

Regional Plan for Texas Higher Education

October 9, 2006

Texas Higher Education Coordinating Board
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The Texas Higher Education Coordinating Board

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Mission of the Coordinating Board

The Texas Higher Education Coordinating Board's mission is to work with the Legislature, Governor, governing boards, higher education institutions and other entities to help Texas meet the goals of the state's higher education plan, *Closing the Gaps by 2015*, and thereby provide the people of Texas the widest access to higher education of the highest quality in the most efficient manner.

Philosophy of the Coordinating Board

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

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Executive Summary

Studying and planning for the provision of higher education by region is vital in a state as large and geographically diverse as Texas. *The Regional Plan for Texas Higher Education*¹ contains significant information on a wide variety of regional factors. Topics such as educational attainment of the current population, available degree programs, programs where significant unmet need may exist, and areas of the state which may have a greater need for higher education services, are addressed in this report.

The following observations are relevant to public higher education in Texas:

1) Demographic changes will continue to affect Texas higher education.

- The state's population, particularly the 15-to-34 age group, is expected to increase significantly in the Central Texas, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande regions. Those five regions represent 95 percent of the state's total and 94 percent of the 15-34 age group projected population growth from 2005 to 2015. These five regions are labeled high-growth regions.
- Four regions, the Central Texas, Metroplex, Gulf Coast, and South Texas, will account for almost 80 percent of public four-year and two-year institutions' enrollment growth from 2005 through 2015, based on enrollment targets established by the institutions.

2) Overall, a broad range of educational opportunities are available to students in all regions. Of concern, however, are two underlying issues: a) critical field areas where programs are available, but students are not enrolling and graduating in sufficient numbers to meet job market demand; and b) whether high-demand programs are needed in regions where they are not currently available.

3) Enrollment growth at two-year colleges will pose new challenges.

- As university tuition and fees increase, a greater proportion of students may enroll in two-year colleges. Additional state assistance will likely be necessary to accommodate more students.
- Community colleges will need an estimated 9,430 additional faculty and universities will need an estimated additional 7,332 faculty by 2015 if institutional enrollment targets are achieved, higher education services are delivered in the same way, and current faculty/student ratios are maintained.

¹ A regional report is required by Texas Education Code 61.051(i). A summary of the state is given in Appendix A of this report.

High-Growth Regions

This report reviews the availability of high-demand programs for each region. High-demand programs were identified by tallying certificates and degrees awarded statewide in 2005 using the following standards:

- certificate programs with 100 or more graduates,
- associate programs with 100 or more degrees awarded,
- baccalaureate programs with 200 or more degrees awarded,
- master's programs with 50 or more degrees awarded, and
- doctoral programs with 30 or more degrees awarded.

Details on the specific programs in each of these categories are provided in Appendix C of this report.

The **Central Texas** region offers a wide variety of programs from the certificate to professional level. Enrollment is growing rapidly at Texas State University-San Marcos; enrollment is effectively capped at The University of Texas at Austin and Texas A&M University. Two higher education centers in the regions – the Round Rock Higher Education Center (a partnership with Texas State University-San Marcos, Austin Community College and Temple College) and the Tarleton State University-Central Texas University System Center in Killeen – are expected to accommodate regional increases in university enrollments.

Additional opportunities may be needed for students who are unable to travel significant distances for their education or unable to gain admission to the region's universities.

The **Gulf Coast** region also offers a wide range of programs and has established new access points with the addition of multi-institution teaching centers (MITCs) and university system centers (USCs). In addition, the strengthening of facilities and programs at both Prairie View A&M University and Texas Southern University will help accommodate expanding student enrollments in the region.

Community colleges in the region are targeting an increase of over 65,000 students by 2015. Existing facilities are likely to be inadequate to meet that increase. The region has a large number of institutions, however, and there appears to be some near-term potential for the shared use of facilities among them.

The Texas Workforce Commission¹ projects that the Gulf Coast will add more jobs through 2010 than the 27 other workforce development area in the state. Healthcare-related occupations account for eight of the 10 fastest growing occupations in the region.

Higher education enrollment in the region is among the most racially and ethnically diverse in the state.

The Dallas-Fort Worth **Metroplex** is well-served in high-demand degree programs. (See Appendix C for details.)

Additional enrollment capacity is available at some universities, as well as at the Universities Center at Dallas and the University of North Texas System Center at Dallas.

¹ From the Texas Workforce Commission's "Labor Market and Career Information" website.

The Dallas County Community College District and Tarrant County Community College District have both reported dramatic enrollment increases from 2000 through 2005. As with community colleges in other regions, the region's community college districts' current facilities are likely to be inadequate to handle future enrollment increases.

The region is predicted to experience a greater increase in 15-to-34 year olds and overall population than any other region.

The Texas Workforce Commission projects that Dallas and Tarrant Counties will have 2.8 million workers by 2012. The fastest growing occupations in the two counties will be related to K-12 education and healthcare. Occupations adding the largest number of workers will be in the services, healthcare, and education.

The **South Texas** region has an extremely low high school diploma attainment rate among its adult (over age 25) population. Collaborations between higher education and public education continue to be critical if students are to graduate from high school and continue into higher education. The rapid growth in the region will require many new employees in health care and teaching.

Institutions in the region have set enrollment targets for the *Closing the Gaps by 2015* plan that would increase student participation by 56,000 students. Approximately half of the increase is projected to occur at universities and half at two-year institutions. To serve these students, the region's institutions will need to hire more faculty.

South Texas has a strong record of offering high-demand programs at the certificate and associate's levels. The region has made progress towards increasing some of the high-demand degree programs available at the bachelor's, master's and doctoral levels, although they still lag behind other high-growth areas of the state. As the state budget remains tight, institutions in the region should continue to collaborate and expand partnerships to develop these opportunities.

The **Upper Rio Grande** region has low high school diploma attainment levels among its adult (over age 25) population. To improve educational attainment over time, it is important to continue to develop existing P-16 collaborations that encourage students to complete high school and continue into college. Adult education efforts also are critical, as in all regions where high school attainment levels of the adult population are low.

The distance between El Paso (the city with the majority of the region's population) and the rest of the state, and the fact that the region leads the state in the percentage of students remaining in the region for higher education, makes it essential that program offerings support the needs of the region. Fewer programs are offered in this region than in the other four high-growth regions, primarily because there are relatively few institutions and a smaller population, compared with the other high-growth regions.

The University of Texas at El Paso and El Paso Community College should expand partnerships, such as those that facilitate student transfer between the institutions by using a common application for students who want to attend both institutions concurrently.

As plans for graduate-level medical programs proceed, the two-year college in the region will likely experience an increase in the need for educating medical technicians (surgical, operating room, etc.) and medical administrative programs. However, the region is relatively isolated and may therefore have limited career opportunities for these graduates.

Conclusions

The following recommendations are made to respond to regional needs:

- The state should ensure that all regions have access to quality undergraduate and graduate education opportunities.
- The Coordinating Board should study future faculty needs at all levels of higher education throughout the state.
- Institutions should review the availability of high-demand degree programs in their regions and consider offering programs in areas of unmet need.
- Facilities at all institutions should be utilized fully to help accommodate future student demand.

Higher Education Factors by Region

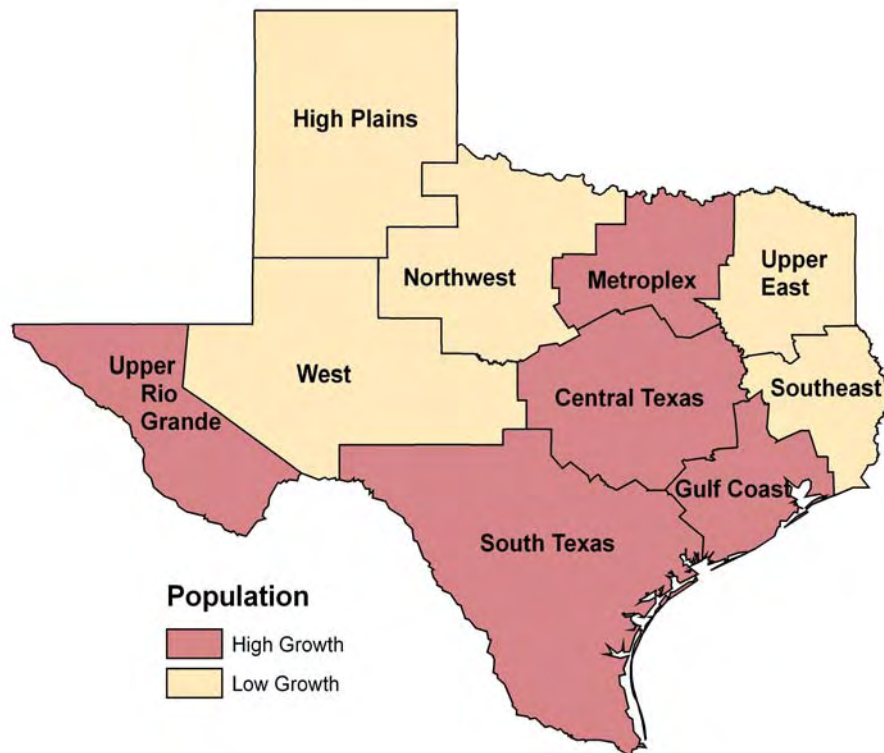
This section reviews factors affecting higher education and its delivery from a statewide and regional perspective.

- Identification of the 10 higher education regions
- Current and projected population demographics
- Educational attainment of Texans
- Forecasted growth in the workforce
- High-demand certificate/degree programs
- Higher education enrollment by students inside and outside their region of residence
- Projected need for additional faculty
- Tracking of a cohort of Texas public seventh-grade students through higher education enrollment
- Summary

Other factors, including existing degree plans, programs where significant unmet need may exist, and geographic areas of the state which may have a greater need for higher education services (based on the current and projected population, distance from other educational resources, and economic trends), are detailed in the following section and the appendices to this report.

The Higher Education Regions

Figure 1
Texas Higher Education Regions
Based On Population Growth Projections from 2000 to 2015



For the past several years, the Coordinating Board has provided statewide and regional higher education data and analyses. Boundaries for the 10 regions were adopted from the State Comptroller's 13 regions and the Texas Workforce Commission's 28 local workforce development areas.

The Texas State Data Center projects that five of the 10 regions (Central Texas, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande) will have the largest increases in the 15-to-34 age group for all ethnicities, and for Hispanic in particular. These five regions are projected to account for 86 percent of the 15-34 age group by 2015 and 91 percent of the Hispanic population in these traditional college-going ages. In addition, 95 percent of the total population growth between 2005 and 2015 is expected in the same five regions.

Five regions (Central Texas, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande) will account for 86 percent of the 15-34 age group by 2015 and 91 percent of the Hispanic population in that age group.

A much lower population growth rate is expected in the other five regions of the state (High Plains, Northwest Texas, Southeast Texas, Upper East Texas, and West Texas), but they continue to account for an important part of the state's population that must be served by higher education institutions. Institutions in these regions provide significant educational opportunities for students from the region and the state as a whole. As an example, Texas Tech University offers a broad range of educational opportunities throughout the High Plains region and offers numerous outreach programs beyond the region.

If the public institutions reach the enrollment targets they established for the state's *Closing the Gaps by 2015* higher education plan, two-year college enrollments will increase by 186,975 students, compared to 114,831 at universities. Two-year and four-year institutions in the Metroplex, Gulf Coast, and South Texas regions are targeted to account for nearly 84 percent of enrollment growth. The participation targets for 2015 established by institutions do not achieve the statewide participation goal. That would require the enrollment of 417,000 more students in 2015 than enrolled in 2005, compared with the institutional projections of 302,000 more students.

Public Institutions project an additional 302,000 students by 2015, but *Closing the Gaps by 2015* calls for 417,000

Data on the current and projected population of each region is provided in Appendix B. Table 1, on the following page, provides information on current programs, current and projected population by region, and cities likely to contribute significant numbers of students to institutions in regions bordering another state or Mexico.

Table 1
Selected Information by Region: Programs, Current and Projected Population, and Neighboring Cities

Total	Programs (Duplicated ¹)	Central	Gulf Coast	High Plains	Metroplex	Northwest	South Texas	Southeast Texas	Upper East Texas	Upper Rio Grande	West Texas
1,590	Certificates	143	353	79	336	73	255	76	94	39	73
1,494	Associate's (Two-year college technical only)	151	323	75	299	59	254	75	142	46	70
1,796	Baccalaureate	309	321	161	340	43	283	123	54	93	67
1,700	Master's	336	347	156	350	21	249	74	45	82	42
611	Doctoral	208	134	63	153	0	34	5	0	14	0
24	Professional	5	8	4	4	0	2	1	0	0	0
Total	Population	Central	Gulf Coast	High Plains	Metroplex	Northwest	South Texas	Southeast Texas	Upper East Texas	Upper Rio Grande	West Texas
20,851,820	Total 2000	2,309,972	4,854,454	780,733	5,487,477	549,267	3,884,115	740,952	1,015,648	704,318	524,884
28,064,031	Total 2015	3,135,259	6,800,967	873,638	8,088,097	569,238	5,140,114	811,900	1,175,417	900,017	569,384
6,337,719	Age 15-to-34, 2000	795,352	1,480,588	232,319	1,703,687	152,548	1,147,183	202,035	264,770	213,221	146,016
8,247,767	Age 15-to-34, 2015	951,401	2,020,038	266,544	2,304,222	163,496	1,552,465	228,252	306,992	290,997	163,360
NA	Neighboring city (if any) (<i>Italics = Mexico</i>)			Guymon OK, Clovis NM, Portales NM	Hugo OK, Durant OK	Ardmore OK, Frederick OK, Altus OK	<i>Acuña, Nuevo Laredo, Matamoras, Piedras Negras, Reynosa, Rio Bravo</i>	Shreveport LA, Bossier City LA	Texarkana AR, Idabel OK	Las Cruces NM, <i>Juárez</i>	Hobbs NM

¹ Duplicate programs may be available in the same or different regions of the state, but are not duplicated within an institution.

Different regions of the state must overcome different challenges to provide quality higher education opportunities. The five high-growth regions have been identified based on factors which reflect a significantly greater need for higher education services (based on projected population and economic trends).

Texas Educational Attainment

Educational attainment varies widely across the state. Central Texas, the Gulf Coast and the Metroplex regions lead the state in educational attainment overall. Some regions report a relatively high percentage of population with a high school credential, but with relatively low attainment of a higher education credential. Table 2 summarizes educational attainment throughout the state by region as determined by the 2000 U.S. Census.

Central Texas, the Gulf Coast, and the Metroplex region lead the state in educational attainment.

Table 2
Texas Educational Attainment, by Region

	Population Over Age 25	Percentage High School Diploma (or GED) or Higher	Percentage Associate's Degree or Higher	Percentage Baccalaureate Degree or Higher
Central Texas	1,274,317	82.1	35.2	29.6
Gulf Coast	2,972,716	76.2	31.1	26.1
High Plains	607,037	75.0	24.1	18.8
Metroplex	3,416,273	79.8	33.4	27.8
Northwest	350,250	76.1	21.4	16.7
South Texas	2,304,306	68.0	22.7	17.8
Southeast Texas	476,816	75.2	18.4	13.9
Upper East Texas	665,553	75.1	20.8	15.3
Upper Rio Grande	406,613	65.6	21.7	16.7
West Texas	317,012	71.2	21.3	16.4
Statewide	12,790,893	75.7	28.5	23.2

Workforce Forecasted Growth

The Texas Workforce Commission provides job growth and employment prospect data for the state. Through interactive software, like SOCRATES and TRACER, information about changes in employment and wages is available for the 28 Workforce Development Areas in the state. The databases cover changes in employment between 2002 and 2012 and give the latest 2005 wage rates. Between 2002 and 2012, total state employment is estimated to grow by 17.6 percent. The Regional Highlights section of this report identifies labor market data for each region, but several key points from a statewide perspective are highlighted below:

- The three industries expected to add the most additional employees will be healthcare and social assistance (34.1 percent), educational services (29.4 percent), and accommodations and food services (27.7 percent). Many occupations in these industries require postsecondary education training.
- The three industries projected to largest percentage increases in employees are “management, scientific, & technical consulting services” (49.3 percent), “motor vehicle manufacturing” (48.8 percent), and “home health care services” (48.5 percent). A third of the top 20 fastest growing industries are forecast to be related to healthcare. Another third are in the services arena, and the rest are in computers, education, and entertainment. More than 50 percent of occupations relevant to these industries require a bachelor’s or higher degree.

Closing the Gaps by 2015 emphasizes some of the same statewide needs:

- Increase the number of graduates in technical areas (engineering, computer science, mathematics, physical science).
- Increase the number of allied health/nursing graduates and public school teachers.

A review of selected professions and types of practitioners by region is provided in Appendix D.

High-Demand Certificate/Degree Programs

Statewide, of the over 7,000 programs that awarded degrees and certificates in 2005, more than 80 percent of the awards at the certificate, associate’s, bachelor’s, and master’s degree level were awarded in approximately one fourth of the program areas. While the many certificate and degree programs with small enrollments make an important contribution to the state, and a number of emerging new fields show real potential for growth, the primary focus of this plan is the programs sought by the largest number of students.

More than 80 percent of degrees and certificates in undergraduate through master’s programs were in only 25 percent of available program areas.

An analysis of high-demand degree programs (as determined by a high number of degrees and certificates awarded in the field) provides a starting point for identifying potential gaps in higher education opportunities throughout the state. However, every degree program is not needed in every region. Clearly, regional considerations, such as area industry and workforce needs, must be evaluated when considering gaps in high-demand program offerings. A lack or low number of programs in a region should not be assumed to represent unmet need. Specific program considerations must also be taken into account. Doctoral programs can be expensive to offer and tend to produce graduates who are mobile in the job market. Regional needs for specific

programs may also vary considerably. Proposals for any new degree programs in high-demand areas would have to meet all of the Coordinating Board standards related to quality, cost, and need -- documented evidence that there is a state and regional need for the program.

The importance of careful analysis of need and optimal program delivery can be seen at the state's two-year colleges, where some associate's level programs were converted to certificate programs to better reflect student interest and job availability/requirements. The fluctuation of some of the high-demand programs at two-year institutions between the analysis completed in 2003 and the current 2005 analysis also underscores the importance of flexibility and the capacity to adapt. Two-year colleges and their communities must continue to effectively identify instructional areas required to meet local demand. They must also sustain efforts to develop partnership agreements designed to make student transfer between institutions more efficient and to ensure that transferring students have the foundation needed to compete in high-demand fields, especially those that are math and science-related. Approaches including traditional articulation agreements, participation in multi-institution teaching centers, and concurrent or guaranteed admission programs have been successful.

When the first *Regional Plan for Texas Higher Education* was published in December 2002, there were many gaps in the high-demand program availability in the five high-growth areas of the state. In the 2004 *Regional Plan*, those gaps were shown to have lessened considerably. Even more progress has been made in the past two-years. However, shifts in the economy, workforce, and the supply of and demand for programs have led to the inclusion of new programs on the high-demand list.

The current analysis shows significantly more programs added to the high-demand list than programs that were removed for falling below high-demand definition levels. This probably reflects the growth in degrees earned, as well as increased availability of programs throughout the state. To highlight the growing fields, areas that are new to the high-demand list in 2005 have been noted in Appendix C, along with additional information regarding the methodology used for identifying high-demand awards. To illustrate availability within and across regions, Appendix C also includes the number of institutions in each higher education region that awarded degrees and certificates in high-demand areas in 2005 at the certificate, associate's, bachelor's, and doctoral levels.

Program Additions and Closures

At all program levels, certificate through doctoral, the high-growth regions accounted for the majority of new program approvals. Program closures or mergers were also dominated by activity in these regions. Closures at the bachelor's through doctoral level are driven by the Coordinating Board's four-year review cycle of low-producing programs. Institutions under review in Fiscal Year 2005 are responsible for most of the closures.

A summary of the number of new and closed/merged certificate and degree programs is provided in Table 3.

Table 3
Texas Degree Program Additions and Closures, by Region in FY 2005

Region ¹	Certificates (Level 1 & 2)		Associate of Applied Science or Applied Arts Programs		Baccalaureate Programs		Master's Programs		Doctoral Programs	
	New	Closed	New	Closed	New	Closed	New	Closed	New	Closed
Central Texas	20	14	8	7	0	1	1	0	0	0
Gulf Coast	87	29	15	26	1	9	1	7	0	0
High Plains	10	0	7	0	0	0	1	0	0	1
Metroplex	49	38	11	24	7	6	3	11	1	1
Northwest	7	12	3	4	0	0	2	0	0	0
South Texas	48	9	16	4	0	5	5	7	2	0
Southeast Texas	3	4	4	2	1	0	0	0	0	0
Upper East Texas	15	5	5	2	0	0	2	2	0	0
Upper Rio Grande	6	9	3	8	0	1	1	1	1	0
West Texas	10	0	3	1	0	5	2	0	0	0
High-growth Regions	210	99	53	69	8	22	11	26	4	1
Low-growth Regions	45	21	22	9	1	5	7	2	0	1
Statewide	255	120	75	78	9	27	18	28	4	2

¹High-growth regions are shaded.

Program creation is highest for certificates, which cover both Level 1 award programs (those composed of 15 to 42 semester credit hours, and Level 2 awards with 43 to 59 semester credit hours. Certificate programs are most responsive to workforce needs. Many of the closed/merged programs were upgraded to new certificate programs as the technology changed, or were blended into existing and closely related certificate programs. In most cases, the program is thriving but the focus of the program may have changed.

Professional Degrees.

In early 2002, the Coordinating Board developed a methodology to determine when and where new professional schools might be needed in the state. To date, the Coordinating Board has applied this methodology to medical, legal, pharmacy and veterinary education in the state. In addition, the state's registered nurse (RN) programs were reviewed, and a comprehensive review of research doctoral programs was undertaken. The methodology for each of these studies focuses on two areas: first, the need for professional services; and second, the opportunity for students throughout the state to pursue these professions. Appendix D summarizes the findings and recommendations from each report. Complete reports are available online at <http://www.thecb.state.tx.us/Reports/>.

Higher Education Participation by Region

In fall 2005, 4.2 percent of Texans were enrolled in public two-year and four-year institutions. The participation at two-year colleges (2.3 percent) outpaced that at four-year institutions (1.9 percent).

Region	Population 2005	Regional Residents at Four-Year and Two-Year Institutions			
		Percent in Higher Ed *	Percent at Universities	Percent at Two-Year College	Regional Residents Enrolled
Central Texas	2,565,608	4.0%	1.8%	2.2%	102,219
Gulf Coast	5,416,840	4.4%	2.1%	2.3%	239,340
High Plains	816,894	4.4%	1.9%	2.5%	35,789
Metroplex	6,220,007	3.9%	1.7%	2.2%	239,722
Northwest	557,349	3.6%	1.8%	1.8%	20,036
South Texas	4,286,039	4.6%	2.0%	2.6%	197,924
Southeast Texas	766,063	3.9%	2.2%	1.8%	30,102
Upper East Texas	1,067,766	3.8%	1.4%	2.5%	40,932
Upper Rio Grande	765,847	5.6%	2.6%	3.0%	43,108
West Texas	540,142	4.5%	2.1%	2.4%	24,268
Statewide Total	23,002,555	4.2%	1.9%	2.3%	973,440

* Does not include HRI enrollments.

The Upper Rio Grande region, with 5.6 percent enrolled, was the only section of Texas with more than 5 percent of its population attending public institutions. It was followed by South Texas with 4.6 percent. The Northwest Texas region had the lowest level—3.6 percent.

Other Texans are enrolled at public and independent health-related institutions, independent colleges and universities, and private career schools.

Higher Education Student Enrollment Within/Outside Region of Residence

The percentage of each region's student population leaving the region to enroll in higher education in another region of the state varies from 15.2 percent to 65.3 percent for universities and from 1.9 percent to 17 percent for two-year colleges. The wide range of out-of-region attendance is most likely related to the location of institutions within the region. For example, the Northwest Texas region has only one public university, so students attending a different institution will necessarily enroll out-of-region. The high out-of-region two-year college figures may also be tied to location, or may reflect student interest in academic disciplines offered only in other regions. A map, by region, of the location of every degree-awarding higher education institution in Texas is available at <http://www.thecb.state.tx.us/HELM/> and in the Regional Highlights section of this report.

Students attending public two-year colleges remain primarily within their region of residence. Two-year colleges perform a key role in drawing Texas students into higher education, particularly at the local level (as noted on Table 5). Additionally, in fall 2005, more than 66 percent of the state's first-time college students enrolled at two-year colleges. This percentage is projected to be even greater for the 630,000 additional students from 2000 to 2015 targeted by the *Closing the Gaps by 2015* plan, who may be low-income, and/or part-time students with needs that could include child care, developmental education, or evening schedules to accommodate work.

Table 5 shows student participation in Texas public institutions of higher education based on the region of each student's permanent address in fall 2005. Two-year college and university students of all levels (undergraduate and graduate) throughout the state are included. Students enrolled in health-related institutions are not included in this review.

Statewide in fall 2005, 36.3 percent of university students attended institutions outside the region in which they maintained their permanent address. For two-year institutions, only 5.6 percent of students statewide enroll outside their region. When combined, these data show that about 80 percent of these students attend in their home region. Details on attendance in- and out-of-region by ethnicity are shown in Table B-5 in the appendix.

The Upper Rio Grande region has the lowest percent of both university (15.2 percent) and two-year college (1.9 percent) students attending public institutions outside the region. At the other end of the spectrum, the Northwest Texas and Upper East Texas regions have the highest percentage of university students attending outside the region, with 65.3 percent and 64.1 percent, respectively. These high percentages may reflect the low number of public universities in the regions. The percentage of two-year college students attending outside their home regions are highest for the Southeast Texas region (17 percent) and the Northwest Texas region (15.6 percent).

Projected Faculty Needs

Each public institution of higher education provides targets indicating their projected contribution to *Closing the Gaps by 2015* goals. Based on the institutions' 2015 enrollment projections or targets, the number of additional faculty needed to maintain the current student/faculty ratio at each public two-year and four-year institution can be calculated. Use of these current student/faculty ratios means, however, that changes in the way in which higher education services are provided are not considered. The calculations also do not address faculty retirements.

Using this process, an estimated 16,762 additional faculty will be needed at public two-year and four-year institutions by 2015. Most (56.3 percent) will be needed at two-year colleges, reflecting the growing role of those institutions in meeting the state's educational goals. The high-growth regions account for 84.9 percent of the projected faculty increase — 76.3 percent of the additional faculty expected to be needed at universities, and 89.6 percent of the additional faculty expected to be needed at two-year colleges. Tables 6 and 7 show the projected faculty needs by region and by type of institution.

These institutional participation targets, if achieved, would not reach the statewide enrollment goal for 2015 set in *Closing the Gaps*. Rather than nearly 17,000 additional faculty for two- and four-year public institutions, about 23,000 faculty would be needed if current university and two-year college student/faculty ratios are maintained. About 11,000 of these faculty would be required at universities and 12,000 at community and technical colleges.

The Education Pipeline

The Coordinating Board, through a cooperative effort with the Texas Education Agency and State Board of Educator Certification, has the ability to track students from public education through enrollment and degree attainment in public higher education.

One of the first studies conducted by the agency followed the 1992 cohort of seventh-grade students through public higher education as a cohort. As shown on Table 8, 44.7 percent of Texas public middle school students enrolled in Texas public higher education within six years of high school graduation. Other statewide findings include:

Table 5
Texas Public Higher Education Participation In- or Out-of-Region* for Fall 2005
Public Universities and Two-Year Colleges

Percent Univ. Students Out of Region	Percent Two-Year College Students Out of Region	Region	Univ. In Region	Univ. Out Region	Univ. Total	Two-Year Colleges In Region	Two-Year Colleges Out Region	Two-Year Colleges Total	Combine In Region	Combine Out Region	Combine Total
36.8%	4.8%	Central Texas	28,968	16,888	45,856	53,632	2,731	56,363	82,600	19,619	102,219
41.0%	5.5%	Gulf Coast	68,191	47,323	115,514	116,997	6,829	123,826	185,188	54,152	239,340
20.1%	3.6%	High Plains	12,504	3,138	15,642	19,431	716	20,147	31,935	3,854	35,789
34.4%	7.0%	Metroplex	67,590	35,410	103,000	127,110	9,612	136,722	194,700	45,022	239,722
65.3%	15.6%	Northwest Texas	3,423	6,449	9,872	8,581	1,583	10,164	12,004	8,032	20,036
31.3%	3.1%	South Texas	58,924	26,807	85,731	108,691	3,502	112,193	167,615	30,309	197,924
32.7%	17.0%	Southeast Texas	11,118	5,408	16,526	11,271	2,305	13,576	22,389	7,713	30,102
64.1%	4.6%	Upper East Texas	5,197	9,263	14,460	25,248	1,224	26,472	30,445	10,487	40,932
15.2%	1.9%	Upper Rio Grande	16,810	3,010	19,820	22,835	453	23,288	39,645	3,463	43,108
47.2%	8.9%	West Texas	5,871	5,257	11,128	11,969	1,171	13,140	17,840	6,428	24,268
36.3%	5.6%	Total Texas Enrollment	278,596	158,953	437,549	505,765	30,126	535,891	784,361	189,079	973,440
100.0%	100.0%	Other Than Texas Enrollment	0	47,450	47,450	0	30,180	30,180	0	77,630	77,630
42.6%	10.7%	Total Enrollment	278,596	206,403	484,999	505,765	60,306	566,071	784,361	266,709	1,051,070

*In/out-of-region data is based on individual student enrollment patterns instead of headcount enrollment figures reported by institutions. Health-related institution enrollment is not included in this analysis.

Table 6
Public University Projected Faculty Needs
Based on Institutional Targets for *Closing the Gaps*

Region	Enrollment		Faculty	
	2015 Target ¹	Increase from 2005	2015 ²	Increase from 2005
Central Texas	123,848	2,908	8,834	173
Gulf Coast	110,199	19,999	7,589	1,290
High Plains	46,110	10,877	3,722	929
Metroplex	129,251	28,546	7,980	1,779
Northwest	6,782	600	373	33
South Texas	99,767	27,857	5,773	1,672
Southeast Texas	26,447	4,634	1,571	262
Upper East Texas	12,058	4,763	786	315
Upper Rio Grande	32,600	11,425	1,950	678
West Texas	12,768	3,222	767	199
Statewide	599,830	114,831	39,347	7,332

Table 7
Public Two-Year Colleges Projected Faculty Needs
Based on Institutional Targets for *Closing the Gaps*

Region	Enrollment		Faculty	
	2015 Target ¹	Increase from 2005	2015 ²	Increase from 2005
Central Texas	89,612	16,911	4,378	825
Gulf Coast	194,989	65,376	9,699	3,245
High Plains	26,252	4,305	1,173	188
Metroplex	197,373	60,665	9,663	2,942
Northwest	13,085	2,633	707	140
South Texas	140,911	28,488	6,657	1,379
Southeast Texas	14,910	2,810	865	177
Upper East Texas	37,917	5,239	1,892	267
Upper Rio Grande ³	25,569	1,330	1,203	63
West Texas	17,100	3,890	904	205
Statewide	757,718	191,647	36,920	9,430

¹ 2015 enrollments are based on the institutional targets submitted for *Closing the Gaps*.

² Faculty projections are based on current student/faculty ratios and institutional targeted enrollment. Attempts to lower the ratio are not reflected in the above calculations.

³ The region's two-year college exceeded its participation target for 2015 in Fall 2005; projected enrollment from the Coordinating Board's 2003 Participation & Success forecast was used as the target.

- A substantial number (16,959, or 6.4 percent) of the cohort did not graduate from a public high school before entering Texas public higher education. Presumably, these students graduated from Texas private high schools, out-of-state high schools, home schools, or from programs that offer high school equivalency certification, such as the GED.
- Of the cohort, 27,681 students (10.4 percent) had not yet received a higher education award (degree or certificate) but were still enrolled in 2003.
- Approximately two-thirds (66.8 percent, or 79,589 students) of the 119,187 cohort members who entered higher education enrolled at a public two-year college.
- Asian and White students graduated from high school, enrolled in higher education, and earned a certificate or undergraduate degree at a much higher rate than their classmates from other groups.
- Males outnumbered females in the 1992 seventh-grade cohort, but females outnumbered males as college graduates in 2003.

Table 9 presents this same 1992 cohort data from a regional perspective. Regarding the 1992 cohort of seventh-graders:

- Eight of the 10 regions met or exceeded the state average (13.4 percent) in terms of percentage of awards earned by the respective region's cohort members.
- Statewide, 23.2 percent of the seventh-grade cohort members who graduated from high school completed an award; nine of 10 regions met or exceeded 20 percent.
- Thirty percent of the cohort who enrolled in higher education earned a certificate or degree by FY2003. Eight regions met or exceeded the statewide average.
- Among the state's 266,578 seventh-graders in 1992, males outnumbered females in each of the 10 regions. Female high school graduates equaled or outnumbered males in nine of the 10 regions; females outnumbered males in all 10 regions for first-time enrollment in a public university, first-time enrollment in a two-year college, completion of a baccalaureate degree, and completion of an associate's degree. In seven regions, females outnumbered males in the number of certificates awarded.

Table 8
The 1992 Cohort of Texas Public Seventh-Grade Students
Tracked Through Higher Education

	Statewide	Female					Male				
		White	African-American	Hispanic	Asian	American Indian	White	African-American	Hispanic	Asian	American Indian
7th-Grade Public School Cohort (1992)	266,578	63,395	19,404	43,427	2,567	307	67,441	20,045	46,946	2,720	326
Enrolled in 9th Grade (1994)	82.1%	85.7%	81.4%	81.1%	86.2%	72.3%	83.3%	77.7%	78.6%	83.9%	71.5%
Texas Public High School Graduate (1996-1998) ¹	57.9%	67.2%	55.5%	53.7%	73.3%	47.6%	62.8%	45.1%	47.3%	69.7%	43.3%
Enrolled in Higher Education (Anytime After High School Graduation) ²	44.7%	57.7%	41.4%	39.5%	67.7%	40.1%	49.1%	31.5%	28.2%	66.3%	34.0%
Completed a Higher Education Degree or Certificate by 2003 ³	13.4%	22.9%	9.3%	9.4%	34.6%	8.8%	15.3%	4.3%	5.5%	25.7%	8.3%
<p>¹It is not known how many students may have left Texas, graduated from a private school, or been home-schooled.</p> <p>²This includes 83,113 students enrolling the year after high school, 19,115 students enrolling the second year or beyond, and 16,959 student members of the cohort who enrolled in public higher education but did not graduate from public high school.</p> <p>³Includes baccalaureate and associate's degrees and two-year certificates.</p>											

High School Graduates' Enrollment in Higher Education

As indicated in the tables above, only 57.9 percent of seventh graders in 1992 completed high school. Of those students who completed high school in 1999-2000 and 2003-2004, the percentage entering public higher education the following year increased from 50.7 percent to 54.6 percent. (See Table 10.)

Regional breakouts show that for 1999-2000 graduates from the West Texas region had the lowest higher education attendance rate (43.1 percent), while the Gulf Coast region had the highest (54.1 percent). The range of higher education attendance rates was narrower for the 2003-2004 graduates. The West Texas region again had the lowest rate with 50.6 percent, and South Texas had the highest with 56.2 percent. Some of this variation among regions may be explained by differing high school completion rates.

Of 1999-2000 graduates, 20.9 percent enrolled in public universities; compared to 24.4 percent for 2003-2004 graduates. The comparable figures for two-year institutions were 29.8 percent and 30.1 percent. The Upper East Texas region had the highest proportion of students attending two-year institutions (38.1 percent and 38.8 percent). Nearly 30 percent of 2003-2004 high school graduates from the Northwest Texas region matriculated to universities.

Higher Education Recruitment Efforts

To promote enrollment in higher education, the Coordinating Board's Outreach staff focus on effectively reaching out to Texas families with the goal of creating a college-going culture among all Texans. Outreach initiatives are carried out in partnership with local groups to achieve local buy-in, local support, and, ultimately, local ownership.

P-16 field specialists serve as local liaisons who offer assistance to the P-16 councils in their target area. Target areas and schools were chosen by reviewing current college-going rates, student demographics, economic disadvantaged staff of students and TAKS scores for schools with 150 students or more. The activities in each region are mentioned in the Region Highlights section that follows.

Table 9
The 1992 Cohort of Texas Public Seventh-Grade Students
Tracked Through Higher Education, by Region¹

	Statewide	Central	Gulf Coast	High Plains	Metroplex	Northwest	South	Southeast	Upper East	Upper Rio Grande ⁵	West
7th-Grade Public School Cohort (1992)	266,578	23,955	62,207	12,066	59,925	7,710	56,532	10,679	13,832	10,897	8,775
Enrolled in 9th Grade (1994)	82.1%	83.2%	80.9%	86.6%	80.5%	87.7%	82.8%	84.8%	87.5%	73.2%	83.2%
Texas Public High School Graduate (1996-1998) ²	57.9%	59.2%	54.5%	63.5%	57.2%	66.3%	57.9%	61.6%	63.3%	53.7%	60.4%
Enrolled in Higher Education (Anytime After High School Graduation) ³	44.7%	45.5%	45.7%	46.2%	44.3%	46.7%	43.7%	43.6%	47.9%	415.2% ⁵	42.0%
Completed a Higher Education Degree or Certificate by 2003 ⁴	13.4%	15.1%	14.2%	14.6%	13.4%	16.3%	11.7%	14.4%	15.7%	72.6% ⁵	13.8%

¹Students are reflected throughout the tracking process as a member of their original region (assigned in 1992) although they may have resided in more than one region.

²It is not known how many students may have left Texas, graduated from a private school, or been home-schooled.

³Including 83,113 students enrolling the year after high school, 19,115 students enrolling the second year or beyond, and 16,959 cohort members who enrolled in public higher education but did not graduate from public high school.

⁴Includes baccalaureate and associate's degrees and two-year certificates.

⁵Education services provided near Mexico and/or other states may be affected by student movement outside of the region. For example, in fall 2003, 8 percent (1,321 students) of New Mexico State University's total enrollment (16,174 students) qualified for in-state tuition and fees by residing within 135 miles of the NMSU campus. An additional 418 Texas residents enrolled at NMSU paying out-of-state tuition.

Table 10
Texas Public High School Graduates 1999-2000 and 2003-2004
Entering Higher Education the Following Year

	Total High School Graduates	Enrolled in Texas Public Universities	Enrolled in Texas Public 2-year Colleges	Not Located in Texas Public Higher Ed		Enrolled in Texas Public Universities	Enrolled in Texas Public 2-year Colleges	Not Located in Texas Public Higher Ed
1999-2000 High School Graduates								
Central	21,408	4,189	6,608	10,611		19.6%	30.9%	49.6%
Gulf Coast	47,905	11,590	14,320	21,995		24.2%	29.9%	45.9%
High Plains	9,311	1,953	2,590	4,768		21.0%	27.8%	51.2%
Metroplex	49,049	9,675	15,208	24,166		19.7%	31.0%	49.3%
Northwest	6,424	1,515	1,526	3,383		23.6%	23.8%	52.7%
South	44,156	8,991	13,319	21,846		20.4%	30.2%	49.5%
Southeast	8,253	1,920	2,010	4,323		23.3%	24.4%	52.4%
Upper East	10,915	1,283	4,154	5,478		11.8%	38.1%	50.2%
Upper Rio Grande	8,783	2,047	2,096	4,640		23.3%	23.9%	52.8%
West	6,721	1,270	1,630	3,821		18.9%	24.3%	56.9%
Statewide	212,925	44,433	63,461	105,031		20.9%	29.8%	49.3%
2003-2004 High School Graduates								
Central	25,160	6,460	7,024	11,676		25.7%	27.9%	46.4%
Gulf Coast	56,202	15,256	16,151	24,795		27.1%	28.7%	44.1%
High Plains	9,680	2,145	3,006	4,529		22.2%	31.1%	46.8%
Metroplex	61,372	13,771	19,024	28,577		22.4%	31.0%	46.6%
Northwest	6,306	1,883	1,556	2,867		29.9%	24.7%	45.5%
South	49,492	12,296	15,510	21,686		24.8%	31.3%	43.8%
Southeast	8,055	2,242	1,975	3,838		27.8%	24.5%	47.6%
Upper East	11,639	1,729	4,515	5,395		14.9%	38.8%	46.4%
Upper Rio Grande	9,665	2,381	2,950	4,334		24.6%	30.5%	44.8%
West	6,594	1,528	1,811	3,255		23.2%	27.5%	49.4%
Statewide	244,165	59,691	73,522	110,952		24.4%	30.1%	45.4%

Summary

- *Five regions (Central Texas, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande) are projected to have the largest increases in the total 15-to-34 age group and the Hispanic 15-to-34 age group, as well as the greatest increases in total population (in numbers and percent).*
- *Most -- 95 percent -- of the total population growth through 2015 is expected in the same five regions (Central Texas, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande).*
- *Raising the educational attainment levels of all Texans, from high school/GED through higher education, becomes increasingly important.*
- *Of the top 20 growing occupations, half are in healthcare and an additional 25 percent are in services and education-related fields.*
- *More than 7,000 certificate and degree programs are available in Texas. Since 2002, seven high-demand programs have been approved or implemented in regions where they were previously not available. While new programs are added, programs are also periodically reviewed for closure or merging with related programs.*
- *High-demand certificate, associate's, baccalaureate, and master's degree programs are available in most regions.*
- *Increased effort is needed to enroll and graduate additional students in critical fields (teaching, nursing) even though the programs are widely available.*
- *Multi-institutional partnerships, other collaborations, and distance delivery programs will provide a growing number of program opportunities throughout the state.*
- *The percentage of each region's student population leaving the region to enroll in higher education in another region of the state varies from 15.2 to 65.3 percent for students at universities and from 1.9 to 17 percent for students at two-year college students.*
- *Public two-year colleges perform a key role in higher education, particularly at the local level. Of the 948,373 fall 2005 public institution undergraduates, 59.7 percent were enrolled in a two-year college. In addition, 66 percent of the state's of first-time entering college students were enrolled at those institutions.*
- *Statewide, 58 percent of the seventh-grade 1992 cohort graduated from a Texas public high school. Of the 154,294 students graduating from high school, 35,815 students (23 percent) earned a certificate or degree by 2003 (13 percent of the cohort).*
- *Projections indicate the need for more than 16,762 additional faculty at public two-year and four-year institutions through 2015, with 9,430 of them estimated for the two-year colleges if institutional enrollment target are achieved.*
- *Over 84 percent of the need for additional faculty will occur in the five high-growth regions.*

Regional Highlights

This section provides a region-by-region synopsis of higher education in the state, beginning with the five fastest growing (high-growth) regions. Each regional synopsis includes:

- A map identifying institutions and other higher education sites located in the region,
- Highlights of the region's demographics,
- A higher education enrollment section that may refer to participation targets established by the institutions in conjunction with the participation goal of *Closing the Gaps*. (These institutional targets are separate from the statewide targets identified in the higher education plan.) The institutional enrollment targets are used to calculate additional faculty needed to maintain current student/faculty ratios.
- Educational opportunities section which summarizes the availability of high-demand programs. (High-demand programs were determined by tallying higher education awards earned statewide in 2005, specifically certificate programs with 100 or more graduates, associate programs with 100 or more degrees awarded, baccalaureate programs with 200 or more degrees awarded, master's programs with 50 or more degrees awarded, and doctoral programs with 30 or more degrees awarded.)
- Regional outreach activities undertaken by the Texas Higher Education Coordinating Board to convey to Texas families the importance of going to college. Although outreach activities are currently pursued in all but one region, the three focus regions for these activities are the Metroplex, the Gulf Coast, and the South Texas regions. And
- An employment outlook highlighting changes in employment between 2002 and 2012 as projected by the Texas Workforce Commission (TWC). Workforce Development Areas cited in these regional highlights are found in Figure 2 on the following page.

A list of higher education institutions by region is provided in Appendix E, and a map with links to each higher education institution (public and independent) is available at <http://www.theccb.state.tx.us/HELM/>

Figure 2
Texas Workforce Commission's Workforce Development Areas

1. [Panhandle](#)
2. [South Plains](#)
3. [North Texas](#)
4. [North Central](#)
5. [Tarrant County](#)
6. [Dallas](#)
7. [North East](#)
8. [East Texas](#)
9. [West Central](#)
10. [Upper Rio Grande](#)
11. [Permian Basin](#)
12. [Concho Valley](#)
13. [Heart of Texas](#)
14. [Capital Area](#)
15. [Rural Capital](#)
16. [Brazos Valley](#)
17. [Deep East Texas](#)
18. [South East Texas](#)
19. [Golden Crescent](#)
20. [Alamo](#)
21. [South Texas](#)
22. [Coastal Bend](#)
23. [Lower Rio Grande Valley](#)
24. [Cameron County](#)
25. [Texoma](#)
26. [Central Texas](#)
27. [Middle Rio Grande](#)
28. [Gulf Coast](#)

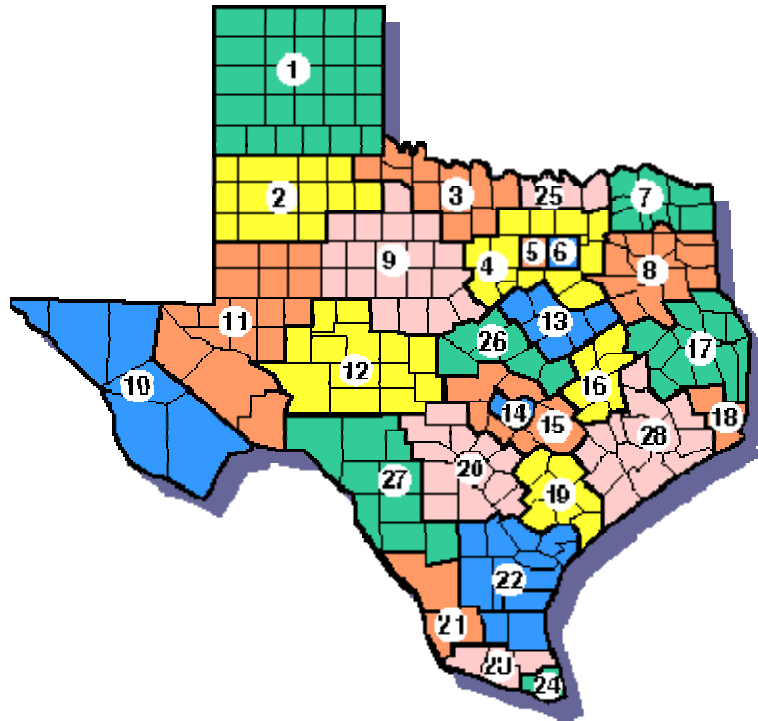
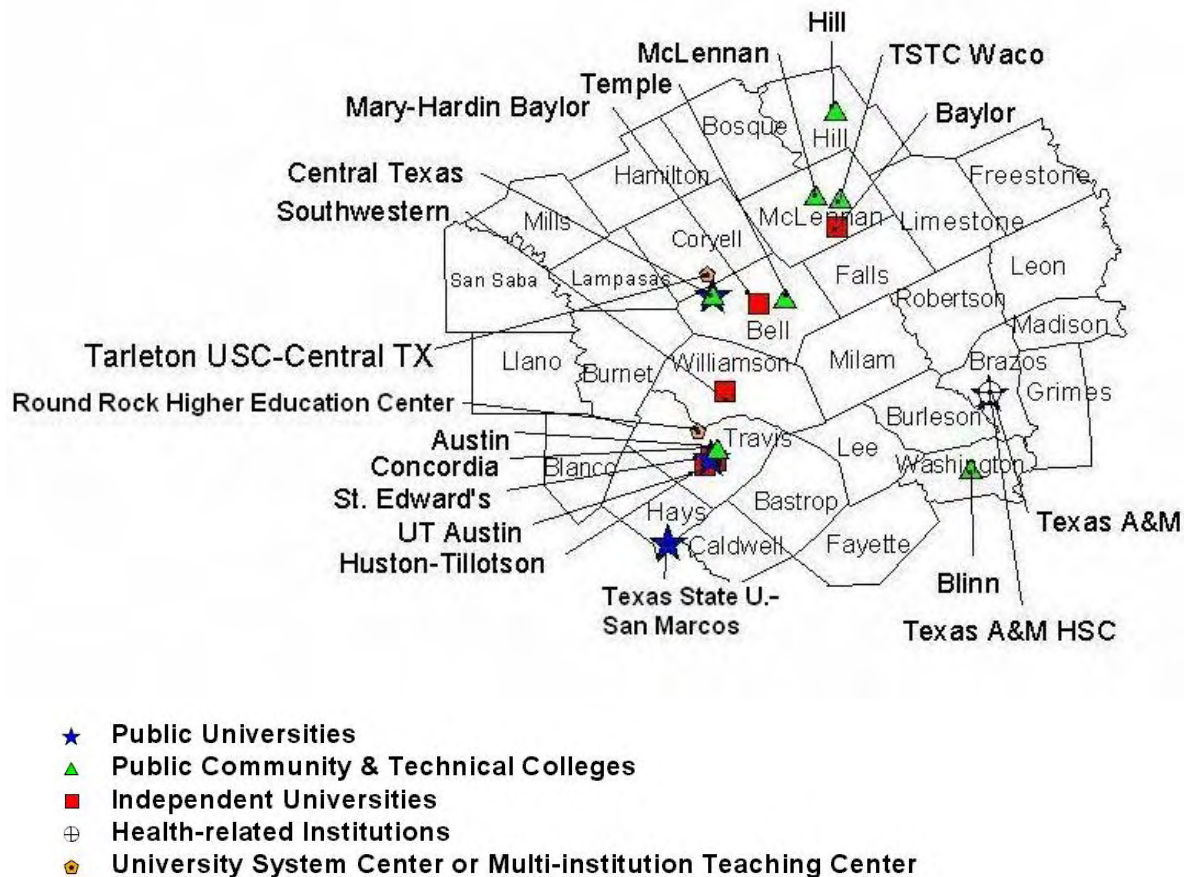


Figure 3
Central Texas Region Institutions of Higher Education



*Note: All extension centers and branch campuses are not shown.

Demographics

- The population of the Central Texas region is projected to increase from 2,309,972 people in 2000 to 3,135,259 people in 2015 (35.7 percent growth).
- As a percentage, the population increase for the 15-to-34 age group is much lower, with an increase projected from 795,352 people in 2000 to 951,401 people by 2015 (19.6 percent growth).
- The racial/ethnic mix of the 15-to-34 age group in the Central Texas region in 2000 was 58.5 percent White, 11.4 percent African-American, and 25.4 percent Hispanic. The mix is projected to change to 49.7 percent White, 11.6 percent African-American, and 34.5 percent Hispanic by 2015.
- The region ranks first in educational attainment among residents age 25 and older. Within the region, 82.1 percent of people have at least a high school diploma (or GED), 32.5 percent have an associate's or higher degree, and 29.6 percent have a baccalaureate or higher degree, according to the 2000 U.S. Census.

Enrollment

- The state's two largest institutions – Texas A&M University and The University of Texas at Austin – are in the region. Both institutions have self-imposed enrollment limits that will affect regional enrollment growth targets. The limits also have a major impact on enrollment growth statewide as students who would otherwise have enrolled in these institutions attend alternate institutions.
- Participation in higher education (4 percent) is slightly lower than the state average (4.2 percent), with 28,968 of 45,856 university students (63.2 percent) remaining in the region.
- Of the 56,363 two-year college students from the region, 53,632 students (95.2 percent) remain in the region. Of the 1,311 students from the region enrolled in a public health-related institution, 241 (18.4 percent) remained in the region.
- Of the region's residents enrolling in higher education in fall 2005, 67 percent were White, 11.2 percent were African-American, and 16.2 percent were Hispanic. The statewide average is 52.6 percent White, 11.5 percent African-American, and 28.9 percent Hispanic.
- Only 15.5 percent of higher education enrollment at public institutions in the region was Hispanic in fall 2005, compared to 27.3 percent statewide. African-American enrollment was only 6.8 percent regionally, compared to 11.3 percent statewide.
- Targeted enrollment growth for 2015 established by the institutions in the region is relatively low—an increase of 20,294 students. Of this growth, 83 percent is targeted at the two-year college level.
- Universities in the region will need to add 173 faculty members and two-year colleges will need 825 more faculty members to maintain the current faculty/student ratio. The University of Texas at Austin and Texas A&M University have announced plans to hire several hundred additional faculty within the next decade.
- Institutions in the Central Texas region are responsible for almost one-third of research expenditures reported from public and private institutions for Fiscal Year 2005.

Educational Opportunities

- The Central Texas region has the most comprehensive program array of any region in the state, primarily because it is home to both The University of Texas at Austin and Texas A&M University.
- The region boasts doctoral programs in all high demand areas. In addition, Texas State University-San Marcos recent received planning authority for a Computer Science doctorate.
- Master's degree award areas new to the high-demand list and that are not offered in the Central Texas region include educational diagnostician and nursing administration. High-demand medical-related degrees with no Central Texas awards include physicians assistant, occupational therapist, and vocational and rehabilitation counseling.
- No certificates were awarded in the high-demand horticultural operations area. Kindergarten/preschool education and liberal arts and sciences are the only associate's degrees areas not offered in Central Texas.
- The three universities in this region draw students from every area of Texas. The missions of The University of Texas at Austin and Texas A&M University, however, will mean that increasing numbers of students from the Central Texas Region wishing to attend a public university will need to attend Texas State University-San Marcos or public universities in other regions. The Round Rock Higher Education Center and the Tarleton State University-Central Texas University System Center in Killeen could help accommodate expanding demand.

Recruitment Efforts

- Four P-16 field specialists are based in the Central Texas region; all are hosted by Temple College.
- Fifteen schools were targeted for attention based on college-going rates, student demographics, economic status, and TAKS scores. Twelve of 15 targeted schools have been visited. Go Centers, community-managed recruitment centers, are being established at Austin area schools.
- Area field specialists are working with many high schools in the region on topics such as financial aid.

Employment

Data included in this section is obtained from “Labor Market and Career Information” website maintained by the Texas Workforce Commission (TWC). A combination of TWC’s Brazos Valley, Capital Area, Central Texas, Heart of Texas and Rural Capital Area workforce development areas (WDA) make up the Central Texas region delineated in this report.

- *Brazos Valley*: The three fastest growing occupations are in construction: specialty contractors; highway, street, and bridge construction; and building finishing contractors. Of the top 10 fastest growing occupations, a third are in education and computers. Even though the educational sector is not one of the fastest growing industries, it is the one that will add the highest number of jobs at all levels. The total employment growth of the area is estimated at 18.3 percent.
- *Capital Area*: Of the top 10 fastest growing occupations, one third are in healthcare, another third are in education, and the rest are in food and other services. Eight of the top 25 fastest growing occupations are in healthcare and require postsecondary training. The elementary schools sector and restaurants are adding the highest number of jobs. The total employment growth of the area by 2012 is estimated at 18.7 percent.
- *Central Texas*: This is the fifth highest growing area in the state. The highest growth will be in educational services (54.6 percent) and the lowest in manufacturing (3.7 percent). Occupations in the 10 fastest-growing occupations include healthcare and education-related areas, although most occupations require little education. The elementary schools sector and hospitals are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 20.4 percent.
- *Heart of Texas*: Employment services, investigations and security services, and elementary and secondary schools are projected to be the three fastest growing occupations for the area. Other areas include healthcare, construction, and food preparation. The elementary schools sector, fast food establishments, and hospitals are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 16.5 percent.
- *Rural Capital Area*: This is the third highest growing region in the state. Highest growth industries will be administrative and related support areas, as well as waste management and remediation services. The lowest will be petroleum and mining. Of the top 25 fastest growing industries, a quarter will be in healthcare, followed by services. The education sector at all levels and restaurants are the industries adding the most jobs. The total employment growth of the area is estimated at 20.7 percent.

Recent Activities

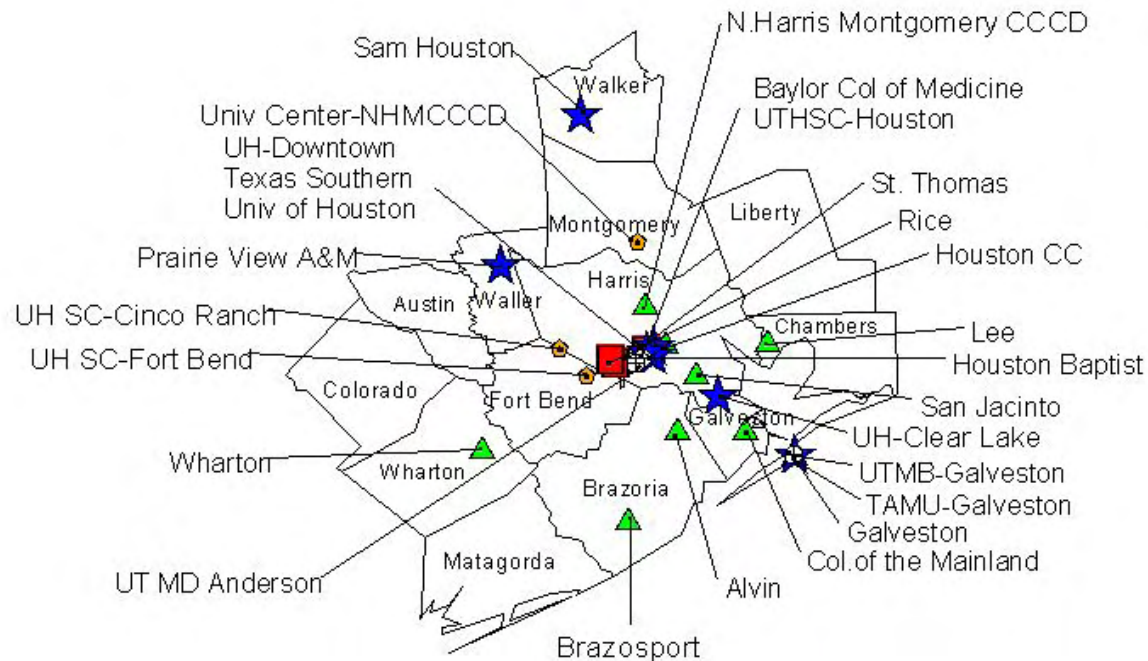
- The Texas A&M University System increased the size of the medical school class from 65 to 84 students, beginning fall 2004. It proposes expanding its class size again in the near future.
- Ground was broken for the Round Rock Higher Education Center's first permanent building. Texas State University-San Marcos, Austin Community College, and Temple College offer classes there.
- Texas A&M University is raising its enrollment cap by 3,000 students.

Regional Highlights

A wide variety of programs from the certificate to professional level are offered in the region. However, because of the statewide mission and self-imposed enrollment limits at The University of Texas at Austin and Texas A&M University, and the fast growth of Texas State University-San Marcos, attention should continue to focus on the Round Rock Higher Education Center and the Tarleton State University-Central Texas University System Center in Killeen to accommodate enrollment increases in the region. The University of Texas at Austin and Texas A&M University are working to increase student diversity.

The statewide mission of these institutions may limit opportunities for residents of the region to participate in higher education locally. Additional opportunities may be needed to serve students who are unable to travel for their education or unable to gain admission to the universities in the region.

Figure 4
Gulf Coast Region Institutions of Higher Education



- ★ **Public Universities**
- ▲ **Public Community & Technical Colleges**
- **Independent Universities**
- ⊕ **Health-related Institutions**
- ⊞ **University System Center or Multi-institution Teaching Center**

*Note: All extension centers and branch campuses are not shown.

Demographics

- The population of the Gulf Coast region is projected to increase by 1.95 million people (40.1 percent growth) to 6.8 million people by 2015.
- The 15-to-34 year-old college-age population is projected to increase by 36.4 percent, from approximately 1.5 million people in 2000 to 2.0 million people by 2015. Among the 10 regions, only the Metroplex is expected to have a larger numerical increase for this age group
- The racial/ethnic mix among the 15-to-34 age group in the Gulf Coast region for 2000 was 40.7 percent White, 17.4 percent African-American, and 36.3 percent Hispanic; projections for 2015 for the region are 28.9 percent White, 15.5 percent African-American, and 49.5 percent Hispanic.
- The population in this region ranks third in the state in the number of adults (age 25 or older) with at least a high school diploma (76.2 percent), an associate or higher degree (31.1 percent), or a baccalaureate or higher (26.1 percent) degree.

Enrollment

- The percentage of the population participating in higher education from this region is slightly above the state average (4.4 percent versus 4.2 percent). The Gulf Coast has more students participating in higher education than any other region.
- There are 115,514 students from the region at universities, with 68,191 students remaining in the region and 47,323 leaving the region to attend Texas public universities outside the region.
- In fall 2005, African-Americans accounted for 20.4 percent of the enrollment, leading all other regions and nearly twice as high as the 11.3 percent statewide average.
- If institutional enrollment targets are met, approximately 85,200 additional students will be enrolled in higher education in the region by 2015, and 75.7 percent of them will be enrolled at two-year colleges.
- Texas Southern has experienced a significant increase in enrollment since fall 2000. During that period the enrollment has increased from 6,886 to a fall 2005 headcount of 11,478 students.
- Through 2015, an estimated 1,290 more faculty members will be needed at universities and 3,245 more faculty members will be needed at two-year colleges if current student/faculty ratios are maintained (exceeding all other regions in the need for additional faculty at two-year colleges).

Educational Opportunities

- Of the eight new doctoral programs added to the high-demand list this year, anthropology is the only field in which doctoral degrees were not awarded in the Gulf Coast region.
- Of the newly classified high-demand fields, Gulf Coast institutions did not award associates degrees in social work, teacher aid/assistant, and surgical technology.
- A full array of bachelor's degree programs are offered in the region.
- Teacher assistant aide and nursing assistant aide are the only two high-demand certificate program areas in which awards were not given in 2005.

Recruitment Efforts

- The Gulf Coast region has four P-16 field specialists and is one of the three regions targeted for intense student recruiting. All of the specialists are hosted by the Houston Community College System.
- There are 32 active Go Centers in the Gulf Coast Region. Two specialists are promoting a project to provide access at African American and Latino churches. Local McDonald's restaurants have agreed to include College for Texans materials on their tray liners.

Employment

All data included in this section is obtained from "Labor Market and Career Information" website maintained by the Texas Workforce Commission. The TWC's Gulf Coast workforce development area delineates the Gulf Coast region in this report.

- The industries with the highest growth rates in this area are healthcare and social assistance (41.4 percent). The total employment growth of the area is estimated at 18.7 percent.

- The cable and other program distribution category is projected to add the most jobs. Five of the 10 fastest growing jobs are in service-related occupations. Additionally, several education- and healthcare-related occupations are on the top-10 list of occupations adding the most jobs.
- Elementary schools and food service establishments are the industries projected to add the highest number of jobs.

Recent Activities

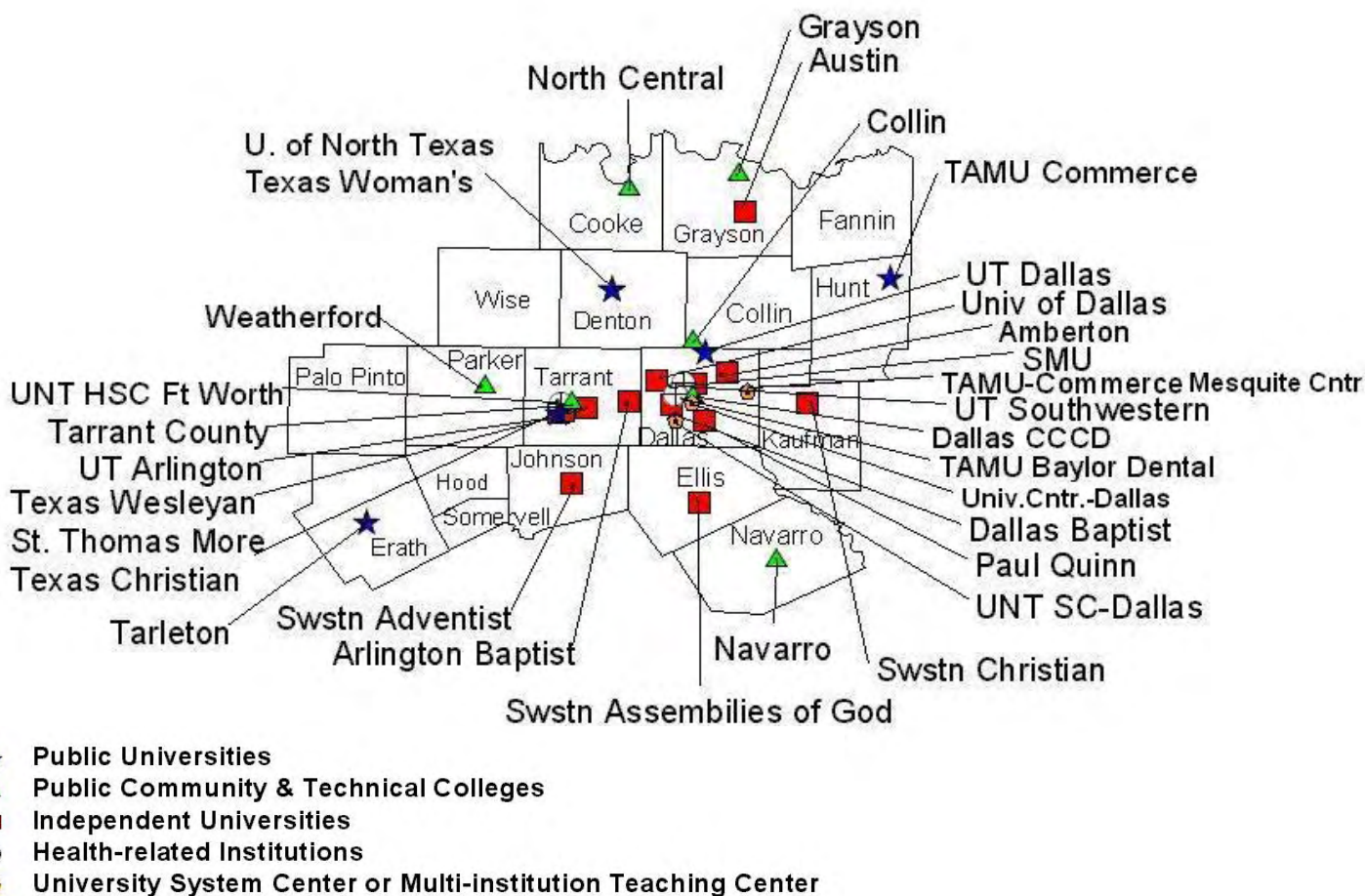
- Alvin Community College and University of Houston-Clear Lake announced a partnership in which University of Houston-Clear Lake will offer junior-, senior-, and graduate-level courses at Alvin Community College campuses in Alvin and Pearland.
- The University of Houston System's new "strategic vision" for the next decade includes raising admissions standards or capping the number of freshman students at the University of Houston, and planning for significant growth (from 11,000 to 18,000 students) at the University of Houston-Downtown. Distance education and enrollment at the Cinco Ranch and Sugar Land higher education teaching centers will help accommodate the initial growth.
- Sam Houston State University established a Center of Excellence in digital forensic science, the first of its kind in Texas, which will help solve computer-related crimes.
- Brazosport College received approval to offer a bachelor's of applied technology.

Regional Highlights

With a large number of institutions in the region and the differences in student demand across institutions in the region, the potential for the shared use of facilities, such as through the partnership underway with Alvin Community College and the University of Houston-Clear Lake, remains an option for serving more students in the region.

The 79th Texas Legislature appropriated \$50 million to strengthen both Prairie View A&M University and Texas Southern University by developing facilities and new programs. Both universities have created bachelor's, master's, and doctoral degree programs over the past few years that are mentioned in the plan approved by the U.S. Office for Civil Rights for these institutions. The institutions are aggressively recruiting students for each of the new programs,

Figure 5
 Metroplex Region Institutions of Higher Education



*Note: All extension centers and branch campuses are not shown.

Demographics

- The majority of the growth in the Metroplex is expected to occur in the counties surrounding Dallas County.
- The population of the Metroplex region is projected to increase by approximately 2.6 million people (47.4 percent) to 8.1 million people by 2015, making it the fastest growing region of the state.
- Of the 10 regions, the Metroplex has the largest 15-to-34 age group and the largest total population. It is expected to remain the most populous region through 2015.
- Currently, the racial/ethnic mix of the 15-to-34 age group in the Metroplex region is 52.7 percent White, 14.1 percent African-American, and 28.1 percent Hispanic. With a projected 62,416-person increase in the White 15-to-34 age group and an almost 410,000-person increase in the Hispanic 15-to-34 age group, the racial/ethnic mix is projected to change to 41.6 percent White, 13.8 percent African-American, and 38.6 percent Hispanic by 2015.

- The population of the Metroplex trails only Central Texas in educational attainment, as represented by the percentage of the population over 25 that has completed high school (79.8 percent), an associate's or higher degree (33.4 percent), or a baccalaureate or higher degree (27.8 percent).

Enrollment

- In fall 2005, 240,789 students were enrolled in two-year and four-year public higher education institutions in the Metroplex. Two-year colleges enrolled 57.6 percent of the students (up from 53.6 percent in 2001); universities enrolled 42.4 percent.
- Only 3.9 percent of the region's population enrolled in Texas public universities and colleges—lower than the state average of 4.2 percent. Of the 103,000 students enrolled in universities, 65,590 (65.6 percent) remained in the region. At the two-year college level, 127,110 (93 percent) of the 136,722 students remain in the Metroplex region.
- If regional institutions meet their enrollment targets set for the *Closing the Gaps by 2015* plan, enrollment growth (91,325 students) will exceed that of every other region and account for 30 percent of the statewide increase.
- If the region's institutions met their *Closing the Gaps* targets, an additional 1,779 faculty members will be needed at universities, and 2,942 faculty will be needed at the two-year colleges in the region by 2015.

Educational Opportunities

- At the certificate, associate's, bachelor's, master's, and doctoral levels, the institutions in the region offer a broad range of programs. Institutions in the Metroplex currently offer or have planning authority for most of the high-demand programs.
- Additional enrollment capacity is available at some universities, as well as at the Universities Center at Dallas and the University of North Texas System Center at Dallas.
- High demand bachelor's programs that have been awarded planning authority include biomedical sciences, hotel-motel administration, and chemical engineering. Surgical technologist, instrumentation technician, and system/networking/LAN-WAN manager programs continued to produce no associate's degree graduates.
- Airframe mechanics and chemical technician are included on the list as areas where no certificates were awarded.

Recruitment Efforts

The Metroplex is a target region for college recruitment efforts. The region has three P-16 field specialists: two hosted by Texas Woman's University and one by the Dallas County Community College District.

- *Fort Worth Area* – Over 2000 students have visited the 23 Go Centers in the area since Fall 2005. Area field specialists are working with six independent school districts to create partnerships.
- *Dallas Area* – There are 13 Go Centers matching 32 schools with five higher education partners. Area field specialists are working with eight independent school districts to develop Partner Forms.

Employment

All data included in this section is obtained from “Labor Market and Career Information” website maintained by the Texas Workforce Commission (TWC). The TWC’s Dallas County, North Central Texas, Tarrant County and Texoma workforce development areas (WDA) compose the Metroplex region.

- *Dallas County*: The highest growing industries are home health care; management, scientific, and technical consulting services; and community care facilities for the elderly. Educational services is the occupational area with the highest growth in the region. The elementary schools sector, food service establishments, and computer and other services are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 15.9 percent.
- *North Central Texas*: This is the second highest growing region in the state. The highest-growth industry is accommodation and food services, followed by management of companies/enterprises and educational services. The fastest growing occupations are in services, from personal care to computer services. The elementary schools sector and the food-serving establishments are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 23.3 percent.
- *Tarrant County*: The fastest growing occupations are in health care services and employment services. As an industry, the educational services is the fastest growing, followed by health care and social assistance. The elementary schools sector and employment services are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 17.4 percent.
- *Texoma*: Mining remains the industry with the highest growth. The fastest growing occupations are in the home health care facilities, child care facilities, and mining support activities. The elementary schools sector, restaurants, and hospitals are the industries adding the most jobs. Total employment growth of the area is estimated at 15.4 percent.

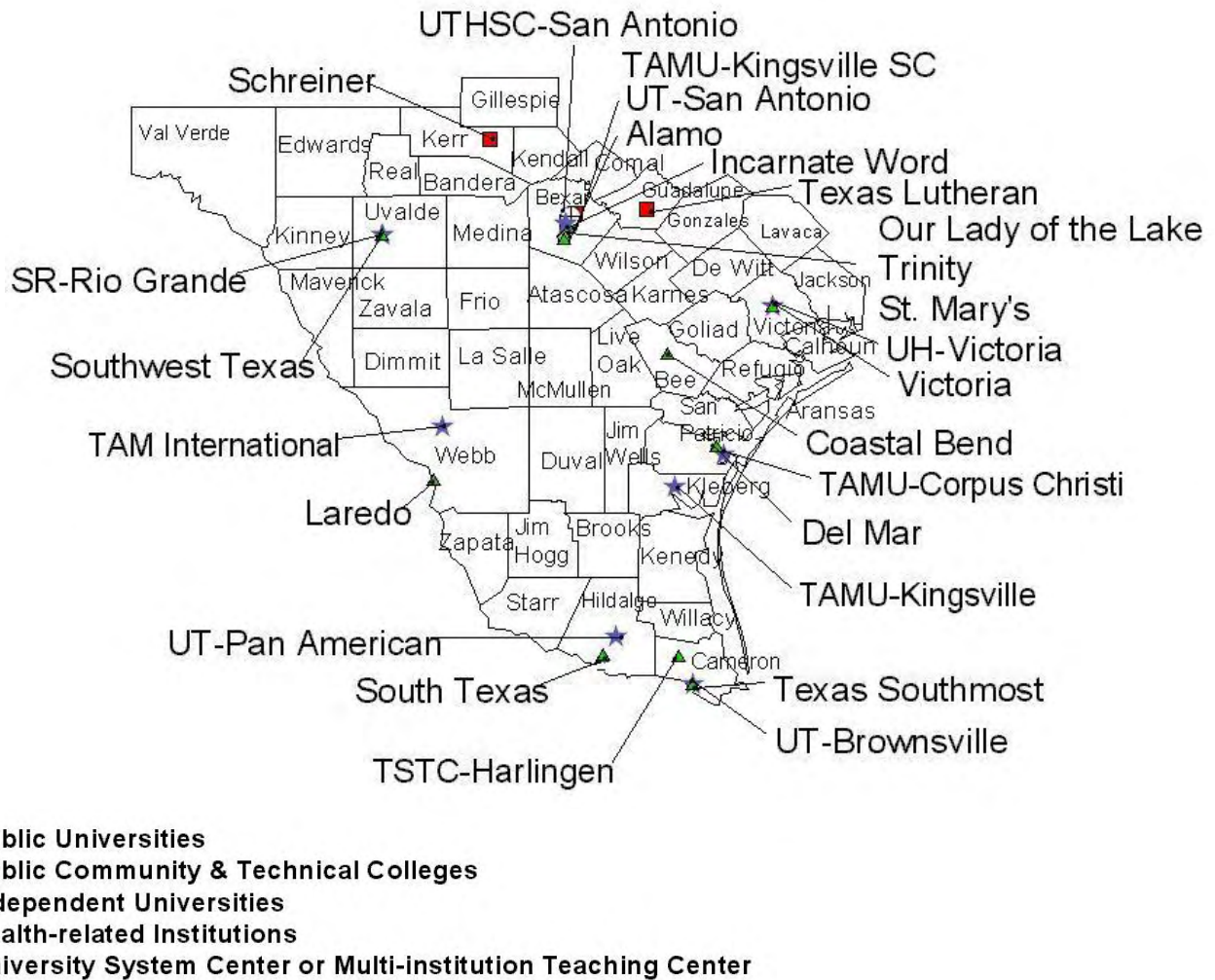
Recent Activities

- The University of Texas at Dallas began offering a master’s degree in biotechnology in fall 2004. In addition, the university received approval for a new bachelor of arts, master of arts, and master of fine arts combining digital arts with game and interactive studies.
- The University of North Texas has established a College of Engineering located at UNT Research Park, a former Texas Instruments plant.

Regional Highlights

Overall, the Metroplex is well-served by high-demand programs. As with community colleges in other regions, the region’s community college districts’ current facilities may be inadequate to handle future enrollment increases. If institutions meet the enrollment targets they set for the *Closing the Gaps by 2015* plan, enrollment growth (88,996 students) will exceed that of every other region and account for 26.7 percent of the statewide increase.

Figure 6
South Texas Region Institutions of Higher Education



*Note: All extension centers and branch campuses are not shown.

Demographics

- The population of South Texas is projected to increase by about 1.26 million people (32.3 percent) to 5.1 million people by 2015.
- The South Texas region is among the top four regions in both projected total population growth and in the growth of the 15-to-34 year-old population.
- The 15-to-34 Hispanic age group in the region will total 1.2 million by 2015.
- The current 15-to-34 age group is 25 percent White, 4.1 percent African-American, and 79.4 percent Hispanic. By 2015, this 15-to-34 age group is projected to be 18.6 percent White, 3.9 percent African-American, and 75.4 percent Hispanic.
- The region ranks ninth among the 10 regions in the percentage of population with at least a high school diploma (68 percent).

Enrollment

- In fall 2005, there were 187,108 students enrolled in public higher education institutions in South Texas. Of the 112,423 students enrolled at public two-year institutions (61 percent), 63.8 percent are Hispanic, the second highest regional rate.
- Approximately 4.6 percent of the region's residents enrolled in Texas public universities and colleges, higher than the public statewide participation rate of 4.2 percent.
- If institutions in the region meet the enrollment targets they set for the *Closing the Gaps by 2015* plan, the region will have substantial university enrollment growth (an increase of 26,276 students). The two-year colleges in the South Texas region anticipate growing even faster with a targeted increase of 29,369.
- If institutions achieve these targets, an additional 1,672 faculty members will be needed at the university level and 1,379 faculty members will be needed at the two-year college level by 2015.

Educational Opportunities

- All of the major cities in the region have access to a college or university.
- Master's-level high-demand programs not offered include city/urban planning and public policy analysis.
- South Texas offers access to almost every high-demand certificate and associate's degree program in the state.
- Doctoral degrees were awarded in only four high-demand areas in 2005, but a doctorate in chemistry was recently created and planning authority had been granted in 13 additional areas on the list, including newly approved authority for programs in educational and general psychology and applied mathematics. Although doctoral opportunities are not available in music, anthropology, and physics, a new master's program in physics is now available and a cooperative doctorate in physics is being developed.
- Child development; fashion merchandising; graphic design; and foods, nutrition, and wellness studies are newly identified high-demand bachelor's degree programs in which no degrees were awarded in the region in 2005.

Recruitment Efforts

With five P-16 field specialists, the South Texas region is the focus of the most intensive recruitment efforts. Institutions hosting specialists are Texas State Technical College-Harlingen, Texas A&M University-Corpus Christi, Texas A&M International University, and The University of Texas at San Antonio (two specialists).

- *Corpus Christi Area* – There are 14 active Go Centers and 18 targeted schools in the area. All active Go Centers have been visited and evaluated. Field specialists presented at the 14th Annual Council on Military Education in Texas and The South Conference and participated in the 3rd Annual Fathers for Freshman Success Rally.
- *Harlingen Area* – There are 30 active Go Centers and 29 targeted schools in the area. Area field specialists have visited and evaluated 19 Go Centers and 22 targeted schools. Area field specialists conducted Texas Online Preparation for College Admissions Tests. The Harlingen area hosted a regional P-16 Meeting.
- *Laredo Area* – Area field specialists have visited three of 19 active Go Centers and are working on a Summer Bridge Program at Texas A&M International University.

- *San Antonio Area* – Field specialists have evaluated all eight active Go Centers in the area. Eight of 49 targeted schools have been contacted. Area field specialists participated in the San Antonio Educational Summit and the P-16 Council.

Employment

All data included in this section is obtained from “Labor Market and Career Information” website maintained by the Texas Workforce Commission. The TWC’s Alamo, Cameron County, Coastal Bend, Golden Crescent, Lower Rio Grande Valley, Middle Rio Grande and South Texas workforce development areas compose the South Texas region in this report. (Refer to the workforce development area map at the beginning of this section for the counties included in each of these areas). Education, home health care, and restaurants are anticipated to experience the fastest growth in the region.

- *Alamo*: Two out of the top five fastest growing industries in the area are in healthcare. However, the industry that will grow the most is educational services. The elementary schools sector and the food-serving establishments are the industries projected to add the highest number of jobs. The total employment growth of the area is estimated at 17.9 percent.
- *Coastal Bend*: Fastest-growing occupations include home health care services, general medical and surgical hospitals, elementary schools, and physicians’ offices. Elementary schools and healthcare sectors are the industries adding the highest number of jobs. Total employment growth of the area is estimated at 17.5 percent.
- *Golden Crescent*: The fastest growing occupations will be in healthcare and elementary schools. Half of the top 10 fastest growing occupations require postsecondary training. Elementary schools and hospitals are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 12.8 percent.
- *Lower Rio Grande Valley*: This is the highest growth region in the state. Home health care service is the industry with the fastest projected growth. Also, with a large number of children among the region’s population, education-related occupations are among the fastest growing, specifically elementary and secondary school teachers. The elementary school sector, healthcare, and the food service establishments are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 23.9 percent.
- *Middle Rio Grande*: The fastest growing industries in the area include health care, elementary and secondary schools, and services. The home health care sector, elementary schools, and the food service establishments are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 21 percent.
- *South Texas*: This is the fourth-highest growth region in the state. The fastest growing occupations will be home health care services, elementary/ secondary school teachers, and child care services. The elementary schools sector and health care are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 20.5 percent.
- *Cameron County*: The fastest-growing occupations will be home health care services and elementary/secondary school teachers. The elementary schools sector and health care are the industries adding the most jobs. The total employment growth of the area is estimated at 18.7 percent.

Recent Activities

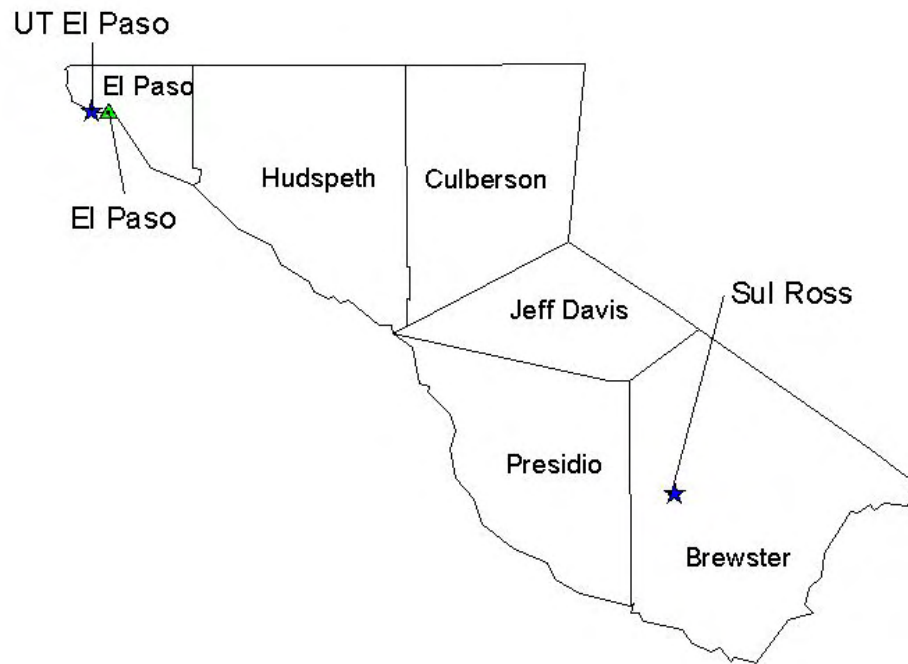
- The Texas A&M University System Health Science Center's Irma Lerma Rangel College of Pharmacy, the first stand-alone professional school in South Texas, opened its doors in August 2006.
- South Texas College received approval to develop a bachelor of applied technology degree.
- Laredo Community College opened part of a new \$50 million campus in March 2004. The campus offers a regional police academy, programs in child development, automotive technology and computer electronics.
- Texas A&M International University received approval for its first doctoral degree, in International Business Administration.

Regional Highlights

Thirty percent of the South Texas population is in the 15-to-34 age group. Unfortunately, this region has an extremely low high school educational attainment rate among the adult (25 and over) population. Collaborations between higher education and public education should be expanded to encourage more students to graduate from high school and continue into higher education.

The institutions in South Texas should work together to review the needs and student interest in high-demand programs which are relatively small in number in the region. Multi-institutional partnerships will continue to contribute to the development of needed programs.

Figure 7
Upper Rio Grande Region Institutions of Higher Education



- ★ Public Universities
- ▲ Public Community & Technical Colleges
- Independent Universities
- ⊕ Health-related Institutions
- 🏠 University System Center or Multi-institution Teaching Center

*Note: All extension centers and branch campuses are not shown.

Demographics

- The population of the Upper Rio Grande region is projected to increase by approximately 28 percent to 900,017 people by 2015.
- The 15-to-34 age group will grow faster, by 36.5 percent (or to 290,997 people) by 2015, than the total population. Along with the Gulf Coast region, this represents the highest percent increase among the regions for this age group, although not the greatest increase numerically.
- Currently, the racial/ethnic mix of the age 15-to-34 age group in the Upper Rio Grande region is 14.4 percent White, 3.2 percent African-American, and 81 percent Hispanic. By 2015, that population is expected to be 7.9 percent White, 2.9 percent African-American, and 87 percent Hispanic.
- Only 65.6 percent of the region's adult (25 or older) population has a high school diploma or GED; 21.7 percent have an associate's or higher degree (sixth among the 10 regions) and 16.7 percent have a baccalaureate or higher degree (tied for seventh among the 10 regions).

- The region's enrollment potential may be expanded to include students from cities in nearby New Mexico (Las Cruces) and possibly Mexico (Juarez).

Enrollment

- The Upper Rio Grande region leads other regions in the percentage of students remaining within the region for their education. Of the 19,820 students from the region attending universities, 16,810 students (84.8 percent) remain in the region; of the 23,288 two-year college students, 22,835 remain in the region (98.1 percent). The region also leads the state with a 5.6 percent public university and college enrollment rate.
- Targeted enrollment growth determined by institutions in the region is over 8,000 additional students, with all the targeted growth at the university level. This differs from the other regions, where the majority of enrollment growth is predicted at two-year colleges.
- An additional 678 faculty members will be needed at the university level. Two-year college faculty may need to increase by 63 as calculated using the Coordinating Board's Participation Forecast (the two-year college in the region has already surpassed its 2015 *Closing the Gaps* enrollment target).

Educational Opportunities

- Fewer programs are offered in the Upper Rio Grande than in any other of the five high-growth regions, primarily because of the small number of institutions in the region and because of the relatively low population compared to the other four regions. Many bachelor's- and master's-level high-demand programs have received planning approval from the Coordinating Board.
- A doctoral program in general psychology recently created in the region, bringing the regional total of doctoral programs available in high-demand areas to three. Planning approval has been granted in a few additional high-demand doctoral areas, including recently approval for a computer and information sciences program.

Recruitment Efforts

Currently, there are no P-16 field specialists working in the Upper Rio Grande region.

Employment

All data included in this section is obtained from "Labor Market and Career Information" website maintained by the Texas Workforce Commission (TWC). The TWC's Upper Rio Grande workforce development area (WDA) delineates the Upper Rio Grande region in this report.

- The health care and social assistance category is the occupational classification projected to add the most jobs from 2002 to 2012. A mix of service areas (home care, child care, employment) are the projected fastest-growing occupations.
- The elementary schools sector, restaurants, and the home care services are the industries projected to add the most jobs.
- The total employment growth of the area is estimated at 14.2 percent.

Recent Activities

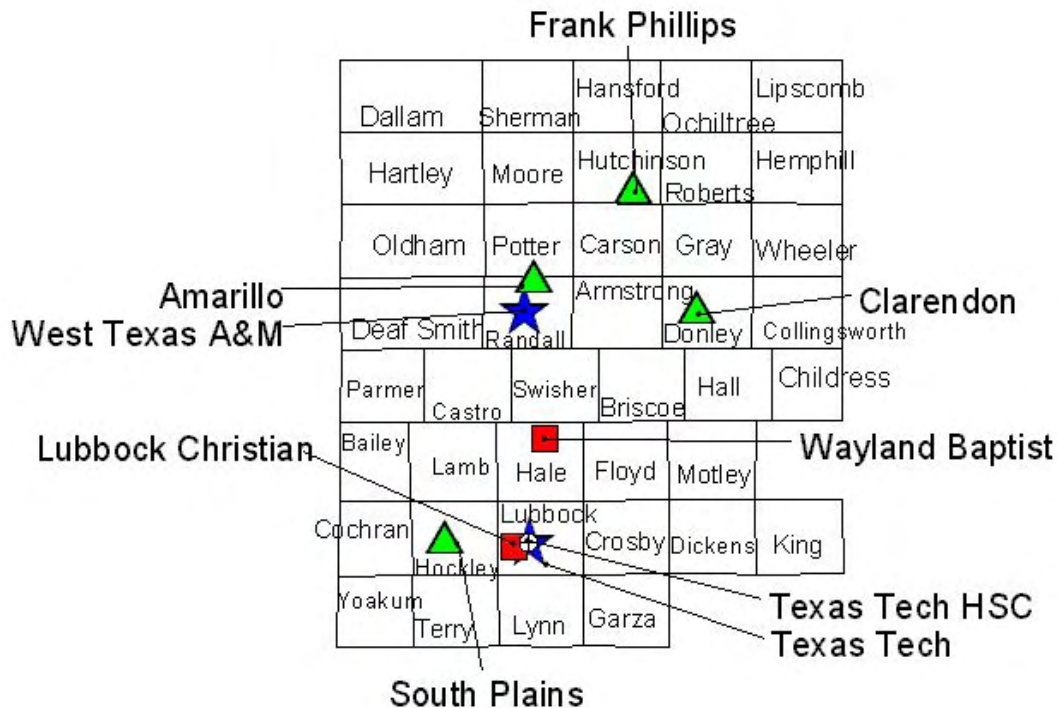
- Texas Tech University Health Sciences Center has begun recruiting faculty members to accommodate the conversion of its El Paso campus into a four-year medical school.
- El Paso area school districts are creating college-readiness programs and strengthening graduation requirements in the areas of math and science.
- An agreement between El Paso Community College District and The University of Texas at El Paso allows students who want to attend both schools concurrently to apply for admission with a single application.

Regional Highlights

Investment in education will be critical for reducing the relatively under-educated population and improving the weak economy of the region. The distance between El Paso (where the majority of the regional population lives) and the rest of the state and the fact that so many students remain in the region to attend college make it essential that program offerings support the needs of the region. Construction projects in the region include Sul Ross State University's new dormitories and a new research building at Texas Tech University Health Sciences Center's Regional Academic Center in El Paso.

Educational attainment levels among the region's adult population (25 and over) are low. To increase educational attainment, continued development of P-16 collaborations is needed to encourage students to complete high school and continue into college. The University of Texas at El Paso and El Paso Community College should expand on programs such as the one which facilitates transferability between the institutions by using a common application for those students who would attend both concurrently. As plans for graduate-level medical programs proceed, the two-year college in the region will probably need more medical technicians (surgical, operating room, etc.) and medical administrative programs. However, the region is relatively isolated and may therefore have limited career opportunities for these graduates.

Figure 8
High Plains Region Institutions of Higher Education



- ★ Public Universities
- ▲ Public Community & Technical Colleges
- Independent Universities
- ⊕ Health-related Institutions
- 🏠 University System Center or Multi-institution Teaching Center

*Note: All extension centers and branch campuses are not shown.

Demographics

- In 2000, almost 781,000 people lived in the High Plains region. Of these, 232,319 (30 percent) were in the 15-to-34 age group (approximately equal to the percent of the state's population in that age group). Both the total population and the age 15-to-34 age group are projected to increase by a moderate 12 to 15 percent by 2015.
- Currently, the racial/ethnic mix of the age 15-to-34 age group in the High Plains region is 58.6 percent White, 6.1 percent African-American, and 33.4 percent Hispanic. By 2015, the racial/ethnic mix is projected to be 50.6 percent White, 6.8 percent African-American, and 40.2 percent Hispanic.
- Seventy-five percent of the population has at least a high school diploma, while 24.1 percent has an associate's or higher degree and 18.8 percent has a baccalaureate or higher degree.

Enrollment

- Higher education participation within the region is at 4.4 percent, or slightly above the state average of 4.2 percent. Approximately 80 percent (12,504 students) of university students remain in the region, and 96.4 percent (19,431 students) pursue college in the region.
- Fall 2005 minority enrollment at institutions in the region is low, with only 16.1 percent of the enrollment Hispanic, compared to 27.3 percent statewide. African-American enrollment was only 3.7 percent in the region, compared to 11.3 percent statewide.
- Targeted 2015 enrollment growth determined by the institutions in the region totals a relatively low 15,000 plus students. Seventy percent of the growth is expected at the university level.
- To maintain the current faculty/student ratio, universities will need to add 929 faculty members and two-year colleges will need 188 more faculty members by 2015.

Educational Opportunities

- Overall the region has a good range of program offerings at the associate's, baccalaureate, master's and doctoral levels. Consideration of adding some of the high-demand certificate-level programs may be warranted.

Recruitment Efforts

- Two P-16 field specialists are based in the High Plains region, one at South Plains College and one at Amarillo College.
- All 19 active Go Centers have been evaluated, and all 20 targeted schools have been visited. Area field specialists helped organize a financial aid/college application nights at area high schools and colleges.

Employment

All data for employment from 2002 to 2012 is obtained from "Labor Market and Career Information" website maintained by the Texas Workforce Commission (TWC). The TWC's Panhandle and South Plains workforce development areas (WDA) make up the High Plains region in this report.

- *Panhandle*: The management of companies and enterprises occupational category is projected to have the highest growth. Of the top five occupations adding the most jobs, only three require an associate's degree or higher. Two of the top five fastest-growing occupations require a degree (architectural, engineering, and related services; and management of companies and enterprise). The elementary schools sector, animal slaughtering, and hospitals are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 11.9 percent.
- *South Plains*: The three fastest-growing occupations are in healthcare. Healthcare is also projected to be the industry with the highest growth, followed by entertainment and educational services. The education sector, restaurants, and the hospitals are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 14.2 percent.

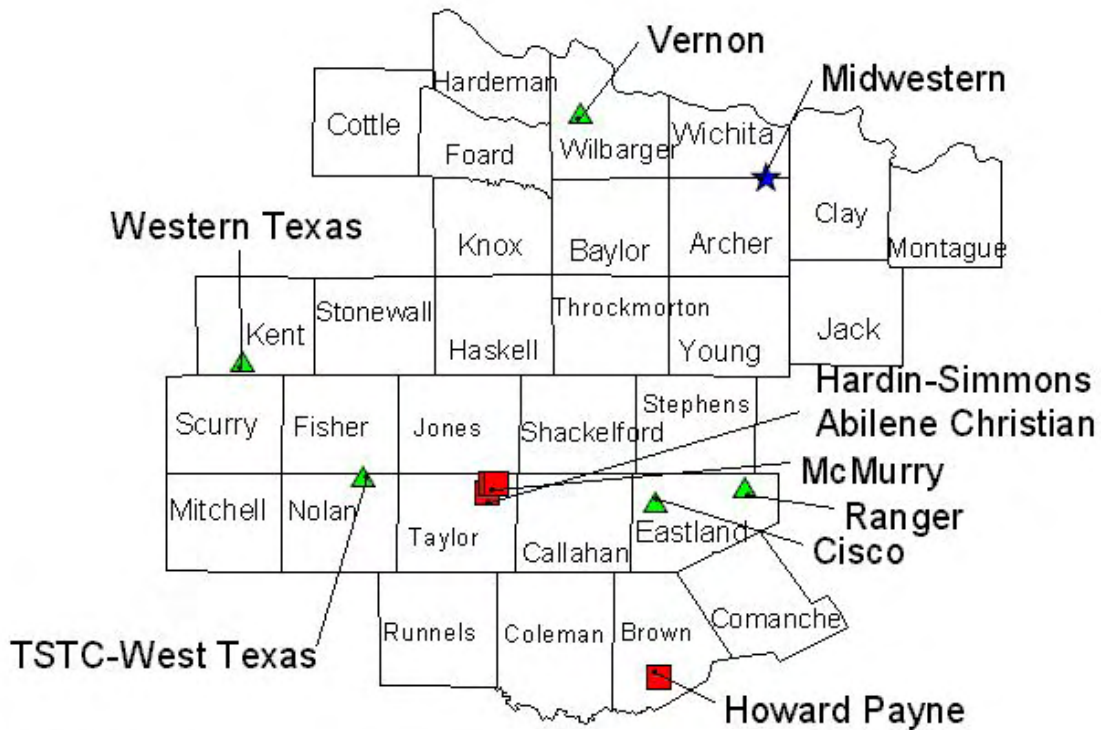
Recent Activities

- Texas Tech University announced a contract with students to encourage them to graduate in four years. If all of the requirements are met, participants will not pay for more than four years of college tuition.

Regional Highlights

There are adequate educational opportunities in this region, and the institutions in the region continue to plan to meet future needs. Multi-institutional partnerships will continue to contribute to the educational opportunities within the region.

Figure 9
Northwest Region Institutions of Higher Education



- ★ Public Universities
- ▲ Public Community & Technical Colleges
- Independent Universities
- ⊕ Health-related Institutions
- 🏠 University System Center or Multi-institution Teaching Center

*Note: All extension centers and branch campuses are not shown.

Demographics

- The Northwest region is among the least populated of the 10 regions, with 549,267 people in 2000 and 569,238 people projected by 2015. The region has the state's lowest projected population growth rate (3.6 percent).
- The 15-to-34 age group is projected to increase by 7.2 percent (also the state's lowest) to 163,496 people by 2015.
- Currently, the racial/ethnic mix of the age 15-to-34 age group in the Northwest Texas region is 69.7 percent White, 8.4 percent African-American, and 19.9 percent Hispanic. This age group in the region is projected to be 60.4 percent White, 9.3 percent African-American, and 27.9 percent Hispanic by 2015.
- Approximately 76.1 percent of the population has a high school diploma, 21.4 percent has an associate's or higher degree (compared to a state average of 28.5 percent), and 16.7 percent has a bachelor's or higher degree (compared to a state average of 23.2 percent).

Enrollment

- Among the 10 regions, the Northwest region has the highest percentage of its university students enrolled outside its borders (65.3 percent). It also has the second-highest percentage of its two-year colleges students enrolled in institutions outside of the region (15.6 percent), which is slightly exceeded by the Southeast region (17 percent).
- Total public higher education enrollment in the region is 16,634 students (6,182 students at universities, and 10,452 students at two-year colleges).
- The region's 3.6 percent higher education participation rate is the lowest among the regions; the state average is 4.2 percent.
- This region has the smallest institutionally targeted enrollment increase (3,233 students), based primarily on having the smallest projected population increase in the state and a limited number of institutions.
- An additional 33 university faculty members and an additional 140 two-year college faculty members will be needed in the region by 2015 if institutional enrollment targets are achieved.

Educational Opportunities

- There are limited program opportunities at the bachelor's and master's levels within the region since there is only one public university, although several high-demand programs have received Coordinating Board preliminary approval. The region's university should review the high-demand programs and student interest to see if any of them are needed.
- The absence of health-related associate-level programs, such as those producing medical laboratory technicians and physical therapy assistants, reflect the high expense of equipment and clinical faculty.
- The region has awarded certificates in two additional high-demand areas since the last regional review: electrical and communications engineering/technician and pharmacy technician/assistant. Two-year colleges in the area may wish to review the list of missing high-demand programs to determine if additional programs should be considered.

Recruitment Efforts

- The Northwest Texas region has one field specialist based at Cisco Junior College. All 10 targeted schools have been visited, and all eight active Go Centers have been evaluated.

Employment

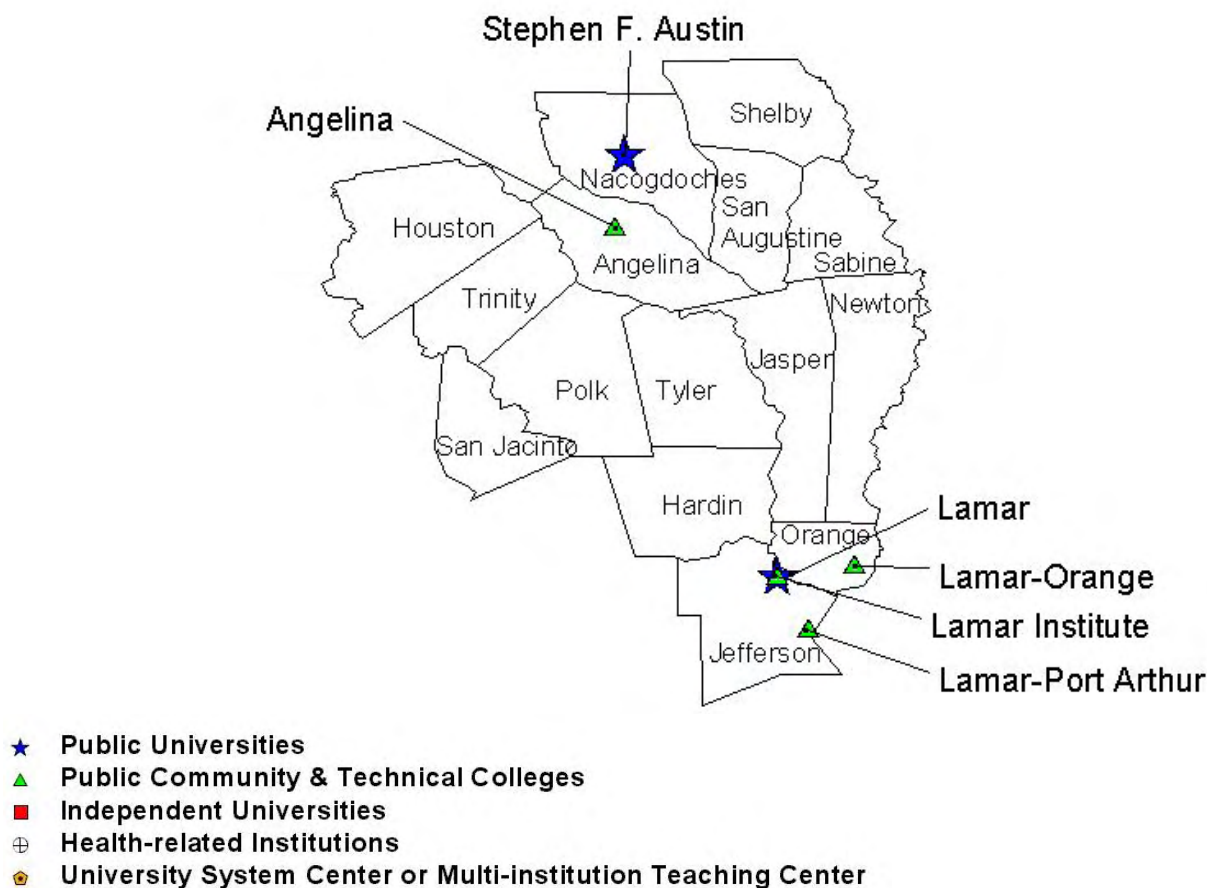
All data included in this section is obtained from "Labor Market and Career Information" website maintained by the Texas Workforce Commission (TWC). The TWC's North Texas and West Central Texas workforce development areas (WDA) form the Northwest Texas region used in this report.

- *North Texas*: Occupations in the health care sector are the fastest growing in this area. The entertainment and educational services are the industries with the highest growth rate. The elementary schools sector and health care facilities are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 11.5 percent.
- *West Central Texas*: The fastest growing occupational areas are in the service industry (employment, home health care, child care) and health care facilities. Hospitals and educational services at all levels are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 13 percent.

Regional Highlights

Despite the low population and low enrollment growth expected in the region, two-year colleges may require assistance for facilities. The two-year colleges in the region are hampered by low assessed valuations in their taxing districts. Multi-institutional partnerships could help expand educational opportunities and improve facility use efficiencies in the region.

Figure 10
Southeast Texas Region Institutions of Higher Education



*Note: All extension centers and branch campuses are not shown.

Demographics

- The population of the Southeast Texas region is projected to increase at one of the slowest rates in the state — 9.6 percent. This increase will add 70,948 people, bringing the region’s population to 811,900 individuals by 2015.
- In addition, the 13.0 percent projected increase in the 15-to-34 age group for this region (from 202,035 people in 2000 to 228,252 by 2015) is relatively small, compared to the state average of 30.1 percent.
- The racial/ethnic mix of the 15-to-34 age group for 2015 is projected to be 53.1 percent White, 24.7 percent African-American, and 19.3 percent Hispanic, giving the region one of the highest proportions of Whites and African-Americans and one of the lowest proportions of Hispanics in its population. The current population is 62.6 percent White, 23.2 percent African-American, and 12.0 percent Hispanic.
- The percent of adults with a high school diploma or GED (75.2 percent) is near the state average (75.7 percent); but the region ranks lowest in adults with an associate’s or higher degree (18.4 percent) or with a baccalaureate or higher degree (13.9 percent).

Enrollment

- Approximately two-thirds (68.2 percent, or 11,118 students) of university students from the Southeast region are enrolled in the region. In fall 2005, the Southeast region had the highest percentage of local students attending two-year colleges outside of the region – 17 percent – compared to 14.5 percent in fall 2003, perhaps because of Hurricane Rita’s effect on area students.
- The public college and university participation rate is 3.9 percent, below the state average of 4.2 percent.
- Targeted enrollment for 2015 determined by the institutions in the region is 7,444 students, with nearly two-thirds of the growth in the university sector.
- An additional 262 faculty members will be needed at the university level and an additional 177 faculty members will be needed at the two-year college level by 2015 if institutional targets are achieved.

Educational Opportunities

- The region provides a wide range of high-demand programs at the associate’s and baccalaureate degree levels, including many in areas recently included on the high-demand list. Program offerings at the master’s degree level are more limited, but preliminary authority has been approved in many areas.
- The absence of health-related certificate programs, such as medical assistant and nursing assistant/aide, reflect the high expense of equipment and clinical faculty relative to local employment opportunities.

Recruitment Efforts

- The Southeast Texas region’s field specialist is based at Lamar University.
- All 16 targeted schools have been visited, and all 10 active Go Centers have been evaluated.

Employment

All data included in this section is obtained from “Labor Market and Career Information” website maintained by the Texas Workforce Commission (TWC). In that document, TWC’s Deep East Texas and South East Texas workforce development areas (WDA) composes the Southeast Texas region in this report.

- *Deep East Texas*: Education at all levels and health care are the projected fastest growing occupations. The education services, health care, and the food service establishments are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 14.3 percent.
- *South East Texas*: Of the top five occupations adding the most jobs, three require degrees. The fastest growing occupations will be in education (all levels), health care, and limited-service eating establishments. The elementary schools sector and the food service establishments are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 13.5 percent.

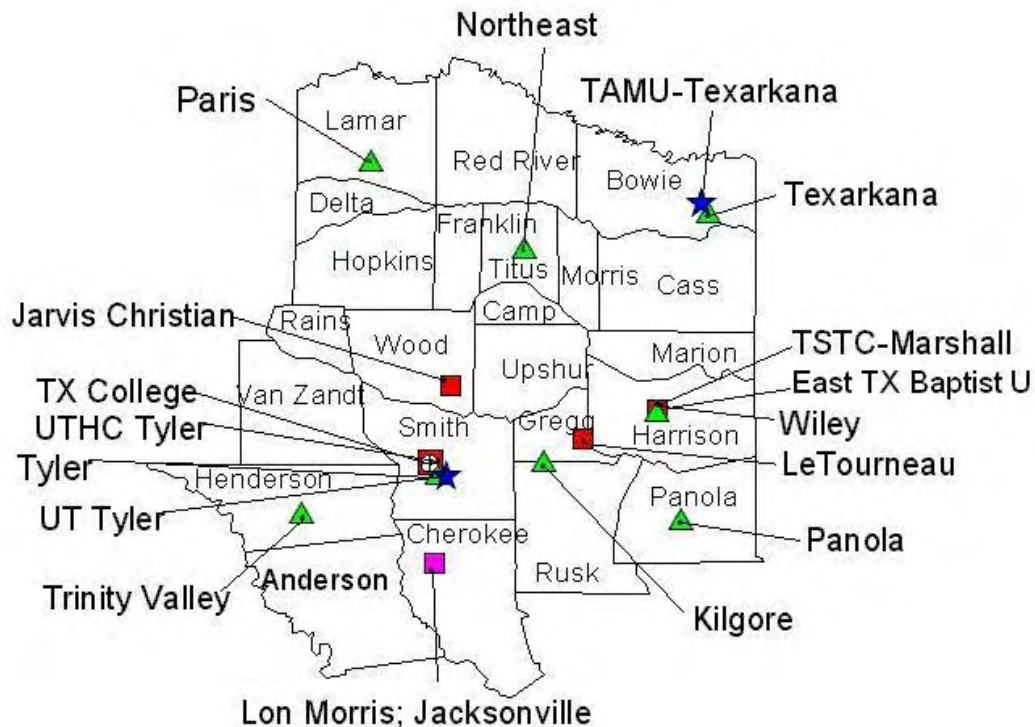
Recent Activities

- Stephen F. Austin State University received a \$4.1 million federal award to assist the Texas National Guard, state authorities and other government agencies in preparation for and response to emergencies. This cooperative effort with The University of Texas at El Paso organizes the collection, storage and information analysis regarding Texas landscape, climate and infrastructure.

Regional Highlights

Higher education institutions in this region appear to be meeting its needs. Institutions in the region should review the need for high-demand programs for which preliminary authority has already been granted to determine if there is sufficient student demand to begin implementation of the programs. Multi-institutional partnerships can offer additional educational opportunities within the region.

Figure 11
Upper East Texas Region Institutions of Higher Education



- ★ Public Universities
- ▲ Public Community & Technical Colleges
- Independent Universities
- ⊕ Health-related Institutions
- 🏠 University System Center or Multi-institution Teaching Center

*Note: All extension centers and branch campuses are not shown.

Demographics

- The Upper East Texas region expects a 15.7 percent increase in overall population to 1.18 million people by 2015. The region included 264,770 residents in the 15-to-34 age group in 2000, a figure anticipated to increase by 15.9 percent to 306,992 by 2015.
- The 2015 racial/ethnic mix of the age 15-to-34 age group in the Upper East Texas region is projected to be 58 percent White, 19 percent African-American, and 21.6 percent Hispanic (among the highest proportions of Whites and African-Americans in the state). The current 15-to-34 age group is 67.2 percent White, 18.9 percent African-American, and 12.8 percent Hispanic.
- Among adults 25 or older, 75.1 percent have a high school diploma, 20.8 percent have an associate's degree, and 15.3 percent have a baccalaureate degree.
- The region's enrollment potential may be expanded to include students from cities in nearby Oklahoma (Idabel) and Arkansas (Texarkana).

Enrollment

- The higher education participation rate is 3.8 percent, below the state average of 4.5 percent. The region has the second highest percentage of students attending universities outside of the region (64.1 percent, down from 71.6 percent in 2001). In 2005, 95.4 percent of the region's two-year college students enrolled within the region.
- Only 1.4 percent of the region's population is enrolled a public university—the lowest university participation rate in the state. However, this region did not have a four-year university, without enrollment restrictions until the fall of 2002 when The University of Texas at Tyler was permitted to enroll freshman and sophomore students regardless of major.
- The region's targeted enrollment of 10,000 students by 2015 is reasonable when compared to recent enrollment trends. Approximately half of this enrollment target is expected at the two-year level.
- An increase of 315 faculty members will be needed at the university level and 267 faculty members will be needed at the two-year college level by 2015 if regional institutions meet their enrollment targets.

Educational Opportunities

- Although The University of Texas Health Center at Tyler (UTHCT) is in the region, the facility primarily conducts research and does not yet enroll students. In 2005, the Legislature approved a bill allowing the UTHCT to award degrees. The Center is working with the Coordinating Board and area institutions to develop program proposals.
- Texas A&M University-Texarkana is currently an upper-level institution, but it will begin offer lower-division courses when it moves to its separate campus, currently under construction.
- The region includes the state's only independent two-year, lower-division colleges and three of the state's six independent historically Black universities.
- All of the associate's-level high-demand programs are available in the region, with only a few high-demand certificate programs not offered.
- The number of high-demand master's level programs in the area is limited. Preliminary authority for cooperative doctorate programs in the high-demand area of educational leadership and the critical field of nursing have also been approved.

Recruitment Efforts

- The two P-16 field specialists based in the Upper East Texas region are hosted by Tyler Junior College.
- All 21 targeted schools have been visited, and all 15 active Go Centers have been evaluated. Area field specialists organized Career Fair and Go Activities at high school campuses in the area.

Employment

All data included in this section is obtained from "Labor Market and Career Information" website maintained by the Texas Workforce Commission (TWC). The TWC's East Texas and North East Texas workforce development areas (WDA) form the Upper East Texas region in this report.

- *East Texas:* Jobs in the restaurant industry (limited-service eating places and full-service restaurants) and health care are projected to be the fastest growing occupations. Those occupations may not require postsecondary training. The elementary schools sector, health care, and restaurants are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 17.6 percent between 2002 and 2012.

- *North East Texas*: The fastest growing occupations are forecast to be in elementary and secondary schools, home health care services, and restaurants. The elementary schools sector and the food service establishments are the industries adding the highest number of jobs. The total employment growth of the area is estimated at 14.1 percent.

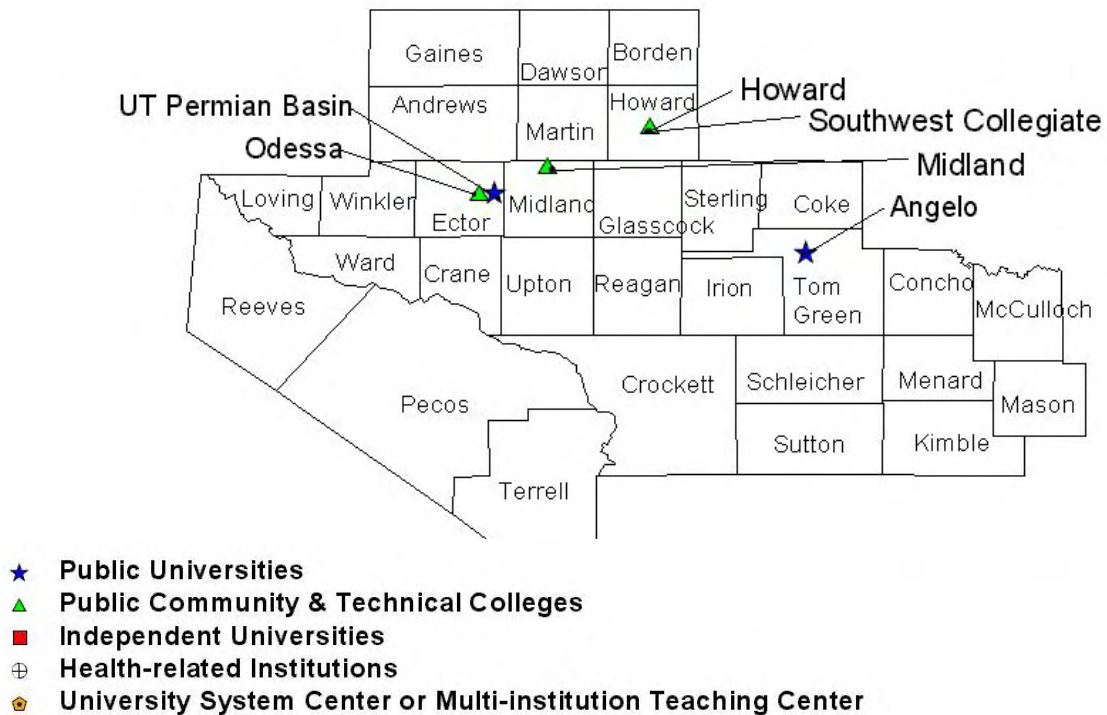
Recent Activities

- Texas A&M University-Texarkana is building a new campus on 300 acres of donated land.

Regional Highlights

The institutions should review high-demand programs not available to determine if there are programs that should be considered for implementation. Additional programs will be generated through Texas A&M University-Texarkana's downward expansion from an upper-level institution to offering freshman- and sophomore-level courses. This will add educational opportunities in the region and may improve the region's low student participation rate at universities.

Figure 12
West Texas Region Institutions of Higher Education



*Note: All extension centers and branch campuses are not shown.

Demographics

- The population of the West Texas region is projected to increase at a moderate 8.5 percent, from 524,884 people in 2000 to 569,384 people in 2015.
- The increase in the 15-to-34 age group is slightly greater (11.9 percent), reflecting a projected increase from 146,016 people in 2000 to 163,360 individuals by 2015. This increase is relatively small, compared to the state average of 30.1 percent.
- In 2000, the West Texas region was the least-populated region of the state, and it is projected to remain ninth or 10th among the 10 regions through 2015.
- The racial/ethnic mix of the age 15-to-34 age group in the West Texas region is projected for 2015 to be 38 percent White, 5.6 percent African-American, and 54.8 percent Hispanic. The 15-to-34 age group is currently 48.5 percent White, 5 percent African-American, and 45.3 percent Hispanic.
- The West Texas region is among the three lowest regions in educational attainment. Approximately 71.2 percent of adults in the region have a high school diploma or equivalent, 21.3 percent have an associate's or higher degree, and 16.4 percent have a baccalaureate or higher degree.
- The region's enrollment potential may be expanded to include students from the New Mexico border area, such as the city of Hobbs.

Enrollment

- Total higher education enrollment of students from the region is 24,268 students, with 11,128 of them enrolled in universities. Of the students from the region attending universities, 52.8 percent, or 5,871 students, are enrolled in the region. Of the 13,140 two-year college students from the region, 91.1 percent, or 11,969 students, remained within the region.
- The targeted enrollment of regional institutions is a modest 7,112 students, with about 55 percent of them enrolling at two-year institutions.
- Projected faculty needs are relatively low, with 199 and 205 additional faculty members projected for the region's universities and two-year colleges, respectively, if 2015 enrollment targets are achieved.

Educational Opportunities

- Several high-demand award programs are not offered in the region. The colleges and universities in the area may wish to review the list of missing high-demand programs as appropriate for meeting the region's needs.
- A master's degree in the high-demand area of Spanish language and literature was recently created in the region.

Recruitment Efforts

- The West Texas region's P-16 field specialist is based at Odessa College.
- All 12 targeted schools have been visited, and all nine active Go Centers have been evaluated. College and financial aid training financial aid workshops have been held at area high schools.

Employment

All data included in this section is obtained from "Labor Market and Career Information" website maintained by the Texas Workforce Commission. The TWC's Concho Valley and Permian Basin workforce development areas are included in the West Texas region in this report.

- *Concho Valley*: Home health care services is the industry projected to add the most jobs by 2012, and is also the projected fastest-growing one. Other fast-growing industries include educational services at all levels, health care, and restaurants. The elementary schools sector, home health care services, and the food service establishments are the industries adding the most jobs. The total employment growth of the area is estimated at 14.5 percent.
- *Permian Basin*: The projected fastest-growing industries include home health care, elementary and secondary schools, hospitals, and a mix of service areas. The elementary schools sector, health care, and oil/gas are the industries adding the most jobs. The total employment growth of the area is estimated at 14.4 percent.

Recent Activities

- The University of Texas-Permian Basin began offering a master's degree in Spanish in fall 2004.
- Midland College received approval to offer a Bachelor of Applied Technical degree program.
- A new highway is anticipated to increase traffic through Alpine by connecting Midland and Odessa to the Mexican coastal town of Topolobampo. An increase in foreign trade may result in increased economic development along the route.

Regional Highlights

The University of Texas of the Permian Basin has added several new degree programs, including the Bachelor of Applied Arts and Sciences (BAAS) degree. The institutions in the region should review the high-demand programs currently not available to see if there are programs that should be considered for implementation. Multi-institutional partnerships will contribute to the educational opportunities available within the region.

Recommendations

Projected Faculty Needs

Increasing enrollment will require the hiring of more faculty, and many faculty positions are already difficult to fill. Two-year colleges will need an estimated 9,430 additional faculty, and universities will need an estimated additional 7,332 faculty by 2015 if institutional enrollment targets are achieved, existing methods of delivering higher education services continue, and current faculty/student ratios are maintained. However, if the *Closing the Gaps* participation goal for 2015 is achieved and course delivery methods are unchanged, the number of additional faculty need would rise to 10,857 for universities and 12,385 for two-year colleges.

- The Coordinating Board should study future faculty needs at all levels of higher education throughout the state.

Delivery of Higher Education Services

- Data analysis capabilities, such as the ability to follow cohorts of students, will continue to expand. The Coordinating Board is poised not only to document education trends, but to take the lead in identifying opportunities for improvement across the state.
- The Coordinating Board should work with universities and community college districts in identifying opportunities to increase effective and efficient processes in key areas, including the utilization of existing facilities, student transfers, and student retention.
- High-demand certificate, associate's, baccalaureate, and master's programs are available in most regions, and high-demand doctoral programs are generally available in the faster-growing areas of the state. Although some high-demand program areas are available in all regions, efforts to enroll and graduate more students should be increased and enhanced.

Educational Opportunities and High-Demand Programs

Overall, a broad range of educational opportunities is available to students in all regions, with high-growth regions providing numerous high-demand programs at every level. The state has two underlying issues: a) critical field areas where programs are available, but students are not enrolling and graduating in sufficient number to meet job market demand, and b) inadequate high-demand programs in a few regions.

The availability of degree programs within and across regions statewide and regionally was analyzed. The five geographic areas with the greatest need for higher education opportunities were highlighted. Degrees by level and the related methodology for identifying high-demand awards are provided in Appendix C.

In summary, the study of high-demand programs indicates and suggests that:

- Increasing student access to excellent high-quality, high-demand programs should be a priority. The sharing of "best practices" with the Coordinating Board serving as a collection and dissemination point is logical.
- Program proposals submitted to address unmet needs should continue to go through the Coordinating Board's normal review and approval process and be considered in the context of statewide needs. Multi-institutional partnerships, other collaborations, and distance delivery programs will be the most appropriate means to provide access to some program needs.

Appendix A: Legislative Requirements

Appendix A: Legislative Requirements

Through House Bill 1799¹, the 77th Texas Legislature directed the Coordinating Board to “develop a long-range statewide plan to provide information and guidance to policy makers to ensure that institutions of higher education meet the current and future needs of each region of this state for higher education services and that adequate higher education services at all levels are reasonably and equally available to the residents of each region of this state.”

The legislation requires the Coordinating Board to review:

- The educational attainment of the current population, as well as the extent to which residents attend higher education institutions outside the area or do not attend higher education institutions anywhere
- Existing undergraduate, graduate, professional, and research programs
- Programs or fields of study in an area projected to have significant unmet need
- Geographic areas of the state likely to have significantly greater need for higher education services (factors may include the current population, projected population, distance from other educational resources, and economic trends)
- Higher education services provided by independent institutions

A key role of the Coordinating Board is to provide information, through this and other efforts, on the status of higher education throughout the state. This plan serves as a starting point for analyzing higher education opportunities at public institutions of higher education by focusing on existing and potential degrees available throughout the state and by region, particularly for geographic areas of the state most likely to experience the greatest need. A regional approach allows a detailed examination of the state’s higher education opportunities, but should not be considered apart from a comprehensive analysis in determining statewide policy in higher education. This plan is not a forecast of degree program needs or demands, nor does it attempt to address economic stimulation and growth through higher education. However, such forecasts and related issues may be incorporated in future reports.

The importance of two-year colleges in both job preparation and entry into further education is recognized in this plan. The review of degree opportunities also considers current and projected student participation rates, demographics, and areas of predicted job growth.

¹ Codified as Section 61.051(i), Texas Education Code.



Appendix B: State Overview

Appendix B: State Overview

This appendix provides a summary and overview of state demographics as provided by the U.S. Census, Texas State Data Center, and the Coordinating Board.

Tables

Table B-1: Projected Total Population Growth From 2000 to 2015, by Region

Table B-2: Projected Population Growth, 15-to-34 Age Group, from 2000 to 2015, by Region

Table B-3: Select Racial/Ethnic Comparisons of Enrollment and the 15-to-34 Age Group for 2000 and 2015

Table B-4: Projected Texas Racial/Ethnic Population for the Age 15-to-34 Category for 2000 and 2015, by Region

Table B-5: Texas Higher Education Enrollment at Institutions within Regions, Overview, 2000 and 2005

Table B-6: Texas Public Higher Education Participation In or Out of Region, Fall 2005, Universities and Two-Year Colleges

Table B-1
 Projected Total Population Growth
 From 2000 to 2015, by Region

Region	2000 Population	2015 Projected Population	Difference 2000 to 2015	Percent Change 2000 to 2015
Central Texas	2,309,972	3,135,259	825,287	35.7%
Gulf Coast	4,854,454	6,800,967	1,946,513	40.1%
High Plains	780,733	873,638	92,905	11.9%
Metroplex	5,487,477	8,088,097	2,600,620	47.4%
Northwest Texas	549,267	569,238	19,971	3.6%
South Texas	3,884,115	5,140,114	1,255,999	32.3%
Southeast Texas	740,952	811,900	70,948	9.6%
Upper East Texas	1,015,648	1,175,417	159,769	15.7%
Upper Rio Grande	704,318	900,017	195,699	27.8%
West Texas	524,884	569,384	44,500	8.5%
Statewide	20,851,820	28,064,031	7,212,211	34.6%

Table B-2
 Projected Population Growth
 15-to-34 Age Group
 From 2000 to 2015, by Region

Region	2000 Population (15-to-34)	2015 Projected Population (15-to-34)	Difference 2000 to 2015 (15-to-34)	Percent Change 2000 to 2015
Central Texas	795,352	951,401	156,049	19.6%
Gulf Coast	1,480,588	2,020,038	539,450	36.4%
High Plains	232,319	266,544	34,225	14.7%
Metroplex	1,703,687	2,304,222	600,535	35.2%
Northwest Texas	152,548	163,496	10,948	7.2%
South Texas	1,147,183	1,552,465	405,282	35.3%
Southeast Texas	202,035	228,252	26,217	13.0%
Upper East Texas	264,770	306,992	42,222	15.9%
Upper Rio Grande	213,221	290,997	77,776	36.5%
West Texas	146,016	163,360	17,344	11.9%
Statewide	6,337,719	8,247,767	1,910,048	30.1%

Age 15-to-34 Racial/Ethnic Projections

In 2015, African-American participation in higher education is expected to nearly equal the proportion of African-Americans in the state's 15-to-34 age group (see Table B-3), but Hispanic enrollment is projected to trail the proportion of Hispanics in that college-age group. Whites and "Others" are projected to be over-represented, based on their proportion of the state's college-age population in higher education.

Table B-3
Select Racial/Ethnic Comparisons
of Enrollment and the 15-to-34 age group
for 2000 and 2015

Statewide	Percent African-American	Percent Hispanic	Percent White	Percent Other*
Public Institution Enrollment, 2000	10.4%	24.2%	55.6%	9.9%
Public Institution Enrollment, 2015 targets	11.8%	29.8%	46.0%	12.4%
Age 15-to34 Population, 2000	12.2%	38.2%	45.8%	3.9%
Age 15-to-34 age group, 2015	11.7%	48.4%	35.4%	4.4%

*Other enrollment includes Asian-Americans, American Indians, foreign nationals, and unknown/unreported.

The following table (Table B-4) summarizes racial/ethnic representation for the 15-to-34 age group statewide and for each region. The predictions for 2015 indicate the statewide White population of 15-to-34 year olds will remain fairly constant. The African -American 15-to-34 age population is predicted to increase by 23 percent. The Hispanic age 15-to-34 age group will increase between 35 and 94 percent among the ten regions, with a statewide increase projected at 65 percent.

The racial/ethnic group labeled "Other" consists of Asians, American Indians, foreign students and unknown/unreported ethnic groups. This group is projected to increase by 50 percent in the 15-to-34 age group (from 244,027 in 2000 to 364,733 in 2015).

Table B-4
 Projected Texas Racial/Ethnic Population for the Age 15-to-34 Category
 For 2000 and 2015, by Region

Region	Age 15-to-34 Population 2000	White 2000	African- American 2000	Hispanic 2000	Age 15-to-34 Population 2015	White 2015	African- American 2015	Hispanic 2015
Central Texas	795,352	465,678	90,879	202,367	951,401	472,504	110,448	328,090
Gulf Coast	1,480,588	601,888	256,946	537,142	2,020,038	584,355	312,107	999,133
High Plains	232,319	136,062	14,152	77,598	266,544	134,781	18,192	107,232
Metroplex	1,703,687	897,063	240,775	479,429	2,304,222	959,479	317,247	889,322
Northwest	152,548	106,341	12,830	30,371	163,496	98,688	15,198	45,642
South Texas	1,147,183	287,037	47,166	796,089	1,552,465	289,415	60,230	1,171,146
Southeast Texas	202,035	126,563	46,833	24,253	228,252	121,093	56,422	44,002
Upper East Texas	264,770	177,809	49,991	33,981	306,992	178,130	58,424	66,297
Upper Rio Grande	213,221	30,674	6,770	172,679	290,997	23,073	8,504	253,061
West Texas	146,016	70,854	7,335	66,137	163,360	62,059	9,202	89,558
Statewide Total	6,337,719	2,899,969	773,677	2,420,046	8,247,767	2,923,577	965,974	3,993,483

Source: Population projections provided by the Texas State Data Center.

Table B-5
Texas Higher Education Enrollment at Institutions within Regions, Overview, 2000 and 2005

Region	Total*		African-American			Hispanic			White		
	2000	2005	2000	2005	Percent African-American Public Enrollment Within the Region 2005	2000	2005	Percent Hispanic Public Enrollment Within the Region 2005	2000	2005	Percent White Public Enrollment Within the Region 2005
Central Texas	177,523	194,811	10,141	13,302	6.8%	23,129	30,185	15.5%	122,474	127,846	65.6%
Gulf Coast	186,105	226,999	36,841	46,308	20.4%	33,860	47,877	21.1%	89,302	97,661	43.0%
High Plains	50,460	59,550	1,688	2,218	3.7%	7,010	9,583	16.1%	38,873	43,728	73.4%
Metroplex	185,608	240,789	23,386	34,742	14.4%	20,142	34,288	14.2%	117,576	139,070	57.8%
Northwest Texas	14,132	16,634	1,178	1,592	9.6%	1,742	2,346	14.1%	10,436	11,671	70.2%
South Texas	144,245	187,108	5,287	7,072	3.8%	91,413	119,322	63.8%	42,245	51,067	27.3%
Southeast Texas	31,193	33,913	5,473	6,979	20.6%	1,742	2,480	7.3%	22,754	22,488	66.3%
Upper East Texas	31,740	39,973	5,014	5,702	14.3%	1,328	2,648	6.6%	24,786	30,529	76.4%
Upper Rio Grande	34,981	45,414	865	1,142	2.5%	26,263	35,607	78.4%	5,092	5,110	11.3%
West Texas	20,443	22,756	982	1,131	5.0%	5,602	7,279	32.0%	13,363	13,710	60.2%
Total Public Statewide	876,430	1,067,947	90,855	120,188	11.3%	212,231	291,615	27.3%	486,901	542,880	50.8%
Total Independent & Proprietary Colleges	143,449	152,487	17,608	19,990		25,163	27,996		83,141	85,747	
Institutional Total	1,019,879	1,220,434	108,463	140,178		237,394	319,611		570,042	628,627	

*Total enrollment includes Asian students, American Indian students, foreign nationals, and students whose race/ethnicity is not-reported. Enrollment reflects universities, two-year colleges and health-related institutions. Baylor College of Medicine is included in the public statewide total and regional enrollments. Includes all enrollments, not just Texas residents.

Table B-6
Texas Public Higher Education Participation In or Out of Region, Fall 2005
Universities and Two-Year Colleges

Region	Population 2005	Percent of Regional Residents at Four- Year and Two-Year Institutions			Regional Residents at Four- Year and Two-Year Institutions	Percent of Students Attending Out-of-Region	
		Higher Ed Enrollment*	University Enrollment	Two-Year College Enrollment		University Students	Two-Year College Students
Central Texas	2,565,608	4.0%	1.8%	2.2%	102,219	36.8%	4.8%
Gulf Coast	5,416,840	4.4%	2.1%	2.3%	239,340	41.0%	5.5%
High Plains	816,894	4.4%	1.9%	2.5%	35,789	20.1%	3.6%
Metroplex	6,220,007	3.9%	1.7%	2.2%	239,722	34.4%	7.0%
Northwest	557,349	3.6%	1.8%	1.8%	20,036	65.3%	15.6%
South Texas	4,286,039	4.6%	2.0%	2.6%	197,924	31.3%	3.1%
Southeast Texas	766,063	3.9%	2.2%	1.8%	30,102	32.7%	17.0%
Upper East Texas	1,067,766	3.8%	1.4%	2.5%	40,932	64.1%	4.6%
Upper Rio Grande	765,847	5.6%	2.6%	3.0%	43,108	15.2%	1.9%
West Texas	540,142	4.5%	2.1%	2.4%	24,268	47.2%	8.9%
Statewide Total	23,002,555	4.2%	1.9%	2.3%	973,440	36.3%	5.6%

In/out of region figures are based upon individual student enrollment patterns instead of headcount enrollment figures reported by institutions. Percentages are based upon student participation (in and out combined) for each region.
* Does not include HRI enrollments

Appendix C: High-Demand Degree Areas

Appendix C: High-Demand Degree Areas

Overview

This plan reviews higher education programs available in all 10 regions of the state, with a focus on the five regions with the greatest projected population growth: Central Texas, Gulf Coast, Metroplex, South Texas, and the Upper Rio Grande. High-demand programs are most likely to be needed in these areas, and although the programs are generally found there in higher numbers than in the slower-growth regions, gaps in high-demand degree opportunities could restrict student access in the faster-growing regions of the state. This section of the plan outlines some of the potential gaps in high-demand programs. Although the Upper Rio Grande region has a relatively small population, it is included with the high-growth regions because of its high rate of expected population growth (the projected increase in the number of people is not as great as some other regions, but the percent, or rate of increase, is high).

The analysis here identifies discipline areas that should be explored as possibilities for developing new degree programs based on student interest. If degree program gaps are identified, institutions within a region must work together and discuss many factors before a program is brought forward for approval. Institutions in each region are encouraged to review the high-demand programs not currently offered or offered at a limited number of institutions within the region to identify those for which there is sufficient need to consider the development of additional programs. Before the Coordinating Board would approve such new programs, the institutions in the region should demonstrate that:

- there is a need for the program,
- the program is consistent with the institution's mission,
- the institution has the resources necessary to offer a high quality program, and,
- the proposing institution is the most appropriate one in the region to offer the program.

Program proposals submitted to address unmet needs would go through the Coordinating Board's normal review and approval process.

The tables below list the high-demand degree programs available in the 10 regions of the state by level (certificate, associate's, baccalaureate, master's, and doctorate). Graduation records for fall 2004 through summer 2005 were used to create these lists. The availability of distance delivery programs is included in the bachelor's and associate's degree analysis, and all programs new to the high-demand tables are marked with an asterisk. Annual fluctuations in graduates may be responsible for the addition or deletion of new programs from the list. Variations may also occur in fields that are growing or declining. Two of the many changes in high-demand programs from the 2004 *Regional Plan for Texas Higher Education* are the presence of certificate programs in machine technology in 2003 but not in 2005, and the addition of doctoral programs in mathematics in 2005. Overall, more new programs were added than deleted since the 2004 analysis.

Degrees and certificates¹ awarded by public two-year colleges, universities and health-related institutions were reviewed after grouping 2005 graduates by their majors. The data was then organized by level and region and sorted by institution. The tables show the total number of

¹ Certificate programs reviewed in this report refer to Level 1 Certificates which consist of programs requiring at least 15 and no more than 42 semester credit hours (SCH), Level 2 Certificates (requiring between 43-59 SCH), and technology certificates.

institutions offering high-demand programs by region and program area and include the total number of awards received statewide for each program.

The majors or fields are identified using a national system called the Classification of Instructional Programs (CIP), published by the National Center for Educational Statistics. (The entire classification database is available online at <http://www.txhighereddata.org/Interactive/CIP/>.) Newly created programs and those for which the Coordinating Board has provided preliminary authority were included in the analysis of baccalaureate, master's and doctoral programs.

Degrees offered through the state's independent institutions are not included in this analysis except in cases where no public institution in the region offers/has planning authority for the respective program. Preliminary authority and independent institutions are not flagged in newly identified high-demand programs (those added to the list since the *2004 Regional Report* was published). Certificate and associate's degree awards are included in this report, although in two-year colleges and their communities have a tradition of effective identification of instructional areas required to meet local demand. Professional degrees, such as medicine, law and pharmacy, are not included in this review, but are summarized in Appendix D.

Special attention should be paid to gaps in the delivery of career-related undergraduate programs, because nearly 90 percent of Texas students are undergraduates. Graduate programs (master's and doctorates) are important contributors to the higher-education mix, but are more expensive and have less student demand.

This analysis of high-demand degree programs provides a starting point for identifying potential gaps in higher education opportunities throughout the state. However, every degree program is not needed in every region. An area without a local chemical industry, for example, may have no workforce needs for doctorates in chemical engineering. While the Coordinating Board is prepared to support institutions interested in meeting unmet needs for degree programs, the gaps in high-demand programs do not automatically represent unmet need. Nor is the presence of programs in a region necessarily adequate for meeting demand. Proposals for any new degree programs would need to meet all the Coordinating Board standards related to quality and cost, and should include documented evidence that there is a state and regional need for the program.

Most students major in a relatively small number of program areas, as summarized in table C-1. In general, most high-demand programs offered at the baccalaureate and master's level are readily available all over the state. The issue is in providing access which will satisfy the educational needs of communities and meet the interests of students.

Unfortunately, providing access to programs does not always lead to more graduates in these critical fields. For example, nursing and education programs are widely available in every region of the state, but these disciplines still do not attract and graduate enough students to meet local and statewide employment needs. In addition, high-growth regions may require additional programs or services to meet expected increases in student demand.

Table C-1
Summary of 2005 High-Demand Award Areas by Award Level

Award Level	Total Awards	Total Awards in High-Demand Majors	Percent High-Demand Awards	High-Demand Definition ^A	Total Majors with One or More Awards	Total High-Demand Majors	Percent High-Demand Majors
Certificate ^B	21,788	18,282	83.9%	>=100	202	47	23.3%
Associate's	35,236	29,845	84.7%	>=100	299	48	16.0%
Bachelors	69,273	59,010	85.2%	>=200	304	63	20.7%
Master's	25,332	22,077	87.2%	>=50	347	89	25.6%
Doctorate	2,618	1,211	46.2%	>=30	207	23	11.1%

^AThe total statewide awards in a major/program exceed or are equal to the number listed.

^BCertificate programs reviewed in this report refer to Level 1, Level 2 and Technology Certificates which consist of programs requiring between 15 and 42 semester credit hours (Level 1), between 43 and 59 semester credit hours (Level 2), and those that lead to technology certificates.

Preliminary Authority

Preparation of a new degree request requires extensive advance consideration and planning. As a first step, public universities and health science centers in the state may request "preliminary authority" to officially begin the process of planning for and preparing a proposal for a new degree program. Preliminary authority may be granted for a specific CIP Code and level or for broader authority in a broader discipline. Whether or not an institution has preliminary authority in a CIP area, the institution must present a proposal for a specific degree program and receive Coordinating Board approval for the program. On the tables showing high-demand baccalaureate, master's, and doctoral programs, preliminary authority is marked with a "P."

Specialized Programs

There are an enormous number of degree programs for a student to consider. Most are common throughout the state, and some are better known or recognized than others. Degrees can differ by small variations in course content, which reflects the strengths and character of each institution's faculty. Valuable programs may reflect local interests, yet are not in great demand by students or the job market. For instance, there is only one associate's degree available in forestry (Texarkana College), one bachelor's degree available in agricultural engineering (Texas A&M University), and only one university that offers a doctorate in law enforcement and corrections (Sam Houston State University). Programs of this type have been identified by institutions and approved under Coordinating Board guidelines. Specialized programs are not addressed in this analysis.

Representatives of the higher education community and civic leaders in each region are relied upon to evaluate and anticipate new degree opportunities necessary to support local businesses and attract new enterprise. The data and suggestions included in this plan should serve as a starting point for leaders in education to review and consider new degree opportunities. The Coordinating Board is prepared to provide additional analysis and support in introducing new degree programs to fill educational gaps.

Educational opportunities by program and institution are available online for Texas' public universities and two-year colleges at the following Coordinating Board website:
<http://www.collegefortexans.com/applying/> .

Table C-2
 2005 Certificates in High-Demand* Program Offerings
 In Order of the Five Largest and/or High-Growth Regions
 By Number of Programs in Region

Programs	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	North-west Texas	South-east Texas	Upper-East Texas	West Texas	Total Graduates
*Accounting		6	7			2		1	2		268
Accounting Technician/Bookkeeping	3	5	6	7	1	1		1			190
Administrative Assistant/Secretarial Science, General	5	8	5	6	1	2	1	4	1	2	381
*Aircraft Powerplant Technology/Technician	1		1	2			2			1	137
Airframe Mechanics/Aircraft Maintenance Technician	1	1		3		1	2			1	302
Autobody/Collision and Repair Technician	2	3	3	6		2	1		3		315
Automotive Mechanic/Technician	4	6	4	8	1	2	3	2	5	2	644
Business Administration and Management, General	6	13	15	4	1	2	1	2	4	1	597
*Business/Commerce, General Business/Office			5	2	1		1	1	1	2	125
Automation/Technology/Data Entry	2	3	13	6	1	3	3	1	5	2	455
Chemical Technology/Technician	1	5		1				2			126
Child Care and Support Services Management	4	7	3	3		1	1	2	2		140
Child Care Provider/Assistant	4	2	3	4			3	2	3	2	216
Child Development	2	4	3	7	1	1	1	1	1	2	299
Clerical Services/General Office Occupations		1	1	4			2		2	1	181
Computer and Information Sciences, General	1	7	4	5	1	1	2	1	4	2	466
Computer Programming	5	7	10	3	1	1			1	1	206
Computer Systems Networking/Telecommunications	2	3	11	2			1	2	1	1	238

C S	Programs	Central	Gulf		South	Upper		North-	South-	Upper-	West	Total	
		Texas	Coast	Metroplex	Texas	Rio	High	west	east	East	Texas	Graduates	
	Cosmetology/Cosmetologist, General	3	9	2	3	1		2	3	1	6	2	853
	Criminal Justice/Police Science	1	6	4	3			1	1	2	4	2	1094
	Criminal Justice/Safety Studies	4	3	4	1			1					238
	Data Processing Technology/Technician	1	1	9	1			1		2			294
	Dental Assistant	1	1	2	3	1		1		1			212
	Diesel Mechanics Technology/Technician	2	4	1	5			2	1	2	3	1	304
	Drafting and Design Technology/Technician, General	3	8	5	3	1		1	2	1	5	2	349
	Electrical and Communications Engineering/Technician	2	6	7	2			1	1	2	4	1	262
	Electrician		3	1	2			1			1		131
	Emergency Medical Technology/Technician	5	8	5	5	1		1	2	3	5	3	505
	Fire Protection and Safety Technology/Technician		1	2	2								170
	Fire Science/Firefighting	4	4	4		1		2		2	3	2	1049
	Heating, Air Cond., Ventilation and Refrig. Maintenance	2	7	2	6	1		2	3	1	5	1	777
	Heating, Air Conditioning and Refrigeration Technician	2		2	2				1	1			245
	Horticulture/Horticultural Operations, General		1	2	1						1		194
	*Legal Assistant/Paralegal	1	3	3	1	1				1	2		112
	*Marketing/Marketing Management, General	2	1	2	1						1		103
	Medical Administrative/Executive Assistant/ Secretary	3	5	2	3				1	2	3	1	301
	*Medical Insurance Coding Specialist/Coder	2	2	2	2			1	1		2		204
	Medical/Clinical Assistant		2	2	4	1		1			1	1	169
	Nursing - Registered Nurse Training		2							1			135
	Nursing Assistant/Aide and Patient			1	3	1					1		136

Programs	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	North-west Texas	South-east Texas	Upper-East Texas	West Texas	Total Graduates
Care Assistant											
Nursing, Licensed Practical /Vocational Nurse Training	6	12	5	8	1	4	5	2	7	3	3186
Pharmacy Technician/Assistant	1	5	3	2	1	1	1	2			300
Real Estate	4	5	5	2		2	1	2	1		431
Surgical Technology/Technologist	2	4	3	3	1	2	2	1	4	1	274
*Teacher Assistant/Aide	1		1	2							133
*Veterinary/Animal Health Technician/Assistant		1	2	1							106
Welding Technology/Welder	4	7	3	7		3	4	2	6	2	729
* = New to high-demand list in 2005											
Total awardees in high-demand fields:											18,282
Overall total awardees:											21,788
Percent of awardees in high-demand fields:											83.9%

* High-demand programs are those with 100 or more graduates statewide in 2005. Certificate programs reviewed in this report refer to "Level 1 and Level 2 Certificates" which consist of programs requiring between 15 and 42 semester credit hours (Level 1) and between 43 and 59 semester credit hours (Level 2) and Technology Certificates.

Some institutions offer specialized programs which are not considered high-demand but do contribute to the region's offerings at this award level.

Table C-3
 2005 Associate's High-Demand* Program Offerings
 In Order of the Five Largest and/or High-Growth Regions
 By Number of Programs in Region

C ∞	Programs/Majors	Central	Gulf	Metroplex	South	Upper	High	North-	South-	Upper-	West	Total	Offered
		Texas	Coast		Texas	Rio							
	Accounting (A+T)*	2	9	8	2	1	2	2	1	3		205	√
	Accounting Technology and Bookkeeping (T)	1	2	5	6		1		3	1		160	
	Administrative Assistant & Secretarial Science (T)	4	3	4	7		2	1	4	2	1	161	√
	Auto/Automotive Mechanic/Technician (T)	4	4	4	4	1	2	2	1	3	1	244	
	Biology, General (A)*	6	7	2	5		2	1	2	4	3	373	
	Business Administration and Management (A+T)	6	13	14	8	1	2	1	4	4	1	1,133	√
	Business/Commerce, General (A+T)	5	11	13	4	1	1	2	2	4	2	1,407	√
	Business/Office Automation/Data Entry (T)*	1	7	4	3	1	1	3		4	2	228	√
	Chemical Technology/Technician (T)	1	7		3				1			287	
	Child Care Provider/Assistant (T)	2			2			2	2	2	1	131	
	Child Development (A+T)*	4	7	5	5	1	2	1	1	2	1	409	√
	Commercial and Advertising Art (T)*	2	2	1	2	1	1			1		121	
	Computer and Information Sciences, General (A+T)	4	10	5	5	1	3	2	3	4	1	338	
	Computer Networking & Telecommunications (T)	2	3	12	2			1	1	1	1	221	
	Computer Programming (A+T)*	5	9	13	5	1	1	2		3	3	268	
	Computer Systems Technology(T)	2	2	1	2		1		1	1		112	

Programs/Majors	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	North-west Texas	South-east Texas	Upper-East Texas	West Texas	Total Graduates	Offered Via Distance Ed
Criminal Justice/Police Science (A+T)	1	5	4	4		2	1		3	2	181	
Criminal Justice/Safety Studies (T)	4	4	5	11	1	1		3	2	1	543	√
Dental Hygienist (T)	3	2	3	3	1	1		1	1	1	262	
Drafting and Design Technology (T)	4	9	6	6	1	2	2	2	4	3	314	
Education, General (A)*	4	1	6	3		1	1	2	3	3	360	
Electrical & Communications Engineering (T)	2	9	9	4		2	1	2	5	1	267	
Elementary Education and Teaching (A)*	1	2	2	5		3	2		2		599	√
Emergency Medical Technology/Technician (T)	6	9	5	7	1	2	2	2	4	3	154	
General Studies (A)*	5	8	15	7	1	4	1	2	6	3	9,566	
Instrumentation Technology/Technician (T)*	1	3		2		1		1			126	
Interdisciplinary Studies, General (A)	1	2				1			1		564	
Kindergarten/PreSchool Education (A)*		1	2	2	1						250	
Legal Assistant/Paralegal (T)	4	6	5	5	1	2		2	2	2	393	
Liberal Arts and Sciences/Liberal Studies (A)*		9	3	5	1	2	1	2	2		3,410	
Mathematics, General (A)	3	4	2	5		1	2		4	2	186	
Medical Laboratory Technician (T)	4	2	3	5	1	1		1	2		131	√
Medical Radiologic Tech./Radiation Therapist (A)*	1	3			1	1		1			131	
Medical Records Technology/Technician (T)	1	5	3	4	1	1	2	1	2	2	179	
Medical Sonographer & Ultrasound Technician (T)*	1	2	1	2	1			1	1	1	124	
Nursing, General (A+T)	5	11	7	9	1	3	3	4	7	4	3,574	

Programs/Majors	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	North-west Texas	South-east Texas	Upper-East Texas	West Texas	Total Graduates	Offered Via Distance Ed
Occupational Therapist Assistant (T)*	1	3	1	3		1			2		104	
Physical Therapist Assistant (T)	3	4	1	4	1	1			1	1	205	
Psychology, General (A)*	2	4	2	5		2	2		4	3	256	
Radiologic Technology/Radiographer (T)	2	3	2	5	1	2	1	1	2	2	573	
Respiratory Care Therapy/Therapist (T)	2	4	4	4	1	2	1	2	1	3	343	
Secondary Education (A)*	1		1	2		2	2				153	
Social Sciences, General (A)*	2	4		1		1	1		3		383	
Social Work (A+T)*	1		1	6	1	1	1	1	3	1	189	
Surgical Technology/Technologist (T)*	1			2	1	1		1	3	1	116	
System, Networking, & LAN/WAN Management (T)	1	4		2	1				2	1	190	
Teacher Assistant/Aide (T)*	1		1	3							121	
Veterinary Technology/Vet Assistant (T)*	1	1	1	1	1					1	100	
A= Primarily Academic											Total graduates in high-demand programs	29,845
T= Primarily Technical and/or Tech Prep											Total graduates statewide	35,236
A+T = offered both as Academic or Technical/Tech Prep											Percent of graduates in high-demand programs	84.70%

*New to high-demand list is 2005
(Academic programs were not included in 2003 analysis)

*High-demand programs are those with 100 or more graduates statewide in 2005.

Some institutions offer specialized programs which are not considered high-demand but do contribute to the region's offerings at this award level.

Table C-4
 2005 Baccalaureate High-Demand* Program Offerings
 In Order of the Five Largest and/or High-Growth Regions
 By Number of Programs in Region
 (P = preliminary authority granted; NA = program not offered in region)

C-11

Programs/Majors	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	North-west Texas	South-east Texas	Upper East Texas	West Texas	Total Graduates	Offered Via Distance Ed
Advertising	2	1	2	P	1	2	P	P	NA	NA	488	
Agricultural												
Business/Agribusiness												
Operations	2	1	2	1	1	1	I	1	NA	NA	517	
*Agriculture, Agriculture												
Operations	2	2	2	1		2					234	
Animal Sciences, General	2	1	2	1	1	2	I	1	NA	1	260	
Anthropology	3	2	2	2	1	1	P	P	P	P	319	
Applied Arts & Sciences	1	1	3	6	NA	1	1	2	2	C	889	✓
Architecture	2	2	1	1	NA	1	NA		NA	NA	575	
*Architecture, Interior		2	2	1		1		2			217	
Art, Fine/Studio Arts	2	2	4	3	P	2	1	1	P	1	374	
Art, General (Visual)	2	2	2	3	2	2	P	1	1	2	341	
Audiology and Speech												
Pathology	1	1	3	2	P	P	I	2	NA	NA	314	
*Biochemistry	3	1	3			1				1	212	
Biology, General	3	6	6	7	2	2	1	2	2	2	2,771	
Biomedical Sciences, General	1	P	P	1	P	P	P	P	P	P	332	
Business Administration and Management	3	5	4	7	2	2	1	2	2	2	2,464	✓
Business, Accounting	3	6	6	7	2	2	1	2	2	2	2,700	
Business, Banking and Financial Support												
Services	P	2	2	P	P	P	P	P	P	P	366	
Business, Finance, General	3	5	3	6	1	2	1	2	2	2	2,246	
Business, Hotel/Motel	P	1	P	P	P	1	P	P	P	P	214	

C-12	Programs/Majors	Central	Gulf		South	Upper		High	North-	South-	Upper	West	Total	Offered
		Texas	Coast	Metroplex	Texas	Rio	Grande	Plains	west	east	East	Texas	Graduates	Via
									Texas	Texas	Texas			Distance
	Administration													Ed
	Business, International	P	2	1	4	P		1	1	1		P	326	
	Business, Management													
	Info Systems, General	2	5	4	5	1		2	1	1	1	1	1,417	✓
	Business, Marketing &													
	Marketing Management	3	6	5	6	1		2	1	2	2	2	2,456	✓
	Business, Organizational													
	Behavior Studies	P	1	1	P	P		P	P	P	P	P	243	
	Business, Sales,													
	Distribution, and													
	Marketing	1	1	1	1	P		P	P	P	P	P	308	
	Business/Commerce,													
	General	1	3	4	5	1		2	1	2	1	P	1,654	
	Chemistry, General	3	6	6	6	1		2	1	2	1	2	299	
	*Child Development		1	2				1					200	
	Communication Studies,													
	General	1	3	1	5	1		P	P	1	I	2	674	
	Computer and Information													
	Sciences, General	2	6	5	5	2		2	1	2	1	2	1,171	
	Criminal Justice Studies	1	3	5	4	2		P	1	1	2	1	1,433	✓
	Drama/Theatre Arts,													
	General	3	4	5	3	2		2	1	2	1	1	339	
	Economics, General	3	2	5	2	P		2	P	1	P	P	938	
	Engineering, Chemical	2	2	P	1	P		1	NA	1	NA	NA	329	
	Engineering, Civil,													
	General	2	2	1	2	1		1	NA	1	P	NA	504	
	Engineering, Computer	1	2	1	P	P		1	NA	P	I	NA	237	
	Engineering, Construction													
	Technology	2	2	1	P	NA		P	NA	P	P	P	247	
	Engineering, Electrical &													
	Communications	2	2	2	3	1		1	NA	1	1	NA	1,019	
	Engineering, Mechanical	2	2	1	3	1		2	P	1	1	NA	739	
	English Language and													
	Literature, General	3	6	5	8	1		2	1	2	2	2	1,816	✓
	*Fashion Merchandising	1	1	2				1		1			259	

Programs/Majors	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	North-west Texas	South-east Texas	Upper East Texas	West Texas	Total Graduates	Offered Via Distance Ed
Fitness and Sports	3	4	5	6	2	2	1	2	1	2	2,041	
*Foods, Nutrition, and Wellness Studies	3	4	1			1		2			252	
General Studies	P	P	2	1	1	2	I	1	2	1	512	✓
Geography	3	3	2	2	P	2	P	1	P	P	233	
*Graphic Design	1	1			1	2		1			203	
Health Studies	2	4	3	3	NA	1	NA	2	P	NA	301	✓
History, General	3	6	6	8	2	2	1	2	2	2	1,524	✓
*Human Development and Family Studies, General	2	1	2	1		1		2		1	658	
Interdisciplinary Studies, General	3	6	6	8	2	2	1	2	2	2	6,119	
Journalism	3	3	4	1	1	2	1	1	1	2	655	
Liberal Arts and Sciences/Liberal Studies	1	1	1		C	1	P	I	P	NA	517	
Mathematics, General	3	5	6	8	1	2	1	2	2	2	705	
Music, General	3	4	5	6	1	2	1	2	1	1	483	
Nursing, General	1	3	3	5	1	2	1	2	2	1	2,420	✓
*Philosophy	3	2	2	2	1	1					214	
Political Science and Government, General	3	6	6	6	2	2	1	2	1	2	1,717	
Psychology, General	3	6	6	8	2	2	1	2	2	2	3,506	✓
Public Relations/Image Management	2	2	3	1	1	1	P	P	NA	NA	683	
Radio and Television	2	3	3	P	P	1	P	1	NA	NA	749	
Social Work	2	3	5	3	1	2	1	2	I	NA	609	
Sociology	3	6	6	6	1	2	1	2	1	2	1,025	I
Spanish Language and Literature	3	3	4	7	2	2	1	2	1	2	647	

Programs/Majors	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	North-west Texas	South-east Texas	Upper East Texas	West Texas	Total Graduates	Offered Via Distance Ed
Speech and Rhetorical Studies	2	3	3	1	1	2	P	1	1		796	
* = New to high-demand list in 2005											Total graduates statewide in high-demand fields	59,010
C= Newly created program											Total graduates statewide	69,273
I= Offered at Independent Institution											Percent of graduates in high-demand fields	84.3%

*High-demand programs are those with 200 or more graduates in 2005.

Some institutions offer specialized programs which are not considered high-demand but do contribute to the region's offerings at this award level.

Table C-5
 2005 Master's High-Demand* Program Offerings
 In Order of the Five Largest and/or High-Growth Regions
 By Number of Programs in Region
 (P = preliminary authority granted; NA = program not offered in region)

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Program/Majors	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	Northwest Texas	Southeast Texas	Upper East Texas	West Texas	Total Graduates
Advertising	1	P	P	P	P	P	NA	NA	NA	NA	72
*Agriculture, Agriculture Operations		1	2	1		1		1			54
*Animal Sciences	1	1		1	1	2				1	64
Architecture	2	2	1	1	NA	1	NA	NA	NA	NA	229
*Art/Art Studies			1	1	1	2		2			59
Audiology & Speech Pathology	1	1	1	1	1	1	NA	NA	NA	NA	196
Biology, General	1	4	5	4	2	2	1	2	1	2	168
Business Administration & Management	3	5	6	8	2	2	1	2	2	2	3767
Business, Accounting	3	3	3	4	1	2	P	1	1	2	1013
Business, Finance	1	3	2	1	P	1	P	P	P	P	235
Business, Management Information Systems	1	2	3	2	P	1	P	P	P	P	202
Business, Marketing/Marketing Management	1	1	2	1	P	1	P	P	P	P	82
Chemistry, General	3	5	5	2	1	2	P	1	P	NA	91
City/Urban, Community & Reg. Planning	2	2	1	NA	P	P	NA	NA	NA	NA	104
*Communication, Speech & Rhetoric			1	1	1	1		1		1	51
Computer & Information Sciences	2	4	4	3	1	1	1	1	1	P	660
Computer Science	1	1	P	1	P	P	P	P	P	P	142
Counselor Education/School Counseling and Guidance Services	1	4	4	8	2	2	1	P	P	2	965
*Creative Writing	2	1	1		1						53
Criminal Justice Studies	P	2	3	1	1	1	P	1	1	P	80

Program/Majors	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	Northwest Texas	Southeast Texas	Upper East Texas	West Texas	Total Graduates
*Criminal Justice/Law Enforcement Admin.	1	1		2						1	50
Drama /Theatre Arts	2	1	3	1	1	1	NA	1	NA	NA	61
Economics, General	2	1	3	1	P	1	P	P	NA	NA	103
Education, Adult, Continuing	2	P	1	1	P	P	1	P	2	P	71
Education, Agricultural Teacher	2	1	2	P	P	1	P	P	P	P	67
*Education, Bilingual and Multilingual	1	1		4		1				1	103
Education, Curriculum and Instruction	2	6	2	5	1	2	1	P	1	1	478
Education, Early Childhood	1	3	3	4	P	P	P	1	1	1	82
Education, Elementary/Middle School Administration	P	P	1	P	P	P	P	P	P	P	84
*Education, General			2	2	1				C		116
Education, Physical Ed. & Coaching	3	4	1	P	1	P	P	1	P	P	116
Education, Reading Teacher	1	4	3	7	2	2	1	P	1	2	166
*Educational Diagnostician			1	2	2	1				1	66
Educational Leadership & Administration	3	5	4	8	2	2	1	2	2	2	1945
Educational Psychology	2	1	1	P		1	P	P	1	P	124
Educational/Instructional Media Design	2	3	2	2	P	2	P	1	P	1	245
Elementary Education and Teaching	1	2	2	4	P	1	P	2	1	P	375
*Engineering, Biomedical/Medical	2	1	2								82
Engineering, Chemical	2	1	P	1	P	1	NA	P	NA	NA	69
Engineering, Civil, General	2	1	1	2	1	1	NA	P	P	NA	306
Engineering, 'Computer Software	P	1	2	P	P	1	NA	P	NA	NA	93
Engineering, Computer, General	1	1	2	P	1	P	NA	P	NA	NA	149
Engineering, Electrical & Communications	2	2	2	3	1	1	NA	P	NA	NA	792
Engineering, General	P	1	P	P	P	1	NA	1	1	NA	231
Engineering, Industrial	2	1	1	1	1	1	NA	P	NA	NA	203

Program/Majors	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	Northwest Texas	Southeast Texas	Upper East Texas	West Texas	Total Graduates
Engineering, 'Mechanical	2	1	1	3	1	1	NA	P	NA	NA	290
Engineering, Petroleum	2	1	P	1	P	1	NA	P	NA	NA	126
English Language and Literature	3	4	5	5	1	2	1	2	2	2	271
Environmental Health Engineer	1	1	1	1	1	1	NA	1	NA	NA	56
Environmental Science	1	2	2	2	P	1	NA	2	NA	P	64
Fitness and Sports	1	P	3	2	1	2	1	1	P	2	191
Geology/Earth Science, General	2	1	3	1	2	1	P	1	NA	1	74
Health Care Administration/Management	1	2	3	P	NA	1	1	NA	P	NA	226
History, General	3	3	5	2	2	2	1	1	1	2	172
*Humanities		1	2								99
Industrial Technology	1	1	1		P	1	NA		1	NA	51
Information Science	P	1	2	2	1	P	P	1	P	P	162
Interdisciplinary Studies	1	1	4	5	1	2	1	1	2	P	211
Journalism	1	1	1	P	P	1	NA	P	NA	NA	79
Library Science	1	1	2	P	P	NA	NA	NA	NA	NA	625
Mathematics, General	3	5	6	3	1	2	P	2	1	P	202
Music Performance	P	1	2	1	1	2	1	1	NA	NA	118
Music, General	2	1	2	1	P	1	NA	1	NA	NA	88
Nurse Practitioner	1	2	2	3	1	2	1	P	P	P	409
Nurse, Clinical Specialist	P	2	1			P	P	P	P	1	63
*Nursing Administration		1	2	1	2	1			1		54
Occupational Therapy/Therapist	NA	P	1	1	NA	1	NA	NA	NA	NA	94
Operations Management and Supervision	1	1	1	1	P	P	P	P	P	P	68
Physical Therapy	1	1	2	1	1	1	NA	NA	NA	1	288
Physician Assistant	NA	2	2	P	NA	1	NA	NA	NA	NA	160
Physics, General	3	2	4	1	1	1	NA	1	NA	NA	86
*Political Science and Government	3	2	3	2	2	1	1		1		72
*Psychology, Clinical		2		1	1				1	1	52
Psychology, 'Counseling	1	2	3	3	P	1	1	2	2	1	442
Psychology, General	2	4	3	3	1	2	1	1	P	1	186

Program/Majors	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	Northwest Texas	Southeast Texas	Upper East Texas	West Texas	Total Graduates	
Public Administration	2	3	3	4	2	1	1	2	1	1	271	
Public Health, General	1	2	1	NA	P	NA	NA	NA	NA	NA	154	
Public Policy Analysis	1	P	P	NA	P	NA	NA	NA	NA	NA	130	
Real Estate	1	P	2	P	P	P	P	P	P	P	70	
School Psychology	1	2	2	P	P	P	P	1	2	P	69	
Secondary Education and Teaching	1	2	2	3	P	1	P	2	1	P	179	
Social Work	2	1	2	1	P	P	P	1	NA	P	661	
Sociology	3	5	4	3	1	1	P	P	P	NA	107	
Spanish Language and Literature	3	1	3	5	1	1	NA	P	P	C	98	
Special Education and Teaching	2	3	3	7	1	2	1	2	2	1	488	
*Speech and Rhetorical Studies	3	1	1			1					55	
Speech-Language Pathology	P	P	2	1	NA	P	I	2	NA	NA	92	
*Statistics, General	2	2	1	1	1	1					56	
Vocational Rehabilitation Counseling	NA	P	2	1	NA	1	NA	1	NA	NA	104	
* = New to high-demand list in 2005											Total graduates statewide in high-demand fields	22,077
C= Newly created program											Total graduates statewide	25,332
I= Offered at independent institution											Percent of graduates in high-demand fields	87.2%

* High-demand programs are those with 50 or more graduates in 2005.

Table C-6
 2005 Doctorates High-Demand* Program Offerings
 In Order of the Five Largest and/or High-Growth Regions
 By Number of Programs in Region

(P = preliminary authority granted; NA = program not offered in region)

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Programs/Majors	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	North-west Texas	South-east Texas	Upper East Texas	West Texas	Total Graduates
*Anthropology	2										31
Biochemistry	2	3	2	1	NA	1	P	NA	NA	NA	34
Business Administration & Management	2	P	3	P	NA	1	NA	NA	NA	NA	36
Cell/Cellular and Molecular Biology	1	2	2	1	NA	P	NA	NA	NA	NA	38
Chemistry	2	1	2	C	P	1	NA	NA	NA	NA	90
*Computer and Information Sciences	1	1	3		P	1					32
Economics	2	1	P	P	NA	1	NA	NA	NA	NA	39
Education, Curriculum and Instruction	2	2	1	P	P	1	NA	NA	NA	NA	82
Educational Leadership and Administration, General	3	3	2	4	1	1	NA	1	NA	P	161
*Educational Psychology	2	1	1	P		1					58
Engineering, Chemical	2	1	P	P	NA	1	NA	P	NA	NA	65
Engineering, Civil	2	1		P	P	1	NA	P	NA	NA	49
Engineering, Electrical & Communications	2	1	2	P	P	1	NA	P	NA	NA	120
*Engineering, Industrial	2	1	1			1					30
Engineering, Mechanical	2	1	1	P	NA	1	NA	P	NA	NA	48
English Language & Literature	2	1	2	P		1	NA	NA	NA	NA	31
*Mathematics	2	1	1	P		1					30
*Molecular Biology	1	1	1	1		1					34
Music	1	P	P	NA	NA	1	NA	NA	NA	NA	50
Physics	2	1	2	NA	NA	1	NA	NA	NA	NA	52
Psychology, Clinical	1	1	2	P	NA	1	NA	NA	NA	NA	37
Psychology, Counseling	1	1	2	I	NA	1	NA	NA	NA	NA	34

Programs/Majors	Central Texas	Gulf Coast	Metroplex	South Texas	Upper Rio Grande	High Plains	North-west Texas	South-east Texas	Upper East Texas	West Texas	Total Graduates
*Psychology, General	2			P	1						30
* = New to high-demand list in 2005						Total graduates statewide in high-demand fields					1,211
C= Newly created program						Total graduates statewide					2,618
						Percent of graduates in high-demand fields					46.2%

*High-demand programs are those with 30 or more graduates in 2005.

Some institutions offer specialized programs which are not considered high-demand but do contribute to the region's offerings at this award level. For example, The University of Texas at El Paso in the Upper Rio Grande region offers doctorates in pathobiology and environmental engineering.

Appendix D: Review of Selected Professions in Texas

Appendix D: Review of Selected Professions in Texas

Note: Following the April 2002 adoption of a methodology for projecting the need for professional education, the Coordinating Board's Division of Universities and Health-Related Institutions staff applied it in a series of studies. The complete reports, which are summarized in this appendix, are available at <http://www.thecb.state.tx.us/UHRI/ProfSchools.htm> .

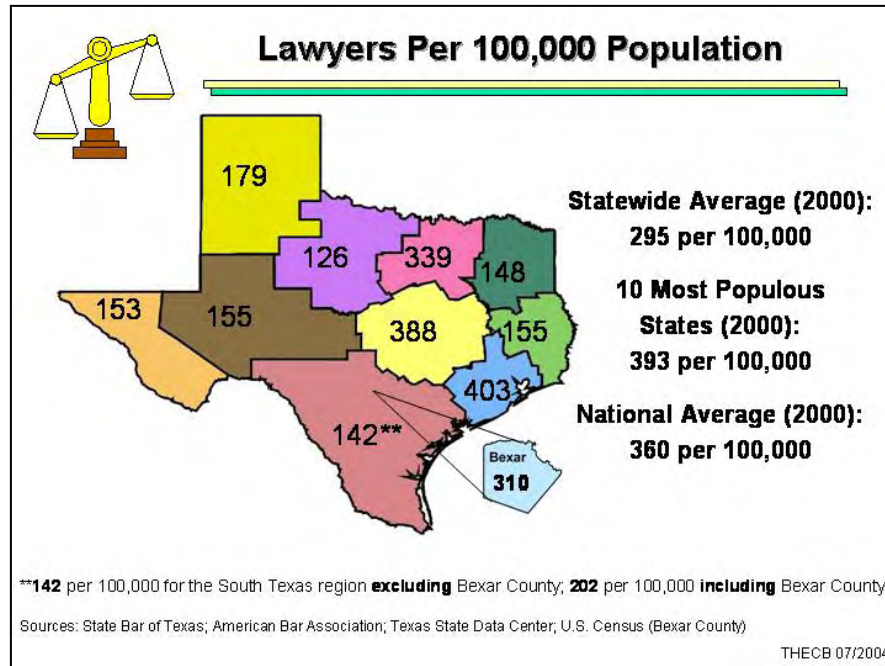
Introduction¹

The physical, economic, and social well-being of Texas requires sufficient numbers of attorneys, physicians, dentists, pharmacists, veterinarians, and other professionals to meet the needs of our diverse, rapidly increasing population. To meet those needs, Texas can produce those professionals in its schools, or can “import” them after they have been educated elsewhere. In practice, both methods build the state’s professional workforce. A mobile society and a healthy Texas economy will ensure that the state continues to attract professionals educated elsewhere. The state will continue to produce on its own, as well. Having enough professionals in the state to provide needed services is only one aspect of this complex issue. The state must also have an appropriate balance of generalists versus specialists and an appropriate balance among specialties (e.g., among physicians, appropriate numbers of cardiologists, orthopedic surgeons, oncologists, etc.). The state also needs to have them geographically distributed to ensure everyone fair access to needed services. Achieving that broad distribution of professionals is one of the state’s greatest challenges.

The reports referenced at the beginning of this appendix address two broad issues—supplying professionals and providing opportunities for professional education. These are not the only factors that should be considered when deciding when or where to establish a new professional school. Factors such as costs and benefits of meeting any identified needs (including economic development benefits to the region in which the school would be located), the examination of various approaches to meeting those needs, the effects the creation of a new professional school would have on existing schools, the priority needs of the state at the time the decision is made, and the state’s ability to create and maintain a new school while meeting other needs (for higher education and/or other areas of state responsibility).

¹ The Introduction is from “A Methodology for Projecting the Need for Professional Education” (April 2002), available at <http://www.thecb.state.tx.us/UHRI/ProfSchools.htm> .

Lawyers in Texas²



Findings

- Texas lawyers are not distributed evenly throughout the state. There are many areas of low population density served by few lawyers. In addition, the South Texas region is an area of very high population density served by significantly fewer lawyers per capita than the statewide average.
- Texas lawyers are not distributed evenly throughout the state with respect to level of business/economic activity. There are several regions of the state with significantly lower numbers of lawyers per billion dollars in aggregate personal income (a proxy for level of business activity) than the statewide average.
- Over three-fourths of Texas lawyers were educated at Texas law schools. Of the recent Texas law school graduates who are practicing law, over 90 percent of them have remained in the state (the highest percentage in the U.S.). A significant number of graduates from law schools in large cities remain in or near those cities to practice law.
- Similar to other states, three-fourths of Texas law graduates are employed in law-related positions within nine months of graduation. Law graduates do not become lawyers for many reasons, including: a) not passing the State Bar Exam and b) accepting jobs not requiring a law degree.
- In 2000, there were 1,803 Texas law graduates that passed the Texas State Bar Exam. In that same year, 1,840 law students graduating from Texas and U.S. law schools filled law positions in Texas.

² From "Projecting the Need for Legal Education in Texas" (January 2003), specifically the "Summary of Findings and Conclusions and Recommendations."

Conclusions and Recommendations

- Lawyers are not distributed evenly throughout Texas, possibly leaving citizens of some regions with less access to needed services
- Some areas of the state are under-represented in the state's law school enrollments.

If the state wants to increase the lawyer supply, it could:

- Provide for moderate increases in enrollment at the states' smaller public law schools; and
- Promote improved retention and success at law schools with higher attrition rates and/or lower passing rates on the State Bar Exam.

To address the uneven distribution of lawyers and the populations under-represented in law schools, the state should:

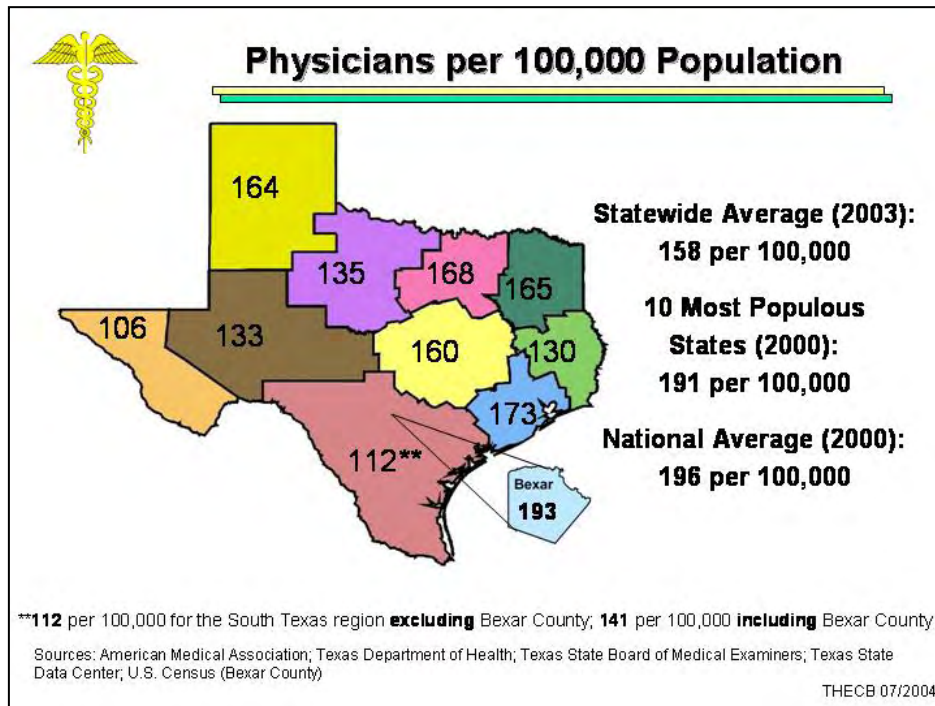
- Consider funding education loan repayment programs for lawyers practicing in underserved areas; and
- Establish programs that increase recruitment and enrollment of law students from under-represented groups and areas.

The availability of lawyers in underserved areas and the under-representation of Hispanics and African-Americans in the state's law schools and among practicing attorneys are critical issues for Texas. The Coordinating Board will continue to study them and forward additional findings and recommendations to the Legislature.

Based on the lack of definitive evidence that there is a statewide lawyer shortage and the fact that Texas baccalaureate graduates (on a statewide basis) have about the same opportunity to attend law school as baccalaureate graduates of other states, there is not a compelling reason to recommend that the state establish a new law school in the immediate future. However, the state should carefully monitor important service and opportunity measures identified in the report (both statewide and regional) as the population and baccalaureate graduates increase in coming years.

Physicians in Texas³

³ From "Projecting the Need for Medical Education in Texas" (October, 2002), specifically the "Services" and "Opportunities" Findings' and "Summary Findings and Recommendations."

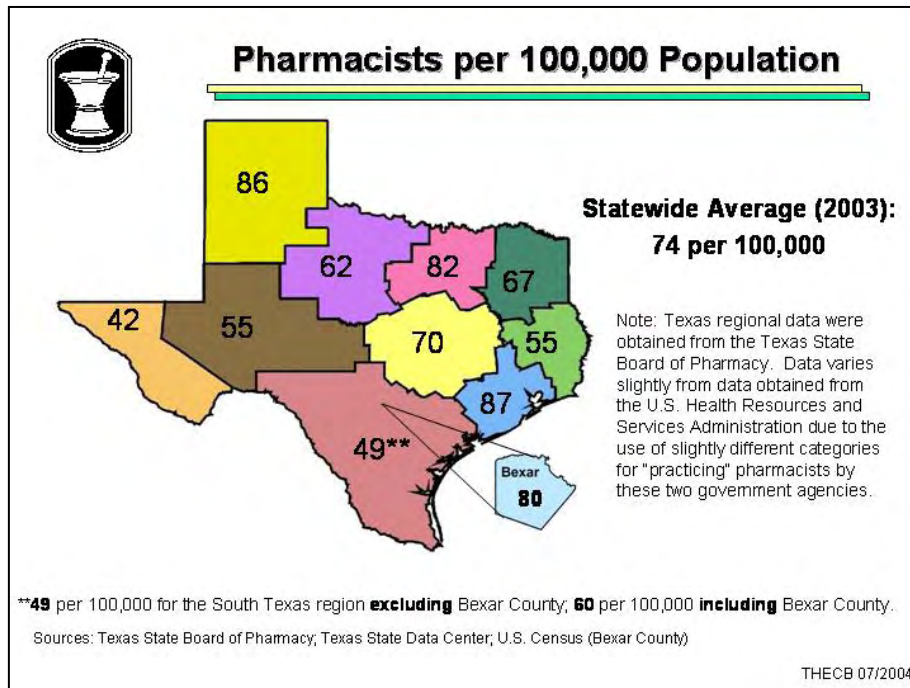


Findings, Conclusions and Recommendations

- Texas now has fewer physicians per 100,000 population than the national average, fewer than the 10 most populous states' average, and is at the low end of the U.S. Department of Health & Human Services recommended ratio of physicians per population. Texas' population is increasing; if the number of physicians does not increase, those ratios will become increasingly unfavorable.
- Texas physicians are not distributed evenly throughout the state. Significant regional imbalances exist and are likely to persist.
- There are many areas of low population served by few physicians. In addition, there are two large regions of high population that are served by significantly fewer than the statewide average number of physicians: the Upper Rio Grande region and the South Texas region (Lower Rio Grande Valley).
- Before creating new medical schools, expanding existing schools, or starting new extension initiatives, the Legislature should ensure that existing schools and regional academic health centers have funding sufficient to support their missions.
- An increase in the number of residency training opportunities in the state would probably yield additional numbers of physicians choosing to practice in Texas – whether they attended medical school in the state or elsewhere. The Legislature should consider efforts focused on increasing residency positions to the extent possible and consistent with the provision of high-quality residency training.

- The Legislature should consider additional funding to repay educational loans for physicians practicing in poorly served areas.
- The Legislature should examine, and to the extent possible, take steps to address issues that adversely affect physicians' decisions to remain in practice.
- Unless patterns of medical services delivery change markedly, an increasing population is likely to need additional medical services provided by an increasing number of physicians. Therefore, over time, an additional number of physicians will be needed. To meet that need, while balancing important issues of opportunity, cost effectiveness, economic development, and other factors, the state should over time increase its in-state production of physicians by: a) increasing the class sizes at its smaller existing medical schools (Texas Tech University Health Sciences Center, Texas A&M University System Health Science Center, and the University of North Texas Health Science Center at Fort Worth) and b) carefully considering the creation of an additional school or schools.
- The availability of physicians in rural and urban underserved areas and the under-representation of Hispanics and African-Americans are critical issues for Texas. The Coordinating Board will continue to examine these issues and forward additional findings and recommendations to the Legislature.
- If additional schools are created, they should be located where: a) areas of high population are served by significantly fewer than the state average number of physicians; b) the school location(s) could potentially address issues of geographic access, opportunity to attend medical school, and physician workforce diversity; and c) the state could build on significant prior investments that it and other entities have made for the provision of medical education and services.
- Two areas of the state now meet each of those criteria: the Upper Rio Grande region and the South Texas region (Lower Rio Grande Valley).
- Decisions about if, when, and where to create additional medical schools are, of course, legislative responsibilities that are carried out in the broad context of all of the state's needs, financial capabilities, and priorities. Nevertheless, because it takes considerable time to either develop or expand medical education, the Texas Legislature should give early attention to the issue.
- If the state does create a new medical school or schools, it should give careful attention to ensure that a strong, diverse resource base is available for support.

Pharmacists in Texas⁴



Findings

- The number of pharmacy graduates dropped in the mid to late 1990s as schools transitioned from a five-year to a six-year degree program. The transition contributed to a nationwide shortage of pharmacists. The four existing schools now report an upturn in enrollment and should graduate 380 new pharmacists in 2005 (a 38 percent increase from 2000). With an estimated 60 to 85 new students scheduled to graduate from a new pharmacy program at Texas A&M University-Kingsville (South Texas region) in seven years, the Coordinating Board projects 455 new graduates from public institutions per year by 2010. The University of the Incarnate Word (Bexar County, South Texas region) expects to graduate an estimated 50 to 55 students by 2010, counting toward a potential total of about 508 statewide per year.
- In recent years, schools have developed satellite and distance education programs to provide educational opportunities to students in other locations. These programs are usually less costly and have a shorter start-up time for producing graduates.
- Pharmacists are not evenly distributed among the Texas population. The Gulf Coast, High Plains, and Metroplex regions have the most pharmacists per 100,000 population. All of these regions have major medical centers.

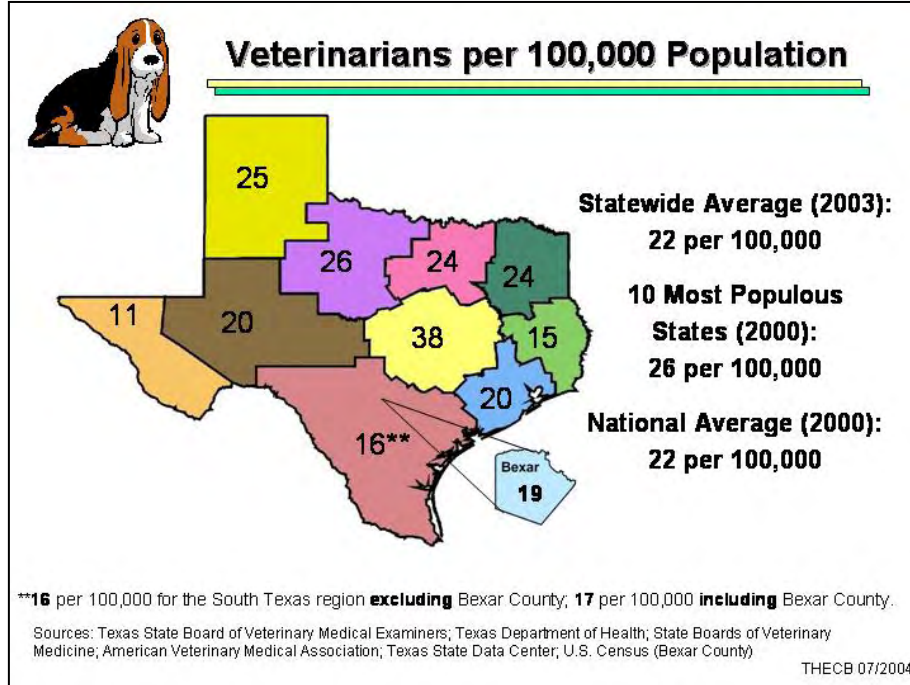
⁴ From "Projecting the Need for Pharmacy Education in Texas" (January 2004), specifically the "Executive Summary."

- The 19 southern-most counties in the South Texas region and the Upper Rio Grande region have the fewest pharmacists per 100,000 population. (These areas also have the fewest physicians per 100,000 population.)

Conclusions and Recommendations

- The current and predicted shortage of pharmacists can not be explained by focusing solely on supply-side factors. Despite recent fluctuations in the number of graduates from the state's schools, the annual increase in the number of pharmacists in Texas has kept pace or outpaced the state's annual increase in population during the past decade (except in 2000). Demand issues, such as the rapid growth in the number of prescriptions filled and the aging population, most likely play a more pivotal role in assessing the current and future demand for pharmacists. Changes in the profession's scope of practice also may affect demand but are expected to develop more slowly. At the same time, centralized prescription fill services and automated fill systems are becoming more commonplace and are increasing efficiency in the dispensing of routine medications. The confluence of all of these factors makes it difficult to project the need for pharmacy education and leaves open a variety of options for resolving the current and any future pharmacist shortage.

Veterinarians in Texas⁵



Findings

- The projected need for veterinarians in Texas nearly matches the number of graduates from Texas A&M University's College of Veterinary Medicine (TAMU-CVM). The estimated annual openings is 130; the average number of TAMUCVM graduates is 118.
- Schools of veterinary medicine are extraordinarily expensive, exceeding the cost for medical schools. A TAMU-CVM estimate for the cost of developing a new veterinary school from the ground up ranges from \$250 million to \$400 million. In addition, recurring operating expenses at TAMU-CVM for faculty, services, and research total approximately \$55 million per year.
- Large-animal practice attracts few veterinarians. Of the practicing veterinarians in Texas in 2001, 71.5 percent practiced small-animal veterinary medicine, 2.3 percent practiced large-animal veterinary medicine, and 26.1 percent were in mixed practice.

Conclusions and Recommendations

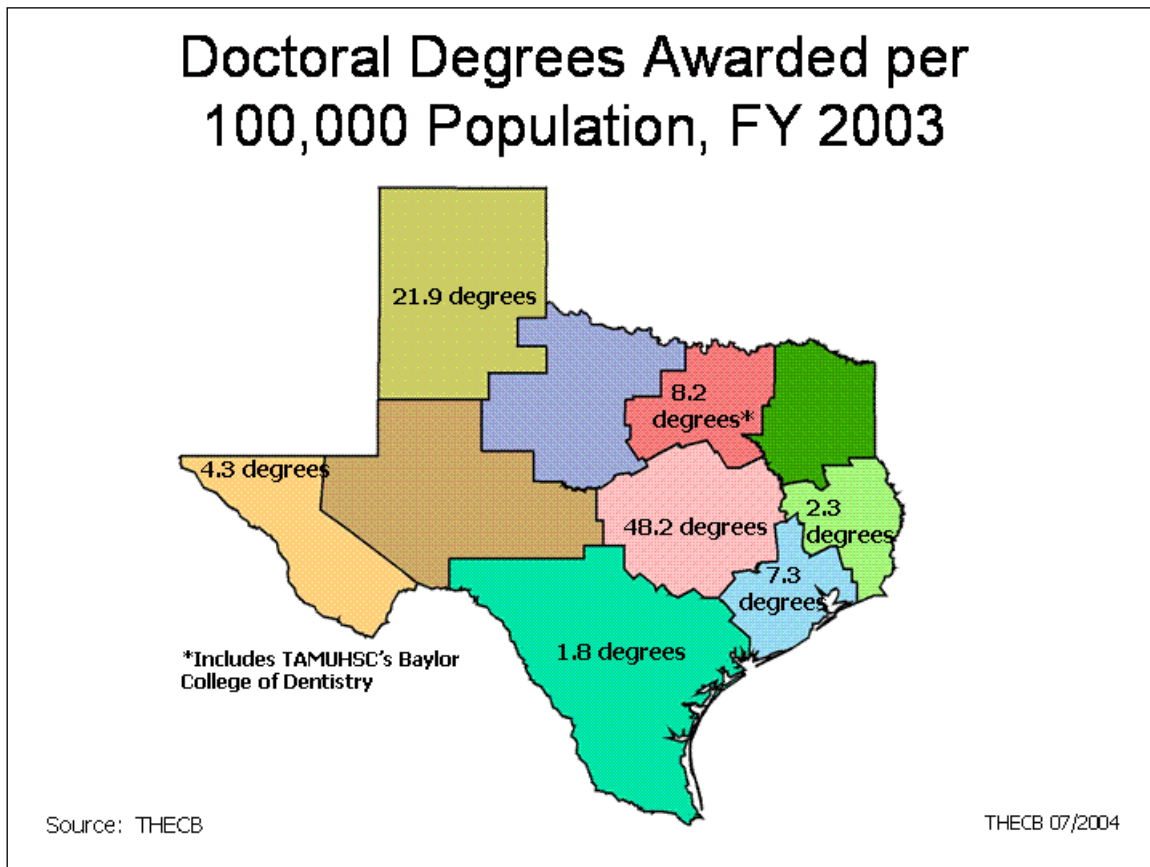
- Because production (approximately 118 per year) approaches projected job growth (approximately 130 per year), there does not appear to be a current need to create a new school of veterinary medicine in Texas.
- Creating another school of veterinary medicine would not necessarily provide the number of large-animal veterinarians needed to bring Texas to the national average.

⁵ From "Projecting the Need for Veterinary Medical Education in Texas" (October 2002), specifically the "Executive Summary."

- Should the state determine that more veterinarians are needed, particularly in large-animal practice, the class capacity at TAMU-CVM could be increased by 10 to 20 students.
- To enhance the likelihood of increasing the number of veterinarians treating large animals (mostly in rural areas), the state could develop a “Large Animal Veterinarian Loan Repayment Program” for new veterinarians whose practice serves that population.

Research Doctoral Degrees Awarded in Texas⁶

This 2004 Coordinating Board study is presented in two parts. The first reviewed nationwide trends and critical issues in doctoral education pertaining to research doctorates. The second part, to be published in fall 2004, will examine the strengths and concerns of doctoral education in Texas. It will provide recommendations for the state, Coordinating Board, and higher education institutions for enhancing the effectiveness of doctoral education. The demand for most doctoral-level awards, particularly those which are research-intensive, is influenced by national trends. Doctorates in education may be the exception to national demand, with program availability and job openings most likely influenced at the regional level.

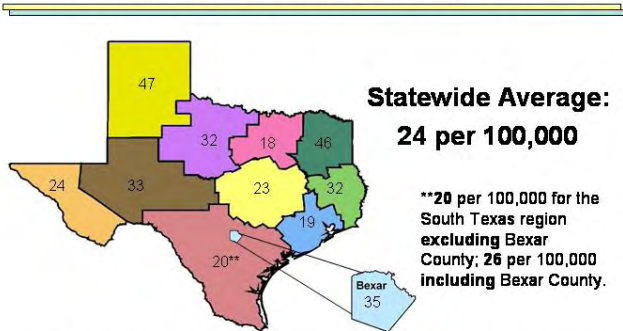


⁶ Map from "Doctoral Education in Texas, Part I: Past Trends and Critical Issues" (July 2004).

Nursing Licensures and Practitioners in Texas⁷

The 2004 Coordinating Board review of registered nurse programs and practitioners in Texas provides several recommendations, those reported below.

Graduates of Initial RN Licensure Programs* per 100,000 Population in Texas (2003)

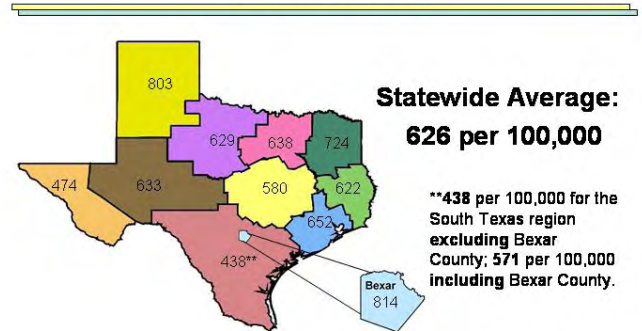


*Initial RN licensure programs include initial licensure programs but **NOT** transition programs (e.g., RN to BSN). TWU graduates divided between the Metroplex and Gulf Coast regions.

Sources: 1) Regional Population: Texas State Data Center; 2) Bexar County Population: U.S. Census Bureau, 2002; 3) Graduates: Board of Nurse Examiners for the State of Texas.

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Practicing RNs per 100,000 Population in Texas (2003)



Sources: 1) Regional Population: Texas State Data Center; 2) Bexar County Population: U.S. Census Bureau, 2002; 3) Practicing RNs: Texas Department of Health.

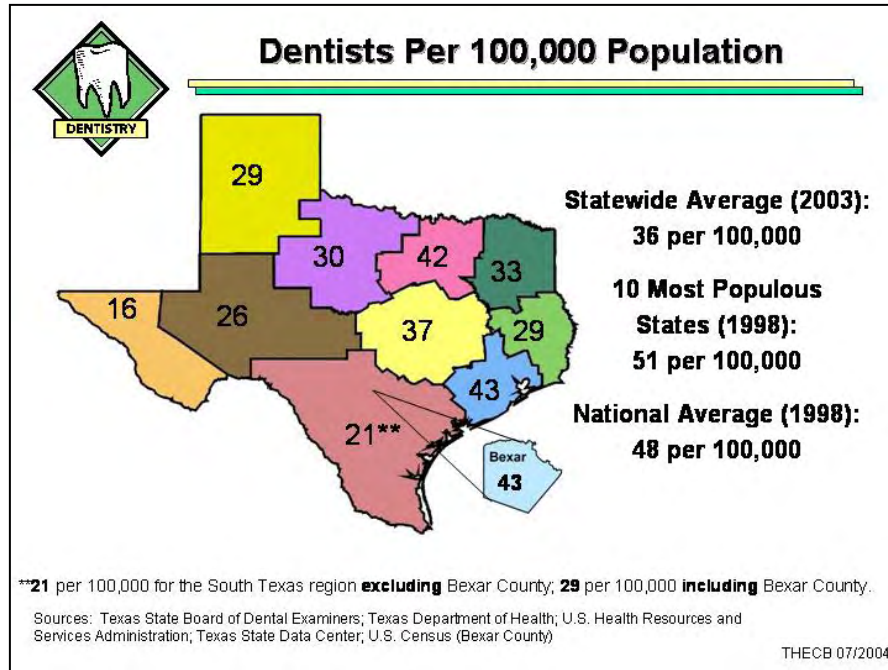
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Recommendations

- Set statewide goals for increasing initial RN licensure graduates.
- Study retention rates of nursing programs and promote best practices.
- Establish a statewide or regional application and admissions center(s) for initial RN licensure programs.
- Continue to study articulation agreements between community colleges, universities, and health-related institutions to determine/promote best practices.
- Maximize the use of existing resources and faculty through the “regionalization” of common administrative and instructional functions, interdisciplinary instruction, pooled or shared faculty, and new clinical instruction models.
- Provide special item funding to increase enrollments and retention in nursing programs in South Texas (especially in areas outside Bexar County), where practice-to-population ratios are the lowest in the state.
- Better coordinate distance education offerings to avoid program overlap; share faculty expertise and increase educational opportunities in areas of the state (especially in parts of West Texas) where new degree programs or special training are needed.

⁷ From “Increasing Capacity and Efficiency in Programs Leading to Initial RN Licensure in Texas” (July 2004).

Dentists in Texas



Coordinating Board staff has not prepared a comprehensive report on the availability and need for dental professionals throughout the state. Although the practitioners per 100,000 (left) has been calculated, findings and recommendations for this professional area of study have yet to be formulated.

Appendix E:
Texas Institutions
of Higher Education

**Appendix E:
Texas Institutions of Higher Education**

**Table E-1
Summary of Texas Institutions of Higher Education, by Type and Region
(Including Independent Institutions, Multi-Institutional Teaching Centers, University System Centers)**

Total	Institution Type	Central Texas	Gulf Coast	High Plains	Metroplex	NW Texas	South Texas	SE Texas	Upper East Texas	Upper Rio Grande	West Texas
Public Institutions											
9	Health-Related Institutions	1	3	1	2	0	1	0	1	0	0
35	Universities	3	7	2	6	1	8	2	2	2	2
106	Community College Campuses	13	21	4	27	5	13	1	12	6	4
7	State and Technical Colleges	1	0	0	0	1	1	3	1	0	0
21	Health-Related Centers & Teaching Sites	2	2	1	2	0	10	0	0	2	2
28	University Centers, Teaching Sites & Branch Campuses	2	5	1	6	1	6	0	4	1	2
58	Community College Centers & Extensions	5	10	6	5	12	8	3	4	0	5
Independent Institutions											
1	Health-Related Institution	0	1	0	0	0	0	0	0	0	0
39	Universities	6	3	2	13	4	6	0	5	0	0
2	Junior Colleges	0	0	0	0	0	0	0	2	0	0
306	Higher Education Opportunities (Statewide)	33	52	17	61	24	53	9	31	11	15

A map of all higher education opportunities in Texas is available at <http://www.thecb.state.tx.us/InteractiveTools/HELM/> .

Table E-2
Texas Institutions of Higher Education, by Region
(Including Independent Institutions, Multi-Institutional Teaching Centers, University System Centers)

Institutions (Alpha by Region)	Type	City	County
Central Texas Region			
Baylor University	Independent University	Waco	McLennan
Concordia University	Independent University	Austin	Travis
Huston-Tillotson College	Independent University	Austin	Travis
Southwestern University	Independent University	Georgetown	Williamson
St. Edward's University	Independent University	Austin	Travis
University of Mary Hardin-Baylor	Independent University	Belton	Bell
Round Rock Higher Education Center	Public University Teaching Site	Round Rock	Travis
Tarleton University System Center - Central Texas	Public University Teaching Site	Killeen	Bell
Texas A&M University	Public University	College Station	Brazos
Texas A&M University System Health Science Center	Public Health-Related	College Station	Brazos
Texas A&M University System Health Science Center College of Medicine (Temple)	Public Health-Related	Temple	Bell
Texas Tech University Teaching Site (Highland Lakes)	Public University Teaching Site	Highland Lakes	Burnet
Austin Community College - Cypress Creek Campus	Public Community College	Austin	Williamson
Austin Community College - Eastview Campus	Public Community College	Austin	Travis
Austin Community College - Highland Business Center Campus	Public Community College	Austin	Travis
Austin Community College - Northridge Campus	Public Community College	Austin	Travis
Austin Community College - Pinnacle Campus	Public Community College	Austin	Travis
Austin Community College - Rio Grande Campus	Public Community College	Austin	Travis
Austin Community College - Riverside Campus	Public Community College	Austin	Travis
Blinn College	Public Community College	Brenham	Washington
Blinn College - Bryan Campus	Public Community College	Bryan	Brazos
Blinn College - Schulenburg Extension Center	Public Community College	Schulenburg	Fayette
Central Texas College	Public Community College	Killeen	Bell
Hill College	Public Community College	Hillsboro	Hill
Hill College - Clifton Extension	Public Community College	Clifton	Bosque
McLennan Community College	Public Community College	Waco	McLennan
Navarro College - Bi-Stone Center	Public Community College	Mexia	Limestone
Temple College	Public Community College	Temple	Bell
Temple College - Taylor Center	Public Community College	Taylor	Williamson

Institutions (Alpha by Region)	Type	City	County
UTHSC - Houston School of Public Health Teaching Center (Austin)	Public Health-Related	Houston	Travis
Texas State Technical College - Waco	Public Technical College	Waco	McLennan
Texas State University - San Marcos	Public University	San Marcos	Hays
The University of Texas at Austin	Public University	Austin	Travis

Gulf Coast Region

Alvin Community College	Public Community College	Alvin	Brazoria
Alvin Community College - Manvel Extension Center	Public Community College	Alvin	Brazoria
Alvin Community College - Pearland College Center	Public Community College	Alvin	Brazoria
Brazosport College	Public Community College	Lake Jackson	Brazoria
College of the Mainland	Public Community College	Texas City	Galveston
Galveston College	Public Community College	Galveston	Galveston
Houston CCS - Central Campus	Public Community College	Houston	Harris
Houston CCS - Northeast Campus	Public Community College	Houston	Harris
Houston CCS - Northwest Campus	Public Community College	Houston	Harris
Houston CCS - Southeast Campus	Public Community College	Houston	Harris
Houston CCS - Southwest Campus	Public Community College	Houston	Harris
Houston CCS - Southwest Campus - Stafford	Public Community College	Stafford	Fort Bend
Lee College	Public Community College	Baytown	Harris
Lee College - Crosby	Public Community College	Crosby	Harris
NHMCCD - Carver Center	Public Community College	Houston	Harris
NHMCCD - Center for Business Technology & Training	Public Community College	Houston	Montgomery
NHMCCD - Cy-Fair College	Public Community College	Houston	Harris
NHMCCD - Fairbanks Center	Public Community College	Houston	Harris
NHMCCD - Kingwood College	Public Community College	Humble	Harris
NHMCCD - Montgomery College	Public Community College	Conroe	Montgomery
NHMCCD - North Harris College	Public Community College	Houston	Harris
NHMCCD - Parkway Center	Public Community College	Houston	Harris
NHMCCD - Tomball College	Public Community College	Tomball	Harris
NHMCCD - Willow Chase Center	Public Community College	Houston	Harris
San Jacinto CD - Central	Public Community College	Pasadena	Harris
San Jacinto CD - Central (La Porte)	Public Community College	Pasadena	Harris
San Jacinto CD - North	Public Community College	Pasadena	Harris

Institutions (Alpha by Region)	Type	City	County
San Jacinto CD - South	Public Community College	Pasadena	Harris
Wharton County Junior College	Public Community College	Wharton	Wharton
Wharton County Junior College - CentraPlex Campus	Public Community College	Sugar Land	Fort Bend
Wharton County Junior College - Fort Bend Technical Center	Public Community College	Fort Bend	Fort Bend
Prairie View A&M University	Public University	Prairie View	Waller
Sam Houston State University	Public University	Huntsville	Walker
Texas A&M University at Galveston	Public University	Galveston	Galveston
Texas Southern University	Public University	Houston	Harris
Texas Woman's University Houston Center	Public University	Houston	Harris
University of Houston	Public University	Houston	Harris
University of Houston - Clear Lake	Public University	Houston	Harris
University of Houston - Downtown	Public University	Houston	Harris
Sam Houston State University Teaching Site (Tomball)	Public University	Tomball	Harris
NHMCCD University Center - The Woodlands	Public University Teaching Site	Houston	Montgomery
Texas A&M University Institute of Biosciences and Technology	Public University Teaching Site	College Station	Harris
University of Houston System at Cinco Ranch	Public University Teaching Site	Houston	Harris
University of Houston System at Sugar Land	Public University Teaching Site	Sugar Land	Fort Bend
The University of Texas Health Science Center at Houston	Public Health-Related	Houston	Harris
The University of Texas M.D. Anderson Cancer Center	Public Health-Related	Houston	Harris
The University of Texas Medical Branch at Galveston	Public Health-Related	Galveston	Galveston
Prairie View A&M College of Nursing - Houston Center	Public University	Houston	Harris
Baylor College of Medicine	Independent Health-Related	Houston	Harris
Houston Baptist University	Independent University	Houston	Harris
Rice University	Independent University	Houston	Harris
University of St. Thomas	Independent University	Houston	Harris
High Plains Region			
Amarillo College	Public Community College	Amarillo	Potter
Amarillo College Moore County Center - Dumas	Public Community College	Dumas	Moore
Clarendon College	Public Community College	Clarendon	Donley
Clarendon College - Pampa Center	Public Community College	Pampa	Gray
Frank Phillips College	Public Community College	Borger	Hutchinson
Frank Phillips College at Perryton	Public Community College	Perryton	Ochiltree

Institutions (Alpha by Region)	Type	City	County
South Plains College	Public Community College	Levelland	Hockley
South Plains College - Byron Martin Advanced Tech Center	Public Community College	Lubbock	Lubbock
South Plains College - Plainview Extension Center	Public Community College	Plainview	Hale
South Plains College - Reese Center Extension	Public Community College	Lubbock	Lubbock
Texas Tech University	Public University	Lubbock	Lubbock
Texas Tech University Teaching Site (Amarillo)	Public University Teaching Site	Amarillo	Potter
Texas Tech Health Sciences Center Regional Academic Health Center (Amarillo)	Public Health-Related	Amarillo	Potter
Texas Tech University Health Sciences Center	Public Health-Related	Lubbock	Lubbock
West Texas A&M University	Public University	Canyon	Randall
Lubbock Christian University	Independent University	Lubbock	Lubbock
Wayland Baptist University	Independent University	Plainview	Hale
Metroplex Region			
Collin CCCD - Allen Campus	Public Community College	Plano	Collin
Collin CCCD - Central Park Campus	Public Community College	Plano	Collin
Collin CCCD - Courtyard Center	Public Community College	Plano	Collin
Collin CCCD - Preston Ridge Campus	Public Community College	Plano	Collin
Collin CCCD - Spring Creek Campus	Public Community College	Richardson	Collin
Dallas CCCD - Bill J. Priest Institute	Public Community College	Dallas	Dallas
Dallas CCCD - Brookhaven College	Public Community College	Dallas	Dallas
Dallas CCCD - Cedar Valley College	Public Community College	Lancaster	Dallas
Dallas CCCD - Eastfield College	Public Community College	Mesquite	Dallas
Dallas CCCD - El Centro College	Public Community College	Dallas	Dallas
Dallas CCCD - Mountain View College	Public Community College	Dallas	Dallas
Dallas CCCD - North Lake College	Public Community College	Irving	Dallas
Dallas CCCD - Richland College	Public Community College	Dallas	Dallas
Grayson County College	Public Community College	Denison	Grayson
Grayson County College - South Grayson Center	Public Community College	Denison	Grayson
Hill College - Cleburne	Public Community College	Cleburne	Johnson
Hill College - Glen Rose	Public Community College	Glen Rose	Somervell
Hill College - Granbury	Public Community College	Granbury	Hood
Navarro College	Public Community College	Corsicana	Navarro
Navarro College - Ellis Center	Public Community College	Waxahachie	Ellis

Institutions (Alpha by Region)	Type	City	County
North Central Texas College - North Corinth Campus	Public Community College	Corinth	Denton
North Central Texas Community College	Public Community College	Gainesville	Cooke
Paris Junior College - Greenville	Public Community College	Greenville	Hunt
Tarrant CCD - Northeast Campus	Public Community College	Hurst	Tarrant
Tarrant CCD - Northwest Campus	Public Community College	Fort Worth	Tarrant
Tarrant CCD - South Campus	Public Community College	Fort Worth	Tarrant
Tarrant CCD - Southeast Campus	Public Community College	Arlington	Tarrant
Trinity Valley Community College - Health Science Center	Public Community College	Kaufman	Kaufman
Trinity Valley Community College - Terrell	Public Community College	Terrell	Kaufman
Weatherford College	Public Community College	Weatherford	Parker
Weatherford College Extension Center - Decatur	Public Community College	Decatur	Wise
Weatherford College Extension Center - Mineral Wells	Public Community College	Mineral Wells	Palo Pinto
Tarleton State University	Public University	Stephenville	Erath
Texas A&M University - Commerce	Public University	Commerce	Hunt
Texas Woman's University	Public University	Denton	Denton
Texas Woman's University Dallas Center	Public University	Denton	Dallas
The University of Texas at Arlington	Public University	Arlington	Tarrant
The University of Texas at Dallas	Public University	Richardson	Dallas
University of North Texas	Public University	Denton	Denton
TAMU Commerce Navarro CCD Partnership (Teaching Site)	Public University Teaching Site	Corsicana	Navarro
TAMU-Commerce Mesquite Metroplex Center	Public University Teaching Site	Mesquite	Dallas
The University of Texas at Arlington Fort Worth (Teaching Center)	Public University Teaching Site	Arlington	Tarrant
Universities Center at Dallas	Public University Teaching Site	Dallas	Dallas
University of North Texas System Center at Dallas	Public University Teaching Site	Denton	Dallas
University of North Texas Health Science Center at Fort Worth	Public Health-Related	Fort Worth	Tarrant
UT Southwestern Medical Center at Dallas	Public Health-Related	Dallas	Dallas
UTHSC - Houston School of Public Health Teaching Site (Dallas)	Public Health-Related	Dallas	Dallas
TAMUS HSC - Baylor College of Dentistry	Public University Teaching Site	Dallas	Dallas
Amberton University	Independent University	Garland	Dallas
Austin College	Independent University	Sherman	Grayson
Dallas Baptist University	Independent University	Dallas	Dallas
Paul Quinn College	Independent University	Dallas	Dallas
Southern Methodist University	Independent University	Dallas	Dallas
Southwestern Adventist University	Independent University	Keene	Johnson

Institutions (Alpha by Region)	Type	City	County
Southwestern Assemblies of God University	Independent University	Waxahachie	Ellis
Southwestern Christian College	Independent University	Terrell	Kaufman
Texas Christian University	Independent University	Fort Worth	Tarrant
Texas Wesleyan University	Independent University	Fort Worth	Tarrant
The College of St. Thomas More	Independent University	Fort Worth	Tarrant
University of Dallas	Independent University	Irving	Dallas
Arlington Baptist College	Independent University	Arlington	Tarrant
Northwest Texas Region			
Cisco Junior College	Public Community College	Cisco	Eastland
Cisco Junior College - Abilene Education Center	Public Community College	Cisco	Taylor
North Central Texas College-Bowie Campus	Public Community College	Bowie	Montague
Ranger College	Public Community College	Ranger	Eastland
Ranger College - Brownwood Center	Public Community College	Brownwood	Brown
Ranger College - Comanche Center	Public Community College	Comanche	Comanche
Ranger College - Early Center	Public Community College	Early	Brown
Ranger College - Graham Center	Public Community College	Graham	Young
Vernon College	Public Community College	Vernon	Wilbarger
Vernon College - Sheppard Learning Center	Public Community College	Wichita Falls	Wichita
Vernon College Century City Center - Wichita Falls	Public Community College	Wichita Falls	Wichita
Vernon College Learning Center - Iowa Park	Public Community College	Iowa Park	Wichita
Vernon College Skills Training Center	Public Community College	Wichita Falls	Wichita
Western Texas College	Public Community College	Snyder	Scurry
Texas State Technical College - West Texas	Public Technical College	Sweetwater	Nolan
Texas State Technical College - West Texas - Abilene Center	Public Technical College	Abilene	Taylor
Texas State Technical College - West Texas - Breckenridge Extension Center	Public Technical College	Breckenridge	Stephens
Texas State Technical College - West Texas - Brownwood Campus	Public Technical College	Brownwood	Brown
Midwestern State University	Public University	Wichita Falls	Wichita
Texas Tech University Teaching Site (Abilene)	Public University Teaching Site	Abilene	Taylor
Abilene Christian University	Independent University	Abilene	Taylor
Hardin-Simmons University	Independent University	Abilene	Taylor
Howard Payne University	Independent University	Brownwood	Brown
McMurry University	Independent University	Abilene	Taylor

Institutions (Alpha by Region)

Type

City

County

South Texas Region

	Alamo CCD - Northwest Vista College	Public Community College	San Antonio	Bexar
	Alamo CCD - Palo Alto College	Public Community College	San Antonio	Bexar
	Alamo CCD - San Antonio College	Public Community College	San Antonio	Bexar
	Alamo CCD - St. Philips College	Public Community College	San Antonio	Bexar
	Coastal Bend College	Public Community College	Beeville	Bee
	Coastal Bend College - Alice Center	Public Community College	Alice	Jim Wells
	Coastal Bend College - Kingsville Center	Public Community College	Kingsville	Kleberg
	Coastal Bend College - Pleasanton Center	Public Community College	Pleasanton	Atascosa
	Del Mar College	Public Community College	Corpus Christi	Nueces
	Laredo Community College	Public Community College	Laredo	Webb
	South Texas College	Public Community College	McAllen	Hidalgo
m	South Texas College - Center for Advanced and Applied Technology	Public Community College	McAllen	Hidalgo
∞	South Texas College - Downtown	Public Community College	McAllen	Hidalgo
	South Texas College - Mid-Valley	Public Community College	McAllen	Hidalgo
	South Texas College - Nursing Allied Health	Public Community College	McAllen	Hidalgo
	South Texas College Rio Grande Extension Center	Public Community College	Rio Grande	Starr
	Southwest Texas Junior College	Public Community College	Uvalde	Uvalde
	Southwest Texas Junior College - Crystal City Extension	Public Community College	Crystal City	Zavala
	Southwest Texas Junior College - Del Rio Outreach Center	Public Community College	Del Rio	Val Verde
	Southwest Texas Junior College - Eagle Pass Outreach Center	Public Community College	Eagle Pass	Maverick
	Texas Southmost College	Public Community College	Brownsville	Cameron
	Texas State Technical College - Harlingen	Public Technical College	Harlingen	Cameron
	Victoria College	Public Community College	Victoria	Victoria
	Sul Ross State University Rio Grande Branch Campus - Del Rio	Public University	Del Rio	Val Verde
	Sul Ross State University Rio Grande Branch Campus - Eagle Pass	Public University	Eagle Pass	Maverick
	Sul Ross State University Rio Grande College	Public University	Uvalde	Uvalde
	Texas A&M International University	Public University	Laredo	Webb
	Texas A&M University - Corpus Christi	Public University	Corpus Christi	Nueces
	Texas A&M University - Kingsville	Public University	Kingsville	Kleberg
	Texas A&M University - Kingsville Teaching Site (Weslaco)	Public University	Weslaco	Hidalgo
	The University of Texas - Pan American	Public University	Edinburg	Hidalgo

Institutions (Alpha by Region)	Type	City	County
The University of Texas at Brownsville	Public University	Brownsville	Cameron
The University of Texas at San Antonio	Public University	San Antonio	Bexar
The University of Texas at San Antonio Teaching Site	Public University	San Antonio	Bexar
University of Houston - Victoria	Public University	Victoria	Victoria
TAMUS HSC - Coastal Bend Health Education Center (Corpus Christi/Kingsville)	Public University Teaching Site	Kingsville	Kleberg
TAMUS HSC - Coastal Bend Health Education Center (Corpus Christi/Kingsville)	Public University Teaching Site	Corpus Christi	Nueces
Texas A&M University-Kingsville System Center at Palo Alto	Public University Teaching Site	San Antonio	Bexar
Texas Tech University Teaching Site (Fredericksburg)	Public University Teaching Site	Fredericksburg	Gillespie
The University of Texas Health Science Center at San Antonio	Public Health-Related	San Antonio	Bexar
TAMUS HSC - Center for Rural Public Health (McAllen)	Public Health-Related	McAllen	Hidalgo
UT HSC-San Antonio Teaching Site (Laredo)	Public Health-Related	Laredo	Webb
UTHSC - Houston School of Public Health (Brownsville)	Public Health-Related	Brownsville	Cameron
UTHSC - Houston School of Public Health Teaching Site	Public Health-Related	San Antonio	Bexar
UTHSC - San Antonio Lower Rio Grande Valley Regional Academic Health Center (Brownsville)	Public Health-Related	Brownsville	Cameron
UTHSC - San Antonio Lower Rio Grande Valley Regional Academic Health Center (Edinburg)	Public Health-Related	Edinburg	Hidalgo
UTHSC - San Antonio Lower Rio Grande Valley Regional Academic Health Center (Harlingen)	Public Health-Related	Harlingen	Cameron
Our Lady of the Lake University of San Antonio	Independent University	San Antonio	Bexar
Schreiner University	Independent University	Kerrville	Kerr
St. Mary's University of San Antonio	Independent University	San Antonio	Bexar
Texas Lutheran University	Independent University	Seguin	Guadalupe
Trinity University	Independent University	San Antonio	Bexar
University of the Incarnate Word	Independent University	San Antonio	Bexar
Southeast Texas Region			
Angelina College	Public Community College	Lufkin	Angelina
Angelina College - Jasper Higher Education Center	Public Community College	Jasper	Jasper
Panola College - Shelby College Center	Public Community College	Center	Shelby
Panola College - Shelby Regional Training Center	Public Community College	Center	Shelby
Lamar Institute of Technology	Public State College	Beaumont	Jefferson
Lamar State College at Orange	Public State College	Orange	Orange
Lamar State College at Port Arthur	Public State College	Port Arthur	Jefferson

Institutions (Alpha by Region)	Type	City	County
Lamar University	Public University	Beaumont	Jefferson
Stephen F. Austin State University	Public University	Nacogdoches	Nacogdoches
Upper East Texas Region			
Kilgore College	Public Community College	Kilgore	Gregg
Kilgore College - Longview Extension	Public Community College	Kilgore	Gregg
Northeast Texas Community College	Public Community College	Mount Pleasant	Titus
Panola College	Public Community College	Carthage	Panola
Panola College - Jefferson College Center	Public Community College	Jefferson	Marion
Paris Junior College	Public Community College	Paris	Lamar
Paris Junior College - Sulphur Springs Extension	Public Community College	Paris	Hopkins
Texarkana College	Public Community College	Texarkana	Bowie
Trinity Valley Community College	Public Community College	Athens	Henderson
Trinity Valley Community College - Palestine	Public Community College	Palestine	Anderson
Tyler JC - Van and Grand Saline	Public Community College	Tyler	Van Zandt
Tyler Junior College	Public Community College	Tyler	Smith
Tyler Junior College - Chapel Hill	Public Community College	Chapel Hill	Smith
Tyler Junior College - Jacksonville Extension	Public Community College	Tyler	Cherokee
Tyler Junior College - Lindale	Public Community College	Lindale	Smith
Tyler Junior College - Winona	Public Community College	Winona	Smith
Texas State Technical College - Marshall	Public Technical College	Marshall	Harrison
The University of Texas at Tyler	Public University	Tyler	Smith
Texas A&M University - Texarkana	Public University	Texarkana	Bowie
Texas A&M University - Texarkana Teaching Site (Jefferson)	Public University	Jefferson	Marion
Texas A&M University - Texarkana Teaching Site (Mt. Pleasant)	Public University	Mount Pleasant	Titus
University of Texas at Tyler Teaching Site (Longview)	Public University Teaching Site	Longview	Gregg
University of Texas at Tyler Teaching Site (Palestine)	Public University Teaching Site	Palestine	Anderson
The University of Texas Health Center at Tyler	Public Health-Related	Tyler	Smith
Jacksonville College	Independent Junior College	Jacksonville	Cherokee
Lon Morris College	Independent Junior College	Jacksonville	Cherokee
East Texas Baptist University	Independent University	Marshall	Harrison
Jarvis Christian College	Independent University	Hawkins	Wood
LeTourneau University	Independent University	Longview	Gregg

Institutions (Alpha by Region)	Type	City	County
Texas College	Independent University	Tyler	Smith
Wiley College	Independent University	Marshall	Harrison
Upper Rio Grande Region			
El Paso CC - Mission del Paso	Public Community College	El Paso	El Paso
El Paso CC - Northwest Campus	Public Community College	El Paso	El Paso
El Paso CC - Rio Grande Campus	Public Community College	El Paso	El Paso
El Paso CC - Transmountain	Public Community College	El Paso	El Paso
El Paso CC - Valle Verde	Public Community College	El Paso	El Paso
El Paso Community College	Public Community College	El Paso	El Paso
Sul Ross University	Public University	Stephenville	Brewster
The University of Texas at El Paso	Public University	El Paso	El Paso
Texas Tech U. Health Science Center Regional Academic Health Center (El Paso)	Public Health-Related	El Paso	El Paso
UTHSC - Houston Teaching Site (El Paso)	Public Health-Related	El Paso	El Paso
West Texas Region			
Howard College	Public Community College	Big Spring	Howard
Howard College - Lamesa Extension	Public Community College	Lamesa	Dawson
Howard College - San Angelo Extension	Public Community College	San Angelo	Tom Green
Midland College	Public Community College	Midland	Midland
Odessa College	Public Community College	Odessa	Ector
Odessa College - Andrews Extension	Public Community College	Andrews	Andrews
Odessa College - Monahans Extension	Public Community College	Monahans	Ward
Odessa College - Pecos Extension	Public Community College	Pecos	Reeves
Southwest Collegiate Institute for the Deaf	Public Community College	Big Spring	Howard
Angelo State University	Public University	San Angelo	Tom Green
The University of Texas of the Permian Basin	Public University	Odessa	Ector
Texas Tech University Junction Center	Public University Teaching Site	Junction	Kimble
UT-Permian Basin Teaching Site (Midland)	Public University Teaching Site	Midland	Midland
Texas Tech Health Sciences Center Regional Academic Health Center (Odessa)	Public Health-Related	Odessa	Ector
Texas Tech Health Sciences Center Teaching Site (Midland)	Public Health-Related	Midland	Midland