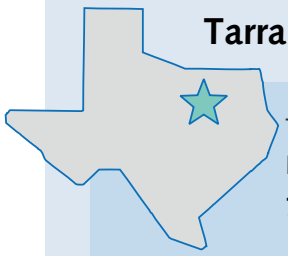
TRANSFER STUDENTS

All transfers	327
Transfer cohort	1,626
Transfer rate	20.1%

FACULTY

Total	363
% full-time faculty	35.3%
% SCH taught by full-time faculty	59.8%
Student-faculty ratio	22:1

Tarrant CCD—South Campus

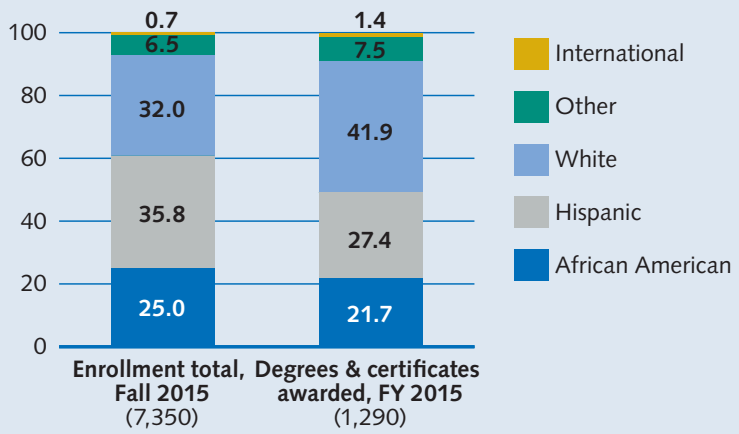


Total Enrollment: **7,350**

COLLEGE INFORMATION

City: **Fort Worth**
District/System: **Tarrant County College District**
Year founded: **1967**
Website: **www.tccd.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,650**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-37.1%
% part-time	83.3%
% full-time	16.7%
% academic program	72.4%
% technical program	27.6%
% credit students receiving Pell Grants (district data)	37.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.5
Average SCH to associate degree	88

GRADUATION RATES

	Full-time	*Part-time*
3-year	13.1%	6.0%
4-year	21.7%	9.7%
6-year	32.0%	17.6%
Fall 2012, 3-year cohort		
Dev. ed.	5.0%	
Non-dev. ed.	20.1%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	5.2%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	92.5%
% earned bacc. in 4 years or fewer	40.3%
% earned bacc. or assoc. in 4 years or fewer	41.5%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	91.7%
% employed	49.2%
% enrolled in 4-yr or 2-yr	20.2%
% employed and enrolled	22.3%
Technical programs	
% total technical employed and/or enrolled	90.0%
% employed	71.6%
% enrolled in 4-yr or 2-yr	14.2%
% employed and enrolled	4.1%

STUDENT DEBT

Average debt	$14,979
% students with debt	36.4%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	844
TSI obligation met (% of total)	28.6%
Completed college course (% of total)	10.5%
Reading	
Below reading standard	541
TSI obligation met (% of total)	49.2%
Completed college course (% of total)	28.5%
Writing	
Below writing standard	481
TSI obligation met (% of total)	38.0%
Completed college course (% of total)	24.7%

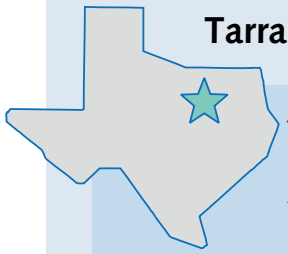
TRANSFER STUDENTS

All transfers	298
Transfer cohort	1,498
Transfer rate	19.9%

FACULTY

Total	351
% full-time faculty	36.5%
% SCH taught by full-time faculty	57.3%
Student-faculty ratio	20:1

Tarrant CCD—Southeast Campus

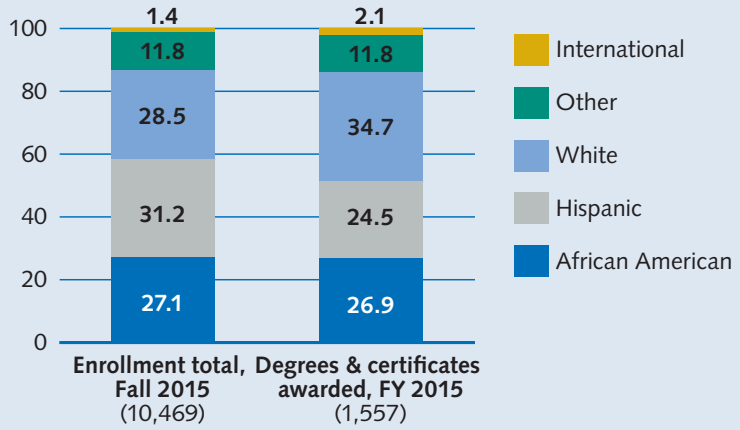


Total Enrollment: **10,469**

COLLEGE INFORMATION

City: **Arlington**
District/System: **Tarrant County College District**
Year founded: **1996**
Website: **www.tccd.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,650**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-24.7%
% part-time	78.2%
% full-time	21.8%
% academic program	79.4%
% technical program	20.6%
% credit students receiving Pell Grants (district data)	37.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.3
Average SCH to associate degree	89

GRADUATION RATES

	Full-time	*Part-time*
3-year	14.5%	8.0%
4-year	20.7%	12.2%
6-year	31.4%	19.1%
Fall 2012, 3-year cohort		
Dev. ed.	7.5%	
Non-dev. ed.	19.7%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	2.9%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	94.7%
% earned bacc. in 4 years or fewer	44.8%
% earned bacc. or assoc. in 4 years or fewer	45.3%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	90.5%
% employed	46.3%
% enrolled in 4-yr or 2-yr	19.4%
% employed and enrolled	24.8%
Technical programs	
% total technical employed and/or enrolled	91.4%
% employed	74.1%
% enrolled in 4-yr or 2-yr	10.2%
% employed and enrolled	7.1%

STUDENT DEBT

Average debt	$13,975
% students with debt	35.8%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	1,073
TSI obligation met (% of total)	36.4%
Completed college course (% of total)	13.4%
Reading	
Below reading standard	776
TSI obligation met (% of total)	51.9%
Completed college course (% of total)	36.2%
Writing	
Below writing standard	717
TSI obligation met (% of total)	46.3%
Completed college course (% of total)	32.1%

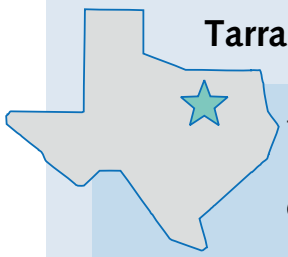
TRANSFER STUDENTS

All transfers	457
Transfer cohort	1,856
Transfer rate	24.6%

FACULTY

Total	395
% full-time faculty	35.2%
% SCH taught by full-time faculty	63.4%
Student-faculty ratio	28:1

Tarrant CCD—Trinity River Campus

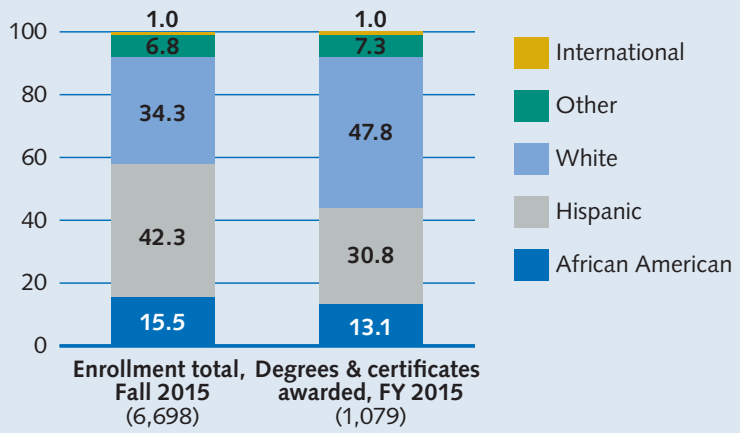


Total Enrollment: **6,698**

COLLEGE INFORMATION

City: **Fort Worth**
District/System: **Tarrant County College District**
Year founded: **2009**
Website: **www.tccd.edu**
Peer group: **Very Large Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$1,650**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	48.2%
% part-time	88.8%
% full-time	11.2%
% academic program	71.5%
% technical program	28.5%
% credit students receiving Pell Grants (district data)	37.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.7
Average SCH to associate degree	93

GRADUATION RATES

	Full-time	*Part-time*
3-year	16.5%	7.8%
4-year	24.7%	12.8%
6-year	37.0%	16.9%
Fall 2012, 3-year cohort		
Dev. ed.	10.5%	
Non-dev. ed.	19.8%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	9.8%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	85.0%
% earned bacc. in 4 years or fewer	25.0%
% earned bacc. or assoc. in 4 years or fewer	25.0%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	84.9%
% employed	47.8%
% enrolled in 4-yr or 2-yr	15.7%
% employed and enrolled	21.4%
Technical programs	
% total technical employed and/or enrolled	94.2%
% employed	77.5%
% enrolled in 4-yr or 2-yr	8.2%
% employed and enrolled	8.5%

STUDENT DEBT

Average debt	$13,841
% students with debt	39.1%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	442
TSI obligation met (% of total)	36.4%
Completed college course (% of total)	15.8%
Reading	
Below reading standard	243
TSI obligation met (% of total)	41.6%
Completed college course (% of total)	31.7%
Writing	
Below writing standard	226
TSI obligation met (% of total)	35.4%
Completed college course (% of total)	26.5%

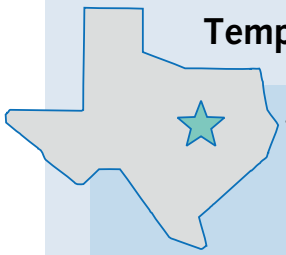
TRANSFER STUDENTS

All transfers	129
Transfer cohort	682
Transfer rate	18.9%

FACULTY

Total	662
% full-time faculty	36.3%
% SCH taught by full-time faculty	30.2%
Student-faculty ratio	18:1

Temple College

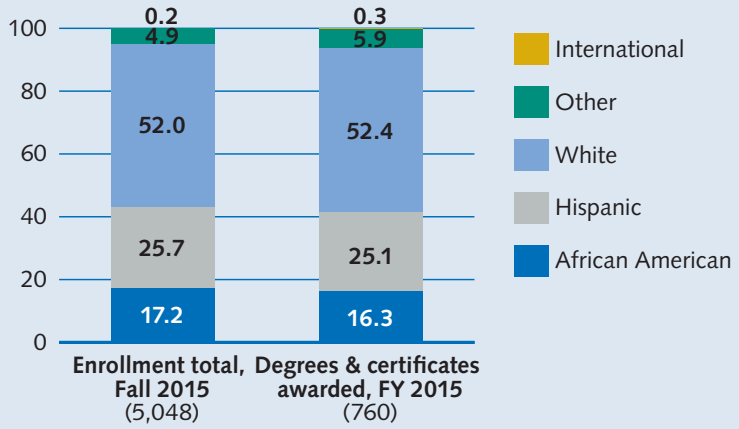


Total Enrollment: **5,048**

COLLEGE INFORMATION

City: **Temple**
Year founded: **1926**
Website: **www.templejc.edu**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,670**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-15.4%
% part-time	67.0%
% full-time	33.0%
% academic program	85.4%
% technical program	14.6%
% credit students receiving Pell Grants	49.9%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.2
Average SCH to associate degree	82

GRADUATION RATES

	Full-time	*Part-time*
3-year	14.2%	3.1%
4-year	13.6%	10.0%
6-year	25.3%	14.5%
Fall 2012, 3-year cohort		
Dev. ed.	7.0%	
Non-dev. ed.	20.1%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	18.7%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	86.9%
% earned bacc. in 4 years or fewer	43.3%
% earned bacc. or assoc. in 4 years or fewer	46.5%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	80.2%
% employed	35.5%
% enrolled in 4-yr or 2-yr	26.0%
% employed and enrolled	18.6%
Technical programs	
% total technical employed and/or enrolled	89.0%
% employed	80.0%
% enrolled in 4-yr or 2-yr	7.0%
% employed and enrolled	2.0%

STUDENT DEBT

Average debt	$21,242
% students with debt	59.9%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	288
TSI obligation met (% of total)	41.3%
Completed college course (% of total)	6.9%
Reading	
Below reading standard	155
TSI obligation met (% of total)	43.2%
Completed college course (% of total)	18.1%
Writing	
Below writing standard	213
TSI obligation met (% of total)	42.3%
Completed college course (% of total)	17.8%

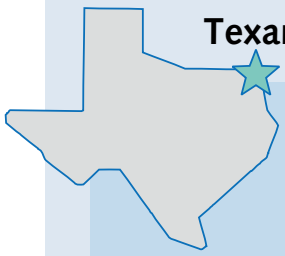
TRANSFER STUDENTS

All transfers	136
Transfer cohort	846
Transfer rate	16.1%

FACULTY

Total	246
% full-time faculty	42.7%
% SCH taught by full-time faculty	74.5%
Student-faculty ratio	22:1

Texarkana College

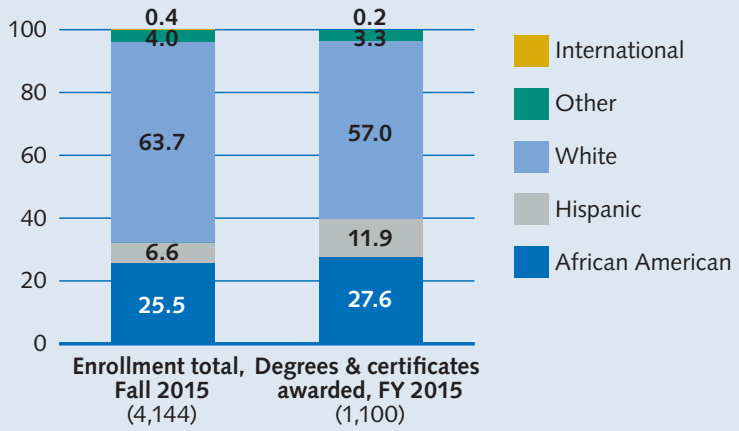


Total Enrollment: **4,144**

COLLEGE INFORMATION

City: **Texarkana**
Year founded: **1927**
Website: **www.texarkanacollege.edu**
Peer group: **Medium Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,420**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	3.5%
% part-time	67.9%
% full-time	32.1%
% academic program	80.7%
% technical program	19.3%
% credit students receiving Pell Grants	47.2%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.1
Average SCH to associate degree	83

GRADUATION RATES

	Full-time	*Part-time*
3-year	32.0%	12.7%
4-year	24.0%	17.6%
6-year	20.6%	18.9%
Fall 2012, 3-year cohort		
Dev. ed.	30.3%	
Non-dev. ed.	36.1%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	35.5%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	77.3%
% earned bacc. in 4 years or fewer	24.3%
% earned bacc. or assoc. in 4 years or fewer	25.4%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	86.0%
% employed	38.5%
% enrolled in 4-yr or 2-yr	23.5%
% employed and enrolled	24.0%
Technical programs	
% total technical employed and/or enrolled	89.6%
% employed	75.2%
% enrolled in 4-yr or 2-yr	11.0%
% employed and enrolled	3.4%

STUDENT DEBT

Average debt	$7,374
% students with debt	41.7%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	669
TSI obligation met (% of total)	17.2%
Completed college course (% of total)	10.3%
Reading	
Below reading standard	492
TSI obligation met (% of total)	38.2%
Completed college course (% of total)	29.9%
Writing	
Below writing standard	583
TSI obligation met (% of total)	36.4%
Completed college course (% of total)	24.0%

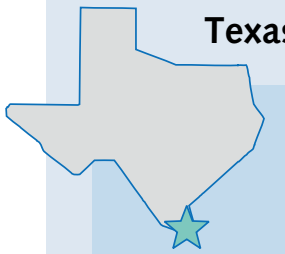
TRANSFER STUDENTS

All transfers	80
Transfer cohort	617
Transfer rate	13.0%

FACULTY

Total	194
% full-time faculty	46.9%
% SCH taught by full-time faculty	70.2%
Student-faculty ratio	21:1

Texas Southmost College

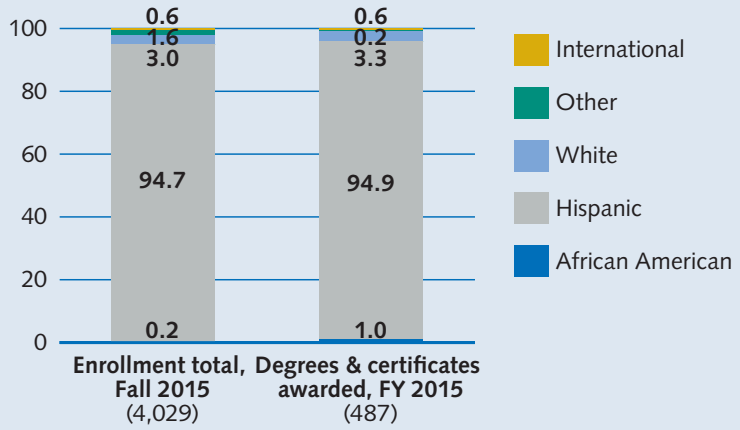


Total Enrollment: **4,029**

COLLEGE INFORMATION

City: **Brownsville**
Year founded: **1926**
Website: **www.tsc.edu**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$3,908**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS	
% enroll. change 2010–15	-63.5%
% part-time	72.1%
% full-time	27.9%
% academic program	73.5%
% technical program	26.5%
% credit students receiving Pell Grants	61.0%

COMPLETION MEASURES	
Average time to associate degree (yrs)	4.9
Average SCH to associate degree	97

GRADUATION RATES	*Full-time*	*Part-time*
3-year	5.3%	2.4%
4-year	13.6%	5.7%
6-year	32.8%	12.3%
Fall 2012, 3-year cohort		
Dev. ed.	2.7%	
Non-dev. ed.	4.7%	

DUAL CREDIT MEASURES	
Dual credit as % of total enrollment in fall 2015	21.4%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	76.8%
% earned bacc. in 4 years or fewer	15.3%
% earned bacc. or assoc. in 4 years or fewer	16.6%

GRADUATE SUCCESS	
Academic programs	
% total academic employed and/or enrolled	92.8%
% employed	31.3%
% enrolled in 4-yr or 2-yr	27.7%
% employed and enrolled	33.8%
Technical programs	
% total technical employed and/or enrolled	81.7%
% employed	60.9%
% enrolled in 4-yr or 2-yr	9.0%
% employed and enrolled	11.8%

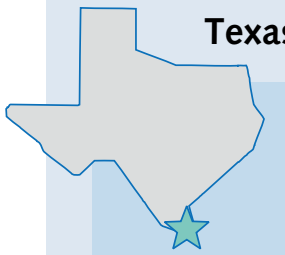
STUDENT DEBT	
Average debt	$16,284
% students with debt	74.1%

DEVELOPMENTAL EDUCATION	
Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	705
TSI obligation met (% of total)	47.2%
Completed college course (% of total)	22.8%
Reading	
Below reading standard	575
TSI obligation met (% of total)	56.3%
Completed college course (% of total)	27.8%
Writing	
Below writing standard	585
TSI obligation met (% of total)	57.6%
Completed college course (% of total)	27.5%

TRANSFER STUDENTS	
All transfers	670
Transfer cohort	1,631
Transfer rate	41.1%

FACULTY	
Total	157
% full-time faculty	55.4%
% SCH taught by full-time faculty	77.2%
Student-faculty ratio	20:1

Texas State Technical College—Harlingen

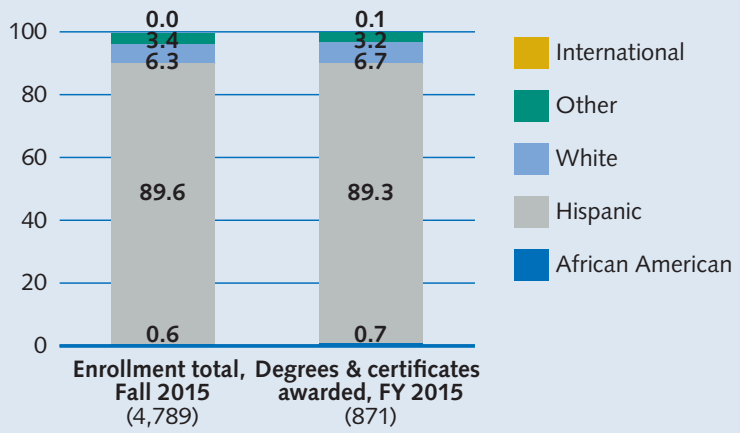


Total Enrollment: **4,789**

COLLEGE INFORMATION

City: **Harlingen**
Year founded: **1967**
Website: **www.tstc.edu**
Peer group: **LSC/TSTC**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$4,386**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS	
% enroll. change 2010–15	-17.1%
% part-time	67.1%
% full-time	32.9%
% academic program	48.7%
% technical program	51.3%
% credit students receiving Pell Grants	64.1%

COMPLETION MEASURES	
Average time to associate degree (yrs)	4.1
Average SCH to associate degree	95

GRADUATION RATES	*Full-time*	*Part-time*
3-year	19.8%	8.6%
4-year	18.1%	12.2%
6-year	28.1%	17.5%
Fall 2012, 3-year cohort		
Dev. ed.	12.8%	
Non-dev. ed.	18.9%	

DUAL CREDIT MEASURES	
Dual credit as % of total enrollment in fall 2015	9.7%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	84.7%
% earned bacc. in 4 years or fewer	21.6%
% earned bacc. or assoc. in 4 years or fewer	22.5%

GRADUATE SUCCESS	
Academic programs	
% total academic employed and/or enrolled	95.1%
% employed	39.3%
% enrolled in 4-yr or 2-yr	37.7%
% employed and enrolled	18.0%
Technical programs	
% total technical employed and/or enrolled	96.3%
% employed	73.1%
% enrolled in 4-yr or 2-yr	20.2%
% employed and enrolled	3.0%

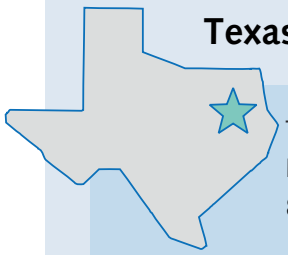
STUDENT DEBT	
Average debt	$11,201
% students with debt	30.1%

DEVELOPMENTAL EDUCATION	
Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	379
TSI obligation met (% of total)	18.2%
Completed college course (% of total)	10.3%
Reading	
Below reading standard	281
TSI obligation met (% of total)	19.6%
Completed college course (% of total)	17.8%
Writing	
Below writing standard	299
TSI obligation met (% of total)	18.1%
Completed college course (% of total)	13.7%

TRANSFER STUDENTS	
All transfers	70
Transfer cohort	861
Transfer rate	8.1%

FACULTY	
Total	196
% full-time faculty	63.3%
% SCH taught by full-time faculty	85.3%
Student-faculty ratio	21:1

Texas State Technical College—Marshall

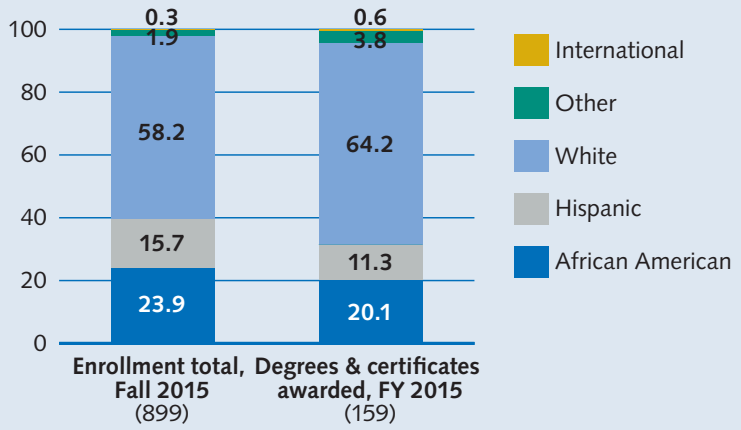


Total Enrollment: **899**

COLLEGE INFORMATION

City: **Marshall**
Year founded: **1999**
Website: **www.tstc.edu**
Peer group: **LSC/TSTC**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$4,386**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-5.3%
% part-time	60.4%
% full-time	39.6%
% academic program	22.9%
% technical program	77.1%
% credit students receiving Pell Grants	43.8%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.1
Average SCH to associate degree	85

GRADUATION RATES

	Full-time	*Part-time*
3-year	41.5%	33.3%
4-year	32.8%	35.6%
6-year	49.1%	27.7%
Fall 2012, 3-year cohort		
Dev. ed.	30.6%	
Non-dev. ed.	57.6%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	22.2%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	68.6%
% earned bacc. in 4 years or fewer	11.9%
% earned bacc. or assoc. in 4 years or fewer	13.6%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	0.0%
% employed	0.0%
% enrolled in 4-yr or 2-yr	0.0%
% employed and enrolled	0.0%
Technical programs	
% total technical employed and/or enrolled	88.3%
% employed	82.8%
% enrolled in 4-yr or 2-yr	4.3%
% employed and enrolled	1.2%

STUDENT DEBT

Average debt	$15,674
% students with debt	48.3%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	59
TSI obligation met (% of total)	23.7%
Completed college course (% of total)	30.5%
Reading	
Below reading standard	45
TSI obligation met (% of total)	46.7%
Completed college course (% of total)	20.0%
Writing	
Below writing standard	52
TSI obligation met (% of total)	44.2%
Completed college course (% of total)	19.2%

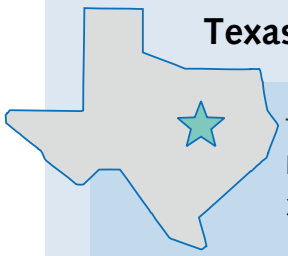
TRANSFER STUDENTS

All transfers	6
Transfer cohort	187
Transfer rate	3.2%

FACULTY

Total	66
% full-time faculty	43.9%
% SCH taught by full-time faculty	58.6%
Student-faculty ratio	11:1

Texas State Technical College—Waco

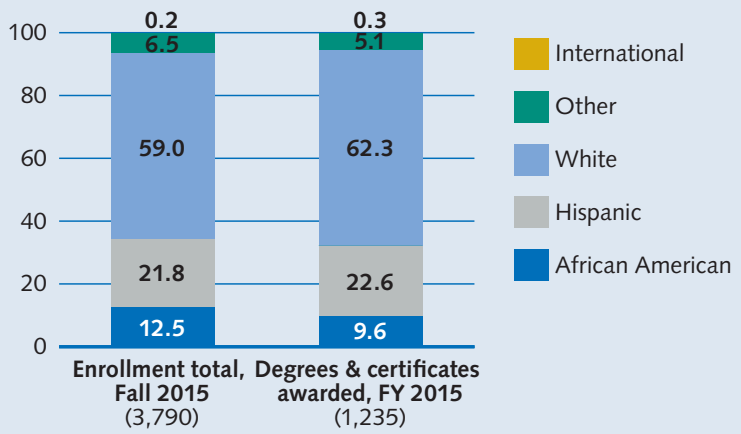


Total Enrollment: **3,790**

COLLEGE INFORMATION

City: **Waco**
Year founded: **1965**
Website: **www.tstc.edu**
Peer group: **LSC/TSTC**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$4,386**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-23.8%
% part-time	38.4%
% full-time	61.6%
% academic program	6.0%
% technical program	94.0%
% credit students receiving Pell Grants	54.2%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.7
Average SCH to associate degree	101

GRADUATION RATES

	Full-time	*Part-time*
3-year	30.6%	14.9%
4-year	32.0%	18.2%
6-year	30.9%	25.2%
Fall 2012, 3-year cohort		
Dev. ed.	18.8%	
Non-dev. ed.	42.8%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	5.3%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	67.9%
% earned bacc. in 4 years or fewer	5.7%
% earned bacc. or assoc. in 4 years or fewer	6.9%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	N/A
% employed	N/A
% enrolled in 4-yr or 2-yr	N/A
% employed and enrolled	N/A
Technical programs	
% total technical employed and/or enrolled	92.7%
% employed	83.4%
% enrolled in 4-yr or 2-yr	8.2%
% employed and enrolled	1.1%

STUDENT DEBT

Average debt	$18,564
% students with debt	63.7%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	324
TSI obligation met (% of total)	28.1%
Completed college course (% of total)	11.4%
Reading	
Below reading standard	197
TSI obligation met (% of total)	36.0%
Completed college course (% of total)	19.8%
Writing	
Below writing standard	319
TSI obligation met (% of total)	37.6%
Completed college course (% of total)	20.1%

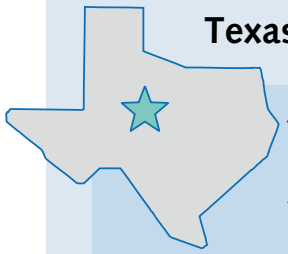
TRANSFER STUDENTS

All transfers	54
Transfer cohort	1,514
Transfer rate	3.6%

FACULTY

Total	260
% full-time faculty	77.7%
% SCH taught by full-time faculty	87.2%
Student-faculty ratio	13:1

Texas State Technical College—West Texas

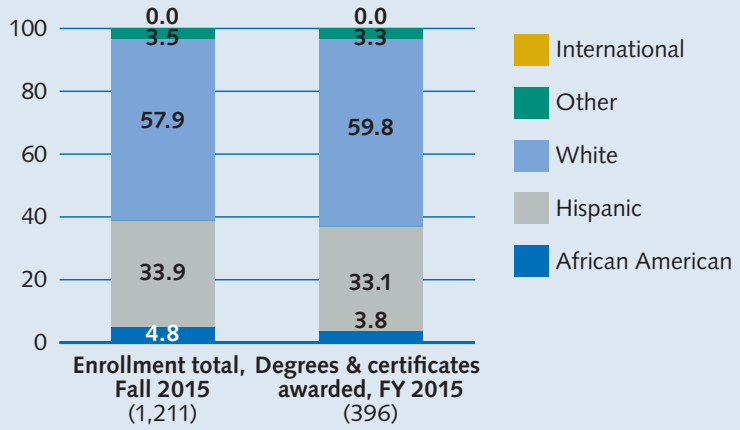


Total Enrollment: **1,211**

COLLEGE INFORMATION

City: **Sweetwater**
Year founded: **1970**
Website: **www.tstc.edu**
Peer group: **LSC/TSTC**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$4,386**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-8.3%
% part-time	69.0%
% full-time	31.0%
% academic program	31.3%
% technical program	68.7%
% credit students receiving Pell Grants	49.8%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.1
Average SCH to associate degree	83

GRADUATION RATES

	Full-time	*Part-time*
3-year	42.2%	58.3%
4-year	34.6%	43.1%
6-year	45.3%	30.2%
Fall 2012, 3-year cohort		
Dev. ed.	23.1%	
Non-dev. ed.	54.3%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	29.1%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	66.2%
% earned bacc. in 4 years or fewer	19.2%
% earned bacc. or assoc. in 4 years or fewer	20.8%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	0.0%
% employed	0.0%
% enrolled in 4-yr or 2-yr	0.0%
% employed and enrolled	0.0%
Technical programs	
% total technical employed and/or enrolled	96.1%
% employed	90.5%
% enrolled in 4-yr or 2-yr	3.3%
% employed and enrolled	2.3%

STUDENT DEBT

Average debt	$13,513
% students with debt	67.1%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	20
TSI obligation met (% of total)	30.0%
Completed college course (% of total)	0.0%
Reading	
Below reading standard	13
TSI obligation met (% of total)	38.5%
Completed college course (% of total)	7.7%
Writing	
Below writing standard	20
TSI obligation met (% of total)	30.0%
Completed college course (% of total)	10.0%

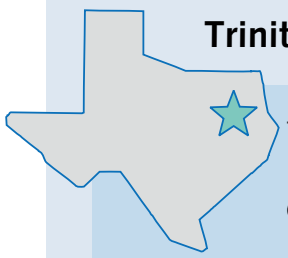
TRANSFER STUDENTS

All transfers	32
Transfer cohort	395
Transfer rate	8.1%

FACULTY

Total	94
% full-time faculty	53.2%
% SCH taught by full-time faculty	74.0%
Student-faculty ratio	9:1

Trinity Valley Community College

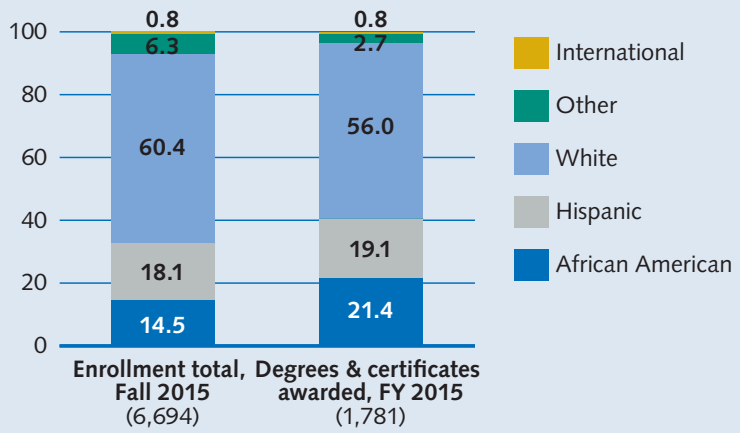


Total Enrollment: **6,694**

COLLEGE INFORMATION

City: **Athens**
Year founded: **1946**
Website: **www.tvcc.edu**
Peer group: **Medium Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,340**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-11.9%
% part-time	68.0%
% full-time	32.0%
% academic program	75.2%
% technical program	24.8%
% credit students receiving Pell Grants	40.3%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.2
Average SCH to associate degree	88

GRADUATION RATES

	Full-time	*Part-time*
3-year	21.9%	8.6%
4-year	21.3%	10.1%
6-year	33.4%	24.2%
Fall 2012, 3-year cohort		
Dev. ed.	13.8%	
Non-dev. ed.	24.7%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	30.1%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	90.1%
% earned bacc. in 4 years or fewer	37.1%
% earned bacc. or assoc. in 4 years or fewer	39.6%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	89.9%
% employed	41.9%
% enrolled in 4-yr or 2-yr	27.0%
% employed and enrolled	21.0%
Technical programs	
% total technical employed and/or enrolled	89.0%
% employed	79.4%
% enrolled in 4-yr or 2-yr	7.0%
% employed and enrolled	2.6%

STUDENT DEBT

Average debt	$13,982
% students with debt	42.4%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	423
TSI obligation met (% of total)	36.6%
Completed college course (% of total)	20.1%
Reading	
Below reading standard	285
TSI obligation met (% of total)	63.9%
Completed college course (% of total)	29.8%
Writing	
Below writing standard	300
TSI obligation met (% of total)	49.3%
Completed college course (% of total)	19.7%

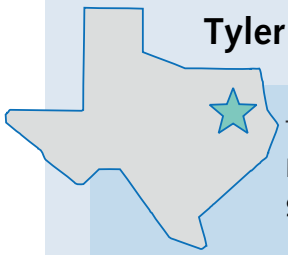
TRANSFER STUDENTS

All transfers	172
Transfer cohort	1,018
Transfer rate	16.9%

FACULTY

Total	273
% full-time faculty	54.6%
% SCH taught by full-time faculty	81.6%
Student-faculty ratio	21:1

Tyler Junior College

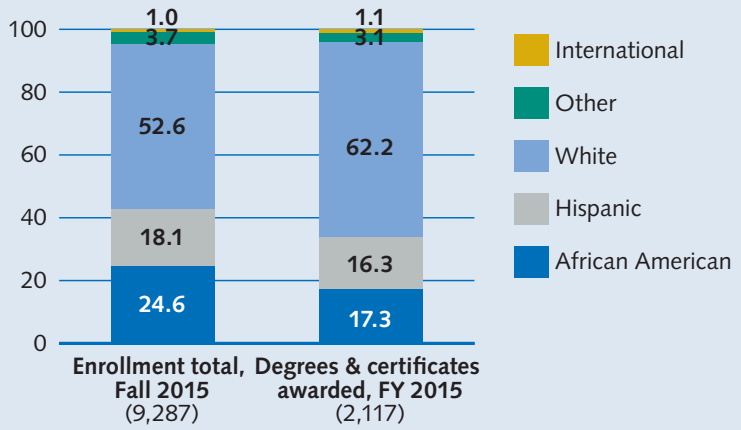


Total Enrollment: **9,287**

COLLEGE INFORMATION

City: **Tyler**
Year founded: **1926**
Website: **www.tjc.edu**
Peer group: **Large Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,352**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-20.9%
% part-time	45.5%
% full-time	54.5%
% academic program	56.7%
% technical program	43.3%
% credit students receiving Pell Grants	45.8%

COMPLETION MEASURES

Average time to associate degree (yrs)	3.6
Average SCH to associate degree	84

GRADUATION RATES

	Full-time	*Part-time*
3-year	18.2%	17.1%
4-year	21.8%	16.7%
6-year	29.3%	28.2%
Fall 2012, 3-year cohort		
Dev. ed.	12.3%	
Non-dev. ed.	25.2%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	1.1%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	83.3%
% earned bacc. in 4 years or fewer	28.3%
% earned bacc. or assoc. in 4 years or fewer	33.9%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	92.8%
% employed	32.0%
% enrolled in 4-yr or 2-yr	30.1%
% employed and enrolled	30.7%
Technical programs	
% total technical employed and/or enrolled	93.4%
% employed	81.3%
% enrolled in 4-yr or 2-yr	7.8%
% employed and enrolled	4.4%

STUDENT DEBT

Average debt	$16,408
% students with debt	50.5%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	1,227
TSI obligation met (% of total)	20.5%
Completed college course (% of total)	13.0%
Reading	
Below reading standard	979
TSI obligation met (% of total)	51.1%
Completed college course (% of total)	29.4%
Writing	
Below writing standard	1,033
TSI obligation met (% of total)	39.6%
Completed college course (% of total)	28.0%

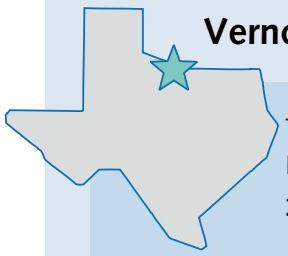
TRANSFER STUDENTS

All transfers	621
Transfer cohort	2,646
Transfer rate	23.5%

FACULTY

Total	541
% full-time faculty	46.0%
% SCH taught by full-time faculty	70.2%
Student-faculty ratio	19:1

Vernon College

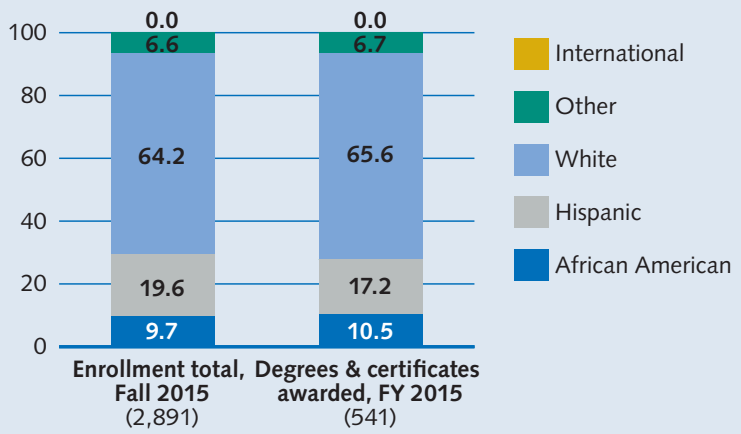


Total Enrollment: **2,891**

COLLEGE INFORMATION

City: **Vernon**
Year founded: **1970**
Website: **www.vernoncollege.edu**
Peer group: **Small Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,940**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-8.7%
% part-time	64.6%
% full-time	35.4%
% academic program	61.9%
% technical program	38.1%
% credit students receiving Pell Grants	42.2%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.2
Average SCH to associate degree	89

GRADUATION RATES

	Full-time	*Part-time*
3-year	16.5%	10.9%
4-year	33.8%	15.2%
6-year	37.6%	29.4%
Fall 2012, 3-year cohort		
Dev. ed.	8.2%	
Non-dev. ed.	13.5%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	18.2%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	84.8%
% earned bacc. in 4 years or fewer	34.4%
% earned bacc. or assoc. in 4 years or fewer	35.1%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	91.2%
% employed	41.9%
% enrolled in 4-yr or 2-yr	25.7%
% employed and enrolled	23.5%
Technical programs	
% total technical employed and/or enrolled	93.9%
% employed	88.3%
% enrolled in 4-yr or 2-yr	4.3%
% employed and enrolled	1.3%

STUDENT DEBT

Average debt	$14,294
% students with debt	60.9%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	198
TSI obligation met (% of total)	47.5%
Completed college course (% of total)	20.7%
Reading	
Below reading standard	122
TSI obligation met (% of total)	57.4%
Completed college course (% of total)	31.1%
Writing	
Below writing standard	129
TSI obligation met (% of total)	48.1%
Completed college course (% of total)	29.5%

TRANSFER STUDENTS

All transfers	115
Transfer cohort	530
Transfer rate	21.7%

FACULTY

Total	150
% full-time faculty	54.0%
% SCH taught by full-time faculty	74.8%
Student-faculty ratio	17:1

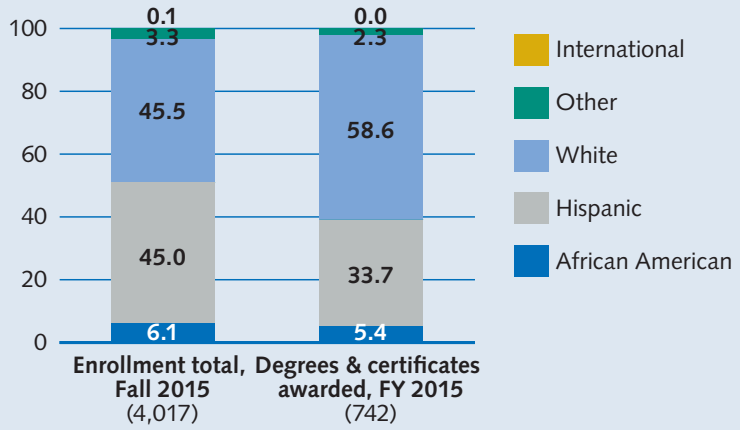
Victoria College

Total Enrollment: **4,017**

COLLEGE INFORMATION

City: **Victoria**
Year founded: **1925**
Website: **www.victoriacollege.edu**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,640**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-6.4%
% part-time	74.2%
% full-time	25.8%
% academic program	77.8%
% technical program	22.2%
% credit students receiving Pell Grants	35.8%

COMPLETION MEASURES

Average time to associate degree (yrs)	5.0
Average SCH to associate degree	99

GRADUATION RATES

	Full-time	*Part-time*
3-year	17.5%	7.6%
4-year	30.1%	8.8%
6-year	27.4%	10.7%
Fall 2012, 3-year cohort		
Dev. ed.	6.8%	
Non-dev. ed.	19.0%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	15.7%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	92.3%
% earned bacc. in 4 years or fewer	47.7%
% earned bacc. or assoc. in 4 years or fewer	49.1%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	93.9%
% employed	37.2%
% enrolled in 4-yr or 2-yr	21.7%
% employed and enrolled	35.0%
Technical programs	
% total technical employed and/or enrolled	95.2%
% employed	88.4%
% enrolled in 4-yr or 2-yr	3.7%
% employed and enrolled	3.1%

STUDENT DEBT

Average debt	$13,177
% students with debt	39.4%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	165
TSI obligation met (% of total)	31.5%
Completed college course (% of total)	23.0%
Reading	
Below reading standard	92
TSI obligation met (% of total)	54.3%
Completed college course (% of total)	22.8%
Writing	
Below writing standard	93
TSI obligation met (% of total)	43.0%
Completed college course (% of total)	31.2%

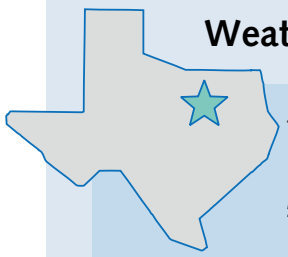
TRANSFER STUDENTS

All transfers	97
Transfer cohort	597
Transfer rate	16.2%

FACULTY

Total	225
% full-time faculty	40.4%
% SCH taught by full-time faculty	70.4%
Student-faculty ratio	17:1

Weatherford College

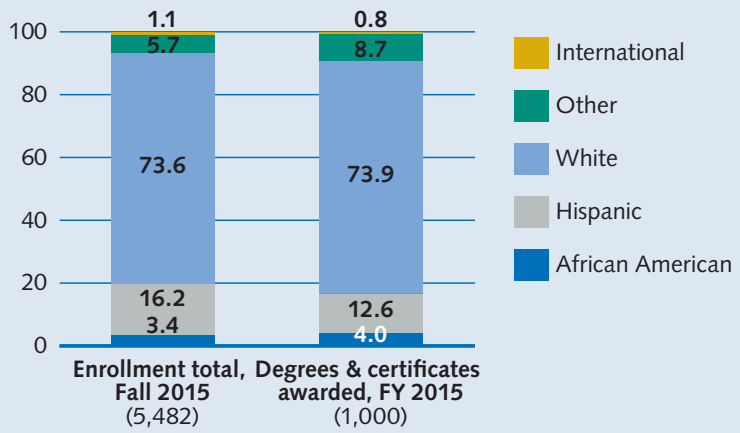


Total Enrollment: **5,482**

COLLEGE INFORMATION

City: **Weatherford**
Year founded: **1869**
Website: **www.wc.edu**
Peer group: **Medium Colleges**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,440**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-3.0%
% part-time	63.1%
% full-time	36.9%
% academic program	76.9%
% technical program	23.1%
% credit students receiving Pell Grants	33.0%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.1
Average SCH to associate degree	86

GRADUATION RATES

	Full-time	*Part-time*
3-year	17.3%	6.0%
4-year	24.8%	14.2%
6-year	33.5%	20.1%
Fall 2012, 3-year cohort		
Dev. ed.	11.3%	
Non-dev. ed.	22.6%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	21.0%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	86.4%
% earned bacc. in 4 years or fewer	33.5%
% earned bacc. or assoc. in 4 years or fewer	38.9%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	86.7%
% employed	40.7%
% enrolled in 4-yr or 2-yr	23.5%
% employed and enrolled	22.6%
Technical programs	
% total technical employed and/or enrolled	88.4%
% employed	77.7%
% enrolled in 4-yr or 2-yr	5.4%
% employed and enrolled	5.4%

STUDENT DEBT

Average debt	$16,246
% students with debt	33.3%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort

Math	
Below math standard	510
TSI obligation met (% of total)	42.4%
Completed college course (% of total)	12.9%
Reading	
Below reading standard	183
TSI obligation met (% of total)	47.5%
Completed college course (% of total)	21.9%
Writing	
Below writing standard	217
TSI obligation met (% of total)	45.2%
Completed college course (% of total)	24.0%

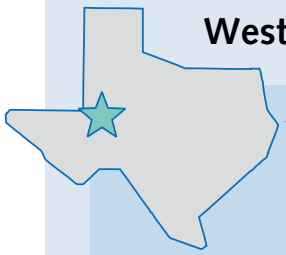
TRANSFER STUDENTS

All transfers	339
Transfer cohort	1,408
Transfer rate	24.1%

FACULTY

Total	282
% full-time faculty	42.2%
% SCH taught by full-time faculty	67.7%
Student-faculty ratio	22:1

Western Texas College

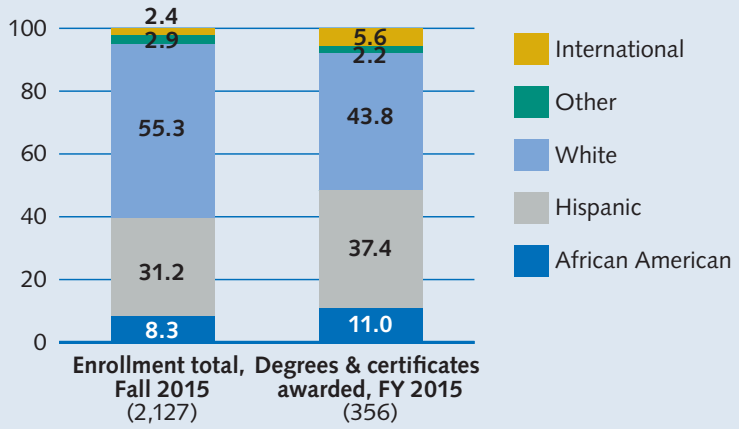


Total Enrollment: **2,127**

COLLEGE INFORMATION

City: **Snyder**
Year founded: **1969**
Website: **www.wtc.edu**
Peer group: **Small Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,370**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	-7.8%
% part-time	70.2%
% full-time	29.8%
% academic program	82.7%
% technical program	17.3%
% credit students receiving Pell Grants	16.7%

COMPLETION MEASURES

Average time to associate degree (yrs)	2.6
Average SCH to associate degree	64

GRADUATION RATES

	Full-time	*Part-time*
3-year	33.8%	24.1%
4-year	38.1%	49.6%
6-year	39.3%	47.2%
Fall 2012, 3-year cohort		
Dev. ed.	21.6%	
Non-dev. ed.	38.8%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	36.2%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	86.2%
% earned bacc. in 4 years or fewer	41.8%
% earned bacc. or assoc. in 4 years or fewer	46.0%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	95.8%
% employed	32.2%
% enrolled in 4-yr or 2-yr	46.6%
% employed and enrolled	16.9%
Technical programs	
% total technical employed and/or enrolled	100.0%
% employed	78.7%
% enrolled in 4-yr or 2-yr	18.5%
% employed and enrolled	2.8%

STUDENT DEBT

Average debt	$11,458
% students with debt	18.6%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	168
TSI obligation met (% of total)	44.0%
Completed college course (% of total)	27.4%
Reading	
Below reading standard	114
TSI obligation met (% of total)	63.2%
Completed college course (% of total)	33.3%
Writing	
Below writing standard	100
TSI obligation met (% of total)	50.0%
Completed college course (% of total)	27.0%

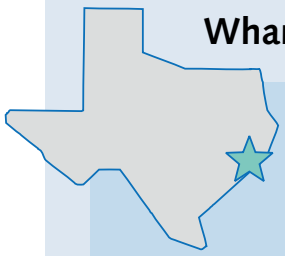
TRANSFER STUDENTS

All transfers	104
Transfer cohort	431
Transfer rate	24.1%

FACULTY

Total	93
% full-time faculty	44.1%
% SCH taught by full-time faculty	72.6%
Student-faculty ratio	21:1

Wharton County Junior College

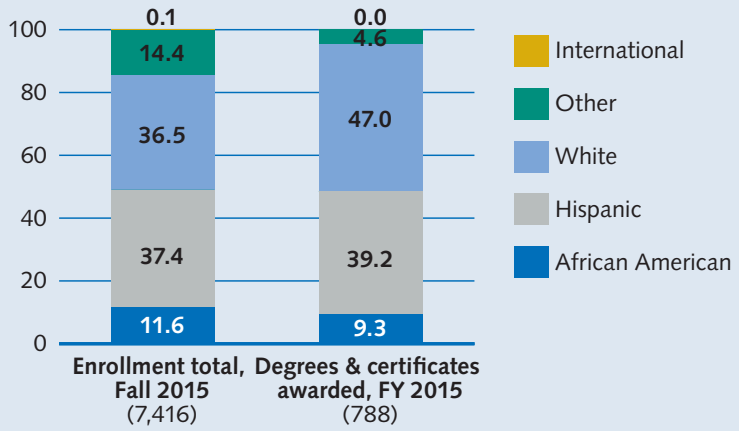


Total Enrollment: **7,416**

COLLEGE INFORMATION

City: **Wharton**
Year founded: **1946**
Website: **www.wcjc.edu**
Peer group: **Medium Colleges**
HS/HBCU status: **HS**
Degrees offered: **Associate Degrees & Certificates**
Average tuition & fees: **$2,750**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



STUDENT CHARACTERISTICS

% enroll. change 2010–15	7.1%
% part-time	61.4%
% full-time	38.6%
% academic program	69.6%
% technical program	30.4%
% credit students receiving Pell Grants	25.8%

COMPLETION MEASURES

Average time to associate degree (yrs)	4.1
Average SCH to associate degree	90

GRADUATION RATES

	Full-time	*Part-time*
3-year	15.9%	6.0%
4-year	25.3%	10.2%
6-year	44.2%	22.4%
Fall 2012, 3-year cohort		
Dev. ed.	7.0%	
Non-dev. ed.	15.6%	

DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2015	16.0%
Fall 2010 FTIC dual credit cohort	
% persist 1 year	88.4%
% earned bacc. in 4 years or fewer	34.3%
% earned bacc. or assoc. in 4 years or fewer	39.4%

GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	94.1%
% employed	39.2%
% enrolled in 4-yr or 2-yr	26.2%
% employed and enrolled	28.7%
Technical programs	
% total technical employed and/or enrolled	92.8%
% employed	84.4%
% enrolled in 4-yr or 2-yr	4.2%
% employed and enrolled	4.2%

STUDENT DEBT

Average debt	$12,796
% students with debt	40.4%

DEVELOPMENTAL EDUCATION

Fall 2011 FTIC dev. ed. cohort	
Math	
Below math standard	350
TSI obligation met (% of total)	39.1%
Completed college course (% of total)	25.1%
Reading	
Below reading standard	229
TSI obligation met (% of total)	75.5%
Completed college course (% of total)	48.9%
Writing	
Below writing standard	184
TSI obligation met (% of total)	66.8%
Completed college course (% of total)	40.2%

TRANSFER STUDENTS

All transfers	509
Transfer cohort	1,570
Transfer rate	32.4%

FACULTY

Total	291
% full-time faculty	57.7%
% SCH taught by full-time faculty	76.5%
Student-faculty ratio	20:1

Sources of Data

National Context Data

ACT test scores are from ACT®, 2015 ACT National and State Scores, Average Scores by State, at http://www.act.org/content/act/en/research/condition-of-college-and-career-readiness-report-2015.html?page=0&chapter=9.

Educational appropriations per FTE are from the State Higher Education Executive Officers (SHEEO) State Higher Education Finance (SHEF) survey for FY 2014, at http://www.sheeo.org/resources/publications/shef-%E2%80%94-state-higher-education-finance-fy14.

Educational attainment data are from the U.S. Census Bureau using the 2014 American Community Survey 1-Year Estimates, Educational Attainment for Population 25 Years and Over, report S1501, at http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_14_1YR_S1501&prodType=table.

Faculty salaries are for 2012–13 and are average salaries of full-time faculty members on 9/10-month contracts are from the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), in 2014 Digest of Education Statistics, Table 316.40, at http://nces.ed.gov/programs/digest/d14/tables/dt14_316.40.asp.

Federally financed academic research and development obligations data are from the National Science Foundation WebCASPAR database, Survey of Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions, FY 2013, at https://ncsesdata.nsf.gov/webcaspar.

Graduation rates for FY 2013 are from *The Chronicle of Higher Education, Almanac Issue, 2015,* at http://chronicle.com/specialreport/The-Almanac-of-Higher/4h (which uses Integrated Postsecondary Education Data System (IPEDS) data). Figures show the proportion of first-time, full-time, degree-seeking undergraduates who entered degree-granting four-year institutions in fall 2007 and graduated within six years.

Median household income data are from the U.S. Census Bureau using the 2014 American Community Survey 1-Year Estimates, Median Income in the Past 12 Months, report S1903, at http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_14_1YR_S1903&prodType=table.

SAT test scores are from The College Board, The 2015 SAT® Report on College and Career Readiness, at http://research.collegeboard.org/programs/sat/data/cb-seniors-2015.

Tuition and Fees data for 2013–14 are from the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), in 2014 Digest of Education Statistics, Table 330.20, at http://nces.ed.gov/programs/digest/d14/tables/dt14_330.20.asp. Figures show average undergraduate tuition and fees charged for full-time students in degree-granting institutions. Tuition and fees for public institutions represent charges to state residents.

Statewide Overview Data

Data for educational attainment are from the U.S. Census Bureau, 2014 American Community Survey 1-Year Estimates, at http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_14_1YR_S1501&prodType=table.

Texas population data for 2015 are from the Texas State Data Center, TxSDC Projections of the Population of Texas and Counties in Texas by Age, Sex and Race/Ethnicity for 2010–2050, at http://osd.texas.gov/Data/TPEPP/Projections.

U.S. population data for 2015 are from the U.S. Census Bureau's annual population estimates program, at http://www.census.gov/popest/data/national/totals/2015/index.html.

Unemployment insurance wage data is provided by the Texas Workforce Commission.

Other THECB Data

Dual credit data are available at www.txhighereddata.org/Interactive/HSCollLink2.CFM.

Revenues per full-time student equivalents (FTSE) and uses per FTSE data come from THECB's Sources and Uses publication, at http://www.thecb.state.tx.us/index.cfm?objectid=5026C14D-FD20-B6E6-9AA684EC8FFB08D8.

For a list of higher education institutions in Texas, see http://www.txhighereddata.org/Interactive/Institutions.cfm.

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Texas Higher Education Coordinating Board

This document is available on the Texas Higher Education Coordinating Board website:
www.thecb.state.tx.us/almanac

For more information contact:

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Texas Higher Education Coordinating Board
P. O. Box 12788
Austin, Texas 78711

Executive Summary

January 2017

Policy Levers to Strengthen Community College Transfer Student Success in Texas

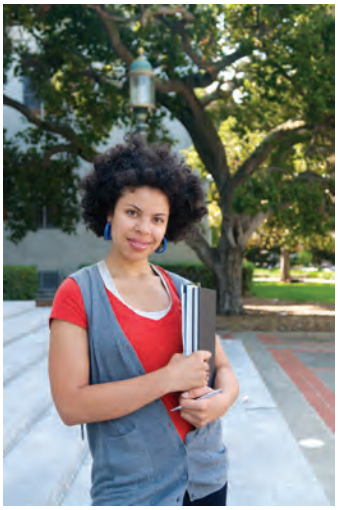
CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Prepared by
Thomas Bailey,
Davis Jenkins, and John Fink
Community College Research Center

and

Jenna Cullinane and Lauren Schudde
University of Texas at Austin

Many community college students who intend to earn a bachelor's degree make substantial progress in community college but fail to transfer.



Research Supported by:

GREATER TEXAS FOUNDATION

Texas relies heavily on its community colleges to provide low-cost access to undergraduate coursework for students pursuing a bachelor's degree. Yet, while the majority of Texas students who enter higher education through a community college enroll in transfer programs, only 35 percent transfer and only 15 percent earn a bachelor's degree within six years of starting at a community college. Moreover, there is a large gap in bachelor's attainment between lower-income students who start at a community college and transfer and their higher-income peers. Many community college students who intend to earn a bachelor's degree make substantial progress in community college but fail to transfer. Among students who transfer, most do so without earning a community college credential. Many of those who do graduate end up earning excess credits, wasting their time and money and making inefficient use of taxpayer resources. While two- to four-year transfer does not work well in many other states, in Texas it seems to be especially inefficient.

This report to the Greater Texas Foundation recommends ways that state policy could help to improve outcomes for community college transfer students in Texas. It is based on three sets of analyses: (1) analysis of National Student Clearinghouse data on transfer and degree outcomes for Texas students compared to those in other states; (2) analysis of state transfer policies to better understand the policy environment and identify policies that may facilitate or inhibit transfer success in the state; and (3) interviews with over 50 persons at 36 Texas colleges (18 two-year and 18 four-year institutions) on how state policy plays out on the ground with students and institutions.

We find that existing transfer policy in Texas fails to help students transfer successfully and efficiently. There are two central problems. First, students do not have what we refer to as clear "transfer pathways" that lead in coherent, transparent, widely accepted ways from community college enrollment (or even before enrollment) through transfer, to bachelor's completion. Second, even if there were clearer pathways, students are not given much help in choosing, entering, and staying on transfer pathways. These problems with transfer reflect a broader lack of alignment in Texas among high schools, community colleges, and universities.

We argue that Texas state policy provides few incentives to two- and four-year colleges in Texas to work to address these problems. At the same time, we contend that there are growing market incentives for community colleges and regional public universities (the destinations for most community college transfer students in Texas) to work together to improve transfer outcomes.

Based on our analysis, we recommend ways Texas state policy might be enhanced to achieve three objectives that we believe are key to improving transfer student success: (1) create stronger transfer pathways, (2) help students choose and stay on a transfer pathway, and (3) build momentum for regional community college-university collaboration to improve transfer outcomes.

Create Stronger Transfer Pathways

1 ***Provide clear guidance for students on which Texas general education courses to take for particular fields.***

Students should be given clear guidance on which core courses to take in math and other foundation subject areas if they are interested in pursuing a program of study in a particular broad field or "meta-major." Texas may want to consider organizing meta-majors to correspond to the fields specified by the HB5 legislation. The THECB should engage faculty from two- and four-year institutions across the state to identify requirements from the current core to recommend to students interested in pursuing a bachelor's degree in a particular broad field. Both the THECB and the colleges should be required to post information about field-specific core requirements on their websites.

2 ***Expand and strengthen statewide field of study (FOS) curricula to the most popular transfer majors.***

These agreements would specify particular community college general education and pre-major courses that are critical to the given major and that all Texas public universities would accept toward a bachelor's degree in that major. Ideally, the THECB would ensure that at least some FOS plans are developed for the most popular majors in the broad fields or meta-majors that encompass all of the majors offered by Texas colleges and universities. Community colleges and universities should be

required to include up-to-date information on both the field-oriented general education core and FOS curriculum requirements on their websites.

Helping Students Choose and Enter a Transfer Pathway

3 ***Require community college students to choose a broad field or meta-major early on.***

Students should be required to choose a broad field or meta-major by the time they reach 30 credits. This would encourage students to begin exploring their career and academic interests from the start and provide incentives for colleges to help them do so. This too will help ensure that they take general education courses that will be accepted toward a major in their field of interest. The requirement of the new multidisciplinary studies associate degree policy enacted by the legislature, which mandates that students meet with an advisor before the beginning of the semester after they have reached 30 semester credits to develop a specific degree plan and choose a transfer institution, should be expanded to students in all transfer-oriented associate degree programs.

4 ***Strengthen high school dual credit regulations to ensure that college courses students take in high school will be applicable to a degree***.

Dual credit offerings, which have grown substantially in Texas over the past decade, have the potential to improve transfer outcomes by encouraging students to explore options for college and careers while they are still in high school and to increase the chances that college courses students take will count toward a degree in the major field they end up choosing. Yet, there is some evidence that substantial numbers of Texas students are taking college courses in high school that are not accepted for credit toward a major in a degree field. Dual credit students should be advised to take courses that will help expose them to college programs of study and enable them to earn credits that are not only transferable but applicable toward a degree in a major. Colleges should be required to provide advising to dual credit students on college and career paths, help them develop a plan that includes at least a tentative choice of a field of interest or "meta-major."

5 ***Strengthen alignment between the HB5 endorsements and postsecondary pathways.***

In general, ongoing efforts in Texas to help high school students prepare for college and careers have not been well-connected to the growing movement among community colleges and universities in the state to create clearer pathways to careers and further education. One way to help smooth the pathway from high school to college would be to require colleges to work with high schools to create a crosswalk of the HB5 high school endorsements offered by the school districts to fields of study offered by colleges. (In 2013, the Texas legislature passed HB5, which among other things requires high school students to choose one of five "endorsement" fields—STEM, business and industry, public services, arts and humanities, and interdisciplinary.) Colleges should be required to create websites and other advising tools to help clarify for high school students and their parents and counselors (1) the requirements for college programs of study by field and (2) what students should be taking in high school to prepare to enter a field of interest when they enroll in college.

Building Momentum for Community College–University Collaboration

6 ***Support regional career pathways partnerships led by regional public universities.*** The state and private philanthropy should build on growing market forces and consider supporting burgeoning efforts led by regional Texas universities to work with community colleges and K-12 schools to create regional career pathways partnerships of the sort we are seeing develop in other parts of the country. The focus of this support should be on coordination, convening, and capacity building rather than program operations. In lieu of general appropriations funding, for which there is significant competition from other state demands, or categorical funding, which is subject to cuts in economic downturns, Texas should explore alternative funding strategies. Given the well-documented high returns of college degrees to students and society, one strategy worth considering is social impact bonds.

7 ***Explore statewide financial incentives for efficient transfer.***

Currently there is no statewide financial aid for transfer students. In general, Texas transfer students do not have the same level of access to financial aid as students who enter universities as freshmen. Texas universities indicate that lack of financial support is one of the biggest barriers to success facing the community college transfer students they enroll. We recommend that the state consider freezing tuition or providing other financial incentives for students who complete an associate degree in less than three years and then transfer to a state university and complete a bachelor's degree in less than six years total. This would help to signal to colleges and universities that if they want their students to receive such incentives, they need to change their practices in ways that support positive transfer outcomes.

8 ***Support a public education campaign.***

As a result of the lack of clear pathways to success for students between community colleges and universities (and throughout the Texas higher education system more broadly), too many students are taking courses that do not count toward a degree in their desired major, taking more courses than are required for a degree, and making other poor decisions. These decisions are costly to students, their families, and taxpayers. In the case of disadvantaged students, taking courses that do not count for a degree may derail their chance of getting a college education forever. Therefore, we suggest that the state and private philanthropy explore ways to (1) help students and parents be more informed consumers of higher education, so they are more likely to take efficient pathways to transferring and earning bachelor's degrees, and (2) put pressure on educators to offer clearer degree pathways and better support for transfer students. We believe that the Texas Student Success Council is well-positioned to help assess the value of this and our other recommendations, and to help plan and champion implementation of those deemed useful to Texas.

Two factors lead us to believe that this may be a propitious time to promote this agenda. First, economic and demographic trends are strengthening incentives for two- and four-year colleges for transfer students. Second, improved transfer is an integral element of the guided pathways movement, which is gaining strength in Texas and throughout the country. Building on the momentum for reform these developments have created, the state policy enhancements we recommend would, we believe, lead both to improved transfer and degree outcomes for students who start at a Texas community college and a higher return on investment for the state.

CCRC COMMUNITY COLLEGE RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Policy Levers to Strengthen Community College Transfer Student Success in Texas

Report to the Greater Texas Foundation

Thomas Bailey, Davis Jenkins, and John Fink
Community College Research Center

and

Jenna Cullinane and Lauren Schudde
University of Texas at Austin

Revised November 12, 2016

Executive Summary

Texas relies heavily on its community colleges to provide low-cost access to undergraduate coursework for students pursuing a bachelor's degree. Yet, while the majority of Texas students who enter higher education through a community college enroll in transfer programs, only 35 percent transfer and only 15 percent earn a bachelor's degree within six years of starting at the community college. Moreover, there is a large gap in bachelor's attainment between lower-income students who start at a community college and transfer and their higher-income peers. Many community college students who intend to earn a bachelor's degree make substantial progress in community college but fail to transfer. Among students who transfer, most do so without earning a community college credential. Many of those who do graduate end up earning excess credits, wasting student time and money and making inefficient and poor use of taxpayer resources. While two- to four-year transfer does not work well in many other states, in Texas it seems to be especially inefficient.

This report to the Greater Texas Foundation recommends ways that that state policy could help to improve outcomes for community college transfer students in Texas. It is based on three sets of analyses: (1) analysis of National Student Clearinghouse data on transfer and degree outcomes for Texas students compared to those in other states; (2) analysis of state transfer policies to better understand the policy environment and identify policies that may facilitate or inhibit transfer success in the state; and (3) interviews with over 50 persons at selected two- and four-year institutions in Texas on how state policy plays out on the ground with students and institutions.

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We find that existing transfer policy in Texas fails to help students transfer successfully and efficiently. There are two central problems. First, students do not have what we refer to as clear "transfer pathways" that lead in coherent, transparent, widely accepted ways from community college enrollment (or even before enrollment) through transfer, to bachelor's completion. Second, even if there were clearer pathways, students are not given much help in choosing, entering, and staying on those pathways. These problems with transfer reflect a broader lack of alignment in Texas among high schools, community colleges and universities.

We argue that Texas state policy provides few incentives to two- and four-year colleges in Texas to work to address these problems. At the same time, we contend that there are growing *market* incentives for community colleges and regional public universities (the destinations for most community college transfer students in Texas) to work together to improve transfer outcomes.

Based on our analysis, we recommend ways Texas state policy might be enhanced to achieve three objectives that we believe are key to improving transfer student success (1) create stronger transfer pathways, (2) help students choose and stay on a transfer pathway, and (3) build momentum for regional community college-university collaboration to improve transfer outcomes.

Creating Stronger Transfer Pathways

1) ***Provide clear guidance for students on which Texas general education courses to take for particular fields.*** Students should be given clear guidance on which core courses to take in math and other foundation subject areas if they are interested in pursuing a program of study in a particular broad field or meta-majors. Texas may want to consider organizing meta-majors to correspond to the fields specified by the HB5 legislation. The THECB should engage faculty from two- and four-year institutions across the state to identify requirements from the current core to recommend to students interested in pursuing a bachelor's degree in a particular broad field. Both the THECB and the colleges should be required to post information about field-specific core requirements on their websites.
2) ***Expand and strengthen statewide field of study (FOS) curricula to the most transfer popular majors.*** These agreements would specify particular community college general education and pre-major courses that are critical to the given major and that all Texas public universities would accept toward a bachelor's degree in that major. Ideally, the THECB would ensure that at least some FOS plans are developed for the most popular majors in the broad fields or meta-majors that encompass all of the majors offered by Texas colleges and universities. Community colleges and universities should be required to include up-to-date information on both the field-oriented general education core and FOS curriculum requirements on their websites.

Helping Students Choose and Enter a Transfer Pathway

3) ***Require community college students to choose a broad field or meta-major early on.*** Students might be required to choose a broad field or meta-major by the time they reach 30 credits. This would encourage students to begin exploring their career and academic interests from the start and provide incentives for colleges to help them do so. This too will help ensure that they take general education courses that will be accepted toward a major in their field of interest. The requirement of the new multidisciplinary studies associate degree policy enacted by the legislature, which mandates that students meet with an advisor by before the beginning of the semester after they have reached 30 semester credits to develop a specific degree plan and choose a transfer institution, should be expanded to students in all transfer-oriented associate degree programs.

4) ***Strengthen high school dual credit regulations to ensure that college courses students take in high school will be applicable to a degree***. Dual credit offerings, which have grown substantially in Texas over the past decade, have the potential to improve transfer outcomes by encouraging students to explore options for college and careers while they are still in high school and to increase the chances that college courses students take will count toward a degree in the major field they end up choosing. Yet, there is some evidence that substantial numbers of students are taking courses in high school that are not accepted for credit toward a major in a degree field. Dual credit students should be advised to take courses that will help expose them to college programs of study and enable them to earn credits that are not only transferable but applicable toward a degree in a major. Colleges should be required to provide advising to dual enrollment students on college and career paths, help them develop a plan that includes at least a tentative choice of field of study, and map out the courses students should take in high school and college to earn a degree in their field of interest as timely and affordably as possible.

5) ***Strengthen alignment between the HB5 endorsements and postsecondary pathways***. In general, ongoing efforts in Texas to help high school students prepare for college and careers have not been well-connected to the growing movement among community colleges and universities in the state to create clearer pathways to careers and further education. One way to help better smooth the pathway from high school to college would be to require colleges to work with high schools to create a crosswalk of the HB5 high school endorsements offered by the school districts to fields of study offered by colleges. (In 2013, the Texas legislature passed HB5, which among other things requires high school students to choose one of five "endorsement" fields—STEM, business and industry, public services, arts and humanities and interdisciplinary.) Colleges should be required to create websites and other advising tools to help clarify for high school students and their parents and counselors (1) the requirements for college programs of study by field and (2) what students should be taking in high school to prepare to enter a field of interest when they enroll in college.

Building Momentum for Community College–University Collaboration

6) ***Support regional career pathways partnerships led by regional public universities.*** The state and private philanthropy should build on growing market forces and consider supporting burgeoning efforts led by regional Texas universities to work with community colleges and K-12 schools to create regional career pathways partnerships of the sort we are seeing develop in other parts of the country. The focus of this support should be on coordination, convening and capacity building rather than program operations. In lieu of general appropriations funding, for which there is significant competition from other state demands, or categorical funding, which is subject to cuts in economic downturns, Texas should explore alternative funding strategies. Given the well-documented high returns of college degrees to students and society, one strategy worth considering is social impact bonds.

7) ***Explore statewide financial incentives for efficient transfer.*** Currently there is no statewide financial aid for transfer students. In general, Texas transfer students do not have the same level of access to financial aid as students who enter universities as freshmen. Texas universities indicate that lack of financial support is one of the biggest barriers to success facing the community college transfer students they enroll. We recommend that the state consider freezing tuition or providing other financial incentives for students who complete an associate degree in less than three years, and transfer to a state university and complete a bachelor's degree in less than six years. This would help to signal to colleges and universities that that if they want their students to receive such incentives, they need to change their practices in ways that support positive transfer outcomes.

8) ***Support a public education campaign***. As a result of the lack of clear pathways to success for students between community colleges and universities (and throughout the Texas higher education system more broadly), too many students are taking courses that do not count toward a degree in their desired major, taking more courses than are required for a degree, and making other poor decisions. These decisions are costly to students, their families, and taxpayers. In the case of disadvantaged students, taking courses that do not count for a degree may derail their chance of getting a college education forever. Therefore, we suggest that the state and private philanthropy explore ways to (1) help students and parents be more informed consumers of higher education, so they are more likely to take efficient pathways to transferring and earning bachelor's degrees, and (2) put pressure on educators to offer clearer degree pathways and better support for transfer students. We believe that the Texas Student Success Council is well-positioned to help assess the value of this and our other recommendations, and to help plan and champion implementation of those deemed useful to Texas.

Two factors lead us to believe that this may be a propitious time to promote this agenda. First, economic and demographic trends are strengthening incentives for two- and four-year colleges to turn their attention to strengthening supports for transfer students. Second, improved transfer is an integral element of the guided pathways movement, which is gaining strength in Texas and throughout the country. Building on the momentum for reform these

developments have created, the state policy enhancements we recommend would, we believe, lead to improved transfer and degree outcomes for students who start at a Texas community college and a higher return on investment for the state.

Policy Levers to Strengthen Community College Transfer Student Success in Texas

Introduction and Overview

Texas relies heavily on its community colleges to provide low-cost access to undergraduate coursework for students pursuing a bachelor's degree.[1] Yet, while the majority of Texas students who enter higher education through a community college enroll in transfer programs,[2] only 35 percent transfer and only 15 percent earn a bachelor's degree within six years of starting at the community college. Moreover, there is a large gap in bachelor's degree attainment between lower-income students who start at a community college and transfer and their higher-income peers. Many community college students who intend to earn a bachelor's degree make substantial progress in community college but fail to transfer. Among students who transfer, most do so without earning a community college credential.[3] Many of those who do graduate end up earning excess credits, wasting student time and money, and making poor use of taxpayer resources.[4] While two- to four-year transfer does not work well in many other states, in Texas it seems to be especially inefficient.[5]

The Greater Texas Foundation asked CCRC to conduct an analysis of ways state policy could help to improve outcomes for community college transfer students in Texas. To do this, we first used National Student Clearinghouse data to examine the performance of Texas community colleges and universities in serving transfer students compared to two- and four-year institutions nationally. Second, we analyzed state transfer policies to better understand the policy environment and identify policies that may facilitate or inhibit transfer success in the state. Third, we conducted interviews with over 50 individuals who work with transfer students at selected two- and four-year institutions in the state to learn how state policy plays out on the ground with students and institutions.[6]

This report presents our main findings and recommendations. The report is intended to inform the development of Texas state policy in a way that will positively influence transfer behaviors of students and institutions. The goal is to increase rates at which entrants to Texas community colleges—particularly those from disadvantaged backgrounds—transfer and earn a bachelor's degree, while lowering the cost to students and taxpayers.

To improve the transfer system, we must first understand how a well-functioning transfer system might work and how the actual system in Texas fails to meet that ideal. In an effective transfer system, after entering a college, students would:

- Take and ideally complete lower division general education requirements for a bachelor's degree in a student's chosen major.
- Begin to take lower division pre-major courses that will fully transfer and count toward the degree requirements of that major at the four-year college.
- Complete an associate degree of about 60 credits before transfer. Less ideally, if the student transfers before completing an associate degree then their general

education and pre-major coursework would transfer and count toward the degree requirements of their intended major at the four-year college.

- Complete a bachelor's degree of about 120 total credits including the credits earned from both community college and four-year college.

In Section 1 following this introduction, we present data on transfer outcomes that show that the transfer system in Texas does not work in this way and is rife with inefficiencies that impede student success and waste student and taxpayer resources. In Section 2, we discuss how Texas transfer policy fails to adequately address this problem. We focus on two central problems: first, students do not have what we refer to as clear "transfer pathways" that lead in coherent, transparent, widely accepted ways from community college enrollment (or even before enrollment) through transfer, to bachelor's completion; and second, even if there were clearer pathways, students are not given much help in choosing, entering, and staying on those pathways. We also argue that neither two- nor four-year colleges in Texas have strong incentives to address these problems.

Section 3 suggests ways that state transfer policy could encourage colleges and universities to create clearer pathways to transfer success and help students choose, enter and stay on those transfer pathways. Of course, just instituting policies does not mean that colleges and universities will follow them in ways that benefit student success. In Section 4, we discuss how state policy and private philanthropy might build on growing market incentives that are creating momentum for community colleges and regional public universities to collaborate on improving transfer outcomes. In the conclusion we summarize our recommendations.

1. Texas Transfer Outcomes

Most students entering a Texas community college want to earn a bachelor's degree. National surveys suggest that about 80 percent of entering community college students aspire to a bachelor's degree,[7] and Texas data indicate that the majority of students are in programs explicitly designed for transfer.[8] But most of these students do not get anywhere near these goals. Research by CCRC using data from the National Student Clearinghouse (NSC) found that only 35 percent of "degree seeking" students who started higher education in a Texas community college transferred to a four-year institution within six years. Of those who transfer, only 43 percent complete a four-year degree so, overall, 15 percent of entering community college students earn a bachelor's degree in that time. There is also a gap in these outcomes for lower and higher income students. For example, 18 percent of higher income students entering community college complete a bachelor's degree in six years, but only 11 percent of lower income students in Texas do so. These numbers are similar to national averages—14 percent of students entering community college nationally earn a bachelor's degree in six years and there is a six percentage point difference between lower and higher income students. These outcomes represent a widespread failure by students to achieve their goals.[9]

Excess Credits

Texas higher education is characterized by significant numbers of excess credits at both the two- and four-year levels. According to Complete College America (CCA), Texas community college students who earn an associate degree complete on average 90 college-level credits for a 60-credit degree. Students who complete a bachelor's degree at a non-flagship college earn on average 145 credits for a 120-credit degree, higher than comparable figures for any of the other 33 states for which CCA reports data on its website.[10]

Texas bachelor's degree completers generally also earn substantially more credits than are necessary to graduate, but Texas community college transfer students who earn bachelor's degrees pay an even greater penalty. Using data from the Texas Higher Education Board (THECB), Cullinane compared community college students who transferred to a Texas university to equivalent peers who entered a Texas university as freshmen. In the study sample, community college transfers who earned a BA attempted 150 college credits compared with 142 for native students.[11] These figures include credits for courses that students attempted but did not pass and credits attempted while in high school. They do not, however, include remedial courses. The Greater Texas Foundation estimated that excess credits cost Texas students and taxpayers nearly $120 million annually.[12] In a study using national data, Attewell and Monaghan found that credit loss discourages transfer students and prevents some from graduating.[13] The added time and cost of earning a bachelor's degree through the transfer route likely discourages many students, particularly those from low-income families, from earning a bachelor's degree.

We do not know definitively why so many students lose credits along the transfer pathway. Anecdotal evidence suggests that many students who transfer take community college courses that do not apply or are not accepted toward a major at their destination university. Administrators at University of North Texas (UNT) report that, among entering students whose sending institution was a community college, eight percent arrive with 150 credit hours, and 20 percent come with 120 credit hours.[14] Given that a bachelor's degree generally requires around 120 credits, and that students can only transfer in about half of their credits, these students start their tenure at the four-year college on track to require 180 credits to complete a bachelor's degree. This means that more than a quarter of incoming transfer students to UNT will have to take excess credits to earn a degree.

As we will discuss in more detail below, one reason transfer students accumulate excess credits is that even community college students who complete Texas's 42-credit general education core may find that these courses may not meet general education requirements for particular majors at a four-year college. As a result of this misalignment, students must in effect retake lower division general education courses to satisfy bachelor's degree requirements.

According to a June 2001 report by the Transfer Issues Advisory Committee convened by the THECB, a degree audit conducted by five Texas universities—Midwestern State University, Texas A&M International University, The University of Texas at Austin, University of Houston, and University of North Texas—revealed that 83 percent of credit hours presented

by transfer students who had earned at least 30 credits hours at a Texas community college were accepted for transfer but only 70 percent of the credits were accepted as applicable toward a bachelor's degree.[15] Furthermore, of the 30 percent of transfer credits not applied toward a bachelor's degree, over 75 percent—or one in every five credits students transferred—were rejected for reasons that are unclear. As high school students in Texas take more and more dual credit courses, the excess credit problem could worsen if those students accumulate too many general credits and do not instead focus their coursework to ensure each credit applies not only to *a* college degree but to *their* degree. We discuss dual credit below both as a potential problem and possible solution.

Transfer without a Community College Award

The majority of Texas community college students want to transfer, therefore the basic structure of the Texas higher education system would suggest that most students would follow the 2+2 sequence—earn an associate degree, transfer, and complete the final two years in the four-year institution. But very few students experience this model transfer process. Only 18 percent of Texas students who transfer earn a certificate or associate degree before transferring. This is 11 percentage points below the national average of 29 percent and 40 points below Florida, the state with the highest rate at 58 percent.[16]

Research by CCRC and others indicates that, in some states at least, earning a community college credential before transferring is associated with higher rates of bachelor's degree completion for transfer students.[17] Our analysis of NSC data suggests that this may not be the case in Texas.[18] Given the lack of curricular alignment between many community colleges and universities in Texas, it may be better for students to transfer before earning a credential from a community college. But that does not mean that this approach is economically efficient. By transferring early, students take more of their coursework at universities, where educational costs are higher compared to community colleges. That may increase costs for students and taxpayers. Moreover, in Texas, more than half of students who transfer do not earn a bachelor's degree, so many of those who transfer without an associate degree end up with no degree,[19] and, ultimately, miss out on the economic benefits associated with having a college credential.[20]

2. Effects of State Transfer Policy on Institutional Behavior and Transfer Student Outcomes

Texas has a variety of policies to promote and facilitate transfer. These include the Texas General Education Core Curriculum, common course numbering based on the Academic Course Guide Manual (ACGM), statewide major-related transfer agreements, and reverse transfer. How effective are these policies in creating a clear pathway through the transfer process for students seeking a bachelor's degree and what stands in the way of improved transfer outcomes in the state?

Statewide transfer policies are focused on transferability of credit, rather than on applicability of credits toward a degree in the student's major.

As a result, students are encouraged to take courses at a community college that may not apply toward a degree in their desired major and students may therefore have to take additional lower division courses at the university to satisfy major pre-requisites. This could encourage students to transfer early before they have completed a lot of courses, much less a degree, at the community college, even though that may not be the most economical approach for students or the taxpayer.

The central element of Texas's transfer policy is the Texas General Education Core curriculum. Students who transfer "core complete"—in that they have completed the required 42-credit core—are guaranteed to receive credit for the entire block from a state university without having to have individual courses reviewed. The core is defined based on "exemplary educational objectives" or learning outcomes in nine component areas, including communication, mathematics, humanities, natural sciences, government and political science, visual and performing arts, speech and college success.[21] Colleges develop their own courses to meet these educational objectives, although community colleges must ensure that the courses correspond to those in the THECB's Academic Course Guide Manual, which inventories courses approved for state funding.[22] The core is not major-specific: it is conceived as a means of ensuring that all students master learning outcomes that are considered essential to a college education, regardless of major.

In practice, the general education core credit transfer process in Texas is inefficient and error prone. Community colleges are expected to indicate "core complete" on the transcripts of students who have completed the core, although some of the university staff we interviewed indicated that this does not always happen. Students who have not completed the entire core or do not have "core complete" indicated on their transcripts should nevertheless be able to transfer credits for individual courses they have taken that satisfy one or more of the subject area components of the core. But some university advisors we interviewed said that their institutions do not always follow this requirement. This lack of compliance appears to be due more to the complexity of the transcript review process than negligence by universities. If a student's transcript is not marked "core complete," a university must go through the process of checking every course. The THECB does maintain a repository of the core curriculum courses for each community college and university in the state, but the advisors we interviewed said that this information is often out-of-date and inaccurate, so the review process is prone to errors. Students are allowed to contest university decisions not to accept core credits. However, the THECB staff noted that they receive few such petitions.

Even if the transcript review process was more efficient and universities were better at complying with general education core transfer policies, students would not necessarily experience better outcomes. When a university accepts some or even all of a student's general education credits, those credits will not always be accepted toward a major in the student's field of interest. This disparity occurs because different majors have different general education requirements and these requirements vary across institutions, even in many cases for the same majors. Thus, even students who are "core complete" may be required to

take additional general education courses if the courses they have completed differ from those required for their major.

Students therefore do not have a strong incentive to complete the core before they transfer. According to the THECB, of students who complete at least 30 hours at a Texas community college, only a little more than a third (37 percent) complete the general education core.[23] An analysis by CCRC of transcripts of students at an anonymous Texas community college found that only 12 percent of students in transfer programs completed the core after five years (of course many others had transferred to a four-year institution or dropped out of college completely).[24]

The large majority of the sixty community college advisors we interviewed noted problems with core coursework counting toward degrees in particular majors. Advisors voiced frustration about the lack of alignment among the requirements for the core, associate degrees, and baccalaureate majors. Unless students have a sense of what their major will be, it is difficult if not impossible to enable students to achieve all three without having to take more credits than they need for the bachelor's degree. Many community college students do not know what their major will be. In order "to be safe" and ensure that community college students' credits will at least transfer toward a degree, advisors say that they typically advise students to complete the core before they transfer. In fact, this might unintentionally mislead students into thinking that they will be able to transfer core credits toward a degree in their desired major when that may not be the case.

If students realize that it will be difficult to transfer their core courses to count toward their major requirements, students and advisors may perceive that it is beneficial for students ***not*** to complete the general education core at a community college because students are likely to accumulate credits that will not ultimately count toward their degree program. This is also likely one reason so many Texas community college students who transfer do so without first earning an associate degree.

Instituting common course numbering will *not* solve the credit applicability problem or help students choose the right courses for their major.

While it might improve the efficiency of the credit review process, common course numbering would not improve applicability of credit toward degrees in specific majors.

Texas community colleges are required to offer courses registered in the Academic Course Guide Manual (ACGM) maintained by the THECB, which uses a standard four-digit course numbering system (TCCNS). This helps to promote standardization of course content across colleges in the state. Texas universities have more freedom to offer lower division courses not in the ACGM. Most universities do not use common course numbers and instead list equivalents. Universities generally list course equivalents in their catalogs, but many do not list them on their websites. According to a 2015 THECB report on transfer:

> *A total of 86 percent (33) of [public universities] have degree program guides that include Texas Common Course Numbers (TCCNS) on their website, but a*

complete listing of an institution's TCCNS course equivalents appears less frequently on websites. Specifically, 68 percent (26) of universities reported that a comprehensive listing of TCCNS courses offered by the institution is available on their website. This represents an increase over last year, when almost half did not respond affirmatively about the availability of the TCCNS information.[25]

Common course numbering was a top priority for Texas community college advocates in the last two legislative sessions. Four-year institutions, including the flagship universities, are strongly opposed. While common course numbering might reduce confusion and the information burden for students and registrars, it still would not address the problem of the applicability of courses to a student's major program of study. Even in other states, such as Florida, that have common course numbering for both two- and four-year institutions, students still face the issue that they need to take the "right" general education courses for the major field they want to pursue.[26]

Statewide major-related transfer agreements in Texas are thus far inadequate.

Efforts to create statewide transfer agreements in particular fields of study to date in Texas are too limited and lacking in "teeth" to have an impact.

According to the 2015 THECB transfer report: "Survey responses indicate 1,206 local articulation agreements currently in effect among universities and colleges in the state, with 96 new agreements initiated this year by 20 institutions."[27] Our interviews suggest that a great deal of variation exists in the quality of local articulation agreements in terms of whether they actually improve the clarity of expectations and set up smooth transfer pathways between institutions. While some agreements map out courses needed to transfer in specific majors, many fail to outline specific curricular pathways toward successful transfer and degree attainment in particular fields. As one university administrator noted:

"One of the things that I have learned a lot in this process is that the articulation agreements themselves often don't get to the level where they actually impact students… It's really somewhat like signing a sister city agreement. 'We're going to be nice to you, you're going to be nice to us. We're going to obey state laws going back and forth, so we'll honor the Texas Common Course Numbers, we'll honor the core curriculum transferability, we'll accept your students in. Here's our admission requirements.' But in truth, there isn't a lot of meat beyond what's already expected in those documents. And students never see them. Nor would they understand them if they saw them."

Even when there are program-to-program agreements (which appear more useful in offering granular detail about the courses that will transfer toward a degree), the sheer number of agreements is overwhelming to students and advisors. Requirements for the same major can differ among different universities. These differences make course selection difficult for community college students planning to apply to multiple institutions. At the institution level, maintaining and updating articulation agreements requires a great deal of time and effort, often at a pace that colleges are not equipped to sustain.

The THECB has recognized this problem and has pushed to create statewide field of study curricula, which specify approximately one quarter to one half of lower division courses for particular majors. This is a step in the right direction; although the FOS curricula do not specify the general education courses required for particular fields, and therefore do not fully solve the problem of applicability of general education credits toward majors. Currently, only nine active FOS curricula are listed on the THECB website.[28] The THECB is working on developing curricula for 25 additional majors that are the most popular. Simply adding more majors, however, will not help unless they are regularly updated and institutions and students follow them.[29] Criticisms of FOS curricula to date include (1) that they do not address high-enrollment programs, and (2) that most of them have not been revised in the decade since their development. While the THECB is now responding to the first issue, there is still no process for regular review and revision of developed FOS curricula.

Further, few incentives appear to exist to utilize these curricula. Specifically, no incentives exist for institutions to align their own programs to statewide FOS curricula. In addition, completion of a FOS is not rewarded with success point funding, as is the case with core completion. Many of the advisors we interviewed were not even familiar with the FOS policy. To our knowledge, community colleges in Texas generally do not monitor which students are following particular FOS curricula. It is not surprising, therefore, that only a tiny fraction of students who transfer complete an FOS curriculum.[30]

For the past several years, the THECB has also promoted voluntary statewide articulation agreements that list all of the courses needed for a particular major program of study and include recommended two-year transfer course plans. The process of developing these agreements has been slow and contentious. Only about a dozen Voluntary Transfer Compacts, which are developed through a process called "tuning," have been created so far. Approximately 18 (out of 38) universities and 64 colleges have signed on to at least one agreement, though it is unclear what "signing" such agreements obligates universities to do.[31] To our knowledge no data exist on student use of these agreements. The most recent information on the statewide transfer compacts on the THECB website comes from June 2014. It is not clear if new agreements are still being developed.

Reverse transfer seems unlikely to make a big dent in improving outcomes for transfer students in Texas.

Texas' reverse transfer law requires that, when a student reaches 66 credit hours at a university and has at least 30 semester credit hours from a community college, the university must send a transcript back to the community college to check for associate degree completion.[32] In practice, this law has proved difficult to administer. The THECB's Undergraduate Education Advisory Committee did a study that found a litany of barriers to reverse transfer, many related to difficulty sharing data and processing requests.[33] The personnel we interviewed described similar problems. A community college administrator noted that reverse transfer, like many other transfer policies, is a "mandate that's unmanned," meaning that it is not monitored or enforced. While universities are required to send transcripts back to community colleges for students who "opt in" on their applications, no

accountability measures are in place to ensure that students who fulfill the requirements to earn an associate degree actually get one. As a result, the number of students who have earned degrees through reverse transfer does not seem to be large. Moreover, the policy does not address the larger problem of the lack of curricular alignment between community colleges and universities.

Based on our interviews, it sounds as though many community colleges are unable to process the transcripts that they receive. At Lone Star Community College (LSC), the office of student completion recently overhauled their process for handling reverse transfer in order to ensure that they could keep up with the demand. They created transcript processing teams (including hiring five new staff members) and purchased new technology to process transcripts electronically. Prior to these changes, LSC did not have enough personnel to handle the volume of transcripts received, which, at the time, were processed by hand. Since implementing the changes, the system awarded over 1,000 more associate degrees due to reverse transfer alone than in the year prior. LSC seems to be an isolated case where reverse transfer audits are done on a large scale. While legislation requiring reverse transfer may increase the number of reverse transfer requests throughout the state, our findings suggest that improving rates of degree completion through reverse transfer may require greater investment in the infrastructure necessary to process those requests.

The advisors we interviewed at most institutions had no idea how many students at their colleges were earning degrees through reverse transfer, a process which in most cases the college registrar administers. The THECB reports that they have no way of tracking the number of students who receive associate degrees through reverse transfer. Given the problems associated with the process, the numbers are not likely to be large. Even if those numbers were not insignificant, simply awarding an associate degree to students taking 66 credits does not address the underlying problem that students need to take the lower division courses that will apply toward their desired bachelor's degree program.

In the end, reverse transfer is not a policy to facilitate completion of a bachelor's degree through transfer, so it does little to solidify the student transfer pathway or help students establish goals and plans. Indeed the main purpose of reverse transfer is to give the student who has reached a certain credit threshold some sort of degree. Those credentials, however, tend to be general studies associate degrees. While associate degrees on average do have value in the labor market, research suggests that general studies associate degrees have little employment value.[34]

Texas has weak or counterproductive policy incentives for two- and four-year colleges to strengthen transfer outcomes.

Weak incentives for community colleges. Texas transfer policy creates conflicting incentives for community colleges. On the one hand, they are encouraged to help students complete the Texas general education core. As we have stated, completing the core does not guarantee that courses will be accepted for credit toward a particular major, so students do not have an incentive to complete it. At the same time, the state encourages community colleges to help students satisfy lower division requirements for specific majors. The fact that the

requirements even for the same major often vary among universities makes it difficult for community colleges to offer the pre-major courses students need and creates incentives for students to transfer before they earn an associate degree.

In general, Texas community colleges have few policy incentives to make the investments in advising that would help better guide students toward program completion and successful transfer. Ninety percent of Texas community college funding is based on enrollments rather than outcomes. Roughly 10 percent is based on performance, which is calculated on the basis of points colleges receive when students attain "success points." In the last session, the legislature cut appropriation for success points from $185 per point to $173 per point, reducing the incentive for colleges to focus on student outcomes in programs vis-à-vis enrollment in courses.[35] Advisors and other faculty and staff who support transfer students report that performance incentive funding is "above their pay grade" and do not believe that it affects their behavior and practices.[36]

Even weaker policy incentives for universities. No policy incentives exist at the university level in Texas to help community colleges better advise students or otherwise support them in ways that facilitate smooth transfer. Texas public universities are not funded based on performance and are not held accountable for the success of transfer students. Some universities provide advising and other outreach to community college students prior to transfer, but such efforts are entirely voluntary and vary in intensity. The 2015 THECB report on transfer found that:

> *87 percent of Texas public universities report they send advisors either routinely or for special events to community college campuses. Several institutions mentioned additional or new advising days and events at feeder community colleges, which included on-the-spot transcript evaluations. Five institutions indicated that part of their outreach... involves meetings with the community colleges' advisors to familiarize them with the university's admission requirements and specific academic program requirements. ...some universities provide on-site admissions, advising, and enrollment at community college campuses.*[37]

Similarly, no policy incentives exist for Texas universities to encourage students to take as much of their lower division coursework as possible at a community college, much less complete an associate degree. According to the THECB, 20 universities report having at least one dual admissions agreement with a community college in which they offer guaranteed admissions based on certain criteria such as GPA and completion of an associate degree, but these are voluntary and limited in the number of students served.

University personnel we interviewed generally indicated that they did not prioritize earning an associate degree prior to transfer, stressing that students should transfer at whatever time works best for them. From the perspective of most university personnel we interviewed, an associate degree is unnecessary. Some university admissions staff were frustrated that community college advisors push students toward associate degree attainment, even though they understood their incentive to do so.

In Texas—as is the case elsewhere—because lower division offerings are generally less expensive and therefore more "profitable" to offer than upper-division offerings, universities would generally prefer that students transfer as soon as they can succeed in lower division university-level coursework. In fairness, it is also likely true that universities are concerned that students might take too many extraneous courses at a community college and exhaust their financial aid before they earn a bachelor's degree. They recognize that students are more likely to get into a program of study—and thus take courses that count toward a degree in a major—once they are enrolled at a university.

In an effort to reduce excess credits, Texas will not subsidize tuition for students who attempt 30 or more credits above those required for their degree program. Institutions can charge in-state students out-of-state tuition for each semester credit hour in excess of the limit to recover funds no longer subsidized by the state. Because a student's credit counts accumulate from any institution of higher education in Texas, courses that fail to transfer or fail to apply to a student's major put that student at risk of paying higher tuition. Unless efforts are made to ensure that courses taken at the community college will transfer toward students' intended majors, this creates disincentives for students to take courses at community colleges and for universities to accept transfer students from community colleges. The 2015 THECB transfer report indicated that when universities were asked to rank barriers to transfer, excess credit hours among transfer students was the barrier most frequently citied.[38]

There are no statewide financial aid incentives for students to transfer efficiently. Some universities offer financial aid for community college transfer students, but generally transfer students do not have access to the level of aid available to students who enter college as freshmen.

According to the 2015 THECB transfer report, 71 percent of Texas public universities offer scholarships to high-performing transfer students from community colleges, but the number of such scholarships is small. Moreover, the THECB report goes on to say that:

> *After excess hours and academic advising, the third most frequently ranked barrier was lack of financial support for transfer students. Ten universities ranked this as either the first or the second most severe problem they face with transfer students. University respondents indicated there is a discrepancy in the level of funding for scholarships offered to first-time-in-college students versus those offered to transfer students. While a full-ride scholarship may be offered to a first-time-in-college student, no such offering exists for transfer students.*[39]

There is no statewide financial aid that would provide incentives (1) to students to build early momentum, to transfer with the right lower division courses for their major, and to obtain an associate degree prior to transferring, and (2) to community colleges and universities to help students accomplish these goals.

Systemic Failure: Transfer in Texas breaks down at each step of the process and the Texas transfer policy does not adequately address these problems.

In light of these findings, we can see how the transfer process breaks down at each step. Students who do not transfer earn excess credits for the associate degree and bachelor's degree and transfer students have an additional burden of excess credits. Most students who transfer do not complete an associate degree. Fewer than one in five transfer students take the expected 2+2 route. General education courses taken at a community college, even those in the Texas core curriculum, often do not meet general education requirements for the student's major. Perhaps the biggest failure is that most students who intend to earn a bachelor's degree, even those who make substantial progress at a community college, do not transfer. Thus they end up "leaving cards on the table."

Through the many complexities and inefficiencies in this system, we see two broad foundational problems with transfer in Texas. First, the state and its educational system fail to provide clear transfer pathways to students. Students can be, and often are, derailed at every step of the process described above. Second, even if there were clearer pathways, students are not given much help in choosing, entering, and staying on those pathways. Recent research by CCRC has shown that getting a good start in college and gaining "momentum" by attempting at least 30 credits in the first year has significant positive effects on associate and bachelor's degree completion—effects that are especially strong for students of color.[40]

These two problems reflect broader shortcomings in the overall design of higher education in Texas. Community colleges and many universities are generally organized to maximize enrollment in courses rather than to provide clear pathways into and through programs that lead to careers and further education for students. This leads to high rates of "swirling" among institutions, excess credits for graduates, and barriers to successful degree completion and transfer, particularly for disadvantaged students.

Based on our experience with Texas colleges involved in Texas Completes and other initiatives, most Texas community colleges—like many community colleges nationally—are organized in a "cafeteria" model designed to maximize course enrollment but less organized to help students enter and complete programs.[41] College websites do not always map out program pathways clearly. Information on transfer requirements from both community college and universities is difficult to access and interpret and, as we discuss below, rife with inaccuracies. Advising resources are limited and are oriented to helping students schedule courses. Texas community colleges generally do not monitor the progress of their students toward meeting degree requirements. With no one monitoring their progress, students are apt to take courses that do not count toward a degree or to fail to take courses that do. This lack of oversight or advising is likely one reason why associate degree completers in Texas earn so many excess credits. When asked about barriers to student transfer, Texas universities most frequently cited: "inadequate and/or inaccurate transfer advising at the community college."

Although many of the problems that students who want to transfer encounter take place at the community college, the four-year colleges share the blame for the overall problems with the system. Any significant improvement in the transfer system would require four-year college personnel to work closely with their two-year college counterparts to construct transfer pathways and to be willing to accept more transfer credits, especially the key general education and pre-major courses required for particular majors. Four-year colleges would also have to be willing to abide by any agreements once they are established. While there is wide variation in the effectiveness of transfer practices among different Texas universities, we have seen that state policy provides them with little incentive to partner with community colleges in this way.

Texas Transfer Policy: Overall Assessment

We can now get a clearer picture of the inadequacies of the Texas transfer policies. The current Texas transfer policies are not effective in establishing transfer pathways to degrees in particular majors, and helping students choose and stay on those pathways. The Texas general education core is based on a myth that there exist program-independent general education requirements. In fact, different majors and fields require particular sets of core courses. One important example is that majors in different fields require different introductory math courses. Currently if a student has made a clear major choice, he or she could choose core courses that apply to that major, but that would require either highly informed advising or very persistent and well-informed searching on the part of the student. In any case, the core policy does not help students come to those clear choices. The statewide Field of Study (FOS) agreements represent, at least in principle, a good direction, but they have not been widely established or rigorously followed. Once again, they will only be helpful to students who have chosen a major. Reverse transfer also does not foster transfer pathways or help students choose those paths. And there are only weak policy incentives for community and four-year colleges to work together to strengthen transfer pathways. In the next section we will discuss ways in which these shortcomings might be addressed.

3. Strategies for Strengthening Transfer Pathways and Helping Students Choose and Enter Transfer Pathways in Texas

Given the barriers to student success created by Texas transfer policy and practice, a strategy to strengthen transfer outcomes should include at least two broad components. The first is to strengthen the design of transfer pathways within Texas community colleges to ensure that students take the general education courses required not only for an associate degree but also for transfer with junior standing in a major leading to a bachelor's degree completion with few excess credits. The second is to help students choose, enter, and stay on a transfer path. The following describes what these components would look like in practice and suggests roles for state policy in helping scale them in Texas.

Using Guided Pathways to Build Strong Pathways in Texas Community Colleges

One key to improving transfer outcomes is to design clear paths for students in their studies in community college, through the transfer process, and all the way to completion of a bachelor's degree. Efforts to reform the transfer process will have the most chance of success if they are embedded in a broader reform of higher education in the state based on the guided pathways model. Using guided pathway reforms, community colleges and universities across the country are undertaking systemic reforms aimed at (1) clarifying the paths to degree completion, career advancement and further education, (2) redesigning the new student intake experience to help students explore program options and choose and enter a program of study, and (3) monitoring student progress to provide ongoing feedback and support as needed.

Lessons from other states

These "guided pathways" reforms are potentially significant for strengthening transfer outcomes because they focus on creating clearer pathways to further education and on strengthening advising to help students explore and choose a program of study long before they transfer. In *The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges*, which CCRC published in May with the Aspen Institute, we described the practices of six partnerships of two- and four-year institutions that are more effective than expected in enabling students who start at community colleges to transfer and earn a bachelor's degree.[42] Among the essential practices we identified for both two- and four-year institutions was creating clear maps showing *major-specific* bachelor's program lower division requirements, recommended course sequences, and progress milestones. At none of the high-performing institutions we visited was there a sense that just satisfying a generic general education core was adequate preparation for successful transfer.

Recognizing that students may not be able to choose a narrowly defined major in their first year, these colleges are designing "meta-majors" that combine majors into broadly related fields such as business, health, or social and behavioral sciences. The meta-major curricula are designed to ensure that students take core general education courses in math and other foundation subjects that will apply toward major programs in the fields students have indicated an interest in exploring. It also forces students to take early in their college careers courses that are critical to success in that field, so if they find they are not able to do well in these courses, or do not like them, they can switch to another area before they have invested too much time going down that path.

St. Petersburg College's program redesign provides a good example. This Florida community college offering two-year and four-year programs has organized all of its programs into 10 meta-majors, or what the college calls "career and academic communities" (see Figure 1). The college's website highlights the employment opportunities and earnings of graduates from programs in each meta-major. For each meta-major, the college provides a list of all of its credential programs ranging from certificates to bachelor's degrees, including programs with university transfer partners—which is especially important here (see Figure 2).

For each program, the college's faculty and advisors have created an "academic pathway" or map showing the recommended sequence of courses students should take to ensure they complete the program with no excess credits. Figure 3 shows a map for an applied science associate degree in computer networking. The first term or two of coursework in all programs in a meta-major are the same, giving students the flexibility to change direction early on. Note also that embedded in the map are certificates and certifications that students can earn on the way to an associate degree, which they could use to advance in the labor market even as they continue to pursue a degree.

Community colleges typically have multiple four-year college destinations to which their students transfer, so effective transfer reform cannot be based solely on reforming the policies and practices of individual colleges. To ensure that students' community college credits count toward degrees at four-year institutions, several states have adopted "field-specific transfer pathways" policies, which indicate general education and pre-major courses that will transfer toward junior standing in broad major fields. Arizona and Washington State were early adopters of such policies. In both states, studies have found improvements in transfer outcomes statewide following the introduction of these policies, although the findings are not definitive.[43] More recently, other states, including California, Colorado, Connecticut, Maryland, Massachusetts and Tennessee, have adopted field or major-related transfer pathway policies.

Arizona has three versions of its 35-credit Arizona General Education curriculum (AGEC) that students choose among depending on the general field they are interested in pursuing: liberal arts (AGEC-A), science (AGEC-S) or business (AGEC-B). While Arizona has built their system around three fields, other states have used a somewhat larger number of meta-majors. For example, the two- and four-year institutions under the Tennessee Board of Regents have grouped their programs under nine "academic foci" (Tennessee's term for meta-majors)—STEM, social sciences, education, humanities, arts, business, applied technology, health professions and general education—and identified core lower division requirements for each field through statewide agreements called the Tennessee Transfer Pathways, or TTPs.

Similarly, Washington State has created statewide transfer agreements in broad fields such as biosciences, engineering and computer science, and business rather than in specific majors. These agreements cover the common requirements in particular broad fields and leave it to individual colleges and universities to establish institution-specific transfer guides for particular programs. We find that such transfer guides are necessary regardless of state policy.

In some cases, statewide agreements have been criticized for being too prescriptive and not allowing for variation in program requirements among universities.[44] Such variation is both reasonable and desirable, given differences in admissions requirements and content focus across institutions—even in the same field. The Washington system addresses this potential problem by allowing institution-specific variation within an overall framework.

Having statewide field-focused (rather than major-specific) agreements provides a level of standardization of common requirements and a general framework and language for faculty from two- and four-year institutions to communicate across a state, making them far more desirable than if there were only local agreements among institutions.

Figure 1. St. Petersburg College Academic and Career Communities (or "Meta-Majors")

TECHNOLOGY
DEGREES AND PROGRAMS

BACHELOR'S DEGREES
Technology Development and Management

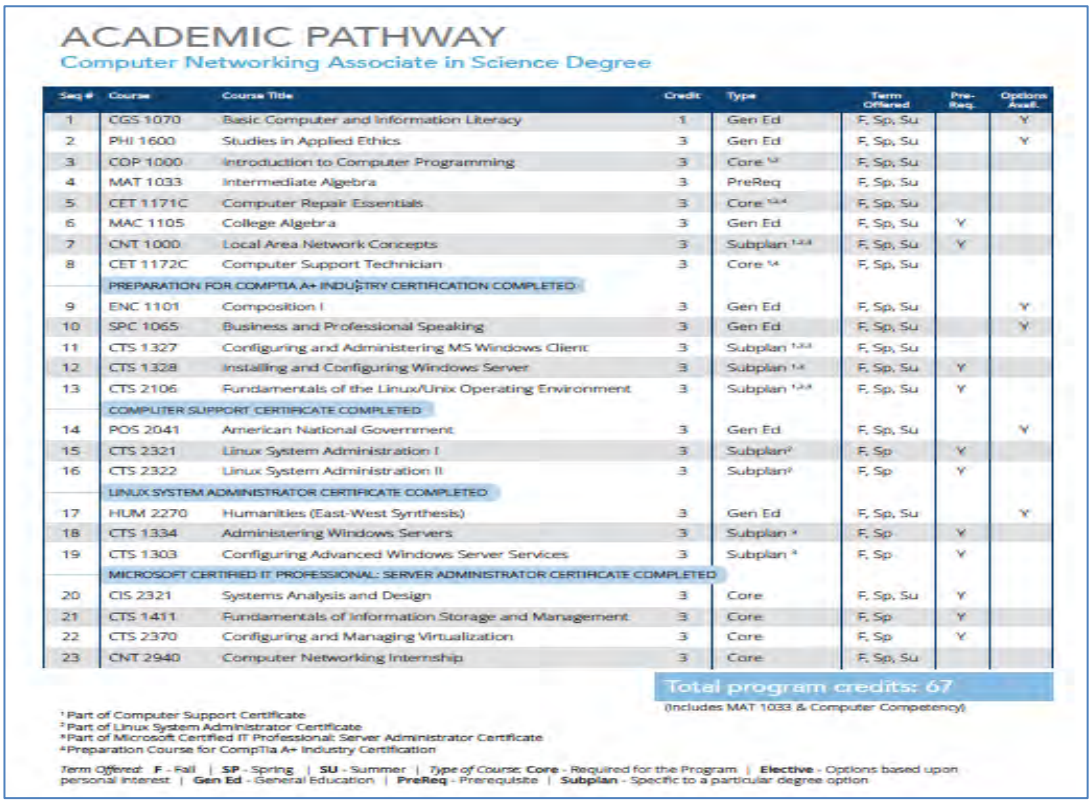
ASSOCIATE IN ARTS TRANSFER PLAN
Information Systems Management

ASSOCIATE IN SCIENCE
Computer Information Technology
Cybersecurity
Computer Networking
Computer Programming and Analysis
Web Development

CERTIFICATES
Help Desk Support Specialist
Cybersecurity
Computer Support
Cisco Certified Network Associate
Linux System Administrator
Microsoft Certified Solutions Associate
Computer Programmer
Computer Programming Specialist
Web Development Specialist

Figure 2. St. Petersburg College: Technology Meta-Major Programs

Figure 3. St. Petersburg College: Academic Pathway Map for AAS in Computer Networking



ACADEMIC PATHWAY

Computer Networking Associate in Science Degree

Seq #	Course	Course Title	Credit	Type	Term Offered	Pre-Req.	Options Avail.
1	CGS 1070	Basic Computer and Information Literacy	1	Gen Ed	F, Sp, Su		Y
2	PHI 1600	Studies in Applied Ethics	3	Gen Ed	F, Sp, Su		Y
3	COP 1000	Introduction to Computer Programming	3	Core [3]	F, Sp, Su		
4	MAT 1033	Intermediate Algebra	3	PreReq	F, Sp, Su		
5	CET 1171C	Computer Repair Essentials	3	Core [1,3,4]	F, Sp, Su		
6	MAC 1105	College Algebra	3	Gen Ed	F, Sp, Su	Y	
7	CNT 1000	Local Area Network Concepts	3	Subplan [1,2,3]	F, Sp, Su	Y	
8	CET 1172C	Computer Support Technician	3	Core [1,4]	F, Sp, Su		
	PREPARATION FOR COMPTIA A+ INDUSTRY CERTIFICATION COMPLETED						
9	ENC 1101	Composition I	3	Gen Ed	F, Sp, Su		Y
10	SPC 1065	Business and Professional Speaking	3	Gen Ed	F, Sp, Su		Y
11	CTS 1327	Configuring and Administering MS Windows Client	3	Subplan [1,2,3]	F, Sp, Su		
12	CTS 1328	Installing and Configuring Windows Server	3	Subplan [1,4]	F, Sp, Su	Y	
13	CTS 2106	Fundamentals of the Linux/Unix Operating Environment	3	Subplan [1,2,3]	F, Sp, Su	Y	
	COMPUTER SUPPORT CERTIFICATE COMPLETED						
14	POS 2041	American National Government	3	Gen Ed	F, Sp, Su		Y
15	CTS 2321	Linux System Administration I	3	Subplan [2]	F, Sp	Y	
16	CTS 2322	Linux System Administration II	3	Subplan [2]	F, Sp	Y	
	LINUX SYSTEM ADMINISTRATOR CERTIFICATE COMPLETED						
17	HUM 2270	Humanities (East-West Synthesis)	3	Gen Ed	F, Sp, Su		Y
18	CTS 1334	Administering Windows Servers	3	Subplan [3]	F, Sp	Y	
19	CTS 1303	Configuring Advanced Windows Server Services	3	Subplan [3]	F, Sp	Y	
	MICROSOFT CERTIFIED IT PROFESSIONAL: SERVER ADMINISTRATOR CERTIFICATE COMPLETED						
20	CIS 2321	Systems Analysis and Design	3	Core	F, Sp, Su	Y	
21	CTS 1411	Fundamentals of Information Storage and Management	3	Core	F, Sp	Y	
22	CTS 2370	Configuring and Managing Virtualization	3	Core	F, Sp	Y	
23	CNT 2940	Computer Networking Internship	3	Core	F, Sp, Su		

Total program credits: 67

(Includes MAT 1033 & Computer Competency)

[1] Part of Computer Support Certificate
[2] Part of Linux System Administrator Certificate
[3] Part of Microsoft Certified IT Professional: Server Administrator Certificate
[4] Preparation Course for CompTia A+ Industry Certification

Term Offered: **F** - Fall | **SP** - Spring | **SU** - Summer | *Type of Course:* **Core** - Required for the Program | **Elective** - Options based upon personal interest | **Gen Ed** - General Education | **PreReq** - Prerequisite | **Subplan** - Specific to a particular degree option

Building stronger statewide transfer pathways in Texas

What can Texas learn from the experience in other states? As noted above, Texas has tried to create statewide agreements that lay out program plans covering both general education and pre-major requirements for particular majors through a process of "tuning" involving faculty from community colleges and universities. But after several years, only about a dozen "voluntary transfer compacts" have been developed and not all universities have signed on to them. According to one observer, the process has left those involved "with severe battle scars" and acknowledging that the agreements were probably too prescriptive to be acceptable to all parties, especially the universities. In the following we recommend steps that Texas could take to move toward more field-focused statewide transfer agreements by building on existing policy and momentum in the field, but without being overly prescriptive.

Provide clear guidance on which Texas general education core courses to take for particular fields. The first recommended step would be to provide much clearer guidance to students on particular core courses students should take in math and other foundation subject areas if they are interested in pursuing a program of study in a particular broad field. These general education requirements should be specified for broad fields or "meta-majors" that encompass the major fields offered by Texas colleges and universities. Texas may want to consider organizing these broad fields to correspond to those specified by the HB5

legislation: STEM, business, public service, education, arts and humanities, social science, and allied health.[45] The THECB could be charged to engage faculty from two- and four-year institutions across the state to identify requirements from the current core to recommend to students interested in pursuing a bachelor's degree in a particular broad field. These requirements need only include core courses that are essential for the given field. If it is not important what courses in a particular distribution area students need to take for the given field, then there is no problem in allowing students to choose. Both the THECB and the colleges should be required to post information about field-specific core requirements on their websites.

Expand and strengthen statewide field of study (FOS) agreements to the most popular majors. To complement guidance the field-specific core requirements, the THECB could be asked to expand development of FOS agreements to the most popular majors. These agreements would specify particular general education and pre-major courses that are critical to the given major and that all Texas public universities would accept toward a bachelor's degree in the major. Rather than attempt to develop FOS guides for all majors, the THECB could concentrate on the most popular ones—say the top two dozen. Ideally, the THECB would ensure that at least some FOS plans are developed for the most popular majors in the broad fields or meta-majors that encompass all of the majors offered by Texas colleges and universities. Given limited resources and time, regular review and revision of the highest enrollment FOS majors should be a high priority compared to exhaustive efforts to develop curricula for myriad lower-enrollment programs that cannot feasibly be maintained.

As we have stated above, simply adding more FOS agreements does not mean that institutions and students will follow them. Given that many advisors are not familiar with FOS policy (as discussed above), Texas should develop a robust communication and dissemination plan to educate community college and university advisors on both the field-focused general education core requirements and FOS curricula. Community colleges and four-year colleges should be required to post information about these agreements on their websites. While improved FOS curricula with robust communication should encourage more students to complete an associate degree, the majority of transfer students in Texas do not earn pre-transfer degrees. In informing students about the FOS curricula, community colleges and four-year colleges should encourage students to complete the associate degree—for example by communicating the cost-savings or labor-market outcomes. Additionally, students who decide to transfer earlier must also be accommodated, and the legislature should consider requiring that universities guarantee acceptance of FOS courses if a student completes an FOS.

The development of field-focused transfer pathways will require faculty from two- and four-year colleges to work together. As we will argue below, and as discussed above, in many cases they do not have strong incentives to collaborate in this way. Legislation and state policy can provide a framework for this collaboration, but in a complex, decentralized system, such legislation is difficult to enforce and often contains loopholes that can be exploited if faculty and administrators, especially at the four-year colleges, are not in agreement with the policy. Later we will discuss other strategies for promoting collaboration,

including encouraging the development of regional partnerships, financial aid incentives, and a public information campaign to put pressure on colleges and legislators.

Helping Students Choose a Program Path

Well-designed transfer pathways will not improve transfer outcomes if students are not better supported to choose, enter, and stay on those pathways. Strategies for helping students choose and enter a major or meta-major include redesign of the college intake and advising system and better collaboration and interaction with high schools. Texas has important opportunities for its colleges to work with high schools through the growing dual credit system and the HB5 legislation that requires students in high school to choose one of five "endorsement" fields. The following describes steps the state could take to capitalize on these opportunities.

Require community college students to choose a meta-major early on and support college efforts to redesign advising and first-year experiences to help students explore options for college and careers and choose a program path

The Texas general education core policy assumes a lower division curriculum that is independent from major choice. We have argued that this model fails to ensure applicability of credits to students' major programs. One goal of the general education requirements is to expose students to a broad range of fields to help them choose a program of study, but there are also indications that this process does a poor job of helping students choose a major. Therefore, we advocate building coherent field-focused "meta-majors" that help students to begin to explore broad fields encompassing specific majors from the start. But this policy requires a much more intentional mechanism for exploring and choosing fields and majors than exists in most Texas community colleges.

Helping university-bound community college students choose majors is a fundamental element of the successful transfer institutions that we profiled in *The Transfer Playbook*. Among all six high-performing two- and four-year partnerships that we studied, there was a strong emphasis on helping community college students explore program options and choose at least a broad program of study, if not a major, as soon as possible to ensure that they take the right lower division courses for their intended program of study.[46] St. Petersburg College, which we discussed earlier, has redesigned its intake and advising systems (1) to help students choose a meta-major (or a specific major) by the time they reach 30 credits (and ideally earlier), and (2) to monitor students' progress on degree maps specific to their chosen field. The college requires all new students to take a five-week non-credit workshop that introduces them to programs and careers in the college's "career and academic communities" (i.e., their meta-majors) and helps them choose a field of study and develop a plan for program completion, including transferring and completing a bachelor's degree in the field if that is their goal.

Once a path is chosen, helping students stay on that path is also crucial. According to an academic dean at Everett Community College in Washington State, faculty there understand that students who stray from their program maps will almost certainly have to take additional

courses to qualify for junior standing in their field of interest—even in fields considered less restrictive such as communications, sociology, or psychology.

The universities in our *Transfer Playbook* study were especially emphatic about the importance of students' choosing a program of study as early as possible. All of the universities we visited have in place processes for their students who enter as freshmen to explore and choose a major early on. For example, Florida International University requires students who enter as freshmen to choose a major in their first year or, barring that, to choose an "exploratory major" designed to help students explore a field that is of interest to them. FIU also requires all transfer students to have declared a major, based on past experience that students who arrive without a major tend to meander and accumulate credits that do not count toward a degree. FIU, which serves a largely commuter, predominantly minority student body, has seen substantial increases in student retention and completion since redesigning its programs and supports according to a pathways model.[47]

Many Texas colleges are already following national trends and redesigning advising to better help students choose a program of study. For example, we learned in our interviews that Northwest Vista College (part of the Alamo system) recently overhauled its advising services, moving to a caseload management approach. The college has hired new advisors to bring the student to advisor ratio down to 350 to 1 from 1,200 to 1. In the past, students went to any available advisor, and advisors were expected to be knowledgeable about all career and transfer pathways, which is unrealistic. Advisors are now assigned to a broad field or "career pathway" and must be up-to-date on both the job and transfer opportunities in their pathway. Over 80 percent of the college's students intend to transfer. The college requires that students identify a transfer institution and prospective major(s) by the time they complete 30 credits. Advisors follow an agreed upon protocol when discussing with students where they want to transfer, what they want to major in, and what they need to do to fulfill their transfer goals. If students indicate uncertainty about major goals, they are referred to career and transfer services and given homework to think through options. Advising is highly "intrusive" in the first 30 credits, providing guidance and support to help students choose a program path and ensure they are making progress in it.

Thus Texas policy makers should consider requiring that students entering community college choose a broad field of study or meta-major, if not a specific major, before they get too far along, perhaps by the time they accumulate 30 credits. Colleges should be required to ensure that students have an academic plan that lays out the courses students need to take to complete a program in their meta-major or major. A good step in this direction was provided by the Texas Legislature in its last session, which enacted a policy requiring students participating in the newly created multidisciplinary studies associate degree plan to meet with an advisor before the beginning of the semester after they have completed 30 semester credit hours to develop a specific degree plan and identify a desired transfer institution and major. We recommend expanding that requirement to students in all transfer-oriented associate degree programs, based on lessons learned from early implementation of the multidisciplinary studies degree programs.

Connect dual high school–college credit coursework to transfer pathways

The rapid growth of dual credit in Texas presents an opportunity to build stronger pathways through community colleges to bachelor's degrees. The number of high school students taking college courses through "dual credit" arrangements is growing nationally. In Texas the growth has been especially marked. A recent article in the Chronicle of Higher Education cites THECB data showing that 133,000 Texas high school students enrolled in dual credit classes at Texas colleges in 2015-16, more than triple the number from a decade earlier.[48] That same article reported that some, including Texas Commissioner of Higher Education Raymund Paredes, are questioning whether too many students are being allowed to take such courses and believe that academic rigor may be suffering as a result.

These are valid concerns. At the same time, research by CCRC and others indicates that dual enrollment students are more likely to attend and complete college than are similar high school students who do not take college courses while in high school.[49] CCRC's analysis of NSC data suggests a similar pattern in Texas, where 37 percent of dual credit high school students who entered community college in 2007 earned a BA within six years, while only 15 percent of community college entrants who were not dual credit students earned a BA in a similar period. Since dual credit students were likely to be more successful academically in high school, we do not know how much of that gap is due to those differences rather than the effects of dual credit.

Yet there is evidence that Texas students who take college courses while in high school still confront the same difficulty in ensuring that universities accept their community college credits toward a degree. An analysis by Greater Texas Foundation of students who received scholarships for graduates of early college high schools found that on average only 73 percent of college credits earned by these students in early college high schools were applied to their major at the universities they attended—or to put it another way, over a quarter of the credits were not accepted toward a bachelor's degree in their major [50] We do not know precisely how many dual credit courses are not counted for transfer credit, but it is likely to be as high or even higher than those for students who enter college after high school because colleges are not monitoring what courses high school students are taking, and the quantity and quality of college advising such students receive undoubtedly varies. We suspect that many students who take such courses in high schools receive little if any advising beyond that which their high school provides.

Dual credit offerings have the potential to improve transfer outcomes by encouraging students to explore options for college and careers while they are still in high school and to increase the chances that college courses students take will count toward a degree in the major field they end up choosing. Therefore, Texas colleges should be encouraged to use dual credit to recruit and guide high school students into college pathways leading to associate degrees and on to transfer and bachelor's degrees—ideally in fields where jobs are projected to be in demand in their regions.

One way state policy could help do this is to provide stronger guidance to colleges on what courses students can take while in high school. Students should not be allowed to take, and

institutions should not advise students to take, any college courses they want. Rather, students should take those courses that will help expose them to college programs of study and enable them to earn credits that are not only transferable but applicable toward a degree in a major. The North Carolina Community College System stipulates that colleges only offer dual enrollment courses that are part of college-level programs of study. If, however, high school students are accumulating many college credits that count toward *a* degree program, that does not ensure that those credits count toward *their* degree program. Ideally, Texas dual credit students should, after reaching a certain threshold of credits, be required to focus their course-taking on a particular program of study. This focus will help prevent them from accumulating too many general credits that do not all apply toward a particular degree program. One way to address this issue could be to urge or require high school students who surpass a certain threshold of credits earned to take courses related to the HB5 "endorsement" they have chosen to help strengthen the alignment between high school and college programs. The program paths for dual credit students should both (1) lead to sub-baccalaureate credentials that enable students to secure decent-paying jobs in the near term, but also (2) articulate with associate and bachelor's degree programs to ensure that students can advance in their careers over the long run.

State policy should require colleges to provide advising to dual credit students on college and career paths. It should also help them develop a plan that indicates at least a tentative choice of field of interest (i.e., a meta-major) and maps out what courses students should take in high school (both dual credit and regular high school courses) to be on track to complete postsecondary credentials in a field of interest as quickly and affordably as possible after they enter college. In addition, state policy should encourage colleges to bring dual enrollment students taking classes in high school to college campuses for curricular and extracurricular activities related to their fields of interest.

We recognize that the issues surrounding dual credit in Texas are complex and fraught with concerns about "turf" and funding, as they are elsewhere. At the same time, colleges in Texas and other states are facing increased scrutiny over the quality and rigor of the courses offered and the applicability to college degrees of credits earned through dual credit. This scrutiny creates an opportunity to step back and consider a more strategic approach that could help to address a key leakage point where students lose credits on the education pathway and to improve degree completion outcomes for students whether they enter a community college or a university after high school. This would produce a much higher return for the state on its investment in dual credit courses than it probably now receives, and strengthen the pipeline of students who arrive at Texas colleges and universities prepared and motivated to succeed..

Strengthen alignment between the HB5 endorsements and postsecondary pathways

Texas policy makers and policy advocates are increasing pressure on educational institutions at both the K-12 and postsecondary levels to create better alignment across educational sectors and between education and regional and state labor market demands. As noted above, in 2013, the Texas legislature passed HB5, which among other things requires high school students to choose one of five "endorsement" fields—STEM, business and industry, public services, arts and humanities and interdisciplinary. It specified a core 26-credit curriculum

for each endorsement and required all high schools to create a curriculum to enable students to earn an endorsement in at least one of the five areas. The legislation sought to encourage high school students (1) to begin to explore options for college and careers, (2) to recognize that different broad fields have different sets of foundation curricula, and therefore (3) to start taking and passing the right foundation courses for their fields of interest. The legislation was also designed to prompt high schools to help students explore college and career options, a key part of which, research suggests, is taking coursework in a field students think they might be interested in.[51] The legislature, however, did not provide high schools with additional resources to strengthen career and college advising and to offer foundation coursework in the endorsement fields.

Requiring students to begin to explore college and careers in high school would appear to benefit colleges and universities (as well as employers concerned about future labor market needs). Such a requirement provides an opportunity for higher education institutions to work with high schools to help prepare students to succeed in a college-level program of study. Such a requirement also could improve transfer outcomes by helping college students choose a program path early on (in some cases in high school) and thus help ensure that students take lower division coursework at a community college that will apply toward a major in their field of interest.

As far as we can tell, while some exceptions appear to exist, community colleges and universities in Texas have generally not been reaching out to high schools to build pathways for students into their programs. In addition, efforts to comply with HB5 have not been connected to the efforts to improve the design of dual enrollment, efforts that are logically linked. Moreover, the streams of reform that we have argued should be part of a broad effort to build strong transfer pathways (including the college and career pathway reforms at the K-12 level in Texas and the growing guided pathways reforms among the state's community colleges) seem thus far to be proceeding largely parallel to one another. Given both the need of Texas's K-12 schools to respond to unfunded mandates of HB5 and the enrollment challenges facing the state's community colleges and some regional universities, now would seem like an opportune time align the reforms on both fronts.

One way to make this link would be to require colleges to work with high schools to create a crosswalk of high school endorsements offered by the school districts to fields of study offered by colleges. Colleges should be required to create websites and other advising tools to help clarify for high school students and their parents and counselors the requirement for college programs of study by field and indicate what students should be taking in high school to prepare to enter a field of interest when they enroll in college.[52]

4. Building Momentum for Community College–University Collaboration to Improve Transfer Outcomes

We have argued that efforts to improve transfer in Texas are more likely to be successful if they are part of a broader movement to (1) create stronger and more transparent pathways

through community college and into the four-year college all the way to the bachelor's degree, and (2) explicitly help students choose and stick to those paths. Meeting these goals will require community colleges and four-year colleges to collaborate in mapping program paths and helping students adhere to them. In this section, we describe developments that are creating market incentives for community colleges and at least some universities to partner on a regional basis to strengthen transfer pathways. We also discuss strategies for promoting such collaboration and development of regional partnerships.

Market Incentives to Create Stronger Transfer Pathways Are Growing

Despite a lack of policy incentives historically, a number of factors seem to be driving colleges and universities to make the substantial investments (in resources and political capital) necessary to strengthen transfer pathways. One key factor is that both community colleges and some regional universities in Texas and elsewhere are facing declining or stagnating enrollment and increased competition. This new competitive market is causing colleges and universities to realize that they will be better able to maintain healthy enrollments by offering programs that enable students to achieve their goals in a reasonable timeframe rather than by continuing to focus on low-cost access to courses that are often not connected with one another.

In many parts of the country, regional public universities in high population areas are becoming more aggressive about recruiting transfer students and building partnerships with community colleges to do so.[53] As state funding declines, these institutions tend to be increasingly dependent on tuition revenue. The freshmen they do recruit tend to be less prepared than they have been in the past and therefore drop out at higher rates. To replace the students who drop out and to maintain enrollment in a period when demographics and the labor market are pushing enrollments down, these institutions are increasingly relying on transfer students to fill seats and generate tuition revenue. This shift to relying on transfer students is happening even though recruiting and retaining these students is costly. These institutions would likely rather serve better prepared freshmen (that would certainly be more profitable to them), but they do not always have that option.

In Texas, regional public universities, particularly those in parts of the state with significant competition, are facing growing market pressures to build strong transfer partnerships with community colleges in order to maintain or grow enrollment. One example is University of Houston Downtown (UH-D), which is not as selective as the University of Houston main campus and competes with Sam Houston State University. A high-level administrator we interviewed at the UH-D said that building stronger relationships with community colleges is "life or death" for the university since transfer students comprise two-thirds of the university's population. Given the importance of transfer students to its enrollment, UH-D is one of the only universities where interviewees indicated that they encourage community college students seeking to transfer to complete their associate degree prior to transfer. They also find that emphasizing the associate degree results in more students entering "core complete." UH-D's reliance on transfer students for enrollment enhances its willingness to consider the needs of the community college. According to the provost at UH-D, the university considers its relationship with area community colleges to be a true partnership.

Throughout the country, regional public universities are beginning to collaborate with community colleges, K-12 schools and employer groups to create regional career pathways partnerships focused on meeting current and future demand for skilled workers in their regions. In the *Transfer Playbook*, we described such a partnership in Miami led by the Beacon Council, a regional economic development group, and involving Florida International University (FIU), University of Miami, Broward, Miami Dade College, and the Miami Dade Public Schools.[54] FIU, the University of Central Florida in Orlando and University of South Florida in Tampa/St. Petersburg have created the Florida Consortium of Metropolitan Research Universities with funding from the state and private sources to strengthen their capacity to serve as leaders in regional efforts like the one in Miami. Arizona State University, in partnership with the Maricopa Community College District and Maricopa Public Schools, is leading a similar regional partnership in Phoenix.

How can policy makers and private funders promote regional collaboration of this sort in Texas, while working to change the incentives inherent in the "non-system" of transfer that creates barriers to completion and progression at each stage, particularly for students from disadvantaged backgrounds? We suggest three strategies: (1) create a program in which institutions in regions could compete for capacity-building grants, (2) offer a statewide tuition freeze or other financial incentives for transfer students to transfer efficiently (and to colleges to help them do so), and (3) develop a public information campaign to build support for improved treatment of transfer students by community colleges and universities.

The Texas Student Success Council could help shape and oversee these efforts. Comprised of stakeholders from education (K-16), business, non-profits and philanthropy and with the Chairs of the House and Senate Higher Education Committees, the Commissioner of Higher Education and the Chairman of the Texas Workforce Commission serving as ex officio members, the Council has identified improved K-12 and postsecondary linkages and improved education and workforce alignment as key priorities for its policy agenda. Given its interests and membership, the Council could develop a program of research and advocacy to help promote changes in state policy—and perhaps also consumer attitudes—that will help create clearer transfer pathways to degrees and career advancement.

Strategies for Promoting Collaboration and Development of Regional Partnerships

As discussed, regional public universities in Texas and elsewhere face growing market incentives that are leading them to work actively with community colleges to recruit students into baccalaureate programs and strengthen retention supports for these students.

Our analysis of National Student Clearinghouse data indicates that, in Texas as in many states, such institutions are the most common destination for community college transfer students. They are also more likely than the state flagship universities or private universities to enroll transfer students of color and those who are from low-income backgrounds. These institutions also tend to have poorer outcomes for transfer students than do more selective institutions, which not only enroll students who are much better prepared to succeed in college, but receive substantially more resources to do so. Thus, supporting these regional institutions provides an opportunity to have a big impact on educational and economic mobility for students from disadvantaged backgrounds.

Support regional career pathways partnerships led by regional public universities

The state and private philanthropy should consider supporting efforts led by regional Texas universities to work with community colleges and K-12 schools in their regions to create regional career pathways partnerships of the sort we are seeing develop in other parts of the country. The Houston Guided Pathways to Success project is a good example of a budding regional partnership led by a public university. It is supported by Complete College America and funded by the Houston Endowment. The University of Houston and the four Houston-area community colleges collaborated on a planning effort designed to strengthen pathways to degree completion for students. A steering group with leaders from both the university and community colleges was established to oversee the effort along with joint task forces responsible for developing plans on key facets of pathways practice, including: co-requisite remediation, math alignment to majors, meta-majors and degree maps with critical path courses, proactive advising, structured scheduling, and technology. The effort produced a plan calling for changes that would lead to better alignment of curriculum and advising within and across institutions. These reforms will require new investment from all of the project partners. The project leadership has applied for but not yet secured funding to implement the project.

There are other promising examples in Texas including the Texas Regional STEM Accelerator Initiative supported by Educate Texas, and the New Mathways Project facilitated by the Charles A. Dana Center at The University of Texas at Austin. The focus of new state and private investment should be on coordination, convening and capacity building rather than program operations.

Explore statewide financial incentives for efficient transfer

As mentioned, while some universities offer scholarships for transfer students, these are relatively rare. In general, transfer students do not have the same level of access to financial aid as students who enter universities as freshmen. To our knowledge, there is no state financial aid tailored to transfer students. Texas might explore the potential for offering financial aid or other financial incentives for transfer students. Such aid or incentives should be designed to encourage positive behavior on the part of both students and colleges.

This past spring, Massachusetts launched the Commonwealth Commitment, which freezes tuition for students who start at a Massachusetts community college, complete an associate degree within 2.5 years, transfer to a state university, and complete a bachelor's degree.[55] Students are also required to attend full-time and maintain a 3.0 GPA. Students in the program also get a reduction in tuition and mandatory fees: a 10 percent rebate off tuition and fees at the end of every successfully completed semester, and an additional "MassTransfer" tuition credit once the student enrolls in a bachelor's programs. The Commonwealth Commitment is currently available in 14 popular majors at community colleges, state universities and University of Massachusetts campuses, with another 10 becoming available in Fall 2017.

In addition to encouraging behaviors in students that research indicates increase success rates, the policy is intended to signal to colleges and universities that if they want their students to receive such aid, they need to change their practices in ways that support positive transfer outcomes. These practices include helping students explore and choose a major early on, clearly mapping program pathways, and offering the courses students need when they need them so that they can make timely progress toward completion.

Texas might explore a similar policy. How to fund it will be an obvious question. In lieu of general appropriations funding, for which there is significant competition from other state demands, or categorical funding, which is subject to cuts in economic downturns, Texas might explore alternative funding strategies. One worth considering is social impact bonds. Also known as "pay for success," these are contracts with public sector agencies in which a commitment is made for improved social outcomes that result from public sector savings.[56] Repayment to investors is contingent upon achievement of specific social outcomes. To our knowledge they have not been used in education, but it seems as though the use of these bonds might be viable tool to improve completion. One challenge in general with social impact bonds is measuring outcomes. This would not be difficult were the funding used to provide reduced tuition or other financial aid to individual students. The return to both the individual and the public on students' earning college degrees is well established.[57] The return is especially high when the recipients are students from low-income families who are more likely to start at community colleges.

Support a public education campaign to help students and families make better decisions on transfer

Through this report we have described the many barriers and inefficiencies that plague transfer in Texas. We have also discussed how colleges and universities in Texas have traditionally not had strong incentives to work together to improve transfer outcomes

Given these inefficiencies and often perverse incentives—and the costs incurred by students and taxpayers— it might be beneficial to support a public information campaign to educate students and their families to become better consumers of higher education. Such a campaign could encourage students and families to put pressure on educators to reform the existing system, which benefits institutions more than students. We suggest developing a social media marketing campaign aimed at helping students and their families make better choices, and at pushing colleges and universities to create stronger transfer pathways to on-time degree completion. We know social media marketing is potentially expensive. But there may be constituencies such as student and civil rights advocacy groups that are frustrated with the status quo and are organized through social media. Chambers of Commerce or others with an interest in improving workforce outcomes might be willing to contribute to such an effort. The Texas Student Success Council is well positioned to assess whether such a campaign would be useful and if so how it might be accomplished.

5. Conclusions and Recommendations

Improving transfer is a growing priority for students, educators, policy makers, and taxpayers in Texas. Even though the large majority of entering Texas community college students indicate that they want a bachelor's degree, only 15 percent actually transfer and complete one in six years. In the past, there have been few incentives for either two- or four-year colleges to work to improve transfer. This may be changing though, as there are growing market incentives for community colleges and at least some universities to work together to promote transfer and the success of transfer students.

These market incentives, however, are probably not sufficient by themselves to produce substantial improvements in transfer student outcomes. Such improvements also require state policy making to help capitalize on market incentives and promote positive behaviors on the part of institutions and students.

We argued that in a well-functioning transfer system in Texas, community college students would do the following:

- Take and ideally complete lower division general education requirements for a bachelor's degree in the student's chosen major.
- Begin to take lower division pre-major courses that will fully transfer and count toward the degree requirements of that major at the four-year college.
- Complete an associate degree of about 60 credits before transfer or, less ideally, if the student transfers before completing an associate degree, transfer their general education and pre-major coursework so that it would count toward the degree requirements of their intended major at the four-year college.
- Complete a bachelor's degree of about 120 total credits including credits from both the community college and the four-year college.

The current "non-system" of transfer in Texas fails to help students at each one of these steps. To address these shortcomings, we have suggested that the Texas higher education system must do two things: build stronger transfer pathways, and improve the services that help students choose and enter those pathways.

The following are policy recommendations are suggested by our research. We divide them into three areas: (1) creating stronger transfer pathways, (2) helping students choose and stay on a transfer pathway, and (3) building momentum for regional community college-university collaboration to improve transfer outcomes.

Creating Stronger Transfer Pathways

1) ***Provide clear guidance for students on which Texas general education courses to take for particular fields.*** Students should be given clear guidance on which core courses to take in math and other foundation subject areas if they are interested in pursuing a

program of study in a particular broad fields or meta-majors that encompass the major fields offered by Texas colleges and universities. Texas may want to consider organizing meta-majors to correspond to the fields specified by the HB5 legislation: STEM, business, public service, education, arts and humanities, social science, and allied health.[58] The THECB could be asked to engage faculty from two- and four-year institutions across the state to identify requirements from the current core to recommend to students interested in pursuing a bachelor's degree in a particular broad field. Both the THECB and the colleges should be required to post information about field-specific core requirements on their websites.

2) ***Expand and strengthen statewide field of study (FOS) curricula to the most popular majors.*** These agreements would specify particular community college general education and pre-major courses that are critical to the given major and that all Texas public universities would accept toward a bachelor's degree in that major. Ideally, the THECB would ensure that at least some FOS plans are developed for the most popular majors in each of the broad fields or meta-majors that encompass all of the majors offered by Texas colleges and universities. Community colleges and universities should be required to include up-to-date information on both the field-oriented general education core and FOS curriculum requirements on their websites.

Helping Students Choose and Enter a Transfer Pathway

3) ***Require community college students to choose a meta-major early on.*** Students should be required to choose a major or meta-major by the time they reach 30 credits. This would encourage students to begin exploring their career and academic interests from the start and provide incentives for colleges to help them do so. This too will help ensure that they take general education courses that will be accepted toward a major in their field of interest. Colleges should be required to ensure that students have an academic plan that lays out the courses students need to take to complete a program in their meta-major or major. The new multidisciplinary studies associate degree policy enacted by the legislature, which requires students to meet with an advisor before the beginning of the semester after they have completed 30 semester credits, develop a specific degree plan based on the student's intended field of study, and choose a transfer institution, is a good step in this direction. We recommend expanding these requirements to students in all transfer-oriented associate degree programs. In general, colleges should be strongly encouraged and supported to strengthen advising aimed at helping students explore college and career options, choose a program of study, and once on it, stay on it until they complete.

4) ***Strengthen high school dual credit regulations to ensure that college courses students take in high school will be applicable to a degree.*** Specifically, schools should advise dual credit students to take courses that will help expose them to college programs of study and enable them to earn credits that are not only transferable but applicable toward a degree in a major. One way to do this would be to require that colleges offer dual credit courses that apply to a degree program. Colleges could perhaps urge or require high school students who surpass a certain threshold of credits to take courses related to the

HB5 "endorsement" they have chosen to help strengthen the alignment between high school and college programs. These types of requirements would help to ensure that the college courses students take in high school will be accepted for credit toward a degree in a major they might pursue in college. Colleges should be required to provide advising to dual enrollment students on college and career paths, help them develop a plan that includes at least a tentative choice of field of study and that maps out the courses students should take in high school and college to earn a degree in their field of interest as timely and affordably as possible.

5) ***Strengthen alignment between the HB5 endorsements and postsecondary pathways.*** One way to strengthen this alignment would be to require colleges to work with high schools to create a crosswalk of high school endorsements offered by the school districts to fields of study offered by colleges. Colleges should be required to create websites and other advising tools to (1) help clarify for high school students and their parents and counselors the requirements for college programs of study by field, and (2) indicate what courses students should be taking in high school to prepare to enter a field of interest when they enroll in college.

Building Momentum for Community College-University Collaboration

6) ***Support regional career pathways partnerships led by regional public universities***. The state and private philanthropy should build on growing market forces and consider supporting burgeoning efforts led by regional Texas universities to work with community colleges and K-12 schools to create regional career pathways partnerships of the sort we are seeing develop in other parts of the country. The focus of this support should be on coordination, convening and capacity building rather than program operations. In lieu of general appropriations funding, for which significant competition exists from other state demands, or categorical funding, which is subject to cuts in economic downturns, Texas should explore alternative funding strategies. Given the well-documented high returns of college degrees to students and society, one strategy worth considering is social impact bonds.

7) ***Explore statewide financial incentives for efficient transfer.*** Consider freezing tuition or providing other financial incentives for students who complete an associate degree in less than three years, transfer to a state university, and complete a bachelor's degree in less than six years. This would help to signal to colleges and universities that if they want their students to receive such incentives, they need to change their practices in ways that support positive transfer outcomes. These supports should include helping students explore and choose a program of study early on, clearly mapping program pathways, and offering the courses students need when they need them so that they can make timely progress toward completion.

8) ***Support a public education campaign.*** The state and private philanthropy should explore ways to help students and parents be more informed consumers of higher education, so they are more likely to take efficient pathways to transferring and earning bachelor's

degrees and to put pressure on educators to offer clearer degree pathways and better support for transfer students.

There is no question that many obstacles stand in the way of these recommendations. However, there are two factors that lead us to believe that this may be a propitious time to promote this agenda. First, economic and demographic trends are strengthening incentives for two- and four-year colleges to turn their attention to strengthening supports for transfer students. Second, improved transfer is an integral element of the guided pathways movement, which is gaining strength in Texas and throughout the country. Building on the momentum for reform created by these developments, the state policy enhancements we recommend would, we believe, lead to improved transfer and degree outcomes for students who start at a Texas community college and a higher return on investment for the state.

Endnotes

[1] In the 2013–14 academic year, 70 percent of all bachelor's degree graduates in Texas previously enrolled in a community college—the highest of any state, including California and Florida. This does not mean that all of these students started at a community college, but rather that they took at least some community college courses. See National Student Clearinghouse, *Snapshot report: Contribution of two-year institutions to four-year completions*, 2015. Retrieved from: https://nscresearchcenter.org/snapshotreport-twoyearcontributionfouryearcompletions17/

[2] Davis Jenkins, *Texas would benefit by improving its community college to bachelor's transfer system* (Policy Brief), Dallas, TX: Educate Texas, February 2013. Retrieved from: http://www.edtx.org/uploads/general/EDTX_CCRTPolicyBrief.pdf

[3] Davis Jenkins and John Fink, *Tracking transfer: New measures of institutional and state effectiveness in helping community college students attain bachelor's degrees*. New York, NY: Columbia University, Teachers College, Community College Research Center, National Student Clearinghouse, and Aspen Institute College Excellence Program, January 2016.

[4] Complete College America, *Game changer state data: Texas*, 2013. Retrieved from: http://completecollege.org/state-data-loader/?state=Texas&code=tx

[5] Jenkins, 2013.

[6] Using National Student Clearinghouse data on the transfer outcomes of Texas two- and four-year public institutions (presented in an earlier memo to the foundation), we selected a set of community colleges and universities from which to recruit staff members for interviews regarding their work with transfer students (i.e., advisors, admissions staff, academic administrators, student services staff). The colleges we recruited from represented a range of performance on the transfer outcomes. In total, we conducted interviews with 25 staff members at 18 community colleges and 29 staff members at 18 universities during the spring of 2016. We also discussed transfer policy and related issues with Texas Higher Education Coordinating Board (THECB) staff members and with persons involved in regional efforts to strengthen transfer pathways between two- and four-year institutions.

[7] A 2011 National Center for Education Statistics study based on a representative sample of students who started higher education for the first time in 2003–04 found that 81 percent of students who began at a community college indicated that they intended to earn a bachelor's degree or higher. See Table I-A in Laura Horn and Paul Skomsvold, *Web tables: Community college student outcomes: 1994–2009* (NCES 2012-253), Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2011.

[8] CCRC analysis of data on students in the five Texas community college systems involved in Texas Completes indicates that almost three-fourths (72 percent) were classified as being in transfer programs in liberal arts and science or business. In comparison, using the U.S. Department of Education, National Center for Education Statistics Beginning Postsecondary Student Survey of 2003–04, CCRC estimates that among first-time-in-college students nationally who entered higher education through a community college in 2003–04, about 25 percent declared a liberal arts and sciences or business major in their first year, 38 percent were in occupational programs, and 37 percent were undeclared.

[9] The data in the remainder of this paragraph are from Jenkins and Fink, 2016.

[10] Complete College America, 2013.

[11] Jennifer P. Cullinane, *The path to timely completion: Supply- and demand-side analyses of time to bachelor's degree completion* (Doctoral dissertation), 2014. Retrieved from: https://repositories.lib.utexas.edu/handle/2152/24932

[12] Cindy Alvarado, *Transfer for student success* (Policy Brief), Bryan, TX: Greater Texas Foundation, February 2015.

[13] Paul Attewell and David Monaghan, How many credits should an undergraduate take? *Research in Higher Education*, *57*(6), 682–713, 2016. doi: 10.1007/s11162-015-9401-z

[14] Personal communication from Celia Williamson, Denton, TX: University of North Texas.

[15] Texas Higher Education Coordinating Board, *Transfer issues advisory committee report: Identifying and closing the gaps*, Austin, TX: THECB, 2001.

[16] Jenkins and Fink, 2016.

[17] A descriptive study from the National Student Clearinghouse found that students who transferred with a certificate or two-year degree were 16 percentage points more likely to earn a bachelor's degree than students who transferred without one (72 percent versus 56 percent, Shapiro et al., 2013). Two studies using more rigorous methods—one of a university system (Crook, Chellman, & Holod, 2012) and one of an entire state (Crosta & Kopko, 2016)—also found that community college transfer students were more likely to earn a bachelor's degree if they first earned an associate degree. See Peter M. Crosta and Elizabeth M. Kopko, Should community college students earn an associate degree before transferring to a four-year institution? *Research in Higher Education, 57*(2), 190–222, 2016; David Crook, Colin C. Chellman, and Aleksandra Holod, *Does earning an associate degree lead to better baccalaureate outcomes for transfer students?* New York, NY: City University of New York, Office of Policy Research, 2012; Doug Shapiro, Afet Dundar, Mary Ziskin, Yi-Chen Chiang, Jin Chen, Autumn Harrell, and Vasti Torres, *Baccalaureate attainment: A national view of the postsecondary outcomes of students who transfer from two-year to four-year institutions* (Signature Report No. 5), Herndon, VA: National Student Clearinghouse Research Center, 2013.

[18] Jenkins and Fink, 2016, p. 39.

[19] Jenkins and Fink, 2016, Table 5. In Texas 57 percent of transfer students did not earn a bachelor's degree within six years of starting at the community college (nationally, 48 percent of transfer students did not graduate).

[20] In a study using data and educational and labor market outcomes of community college students in North Carolina, Clive Belfield found substantial economic benefits to students and taxpayers of students earning a community college credential before transferring. See Clive R. Belfield, *The economic benefits of attaining an associate degree before transfer: Evidence from North Carolina* (CCRC Working Paper No. 62), New York, NY: Columbia University, Teachers College, Community College Research Center, July 2013.

[21] Colleges can add learning objectives of their own.

[22] Colleges can seek approval for courses not in the ACGM.

[23] Texas Higher Education Coordinating Board, *Academic performance of 2-year college transfer students at Texas public universities*. Retrieved from: http://www.txhighereddata.org/reports/performance/ctctransfer/inst.cfm?inst=778899&report_type=2&report_yr=2014

[24] Michelle Hodara and Olga Rodriguez, *Tracking student progression through the core curriculum* (CCRC Analytics), New York, NY: Community College Research Center, Teachers College, Columbia University, April 2013.

[25] Texas Higher Education Coordinating Board, *Texas general academic institutions: Increasing successful community college transfer*. *A report to the Texas Legislature House Bill 1, 84th Texas Legislature*, p. 4, Fall 2015.

[26] Eduardo Padron, Understanding and overcoming common barriers to transfer, *The EvoLLLution*, July 18, 2016. Retrieved from: http://evolllution.com/author/eduardo-padron/

[27] Texas Higher Education Coordinating Board, *Increasing successful community college transfer*, p. 5, 2015.

[28] See Texas Higher Education Coordinating Board, *Transfer policies and resources*. Retrieved from: http://www.thecb.state.tx.us/index.cfm?objectid=0BDF101B-0B61-7D8D-392A61E18CBC7093

[29] It appears that the FOS agreements may expire without being updated. In this 2002 document, the THECB reported that there were 37 approved FOSs (Texas Higher Education Coordinating Board, 2002). If this is the case, adding more is not going to help without incentives to use them. See Texas Higher Education Coordinating Board, *Developing field of study curricula*, 2002. Retrieved from: http://www.thecb.state.tx.us/reports/PDF/0526.pdf

[30] Of the 35,518 new transfer students in fall 2014 arriving at public Texas universities from public Texas two-year colleges, 787 completed the FOS (2.2 percent). See page 2 of this statewide report on transfers from community colleges: http://www.txhighereddata.org/reports/performance/ctctransfer/inst.cfm?inst=445566&report_type=4&report_yr=2014

[31] See Texas Higher Education Coordinating Board, *Texas voluntary transfer compacts*. Retrieved from: http://www.thecb.state.tx.us/index.cfm?objectid=C02EE263-D0D4-CB89-63334BECB85CB617

[32] Credit Transfer for Associate Degree, Texas Education Code § 61.833.

[33] Texas Higher Education Coordinating Board Undergraduate Education Advisory Committee, *Summary notes* (meeting notes), September 26, 2014. Retrieved from: http://www.thecb.state.tx.us/reports/PDF/6892.PDF?CFID=45737446&CFTOKEN=55959990

[34] Clive R. Belfield and Thomas R. Bailey, The benefits of attending community college: A review of the evidence, *Community College Review, 39*(1), 46–68, January 2011.

[35] Texas Higher Education Coordinating Board, *Summary of higher education legislation, 84th Texas Legislature*, p. 5, 2015. Retrieved from:

http://www.thecb.state.tx.us/reports/PDF/6793.PDF?CFID=47312717&CFTOKEN=85774768

[36] J. Tow, M. Barnes, C. Deeds, M. Martinez Maher, J. Silva, and C. Wagner. *Texas core curriculum and field of study: Strengthening tools for transfer* (Practicum Report), Austin, TX: Texas Success Center, THECB, and Charles A. Dana Center at the University of Texas, May 4, 2015.

[37] Texas Higher Education Coordinating Board, 2015, p. 2.

[38] Nine (24 percent) of the universities ranked excess credit hours as the number one barrier to graduating and an additional six (16 percent) universities ranked it as the number two problem. See Texas Higher Education Coordinating Board, 2015, p. 6.

[39] Texas Higher Education Coordinating Board, 2015, p. 6.

[40] Clive R. Belfield, Davis Jenkins, and Hana Lahr, *Momentum: The academic and economic value of a 15-credit first-semester course load for college students in Tennessee* (CCRC Working Paper No. 88), New York, NY: Columbia University, Teachers College, Community College Research Center, June 2016.

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[42] Joshua Wyner, K. C. Deane, Davis Jenkins, and John Fink, *The transfer playbook: Essential practices for two- and four-year institutions*. New York, NY: Columbia University, Teachers College, Community College Research Center, and The Aspen Institute College Excellence Program, May 2016.

[43] <u>*Arizona:*</u> A 2007 study found that after the introduction of the Arizona transfer policies in the mid-1990s, transfer students completed bachelor's degrees in nearly one semester fewer than students who transferred before the policy was implemented (Hezel Associates, 2007). Students transferring after completing the AGEC (with or without completing an associate degree) were more likely to graduate in a specified time period than students transferring with credits but not completing the AGEC, and those completing the AGEC graduated with fewer credits. A more recent analysis found that the number of students transferring from community colleges to universities in Arizona has increased every year since 2006, and the rate at which transfer students complete bachelor's degrees also increased. See Hezel Associates. *Evaluation of Arizona's transfer articulation system,* Syracuse, NY: Author, 2007; and Hezel Associates, *Evaluation of Arizona's transfer system, Report to the Arizona Transfer Steering Committee*, Syracuse, NY: Author, 2013.
<u>*Washington State:*</u> A 2009 study by the Washington State Board for Community and Technical Colleges (SBCTC) found that the three-year graduation rate for students transferring to one of the state's public universities increased from 63 percent in the late 1990s to 71 percent in 2006–07. The SBCTC researchers speculated that this increase could have been the result of the major-related pathways, although there was no way to say for sure. See Washington Higher Education Coordinating Board, *Transfer and articulation in higher education*, Olympia, WA: Author, February 2009.

[44] Wyner, Dean, Jenkins, and Fink, 2016, p. 49.

[45] These areas, with the exception of health, correspond to the "endorsement" fields specified by the HB5 legislation. We will discuss this in more detail on page 21.

[46] See Chapter 3 of Wyner, Dean, Jenkins, and Fink, 2016.

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[58] These areas, with the exception of health, correspond to the "endorsement" fields specified by the HB5 legislation. We will discuss this in more detail on page 21.

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COMMUNITY COLLEGE RESEARCH CENTER

CCRC BRIEF

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Strengthening Transitions by Encouraging Career Pathways: A Look at State Policies and Practices

Katherine L. Hughes and Melinda Mechur Karp

In order to be economically self-sufficient, youth need some education beyond high school. Nonetheless, persisting in college and earning a credential is difficult for many students. To facilitate students' transitions into college and careers, policymakers and practitioners are attempting to find ways of connecting formerly separate facets of the education system. One such effort is the establishment of P-16 (preschool through postsecondary) commissions in 30 states (National Governors Association, n.d.), whose goal is to reconceptualize education as a pathway spanning high school, college, and the workplace.

Attention is also being paid to the integration of academic and occupational preparation in order to increase the rigor of career and technical education (CTE) and to make stronger connections to high-wage, high-growth occupations. At the federal level, these goals are encouraged by proposed changes to a key funding stream for career and technical education, the Carl D. Perkins Vocational and Applied Technology Act. The federal government seeks vocational education reform in keeping with its emphasis on higher academic standards and accountability. These changes will encourage the refinement of CTE programs in occupations that require postsecondary credentials, to ensure both rigorous academics and a smooth secondary-to-postsecondary transition.

Perkins funding may be an impetus for reform, but states must address the ways that their own systems of education support these goals. States need to rethink the structure and focus of the educational pipeline, including the relationships between high schools and colleges, academic and applied courses, and educational credentials and the labor market.

This Brief summarizes a report prepared to assist the U.S. Department of Education's College and Career Transitions Initiative (CCTI). The report presents a sample of state-level policies and legislation that support the implementation of career pathways and other strategies that facilitate educational and employment transitions. Data gathering for the investigation consisted of interviews with CCTI site contacts and other experts in education and workforce development, and web searches for information on legislation and regulation pertaining to career pathways.

The College and Career Transitions Initiative

In fall 2002, the Office of Vocational and Adult Education, U.S. Department of Education, sponsored the College and Career Transitions Initiative. It renews efforts toward the seamless transition from secondary to postsecondary school by coordinating academically rigorous study with career and technical courses across education sectors. The goal of the initiative is to help community colleges, working with high schools and business partners, create career pathways that lead from high school to two- and four-year degrees and technical careers. The League for Innovation in the Community College was selected as the project administrator.

As defined by CCTI, a career pathway is an articulated sequence of rigorous academic and career courses, beginning in the ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. The pathway is developed, implemented, and maintained by partnerships among secondary and postsecondary education and employers.

CCTI reflects the national priorities of increased rigor and educational attainment by establishing five very specific long-term outcomes goals: (1) decreased need for remediation at the postsecondary level; (2) increased enrollment and persistence in postsecondary education; (3) increased academic and skill achievement at the secondary and postsecondary levels; (4) increased attainment of postsecondary degrees, certificates, or other recognized credentials; and (5) increased entry into employment or further education.

Fifteen site partnerships composed of community and technical colleges, secondary schools, and employers have been funded in occupational areas that include: education and training; health science; information technology; law, public safety, and security; and science, technology, engineering, and mathematics. The site partnerships are working to develop exemplary models of college and career transition strategies and programs, and collect and report project implementation and student outcomes data.

Policies That Support Career Pathways

Below, we highlight state policies that are promoting a seamless transition to college and careers, and provide examples of cases in which curricula, requirements, and assessments are being coordinated on a statewide basis. These are only a sampling of efforts around the country that are helping to develop effective career pathways.

High School Initiatives

Advising. Students need access to information about career pathways – the types of courses involved and the degrees and careers they might lead to – in order to choose which pathway to enter. Moreover, career pathways should be structured in ways that help students make informed decisions with the assistance of knowledgeable and caring adults.

There is widespread support for advising and counseling activities, and evidence that they can have positive influences on young people (Hughes & Karp, 2004). The Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 included language supporting "career guidance and academic counseling," defined as "providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options."

It seems clear that pathway plans should explicitly require the provision of such services, and a number of states have implemented policies to support students as they develop their career and educational goals. For example: The State Board of Education in **Oregon** requires all high school students to develop an educational plan and an education profile that includes short- and long-term career goals and documents progress toward those goals. **South Carolina** mandates that high schools provide career-focused advising to all students, and all middle and high schools are required to employ a career specialist certified in career development by 2007.

Graduation Requirements. In speaking with college faculty and staff, we often heard that high school graduation requirements can pose a barrier to creating career pathways. Possible barriers include uneven student preparation for college; an emphasis on academics, to the exclusion of applied coursework; the need for CTE students to take courses above and beyond regular graduation requirements to earn a diploma; and the lack of room in students' programs for CTE electives.

Increasingly, states have been setting statewide graduation requirements. Still, while almost all states now specify the number of courses that must be taken in the subject-matter areas, fewer specify the content of the courses (Somerville & Yi, 2002). This variation can make it difficult to develop pathways from high school to college, as students will enter college with very different academic backgrounds. Thus, imposing some consistency of requirements, at least across a particular state, likely has a positive effect on the high-school-to-college transition. However, imposing statewide requirements often goes hand-in-hand with raising the level of graduation standards, which may discourage CTE course taking. Increased academic requirements and emphasis on standardized tests may squeeze electives such as CTE courses out of the curriculum.

A number of states are finding ways to include CTE courses in their new high school graduation requirements, however. They do so by creating diploma endorsements that reward CTE students for their extra work. States may also create multiple pathways to a high school diploma. For example: The **Delaware** Department of Education has integrated career pathways into the state's high school graduation requirements, establishing pathways as a central part of a high school education and requiring three credits in a career pathway. **Oklahoma's** high school graduation requirements allow students to meet math and science requirements with State Board of Education and school district approved contextual courses that are technology oriented and may be taught at technology-center schools.

Connecting High School and College

Curricular Alignment, Articulation, and Dual Enrollment. Aligning high school and college curricula across educational sectors and career requirements is a hallmark of a career pathway. Pathways should allow students to take high school courses that connect to their future postsecondary coursework and also prepare them for entry into the job market, preferably by offering students the opportunity to earn an industry credential soon after high school graduation.

One common way to align high school and college coursework in technical areas is to create articulation agreements through which high school electives serve as the first step toward a college major. Students who successfully complete articulated courses are awarded college credits that can be applied toward a degree if the student completes additional coursework at the college. Unfortunately, these arrangements have not been as uniformly successful as intended (Bragg, 2001). Hence, dual enrollment is emerging as a popular alternative to articulated courses. Dual enrollment students take actual college courses, with credit recorded on a college transcript.

Forty states have policies addressing dual enrollment (Karp, Bailey, Hughes, & Fermin, 2005). Sometimes, these policies encourage dual enrollment, such as when they ensure that both high schools and colleges receive funding for dually-enrolled students. In other cases, policies can inadvertently inhibit the growth of technically oriented dual enrollment. States may set target populations or admissions requirements for dual enrollment that exclude students who learn more effectively in applied situations. A number of individuals we spoke with expressed a preference for only limited state policies in this area, to allow for more institutional flexibility.

In some cases, dual enrollment students earn high school as well as college credit, and remain on track for graduation. For CTE students, who often take additional coursework already, earning dual credit can make it easier for them to take a college course while still meeting all of their requirements for high school graduation. However, many state policies do not specify whether students may earn dual credit.

Some states have made efforts to link high school and postsecondary curricula in both technical and academic areas, trying to strengthen articulation agreements, increase students' and parents' knowledge about these agreements, and open access to dual enrollment programs. For example: **Iowa's** Grow Iowa Values legislation supports career academy programs, in which students participate in a sequential course of study in an applied field beginning in high school and culminating in a postsecondary credential. The state does not set admissions standards; institutions may create their own eligibility requirements. **Missouri** is developing statewide articulation agreements for career and technical courses of study.

College Readiness. A chief goal of career pathways is to help all students become ready for college. Including

rigorous high school academics in pathways is an important way to encourage this goal. Students also need to understand what will be expected of them in college, yet they often receive unclear messages about what it means to be college ready.

In most states, the secondary and postsecondary education systems function separately from each other, so that high school graduation requirements, including exit exams, are not aligned with the assessments colleges use to determine students' readiness for college-level work. High school teachers may not be familiar with the college placement exams and may not realize that their students lack appropriate preparation. Hence, students may be awarded a high school diploma but not be prepared for college. Moreover, in many states, postsecondary institutions themselves decide which placement test to administer and what score signifies college readiness, so a student may qualify for college-credit coursework at one institution but may need remedial courses at another. This inconsistency may cause confusion and frustration for students and teachers.

A number of states have adopted common testing procedures and cutoff scores. For example: **Illinois's** eleventh grade achievement test, the Prairie State Achievement Examination (PSAE), includes the ACT Assessment, a widely used college entrance examination, and two ACT WorkKeys tests. Therefore, the PSAE simultaneously assesses students' progress toward state standards and readiness for college admissions. The City University of New York has aligned its entry standards with **New York State's** high school exit examinations.

Connecting Two- and Four-Year Colleges

The transfer of credits between community colleges and four-year institutions has historically been problematic. Universities may be reluctant to issue credit for courses not taken on their campus. If community college faculty do not know the expectations of university faculty, they may not be able to prepare their students accordingly. Consequently, students who earn credits at a community college cannot always apply all of them toward a bachelor's degree and thus must retake some classes whose content they already mastered. Technical students may have an even more difficult time when trying to apply previous college coursework to a bachelor's degree; many technical associate degrees focus on discipline-specific coursework, while traditional liberal arts education usually includes general education in the first two years. Thus, aligning applied associate degrees with bachelor's degrees has been challenging.

Fortunately, many states are now creating systems that allow students to transfer credit between institutions seamlessly. The systems include the requirement that certain courses transfer among all state institutions; common course numbering, whereby institutions statewide use the same numbering for courses teaching the same content; and a transferable core, in which general education courses transfer to the baccalaureate degree as a block. For example: **Florida** has a statewide course-numbering system among all its public, and some of its private, two- and four-year colleges. Credit for a course within this system is guaranteed to transfer to any other institution that offers a course with the same number. **Washington State** requires that the Higher Education Coordinating Board develop transfer associate degrees that will satisfy lower-division requirements at public four-year institutions for specific majors. Further, a pilot program in **Washington State** allows four community colleges to offer students who hold an associate of applied science degree an applied baccalaureate degree in fields where there is demonstrated employer demand.

Employers' Involvement

Because career pathways are meant to prepare students for both postsecondary education and employment, it is important that employers are involved. Employers can (and should) help institutions select the occupational areas included in career pathways, in order to ensure that students are being prepared for economically viable jobs. They can advise faculty and program administrators on issues of curriculum and provide students with work-based learning and job-shadowing experiences to enhance their classroom learning. Employers can also help students gain employment in the pathway's field, either part time for those still in school or full time after graduation.

The individuals we spoke with agreed on the importance of employer involvement in career pathways, and federal policy often gives employers a place at the table, for example, by requiring employer participation on Workforce Investment Boards (WIBs) as part of the Workforce Investment Act. Yet, many of the interviewees reported that their programs did not have prescribed roles for their employer partners. Moreover, we found few policies that served as incentives to formalized employer participation.

A few states, however, have implemented policies that support systematic and sustained involvement of employers. For example: **Iowa's** Accelerated Career Education program provides funds for associate degree programs leading to high-wage employment. In order to receive the funds, colleges must work with employer partners who promise to employ 25 percent of the program's graduates and to pay them a reasonable wage. **Kentucky's** Workforce Investment Network System provides funds that can be used for career pathways initiatives that demonstrate the commitment of employers.

Collection and Use of Student Data

In evaluating whether career pathways help students prepare for rewarding careers, it is important to collect data on student outcomes that demonstrate whether students are following a coherent sequence of courses spanning secondary and postsecondary schools, and whether they are more successful than their peers who did not participate in career pathways. Such knowledge can also be used to continually improve and upgrade career pathways so that they remain relevant and connected to the current occupational structure.

Because pathways encompass multiple educational sectors, data collection is complicated. Ideally, we would like to be able to follow individual students from high school to college and into the labor market, accounting for all of the steps in between in order to understand what happens to participants at each stage in their educational and career path.

Unfortunately, few states collect and use such data. High schools and colleges collect student data, but the two types of institutions may define variables differently, and fail

to share their data with each other, making it impossible to connect data across sectors. In addition, educational data are rarely linked to employment data, making it difficult to understand what happens to graduates in the labor market.

A few states have begun to combine data systems so that student progress through their entire educational careers can be followed. For example: A grant from **California's** Community College Chancellor's Office supports the Cal-PASS system, which encourages consortia of four-year institutions, community colleges, and K-12 school districts to work together to track students' educational paths by collecting and analyzing data. **Florida** has created a K-20 Education Data Warehouse, a system allowing for longitudinal analyses of educational data spanning from elementary to graduate school. The data can also be linked to the state's unemployment insurance database, allowing for analyses of labor-market outcomes.

Conclusion

Restructuring career and technical education around career pathways is an ambitious reform that many states are beginning to undertake. Though no state has implemented policies addressing all pieces of career pathways, quite a few have made strides in a number of areas.

A review of the state policies discussed here raises a number of concerns, however. The continued division between academic and career-technical education does not allow students to flexibly move and transfer coursework between the two. The creation of new pathways between applied and academic coursework, such as applied baccalaureate degrees, is a positive start. But overall, policymakers should pay attention to finding ways to integrate programs and curricula.

There is a false assumption that students will pursue education and training in a linear fashion. Some argue that career pathways should contain multiple entry points, as many students, such as workers returning to education and recent immigrants, do not progress from education to work in one direct route. Thus, policymakers should support the creation of multiple pathways to accommodate both traditional and nontraditional students.

Employers seem to be for the most part absent in the policies we examined. Although some employers may play a meaningful role in career pathways in practice, it was difficult to find state policies that encourage or reward them for doing so. This is ironic, since one goal of career pathways is to connect students to the labor market and help them smoothly enter rewarding careers. Alssid et al. (2002) make a strong case that career pathways must be framed as a system for workforce development, with structured roles for a broad group of regional partners to be successful. State policies could encourage stronger employer involvement by providing incentives to those firms offering internships or committed to hiring career pathways graduates.

While we have primarily focused on policies that effectively support career pathways, implementing new policy is not always desirable. We encountered a number of individuals who felt that in some areas, such as dual enrollment, less regulation would be more conducive to the development of career pathways. In the absence of state directives, institutions can develop their own creative ways, tailored to local needs, for linking secondary and postsecondary education with the labor market.

Finally, it is important for every state to have its own vision for a long-term educational and career pathways system since federal policy tends to shift with different administrations. Each state must determine its own governance of education and workforce development, ideally including career pathways as a system for delivering career and technical education.

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CCRC BRIEF

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Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice From a Longitudinal Student Tracking Study

David Prince and Davis Jenkins

According to the U.S. Census (2000), 42 percent of adults in the United States between the ages of 25 and 64 have no more than a high school education (authors' calculations). Unfortunately, however, most new jobs and the vast majority of jobs that pay wages sufficient to support a family require at least some education beyond high school (Carnevale & Derochers, 2003), and low educational attainment is associated with high rates of unemployment and poverty.

Community colleges are an important entry point to postsecondary education for adults with no previous college education or even a high school diploma. In Fall 2002, for example, adults between the ages of 25 and 64 represented 35 percent of full-time equivalent (FTE) enrollments at two-year public colleges, compared with only 15 percent of FTE undergraduate enrollments at four-year public institutions (authors' calculations, based on U.S. Department of Education, 2001). Moreover, more than two-thirds of the community college students who entered postsecondary education at age 25 or older were low income (authors' calculations based on "Beginning Postsecondary Students Longitudinal Study" [BPS:96/01], 2003) The potential of community colleges to serve as a "pathway" for low-skill adults to college and career-path employment, therefore, is evident. Across the nation, several major projects are underway whose goal is to develop policies and practices supportive of this role. Funded by national foundations, these initiatives include the Ford Foundation's *Bridges to Opportunity* initiative and the National Governor's Association's *Pathways to Advancement* project, funded by Lumina Foundation for Education.

Despite this interest, relatively little is known about the unique experiences and the educational and employment outcomes of adults who enter community college with limited education. We do know that their experiences and outcomes differ from those of traditional college-aged students. Compared with community college students who enrolled soon after high school (at ages 18-24), those who start later (at ages 25-64) are more likely to earn a certificate and less likely to earn an associate degree. The late starters are also far less likely to transfer to a four-year institution and earn a bachelor's degree. Indeed, among students who entered a community college for the first time in 1995-96, 60% of older first-time students did not earn any credential or transfer to a baccalaureate program after six years, compared with 40 percent of younger, first-time students (authors' calculations, based on BPS:96/01, 2003).

This Brief summarizes findings from a new study that seeks to fill information gaps about older community college students. Researchers used student record information from the Washington State Community and Technical College System to examine the educational experience and attainment as well as the employment and earnings of a sample of adult students, five years after first enrolling. The students in the sample were age 25 or older with, at most, a high school education. The study was conducted by staff at the Washington State Board of Community and Technical Colleges (SBCTC), with assistance from the Community College Research Center, as part of Ford's *Bridges to Opportunity* initiative. Its goal was to provide educators throughout Washington's community and technical college system with a detailed profile of their low-skill adult students, who make up about one-third of the approximately 300,000 students served by the system annually. The study also sought to identify the critical points where adult students drop out or fail to advance to the next level in order to help SBCTC staff stimulate thinking among educators throughout the system about how to bridge those gaps and thereby facilitate student advancement.

Study Sample

The study's data source was the system that the Washington State Board of Community and Technical Colleges uses to track students in its 34 colleges. The database contains complete transcript information on every student who enrolls in college-credit or non-credit courses.

The study sample consisted of two SBCTC cohorts: first-time college students who were adults age 25 or older with a high school education or less and who started in 1996-97 or in 1997-98. Also

included in the cohorts were 18- to 24-year-old, first-time students who lacked a high school diploma or GED. These younger students were included because by not graduating from high school and enrolling at a community college, they had in effect entered the adult labor market, whether or not they were employed. The sample included students who enrolled in college-credit (including college remedial or "developmental") or adult basic skills programs, which include adult basic education (ABE), English as a second language (ESL), and GED preparation. In Washington State, adult basic skills programs are provided through the community and technical colleges. Together the two cohorts totaled 34,956 students, or about one-third of all students who entered a community or technical college for the first time in Washington State in the two baseline years.

Females comprised the largest share of the student sample, reflecting a common pattern among students in community colleges. Whites made up more than half of the sample, and Latinos one-quarter. Students between the ages of 25 and 29 comprised the largest group. Over 70 percent had children; nearly one-quarter were single parents. Most of the students were working or seeking work. A little more than one-third were not in the labor force. The majority of the low-skill adults were low income.

The starting education level of the students also varied. Nearly one-third enrolled in an ESL program. Slightly more than one-third did not have a high school diploma and enrolled in adult basic education or GED programs. Approximately one-third of the students already had either a diploma or a GED.

Three-quarters of the high school diploma holders, and nearly 80 percent of GED holders, enrolled in occupational degree programs, reflecting the high interest of adult students in occupational programs. Forty percent of the students with a high school diploma or GED also took at least one developmental course. The majority of both GED and diploma holders who enrolled in academic transfer programs had to take at least one remedial course.

Study Findings

For both cohorts we used the transcript information in the SBCTC student database to track the educational progress of the different subgroups (defined in terms of the students' starting education levels) five years after they entered a community or technical college. We used Unemployment Insurance wage record data from the Washington State Employment Security Department to examine the annual earnings of students five years after they started.

Student Educational Attainment and Earnings after Five Years

Only 13 percent of the students who started in ESL programs went on to earn at least some college credits. Less than one-third (30 percent) of adult basic education (ABE/GED) students made the transition to college-level courses. Only four to six percent of either group ended up getting 45 or more college credits or earning a certificate or degree within five years. (Washington's community and technical colleges are on the quarter system, so 45 credits is equivalent to two full-time semesters of coursework, or 30 credits in semester systems.)

Nearly 30 percent of the students who started with a GED, and 35 percent of those who started with a high school diploma, earned at least 45 credits or a credential in five years. Fourteen percent of the students who started with a GED, and 18 percent of students who started with a high school diploma, earned an advanced certificate or an associate degree in five years.

Not surprisingly, the higher students' educational attainment after five years, the higher the wages they earned on average. Compared with students who earned fewer than ten college credits, those who took at least one year's worth of college-credit courses and earned a credential had an average annual earnings advantage: $7,000 for students who started in ESL; $8,500 for those who started in ABE or GED; and $2,700 and $1,700 for those entering with a GED or high school diploma, respectively.

These findings are consistent with previous research on the economic returns to a sub-baccalaureate education. These studies show that earning an occupational certificate (equivalent to two semesters of full-time study) provides individuals with a significant earnings advantage compared with individuals with just some college but no degree, although the magnitude of the advantage varies by student gender and field of study (Bailey, Kienzl, & Marcotte, in press; Grubb, 2002; Kienzl, 2004). These studies have also found that the wage gains associated with postsecondary education of less than a year are negligible.

Advancement Beyond English as a Second Language and Adult Basic Education

Only one percent of ESL students who started with less than a high school education earned a GED or high school diploma in five years. In all, 12 percent went beyond ESL and enrolled in college-credit courses. Of these, two-thirds had a high school credential when they started in ESL. A much larger group of ESL students had a high school credential upon enrollment but went no further than ESL. Latino ESL students with a high school diploma were less than half as likely as other students to advance beyond basic skills. Males who earned a GED (particularly Latinos) were less likely than women to go further in their education. Part of this gender difference may result from the fact that, on average, men earn more than women, and thus forgo more wages when they attend school.

Thirty-one percent of the students who started in ABE or GED courses went on to enroll in at least one college-level course. Of this group, 70 percent, or 2,543 students, already had a high school credential. A larger group (3,245) also had a high school

credential but went no further than basic skills, including 1,147 students who earned their GED or diploma at the college and left.

A number of factors seem to be associated with a greater likelihood that students who start in ESL or ABE/GED will go on to succeed in college-level courses. A higher percentage of students who succeeded in earning a credential or completing at least 45 credits received financial aid than did students who did not do either. In addition, students who took developmental education after taking ESL or ABE/GED were more likely to earn a credential or at least 45 credits than were those who did not. Students who expected upfront that they would attend college a year or longer were more successful than were students who did not know upon enrollment how long they would attend or those for whom information on their expectations for college was not available.

Although financial aid and developmental education were associated with higher chances of success, many students who went beyond ESL or ABE/GED did not receive these supports. Only about 23 percent of students who transitioned from ESL, and 35 percent of those who transitioned from ABE, received financial aid when they enrolled in college-level courses. Only 28 percent of ESL students who transitioned, and 33 percent of transitioning ABE students, enrolled in developmental courses. Moreover, less then one-third of ESL and ABE/GED students expected to attend college for a year or more. About half (54 percent) of ESL students, and 47 percent of ABE/GED students, did not have clear plans or their intent was not ascertained.

Implications For Policy And Practice

This study of students in the Washington State Community and Technical College System finds evidence that attending college for at least one year and earning a credential provides a substantial boost in earnings for adults with a high school diploma or less who enter higher education through a community college. These findings are consistent with studies that have used nationally representative samples of community college students.

Short-term training, such as the type often provided to welfare recipients seeking to enter the workforce, may help individuals get into the labor market, but it usually does not help them advance beyond low-paying jobs. Neither does an adult basic skills education by itself nor a limited number of college-level courses provide much benefit in terms of either employment or earnings. Another recent study of Washington State community college students (Hollenbeck & Huang, 2003) found that adult basic skills programs had no impact on wages and had only a modest impact on average rates of employment in the long term (but not the short term). In contrast, individuals who went through community college occupational degree programs were eight percent more likely to be employed, and they earned over $4,400 per year more on average than did similar individuals in Washington's labor force who did not enroll in any training program. Only individuals who took basic skills courses concurrently with vocational training enjoyed a significant benefit in average rates of employment and quarterly earnings.

Another study (Workforce Training and Education Coordinating Board [WTECB], 2004), drawing on occupational forecasts by Washington State's Employment Security Department, shows that not only do workers with at least a year of college and a credential earn substantially more than do those with just some or no college, but that they are in higher demand among employers, at least in Washington State.

The findings from all of these studies of Washington State indicate that community and technical colleges should consider making at least one year of college-level courses *and* earning a credential a minimum goal for the many low-skill adults they serve. While hundreds of low-skill adult students in our sample were able to achieve this threshold level of attainment in five years, many more did not. Eight out of ten students in ABE or ESL were able to make modest skill gains, at best earning a GED, but did not advance to college-level courses. Seven out of ten students who had a GED and took college-credit courses left with less (and often a lot less) than a year of college credit and no credential. This is also true for the more than two out of three students who had a high school diploma and took college courses.

To enable low-skill adults to achieve the threshold level of one year of college plus a credential or more, community colleges in Washington State and elsewhere should rethink their programs and services. For example, the study summarized here found that there are students—the 69 percent of ABE and ESL students who make the transition to college-level work with a high school diploma or GED in hand—who are eligible to receive financial aid and developmental education. These supports would make it two to three times more likely that they would earn a credential, but, at best, only one-third of these students receive them. Therefore, it would be useful for basic skills and developmental education faculty to work together to encourage students to take advantage of developmental courses and to work with counseling and student services staff to ensure that eligible students apply for financial aid.

In addition, support should be given to the far larger group of students who have or earn a high school diploma or GED but never go beyond basic skills in community college. More aggressive efforts to educate them about their college education opportunities, combined with "bridge programs" that ease their transition to college, might increase their enrollment and success in college-level programs.

Finally, since short-term training that is focused on getting low-skilled adults a job generally does not result in earnings gains over time when students do not continue their education, colleges could help students avoid dead-end starts by ensuring that

short-term training options lead to real educational attainment in the long term.

A commuter transit system that is run on the schedule of working adults and that can accommodate on-and-off traffic, but still makes connections to long-term destinations, may be an apt metaphor for an education system effective in serving low-skill adults. Such a system would provide a clear map of the educational pathways that students can follow to advance in their jobs and pursue further education, indicating where they can "stop out" of education for a time and reenter as they are able. The system would give students a lot of guidance and support so they do not get lost as they leave and re-enter college, and would allow adults to go farther and faster than they do in the conventional college system.

Rethinking existing community college programs to create more of an educational transit system has to be done collaboratively, involving faculty and staff from across the academic and administrative divisions or "silos" that characterize most community colleges and higher education institutions generally. The Washington State Community and Technical College System is taking steps to break down those silos by sharing the results of this study widely among its faculty, staff, and administrators. Member colleges interested in improving outcomes for low-skill adult students have been invited to organize teams from across their various divisions—basic skills, academic transfer (where developmental education is typically housed), workforce education, and student services—to reflect on the state-level data from this study and on similar data from their own colleges. The aim is to encourage these cross-divisional teams to eliminate roadblocks to advancement and create pathways to educational and economic success for their many low-skill adult students.

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This Brief was developed at the Community College Research Center (CCRC), Teachers College, Columbia University. It was drawn from a longer report entitled *Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Statewide Longitudinal Tracking Study*, which may be ordered from CCRC. Funding for this research was generously provided by the Ford Foundation through grants to the Washington State Board of Community and Technical Colleges for the *Bridges to Opportunity* initiative and to the Community College Research Center for research on the role of community colleges in improving access and attainment by low-income and minority students.

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CCRC COMMUNITY COLLEGE RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Making the Case for Guided Pathways

Davis Jenkins, Community College Research Center

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A confluence of economic, demographic, and political forces is causing individual two- and four-year institutions and entire state higher education systems across the United States to transform their programs in ways that create clearer, more educationally coherent pathways to credentials that lead to careers and further education in fields of economic importance to regions and states.

These "guided pathways" reforms involve more clearly mapping programs to specify course sequences, progress milestones, and program learning outcomes to ensure that students know what they need to do and learn to prepare for employment and further education in their field of interest. Students are helped from the start to explore career and academic options, choose a program of study, and develop a plan based on the program maps. With every student on a plan, colleges are better able to provide predictable course schedules, frequent feedback, and targeted support to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

The following developments are pushing leaders in different roles in the colleges and universities to implement pathways reforms at their institutions.

Business case:

- *Growing accountability for program outcomes.* State policy makers are increasingly holding colleges accountable for outcomes with performance funding and other policies, forcing colleges to shift focus from course enrollments to program completion.

- *Students spending more, want ROI.* State funding cuts have led to tuition increases in many states. At the same time, per student financial aid is declining. The more students pay out-of-pocket, the more they will want programs that lead quickly and affordably to degrees that prepare for labor market advancement and further education.

- *Financial aid tied to making progress in a program.* Federal financial aid requirements are putting increasing pressure on colleges to ensure that students take courses in their program of study and make satisfactory academic progress.

- *Growing competition.* Colleges are facing growing competition from public 4-years, privates, and on-line providers due to declining high school graduating classes in many regions and the economic recovery, which has led many prospective students to choose work over school. Colleges can continue to compete primarily on cost or focus on program cost-effectiveness and ROI.

Academic case:

- *Developmental diversion.* Developmental education tends to divert and discourage students rather than build their skills and motivation to succeed in college-level coursework. Academic support for program gatekeeper courses other than College Algebra and English Composition—such as Anatomy and Physiology, Biology 101, Economics 101, Psychology Research Methods, etc.—is often limited.

- *Misaligned math.* Students are often required to take algebra even though many undergraduate majors require statistics or other mathematics.

- *Lack of curricular coherence.* Giving students flexibility to design their programs can lead to curricular incoherence—particularly in general education—which in turn can limit learning across a program.

- *2 + 2 ≠ 4.* Community college associate of arts curricula are often not well aligned with lower division requirements for university majors in many fields. Rather than keeping their options open, encouraging students seeking to transfer to "get their general education courses out of the way" before choosing a field of interest can lock students out of many university majors or force them to take additional pre-major courses.

- *Lacking evidence of learning.* Colleges generally do not assess program learning outcomes and therefore can't document whether students are building essential skills across their programs. One result is that faculty lack good data with which to assess and improve instruction in programs.

Student services case:

- *Little support for college/career planning.* Although many students arrive without clear goals for college and careers, college/career exploration and planning supports are often limited and offered on a self-serve basis. Many students do not visit career or transfer centers until they are ready to graduate. Information on college websites on career options and the connection between college programs and job and transfer opportunities is often hard to access and difficult to interpret.

- *Limited intake advising.* Intake advising is often focused on scheduling first-term classes. Many colleges do not require first-time college students to take a college success course.

- *Unpredictable schedules.* Class scheduling is often not done with a view to offering the courses students need when they need them. As a result sections are cancelled and students have difficulty taking the courses they need to complete their programs. The lack of predictability from one term to the next makes it difficult for students to plan and

readily organize their work and family obligations around school and complete their programs in a timely manner.

- *Student's progress not monitored.* Many colleges don't require students to develop and follow an academic plan. Students' progress is not monitored, nor are they required to meet with advisor to register for classes. As a result many students take courses "off plan," adding time, cost and frustration.

- *Transfer pathway morass.* Students are especially confused about transfer paths and requirements—information is hard to access and often inaccurate. As a result, an estimated 40% of students can't transfer most of their credits. Most students who transfer do so without earning an associate degree.

- *Students want a clear path.* When asked, many students say they would benefit from clearer program pathways.

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RESEARCH OVERVIEW / MARCH 2015

What We Know About Guided Pathways

Helping Students to Complete Programs Faster

The idea behind guided pathways is straightforward. College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan.

However, most community colleges, rather than offering structured pathways to a degree, operate on a self-service or "cafeteria" model, allowing students to choose from an abundance of disconnected courses, programs, and support services.[1] Students often have difficulty navigating these choices and end up making poor decisions about what program to enter, what courses to take, and when to seek help. Many drop out of college altogether.

This research overview is part one in CCRC's guided pathways practitioner packet. For a description of how one college implemented guided pathways, see *Implementing Guided Pathways at Miami Dade College: A Case Study* (part two). For practical guidance on implementing guided pathways, see *Implementing Guided Pathways: Tips and Tools* (part three).

Even among students who persist, few complete a credential in two years, in great part because few take the "conventional" path through college, with full-time, continuous enrollment. While students certainly make choices about enrollment based on personal circumstances, the many course and program options and the limited guidance currently provided by community colleges likely contribute to students' meandering and varied pathways through college.

To address this problem, a growing number of community colleges and four-year universities are adopting a guided pathways approach, which presents courses in the context of highly structured, educationally coherent program maps that align with students' goals for careers and further education. Incoming students are given support to explore careers, choose a program of study, and develop an academic plan based on program maps created by faculty and advisors. This approach simplifies student decision-making and allows colleges to provide predictable schedules and frequent feedback so students can complete programs more efficiently.

The guided pathways approach presents courses in the context of highly structured, educationally coherent program maps.

A Comprehensive Approach to Reform

Many community college reform efforts have sought to improve rates of student completion by scaling up discrete interventions focused on only one element of the college experience. The guided pathways model, in contrast, entails a systemic redesign of the student experience from initial connection to college through to completion, with changes to program structure, new student intake, instruction, and support services.

CAFETERIA MODEL (STATUS QUO)	GUIDED PATHWAYS MODEL
ACADEMIC PROGRAM STRUCTURE	
• Paths to student end goals are unclear.	• Programs are fully mapped out and aligned with further education and career advancement.
• Program requirements are confusing; guidelines for progression are not clear and consistent.	• Critical courses and other milestones are clearly identified on program maps.
• There is a lack of curricular coherence across courses, and students may not acquire needed skills.	• Student learning outcomes are specified across programs.
• Course schedules are unpredictable and often set to accommodate college needs, not student needs.	• Predictable schedules are set based on analysis of courses students need to progress on their plans.
• Curriculum in high schools and other feeders is not aligned to college requirements.	• High school and other feeder curriculum is designed to prepare students to enter college programs in particular fields.
NEW STUDENT INTAKE	
• Career and college planning is optional.	• Academic plans, based on program maps, are required.
• Undecided students are allowed to explore on their own.	• Students are required to enter exploratory majors and choose specific programs on a specified timeline.
• Assessment is used to sort students into remediation or college-level courses.	• Assessment is used to diagnose areas where students need support.
• Prerequisite remediation is narrowly focused on college algebra and English composition.	• Instruction in foundation skills is integrated into and contextualized with critical program courses.
INSTRUCTION	
• Learning outcomes are focused on courses, not programs.	• Faculty collaborate to define and assess learning outcomes for entire programs.
• Instructors are often isolated and unsupported.	• Faculty are trained and supported to assess program learning outcomes and use results to improve instruction.
• Metacognitive skills are considered outside the scope of instruction.	• Supporting motivation and metacognition is an explicit instructional goal across programs.
PROGRESS MONITORING AND SUPPORT	
• Student progress is not monitored, or there is limited feedback on progress.	• Student progress on academic plans is closely monitored, with frequent feedback.
• Students do not have a clear idea of what they need to do to complete program requirements.	• Students can see how far they have come and what they need to do to complete programs.
• Students' performance in critical program courses is not closely monitored.	• Early warning systems identify students at risk of failing critical courses and initiate timely interventions.
• Communication between advisors and academic departments is poor; advisors lack accurate program information.	• Advisors work closely with program faculty, with a clear division of labor for monitoring student progress.

Supporting Evidence from Organizational, Behavioral, and Cognitive Science

The design principles behind the guided pathways model—programs and services aligned with student end goals, simplified choices through program maps and academic plan default options, and curricular coherence—are supported by research in organizational, behavioral, and cognitive science.

RESEARCH FINDING	RELEVANCE FOR GUIDED PATHWAYS
ORGANIZATIONAL SCIENCE: SUBSTANTIALLY IMPROVING OUTCOMES REQUIRES SYSTEMIC REFORMS	
• Research on organizational effectiveness suggests that scaling discrete "best practices" is not sufficient to achieve substantial improvements in outcomes.[2]	• Guided pathways entail a whole-college reform; improvements to discrete programs are shaped by broader institutional reform goals.
• Such research indicates that effective organizations align all of their practices to achieve clearly measurable organizational goals.[3]	• Colleges use measures of student progress into and through programs (and on to further education and employment) to evaluate and improve programs and services.
BEHAVIORAL SCIENCE: DEFAULTS, ACTIVE CHOICE, AND NUDGES IMPROVE DECISION-MAKING	
• Having too many choices leads to indecision, procrastination, self-doubt, and decision paralysis;[4] people handle complex decisions better if they are helped to think through options hierarchically, in manageable sets.[5]	• Exploratory majors break down decision-making. First, students select from a small set of broad program streams; then they choose from a selection of majors within the broader field.
• A simplified set of options that includes clear information on costs and benefits—or the provision of a "default option"—can help people make more optimal decisions.[6]	• Academic plans with defaults help students make course choices that will move them toward their goals, while still permitting students to customize their schedules.
• Reminders, assistance, and feedback can increase desired behaviors.[7]	• Monitoring student progress and giving frequent feedback about next steps helps students make choices.
COGNITIVE SCIENCE: CLEAR GOALS IMPROVE LEARNING	
• Students benefit when they have clear learning goals and a concrete sense of how they are progressing toward those goals.[8]	• Program maps created by faculty and advisors make learning outcomes explicit so that students can see how they are progressing toward them.
• Providing students with a big-picture overview of key topics in specific college courses, and how they fit together, improves learning; in the K-12 sector, students in schools with "instructional program coherence" achieve greater learning gains.[9]	• Course syllabi and program maps show students how the components of their program fit together to build skills relevant to their goals; the process of program mapping allows faculty to work together to create instructional program coherence.

Supporting Evidence from Higher Education Research

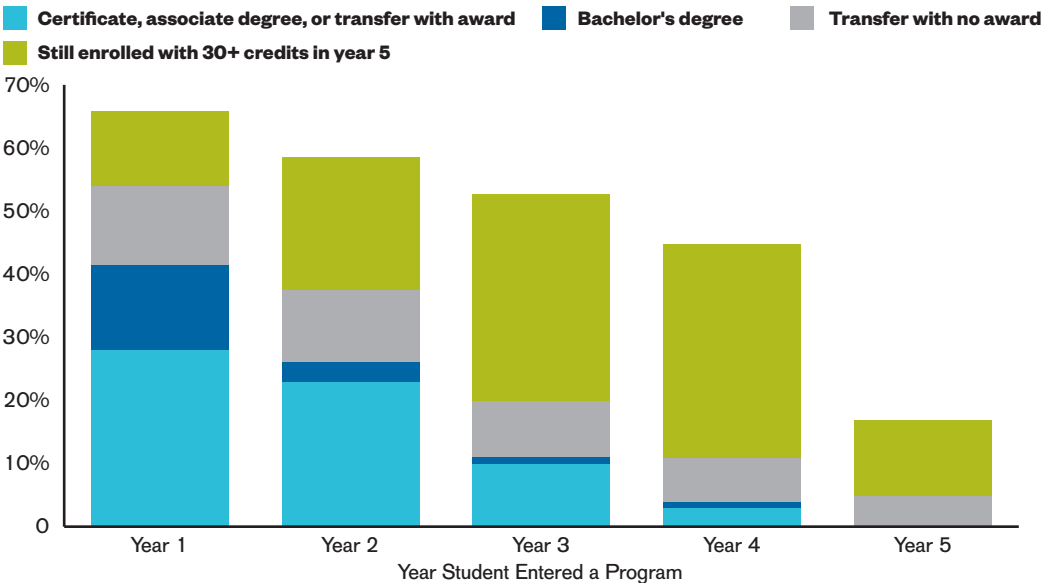
While the design principles of guided pathways are well supported by research in a range of fields, no rigorous research to date has been conducted on whether whole-college guided pathways reforms improve student outcomes. Nevertheless, a number of studies indicate that early enrollment in a program of study, and higher levels of structure and support, lead to higher rates of completion. Preliminary results from colleges that have implemented guided pathways reforms are also encouraging.

Effects of Early Program Entry

A CCRC study of community colleges in one state found a strong correlation between early program entry (defined as passing three courses in a program area) and degree completion or transfer: More than half of students who entered a program in their first year earned a credential or transferred within five years. For students who did not enter a program until their third year, the success rate was around 20 percent.[10] A similar CCRC study of community college students in Washington State found that students who earned at least eight college credits in a program area within the first year were 20 percentage points more likely than those who did not to earn a credential or transfer within seven years.[11]

CCRC research has found a strong correlation between early program entry and degree completion or transfer.

Five-Year Student Outcomes by Year of Program Entry[12]



Effects of Integrated Foundation Skills Instruction

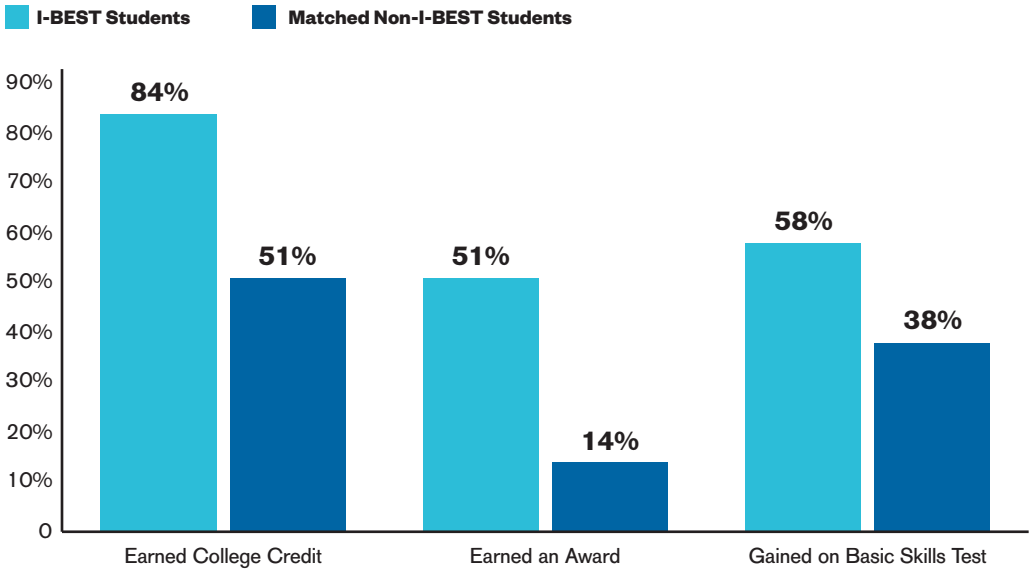
The Integrated Basic Education and Skills Training (I-BEST) model was developed by the Washington State Board for Community and Technical Colleges to help adult basic skills students enter and complete certificates in career-technical education (CTE) programs. Consistent with the design principles for guided pathways, the program integrates the teaching of foundational basic skills with instruction in college-level technical content and enrolls students in a prescribed, whole-program schedule of courses that are aligned with job requirements in related fields.

I-BEST programs are also clearly structured. To receive enhanced funding from the state, colleges must ensure that I-BEST programs lead to in-demand jobs and are clearly aligned with further edu-

cation opportunities. A CCRC study found that students in I-BEST programs accumulated more college-level credits and were substantially more likely to earn an occupational certificate within three years than similar students not enrolled in the program.[13]

Students in I-BEST programs accumulated more college-level credits and were more likely to earn an occupational certificate within three years.

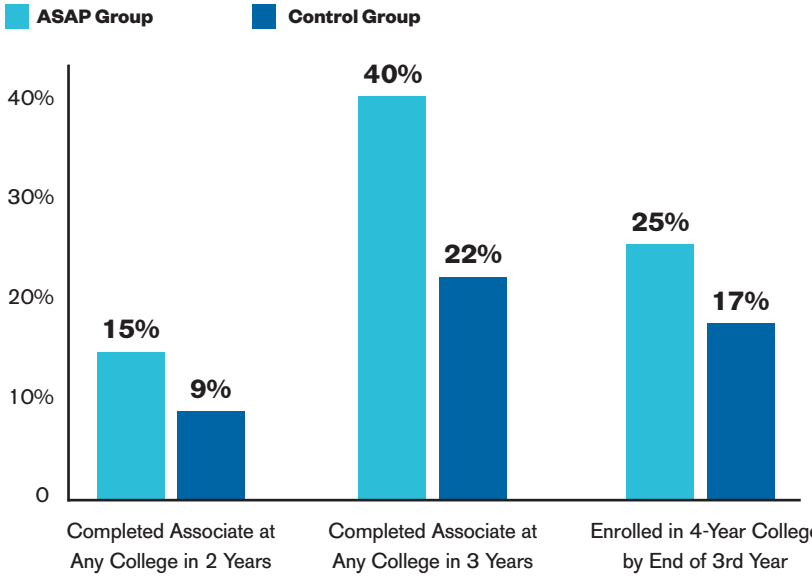
Three-Year Outcomes: I-BEST Versus Non-I-BEST Students[14]



Effects of Higher Levels of Structure and Support

Preliminary findings from MDRC's random assignment study of the City University of New York's Accelerated Study in Associate Programs (ASAP)—a program providing a rich array of supports and incentives for up to three years while also requiring students to attend college full-time in a block-scheduled course of study in their major—indicate that students in ASAP were substantially more likely to complete a degree.[15]

Two- and Three-Year Outcomes: ASAP Versus Non-ASAP Students[16]



Credits Earned in Three Years	
ASAP Group	48
Control Group	39

Guided Pathways in Practice

A growing number of colleges and universities are implementing guided pathways reforms. Descriptive evidence from these institutions suggests that more coherent and clearly structured pathways are helping improve student outcomes.

Florida State University

In the early 2000s, to address the problem of students graduating with excess credits, Florida State University implemented default academic program maps, required students to enroll in exploratory majors, and provided proactive advising to help ensure that students stay on path. Between 2000 and 2009, the year-to-year retention rate for first-time-in-college freshman increased from 86 to 92 percent, the four-year graduation rate increased from 44 to 61 percent , and the percentage of students graduating with excess credits dropped from 30 to 5 percent.[17]

Guttman Community College, CUNY

At Guttman, a new CUNY college designed around guided pathways principles, all first-time students are required to attend a summer bridge program, to enroll full-time, and to follow a common first-year curriculum intended to help them explore careers and choose a major. Remedial instruction is embedded into college-credit coursework. In their second year, students are required to choose a program of study in a limited number of fields identified as promising based on New York City labor market data. By August 2014, 28 percent of Guttman's inaugural 2012 entering class had completed an associate degree, and the college reported that it is on track to meet its three-year goal of graduating 35 percent of its students.[18] In contrast, the median three-year graduation rate for community colleges in large cities is 13 percent.[19]

At Guttman Community College, all first-time students are required to attend a summer bridge program, to enroll full-time, and to follow a common first-year curriculum.

Queensborough Community College, CUNY

In 2009, Queensborough Community College began requiring all first-time, full-time students to choose one of five "freshman academies" in business; visual and performing arts; science, technology, engineering, and mathematics; health-related science; or liberal arts before they enrolled. Each academy has a faculty coordinator who works with faculty and student affairs staff to implement high-impact practices and build a sense of community among students and faculty within the academy. Since implementation, first-year retention rates at the college have increased,[20] and the college's three-year graduation rate rose from 12 percent for the 2006 first-time, full-time cohort to 16 percent for the 2009 cohort.[21]

The Challenge of Comprehensive Reform

Making the kinds of institution-wide changes called for in the guided pathways reform model is challenging and requires committed leaders who can engage faculty and staff from across the college. For college leaders interested in embarking upon this process, it is helpful to learn how other colleges went about implementing guided pathways. In part two of this practitioner packet, we present a case study of how Miami Dade College has thus far implemented guided pathways reforms.

Endnotes

1. The ideas presented here and throughout this research overview are explored in more depth in Bailey, Jaggars, & Jenkins (2015).
2. Jenkins (2011); Kezar (2011).
3. Collins & Porras (1994).
4. Thaler & Sunstein (2008).
5. Keller, Harlam, Loewenstein, & Volpp (2011).
6. Scott-Clayton (2011).
7. Castleman & Page (2014).
8. Grant & Dweck (2003).
9. Ambrose, Bridges, DiPietro, Lovett, & Norman (2010).
10. Jenkins & Cho (2012).
11. Jenkins & Weiss (2011).
12. Jenkins & Cho (2012). Concentrators are students who take and pass at least nine college-level credits (usually three courses). Sample includes first-time college students who took at least one college-level or developmental course in one of 23 colleges in one state in 2005–06.
13. Zeidenberg, Cho, & Jenkins (2010).
14. Zeidenberg et al. (2010). Sample includes I-BEST and other propensity-score-matched basic skills students who were first-time enrollees in colleges in 2006–07 and 2007–08; students were tracked through spring 2009.
15. Scrivener et al. (2015).
16. Scrivener et al. (2015). The study sample of 896 students was drawn from students at three CUNY community colleges who needed one or two developmental education courses, who had family incomes below 200 percent of the federal poverty level or were eligible for Pell Grants, who were new students or had less than 12 credits with at least a 2.0 GPA, and who were willing to attend school full-time.
17. Data from Florida State University and from the National Center for Education Statistics' Integrated Postsecondary Data System. Data on reductions in excess credits were provided by Larry Abele, provost emeritus, Florida State University.
18. City University of New York, Guttman Community College (2014).
19. Authors' calculations using the Integrated Postsecondary Education Data System. See http://nces.ed.gov/ipeds/.
20. Queensborough data from undated PowerPoint presentation shared by Victor Fichera, principal investigator for the Academy Assessment Protocol, Queensborough Community College.
21. City University of New York, Office of Institutional Research and Assessment (2014).

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The Movement Toward Pathways

Over the past several years, the concept of guided pathways has spread rapidly through community colleges and four-year institutions in many states and districts. The guided pathways model is based on coherent and easy-to-follow college-level programs of study that are aligned with requirements for success in employment and at the next stage of education. Programs, support services, and instructional approaches are redesigned and re-aligned to help students clarify their goals, choose and enter pathways that will achieve those goals, stay on those pathways, and master knowledge and skills that will enable them to advance in the labor market and successfully pursue further education.

The guided pathways model is built upon three important design principles. First, *colleges' program redesigns must pay attention to the entire student experience, rather than to just one segment of it (such as developmental education or the intake process)*. Second, *a guided pathways redesign is not the next in a long line of discrete reforms, but rather a framework or general model that helps unify a variety of reform elements around the central goal of helping students choose, enter, and complete a program of study aligned with students' goals for employment and further education. Third, the redesign process starts with student end goals for careers and further education in mind and "backward maps" programs and supports to ensure that students are prepared to thrive in employment and education at the next level*.

Although the elements on which it is based are rooted in research, the overall guided pathways model is still relatively new and has not been fully tested. Very encouraging preliminary evidence has emerged from institutions that have implemented guided pathways practices at scale, including Florida State University and Georgia State University, among four-year institutions, and the City Colleges of Chicago and CUNY's Guttman College, among community colleges. Large-scale efforts are now ongoing to implement guided pathways at two- and four-year institutions in Tennessee, Indiana, and Georgia, and at community colleges in Arkansas, Florida, Massachusetts, Michigan, New Jersey, Texas, and Washington State. This work will, in a number of locations, be strongly connected to the AACC Pathways Project.

Origins of Guided Pathways Reforms in Community Colleges

The Community College Research Center (CCRC) dates the beginning of organized reform designed to improve community college outcomes to the beginning of this century, when policymakers and educators began to question community colleges' low completion rates. The first major initiative in this movement was Achieving the Dream: Community Colleges Count (ATD), which started in 2004. ATD initially was funded by Lumina Foundation for Education but subsequently received support from many other foundations. ATD established its focus on improving student completion, equity, and overall community college performance and was the first initiative to emphasize longitudinal tracking of individual students. From the beginning, there were five principles underlying ATD:

This brief history is excerpted from a longer unpublished document developed by
the Community College Research Center, with contributions by the AACC Pathways Project (2015).

(1) Secure leadership commitment.
(2) Use data to prioritize actions.
(3) Engage stakeholders.
(4) Implement, evaluate, and improve intervention strategies.
(5) Establish a culture of continuous improvement.

[Note: these principles recently have been updated and are reflected in ATD's 2016 Institutional Capacity Framework.]

In 2010, ATD became an independent non-profit organization, but the field learned several important lessons from the first six years of the initiative, when ATD had functioned as a grant-funded activity. First, despite the emphasis on comprehensive organizational change, most of the reforms initiated by ATD colleges were relatively focused efforts involving relatively few students, and they were usually directed at only a single segment of the student experience, primarily the intake system and developmental education in particular. Second, while some of these focused reforms improved outcomes for the participating students, the efforts in general were not large enough or sustained enough to influence the overall performance of the institutions. Thus, while focused programs were sometimes successful, they did not typically lead to improved outcomes for large numbers of students (Rutschow et al., 2011).

The Bill & Melinda Gates Foundation became involved with ATD in 2009 through the Developmental Education Initiative (DEI), in which 15 ATD colleges participated. DEI was explicitly designed to identify specific developmental education pilot reforms at ATD colleges that were improving student outcomes, and to scale those reforms throughout the developmental education population. In general, colleges were unable to achieve wide-scale implementation of their chosen programs within the three-year timeframe, suggesting that the pilot-to-scale strategy is not an effective approach to reform (Quint et al., 2013*). The DEI programs also tended to be implemented in isolation from college-level programs and the broader set of support services within colleges.

During the latter half of the 2000s, a growing volume of research by CCRC and others established additional knowledge and insights that formed the foundation for further advances in policy and practice. These advances occurred in three broad areas. First, the field began to draw insights from behavioral economics to argue that the community college environment was too complex and confusing for students, suggesting that college-level programs needed to be simplified and made more coherent. The implications of behavioral economics research for community college practice was formally articulated in a BMGF-funded CCRC paper, *The Shapeless River* (Scott-Clayton, 2011*). Second, CCRC and others produced research showing that students who gained early momentum (by passing the gateway courses in a program of study in their first year of college) were much more likely to graduate than those who took more time to enter a program (Attewell, Heil, & Reisel, 2011; Jenkins & Cho, 2012*).

Third, research by CCRC and others on developmental education concluded that developmental assessments did not accurately identify students' needs, and traditional developmental coursework did not help underprepared students succeed at higher rates, while accelerated and contextualized coursework held more promise (e. g., Bailey, 2009; Edgecombe, 2011*; Jenkins et al., 2010; Perin, 2011*; Scott-Clayton, 2012*; Zeidenberg, Cho, & Jenkins, 2010*). These findings provided the impetus for the development and wide-scale adoption of "co-requisite" models, which place many more students into college-level courses while providing them with the support they need to succeed in those courses. *The broader implications of the ATD and DEI experience and related research was that developmental education should not be conceptualized as a separate activity, but rather should be designed*

into a broader model as part of an on-ramp to college level programs of study. This became a fundamental element of more comprehensive models.

The ATD and DEI experiences, together with the insights beginning to emerge from the research discussed above, contributed to the conceptual foundation of the Bill & Melinda Gates-funded Completion by Design (CBD) initiative, which began in 2011. CBD was based on the following principles:

(1) Accelerate entry into coherent programs of study.
(2) Minimize the time required to get college-ready.
(3) Ensure that students know the requirements to succeed.
(4) Customize and contextualize instruction.
(5) Integrate student supports with instruction.
(6) Continually monitor student progress and proactively provide feedback.
(7) Reward behaviors that contribute to completion.
(8) Leverage technology to improve learning and program delivery.

Most of the components of the guided pathways model as understood today were incorporated into these eight principles. At the time, these elements represented a new and ambitious agenda, unfamiliar to participating colleges and even to some extent to the program organizers and technical assistance providers. As a result, participating colleges were allowed to exercise a great deal of flexibility in the implementation of these principles. In practice, each college chose to implement the subset of principles that most appealed to that institution, resulting in wide variation in the implementation of the CBD "model."

While not ideal in terms of evaluating a well-defined model, CBD's variety in implementation did provide CCRC with the opportunity to observe the implications of different combinations of these elements. *Their resulting report to BMGF (Jenkins & Ran, 2015*) suggested that the most successful colleges used the college-level program of study as a central organizing point for college reforms.* At the same time, the experience with CBD and associated insights led to the solidification and elaboration of the guided pathways model that is articulated in CCRC's book, *Redesigning America's Community Colleges* (Bailey, Jaggars, & Jenkins, 2015*).

In addition, CBD created the conditions that allowed participating colleges such as Miami Dade College, Davidson County Community College (NC), Lorain County Community College (OH), and Sinclair Community College (OH) to become leaders or emerging leaders in the guided pathways movement. The initiative also trained a cadre of administrators and change management experts who are now engaged in the Bill & Melinda Gates Foundation's recent pathways-focused investment—the Pathways Project organized by AACC. Other institutions emerging as leaders in the guided pathways movement, such as the 2- and 4-year institutions under the Tennessee Board of Regents and the City Colleges of Chicago, were directly inspired and influenced by the CBD experience.

The guided pathways model is based on research suggesting that community colleges and broad-access four-year institutions are currently operating under a "cafeteria" model that was appropriate to their primary mission in the 1960s, 70s, 80s, and 90s, which was to dramatically expand access to higher education—a mission they fulfilled beyond expectation. However, cafeteria colleges are not well designed to address the need of today's students, who want to enter and complete programs that confer economically valuable certificates and degrees as quickly and efficiently as possible. At cafeteria colleges, the best pathways that students can take into and through programs of study and to their career or further-education end goals are

not clear. There are too many choices, programs lack educational coherence, and students' progress is not monitored.

Research on organizational effectiveness from within and outside education strongly indicates that to substantially improve student completion and learning, discrete innovations—even when they are implemented at scale—are not sufficient; rather, colleges need to *redesign* programs and support services comprehensively and at scale to support student progression and learning. A small but growing number of community colleges and four-year institutions across the country are beginning to see substantial gains in student outcomes by redesigning programs and services to improve the student experience along four dimensions: (1) create clear curricular pathways to employment and further education, (2) help students get on a path, (3) keep students on a path, and (4) ensure that students are learning along their path.

In summary, this series of important initiatives and accompanying research has yielded crucial insights that have helped form the foundation of the pathways movement. Now comes the next generation of guided pathways reforms, which will help to deepen knowledge about the efficacy of the model, build the capacity of the community college field for designing and implementing large-scale change, and identify effective strategies for maximizing colleges' impacts on student learning and success.

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TIPS AND TOOLS / MARCH 2015

Implementing Guided Pathways: Tips and Tools

A growing number of community colleges and four-year universities are seeking to improve student outcomes by redesigning academic programs and student support services following the guided pathways approach. These institutions are mapping out highly structured, educationally coherent program pathways for students to follow by starting with the end in mind—consulting with education providers at the next level and with employers to ensure that the learning outcomes of their programs are clearly aligned with the requirements for success in further education and careers. They are using program maps to assess and improve learning across programs, not just courses. They are also rethinking their new student intake systems to create program on-ramps that help students choose and enter a program of study as quickly as possible. And they are closely monitoring students' progress toward program completion and giving frequent feedback and support to help keep them on track.

While circumstances at any particular college will influence how best to go about the redesign process, it is clear that for guided pathways reforms to succeed, broad-based communication, engagement, and collaboration—both within the institution and with outside partners—are critical. This guide provides some tips and tools that can aid colleges in gaining buy-in from faculty and staff and in planning and embarking on the process of redesigning programs and support services following the guided pathways model.[1]

For guided pathways reforms to succeed, broad-based communication, engagement, and collaboration are critical.

This case study is part three of CCRC's guided pathways practitioner packet. For an overview of research supporting the guided pathways model, see *What We Know About Guided Pathways* (part one). For a description of how one college implemented guided pathways, see *Implementing Guided Pathways at Miami Dade College: A Case Study* (part two).

Collaboration Is Key

Collaboration is critical to implementing guided pathways. Faculty and advisors need to work together to map out program pathways, cooperating within and across departments to define sequences of courses that students can take to fulfill program requirements. Once the maps are implemented, they must work together to guide, monitor, and support students as they enter and make progress along program pathways.

Faculty must also collaborate to assess students' mastery of learning outcomes and to improve instruction across programs, not just within individual courses, so that students build skills as they progress through the curriculum. And collaboration is necessary to strengthen teaching—especially in gateway courses that are critical to success in particular programs.

For a reform to succeed, college leaders must therefore offer time and support for faculty and staff collaboration. Professional development at community colleges typically takes the form of information sharing for a wide audience, or skill building for individual faculty members. Colleges can foster collaboration by redirecting some resources from conventional forms of professional development toward training, facilitation, and support for teams of faculty and staff working to create guided pathways.

Starting the Process: Examining Progression and Gaining Buy-In

For guided pathways to be effective, colleges need to know which programs students are in, how far along they are toward completing program requirements, and when they are straying from their plans. To begin the guided pathways redesign process, college leaders should convene a steering team—made up of faculty, student services staff, and administrators from across the college—who will examine the clarity of current pathways and how effectively the college monitors student progress, facilitate discussion of the need for guided pathways among groups of college personnel, and help develop recommendations for a comprehensive plan.

Colleges need to know which programs students are in, how far along they are toward completing program requirements, and when they are straying from their plans.

To help the steering team understand current practice, institutional researchers should produce a list of the number of students enrolled in each program in the college using the most detailed program codes available in the college's classification system, and including designations such as undeclared, unclassified (or no program code), developmental education, and any noncredit program designations the college uses. The steering team can then ask how accurately these program designations reflect students' program goals and how far along students are toward program completion. Are there students (e.g., those in liberal arts and sciences, or those seeking entry to nursing and other selective enrollment programs) whose progress is not tracked by any academic department?

Members of the steering team should also work with broader groups of faculty, staff, and deans to examine these issues. The questions in the accompanying table can be used to guide discussion among the steering team and across the institution about how well defined a college's program pathways are, and how well the college tracks students' progress through them.

KEY QUESTIONS ABOUT STUDENT PATHWAYS

CLARIFYING PATHWAYS TO STUDENT END GOALS

- Are our programs designed to guide and prepare students to enter further education and employment in fields of importance to our region?
- Are further education and employment targets clearly specified for every program?
- How clearly are our programs mapped out? Do students know which courses they should take and in what sequence? Are the courses that are critical for success in each program clearly identified?

HELPING STUDENTS ENTER A PATHWAY

- How do we help new students choose a program of study, particularly the many who do not have clear plans for college and careers?
- How well do we help students succeed in the gateway courses for our main program areas (such as nursing and allied health, business, education and social services, social and behavioral sciences, arts and humanities, STEM, etc.)?
- How do we ensure that students enter a program of study as quickly as possible?
- Do we help students who are unlikely to be accepted into limited-access programs (such as nursing or culinary arts) to find other viable program paths?

KEEPING STUDENTS ON PATH

- How well do we monitor students' program choices and progress toward completing their program's requirements?
- Do students know how far along they are in their programs and what they have left to do to complete them?
- Are we able to identify when students are at risk of deviating from their program plans? How effective are we at intervening to help students get back on track?
- Does the way we schedule courses enable students to take courses when they need them, plan their lives around school from one term to the next, and complete their programs on time?

ENSURING THAT STUDENTS ARE LEARNING

- How well defined are the learning outcomes for each of our programs?
- Are program learning outcomes aligned with the skills and knowledge students need to succeed in the four-year college majors and employment opportunities targeted by each program?
- Are assignments and exams designed to evaluate whether students are building essential skills and mastering learning outcomes across each program?

The Implementation Process

Community colleges and universities that have undertaken reforms following the guided pathways model have found that the process can take four to five years. By this timetable, improvements in indicators of student progression (such as students entering the second year on track to complete their program on time) may not be evident until the end of year 3. When planning a guided pathways reform, it is therefore important to communicate that expected improvements in student outcomes will take time to be realized.

Community colleges and universities that have undertaken reforms following the guided pathways model have found that the process can take four to five years.

TIMELINE FOR PLANNING AND IMPLEMENTATION	
YEAR 1	
Engagement/high-level planning	• Make the case for change by drawing on student data and experience • Broadly engage faculty and staff in scrutinizing current practices and planning large-scale reform • Communicate vision and goals for change
YEAR 2	
Laying groundwork for implementation	• Create program maps (including plans for exploratory majors) for all programs and fields • Plan redesign of intake system—including integration of supports into program gateway courses • Plan reorganization of advising to support timely program entry and completion • Plan upgrade of student information system to support progress monitoring and enable early alerts • Continue broad communication and engagement • Train advisors and faculty for year 3 implementation
YEAR 3	
Initial scale implementation	• Begin large-scale implementation of redesigned pathways, reorganized intake system, program advising system, and student e-advising system • Provide training to support initial implementation • Conduct formative evaluation of initial implementation • Continue broad communication and engagement
YEAR 4	
Improved scale implementation	• Refine and expand large-scale implementation • Continue training, communication, and engagement • Continue formative evaluation
YEAR 5	
Continuous improvement	• Institutionalize structures and processes for formative evaluation and improvement

Year 1

Year 1 should be devoted to making the case for change to faculty and staff, and then engaging them in the process of reviewing current practices and considering how these practices might be improved to increase student success (see part two of this packet for an example of how this was done at one college). Colleges can generate buy-in for large-scale change by taking a multipronged approach. For instance, the steering team may present longitudinal data from the college showing that many students leave after one or two terms; that students who remain often take courses that do not add up to a coherent program of study; that many students linger, accumulating college credits without graduating; and that among students who transfer, the majority do so without having completed an associate degree.[2]

Presenting the student perspective can also help persuade faculty and staff that reform is needed. Conducting focus groups with students on their experience choosing a program of study, and engaging faculty and staff in exercises to help them view the complex process of navigating program requirements through students' eyes (see the case study in part two of this packet) can demonstrate the need to create clearer pathways.

The steering team can distribute the questions from the table *Key Questions About Student Pathways*, along with a list of students in their programs, to departmental faculty and staff so they can review their current practices, discuss how these practices may need to change in order to improve student success, and identify who should be involved in discussions about specific improvements in each area. Advisors and other student services staff should also be included in these discussions with faculty.

Year 2

A central task of the second year is engaging faculty from across disciplines in the process of mapping out the college's programs, with the assistance of advisors. Each program map should include six main components:

1. a description of the program, including special admission requirements;
2. a detailed list of job types and transfer programs that the program is designed to prepare students for;
3. a full-program sequence of courses that can serve as a default plan for students who intend to pursue the program and that will help ensure skill-building across the curriculum;
4. critical courses that students must pass to progress in the program;
5. academic and nonacademic milestones throughout the entire program that students are expected to achieve to ensure timely program completion; and
6. information on baccalaureate transfer or other further education opportunities, including specific program and selectivity requirements (which can vary by institution and program), sample program plans at common destination institutions, and information on career opportunities for graduates.

A central task of the second year is engaging faculty from across disciplines in the process of mapping out the college's programs, with the assistance of advisors.

Faculty and advisor teams should work with employers and academic departments at universities to ensure that program learning outcomes are aligned with the requirements for the jobs and further education targeted by each program. The maps should also delineate exploratory majors with a prescribed curriculum designed to help new students explore a broad field of study and decide whether to pursue a major in that field (or switch to another field).

In concert with the development of program maps, advisors and academic departments need to rethink student advising, progress monitoring, and supports so that these services focus on helping students enter and complete their programs in a timely manner. For many students, instead of taking prerequisite remedial coursework focused on college algebra and English composition, foundational skills can be taught in corequisite courses that are integrated with critical program courses.

E-advising systems are critical to enabling the kind of monitoring and support demanded by guided pathways, but they must be understood as tools that are part of a broader reform rather than silver bullets for improving student outcomes.[3] Colleges need to carefully consider and plan how to change advising structures and daily practices so that existing advisors can leverage the potential of these technologies to improve student outcomes.

During year 2, colleges should also review committee structures, institutional research activities, program review processes, budgeting practices, policies for employee hiring and performance reviews, and incentive structures for collaborative service to ensure they serve the goal of helping students enter and complete well-designed college programs.

Finally, in year 2 the college can begin to implement extensive training for faculty and staff so that they understand their roles in helping guide students into and through programs and know how to use e-advising, early alerts, and other technology tools to do so more efficiently.

Year 3

In this year, colleges begin large-scale implementation of the program maps and redesigned intake and advising systems. Some colleges have started with a limited number of broad program areas and added more programs over time (see the case study in part two of this packet). But colleges should avoid developing a set of programs and supports that run parallel to their main offerings, since this will discourage full-scale implementation of innovative practices.

Colleges should not expect that the first year of full implementation will be without glitches. Having in place a strong formative evaluation will help colleges learn from what did not go well and ensure that the second round of implementation will be better than the first.

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Years 4 and 5

These years are devoted to completing large-scale implementation of the key guided pathways reform measures. During this period, the college should establish processes for reviewing and continuing to improve the effectiveness of guided pathways at the college. College-wide efforts to increase engagement through professional development, training, and broad-based communication should continue in years 4, 5, and beyond.

The Economics of Implementing Guided Pathways

We do not yet have a full accounting of the costs of implementing guided pathways, but we have some sense of the types of costs involved. These costs include faculty and staff training, upgraded computer systems for tracking student progress, and coordination to support systemic changes in organizational practice and culture. Colleges that have implemented guided pathways have also often hired more advisors to help new students choose a program path and to help faculty and academic departments support students who fall off track.

A CCRC analysis that examined college costs incurred by virtue of having more students progress through college suggests that, to the extent that guided pathways reforms improve student retention, they will likely improve college efficiency by *reducing the cost per student completion*.[4] At the same time, they will also likely *increase the cost per student enrollment*. This cost increase is due to the fact that as more students persist, more enroll in upper level courses. Advanced courses cost more because they are smaller, are generally taught by full-time faculty, and in some technical fields require expensive equipment. While improving retention will increase revenue, the increase may not cover the increased costs. The estimated revenue shortfall is not large, but CCRC's analysis did not account for the up-front costs of implementing reforms to strengthen student pathways.

To the extent that guided pathways reforms improve student retention, they will likely improve college efficiency by reducing the cost per student completion.

Why Make the Investment?

Given the costs of implementing guided pathways, as well as the difficulties inherent in carrying out such a comprehensive reform, why would college leaders choose to undertake these major changes in college practice? While most college leaders certainly want to increase rates of student success, some who have led guided pathways reforms have also cited the following factors as reasons to pursue guided pathways reforms despite the costs.

Financial Aid Restrictions

Increasing restrictions on financial aid—particularly limits on the number of terms students are eligible for Pell grants and stricter rules regarding satisfactory academic progress—are putting pressure on colleges to help students move through college more quickly and to intervene more aggressively to help students at risk of dropping out.

Performance Funding

The adoption of performance funding in many states, and the consideration of it in others, reflects the growing desire of policymakers to see colleges improve outcomes. Reforms to discrete programs have not led to significant improvements in institutional performance. Guided pathways reforms are comprehensive and thus more likely to lead to the sought-for improvements in completion rates.

Need for Improved Student Recruitment and Retention

In the past, community colleges have been able to attract students because of their low cost and accessibility. But today, they have more competition from other institutions (including for-profit colleges), and they are under greater scrutiny by students who are assessing the costs and labor market benefits of attending college. Increasingly, to attract and retain students, colleges will have to offer programs that enable students to earn credentials of value in a timely fashion. The guided pathways approach is designed to help colleges redesign their programs and support services so that more students complete credentials on time and are well prepared to achieve their goals for further education and job advancement.

Conclusion

A growing number of colleges and universities are redesigning academic programs and support services to create more clearly structured and educationally coherent program pathways. These institutions are working to ensure that program learning outcomes are aligned with the requirements for success in further education and careers. As more institutions engage faculty and staff in this redesign process, we will be able to build on the lessons learned from early adopters about how to implement such reforms in ways that are cost-effective and that lead to improved learning and success for students.

Endnotes

1. Many of the ideas presented in this guide are explored in more depth in Bailey, Jaggars, & Jenkins (2015).
2. For a guide to conducting such analyses, see Clery, Bor, Jenkins, & Cho (2014).
3. Karp & Fletcher (2014).
4. Belfield, Crosta, & Jenkins (2014).

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Guided Pathways Demystified:

Exploring Ten Commonly Asked Questions about Implementing Pathways

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OVERVIEW

This report is designed for higher education leaders and explores ten commonly asked questions about implementing guided pathways. It addresses concern about compromising our higher education values, practical considerations about control and enrollment, and apprehensions about the impact on students' learning and development—all issues that will need to be addressed to successfully pursue a guided pathways effort.

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Acknowledgements

Over the past seven years, the movement known as guided pathways has transitioned from relative infancy to more rapid consideration and adoption. I have been heartened to see this evolution, where today seemingly everybody I talk to in my travels around the country is reading and considering the recent book from Tom Bailey, Shanna Jaggars, and Davis Jenkins with the Community College Research Center, Teachers College, Columbia University titled *Redesigning America's community colleges: A clearer path to student success (2015)*. Davis in particular deserves a lion share of the credit for helping drive this movement forward in the early days, and continuing to help lead and shepherd it now and into the future.

It is due to the efforts of many people that I could now write this paper on the most commonly asked questions about guided pathways. Those of us who were national assistance partners in the initial phases of Completion by Design were in the trenches of early work to promote this movement, including Davis Jenkins, Tom Bailey, Peter Crosta and Sung-Woo Cho of CCRC; Michael Collins, Lara Couturier, and Gretchen Schmidt (now with the American Association of Community Colleges Pathways Project) of Jobs for the Future; Alison Kadlec and Isaac Rowlett of Public Agenda; and Priyadarshini Chaplot of the RP Group (and now NCII). It is through my collaboration with these big yet practical thinkers that I honed my own perspective on this proposition for significantly improving the success of hundreds of thousands of students.

Of course, this paper wouldn't have been possible without the support of the Bill & Melinda Gates Foundation for Completion by Design in general, and specifically for the support of the blog post series on www.completionbydesign.org. Thanks also to Jill Wohlford and Cheryl Fong who've been invaluable in making sure the blog post series has the great content it does from a wide range of national leaders in guided pathways.

Finally, I am in deep appreciation to my colleague, friend, and NCII editor-in-chief Kelley Karandjeff, who took a series of ten disconnected blog posts written in my occasionally humorous and always folksy style and helped me turn it into this paper. She does amazing work, and I appreciate her efforts.

Dr. Rob Johnstone

Founder and President
NCII

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Introduction

College educators know the completion agenda is here to stay. In response, practitioners are seeking real solutions that support a fundamental redesign of our nation's colleges so we can ensure that more students can achieve their educational goals and earn family sustaining wages. One such strategy is the guided pathways approach, which aims to better structure student connection, entry, progress, and completion of certificates and degrees with market value or transfer to four-year institutions with junior standing in a major (see textbox, *Guided Pathways Defined*). Multiple efforts are taking root across the country to implement the guided pathways approach at scale, including the Bill and Melinda Gates Foundation's *Completion by Design* (CBD) initiative in Ohio, North Carolina, and Florida; the Lumina Foundation's *Guided Pathways to Success* (GPS) effort in Indiana, Georgia, and Tennessee; The Kresge Foundation's *Pathways* projects in Arkansas and Michigan and *Centers for Student Success* with a pathways focus in Connecticut, New Jersey, Ohio, and Texas; and the *Texas Completes* initiative.

While implementing guided pathways is a relatively new movement, initial evidence from related initiatives demonstrates a positive impact on student progress and completion (see page 8 for more information). The NCII's own experience working with the abovementioned efforts and the work underway among early adopters suggests the guided pathways approach represents an institution's best chance to move past innovating on the margins for a small number of students to fundamentally transforming the learner experience throughout their trajectory at the college. In doing so, we can achieve the gains in outcomes at scale that represent not numbers on a page, but in reality, potentially hundreds of thousands of student lives improved upon achievement of their goals.

At the same time as we share this optimism, enthusiasm, and passion for the futures we

Guided Pathways Defined

These highly structured student experiences encourage completion by:

- *Establishing clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement*
- *Incorporating intake processes that help students clarify goals for college and careers*
- *Offering on-ramps to programs of study designed to facilitate access for students with developmental education needs*
- *Embedding advising, progress tracking, feedback, and support throughout a student's educational journey*

(Jenkins & Choo, 2014; Bailey, Jaggers, & Jenkins, 2015)

can improve, we recognize that promoting, let alone enacting, such a significant change is not for the faint of heart. Fundamental redesign means calling into question the traditional paradigm that we have been operating under with our students for at least decades, and perhaps centuries. It requires a hard look at the values and beliefs on which our systems are based and demands we explore whom the traditional system was designed for and for whom it currently works well. In addition to making us feel a bit uncomfortable, this exploration can also surface genuine apprehensions about comprising our institution's effectiveness and sacrificing our students' progress and success as we work to implement and optimize guided pathways approaches.

Through hands-on technical assistance and countless interactions with faculty and administrators, NCII and its national partners including the Community College Research Center (CCRC), Jobs for the Future (JFF), and Public Agenda regularly encounter numerous **inquiries about designing and implementing guided pathways that demonstrate these concerns**. In reflecting on these issues, **ten common questions emerge** (see textbox, *Top Ten Questions about Guided Pathways*). Some are controversial and others are practical in nature; all are genuine issues that represent a deep concern for our students and the institutions at which a wide range of practitioners dedicate their time and energy; as such, these questions will likely arise and need to be addressed in any effort to adopt guided pathways.

Top Ten Questions about Guided Pathways

- Concerns about compromising our higher education values:

1. Isn't college a meritocracy where the strong and smart succeed, and the weak, underprepared, or unmotivated don't?
2. Isn't free choice the cornerstone of American higher education?
3. Won't we sacrifice quality when we move to guided pathways?
4. Won't we lose the heart of a liberal arts education when we make students' journeys more structured?

- Practical considerations about control and enrollment:

5. Won't faculty lose control over what is taught in their discipline?
6. Won't we lose enrollment at our college if we decrease swirl with increased structure—or by making things mandatory?

- Apprehensions about the impact on students' learning and development:

7. Isn't all of this "hand-holding" going to create graduates that can't navigate the workplace and the "real world"?
8. Don't students benefit when they "find themselves" by what looks like wandering to the observer?
9. How can students be expected to make career decisions at age 18 or 19?
10. Don't students change careers four to seven times? Given this context, why would we put them on structured pathways?

NCII has designed this resource for higher education leaders, particularly community college and state university faculty and administrators who are:

1. Interested in or attempting to implement guided pathways and may be encountering push-back from peers, OR
2. Tentative about a guided pathways movement taking place on their campus

This paper seeks to offer concrete, and in many cases, nontraditional responses to these questions. We organize these questions into three groups:

- Concerns about compromising our higher education values
- Practical considerations about control and enrollment
- Apprehensions about the impact on students' learning and development

These responses are in no way designed to represent what we feel to be the "right" way of answering these important questions or to attempt to establish the final word on any of these subjects. Conversely, we offer these insights specifically to **assist educators in facilitating your own thoughtful, productive dialog with colleagues about these redesign strategies in the quest for strengthening your students' completion and success.**

Concerns about Compromising our Higher Education Values

Four of the most provocative questions we encounter in discussions about guided pathways relate to the very foundation of our country's higher education system. They center on issues of access, choice, quality, and breadth, including the following:

1. Isn't college a meritocracy where the strong and smart succeed, and the weak, unmotivated, or underprepared don't?
2. Isn't "free choice" the cornerstone of American higher education?
3. Won't we sacrifice quality when we move to guided pathways?
4. Won't we lose the heart of a liberal arts education when we make students' journey more structured?

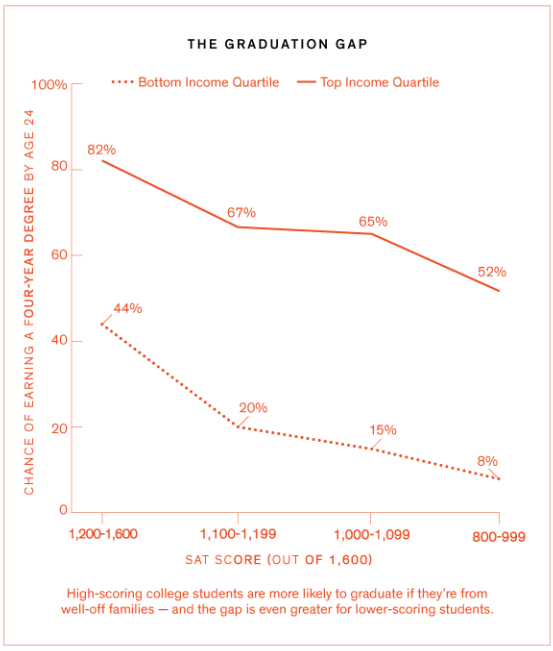
We explore these questions in the following section.

1. Isn't college a meritocracy where the strong and smart succeed, and the weak, unmotivated, or underprepared don't?

Let's start with one of the most controversial and pervasive questions. It is a concern that typically remains unspoken in large groups yet frequently surfaces in the safety of department meetings and one-on-one conversations with practitioners. This question has deep roots in the history of higher education in general, an institution that traditionally restricted broad access. The notion that strictly those perceived as qualified and smart can and should get a college degree reflect race and class issues dating back centuries. In 15th and 16th century Europe, only the White ruling class attended university. In the past 70 years, the US has certainly traveled a significant distance toward democratizing access to postsecondary education. The passage of the General Infantry (GI) Bill after World War II and the concomitant creation and massive expansion of the community college system across our nation have led far more Americans to pursue postsecondary education.

Yet, **it is debatable that we have sufficiently adjusted our higher education model to ensure everyone we welcome has an equal chance of achieving high quality credentials with clear labor market value.** Data on completion rates at most community colleges and many regional public four-year colleges certainly suggests otherwise. For example, in a chapter of *Rewarding Strivers* (The Century Foundation, 2010) titled "How Increasing College Access Is Increasing Inequality, and What to Do about It," Carnevale and Strohl offer compelling evidence on how income quartile impacts college graduation rates. This research shows that when observing students who score in the middle range on the SAT (between 1,000 and 1,200), 66% from the top income quartile graduate college by age 24. For those in the lowest income quartile, it is 17%.

Figure 1. The Graduation Gap by Income Quartile (Tough, 2014)



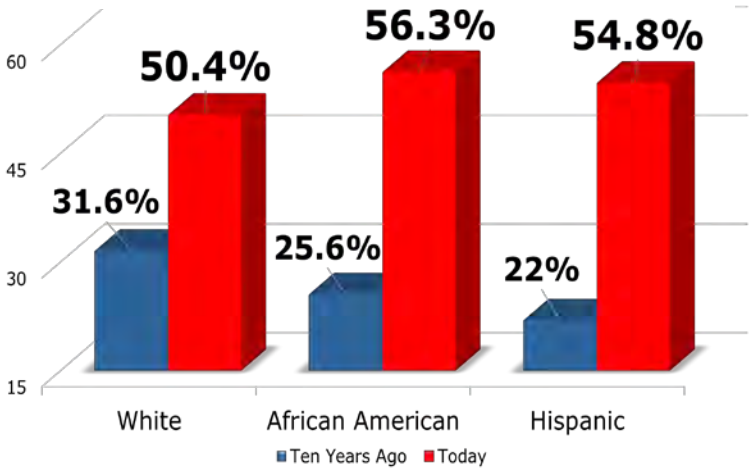
Simply put, this is a shocking finding. These are students at the **same band of ability** as measured by their SAT scores, and **yet students from the highest income quartile are four times more likely to get a degree by age 24 than students in the lowest income quartile.** If you only look at top performers—students who have above 1,200 SAT scores—the trend persists. The highest income quartile achieves a college degree 82% of the time by age 24, while those in the lowest income quartile do so just 44% of the time.

In reflecting on such data, and likely on our own experience in the field, it is difficult to conclude that

college actually is a meritocracy where those who are capable and qualified can successfully accomplish their goals. Even further and equally importantly, we posit that higher education has in no way tested the limits of what students are capable of achieving under a new or redesigned set of conditions, structures, and processes, including the guided pathways approach. Systems that have adopted guided pathways strategies (e.g., the Georgia State University and the Florida State University systems), and institutions in the early stages of implementation (e.g., the City University of New York (CUNY) and the City Colleges of Chicago), are beginning to realize notable improvements in completion rates, without sacrificing quality. For example, students participating in CUNY's Accelerated Study in Associate Programs (ASAP) have realized large and significant differences in terms of retention, movement through developmental course work, credit accumulation, and graduation rates (when compared to non-ASAP students); currently, ASAP's cross-cohort three-year graduation rate is 52% versus 22% for comparison group students.[1]

Even more notable are increases in success rates for the very groups we often quietly surmise cannot succeed—students of color and/or low-income learners (see *Figure 2. Graduation Rates for Georgia State Universities, Before and After Adoption of Guided Pathways*). **We have only scratched the surface on how far we can evolve our efforts to serve and how significantly we can increase the results for our *entire* range of students.**

Figure 2. Graduation Rates for Georgia State Universities, Before and After Adoption of Guided Pathways



2. Isn't "free choice" the cornerstone of American higher education?

While encounter this question in a range of forms, they all center around the observation that, in moving toward structured pathways, we might be departing from what makes the US higher education system great—the vast amount of choice. Yet, both social science

[1] For more information, visit http://www1.cuny.edu/sites/asap/evaluation/.

research and clarification about what choice looks like in a guided pathways system suggest students may be better supported in understanding and selecting options under this model.

First, we know much more now from behavioral economics and social psychology about how humans make choices than we did a half-century ago. Research studies from both fields have investigated the number of options individuals can reasonably process and still make strategic choices. While there's a large amount of scholarly inquiry into and disagreement about the presence, conditions for, and size of these effects, there exists a case for limiting choice which gained steam in the early 2000s, perhaps most popularly with Thaler and Sunstein's *Nudge* (2008). In addition, there is often a quietly held opinion in higher education that students should be able to make the same rational decisions we in the field would make when faced with the similar choices, with the accompanying assumption that there is a clear and easily attainable answer. There's a wealth of research on how relatively irrational many of our decision-making processes are (e.g. Tversky and Kahneman, 1974). So at the very least, if students are like the rest of us, it seems that asking those with expertise to guide and architect their choices would be invaluable.

Currently, the path through general education at most community colleges resembles the menu at the Cheesecake Factory—hundreds of options and never enough time to even read through them before we are asked to order. Not surprisingly, **students faced with this multitude of choices struggle with course selection, and the requirements are often so confusing that they make those "irrational choices"** we refer to above by picking courses off their desired pathway, or satisfying the same requirement multiple times. Another net effect of this vast amount of choice is that it is very hard for students, their faculty, and/or student services advisors to actually identify how far they are along their path to goal completion. The degree audit systems many institutions have put in place are useful in this determination, but they exist *because* our course and program offerings are in such a state of chaos. Essentially, the path through our institutions is so complex that we need a computer program with the ability to parse through literally millions of options to make sense of an individual's student's progression on their transcripts. Given this, it is incredibly rare for anyone to know at a glance where a student is in her/his educational journey and what s/he should take next.

Of course, it does not have to be this way. Parts of our community college and baccalaureate-level institutions have a history of implementing rigorous structure and demonstrating a high degree of completion: cohort-based career technical education (CTE) programs, most graduate programs, transfer paths for community college athletes, and increasingly STEM pathways. The reasons for their strong show of completion are myriad, yet **one conclusion we must reach when reflecting on these programs is that structure matters.**

Second, the implementation of guided pathways does not require *removing* choice; rather, **it encourages organizing it into a "choice architecture" that is planned rather than**

haphazard. Institutions like Queensborough Community College (NY), the City Colleges of Chicago (IL), Guttman Community College (NY), Arizona State University (AZ), and Georgia State University (GA) are employing the "meta-major" or "focus area" approach which asks students who are relatively undecided to choose between one of five to nine paths, which then lead to many other majors downstream in the student trajectory. Again, consistent with the behavioral economics and social psychology literature, this notion seems to map better to what we know about how we can make rational choices. **Combined with structured programs on the back end, it keeps students maintaining forward momentum toward goal completion**, even when they are undecided.

Finally, **structured pathways are designed to shift the focus of student choice from picking *courses* to selecting *programs***, which still enables them to choose from a wide range of options. This structure suggests a significant transition in thinking—for students, educators, and institutions—to the ultimate decision point being which program will either lead to (1) further education with junior standing in a major at the university level after transfer, or (2) direct entry into the workforce. Conversations with student services professionals often reveal that they do not see students until their final semesters at the institution—late in their process under the traditional system, and certainly much too late in an environment that encourages early program selection. **To help students focus on picking a program versus courses, we also need to integrate career planning far earlier in their higher education journey.**

3. Won't we sacrifice quality when we move to guided pathways?

The specter of losing quality or "dumbing down our degrees" (a term we've heard in college conversations) is clearly a significant concern on a number of fronts. At the same time, we submit that we are challenged to define the quality that exists in our country's current higher education system. When specifically considering the community college sector, we have mainly focused our attention in the past decade on measuring the attainment of general education (GE) or liberal arts learning outcomes for students completing associate's degrees. In doing so, colleges have typically defined anywhere between four and 15 GE or institutional learning outcomes (ILOs), which largely center on some iteration of what we at Foothill College in the mid-2000s coined the four "Cs": communication, computation, critical thinking, and citizenship.

Given that nearly all colleges have some form of these four topics in their ILO statements, it seems reasonable to treat them as the core set of GE or liberal arts outcomes from which to assess the "quality" of the current system. Admittedly, colleges find it difficult to actually assess learner achievement of these outcomes, with approaches focusing on generalized or standardized tests, portfolio assessment, and/or common rubrics using samples of student

work. Methodological challenges aside, **we are in our relative infancy reaching any conclusions about the quality of these ILOs as achieved under the traditional model. In turn, we suggest that it is hard to compare what we might gain or lose under a new model of guided pathways**; clearly, we need to develop more insight around this issue of assessment.

At the same time, we do have some evidence of what quality exists in achieving these outcomes under the traditional model, which comes from surveys of employers who receive community college graduates. While equally true of graduates of baccalaureate and graduate level programs, the surveys most commonly **suggest that graduates of all three higher educational systems struggle most in the workplace on the exact general learning outcomes we seek to achieve—especially problem solving, communication, and computation**. Rarely do employers express major concerns with graduates' skills and knowledge specific to their degree (e.g. accounting, nursing, automotive technology). While many factors likely contribute to this finding, it certainly does not lend weight to the argument that our current higher education system leads to as high a level of quality as we might desire on GE learning outcomes.

So, how does the guided pathways reform effort relate to these issues of quality? Educators express concern that **a streamlined set of choices for students will lead to decreased quality in the achievement of these GE outcomes, and thus a diminished liberal arts education. Yet, no literature appears to exist supporting the assertion.**

To further make this point, it is important to define what we mean by the "system." In this discussion, the current community college GE system is defined by the ten to 14 courses that each student takes to fulfill her/his liberal arts requirements. Whether or not the student chooses these courses from a list of 500, 50, or 14 default electives, each learner still only takes ten to 14 courses designed to prepare them in the liberal arts. **Nothing actually changes on this front under a guided pathways model. The ten to 14 courses students take still work together to form the GE package and thus are the foundation for attainment of the four key learning outcomes** outlined above (communication, computation, critical thinking, and citizenship). So, it seems hard to argue that quality as defined by the achievement of these GE outcomes would drop under a guided pathways approach.

On the other hand, we posit that our ability to monitor and improve students' achievement of GE outcomes—the hallmark of a liberal arts education—will likely improve under a guided pathways approach. At the moment, the traditional model expects students to select these ten to 14 courses from a long list of possibilities, most often in an unguided way. We also assume they will somehow assemble their chosen courses in a manner that results in a high level of achievement of these GE outcomes. Simply from a backward design standpoint, this reliance on random course selection and arrangement suggests a lower likelihood of consistently producing high achievement of outcomes. Conversely, it seems that **if we**

empower subject matter experts—discipline faculty from the programs in which students are pursuing degrees—to select and arrange courses, we will achieve a more optimal combination of classes for each student and ultimately better results. As a model developed under CBD, Sinclair Community College (OH) recently did just that, asking each of their discipline's faculty to suggest a short list of GE electives that would be best for students who graduate in that discipline. This clarity is likely to result in the benefits achieved by institutions such as Georgia State University, Florida State University, and Arizona State University (ASU). For example, ASU has greatly reduced the number of students "off-path" from as high as 48% in the first years of their pathways redesign down to under 6% after a couple of years.

4. Won't we lose the heart of a liberal arts education when we make students' journeys more structured?

This question surfaces time and again in faculty discussions about guided pathways. Like the apprehensions addressed above, it comes from a very real concern that in moving to guided pathways, we will lose key qualities at the heart of American higher education. In this case, educators worry that we will surrender the breadth that ensures students have broad exposure to a range of subjects and build a foundation of knowledge and skills that prepare students for not only their first job but also career shifts throughout their lives (for further discussion, see questions 8 and 9 starting on p. X). They also express concern that this movement will reduce the likelihood an educated citizenry, believing that society benefits when its members are educated on an array of topics including arts, humanities, social science, mathematics, and natural science courses.

We continue to submit that colleges can realize improved liberal arts education outcomes with their students under a guided pathways model. Let's build on the above discussion of quality. As part of that exploration, we noted a liberal arts education has always been defined for our associate's degree and/or transfer students as a series of ten to 14 courses through which they build GE outcomes. We explained that under a guided pathways model, students take the exact same number of courses as they did under the traditional model.

Taking this point further, let's break those ten to 14 courses down into their component domains. Hop on most community college websites, and you will find a fairly typical set of GE requirements, intended to define liberal arts education for that institution. To illustrate this point, we looked at one California community college's GE requirements for an associate's degree:

- Three arts and humanities courses
- Three social science courses

- Two communications/English courses
- Two history/cultures courses
- Two science courses
- One mathematics course

In this college's case, the GE requirement adds up to 13 courses, which combined with seven more program-specific courses, reach the 60 units necessary for degree completion. If this institution embraced highly structured pathways, it might **ask program faculty to identify default GE electives that best align with their program outcomes and arrange them with program-specific courses into clear pathways to completion**. In doing so, the college could design their programs to have the same distribution of the GE requirements as they do today. In turn, the requirement of breadth—core to a liberal arts education—remains the same. Again, the only change is the empowering of faculty to identify what the optimal courses are for students in their programs. Perhaps more importantly, we would also ask the faculty to consider *how* the courses fit together to produce this liberal arts education we all value. We submit that this type of focus and intentionality would result in improved student GE outcomes.

Ultimately, **nothing is lost in terms of GE under a guided pathways model; rather, we might very well gain** benefit that staunch defenders of the liberal arts education model should embrace—**a more predictable set of liberal arts outcomes that a greater number of students actually achieve upon completion.**

Practical Considerations about Control and Enrollment

Two practical issues also surface in conversations about guided pathways that relate to the day-to-day autonomy of educators and college operations. These include:

5. Won't faculty lose control over what is taught in their discipline?
6. Won't we lose enrollment at our college if we decrease swirl with increased structure—or by making things mandatory?

We explore these concerns below.

5. Won't faculty lose control over what is taught in their discipline?

This difficult question requires a nuanced answer, recognizing that the adoption of guided pathway calls for faculty to cede ownership in some respects while gaining it in others. **In reality, faculty control over their discipline has been shifting in recent decades.** Historically, faculty have operationally controlled their discipline, determining what courses they teach and what content they cover. In a course-focused model, this feature makes sense. If it does not matter which courses students take within a discipline to satisfy requirements, then faculty would be free to teach whatever offerings they so desired. Yet, public universities have not actually used this model in their undergraduate divisions for quite some time, and it certainly is not in place at community colleges where a myriad of articulation agreements specify which courses "count" for junior standing in a given major at a receiving transfer institution.

The recent adoption of clear and structured transfer paths (a close cousin of the guided pathway model) in a number of states reflects this evolution. These transfer paths attempt to (1) ensure students' lower-division units apply after transfer, and (2) reduce the financial and time burden that comes with excess units, a particularly acute problem for low-income learners. States such as Florida, Mississippi, and Washington have relatively established transfer pathway systems, and many other states such as North Carolina and California are working to structurally guarantee that students do not lose the credits they earned at a community college upon transfer. **These stronger transfer pathways have already had the effect of at least partially determining what courses community college faculty will teach**; it is difficulty for a community college to justify offering courses that do not count for junior standing in a major at key receiving universities (unless they are for the cohort-based direct-to-career programs or short-term career advancement students).

On the other hand, faculty ownership over the courses they suggest for students in their programs is essential to the effective implementation of the guided pathways model. That is, accounting faculty should know better than anybody else which GE courses would best prepare somebody to serve as an accountant. For example, we can look to the abovementioned effort undertaken by Sinclair Community College (OH) to redesign all 180 of its programs through participation in the Completion by Design initiative. When the college embarked on this reform, it empowered program faculty to identify two-year pathways for full-time students and four-year pathways for part-time learners, including recommended default GE electives that would best prepare participants to enter their given field upon program completion.

So yes, it is true that faculty may experience a shift in the ownership over the courses taught in their discipline as transfer pathways become more common, a shift that has already been in the works for quite some time. At the same time, at the local level, faculty should gain

more control over determining the courses that comprise their programs. Ultimately, this evolution will be better for students in the long run if it helps more of them complete certificates and degrees and transfer without losing so many credits.

6. Won't we lose enrollment at our college if we decrease swirl with increased structure—or by making things mandatory?

This question hits on a primary concern of all community college administrators—enrollment. At present, most colleges have either all or a significant portion of their funding driven by enrollment. Given this financing structure, and an overall funding level that is remarkably low compared to those often found in the university and K-12 systems, community college leaders are rightfully concerned that scaled redesign efforts overall and strategies like guided pathways in particular will hurt enrollment.

However, observation of early adopters of guided pathways indicates that these institutions have not experienced a drop in enrollment. Contextually, it is important to recognize that **community college enrollments across the nation have been down in recent years**. If you compare enrollments at your college or in your system between 2011-2012 and now, you have likely experienced a 10% and 20% decline—likely due to shifts in the economy that often drive community college enrollments. Around 2011, the economy was at its worst in most areas, and community colleges experienced increased enrollment by what tends to be a largely transitory population of individuals who go back to work when the economy improves. Thus, recent drops are not particularly surprising given corresponding improvements in our nation's economic outlook. Yet, **when you look at colleges like Miami Dade (FL) and Guilford Technical Community College (NC) that have simultaneously implemented increased structure and more mandatory onboarding requirements such as advising and orientation, enrollments have not been significantly affected.**

Another consideration related to enrollments is that only *existing* students can leave in response to changes such the implementation of guided pathways, and we suggest this loss is likely inconsequential. That is, if you change a policy such as requiring advising every semester, only current students know what the policy was like before you made the change. In nearly all cases, **new students will adapt to the structural changes because they do not know anything different**. If a small number of learners leave because of these changes, we submit they were likely to leave anyway. Conversely, **the number of students you retain because of this redesign will likely be far greater.**

Finally, we can make a case for **vastly increased enrollments downstream if these major structural redesigns work**. The overall average number of units per student will actually rise significantly if more of them are able to advance in their programs of study. While colleges will lose some units from students having a tighter roadmap and fewer excess credits, these

reductions are likely to be offset by the increase in learners persisting through certificate and degree completion.

Apprehensions about the Impact on Students' Learning and Development

Finally, educators rightfully raise numerous concerns about the impact of guided pathways on students' learning and development, such as restricting maturation and independence, hampering self-discovery, and tracking students on a specific career trajectory. Frequent questions include:

7. Isn't all of this "hand-holding" going to create graduates that can't navigate the workplace and the "real world"?
8. Don't students benefit when they "find themselves" by what looks like wandering to the observer?
9. How can students be expected to make career decisions at age 18?
10. Don't students change careers four to seven times? Given this context, why would we put them on structured pathways?

We explore these questions below, providing one response to questions 9 and 10 given their collective focus on the effect of structured pathways on students' career exploration and development.

7. Isn't all of this "hand-holding" going to create graduates that can't navigate the workplace and the "real world"?

While this concern surfaces only on occasion, it is worth consideration. The idea here is that the world is a complicated place to navigate, and thus we should make college equally complex to ready graduates for the challenges they will ultimately encounter in life. Two primary responses emerge, one that requires some reflection on the purposefulness of

those complicated systems we have established in our institutions and another that relates to the issue of equity.

To start, **we question the learning value of complex systems and processes that even those of us who work in higher education often have a hard time navigating**. For example, in the mid 2000s, a handful of chief academic and student services officers in the California Community College system asked some of faculty and administrators to apply for college and participate in the onboarding process. They reported the same chaos, frustration, and disenfranchisement that our students do. In another experiment, we gave a portion of the math placement test to some members of a community college board of trustees. More than half of them tested into developmental education, claiming the math was not relevant to their real-world work, and in turn, calling into question why it should be relevant to students.

The experience of Miami Dade's redesign team offers another example. When reaching an impasse about whether or not to adopt guided pathways, they asked more than 25 non-biology faculty to identify the ideal associate's degree path for a student seeking to transfer to Florida International University in biology, using only the tools available to students (e.g., website, catalog). Three hours later, these faculty were unable to complete the task, and thus had the epiphany that their college needed to embrace more structured pathways in order to help their students navigate the institution.

It seems the complexity we have developed within our colleges has served less to educate and empower our learners and more to dissuade our students from achieving their goals. Even more disconcerting, this logic has the inevitable consequence of perpetuating inequity across our higher education system and denying college degrees to historically underserved populations and/or first-time college students. These populations often do not have the social capital or the familial experience with higher education to help them navigate the complexities and confusion presented by our institutions. In turn, **this thinking presents a significant equity issue—especially when we have data suggesting that those students can succeed when the colleges create the right conditions**, including the use of guided pathways.

While the real world certainly will present our graduates with a healthy dose of challenge and adversity, it seems unnecessary to make students' lives complicated to prepare them for that inevitability. Rather, we submit that it would be more purposeful to strengthen student achievement of the GE/liberal arts education learning outcomes that will help them navigate that complex world upon completion.

8. Don't students benefit when they "find themselves" by what looks like wandering to the observer?

This common question, often well intended, hits on a real concern that increasing structure means decreasing the opportunity for students to discover their true passions and calling. Yet a growing body of evidence suggests that students may in fact be seeking greater support in this discovery process. For example, the Research and Planning Group for California Community College's Student Support (Re)design study summarized surveys and focus groups with nearly 1,000 California community college students (including completers, leavers, and those in progress) about what they found supportive of their success. The research team identified "six success factors" both through a review of existing literature on support and through their conversations with students (Booth et al., 2012). Two factors rose to the top: (1) "directed," defined as "students have a goal and they know how to achieve it," and (2) "focused," defined as "students stay on track, keeping their eyes on the prize." Students indicated they were clamoring for structure and guidance to help navigate the maze of choice at community colleges, underscoring themselves the value of guided pathway redesign efforts.

Public Agenda recently found similar findings in a study of Indiana students (Kadlec & Gupta, 2014), and Public Agenda and WestEd (2012) also found related findings in joint CBD focus groups in Florida, North Carolina, Ohio, and Texas. The Community College Research Center Teachers College, Columbia University, has commented on the issue as well in working papers such as *Get with the Program* (Jenkins & Choo, 2014) and *The Shapeless River* (Scott-Clayton, 2011), supporting the idea that increased structure is not only a design strategy that many in the field are confident will help students more quickly achieve their goals and at higher rates, but is also an approach that students themselves are seeking.

While certainly our colleges certainly enroll students who want more time to wander and appreciate less structure, this research suggests the group may be much smaller than originally understood. We also submit that the wandering to find yourself model can work if you have the resources and time to explore. However, with increasingly larger proportions of our students encountering significant financial barriers, we may need to confront that wandering is a luxury of the select few who can afford it. Conversely, low-income students may particularly need a clear picture of the how their investment of time and monetary resources will pay off—another benefit of a structured pathway to a well-defined outcome.

Furthermore, the idea that students will discover their passions by wandering the curriculum and exploring a variety of courses seems inefficient. It requires enrolling in a wide range of courses in a somewhat disconnected nature. Perhaps another way to find out what students like is to provide them with better and earlier career exploration and assessment of personal interests before they start their higher education journey. This way,

students can at least narrow down the possibilities and/or try the most likely candidate. This approach connects to our earlier discussion of providing undecided students structures for guided exploration such as meta-majors and career focus areas such as those at Queensborough College or the City Colleges of Chicago.

Finally, we assert that those who have "found" themselves by wandering tend to be us—those who ultimately chose a career in higher education—and we personally value that type of journey. Yet, a review of completion and student perspectives data tells us that significant numbers of students do not realize their calling this way. It does not make this journey any less meaningful for those who pursue it. However, we submit that we should be able to design a system that allows for both self-discovery and efficiency.

9. How can students be expected to make career decisions at age 18?

And

10. Don't students change careers four to seven times? Given this context, why would we put them on guided pathways?

While these questions differ slightly, with one focusing on the age at which students are making career decisions and the other centering on the number of times most adults change careers, there are more similarities than differences between them. Both deal with the relationship between guided pathways and career decisions and preparation. They are often posed with the general suggestion that community college students will confront more ambiguity than certainty in the workplace, and thus guided pathways might not be the best solution for navigating this maze. However, we posit that this **model actually prepares students to both enter the workplace with clarity about their interests and abilities** and **develop the foundational skills and knowledge needed to facilitate career advancement over time.**

First, we recognize that there will always be students who change majors and shift career aspirations. However, at least part of the reason this happens so often **in our current higher education context is that students do not receive career services early enough in their community college trajectory**. At most institutions, career services are not integrated into pre-enrollment, college success, or first-year experience programs where they would be most helpful. Students often do not get a chance to discover what they do or do not like about their chosen major until later in the course sequence, typically late in their educational journey. **Guided pathways incorporate this critical career exploration upfront**

in students' experience, helping both our younger and nontraditional learners examine their interests, match them to careers, identify programs leading into those careers, and select a pathway accordingly.

Additionally, this model allows colleges to design the early semesters so that **early common coursework in a career focus area keeps many downstream program options open as long as possible**, as Lorain Community College (OH) has done with their business programs (and is in the process of doing with others). For example, through streamlining and looking holistically at their business programs, Lorain was able to identify seven courses that could be taken in the first two semesters that kept students "on path" with 12 different business degrees, including Accounting, Administrative Office Information Systems, Business Administration and Computer Information Systems. By adopting such an approach, we can **help students explore and make more informed and structured decisions**, and **ensure they lose little ground when they shift within a discipline.**

Additionally, as discussed above in questions two through four, these pathways **include high-quality GE coursework that is intentionally selected for each pathway**, allowing students to achieve communication, computation, critical thinking, and citizenship outcomes in the context of their selected path. With this deliberate and strong GE foundation in place, students are **more likely to have the ability to shift employment within a pathway as well as the capacity to understand how to go about changing careers** if needed or desired.

For some time now, students have been confronted with a work world in which they will likely change careers many times. Has our traditional approach equipped students for these career changes any better than what would happen under a more structured and intentional set of pathways? Data suggests otherwise—indicating that under our current system, too few students complete the preparation required to even enter employment. We submit that through the guided pathways approach, we **can help more students accomplish a certificate, degree, and/or transfer and place them on a path leading to security for their family and personal and professional advancement.**

Conclusion

Clearly, higher education leaders raise these questions about guided pathways with good intentions—surfacing concerns about the students and the institutions they hold dear. Yet, the collective journey through these questions reinforces the idea that guided pathways can

be a strong lever for helping more students complete college and enter the workplace with the preparation needed to achieve security for their families, personal growth, and professional advancement. NCII has never been more hopeful and excited about the future of our colleges than now. As the guided pathways movement takes root in and expands across our public postsecondary institutions, we envision a system transformed over the next decade, and the lives of hundreds of thousands of students improved.

Get Started with Guided Pathways

We invite you to join in this movement. You can begin by opening a discussion with your colleagues about both the authentic issues and merits of implementing guided pathways in the context of your own college. You can use these ten questions to talk with peers and practitioners about the goals you have for your students, the ground-level concerns you hope to address, and the ways your institution might apply a guided pathways approach accordingly. You can also tap the resources listed below and call on NCII to help facilitate your exploration and implementation of guided pathways.

For more information on guided pathways…

- Read *What We Know about Guided Pathways* from Community College Research Center, Teachers College, Columbia University (http://ccrc.tc.columbia.edu/publications/what-we-know-about-guided-pathways-packet.html)
- Learn about the American Association for Community College's Pathways Project (http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Pages/default.aspx)
- Review Jobs for the Future's *Policy Meets Pathways: A State Policy Agenda for Transformational Change* (http://www.jff.org/publications/policy-meets-pathways-state-policy-agenda-transformational-change)
- Discover reports, tools, and resources from the Bill & Melinda Gates Foundation's Completion by Design initiative (http://www.completionbydesign.org/)

To learn about the National Center for Inquiry and Improvement…

- Visit www.inquiry2improvement.com
- Contact Dr. Rob Johnstone, Founder and President, rob@inquiry2improvement.com

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Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.

PLANNING

ESSENTIAL CONDITIONS

Make sure the following conditions are in place – prepared, mobilized, and adequately resourced – to support the college's pathways effort:

- Strong leadership throughout the institution
- Faculty, staff, and student engagement
- Commitment to using data
- Capacity to use data
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels)

PLANNING/PREPARATION

Understand where you are and prepare for change by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

SUSTAINABILITY

Commit to pathways for the long term and make sure they are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

IMPLEMENTATION

CLARIFY THE PATHS

Map all programs to transfer and career and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

HELP STUDENTS GET ON A PATH

Require these supports to make sure students get the best start:

- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K–12 partnerships focused on career/college program exploration

HELP STUDENTS STAY ON THEIR PATH

Keep students on track with these supports:

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

ENSURE STUDENTS ARE LEARNING

Use these practices to assess and enrich student learning:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes

EARLY OUTCOMES

Measure key performance indicators, including:

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student's first year
- Persistence from term 1 to term 2
- Rates of college-level course completion in students' first academic year

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

EVALUATION

The Pathways Project is led by the American Association of Community Colleges in partnership with Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Jobs for the Future (JFF), The National Center for Inquiry and Improvement (NCII), and Public Agenda. It is funded with support from the Bill & Melinda Gates Foundation.

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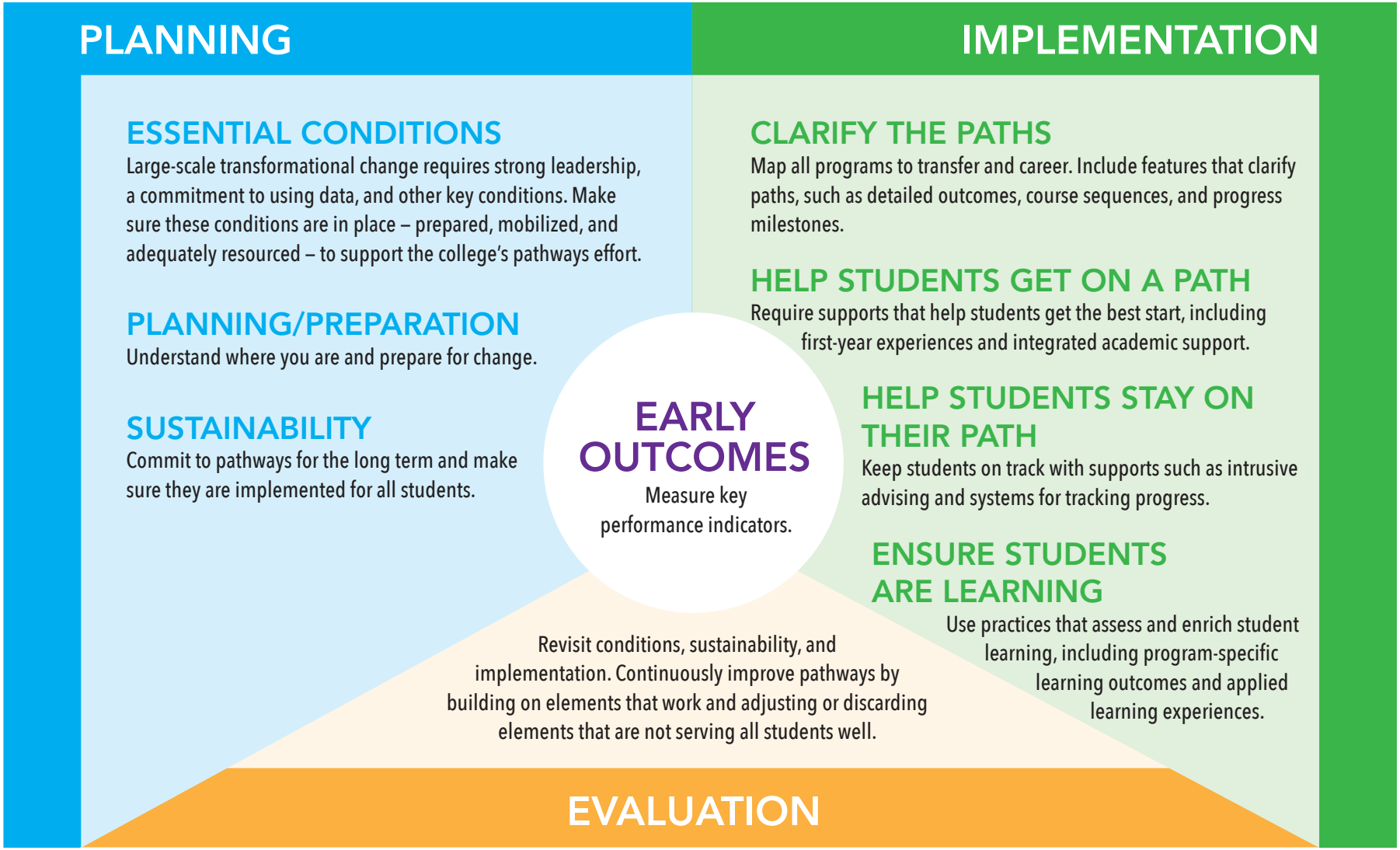

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WHAT IS THE "TEXAS PATHWAYS" MODEL?

The Texas Pathways Model is an *integrated*, *system-wide* approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from the selection of their high school degree program to her/his point of postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable high schools, colleges, and universities to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by teachers and faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

GUIDED PATHWAYS ESSENTIAL PRACTICES

1. CLARIFY PATHS TO STUDENT END GOALS

a) Simplify students' choices with default **program maps** developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
b) Establish **transfer pathways** through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.
c) Align **high school pathways** (endorsements), including dual credit courses and student learning outcomes with community college academic or career and technology certificates and degree programs.

2. HELP STUDENTS CHOOSE AND ENTER A PATHWAY

a) Bridge **K12 to higher education** by assuring early remediation in the final year of high school, including a College Prep Course, jointly designed by high school and community college instructors, that accelerates remediation of basic prerequisite skills of community college pathways.
b) Redesign traditional remediation as an **"on-ramp" to a program of study**, which helps students explore academic and career options from eighth grade through the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the high school and college-level curriculum, particularly in program "gateway" courses.
c) Provide **accelerated remediation** to help *very poorly prepared* students succeed in college-level courses as soon as possible.

3. HELP STUDENTS STAY ON PATH

This overview was adapted for Texas the Texas community colleges by the Texas Success Center from an excerpt of a longer unpublished document developed by the Community College Research Center and the American Association of Community Colleges' Pathways Project.

a) Support students through a strong **advising** process, embedded and ongoing in the high school-to-college-to-career pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
b) Embed **academic and non-academic supports** throughout students' programs to promote student learning and persistence.

4. ENSURE THAT STUDENTS ARE LEARNING

a) Establish program-level **learning outcomes** aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across high school, community college, and university programs.
b) Integrate group projects, internships, and other **applied learning experiences** to enhance instruction and student success in courses across programs of study.
c) Ensure incorporation of **effective teaching practice,** especially practice that promotes student engagement, throughout the pathways.

ESSENTIAL CAPACITIES FOR GUIDED PATHWAYS REFORMS

Research and experience in the field indicate that the following capacities are essential for motivating and supporting higher education institutions and systems to undertake the broad-scale institutional reforms involved in implementing guided pathways effectively and at scale.

- LEADERSHIP demonstrating skills for managing and sustaining large-scale transformational change.
- Broad and authentic ENGAGEMENT of college faculty and staff—particularly advisors—in the design, implementation, evaluation, and ongoing improvement of pathways for students.
- INSTITUTIONAL WILL AND CAPACITY TO USE DATA AND EVIDENCE to design academic and career pathways, monitor student progress, and implement needed improvements over time.
- TECHNOLOGICAL TOOLS AND INFRASTRUCTURE appropriate to support student progress through guided pathways.
- Commitment to the level of STRATEGICALLY TARGETED PROFESSIONAL DEVELOPMENT that will be required to design and implement pathways at scale.
- POLICY CONDITIONS established at the state, governing board, system, and institutional level that provide incentives, structures and supports for pathway design and implementation at scale while removing barriers.
- A CONTINUING ACTION RESEARCH AGENDA that examines the efficacy of guided pathways and develops practical knowledge and tools to support effective implementation.

TEXAS PATHWAYS

Overview

Increasing levels of postsecondary educational attainment among Texas young people has become an ever more salient imperative. The opportunity for quality employment and a rewarding adult life largely depends upon completing an academic credential. While the state's Higher Education Strategic Plan calls for 60% of 25- to 34-year-old Texans to hold a quality certificate or degree by 2030, unfortunately, only 38% of young Texans have a postsecondary credential. Only one in five 8th grade students in Texas achieves this goal within six years of finishing high school. Worse yet, there are alarming disparities across racial and gender subgroups. White students' rates of earning a college credential are two to two and one-half times higher than those of Hispanics and blacks. And less than 9% of Hispanic and black 8th grade males earn any postsecondary credential within 11 years. Given the growing Hispanic population, inequitable achievement gaps in Texas are likely to widen absent a large-scale strategy to dramatically improve students' paths toward completion.

Building Capacity for Reform at Scale in Texas Community Colleges

A decade of intensive focus on improving student success in community colleges, both nationally and in Texas, has produced notable effects: a dramatic increase in awareness of the challenges and in commitment to college completion as a critical goal; a sea change in the use of data to assess and monitor student success and institutional performance; a growing body of evidence regarding effective educational practice in community colleges; and increasing numbers of institutions that are putting that knowledge into practice and demonstrating encouraging results. These promising developments can be attributed to the unprecedented efforts of a collection of philanthropies, national organizations, state systems, and institutions that have worked both collectively and individually to investigate practice, implement change, and produce results.

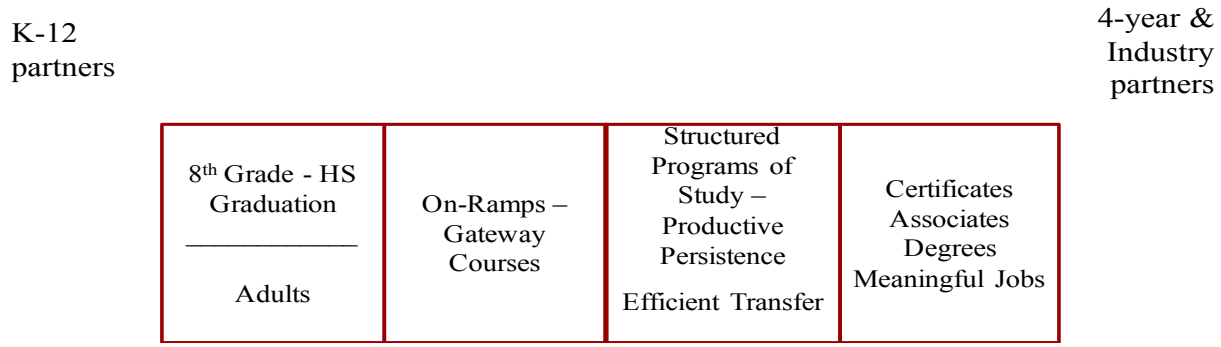
Now, there is a striking convergence of research and lessons of experience, as these people and their organizations have come to the shared understanding that progress, while evident in some places, is too slow; that the favored solutions of the past decade, while often necessary components of change, do not adequately address the magnitude of the challenges community colleges and their students face; and that typically, the changes thus far achieved have not been fundamental enough—and certainly not scaled enough—to achieve the improvements in completion of college credentials with strong labor market value, especially among low-income students and students of color, that are necessary to *reclaim the American Dream.*

Recognizing these realities—and affirming the critical role of Texas' community colleges, the Texas Success Center has taken steps to support a major statewide strategy focused on building capacity for community colleges to design and implement *structured academic and career pathways* for all of their students. Building on emerging research and experience in the field, the Texas Pathways reflects the Success Center's commitment to support all 50

Texas community colleges districts' student success efforts through a major coherent and comprehensive strategy, including building regional Pathways leadership and support.

The Texas Pathways Model

Based on the American Association of Community College (AACC) Pathways Model, the Texas Pathways Model is an integrated, system-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from the selection of their high school degree program (HB5 endorsements in five academic/career areas) to postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.



The Texas Pathways Institute Series

During the initial phase, the Texas Success Center is building a series of institutes, based on the AACC Pathways Institutes, each 2.5 days in length, designed to engage college teams of varying composition. All Texas Pathways Institutes will support committed community colleges in work to design and implement clear, structured student pathways to high-quality credentials that are aligned to high school endorsements, to university transfer and to jobs with value in the labor market.

Each Texas Pathways Institute will focus on a critical aspect of institutional change and pathway design and implementation; each will require advance work by the colleges, and each will result in products developed by the participating college teams, including action plans. The institute format will combine discussions with experts, technical assistance, and facilitated discussion and planning sessions for college teams.

Institute 1—Leadership for Transformational Change: Implementing Pathways at Scale

Institute 2—Pathway Design I – Mapping Pathways through the Institution

Institute 3—Pathway Design II: Pathways to Transfer and Employment

Institute 4—Redesigning Developmental and Adult On-Ramps

Institute 5—Redesigning Student Intake Systems and Ongoing Academic and Non-Academic Supports

Institute 6—Ensuring Students Are Learning and Progressing Along the Pathway

College Participation

The full-scale multiple year Texas Pathways work is designed to involve all 50 Texas community colleges through a multi-tiered strategy dividing colleges into cadres (listed below) with tailored services to meet their readiness and commitment to implement Pathways reforms at scale. So far, 38 colleges have committed to Texas Pathways strategies. Colleges participating in the first two cadres (AACC Colleges and the Texas Pathways Cadre 1) have been selected through a rigorous and competitive process. Participation in Texas Pathways Project Cadres 2, 3, and 4 is determined by the college based on their unique needs and goals.

AACC Cadre – Implementing Guided Pathways at Scale

Texas Cadre 1 – Implementing Guided Pathways at Scale

Texas Cadre 2 - Building Pathways Readiness Capacities

Texas Cadre 3 - Building Pathways Data Capacities

Texas Cadre 4 - Exploring Pathways and Building the Case

AACC Cadre

Four Texas community colleges were selected through the national rigorously competitive application process for the Pathways Project directed by AACC and multiple national partners. These AACC Pathways colleges have committed to implementing Guided Pathways at scale and have participated in the first three AACC Institutes, as of the time of the Texas Pathways first Institute. The following four Texas colleges participate in the AACC Cadre:

Alamo Colleges
El Paso Community College
Paris Junior College
San Jacinto College

Cadre 1

Texas Pathways Cadre 1 colleges have been selected through a statewide competitive application process, using the AACC Readiness Assessment adapted for Texas. These colleges demonstrated serious commitment to, and greatest capacity for, transformational work at scale; as well as strong partnerships with public schools and 4-year institutions. The Texas Success Center supports the following colleges of Texas Pathways Cadre 1:

Amarillo College
Austin Community College
Brazosport College
Dallas County Community College
Grayson College
Houston Community College
Lone Star College
McLennan Community College
Midland College

South Texas College
Southwest Texas Junior College
Temple College

Cadre 2

Colleges of Cadre 2 have begun implementing pathways practices and will focus their Texas Pathways strategies on identifying and targeting essential components and executing strategic capacity-building actions leading toward implementing Guided Pathways at scale. The Texas Success Center supports the following colleges that have committed to Cadre 2:

Hill College
Kilgore College
Lee College
North Central Texas College
Texarkana College
Wharton County Junior College

Cadre 3

Colleges of Cadre 3 are committed to building data-related capacities that support readiness and capacity for pathways reforms. These colleges are targeting institutional capacity building (1) to collect, analyze and use data related to their students' pathways experiences, (2) to create broad engagement of faculty and staff in discussion about those data, and (3) to support baseline work on the case for Pathways and rigorous readiness assessment. The Texas Success Center supports the following colleges that have committed to Cadre 3:

Alvin College
Blinn College
Central Texas College
Del Mar College
Ranger College

Cadre 4

Cadre 4 college committed to investigating the key elements of Guided Pathways and building a case for implementing guided pathways. Cadre 4 strategies are designed to cover the essential practices for implementing guided pathways at scale and support for building the data-informed case for implementing. The Texas Success Center supports the following colleges committed to Cadre 4:

Angelina College
Coastal Bend College
Collin County Community College
Galveston College
Howard College
Laredo Community College
Northeast Texas Community College
Odessa College
South Plains College
Trinity Valley Community College
Tyler Junior College

Overview of the Sixteen Texas Community Colleges Implementing Guided Pathways at Scale

On July 1, 2016, twelve Texas community colleges were selected via a rigorous competitive process, to participate in the Texas Pathways Cadre 1. These committed colleges join four Texas community college previously selected by a similar process conducted by AACC, totaling 16 Texas community colleges implementing guided pathways at scale.

The table below shows that the 16 colleges represent all six regions of the state including very large, large, and medium colleges, enrolling over 60% of all community colleges in Texas. They are situated in urban, suburban and rural communities. And most (81%) are designated as Hispanic Serving Institutions and/or Minority Serving Institutions.

College	Region	Enrollment	Classification	Setting	HSI/MSI
Austin Community College	Central	41,574	Very Large	Urban	HSI
McLennan Community College	Central	8,305	Medium	Urban	HSI
Temple College	Central	5,048	Medium	Suburban	x
Paris Junior College (AACC)	East	5,000	Medium	Rural	x
Dallas County Community College	North	72,004	Very Large	Urban	HSI/MSI
Grayson County College	North	4,453	Medium	Rural	x
Alamo Colleges (AACC)	South	51,633	Very Large	Urban	HSI
South Texas College	South	33,994	Very Large	Rural	HSI/MSI
Southwest Texas Junior College	South	5,608	Medium	Urban	HSI/MSI
Brazosport College	Southeast	4,221	Medium	Suburban	HSI
Houston Community College	Southeast	56,561	Very Large	Urban	HSI
Lone Star College	Southeast	65,316	Very Large	Urban	HSI/MSI
San Jacinto College (AACC)	Southeast	28,326	Very Large	Urban	HIS/MSI
Amarillo College	West	9,936	Large	Urban	HSI
El Paso Community College	West	27,782	Very Large	Urban	HSI
Midland College	West	5,413	Medium	Suburban	HSI
	All Regions	425,174 (61% of TX)	XL, L & M (no S applied)	All	13/16 (81%)

These sixteen pathways colleges have actively engaged in a variety of student success initiatives, building pathways readiness capacities.

OF 16, # PARTICIPATING	STUDENT SUCCESS INITIATIVE
15	ACHIEVING THE DREAM
15	BOARD OF TRUSTEES INSTITUTE (BOTI)
13	ACHIEVING THE DREAM LEADER COLLEGE
1	LEAH MEYER AUSTIN WINNER
5	ASPEN PRIZE FINALIST NETWORK
3	GULF COAST PASS

16	NEW MATHWAYS (NMP)
5	NEW MATHWAYS PRINCIPLES EXEMPLAR AWARD WINNER
3	STUDENT SUCCESS BY THE NUMBERS
7	TEXAS COMPLETES

The following are initial example practices of the 16 colleges implementing Guided Pathways at scale presented, according to the Texas Pathway model's continuum of student momentum: Connect, Enter, Progress and Succeed.

CONNECT

Austin - All new students must now complete First Step, an online video that introduces them to Guided Pathways/Areas of Study before they can apply. The video covers enrollment steps, financial aid, ACC's areas of study, and student rights and responsibilities. After viewing the module, prospective students complete a streamlined application. After hitting "submit," they receive a message about attending an Area of Study Information Session and completing enrollment steps. At Area of Study Information Sessions that launched June 6, 2016, students learn about the academic areas, programs under Areas of Study, jobs and careers related to their chosen Area of Study, transfer opportunities, campus resources, online registration and more.

ACC has mapped its certificate and degree offerings to all HB5 Endorsements to assist parents and school personnel with advising students on a degree pathway. ACC also discusses pathways alignment during trainings/meetings with high school faculty who are preparing to teach College Prep Courses for high school seniors who are not college-ready. In addition, ACC is participating in a San Antonio/Austin regional collaborative that is in the final stages of completing an articulation agreement titled, "Guided Pathways to Success for San Antonio/Austin Area College Students." This document outlines how ACC, University of Texas at Austin, Texas State University, Concordia University, Huston-Tillotson University, and St. Edward's University (Austin region) will collaborate on curriculum maps that provide alignment between ACC and the four-year degree options in our region.

El Paso - To improve the pipeline of Adult Basic Education to Certificates and Associates Degrees, EPCC is collaborating with the Texas Higher Education Coordinating Board and the Rand Corporation to find ways to better connect Adult Basic Education processes (basic skills, workplace literacy, ESL, GED and TSI preparation, remediation, and re-testing) with college academics along with counseling and student services in order to place students in academic and technical pathways for certificate and degree completion.

Grayson - Currently, Grayson College is working with area partners such as the local economic development entities, local manufacturing companies, and independent school district administration who have collectively set the following vision that "Grayson County is the economic hub of the Texoma region with an integrated and competitive workforce system that cultivates a strong pipeline of middle skills talent." One of the strategies is to develop a high school academy as a partnership between Grayson College and any of the Texoma ISDs who wish to participate, using the Alamo Academies as a blueprint. ACTIONS:

1. Offer high school dual credit courses leading to one or more Level 1 College Certificates, which then articulate into Associate Degrees in advanced

manufacturing by the fall of 2016 and healthcare by the fall of 2017.

2. Incorporate nationally recognized industry certifications that are portable and stackable into the curriculum, and encourage employers to give preference to these in their hiring practices.
3. Develop summer internships for students for starting in the 2017.
4. Apply for federal, state, and/or private foundation resources to expand educational capacity in advanced manufacturing and healthcare occupations. (Manufacturing Innovation Institute, Investing in Manufacturing Communities Partnership, National Science Foundation ATE, STEM Innovation Networks, STEM Master Teacher Corps, STEM Teachers Pathways)
5. Define and quantify all costs associated with providing high school students a tuition free career path. Identify and quantify all funding sources currently available to support this goal.

Houston - One priority is a total review and redesign of the HCC student experience. Drawing from the state of Texas 60x30 strategic plan, the redesign includes all services needed to assist students in connecting with and subsequently entering the institution. To achieve this goal, Chancellor Maldonado assigned a project to each president, the research, design, and implementation of which entail a reimagining of student services. The presidents were charged with developing:

- Streamlined processes for application and enrollment
- New student orientations bridged to pathways
- Rapid response early alert tools
- Systems for ensuring quality and consistency of service delivery

Lone Star - Supporting student completion has led to several changes at LSC. Standardized business processes across all 6 campuses has been one development. Transitioning to this way of thinking allowed for the implementation of a system-wide admissions checklist and communication plan that communicates to students from the time they become prospective students throughout their admissions process and beyond. Since the communication plan's implementation in April 2014, over 112,000 acceptance letters have been mailed and over 75,000 emails sent reminding students to complete their admissions checklist. Students can log in any time to see their admission status and next steps to enroll.

McLennan - Our dual credit program has developed four pathways to align with the K-12 endorsement pathways. These include general academic, STEM, Health Careers and Business tracks. These include course sequencing, timing and special advising to guide students through their dual credit work and maximize the transferability of their coursework, both at MCC and other institutions of higher education to which they might transfer. The College is now working to include articulation and workforce dual credit paths to support other pathways starting with information systems. These four pathways align with the work we are now embarked on in structuring our academic pathways.

Paris – The college has identified Pathways that are linked to the area high schools' endorsements. As of Fall 2016, the Pathways program maps are available to area high schools. The college is working with high school councilors and curriculum directors on college prep courses. The college has HB5 related MOUs with 29 school districts.

STC – South Texas College is currently involved in a collaborative effort with the Region One Education Service Center and SureScore to implement a platform that gathers and analyzes data, including labor market information, which is supports students' 8th grade selection of an endorsement. This platform is called *MyRegionOne.org,* which enables school districts to collaborate more effectively with students, parents, and higher education partners by providing online student graduation plans processes, portable profiles, personalized pathways and integrated plans ultimately leading toward a career.

Currently,approximately 20,000 secondary students served by the Region One Education Service Center use the *MyRegionOne.org* to:

- Generate and monitor graduation plans
- Generate virtual resumes and e-portfolios
- Guide students to complete interest and skills inventories
- Enable students to research occupations, colleges, and career paths
- Facilitate student application for internships, jobs, and to connect with mentors
  Each student profile includes an e-portfolio and virtual resume to apply for internships, jobs, and other opportunities. Additionally, students have access to a career interest inventory with over 1,200 occupations, pathways, and career clusters, and has the ability to plan beyond a 4-year high school graduation plan into a 6 to 8year plan.

ENTER

Amarillo- AC is currently implementing a block scheduling project. All last-level developmental education students are required to enroll in contextualized blocks related to the endorsement areas specified in HB 5. The blocks carry academic credit and provide an accelerated pathway through developmental education. Data reveals that a substantial percentage of transfer students declare general studies as their "major." We designed four tracks for the general studies students' degree that align with HB 5 endorsement areas and the highest enrolled majors at AC. Block schedules combining eight-week and sixteen-week courses were designed so that part-time students in effect take two-eight week blocks of six credits each and have the option to also enroll for one or two 16 week courses. Block scheduling provides a year of common courses related to endorsement areas before students will chose more specific majors.

Brazosport - All degree seeking students are required to take the College's student success course, Learning Frameworks, which includes career exploration, including the use of Career Coach, a comprehensive software tool that provides local data on job demand, expected salary, and required education. Since 2007, 10,752 students (100% of all first-time-in-college degree-seeking students) directly benefitted from the course. This strategy led to an increase in Fall-to-Spring retention from 66% to 80% and significantly reduced achievement gaps between Latinos and Whites. Based upon three academic years, the success rate for Latinos enrolled in Learning Frameworks and in developmental English

courses was 10% higher than students who did not complete Learning Frameworks. More noteworthy, achievement gaps between Whites and Latinos not only narrowed, but with the help of this course, Latinos now *outpace* the success of their Caucasian counterparts. With the support of this course, Hispanic completion rates have increased 388% between 2008 and 2014 (the overall graduation rate during the same time increased by 98%).

Dallas - Advising & Career Pathways: In consultation with NACADA (National Academic Advising Association), academic advising at the colleges across the District was analyzed and a common academic advising syllabus was developed, including a definition of academic advising, common goals, expectations for advisors and greater self-efficacy for students. Online advising tools were created to ensure consistency of information and clear pathways to certificate and degree completion, including a student web-based, self-service advising tool for student management of their academic program of study, Student eAdvising.

Career Planning and Financial Literacy: To ensure that each student selects a program of study that minimizes excess credit hours, career planning information was integrated into EDUC 1300, Learning Framework. So that students avoid unnecessary loan debt and make good financial decisions regarding higher education, an online financial literacy module was created. DCCCD has also partnered with Consumer Credit Counseling Service (CCCS) of Greater Dallas and the Dallas Women's Foundation to provide free, confidential one-on-one financial counseling and money management classes to DCCCD students through CZ: SAFE Through the support of the Citi Foundation, DCCCD has converted the YWCA of Dallas's well-regarded financial empowerment curriculum from an 85-page workbook to a learning platform designed for the 21st century learner. This online platform, named Smart Decisions: Investing in My Future, includes topics such as money management, understanding credit, and saving. The DCCCD team has also introduced topics that today's students often struggle with such as how to best utilize financial aid, the dangers of payday loans, and the value of a college degree. Alpha and beta versions of Smart Decisions have been piloted in a number of sections of Human Development courses.

Paris – The college has re-imagined developmental math as an on-ramp to appropriate college level math courses. New Mathways has been fully implemented, including an articulation agreement with Texas A&M University-Commerce on Mathways.

San Jacinto - The College has been involved in the New Mathways Project (NMP) through the Dana Center at the University of Texas and math course re-design for four years. Recently added to the NMP agenda is the meta-major concept, which sorts majors by the new math pathways of college algebra, statistics, and quantitative literacy. In alignment with mathematics reform in Texas, the College has revised all advising regarding math and the meta-majors. New options will allow students to enroll in courses better aligned to intended transfer pathways and majors. We began the re-design with AIM (Acceleration in Mathematics), college algebra paired with developmental math courses, which students complete in one semester. The scaffolded just-in-time instruction shows nearly a 19% improvement in the success rates for students (64.7% in AIM; 46% in stand-alone algebra). Fall 2015 we began the same model for statistics (ASAP: Accelerated Statistics and Probability); the model for quantitative literacy is in the design phase.

Based on the new math pathways, the meta-majors, and state and national emphasis on

shortening the time to completion, the College has delineated all certificates and degree pathways in sequential order and reduced all degrees to 60 credit hours. A "First Five" initiative began this year which directs all entering students into the first five needed courses, which may include developmental courses. All advisors and faculty members have the mapped certificates and degrees, and course schedules are being adapted to accommodate projected shifts in enrollment, much as we did when the student success course was mandated. Perkins funds allowed the hiring of a degree auditor who will now run certificate/degree checks on all students and contact will be made at specific credit hour points along the pathways: 30 credits and 45 credits. Required advising will occur at both these points.

Temple - To improve the success rates of our students in developmental and entry-level freshman mathematics courses, one of the interventions identified in the QEP was to participate in an additional mathematics gateway option that follows a statistical methodology. When the New Mathways Project (NMP) was announced, Temple College faculty, staff, and leadership committed to adopting this model to help improve student success rates in mathematics courses. TC, as an initial co-development partner, has since implemented to full scale the NMP Foundations of Mathematics course designed to prepare students for the non-algebraic pathway courses of Statistical Reasoning and Quantitative Reasoning. Mathematics faculty are currently piloting Reasoning with Functions and Reasoning with Functions II NMP courses, which are designed to prepare students for an algebraic STEM focused pathway in mathematics.

To keep students on the pathway to success once they enroll at Temple College Trustees made a financial commitment to fund, develop, and implement a Student Success Coach model. Success coaches differ from advisors in that they use data extracted from our Retention Alert early warning system. Some of the primary duties of the student success coaches are 1) identifying, contacting, and supporting students close to completion, 2) providing early intervention counseling to first time on academic probation students, 3) contacting students on academic probation at least three times throughout the semester, and 4) providing early intervention contact to students close to probation status based on semester GPA. Additionally, they use other tools such as ZogoTech to work with students identified as at-risk and educationally disadvantaged to help keep the students on the pathway to attain their established educational goals. The coaches have been trained in the use of the Student Navigator portion of the ZogoTech data analytics tool, which will enable them to more easily identify students with needs that can be served through focused interventions. Temple College currently employs two full-time and two part-time success coaches. While all coaches are able to assist any student in need, each of our coaches has a primary student population that he/she serves.

PROGRESS

Alamo - The Alamo Colleges are majority minority colleges with 28% white, 8% African-American, and 58% Hispanic in Fall 2014. Three years ago, the Alamo Colleges determined we had an advisor to student ratio around 1,000 to 1. Through a three year-long process, the AlamoADVISE case-management model was developed. Advisors were organized into

teams of 10 with an advising lead, each college has a Director of Advising and a person dedicated to provide information and student data to the advisors. Advisors were hired during 13-14 to begin reducing the ratio to 350 to 1. During Fall 2014, all students in the Alamo Colleges were assigned an advisor. Touch points have been identified, such as contact with each student when 15 hours are earned. The monitoring of each student's progress and the intentional contact with each individual on a systematic basis increases the student's relationship with the college. A second phase of AlamoADVISE is implementing both faculty and student peer mentoring based on connecting students with a faculty member in a discipline aligned with the student's career interest. While this focused relationship-building advising initiative has only been in place a year, the feedback from students across the colleges indicate students are very satisfied with the program. As of April, 2015, 6,100 hours of training (varying across the three tiers) have been completed by advisors across the colleges. In addition to about $3 million in direct funds, through several years of employee retirements, overall employment was reduced but about 50 positions were reallocated to AlamoADVISE.

The AlamoINSTITUTES consist of six career pathways with clusters of related programs with stackable maps of curriculum sequences: the AA, AS, AAT, and AAS degrees and certificates. Through a series of advising points during admissions, the Institutes ensure each student has a clear, stackable guided pathway to achieve her/his career and academic goals. The intent is to build the student's academic experience around their selected career pathway. The AlamoINSTITUTES, the academic pathway for the student, and ongoing, consistent advising through the AlamoADVISE model, are the two primary components, supported within a larger model of the student's experience of a systematic student journey we call (MyMAP-Monitoring Academic Progress).

In 2013, a cross-college team developed the six pathways, combining the 16 career clusters, and vetted them with faculty, industry partners and students. The clusters are Creative & Communication Arts, Business & Entrepreneurship, Health & Biosciences, Advanced Manufacturing & Logistics, Public Service, and Science & Technology.

Austin - ACC has established two co-enrollment programs with the universities that receive the most ACC transfers – the Path to Admission through Co-Enrollment (PACE) partnership with UT Austin and the PATHWAYS Program with Texas State University. Co-enrollment guides and supports students as they transfer from ACC to the four-year institution. To date, 825 students have participated in one of the two programs. Persistence rates are promising. In fall 2013, 84% of co-enrolled students persisted from fall to spring, compared with 72% of FTICs overall. While persistence rates for both groups increased in 2014, the co-enrolled students have persisted at a higher rate — 92% for co-enrolled FTICs compared with 77% for FTICs overall.

Dallas - In 2015-16, DCCCD participated in multiple meetings facilitated by the North Texas Community College Consortium with four-year universities focused on the development of common regional pathways that encompass the academic programs (Associate in Arts and Associate in Sciences) and further allow for scaffolding of development of student skills in the Core Objectives. This early work is expected to continue during the coming year with objectives for development of two-by-two pathways among the major community college and four-year institutions represented in North Texas. The CEO's of the regional universities, DCCCD, an Dallas Regional Chamber of Commerce

have committed institutional support for the development of better procedures, data sharing and visibility and marketing of student-friendly transfer processes and guides.

Midland - Students with financial difficulties are the other group identified by the college for special intervention. The college's application for admission does not require the student to indicate family income, so internal data is scarce. However, using data from the Census Bureau and the local ISDs, the college was able to estimate that a large number of our students struggle financially. An information session was held for all college faculty and staff that increased awareness of the problems faced by these students. Led by a nationally-known speaker, the session began a new dialog among college employees. This dialog led to the creation of the Serving Our Students (SOS) group.

The SOS group was created to link students with local social services and private organizations that can provide assistance with food, housing, and more. The group meets at least quarterly to discuss changes in the community, and update the resource book they created for the student services staff. In fall 2015, SOS applied for a grant from the Midland College Foundation that would allow them to provide students with monetary assistance. In February 2016, $2000 was granted to SOS. Since that time, 27 students have received monetary assistance with rent/utilities, food, books, and other needs. SOS is currently planning how to scale their program to assist more students.

Paris – The college has reviewed the comprehensive intake process and is restructuring with designated student advisors based on their identified Pathway. Milestones have been identified and are being tracked by assigned advisors.

San Jacinto - Two years ago SJC added an online advising tool (MySanJacGPS) which allows students to enter their academic plans (created in the mandated student success course during their first semester) with a proposed major relative to the transfer institution. The student can then change the major or the transfer institution, and the degree plan will change according to transfer requirements and suggested electives. The program saves all versions of the degree plans, so students can revise multiple times and not lose information. In addition, the College maintains articulation agreements for certain majors and fields of study, such as engineering and music, with regional universities that map specific requirements for transfer. For music, this has resulted in an upside-down degree, where students take music courses at San Jacinto and only part of the general education core requirements; students complete the core at the transfer institution, but still receive an associate degree before transfer.

SUCCEED

Alamo - Colleges' efforts to increase the number and rate of completions began a decade ago. Each college had initiatives to reach out to students who had completed program requirements to encourage them to apply for graduation; however, it was up to the student to initiate the process. In Fall 2010, the Alamo Colleges implemented a single student database that enables students to apply to the Alamo Colleges and to be accepted to all five colleges. Students have a single student record and a single transcript.

The AlamoADVISE model also enhances these achievements where each student is now regularly contacted and guided in achieving specific milestones at the completion of 15 and 30 hours. Transfer students are awarded the core curriculum certificate at 42-hours,

assisted in completing the degree and required to identify their preferred transfer institution and baccalaureate major. Both certificates and the AAS degree students are similarly actively advised. In other words, the colleges are now proactively advising students and guiding them to completion. Over the last five years the Alamo Colleges has increased the number of certificates and degrees awarded to students by 106%

The District adopted a Wildly Important Goal (WIG) for the past two years and engaged all faculty and staff in this effort. The WIG has been to increase the number of degrees conferred with sub-WIGS of improving our productive grade and course completion rates. Over 300 teams identified their own unit-specific WIG in support of the larger institutional WIG. Each team tracked and reported on their efforts on a weekly basis. Team "huddles," scoreboards, and regular report-outs are a requirement to insure accountability and a continued focus on this effort. The results have been remarkable! In the year prior to the adoption of the WIG, the number of degrees conferred increased by 1.5% (from 6,271 to 6,371). In year one post the adoption of the WIG and 4DX efforts, the percentage of degrees conferred increased by over 12% (from 6,371 to 7,150). In year two, the percentage of degrees conferred increased by over 35% (from 7,150 to 9,700). This is a 106% increase in six years.

Brazosport - BC gathers regional labor market information from the Texas Workforce Commission's (TWC) TRACER program, High Skill-High Growth report and Labor Market information (LMI) program, the Texas Higher Education Coordinating Board's (THECB) Automated Student Adult Learner Follow-up System (ASALFS), local advisory boards and Economic Modeling Systems Inc. (EMSI).The ASALFS consists of tracking students after leaving a Texas public community college. Typically, 75% of students who leave BC can be found in the databases. This data is reported annually because of the lag in unemployment insurance wage reporting. Additionally, BC surveys local employers that hire BC graduates to ensure that new employees have the necessary knowledge, skills, and abilities to be successful. Survey data is shared with faculty and administrators through the institutional effectiveness process. Results are used to improve curriculum, inform budgetary decisions, and support regional economic workforce demands. At the program level, the data these organizations provide informs BC's decision to provide degrees and credentials.

Dallas – Through Texas Completes, Dallas County Community College District responded to the state challenges posed by emerging performance-based funding by focusing on attainment of success points, including completion rates of students earning credit hour milestones, certificates and associate degrees leading to employment. Existing college budgets and personnel were used to accomplish these outcomes, improving the institutional efficiency and effectiveness of "Graduation": A new automatic graduation policy and process allows each DCCCD college to graduate current and former students who have met graduation requirements, with or without the student's permission. Colleges' degree audit staffs are using lists of Core Curriculum completers and queries to identify potential graduates as well as reverse transfer credit processes with large universities. Import of electronic transcripts via SPEEDE into Colleague is a current priority, with the use of SPEEDE or additional programming to sort/categorize the transcripts for the individual colleges by the most hours (at least 25%) taken at a college. All DCCCD students, faculty and staff promote completion of certificates and degrees through annual Commit2Completion Week events that involve Phi Theta Kappa Honor

Society.

El Paso - EPCC has completion rates are higher than the national average, awarding 34 credentials per 100 FTE students, while the national average is 30. While enrollment has grown 25% in the past decade, graduation rates have outpaced enrollment growth, increasing 211%. Credential completion within 4 years has increased annually and is up from 11.2% in 2007-08 to 14.2% in 201-11. To make this possible, EPCC has cleared roadblocks to graduation, removing the requirement that students eligible for a degree meet with a counselor to apply for graduation.

Transfer outcomes are increasing and 41% of students who transfer complete their Bachelor's. Completion at EPCC has increased by improving smooth articulation from EPCC to UTEP which assures students that a bachelor's degree is possible. EPCC and UTEP have aligned degree plans, admissions and enrollments systems, and courses as a result nearly two thirds of UTEP's transfer students are from EPCC. Additionally, on average nearly 74% of UTEP Graduates have transfer credit from EPCC. The Reverse Transfer Program has allowed students to have credits sent back to the community college so they can fulfill the balance of their Associate Degree requirements representing more than 2,750 degrees since 2007.

Lone Star - Starting November 2015, students now have a "My Completion Progress" tab within the student portal. From this tab, all LSC students are able to view their current academic summary, milestone status for TSI and Core Complete, current academic plan which includes a progress bar displaying their percentage towards completion, and remaining requirements to be completed. Second, a process was also created to identify students who are less than 14 credit hours from completion. This "almost grad ready" group now receives advising to ensure they are in the right classes to complete. Auto Pop will assist LSC in increasing the number of certificate completers as it populates a student's record with stackable milestones along the way to their terminal degree choice. In AY14, LSC had over 2,200 certificate completers, making up approximately 32% of the total number of awards for that AY.

Midland - Each career program at the college has an advisory committee made of up of local employers in the field. These committees meet annually with college program leaders to provide feedback and advice on program curriculum. The committees also provide a forecast of local demand for specific occupations. The college is careful to ensure that career and technical completers are able to find gainful employment in the region, and that the cost of education does not exceed possible earnings. In some cases, programs that do not meet these criteria have been closed.

Paris – The college has identified six Pathways and has developed program maps for all programs offered at the college. Beginning with the end in mind, program maps include program learning outcomes, marketable skills and career opportunities for program completers. The college is working with Texas A&M University-Commerce to complete program maps through the baccalaureate.

Temple – Law enforcement is listed on the Central Texas Target Occupation list. Temple College implemented a partnership with the Temple Police Academy in January 2008 to offer the Basic Peace Officer License in conjunction with Temple Police Department's

training academy license. Recently, this program held its 15th academy graduation. This partnership has prepared 199 students for their law enforcement career and continues to maintain a 100% pass rate on the Texas commission on law enforcement basic police officer certification examination. One of the best practices that help to sustain this program focuses on requiring all cadets to pass each block of basic peace officer instruction with 80% or better on each assessment. If students struggle with a block exam, they are given a re-test after they receive intrusive and individualized tutoring. Additionally, local experts provide instruction within the academy, which provides the education, background, and information needed for understanding the lesson objectives. Through the use of Perkins dollars and other collaborative partnerships, the police cadets are trained using technical skills and equipment that meet industry standards and expectations. Finally, combining the technical environment with the academic environment helps the academic students to set goals for career attainment in addition to encouraging the technical students to return and complete their AAS and transfer for BAAS completion through strong pathways and articulation.

Texas Pathways Institute

Mapping Across the Institution

Daily Evaluation: Sunday, March 5, 2017

I am a: College Team Member ☐ Coach ☐ Partner/ Other ☐

Sessions Please rate the quality of each session by circling a number from 5 (excellent) to 1 (poor):	Poor	Below Average	Average	Above Average	Excellent
Dana Center Pre-Institute Work Session Determining the Right Mathematics for Each Pathway By Engaging Partner Disciplines J. Martin	1	2	3	4	5
Opening Plenary: Lessons and Outcomes from Pathways Implementation H. Lahr	1	2	3	4	5
Panel: How Texas Colleges Are Implementing Pathways Moderator: C. Ferrell	1	2	3	4	5
Team Strategy Time #1 Foundation for Pathways Work	1	2	3	4	5

What, for you, is the most important learning from today?

Other Comments?

Daily Evaluation: Monday, March 6, 2017

I am a: College Team Member ☐ Coach ☐ Partner/ Other ☐

Sessions Please rate the quality of each session by circling a number from 5 (excellent) to 1 (poor):	Poor	Below Average	Average	Above Average	Excellent
Opening Plenary: Restructuring the Institution around Meta-majors/Communities of Interest While Supporting Broad Engagement J. Fabianke, T. Williams, L. Villanueva	1	2	3	4	5
Team Strategy Time #2 We Have Our Maps–Now What Comes Next?	1	2	3	4	5
Role-Alike Networking over Lunch	1	2	3	4	5
Team Strategy Time #3 Making Sense and Moving Forward	1	2	3	4	5

*Please see reverse side to rate the Concurrent Sessions.

What, for you, is the most important learning from today?

Concurrent Session I– Institutional Expanples of Process for Program Mapping

Please rate the quality of the session you attended by circling a number from 1 (poor) to 5 (excellent):	Poor	Below Average	Average	Above Average	Excellent
1. Alamo Colleges and Dallas County Community College	1	2	3	4	5
2. El Paso College and Lone Star College	1	2	3	4	5
3. Paris Junior College and Brazosport College	1	2	3	4	5
4. San Jacinto College and Austin Community College	1	2	3	4	5

Concurrent Session II–Broader Implications for Implementing Pathways at Scale

Concurrent Sessions Please rate the quality of the session you attended by circling a number from 1 (poor) to 5 (excellent):	Poor	Below Average	Average	Above Average	Excellent
1. Aligning Instruction and Student Services around Pathways	1	2	3	4	5
2. Starting with The End in Mind: Aligning Programs of Study with Careers and Employment	1	2	3	4	5
3. Starting with the Beginning(s) in Mind: Aligning Programs of Study with H.S. Endorsements, DE, and Adult Education	1	2	3	4	5
4. Equity By Design: Discerning Unintentional Barriers in Pathways Design and Implementation	1	2	3	4	5
5. CEO Roundtable: Prioritizing Pathways Design (CEOs only)	1	2	3	4	5

Daily Evaluation: Tuesday, March 7, 2017

I am a: College Team Member ☐ Coach ☐ Partner/ Other ☐

Please rate the quality of the session you attended by circling a number from 1 (poor) to 5 (excellent):	Poor	Below Average	Average	Above Average	Excellent
Plenary: Community Colleges Must Lead W. Rosser	1	2	3	4	5
Plenary: Leadership for Transformational Change K. McClenney	1	2	3	4	5
Team Strategy Time #4 Engagement, Communication and Action	1	2	3	4	5

What, for you, is the most important learning from today?

Other Comments?

Texas Pathways Institute

Mapping Across the Institution

Overall Institute Evaluation (March 5-7)

I am a: College Team Member ☐ Coach ☐ Partner/ Other ☐

Institute Objectives: Please indicate your level of agreement with the following statements about this Pathways Institute by circling a number from 1 (strongly disagree) to 5 (strongly agree):	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The institute helped our college thoroughly review models and processes for organizing programs into meta-majors/communities of interest.					
Our participation in this institute helped our college to better use student success data, including enrollment and graduation data, in pathways planning.					
Advance Work and this institute helped our college develop a program map for at least one program.					
The institute helped our college build processes and time lines for mapping pathways from high school to transfer and/or careers with labor market value.					
This institute helped us produce draft action plans for taking pathways reforms to scale.					
The institute provided opportunity for me to engage in the Learning Network with other Texas Pathways Colleges.					

1. How would you rate the overall effectiveness of the Institute? Circle a number from 1 (extremely ineffective) to 5 (extremely effective)?

Extremely Ineffective	1	2	3	4	5	Extremely Effective

2. Do you have any recommendations for the improvement of future Institutes?