



Equity and Access Committee Student Measures Assessment Report, 2006

- A. Texas State will increase the recruitment and retention rates of African American and Hispanic/Latino students with a special emphasis on achieving HSI designation (At least 25 percent Hispanic full-time equivalent (FTE) undergraduate enrollment; of which 50 percent are low-income—defined as 150 percent of the poverty level as defined by the U.S. Bureau of the Census.)

Measure #1: Annually Texas State will demonstrate an increase in the matriculation or yield rate of first-time freshmen to 48 percent and transfer applicants to 75 percent with an emphasis on enrolling African American and Hispanic/Latino students.

Data and Analysis:

Although the student enrollment in K-12 in Texas is rising, the demographic mix of students is shifting. The number of white students graduating from public schools in Texas is projected to decline from 108,602 in 2007 to 96,568 in 2015. Since whites are often more affluent and have had a greater likelihood of attending and graduating from college than other groups, this poses an enrollment challenge for colleges and universities. At the same time, it is projected that a total number of Hispanic high school graduates will increase 36.7 percent from 88,242 in 2007 to 120,607 in 2015. As demonstrated in Table 1, modest increases will also occur among African American, Asian/Pacific Islander and Native American students.

If Texas is to maintain a robust economy, it will need to increase the number of college graduates, especially among Hispanic students.

In terms of enrollment, Texas State has been successful in attracting more Hispanic students. As Table 2 indicates, the number of Hispanic students submitting applications for admission has increased 34.5 percent, from 2,472 in 2003 to 3,324 in 2006. White applications during the same period rose only 1.7 percent. Applications from African American and Asian/Pacific Islander students increased 29.5 percent and 8 percent respectively. Clearly, the university's market share of applications reflects the changing demographics.

Generating applications, however, is only a part of the enrollment management picture. In the end, it is the matriculation rate that determines the size and composition of the entering class. As the demography has changed, competition for high ability students has intensified. In addition, changing enrollment goals of the larger public universities in Texas continues to impact recruitment efforts and enrollment patterns. As Table 3 indicates, matriculation rates for incoming freshmen have declined slightly. This is due in part to our higher admission standards which means we are increasingly in competition with the largest and wealthiest public institutions in the state. Thus far, our transfer matriculation rates have remained

stable, but increased competition from other universities is expected in the coming years. For example, Texas A&M recently announced that they would like to significantly increase the size of their community college transfer group—a move designed to improve their campus diversity. Such strategies indicate that we must redouble our efforts to maintain or grow our matriculation rate.

Measure #2: Annually Texas State will demonstrate an increase in the retention rate for new African American and Hispanic/Latino freshmen to 78 percent and new African American and Hispanic/Latino transfer students to 80 percent

Data and Analysis:

As Table 4 shows, the first year retention rate for students at Texas State has remained stable, averaging between 76-78 percent for freshmen and 81-83 percent for transfers over the past four years. The retention rate for Hispanic freshmen is presently at 75 percent and it is 82 percent and 84 percent for African American and Asian/Pacific Islander students respectively.

Reaching the overall freshman target of 78 percent will require additional institutional efforts to address the transition to college life. The new retention efforts being led by the Division of Student Affairs and the Division of Academic Affairs are being directed toward this effort. The introduction of new merit scholarships for 2007-2008 will attract additional high ability students who will, in turn, have a small, but positive impact on future retention and graduation rates.

First-year retention rates for transfer students are excellent, averaging well over 80 percent, but even here, efforts are underway to improve these outcomes.

If we are successful in our retention efforts, we will impact our graduation rates. The six-year graduation rate is, in many respects, the defining measure of institutional effectiveness for the *Closing the Gaps* initiative in Texas. As Table 5 demonstrates, Texas State has one of the highest graduation rates in the state, but by strengthening our retention efforts, further improvement is possible.

Measure #3: Annually, Texas State will make substantial progress towards achieving HSI status.

Data and Analysis:

In recent years, we have succeeded in increasing the size of our Hispanic prospect and applicant pools. This has allowed us to increase the number of acceptances, which has resulted in an increase in the number of matriculants. As Table 6 illustrates, we are making marked progress toward achieving HSI status.

Challenges:

1. Changing demographics in Texas will make it difficult to achieve our goal of controlled, but sustained enrollment growth.
2. Increased competition from in-state and out-of-state institutions is growing in our state's major population centers will. The state's two flagship institutions have deployed admissions and financial aid staff across the state in several regional centers. Out-of-state institutions such as Oklahoma, Oklahoma State, Ohio State, Arkansas, LSU, Auburn and Alabama are placing full-time staff and, in some cases, offices in cities such as Dallas/Ft. Worth and Houston.

3. While Hispanic enrollment in K-12 is growing, we are faced with several challenges. First, Hispanic students have a higher high school and college drop-out rate than other groups. Second, a large percentage of these students are first-generation to college and do not have a good understanding of the value of a four-year degree or seeking that degree in a residential setting. Third, many of the families in this group have limited incomes, which may make community colleges a more attractive choice. Finally, while we will undoubtedly see increasing numbers of students coming to us from the community colleges, the fact remains that the percentage of community college students who complete a four-year degree is relatively small.
4. Rising college costs impact college attendance and completion rates.
5. The availability of classes is critical to students completing their degree programs.
6. Adequate housing, parking, and other student services directly impact student outcomes. Providing these services for a growing student population presents staffing, programming, and facility challenges.

Suggestions:

1. Develop need-based grants/scholarships for students.
2. Establish a regional office in Houston.
3. Add a second admission counselor in Dallas/Ft. Worth.
4. Increase out-of-state recruitment efforts.
5. Develop a summer bridge program to help “at risk” PAS students make successful transition to academic life here.
6. Continue to increase faculty and academic facilities for departments with growing enrollments.
7. Meet the housing, parking and other student services needs of a growing student body. Evaluate policies, procedures and facilities.
8. Implement targeted retention activities.
9. Through internal marketing, build institutional pride among students, faculty and staff.

Table 1:
TEXAS Public High School Graduates, 2006-2007 to 2014-2015 (projected)

	PUBLIC BY RACE/ETHNICITY						PUBLIC TOTAL
	RACE/ETHNICITY TOTAL	American Indian/ Alaska Native	Asian/Pacific Islander	Black Non-Hispanic	Hispanic	White Non-Hispanic	
2000-01	215,316	574	7,218	28,295	69,595	109,634	215,316
2001-02	225,290	579	7,708	30,070	74,489	112,444	225,290
2002-03	231,577	691	7,906	30,773	77,971	114,236	231,674
2003-04	233,045	701	8,046	31,011	81,126	112,161	233,608
2004-05	232,315	695	8,380	31,576	81,965	109,700	233,922
2005-06	236,874	749	9,218	32,249	85,395	109,262	238,090
2006-07	240,631	804	9,733	33,250	88,242	108,602	241,861
2007-08	246,916	892	9,837	33,976	93,407	108,804	248,425
2008-09	250,478	898	10,195	34,793	98,824	105,768	252,267
2009-10	253,897	941	10,930	34,978	102,923	104,124	255,700
2010-11	256,719	988	11,681	35,518	107,287	101,245	258,374
2011-12	258,172	1,045	12,593	34,734	110,744	99,057	259,470
2012-13	259,051	1,127	13,423	33,596	113,754	97,151	259,931
2013-14	265,129	1,200	14,238	32,872	117,570	99,249	265,089
2014-15	268,639	1,144	14,977	33,342	120,607	98,568	268,118

Source: Western Interstate Commission for Higher Education, 2003.

Table 2:
Fall Freshman Applicants: Market Share by Ethnicity, 2003-2009
Texas State University-San Marcos

Ethnicity		2003	2004	Fall Semester		2007	2008	2009
				2005	2006			
African Am	HS Grads	17,324	19,061	20,363	NA			
	TXST Apps	837	786	858	1,084			
	Market Share	5%	4%	4%	NA			
Asian/Pac Isl	HS Grads	5,126	5,391	5,830	NA			
	TXST Apps	288	234	273	312			
	Market Share	6%	4%	5%	NA			
Hispanic	HS Grads	46,022	52,171	53,993	NA			
	TXST Apps	2,472	2,555	3,001	3,324			
	Market Share	5%	5%	6%	NA			
Native Am	HS Grads	367	422	487	NA			
	TXST Apps	69	76	70	81			
	Market Share	19%	18%	14%	NA			
White	HS Grads	65,722	69,513	70,608	NA			
	TXST Apps	7,776	7,477	7,498	7,911			
	Market Share	12%	11%	11%	NA			
TOTAL	HS Grads	134,561	146,558	151,281	NA			
	TXST Apps	11,442	11,128	11,700	12,712			
	Market Share	9%	8%	8%	NA			

Notes: High School Graduates are those students who completed the Recommended High School program. Application data omits applicants of unknown ethnicity.

Sources: High School Graduates -- Texas Education Agency Student Graduate Reports, 2002-2003, 2003-2004 & 2004-2005; Texas State Applicants 2003-2005 -- Admissions Office, AMXXPRSEN Reports 9/2/2003, 8/30/2004, 8/29/2005; AMXXPRSUA Reports 8/27/2006

Table 3:
Freshman and Transfer Matriculation Rates, 2003-2009
Texas State University-San Marcos

Freshmen	2003	2004	2005	2006	2007	2008	2009	<i>Goal</i>
African American	48%	43%	40%	47%				
Asian/Pacific Islander	36%	30%	30%	29%				
Hispanic	40%	39%	41%	41%				
Native American	67%	45%	53%	44%				
White	46%	45%	45%	41%				
International/Unknown	81%	53%	66%	54%				
TOTAL	45%	44%	44%	41%				48%
Transfers	2003	2004	2005	2006	2007	2008	2009	<i>Goal</i>
African American	67%	71%	69%	71%				
Asian/Pacific Islander	61%	65%	62%	69%				
Hispanic	76%	75%	74%	73%				
Native American	59%	70%	69%	63%				
White	71%	71%	71%	69%				
International/Unknown	68%	65%	68%	69%				
TOTAL	71%	71%	71%	70%				73%

Sources: 2003-2005 -- Admissions Office, AMXXPRSEN Reports 9/2/2003, 8/30/2004, 8/29/2005, AMXXPRSUA Report 8/27/2006

Table 4:
Freshman and Transfer One-Year Retention Rates, 2002-2008 Cohorts
Texas State University-San Marcos

Full-time Freshmen Retained After One Year

	Cohort				2006	2007	2008	<i>Goal</i>
	2002	2003	2004	2005				
African American	86%	79%	73%	82%				
Asian/Pacific Islander	86%	82%	78%	84%				
Hispanic	76%	74%	77%	75%				
Native American	75%	71%	63%	74%				
White	77%	77%	74%	76%				
International/Unknown	100%	65%	47%	75%				
TOTAL	78%	76%	75%	76%				78%

Source: Institutional Research *First-Time, Full-Time Freshmen (Federal Definition): Retention and Graduation by Selected Variables* .

Full-time Transfers Retained After One Year

	Cohort				2006	2007	2008	<i>Goal</i>
	2002	2003	2004	2005				
African American	80%	82%	80%	81%				
Asian/Pacific Islander	83%	77%	84%	88%				
Hispanic	85%	80%	81%	81%				
Native American	73%	91%	75%	71%				
White	80%	82%	84%	83%				
International/Unknown	88%	88%	81%	93%				
TOTAL	81%	82%	83%	83%				80%

Source: Institutional Research *First-Time, Full-Time Transfers (old NCAA definition): Retention and Graduation by Selected Variables* .

**Table 5:
Freshman and Transfer Graduation Rates by Cohort
Texas State University-San Marcos**

Full-time Freshmen Graduating within 150% of Normal Time

	1997	1998	1999	Cohort 2000	2001	2002	2003	Goal
African American	47%	59%	54%	59%				
Asian/Pacific Islander	38%	46%	60%	46%				
Hispanic	42%	43%	47%	48%				
Native American	40%	36%	53%	40%				
White	48%	49%	53%	54%				
International/Unknown	50%	35%	32%	39%				
TOTAL	47%	49%	52%	53%				52%

Source: Institutional Research *First-Time, Full-Time Freshmen (Federal Definition): Retention and Graduation by Selected Variables*.

Full-time Transfers Graduating within 150% of Normal Time

(6 years for freshmen, 4.5 years for sophomores, 3 years for juniors, 1.5 years for seniors)

	1997	1998	1999	Cohort 2000	2001	2002	2003	Goal
African American	43%	46%	47%	52%				
Asian/Pacific Islander	44%	56%	50%	46%				
Hispanic	51%	47%	49%	51%				
Native American	35%	44%	42%	38%				
White	53%	53%	54%	56%				
International/Unknown	49%	55%	51%	50%				
TOTAL	52%	52%	53%	55%				60%

Source: Institutional Research *First-Time, Full-Time Transfers (old NCAA definition): Retention and Graduation by Selected Variables*.

Table 6:
Progress Toward Hispanic Serving Institution Status (HSI), 2003-2009
Texas State University-San Marcos

	2003	2004	2005	2006	2007	2008	2009	<i>Goal</i>
Total Undergraduates*	21,558	21,955	22,572	23,191				
Total Hispanic Undergraduates	4,165	4,290	4,694	5,022				
Total Percent Hispanic (HSI)	19.3%	19.5%	20.8%	21.7%				25.0%
FTE** Undergraduates*	18,101	18,481	18,955	19,515				
FTE** Hispanic Undergraduates	3,375	3,515	3,850	4,135				
FTE** Percent Hispanic (HSI)	18.6%	19.0%	20.3%	21.2%				25.0%

Definition of HSI: a non-profit institution that has at least 25% Hispanic full-time equivalent (FTE) enrollment, and of the Hispanic student enrollment at least 50% are low income. Low income is defined as 150% of the poverty level as determined by the

*Omits students of unknown ethnicity (those coded as International or Unknown in the database).

**FTE = SCH/15

Sources: Institutional Research Fact Book; CBM001 Reports to THECB.