



## 2016 Gap Analysis for the North Texas Region

North Texas Regional P-16 Council

Fall, 2017

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## **North Texas Regional P-16 Council Mission**

The North Texas Regional P-16 Council provides networking and collaboration opportunities across all levels of education, along with families, businesses, workforce systems, faith-based groups, local, state, and federal agencies, and philanthropic and community organizations, to advance the education of all students and to close the gaps in students' academic access and achievements.

## **North Texas Regional P-16 Council Goals**

The North Texas Regional P-16 Council will:

- support educational and community initiatives that create a college-going culture, especially among students from underrepresented groups in higher education;
- develop collaborative relationships and resources that promote education and produce educated citizens who are workforce ready;
- support the development of educators who understand and address the diverse needs of communities and workplaces; and
- increase understanding of transitions in education and career pathways among students, families, educators, and leaders.

## **Purpose of the Gap Analysis Reports**

The gap analysis reports, first issued by the North Texas Regional P-16 Council in 2003, offer analysis of data that explicate the achievement of students in the region and gaps in their achievement that must be addressed. Using Texas Education Agency (TEA) and Texas Higher Education Coordinating Board (THECB) data, which depend on data collected from members, the reports contribute to evaluation of regional progress in closing student achievement gaps. They offer a longitudinal picture of progress on key measures as a basis for strategic planning of the Council to address its goals. The geographic region addressed includes the similar Metroplex Region of THECB and Education Service Centers 10 and 11 as reported by TEA or the contiguous Collin, Dallas, Denton, and Tarrant Counties.

## **Notes on Reading the Data Presentations**

Most of the data in this report is presented longitudinally in tables and graphs. Tables typically present chronological data by year from the oldest collected by the North Texas Regional P-16 Council to the most recent. For each measure, change in scores from the previous to the most recent year is presented as delta in colors indicating the direction of change: green for improving, red for declining, and yellow for constant. Our focus, whenever possible, has been on the Mean Annual Rate of Change (MARC) for the years presented. MARC enables us to answer questions about trends in the performance of the group represented on a particular measure over time. Line graphs augment the tables by presenting longitudinal

data for the state and for ESC 10 and ESC 11. In reading these graphs, please note that in order to save space, the x-axis generally ranges from 15% to 85%, not presenting the full range of possible scores.

Our purpose in presenting regional data is to compare indicators for students in North Texas to those of the State. It was not possible to combine the data for ESC 10 and ESC 11 using the statistics available, so they had to be presented separately.

Readers of earlier gap analysis reports will note changes in the state accountability systems used by the TEA and the THECB over time. These changes pertain to the assessments employed and the way their results and other school data are reported. This 2016 report includes information about high school student performance based on the Texas Assessment of Knowledge and Skills (TAKS) through 2011-2012 and the State of Texas Assessment of Academic Readiness (STAAR) and End of Course (EOC) tests, effective 2012-13, although these are not directly comparable. Detailed information about differences between these two state assessment systems is included in the 2013 Gap Analysis Report. In 2015-16, TEA changed its definition of college ready graduate. Previously, college readiness was based on scores from the ACT, SAT, or TAKS exit-level assessment, now replaced by the TSIA (Texas Success Initiative Assessment), introduced by THECB as a measure common to all public institutions of higher education. The impact of this change is very evident in the 2016 presentations of data about college readiness.

## **Executive Summary of the 2016 Report**

In spite of rapid increases in the ethnic diversity of the region, Whites are expected to remain the largest ethnic group among its young adult population through 2020, when the region will join the state in having a Hispanic majority in this age group.

The 2016 report offers longitudinal data going back to 2006 for college readiness indicators pertaining to regional high school graduates through the 2015-16 school year. Because of the introduction of the TSIA (Texas Success Initiative Assessment) to replace the TAKS/STAAR scores of high school graduates in English Language Arts, mathematics and both subjects as a college readiness measure, this year's data are not comparable to those from past years. Therefore, Mean Annual Rate of Change scores are not presented in this report, and delta scores, representing change in scores from the previous year are all negative. Comparable to college readiness data presented in previous years are those that pertain to SAT/ACT and advanced course/dual completion.

TSIA data for 2015-16 show that more students met college readiness measures in ELA than in mathematics, that lower percentages of African American and Hispanic students were found to be college ready compared to White students, and that trends in college readiness by gender were influenced by stronger performance of males than females on ELA measures, a surprising result.

North Texas students have often outperformed those of the state in ELA, mathematics, and both subjects, and this held true in 2015-16. In ELA and mathematics, African American and Hispanic students in Region 11 tended to exceed the state means. Gaps for African American and Hispanic students, compared to White students, and for economically disadvantage students, were still very evident in 2015-16 on all three measures. The stronger college readiness scores in ELA of males compared to females was evident for students in both regions as well as in the state.

Considered as a college readiness measure, SAT/ACT participation shows modest increases for the state and region from 1996 to 2015. Regions 10 and 11 both exceeded state participation means. The percentage of students in both regions who met or exceeded passing criteria on SAT/ACT tests exceeded those of the state, although this is a generally declining measure, with about 30% of students scoring at or above the criteria. Trend data showed slight gains in scores on the ACT and decreases in scores on the SAT over time.

Currently, more than 35% of high school students in the state and region enroll in at least one advanced course, which includes dual credit courses. Percentages of high school students enrolled in advanced courses have increased by about 11% in the state and region since 2003, with the rate of regional enrollment exceeding that of the state. Splitting out the percentages of high school students completing dual credit courses in these same years, shows that the region still lags behind the state in the percentage of students participating in this type of advanced course. Nevertheless, the rate of increase in dual credit enrollment for the region exceeded that of the state in 2015-16, and both increased markedly, most likely reflecting state policy that encourages dual credit collaboration.

In recent years, the state has begun to look at FAFSA (Free Applications for Federal Student Aid) completion as a measure of intention to attend college with manageable student debt. From 2015 to 2016, the numbers of students in the state and region who submitted the FAFSA increased, but enough students failed to complete their submitted forms so that no actual increase was achieved.

Since 1996, the number of students enrolled in higher education in Dallas, Denton, Collin, and Tarrant counties has more than doubled, with an average of 50% of students going on to college immediately after high school graduation. In spite of increasing college enrollment for all subgroups, there are gaps for African American and Hispanic compared to White students, for males compared to females, and for socioeconomically disadvantaged students. Students who do not require developmental education at first time in college entry are more likely to graduate or to persist in postsecondary education than those requiring developmental education. Lower percentages of students in the region entered 2-year and 4-year colleges with no requirement of developmental education than those of the state. Still more than half of first time in college students who entered 2-year colleges in the region did require developmental education. Also, students in the region who entered 4-year colleges not requiring developmental education were less likely to graduate than those of the state. Trend data show that the percentage of first time in college students enrolled in developmental education has been increasing over time in both the state and the region. In

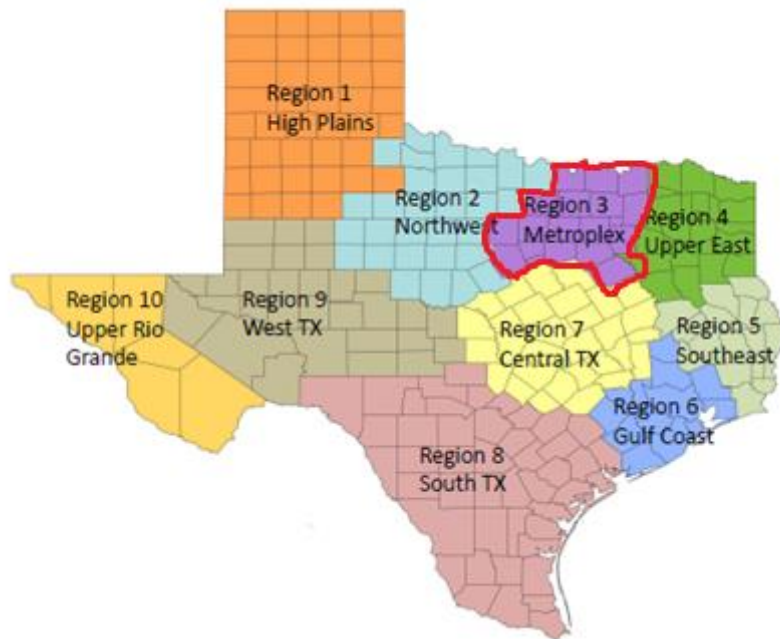
2016, the state took several actions intended to reduce college student enrollment in developmental education over the next few years.

Of high school graduates who entered postsecondary education in the region, almost 28% completed a degree or certificate within 6 years, which is similar to the state data. From 2009 to 2013, the employment rate in north Texas for graduates of 2-year colleges was about 69% and for 4-year colleges, about 74%. The employment picture in terms of employment rate and mean wage was slightly better for students in the region than for those of the state. In terms of the THECB target that undergraduate student loan debt not exceed 60% of first-year employment wages, 2-year college graduates of the region met this goal in 2014 with a mean rate of debt of 33% of first-year wages. The debt/wage ratio for 4-year college graduates in north Texas was 68% in 2014, however. This represents an improvement over the 2013 rate of 70%.

## Geographic and Demographic Parameters

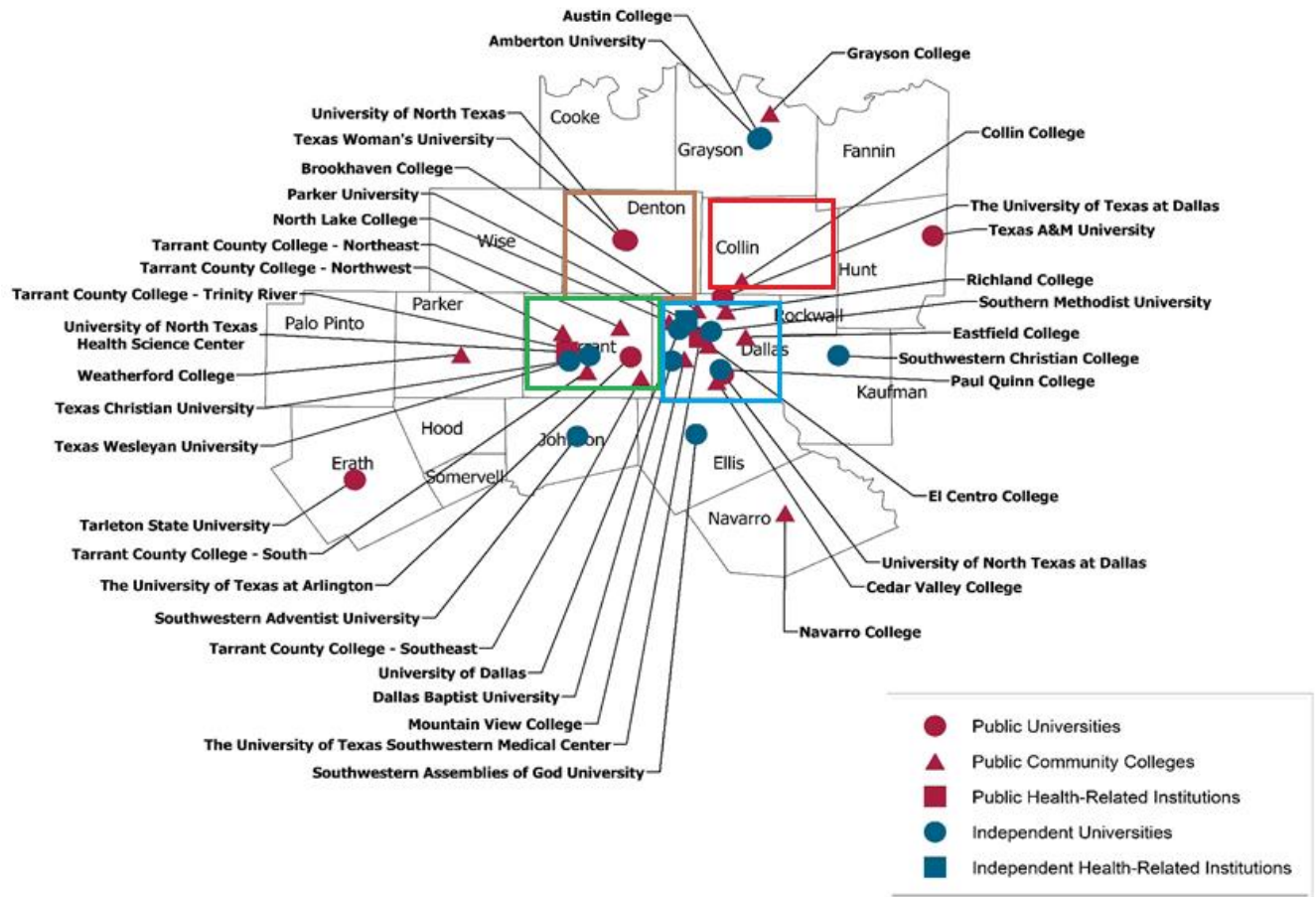
### Texas Higher Education Coordinating Board Regions

**(Region 3 – Metroplex is highlighted)**



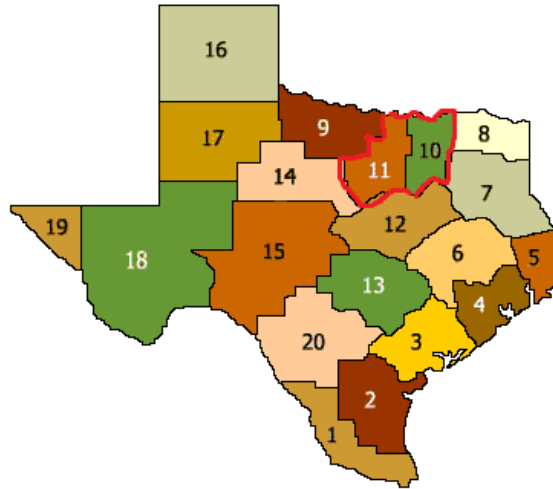
*Note:* Region 3 of THECB includes the entire ESC 10 and the majority of ESC 11 of TEA.

### Region 3 Public and Private Institutions of Higher Education

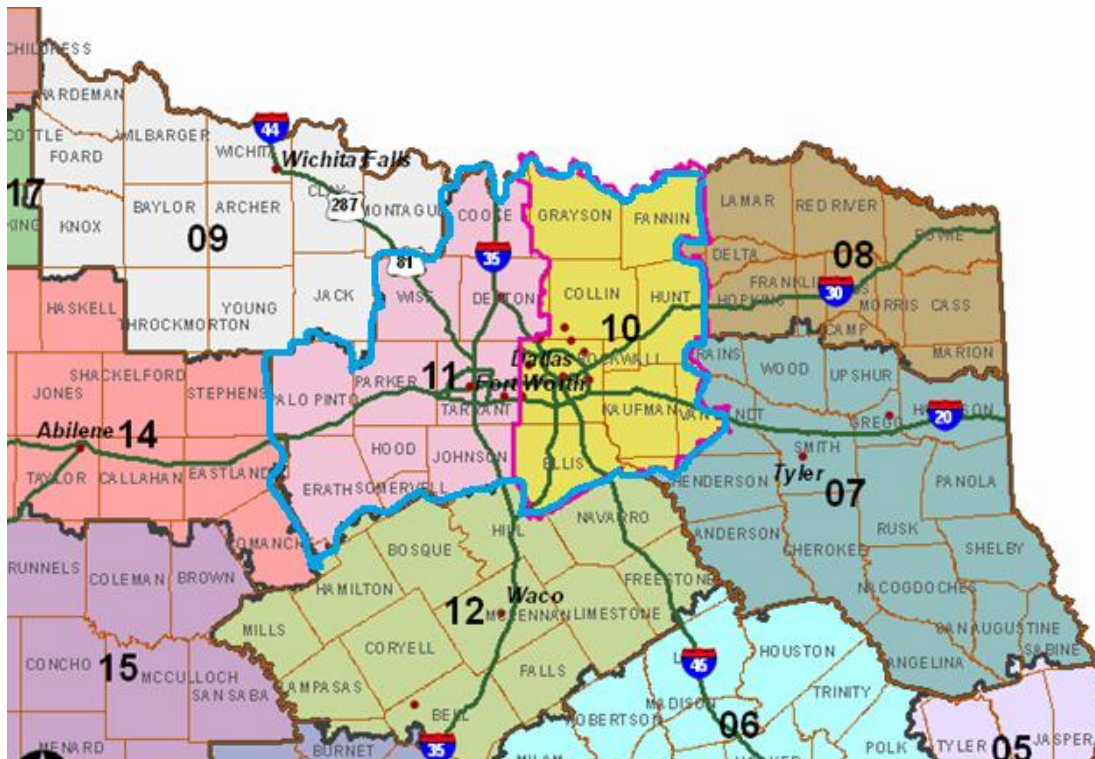




**Texas Education Agency Regions  
(Education Service Centers 10 and 11 are highlighted)**



**Municipal Counties in Education Service Centers (ESCs) 10 and ESC 11**



*Note:* There are eight counties in ESC 10 (Collin, Dallas, Ellis, Fannin, Grayson, Hunt, Kaufman, and Rockwall) and nine in ESC 11 (Cooke, Denton, Erath, Hood, Johnson, Palo Pinto, Parker, Tarrant, Wise). Navarro County is not part of ESC 10 or 11 but is a part of THECB Region 3.

**2000 and 2010 Populations and 2015 and 2020 Projections in State and Region 3 by Ethnicity (Ages 18 - 35 only)**

Year/ $\Delta$	State			Region 3		
	White	African American	Hispanic	White	African American	Hispanic
2020	2,481,446	864,728	3,419,255	747,006	286,901	711,682
2015	2,569,212	837,650	3,069,275	768,460	272,833	624,887
2010	2,577,006	790,025	2,744,451	769,938	256,712	565,789
2000	2,619,380	690,025	2,159,137	820,391	216,384	440,050
$\Delta$	3.7%	9.4%	23.2%	3.0%	11.8%	25.8%

(Source: THECB - Texas Higher Education Regional Data - 2010, 2012, 2015)

Note 1:  $\Delta$  = Difference between 2020 and 2010.

Note 2: The Metroplex region includes 18 counties in north Texas.

For adults in the 18-35 age range, the north Texas region is changing faster than the state in the percentage of increase of African American and Hispanic young adults, with corresponding decreases in the percentage of White young adults. By 2020, although Whites are expected to remain the largest ethnic group among young adults in the north Texas region, the majority ethnicity for this age group in the state is and will continue to be Hispanic.

## College Readiness Scorecard

For all college readiness measures, the most striking feature of the 2016 report is the dramatically lower percentages of high school graduates meeting college readiness criteria in English language arts (ELA), mathematics, and both. Because the definitions of college readiness based on ACT or SAT scores did not change, this drop seems to be primarily due to changes in the state measures from TAKS-based assessments to the TSIA.

In spite of recent fluctuations, past data have shown Texas students made substantial and almost always continuous gains in college readiness as measured by TAKS/STAAR scores in ELA, mathematics, and both subjects. Because of the abrupt change to this pattern in 2016, we did not present MARC data, but only delta score change from 2015 to 2016. These data show that more students met college readiness measures in ELA than in mathematics, that lower percentages of African American and Hispanic students were college ready compared to White students, and that trends in college readiness by gender were influenced by the stronger performance of males, compared to females, on ELA measures, a surprising result that influenced trends in data for both subjects as well as for ELA.

North Texas students have often outperformed those of the state in ELA, mathematics, and both subjects. This held true in 2015-16, when college readiness in both subjects as measured by the TSIA was achieved by 36% of high school graduates in Region 10 and 42% of those in Region 11 compared to 35% for the state. In ELA, mathematics, and both, African American and Hispanic students in Region 11 tended to exceed the state college readiness means. Gaps for African American and Hispanic students, compared to White students, were still very evident in 2015-16 on all three measures. The stronger college readiness scores of males compared to females was evident for students in both regions as well as in the state.

**College-Ready High School Graduates in English Language Arts, Mathematics,  
and Both Subjects from 2006 to 2015 in State, ESC 10, and ESC 11**

Year/ MARC	State			ESC 10			ESC 11		
	ELA	Math	Both Subjects	ELA	Math	Both Subjects	ELA	Math	Both Subjects
2006	48%	52%	35%	53%	54%	39%	51%	55%	39%
2007	49%	56%	37%	52%	57%	40%	53%	59%	42%
2008	59%	58%	44%	62%	61%	48%	62%	61%	48%
2009	62%	60%	47%	64%	62%	50%	65%	63%	51%
2010	66%	64%	52%	68%	67%	55%	71%	67%	57%
2011	64%	67%	52%	67%	69%	55%	68%	70%	56%
2012	69%	70%	57%	73%	73%	61%	73%	71%	59%
2013	65%	74%	56%	68%	77%	59%	69%	76%	60%
2014	68%	67%	54%	71%	70%	58%	71%	69%	57%
2015	42%	38%	35%	42%	38%	36%	51%	45%	42%
$\Delta$	16%	19%	19%	29%	32%	22%	20%	24%	15%

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14, 2014-15, 2015-16)

Note 1: ELA = English Language Arts, Math = Mathematics

Note 2:  $\Delta$  = Change from 2014 to 2015

**College-Ready High School Graduates in English Language Arts  
from 2006 to 2015 in State, ESC 10, and ESC 11 by Ethnicity**

Year/ MARC	State			ESC 10			ESC 11		
	African Amer.	Hispanic	White	African Amer.	Hispanic	White	African Amer.	Hispanic	White
2006	33%	36%	59%	36%	35%	64%	34%	36%	58%
2007	34%	38%	59%	35%	35%	64%	37%	39%	59%
2008	44%	48%	70%	47%	48%	74%	45%	48%	70%
2009	49%	52%	72%	49%	51%	76%	51%	51%	72%
2010	53%	58%	77%	54%	57%	80%	55%	60%	79%
2011	52%	55%	74%	54%	56%	78%	55%	56%	76%
2012	58%	62%	79%	61%	65%	83%	61%	62%	80%
2013	53%	58%	75%	55%	60%	79%	58%	60%	76%
2014	56%	62%	77%	59%	64%	81%	57%	63%	77%
2015	23%	30%	61%	21%	21%	66%	26%	36%	64%
$\Delta$	33%	32%	16%	38%	43%	15%	31%	27%	13%

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14, 2014-15, 2015-16)

Note:  $\Delta$  = Change from 2014 to 2015

**College-Ready High School Graduates in Mathematics  
from 2006 to 2015 in State, ESC 10, and ESC 11 by Ethnicity**

Year/ MARC	State			ESC 10			ESC 11		
	African Amer.	Hispanic	White	African Amer.	Hispanic	White	African Amer.	Hispanic	White
2006	29%	39%	64%	30%	38%	67%	31%	38%	63%
2007	33%	45%	66%	33%	46%	69%	33%	47%	65%
2008	37%	48%	70%	37%	48%	74%	36%	49%	69%
2009	41%	50%	71%	41%	52%	75%	40%	50%	70%
2010	46%	57%	75%	48%	58%	79%	46%	57%	76%
2011	50%	60%	78%	51%	62%	81%	49%	59%	78%
2012	55%	64%	79%	57%	67%	83%	51%	62%	78%
2013	60%	69%	83%	63%	71%	86%	59%	68%	83%
2014	51%	62%	78%	54%	63%	81%	48%	61%	77%
2015	18%	25%	56%	16%	19%	61%	20%	29%	58%
$\Delta$	33%	37%	22%	38%	44%	20%	28%	32%	19%

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14, 2014-15, 2015-16)

Note:  $\Delta$  = Change from 2014 to 2015

**College-Ready High School Graduates in Both English Language Arts and Mathematics  
from 2006 to 2015 in State, ESC 10, and ESC 11 by Ethnicity**

Year/ MARC	State			ESC 10			ESC 11		
	African Amer.	Hispanic	White	African Amer.	Hispanic	White	African Amer.	Hispanic	White
2006	16%	21%	48%	18%	20%	53%	17%	21%	46%
2007	19%	25%	49%	19%	24%	53%	20%	27%	48%
2008	25%	32%	57%	26%	31%	62%	30%	35%	59%
2009	29%	35%	60%	29%	36%	65%	25%	32%	56%
2010	34%	42%	66%	35%	42%	70%	34%	43%	67%
2011	36%	42%	65%	37%	43%	69%	36%	42%	66%
2012	41%	48%	69%	44%	51%	75%	40%	47%	69%
2013	41%	48%	69%	43%	49%	73%	43%	49%	69%
2014	38%	47%	67%	41%	48%	72%	36%	46%	67%
2015	16%	22%	53%	15%	17%	59%	18%	26%	55%
$\Delta$	22%	25%	14%	26%	31%	13%	18%	20%	12%

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14, 2014-15, 2015-16)

Note:  $\Delta$  = Change from 2014 to 2015

**College-Ready High School Graduates in English Language Arts  
from 2006 to 2015 in State, ESC 10, and ESC 11 by Gender**

Year/ MARC	State		ESC 10		ESC 11	
	Male	Female	Male	Female	Male	Female
2006	43%	53%	48%	57%	46%	56%
2007	44%	54%	47%	56%	49%	58%
2008	55%	63%	59%	65%	59%	65%
2009	58%	66%	60%	67%	62%	68%
2010	62%	70%	64%	71%	68%	75%
2011	60%	67%	63%	70%	65%	72%
2012	65%	73%	69%	77%	68%	77%
2013	60%	70%	63%	72%	64%	74%
2014	63%	73%	66%	75%	66%	75%
2015	45%	40%	43%	41%	53%	49%
$\Delta$	<b>↓ 18%</b>	<b>↓ 33%</b>	<b>↓ 23%</b>	<b>↓ 34%</b>	<b>↓ 13%</b>	<b>↓ 26%</b>

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14, 2014-15, 2015-16)

Note:  $\Delta$  = Change from 2014 to 2015

**College-Ready High School Graduates in Mathematics  
from 2006 to 2015 in State, ESC 10, and ESC 11 by Gender**

Year/ MARC	State		ESC 10		ESC 11	
	Male	Female	Male	Female	Male	Female
2006	56%	47%	58%	50%	60%	51%
2007	59%	52%	61%	54%	63%	55%
2008	63%	54%	65%	56%	66%	57%
2009	62%	58%	65%	60%	65%	60%
2010	66%	62%	69%	65%	70%	65%
2011	69%	66%	71%	68%	72%	68%
2012	71%	69%	74%	72%	72%	69%
2013	75%	73%	78%	75%	78%	74%
2014	69%	66%	72%	68%	71%	67%
2015	40%	35%	40%	37%	48%	42%
$\Delta$	<b>↓ 29%</b>	<b>↓ 31%</b>	<b>↓ 32%</b>	<b>↓ 31%</b>	<b>↓ 23%</b>	<b>↓ 25%</b>

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14, 2014-15, 2015-16)

Note:  $\Delta$  = Change from 2014 to 2015

**College-Ready High School Graduates in both English Language Arts and Mathematics  
from 2006 to 2015 in State, ESC 10, and ESC 11 by Gender**

Year/ MARC	State		ESC 10		ESC 11	
	Male	Female	Male	Female	Male	Female
2006	34%	36%	39%	40%	38%	39%
2007	36%	38%	40%	41%	41%	42%
2008	45%	44%	49%	46%	49%	48%
2009	46%	48%	50%	50%	50%	51%
2010	51%	53%	54%	55%	57%	58%
2011	50%	53%	53%	56%	55%	57%
2012	55%	58%	60%	63%	58%	61%
2013	53%	59%	57%	62%	58%	63%
2014	52%	56%	56%	59%	56%	58%
2015	37%	33%	38%	35%	45%	40%
Δ	↓15%	↓23%	↓18%	↓24%	↓11%	↓18%

Source: Texas Education Agency - AEIS 2007 - 2012; TAPR 2012-13, 2013-14, 2014-15, 2015-16)

Note: Δ = Change from 2014 to 2015

Considered as a college readiness measure, SAT/ACT participation shows modest increases for the state and region in percentages of students taking these tests from 1996 to 2015. Regions 10 and 11 exceeded the state in percentage of students taking these tests with 73.8% of Region 10 and 69.4% of Region 11 students taking one of the tests compared to 68.3% for the state. The percentage of students in both regions who met or exceeded passing criteria on these tests exceeded those of the state although this is a generally declining measure. Trend data showed slight gains in scores on the ACT and decreases in scores on the SAT over time.

### SAT/ACT Results of High School Students and Mean Annual Rate of Change from 1996 to 2015 in State, ESC 10, and ESC 11

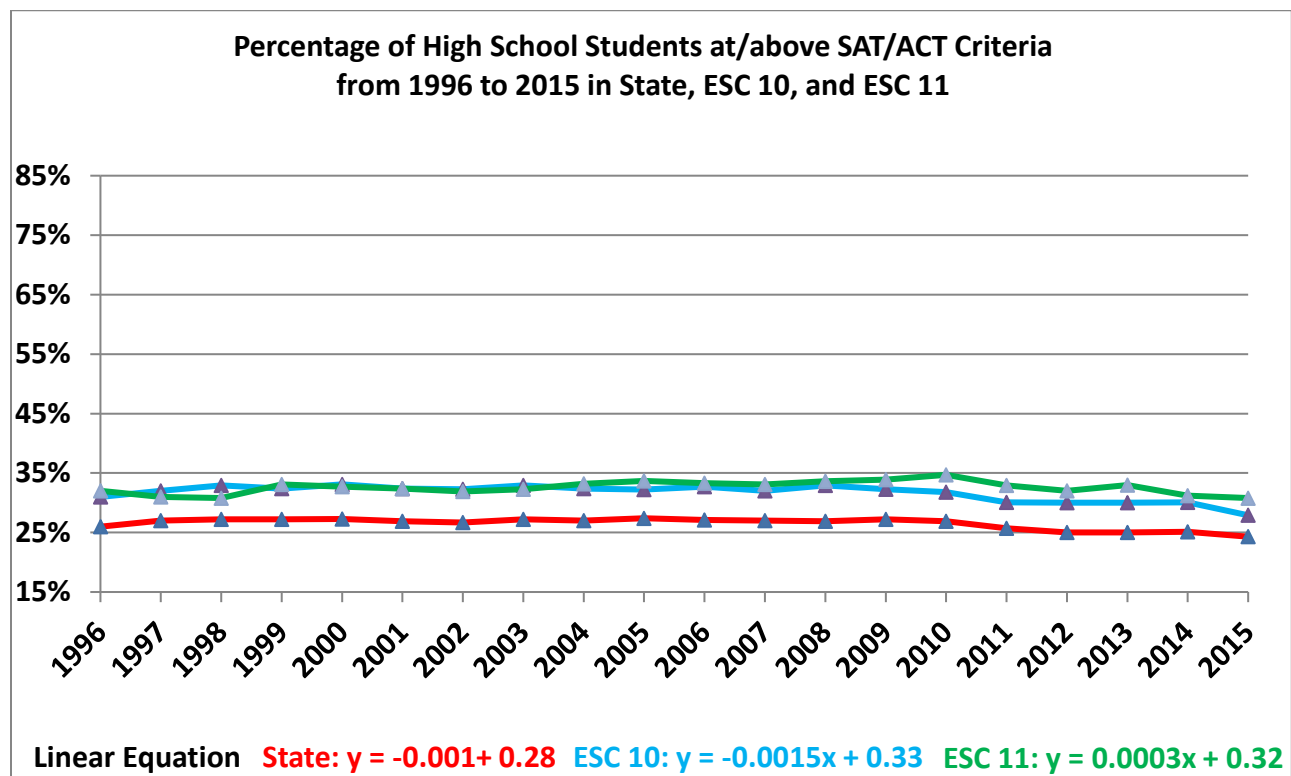
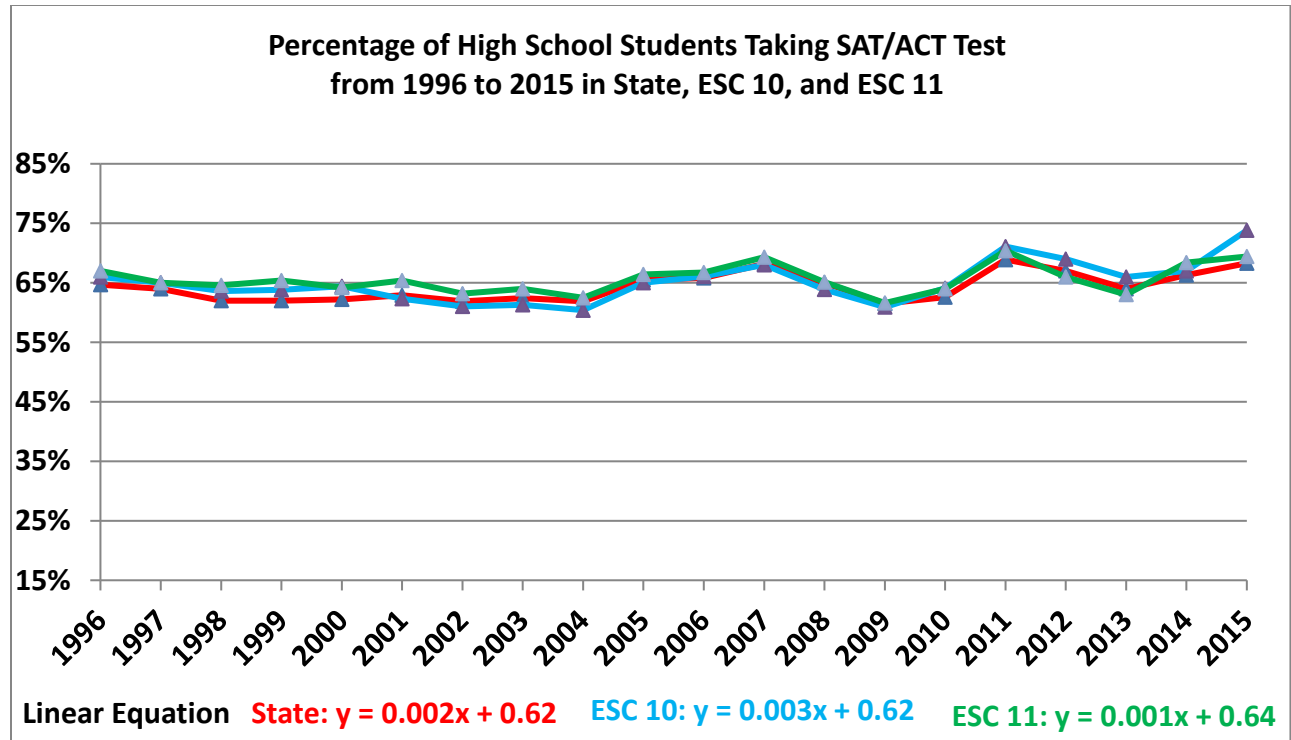
Year/ MARC	State			ESC 10			ESC 11		
	% of Students Taking SAT/ACT	Percent >= Criteria	SAT/ACT Score	% of Students Taking SAT/ACT	Percent > = Criteria	SAT/ACT Score	% of Students Taking SAT/ACT	Percent > = Criteria	SAT/ACT Score
1996	65%	26%	992/20.1	66%	31%	1011/20.5	67%	32%	1015/21.0
1997	64%	27%	993/20.1	65%	32%	1010/20.7	65%	31%	1017/21.0
1998	62%	27%	992/20.3	64%	33%	1016/21.1	65%	31%	1019/21.0
1999	62%	27%	989/20.2	64%	32%	1013/20.9	65%	33%	1020/21.2
2000	62%	27%	990/20.3	64%	33%	1012/21.0	64%	33%	1021/21.2
2001	63%	27%	987/20.2	62%	32%	1008/21.0	65%	32%	1020/21.0
2002	62%	27%	986/20.0	61%	32%	1009/20.8	63%	32%	1017/20.8
2003	62%	27%	989/19.9	61%	33%	1009/20.8	64%	32%	1021/20.8
2004	62%	27%	987/20.1	60%	32%	1008/20.9	63%	33%	1023/21.1
2005	66%	27%	992/20.0	65%	32%	1008/20.8	66%	34%	1029/21.0
2006	66%	27%	991/20.2	66%	33%	1011/21.1	67%	33%	1025/21.2
2007	68%	27%	992/20.1	68%	32%	1012/21.1	69%	33%	1023/21.3
2008	65%	27%	987/20.5	64%	33%	1011/21.3	65%	34%	1019/21.6
2009	62%	27%	985/20.5	61%	32%	1007/21.3	62%	34%	1021/21.8
2010	63%	27%	985/20.5	64%	32%	1000/21.4	64%	35%	1020/22.0
2011	69%	26%	976/20.5	71%	30%	986/21.2	70%	33%	1010/21.9
2012	67%	25%	966/20.5	69%	30%	985/21.3	66%	32%	1006/21.9
2013	63.8%	25.4%	967/20.6	65.9%	30.3%	982/21.3	62.9%	32.9%	1004/21.8
2014	66.3%	25.1%	961/20.6	67.0%	30.1%	985/21.2	68.4%	31.2%	986/21.9
2015	68.3%	24.3%	946/20.6	73.8%	27.9%	947/20.4	69.4%	30.8%	979/20.4
$\Delta$	<span style="color: green;">↑</span> 2.0%	<span style="color: red;">↓</span> 0.8%	<span style="color: red;">↓</span> 15 / <span style="color: blue;">.00</span>	<span style="color: green;">↑</span> 5.8%	<span style="color: red;">↓</span> 2.2%	<span style="color: red;">↓</span> 38 / <span style="color: red;">↓</span> 0.8	<span style="color: green;">↑</span> 1.0%	<span style="color: red;">↓</span> 0.4%	<span style="color: red;">↓</span> 7 / <span style="color: red;">↓</span> 1.5
MARC	<span style="color: green;">↑</span> 0.2%	<span style="color: red;">↓</span> 0.1%	<span style="color: red;">↓</span> 1.7 / <span style="color: green;">↑</span> .03	<span style="color: green;">↑</span> 0.2%	<span style="color: red;">↓</span> 0.2%	<span style="color: red;">↓</span> 2.2 / <span style="color: green;">↑</span> .02	<span style="color: green;">↑</span> 0.1%	No change	<span style="color: red;">↓</span> 1.3 / <span style="color: green;">↑</span> .04

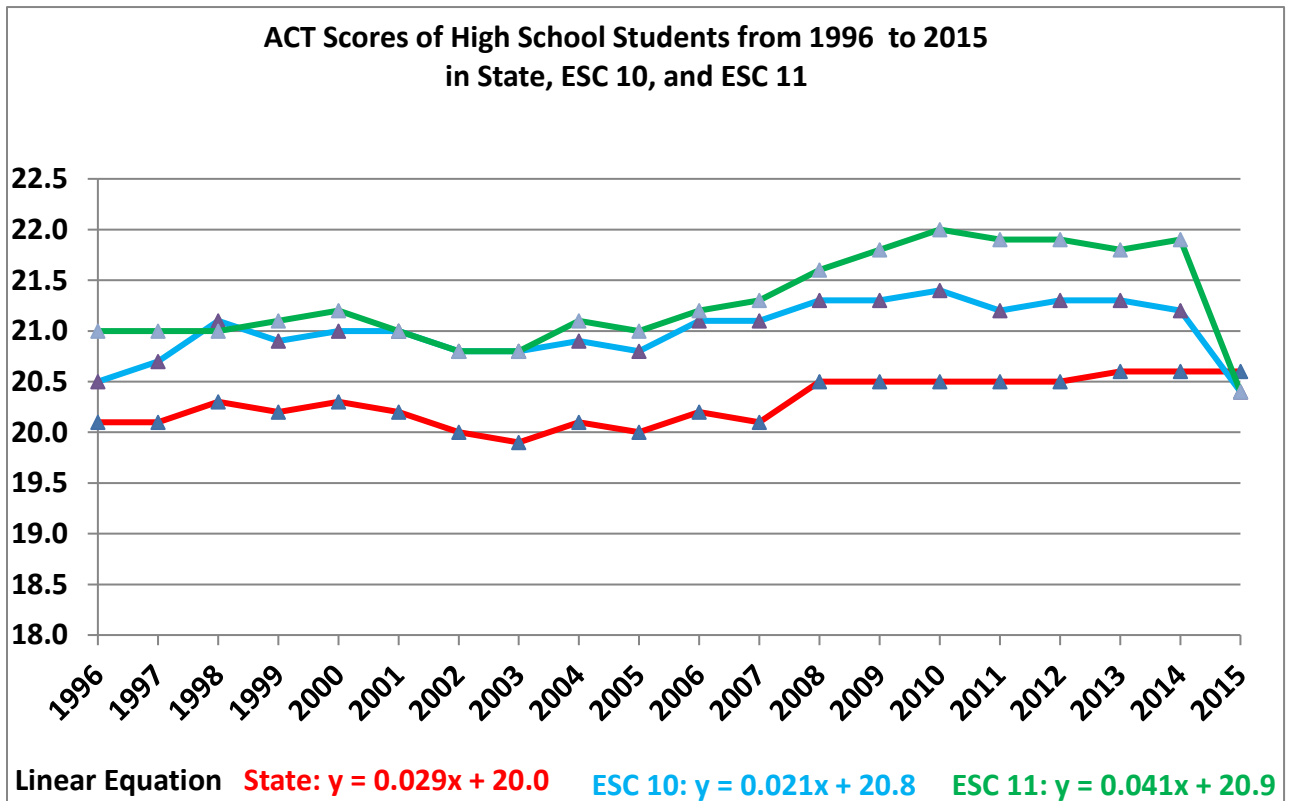
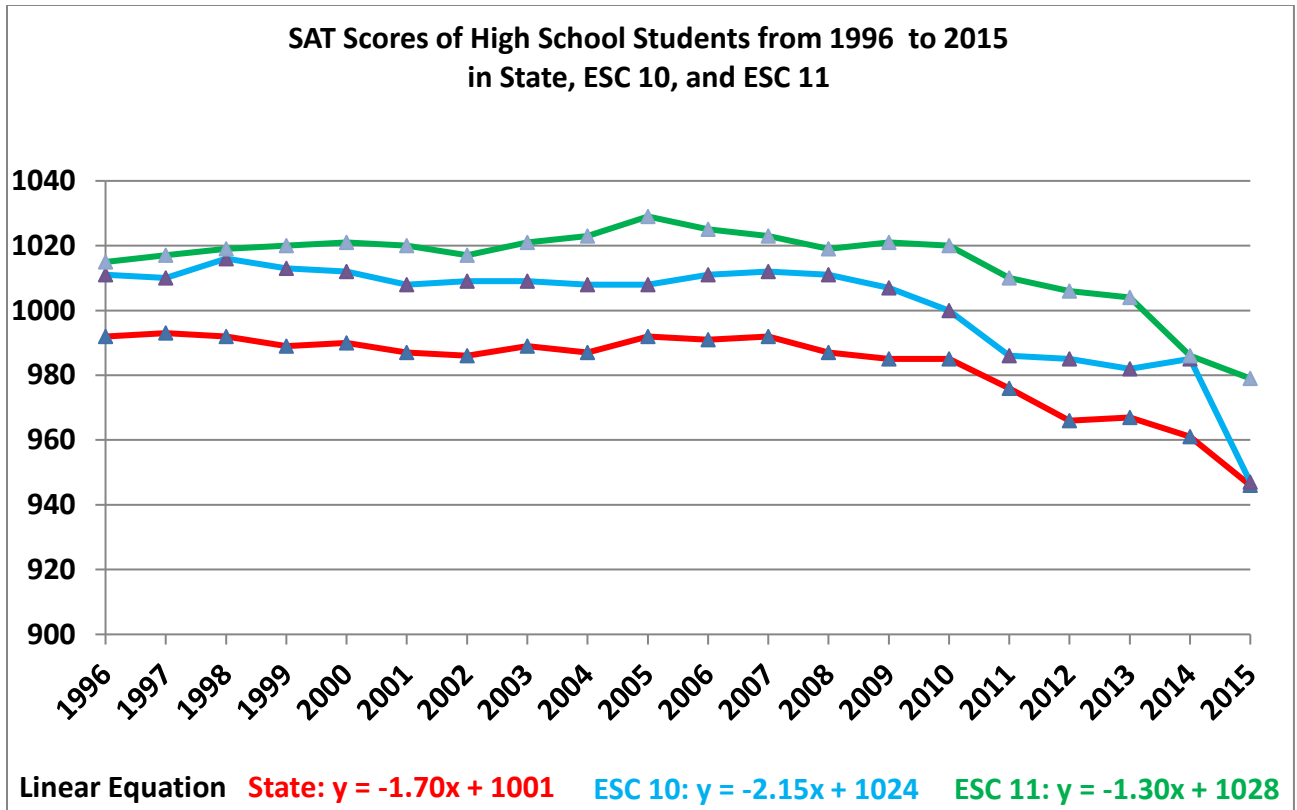
(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14, 2014-15, 2015-16, Personal communication with Rona Tong and Jonathan West at TEA on the SAT scores)

Note 1:  $\Delta$  = Change from 2014 to 2015; MARC = Mean Annual Rate of Change from 1996 to 2015

Note 2: To be consistent with the data in 2011 and earlier, the SAT scores from 2012 to 2015 do not include the part on writing.







The north Texas region was similar to or slightly exceeded the state in percentages of high school students who enrolled in and completed at least one advanced course. Advanced courses include AP/IB, dual credit, and other courses specifically identified by the TEA. Between 2003 and 2014, the percentages of high school students in the region completing advanced courses increased from about 20% to more than 35% in 2015. Splitting out the percentages of high school students completing dual credit courses in these same years shows that the region still lags behind the state in the percentage of students participating in this type of advanced course. Instead, students in the region are more likely than those of the state to enroll in AP/IB courses and programs. Nevertheless, the rate of dual credit enrollment for the region exceeded that of the state in 2015-16, and both increased markedly, reflecting state policy that requires each high school to offer at least four dual credit courses to students. Findings from a Texas study showed that students who graduated from high school with dual credit had better college outcomes than others, although there were disparities by ethnicity, income, gender, and academic background. (Miller, T., Kosiewicz, H., Wang, E. L., Marwah, E.VP., Delhommer, S., & Daugherty, L, (2017). Dual credit education in Texas interim report. Rand Corporation.)

In recent years, the state has begun to look at FAFSA (Free Applications for Federal Student Aid) completion as a measure of intention to attend college with manageable student debt. From 2015 to 2016, the numbers of students in the state and region who submitted the FAFSA increased, but fewer than 50% of the students who submitted the FAFSA completed their FAFSA forms thereby failing to demonstrate clear intent to attend college.

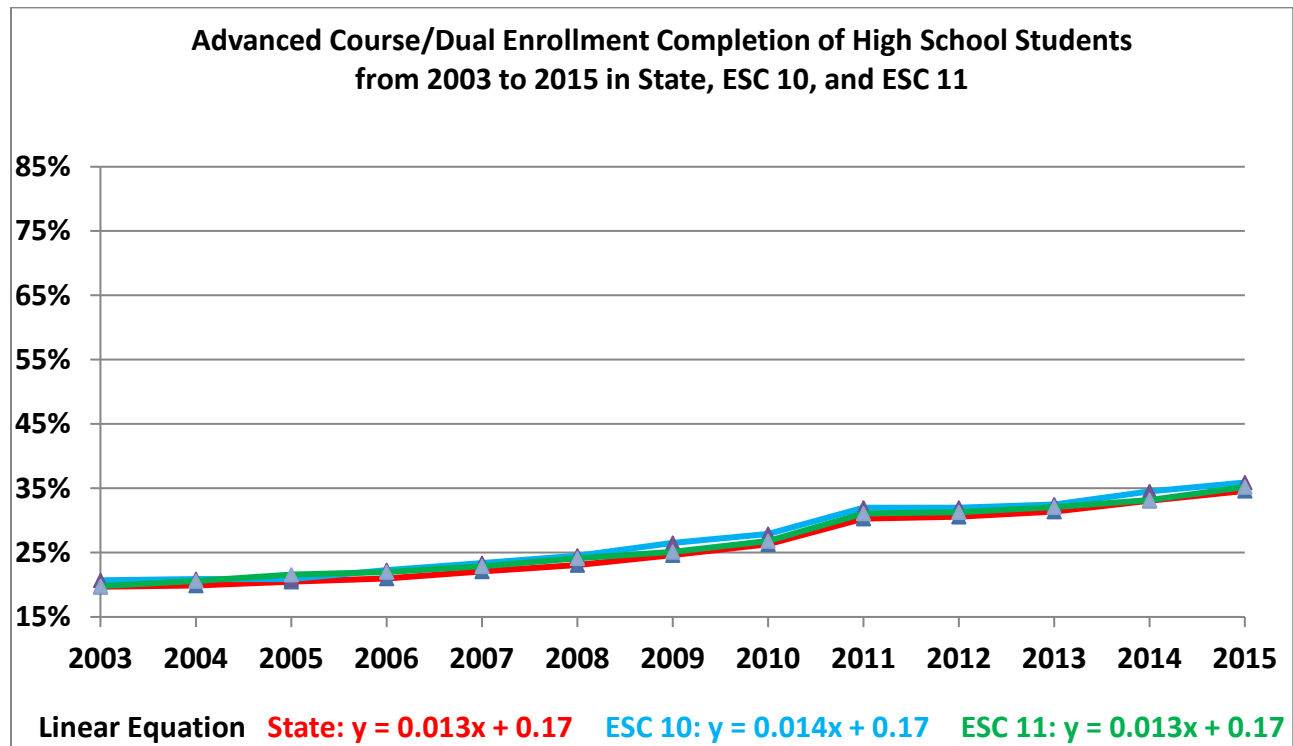
**Advanced Course/Dual Enrollment Completion of High School Students and Mean Annual Rate of Change from 2003 to 2015 in State, ESC 10, and ESC 11**

Year/MARC	State	ESC 10	ESC 11
2003	19.7%	20.7%	19.8%
2004	19.9%	20.9%	20.6%
2005	20.5%	20.9%	21.6%
2006	21.0%	22.3%	22.0%
2007	22.1%	23.4%	22.9%
2008	23.1%	24.5%	24.1%
2009	24.6%	26.5%	25.1%
2010	26.3%	27.9%	26.8%
2011	30.3%	32.0%	31.1%
2012	30.6%	32.0%	31.3%
2013	31.4%	32.5%	32.1%
2014	33.1%	34.5%	33.2%
2015	34.6%	35.9%	35.2%
Δ	↑ 1.5%	↑ 1.4%	↑ 2.0%
MARC	↑ 1.3%	↑ 1.4%	↑ 1.3%

(Source: Texas Education Agency - AEIS 2004 – 2012; TAPR 2012-13, 2013-14, 2014-15, 2015-16)

Note 1: Δ = Change from 2014 to 2015; MARC = Mean Annual Rate of Change from 2003 to 2015

Note 2: Advanced Course/Dual Enrollment Completion - This indicator is based on a count of students who completed and received credit for at least one advanced course in grades 9–12.



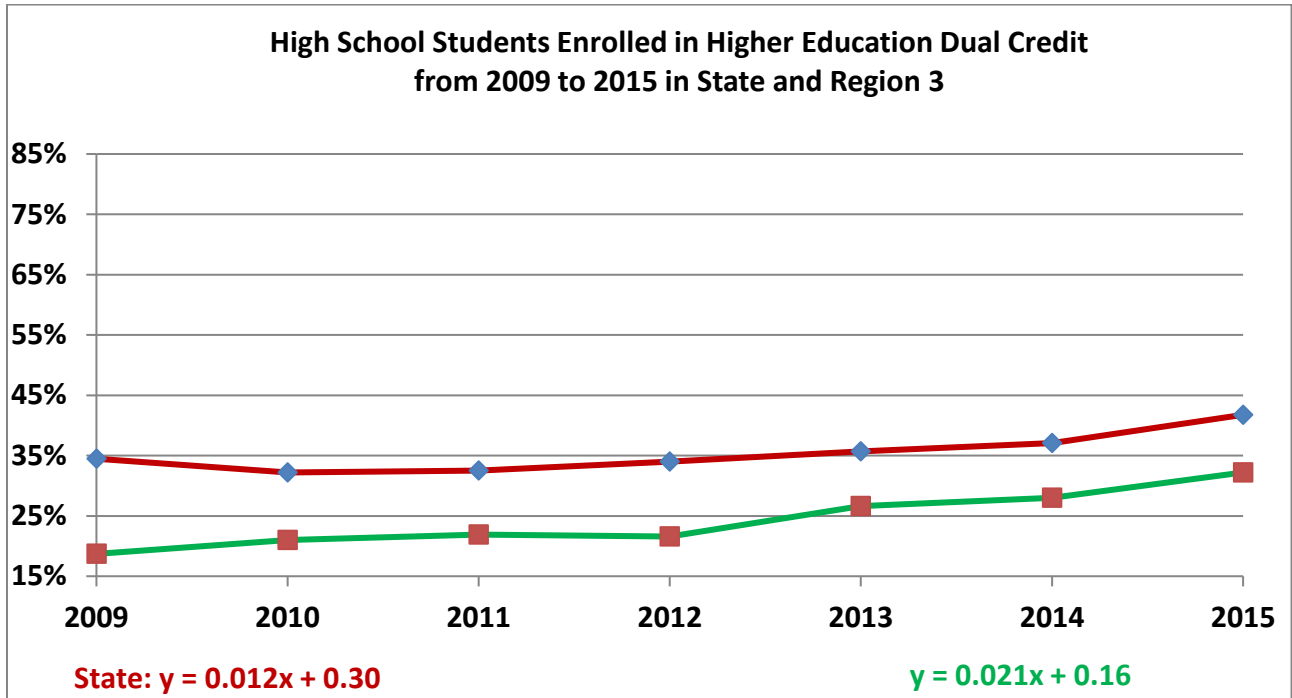
### High School Students Enrolled in Dual Credit and Mean Annual Rate of Change from 2009 to 2015 in State and Region 3

Year/ $\Delta$	State			THECB Region 3		
	Total HS Graduates	Dual Credit Students	Percent of Dual Credit Students	Total HS Graduates	Dual Credit Students	Percent of Dual Credit Students
2009	264,275	91,303	34.5%	69,130	12,949	18.7%
2010	280,520	90,364	32.2%	71,259	14,969	21.0%
2011	290,581	94,550	32.5%	76,023	16,640	21.9%
2012	292,636	99,454	34.0%	77,956	16,843	21.6%
2013	301,418	107,598	35.7%	80,970	21,163	26.6%
2014	303,109	112,361	37.1%	82,429	23,071	28.0%
2015	315,138	131,606	41.8%	85,246	27,407	32.2%
$\Delta$	$\uparrow 4.0\%$	$\uparrow 17.1\%$	$\uparrow 12.6\%$	$\uparrow 3.4\%$	$\uparrow 18.8\%$	$\uparrow 15.0\%$
MARC	$\uparrow 2.8\%$	$\uparrow 6.9\%$	$\uparrow 1.2\%$	$\uparrow 3.9\%$	$\uparrow 17.7\%$	$\uparrow 2.1\%$

(Source: THECB – Dual Credit Report, 2009, 2011; Personal Communication with Julie Eklund/Doug Bond at THECB for the 2010, 2012, 2013, 2014, 2015 data)

*Note 1:*  $\Delta$  = Change from 2014 to 2015; MARC = Mean Annual Rate of Change from 2009 to 2015

*Note 2:* The MARC for the total HS graduates and dual credit students is calculated as the ratio of the slope over the intercept of the linear equation.

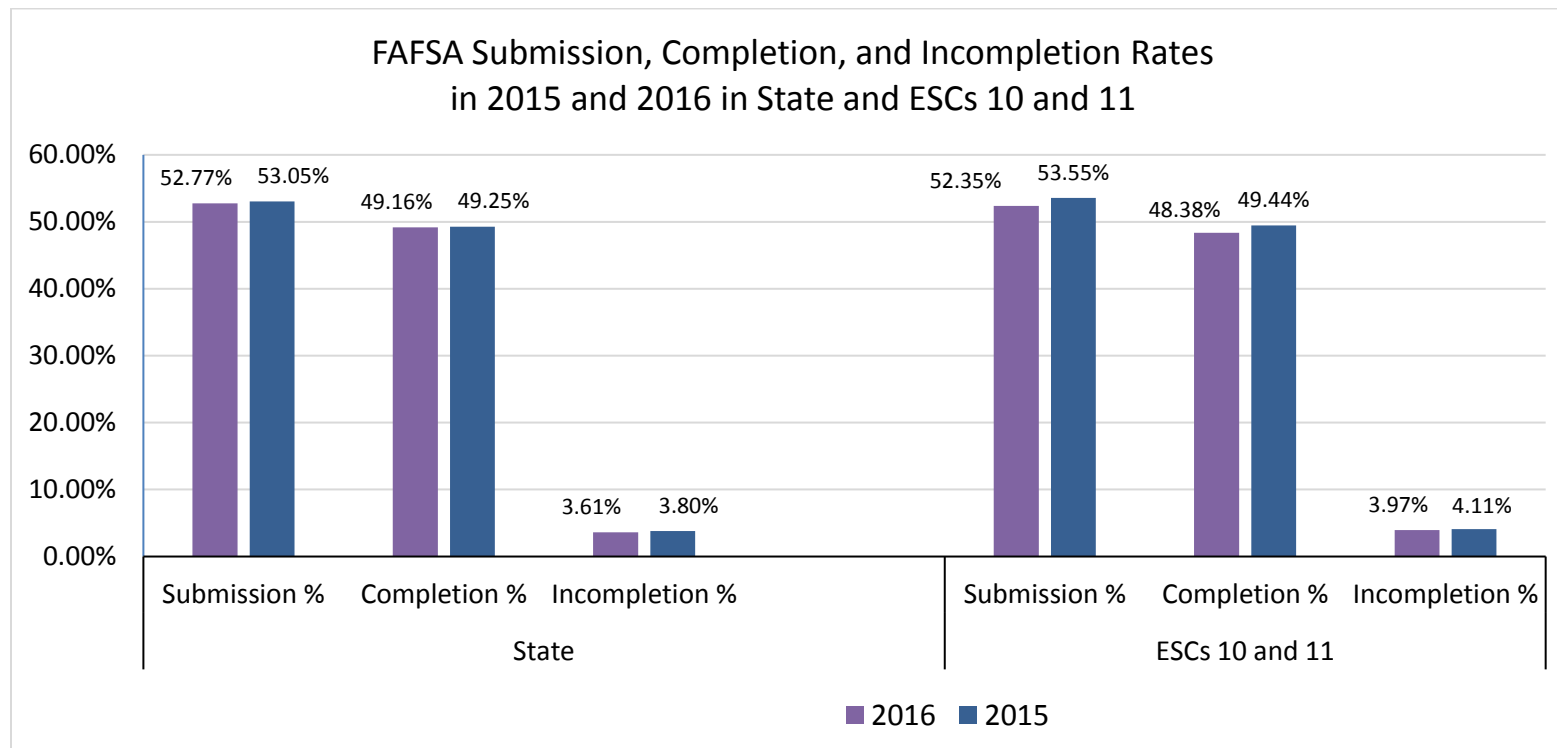


### FAFSA Submission and Completion Rates in 2015 and 2016 in State and ESCs10 and 11

Year	State				ESCs 10 and 11			
	Senior Counts	Submission %	Completion %	Incompletion %	Senior Counts	Submission %	Completion %	Incompletion %
2016	318,822	52.77%	49.16%	3.61%	85,955	52.35%	48.38%	3.97%
2015	308,922	53.05%	49.25%	3.80%	83,882	53.55%	49.44%	4.11%
Δ	↑ 3.11%	↓ 0.53%	↓ 0.09%	↓ 0.19%	↑ 2.41%	↓ 2.29%	↓ 1.06%	↓ 0.14%

(Source: Personal Communications with Dr. Denise Davis at Communities Foundation of Texas)

Note: Δ = Change from 2015 to 2016



## Higher Education Enrollment Scorecard

Numbers of students enrolled in higher education have increased substantially in the four north Texas counties of interest between 1996 and 2016. This growth trend is evident in every county but especially in Collin and Denton Counties, which are among the fastest growing counties in the United States. Enrollment growth was more consistent for 4-year than 2-year colleges in the four counties. In the current year, students in these counties were more likely than in the past to enroll in 4-year colleges. Notable in the data is growth in the number of not-found students. This statistic includes students enrolled in college out of state, at private Texas institutions, and those not enrolled in higher education. Also notable in the data is a recent burst in the rate of increase in 4-year college enrollment in Dallas County.

### High School Graduates Enrolled in Texas Higher Education and Mean Annual Rate of Change from 1996 to 2016 in Four North Texas Counties

Year/MAD/MARC	North Texas (Aggregate of Collin, Dallas, Denton, Tarrant Counties)				
	2-Year	4-Year	Not Trackable	Not Found	Total
1996	9,883	6,903	2,364	11,671	30,821
1997	10,647	6,996	2,176	13,044	32,863
1998	10,847	7,322	2,418	14,451	35,038
1999	11,472	7,523	3,002	15,288	37,285
2000	11,982	7,984	3,178	16,128	39,272
2001	12,824	7,897	3,457	16,573	40,751
2002	13,904	10,602	4,283	15,821	43,800
2003	13,897	10,964	4,708	17,589	47,158
2004	15,108	11,450	4,641	18,455	49,645
2005	15,205	11,862	4,574	18,097	49,738
2006	15,281	12,294	4,609	17,970	50,154
2007	15,604	12,517	4,694	18,078	50,893
2008	18,537	13,301	3,045	18,513	53,396
2009	19,913	13,790	3,205	19,391	56,299
2010	16,203	14,419	3,469	24,798	58,889
2011	17,073	14,592	4,088	26,353	62,106
2012	16,366	15,204	4,281	27,214	63,065
2013	16,990	16,134	4,622	28,267	66,013
2014	17,224	16,836	4,585	28,320	66,965
2015	17,609	17,260	4,472	30,368	69,979
2016	18,197	18,904	5,185	34,704	76,990
Δ	↑3.3%	↑9.5%	N/A	N/A	↑10.0%
MARC	↑4.2%	↑8.5%	N/A	N/A	↑6.7%

(Source: THECB – Texas Higher Education Data)

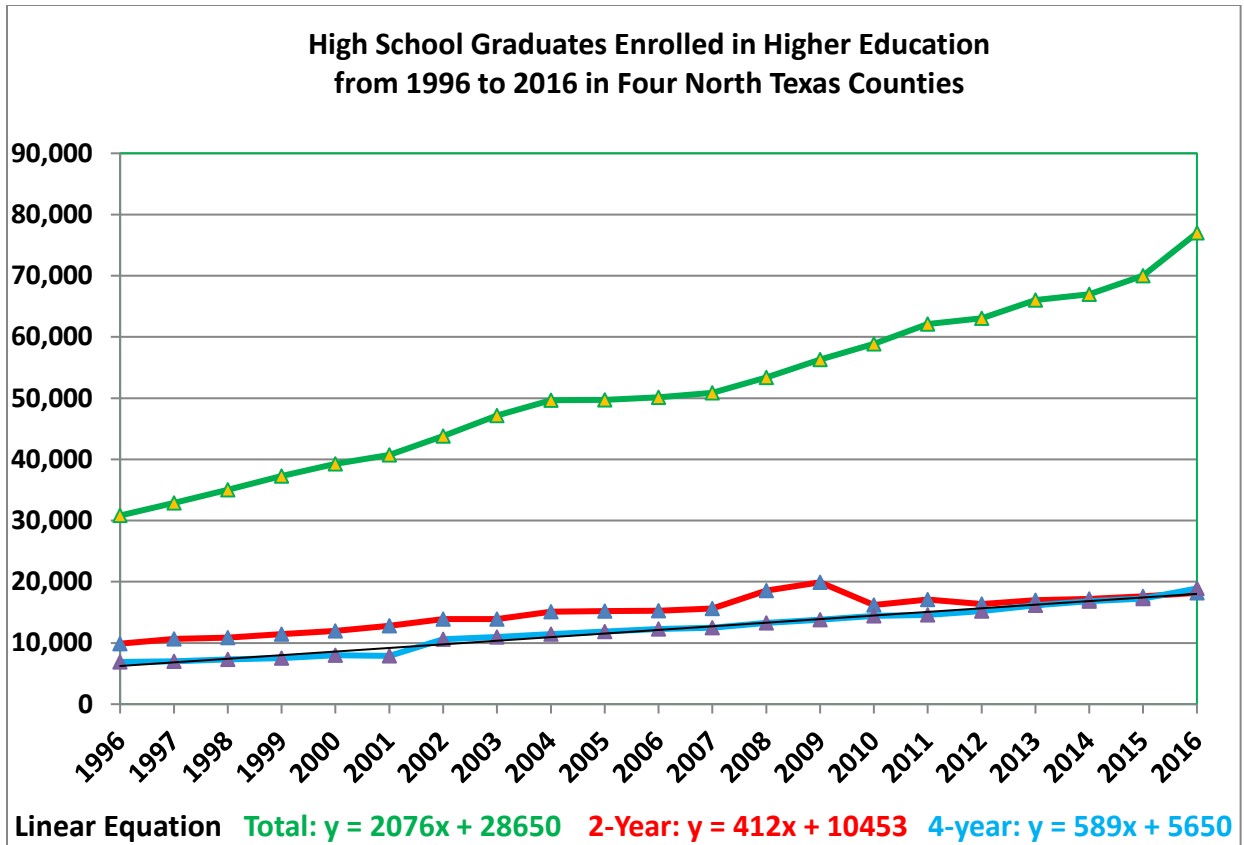
Note 1: Δ = Change from 2015 to 2016.

Note 2: MARC = Mean Annual Rate of Change from 1996 to 2016, which is calculated as the ratio of mean annual difference or the slope of the linear equation over the enrollment in 1996.

Note 3: 'Not Trackable' graduates have non-standard ID numbers that do not match any at Texas higher education institutions. 'Not Found' graduates have standard ID numbers that do match any at Texas higher education institutions in the specified year.

Note 4: The corresponding numbers for the state are not provided.

Note 5: Total = 2-year + 4-year + Not Trackable + Not Found. However, as majority of the graduates in 'Not trackable' and 'Not Found' do not enroll in higher education. The 'Total' actually is the total number of high school graduates.





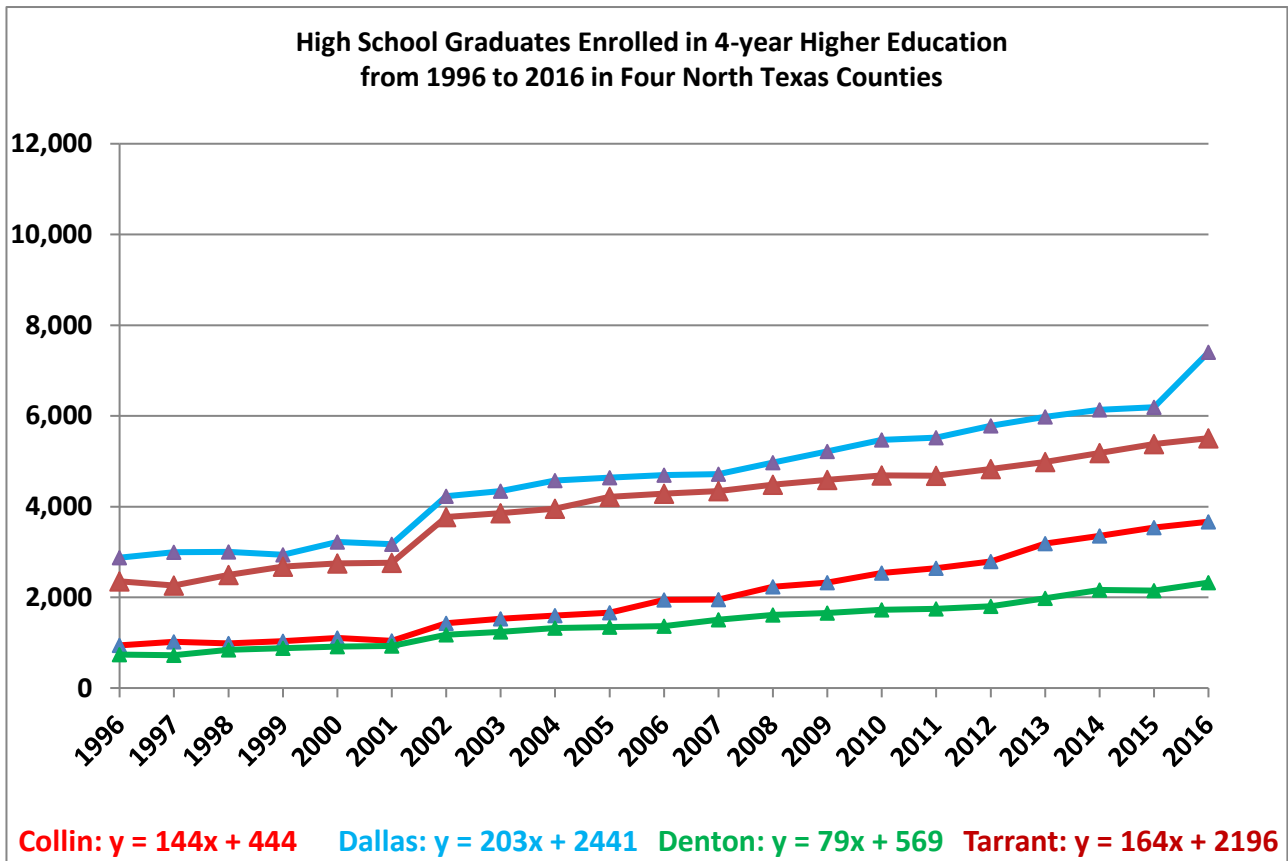
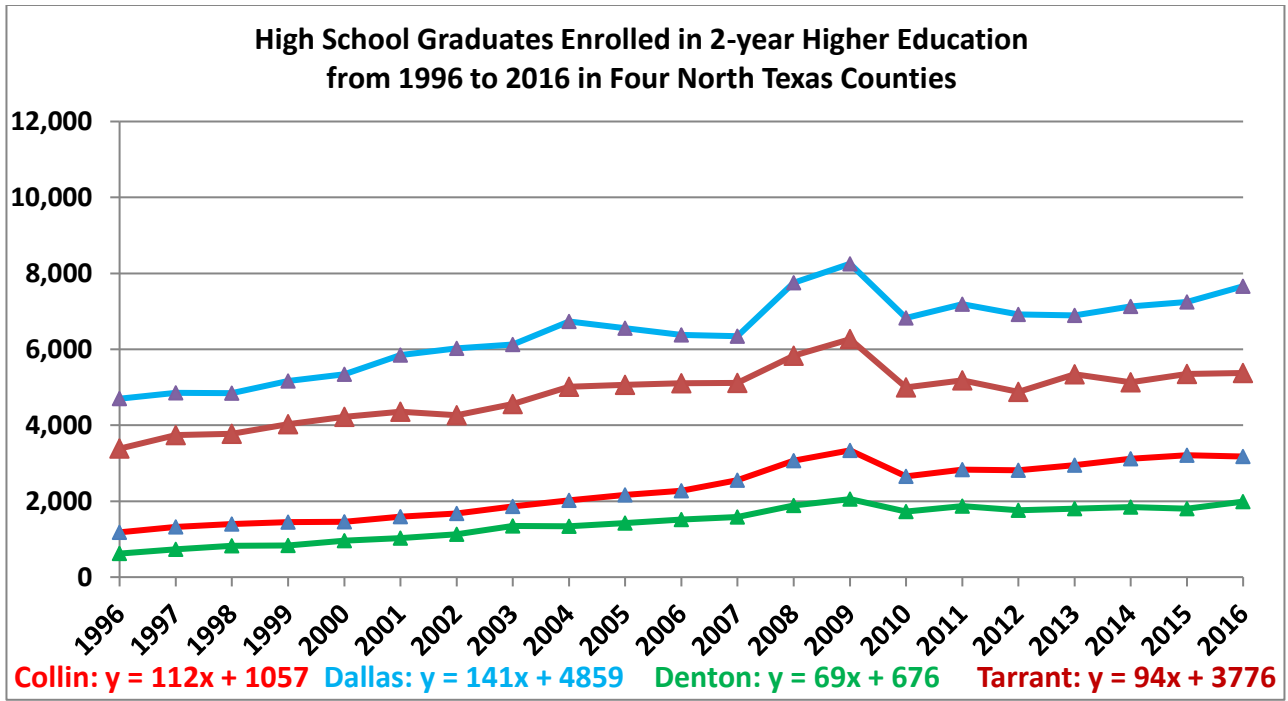
### High School Graduates Enrolled in Texas Higher Education and Mean Annual Rate of Change from 1996 to 2016 in North Texas

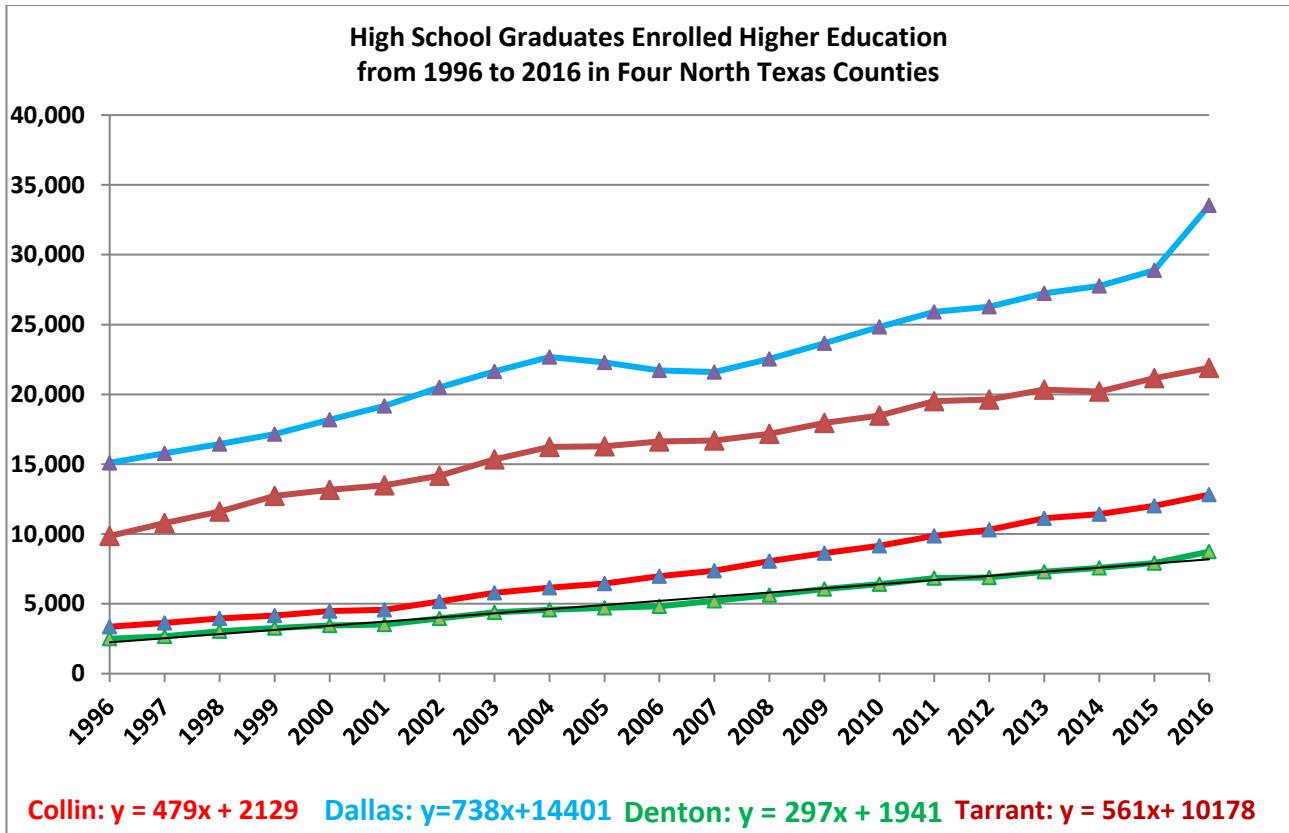
Year/MAD /MARC	Collin			Dallas			Denton			Tarrant		
	2-yr	4-yr	Total	2-yr	4-yr	Total	2-yr	4-yr	Total	2-yr	4-yr	Total
1996	1,180	941	3,359	4,699	2,874	15,097	620	738	2,500	3,384	2,350	9,856
1997	1,320	1,017	3,632	4,855	2,994	15,782	734	724	2,665	3,738	2,261	10,784
1998	1,400	984	3,962	4,844	3,001	16,432	825	843	3,040	3,778	2,494	11,604
1999	1,451	1,031	4,150	5,162	2,938	17,141	835	879	3,254	4,024	2,675	12,740
2000	1,458	1,102	4,470	5,342	3,221	18,194	963	914	3,439	4,219	2,747	13,169
2001	1,590	1,038	4,567	5,847	3,169	19,179	1,029	925	3,520	4,358	2,765	13,485
2002	1,673	1,427	5,162	6,024	4,230	20,503	1,131	1,176	3,951	4,266	3,769	14,184
2003	1,864	1,529	5,794	6,129	4,342	21,636	1,344	1,240	4,394	4,560	3,853	15,334
2004	2,021	1,597	6,157	6,732	4,573	22,678	1,341	1,322	4,574	5,014	3,958	16,236
2005	2,167	1,665	6,454	6,556	4,636	22,287	1,421	1,345	4,719	5,061	4,216	16,278
2006	2,277	1,946	6,978	6,381	4,696	21,723	1,518	1,363	4,834	5,105	4,289	16,619
2007	2,555	1,949	7,376	6,349	4,718	21,595	1,584	1,506	5,220	5,116	4,344	16,702
2008	3,069	2,234	8,063	7,751	4,967	22,534	1,886	1,615	5,633	5,831	4,485	17,166
2009	3,339	2,326	8,628	8,253	5,219	23,650	2,054	1,656	6,056	6,267	4,589	17,965
2010	2,651	2,535	9,154	6,827	5,473	24,838	1,724	1,723	6,407	5,001	4,688	18,490
2011	2,831	2,645	9,857	7,192	5,521	25,902	1,870	1,748	6,832	5,180	4,678	19,515
2012	2,815	2,791	10,290	6,916	5,783	26,271	1,759	1,802	6,882	4,876	4,828	19,622
2013	2,951	3,189	11,121	6,895	5,976	27,243	1,803	1,981	7,305	5,341	4,988	20,344
2014	3,116	3,357	11,412	7,131	6,132	27,772	1,847	2,164	7,584	5,130	5,183	20,197
2015	3,208	3,538	12,026	7,248	6,192	28,875	1,800	2,150	7,918	5,355	5,380	21,160
2016	3,177	3,667	12,816	7,659	7,403	33,535	1,987	2,325	8,739	5,374	5,509	21,900
Δ	↓1.0%	↑3.6%	↑6.6%	↑5.7%	↑20%	↑16%	↑10%	↑8.1%	↑10%	↑0.4%	↑2.4%	↑3.5%
MARC	↑9.5%	↑15.3%	↑14.3%	↑3.0%	↑7.1%	↑4.9%	↑11.1%	↑10.7%	↑11.9%	↑2.8%	↑7.0%	↑5.7%

(Source: THECB - High School Graduates Enrolled in Higher Education the Following Fall by High School County, School District)

Note 1: Total = 2-year + 4-year + Not Trackable + Not Found. The latter two are not listed.

Note 2: Δ = Change from 2015 to 2016. MARC = Mean Annual Rate of Change from 1996 to 2016, which is calculated as the ratio of mean annual difference or the slope of the linear equation over the enrollment in 1996



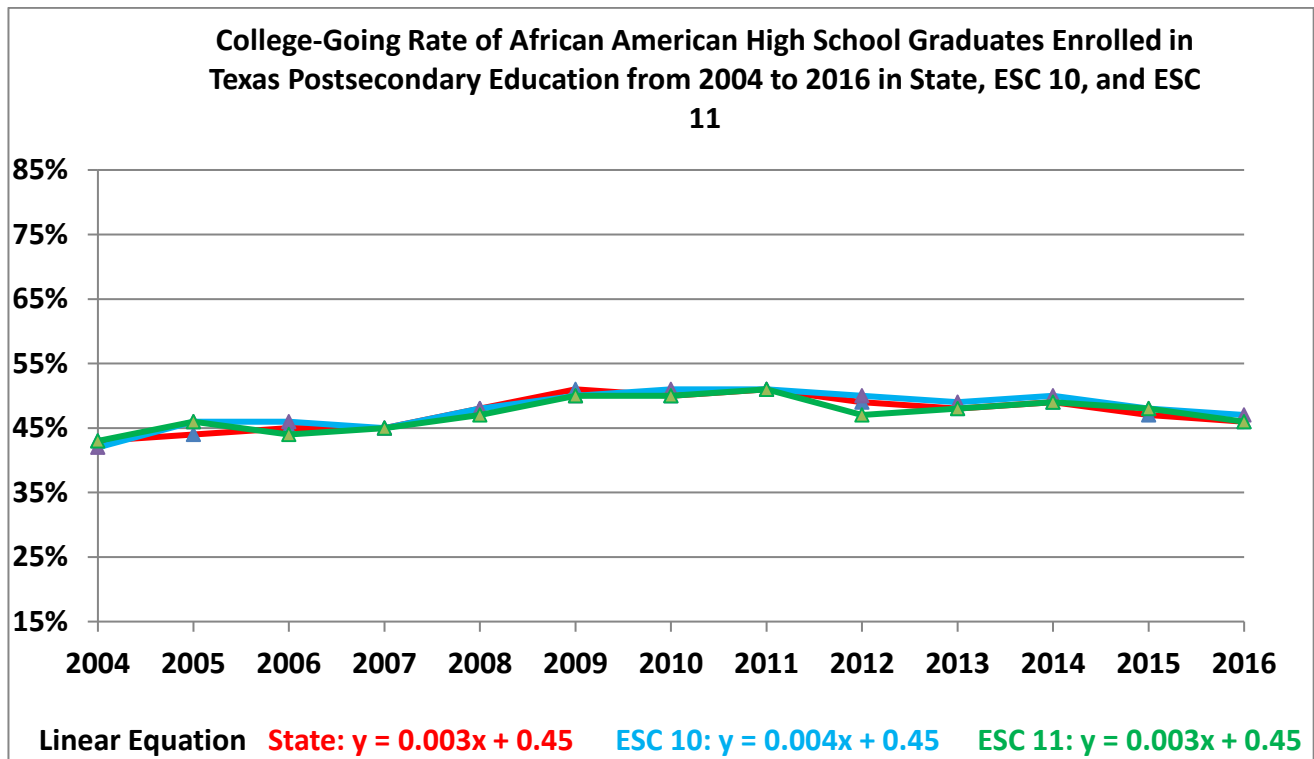


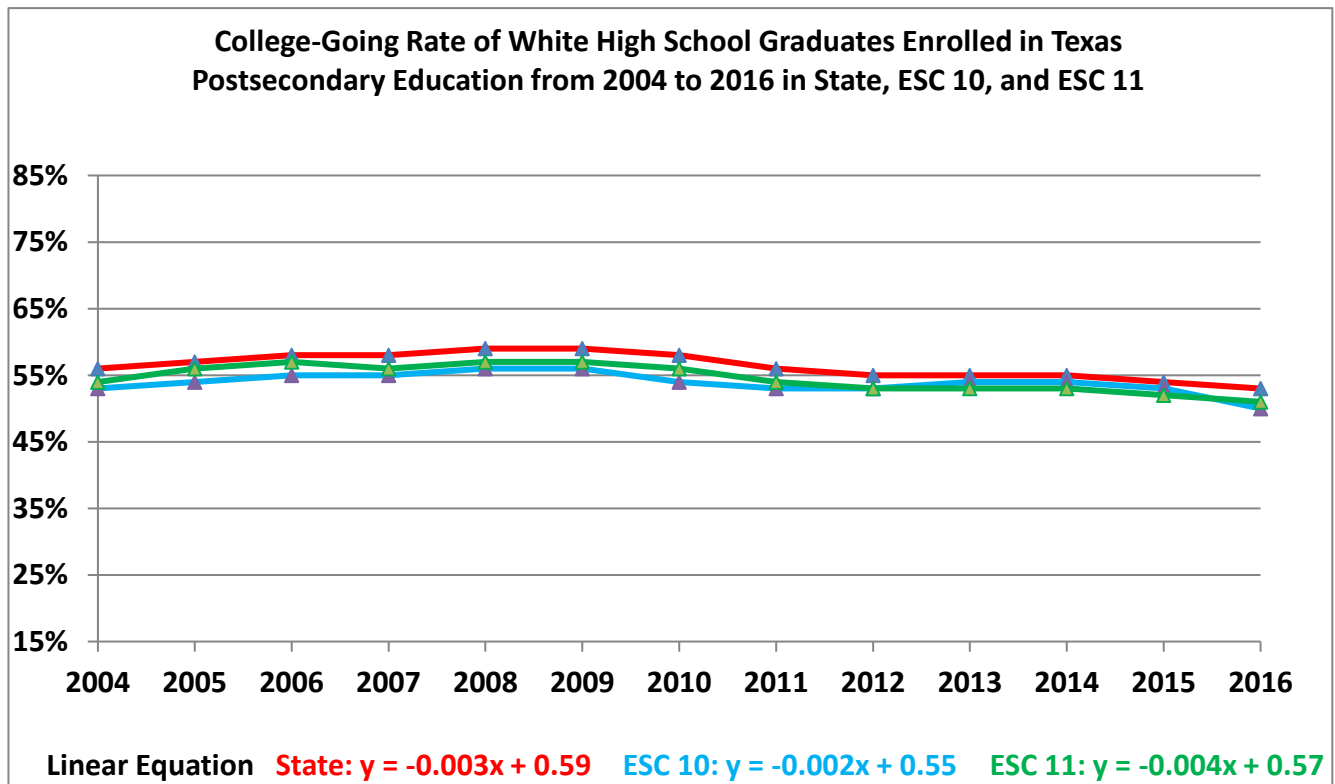
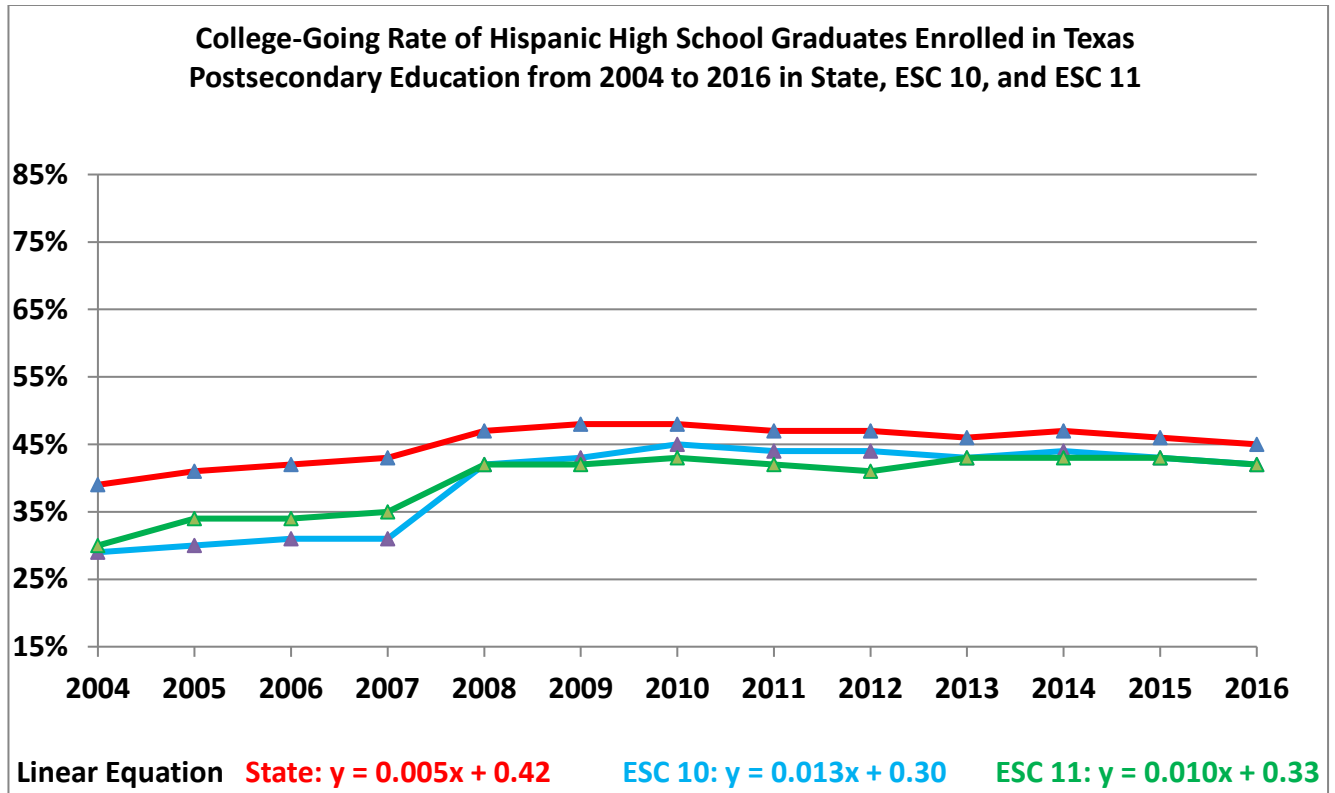
Increasing postsecondary enrollment trends for African-American and Hispanic and decreasing trends for White students are evident in the state and region, reflecting the ethnic composition of the young adult populations of Texas and the region. There are gaps in the Texas college-going rates of African and Hispanic students compared to White students and of male compared to female students in both the state and region. Especially pronounced are gaps in the college going rate of economically disadvantaged students compared to others. In 2016, the college going rate for African American high school graduates in the state and region was about 47%. For Hispanic high school graduates, the college going rate was about 42% in the region, continuing a pattern of enrollment below the state mean for this group. White high school graduates in the state and region showed the lowest postsecondary enrollment on record. The college going rate for male students was about 45% compared to 52% for female students, a drop for both genders in the percentage of students attending public colleges. For economically disadvantaged students of the region, the college going rate was 43% compared to 54% for non-economically disadvantaged students.

### College-Going Rate by Ethnicity of High School Graduates Enrolled in Texas Postsecondary Education and Mean Annual Rate of Change from 2004 to 2016 in State, ESC 10, and ESC 11

Year/ MARC	State			ESC 10			ESC 11		
	African American	Hispanic	White	African American	Hispanic	White	African American	Hispanic	White
2004	43%	39%	56%	42%	29%	53%	43%	30%	54%
2005	44%	41%	57%	46%	30%	54%	46%	34%	56%
2006	45%	42%	58%	46%	31%	55%	44%	34%	57%
2007	45%	43%	58%	45%	31%	55%	45%	35%	56%
2008	48%	47%	59%	48%	42%	56%	47%	42%	57%
2009	51%	48%	59%	50%	43%	56%	50%	42%	57%
2010	50%	48%	58%	51%	45%	54%	50%	43%	56%
2011	51%	47%	56%	51%	44%	53%	51%	42%	54%
2012	49%	47%	55%	50%	44%	53%	47%	41%	53%
2013	48%	46%	55%	49%	43%	54%	48%	43%	53%
2014	49%	47%	55%	50%	44%	54%	49%	43%	53%
2015	47%	46%	54%	48%	43%	53%	48%	43%	52%
2016	46%	45%	53%	47%	42%	50%	46%	42%	51%
MARC	↑0.3%	↑0.5%	↓0.3%	↑0.4%	↑1.3%	↓0.2%	↑0.3%	↑1.0%	↓0.4%

(Source: THECB – Tracking Postsecondary Outcomes Dashboard)  
 Note: MARC = Mean Annual Rate of Change from 2004 to 2016



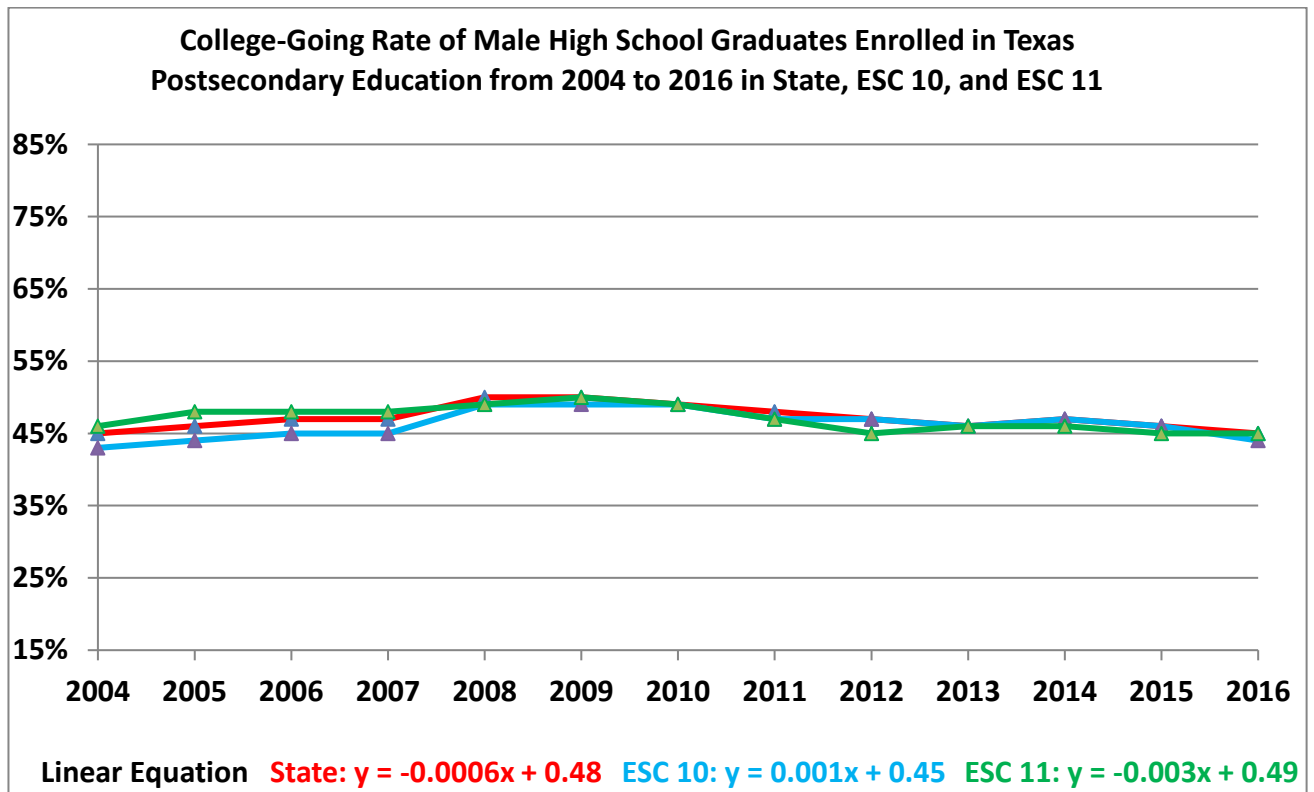


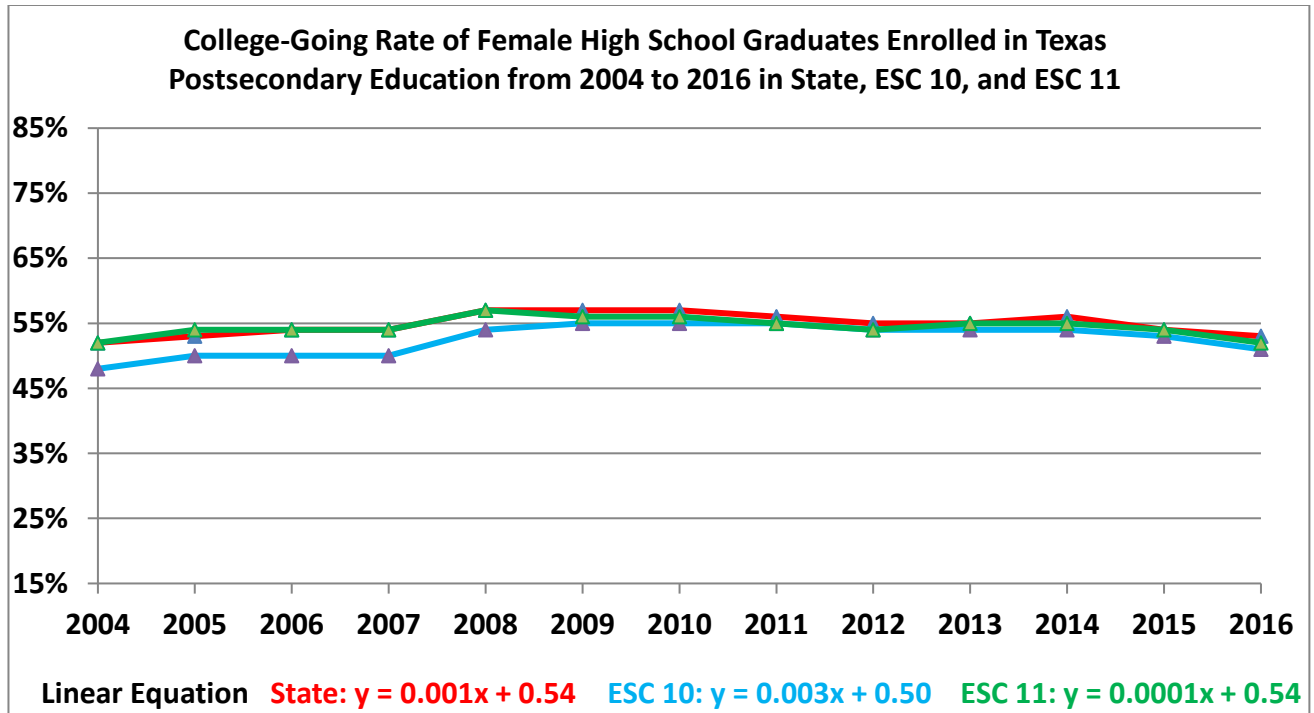
**College-Going Rate by Gender of High School Graduates Enrolled in Texas  
Postsecondary Education and Mean Annual Rate of Change from 2004 to 2016 in State,  
ESC 10, and ESC 11**

Year/ MARC	State		ESC 10		ESC 11	
	Male	Female	Male	Female	Male	Female
2004	45%	52%	43%	48%	46%	52%
2005	46%	53%	44%	50%	48%	54%
2006	47%	54%	45%	50%	48%	54%
2007	47%	54%	45%	50%	48%	54%
2008	50%	57%	49%	54%	49%	57%
2009	50%	57%	49%	55%	50%	56%
2010	49%	57%	49%	55%	49%	56%
2011	48%	56%	47%	55%	47%	55%
2012	47%	55%	47%	54%	45%	54%
2013	46%	55%	46%	54%	46%	55%
2014	47%	56%	47%	54%	46%	55%
2015	46%	54%	46%	53%	45%	54%
2016	45%	53%	44%	51%	45%	52%
MARC	↓0.01%	↑0.1%	↑0.1%	↑0.3%	↓0.3%	no change

(Source: THECB – Tracking Postsecondary Outcomes Dashboard)

Note: MARC = Mean Annual Rate of Change from 2004 to 2016



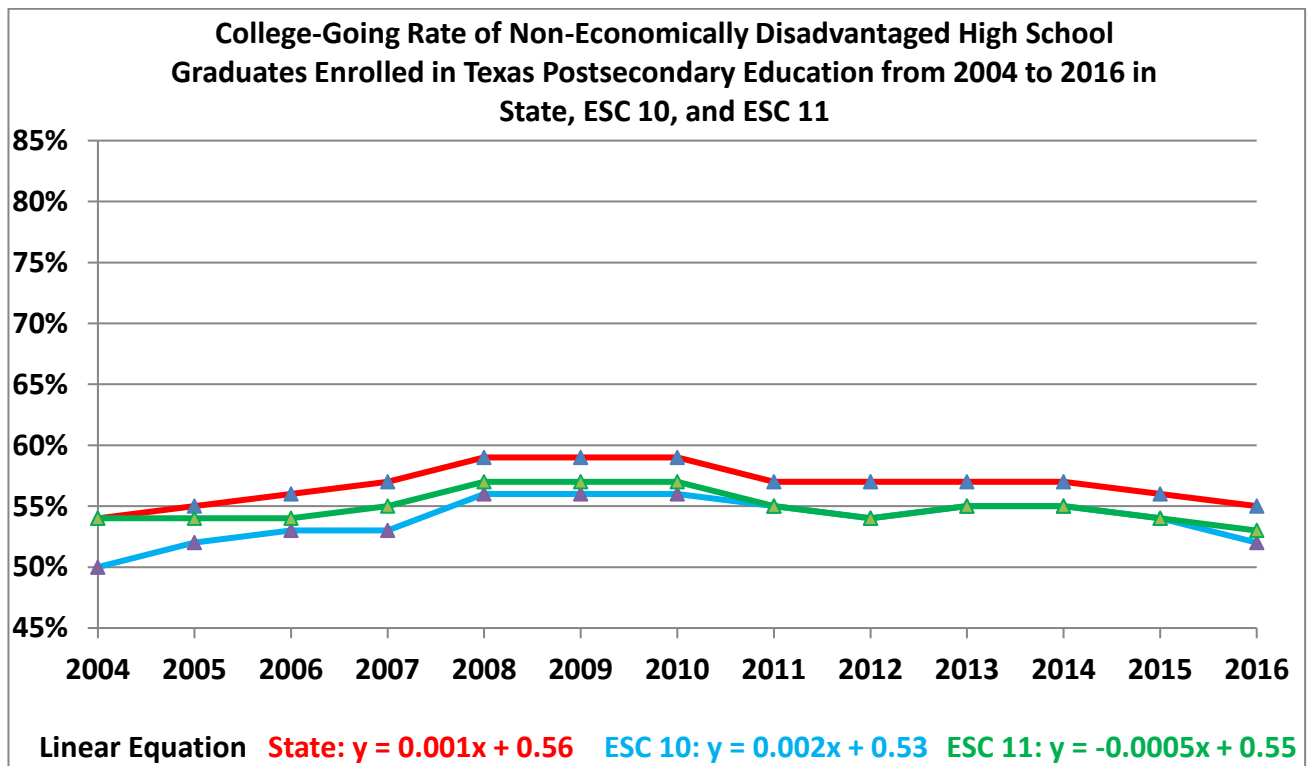
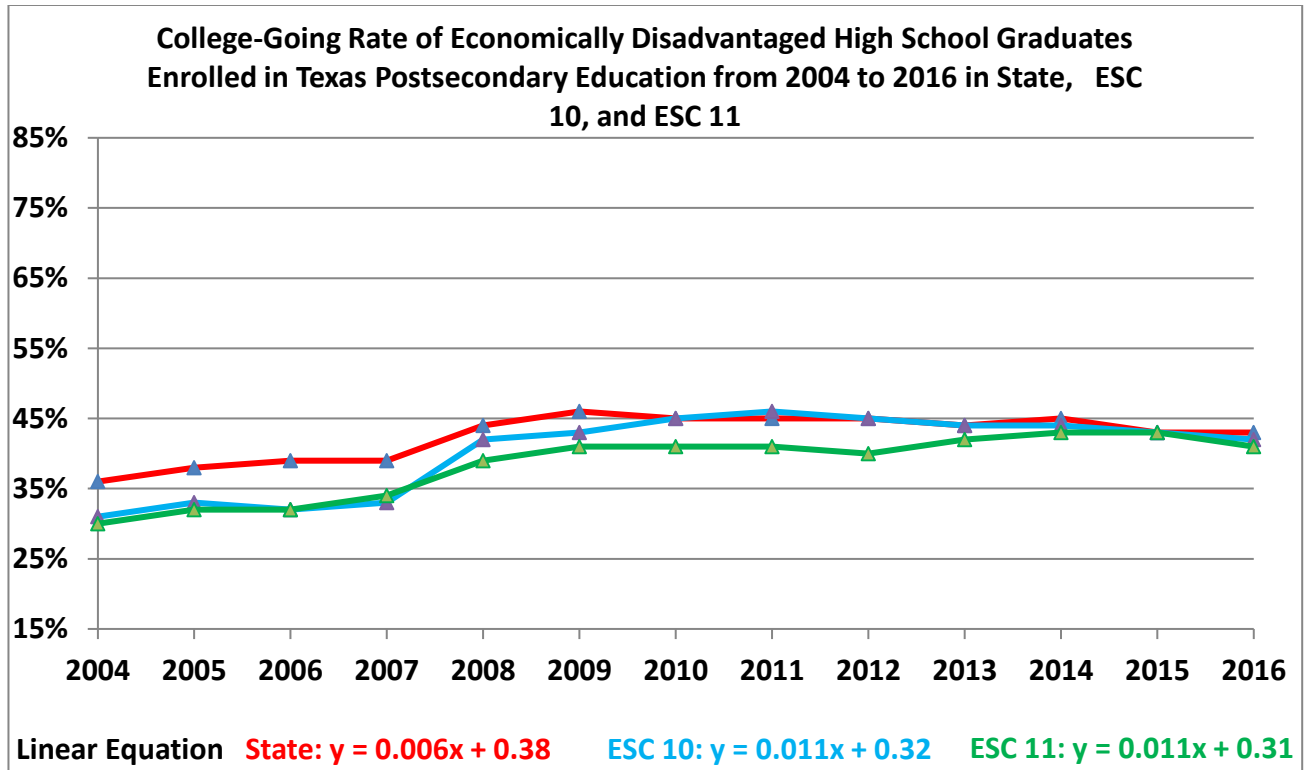


### College-Going Rate by Socioeconomic Status of High School Graduates Enrolled in Texas Postsecondary Education and Mean Annual Rate of Change from 2004 to 2016 in State, ESC 10, and ESC 11

Year/ MARC	State		ESC 10		ESC 11	
	Econ. Disadv.	Not Econ. Disadv.	Econ. Disadv.	Not Econ. Disadv.	Econ. Disadv.	Not Econ. Disadv.
2004	36%	54%	31%	50%	30%	54%
2005	38%	55%	33%	52%	32%	54%
2006	39%	56%	32%	53%	32%	54%
2007	39%	57%	33%	53%	34%	55%
2008	44%	59%	42%	56%	39%	57%
2009	46%	59%	43%	56%	41%	57%
2010	45%	59%	45%	56%	41%	57%
2011	45%	57%	46%	55%	41%	55%
2012	45%	57%	45%	54%	40%	54%
2013	44%	57%	44%	55%	42%	55%
2014	45%	57%	44%	55%	43%	55%
2015	43%	56%	43%	54%	43%	54%
2016	43%	55%	42%	52%	41%	53%
MARC	↑0.6%	↑0.1%	↑1.1%	↑0.2%	↑1.1%	no change

(Source: THECB – Tracking Postsecondary Outcomes Dashboard)

Note: MARC = Mean Annual Rate of Change from 2004 to 2016





## **Developmental Education Accountability Scorecard**

Data from completed cohorts of students who entered 2-year and 4-year colleges in the state and region show that those who do not require developmental education are more likely to graduate or to persist in their programs. In the region, more than 52% of students who entered 2-year colleges as part of the indicated cohorts required developmental education and almost 12% of those who entered 4-year colleges required developmental education. Although these developmental education participation rates are lower for the region than the state, fewer of the 2-year college students in the region who required developmental education graduated within three years compared to those of the state. This may reflect the greater number of options available to north Texas students, which may serve to hinder their adherence to a planned postsecondary pathway. With many 2-year colleges in the region and on-line courses available from multiple providers, it is easy for students to enroll in courses for convenience rather than compatibility with a program of study. Similarly, the availability of part-time work pulls students away from adherence to their studies. Also, students in the region who entered 4-year colleges not requiring developmental education were less likely to graduate in four years than those of the state. Again, this may reflect the greater number of options available to north Texas students.

The percentage of first time in college students enrolled in developmental education has been increasing over time in both the state and the region. In 2016, the state took several actions that are intended to reduce first time in college student enrollment in developmental education over the next few years.

## 2-year College Outcomes for First Time in College Students Requiring Developmental Education vs. Those Not Requiring Developmental Education and Mean Annual Rate of Change in 2007 – 2013 Cohorts in State and North Texas

Year /Δ	State 2-year Colleges					North Texas 2-year Colleges				
	% in Dev. Ed	Requiring Dev. ED		NOT Requiring Dev. Ed		% in Dev. Ed	Requiring Dev. ED		NOT Requiring Dev. Ed	
		Graduated	Persisting	Graduated	Persisting		Graduated	Persisting	Graduated	Persisting
2016	54.8%	13.1%	25.3%	21.7%	36.9%	52.3%	8.5%	29.6%	18.8%	39.1%
2015	60.8%	10.4%	25.2%	19.5%	37.6%	55.8%	7.2%	28.3%	18.8%	38.2%
2014	59.5%	9.5%	25.1%	19.5%	35.2%	55.7%	5.6%	29.8%	16.4%	38.0%
2013	60.8%	9.4%	25.6%	18.7%	36.2%	56.8%	5.6%	28.8%	16.6%	37.4%
2012	61.4%	9.6%	27.4%	18.1%	38.6%	55.1%	5.3%	31.2%	14.4%	42.1%
2011	61.9%	8.5%	29.1%	17.3%	39.9%	55.1%	5.5%	34.0%	15.2%	42.2%
2010	64.2%	8.7%	31.6%	17.3%	42.6%	61.0%	5.3%	34.2%	14.7%	42.2%
Δ	↓ 6.0%	↑ 2.7%	↑ 0.1%	↑ 2.2%	↓ 0.7%	↓ 3.5%	↑ 1.3%	↑ 1.3%	no change	↑ 0.9%
MARC	↓ 1.2%	↑ 0.6%	↓ 1.3%	↑ 0.7%	↓ 0.9%	↓ 0.9%	↑ 0.5%	↓ 1.3%	↑ 0.8%	↓ 0.8%

(Source: THECB – Developmental Education Accountability Measures Data)

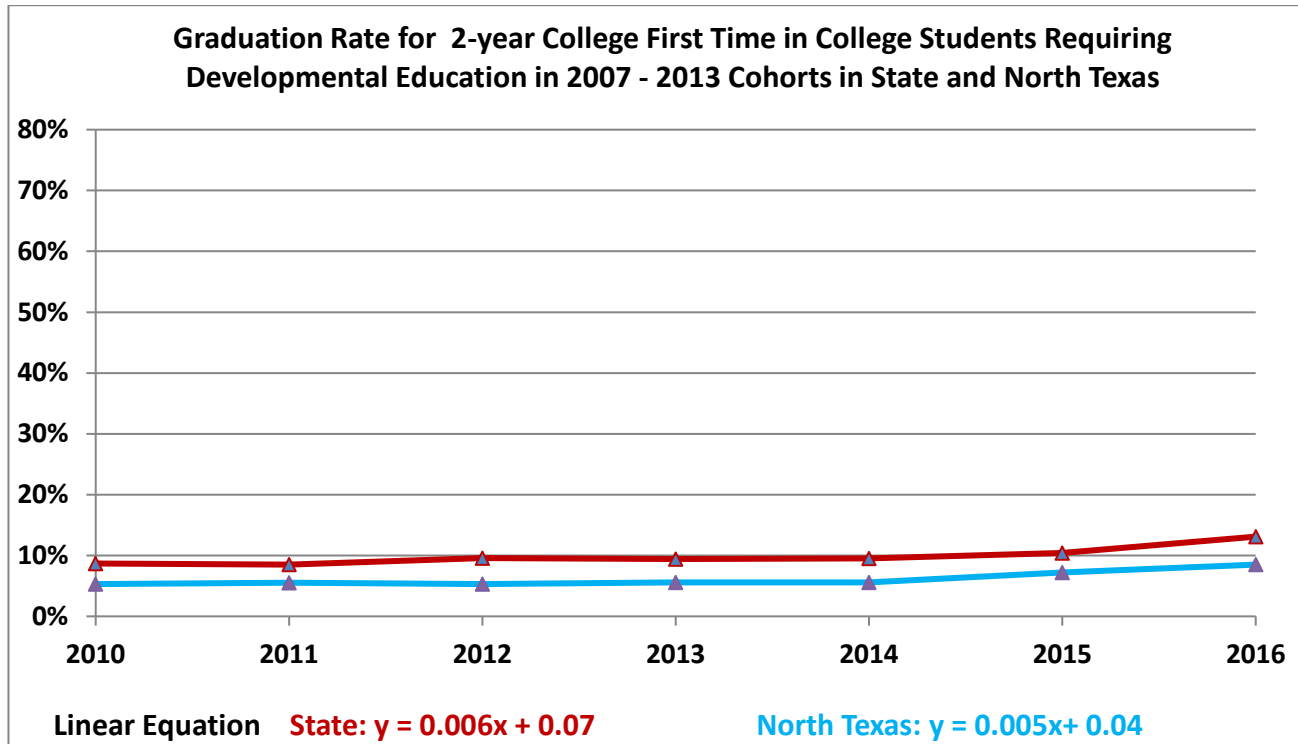
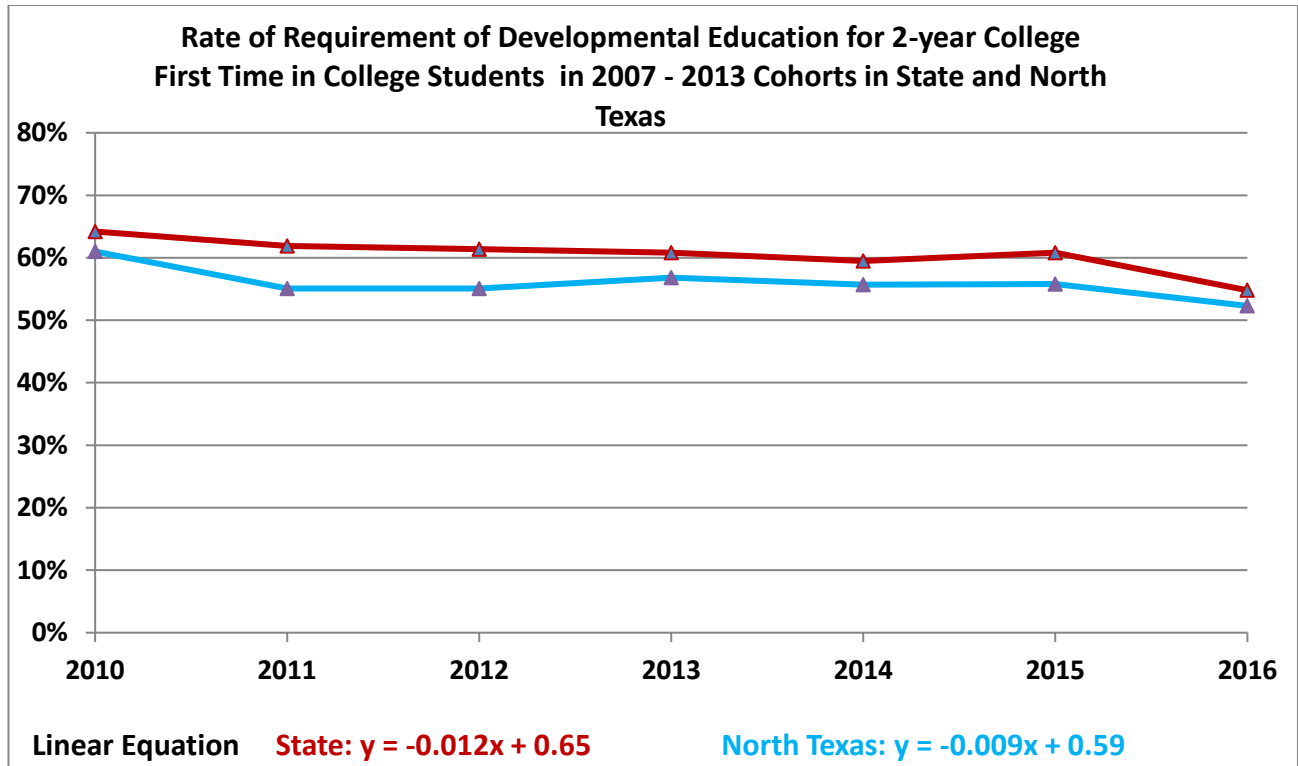
Note 1: Δ = Difference between 2015 and 2016. MARC = Mean Annual Rate of Change from 2010 to 2016

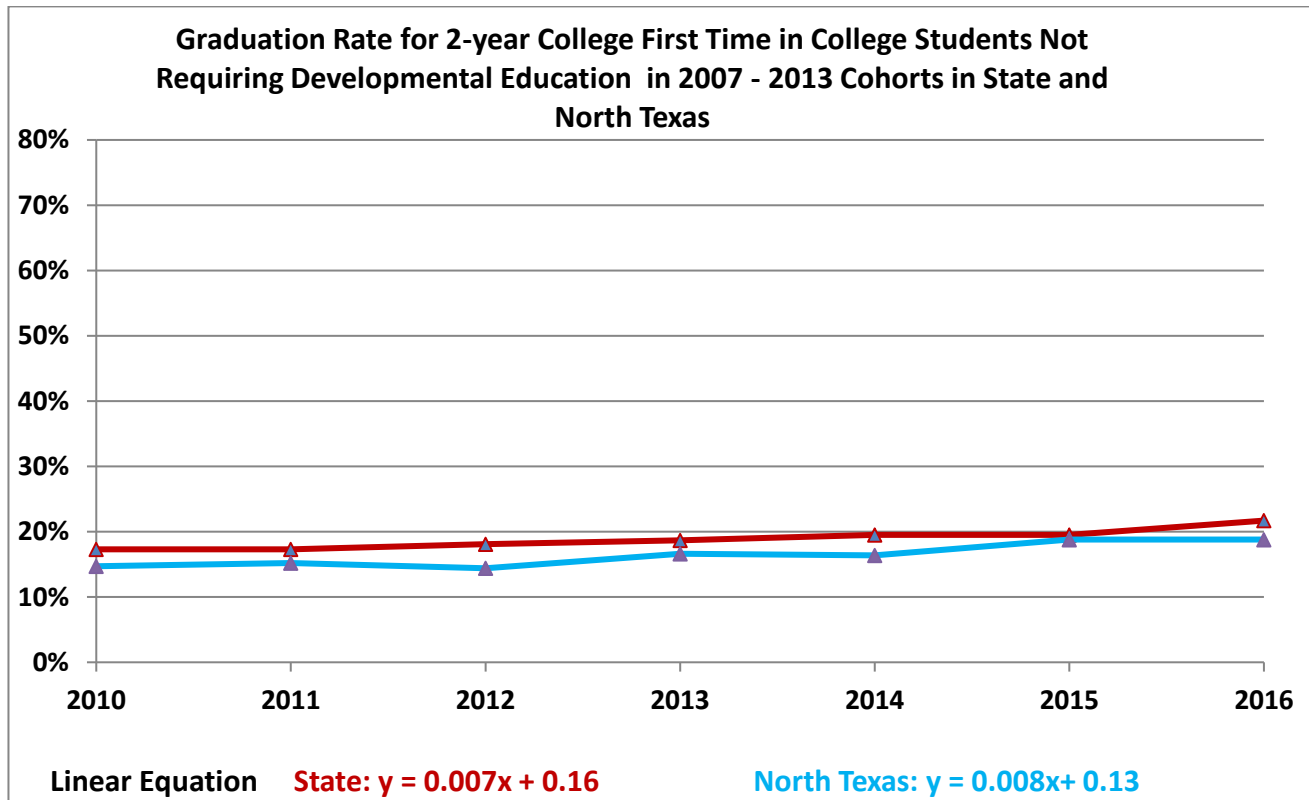
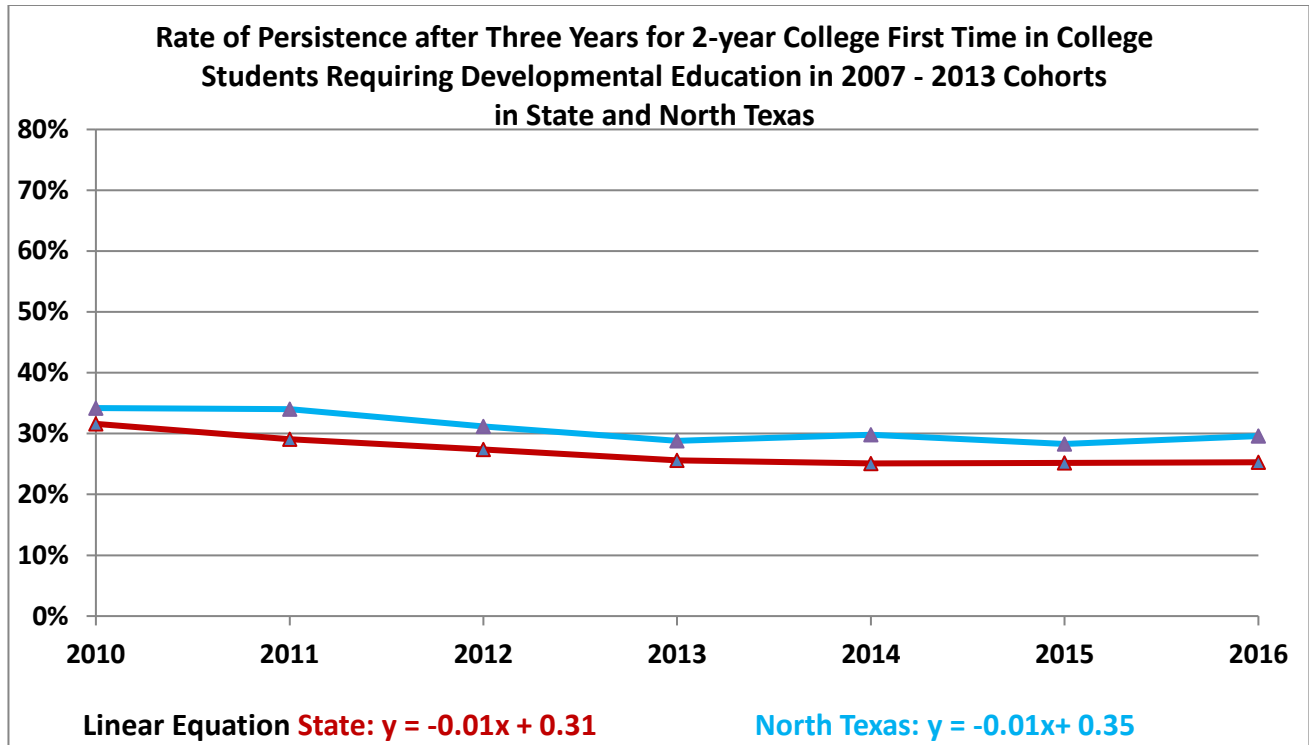
Note 2: The percent in developmental education is computed as the difference between 100 percent and the percent of students who met standards in all of the three areas (i.e., Math, Reading, and Writing).

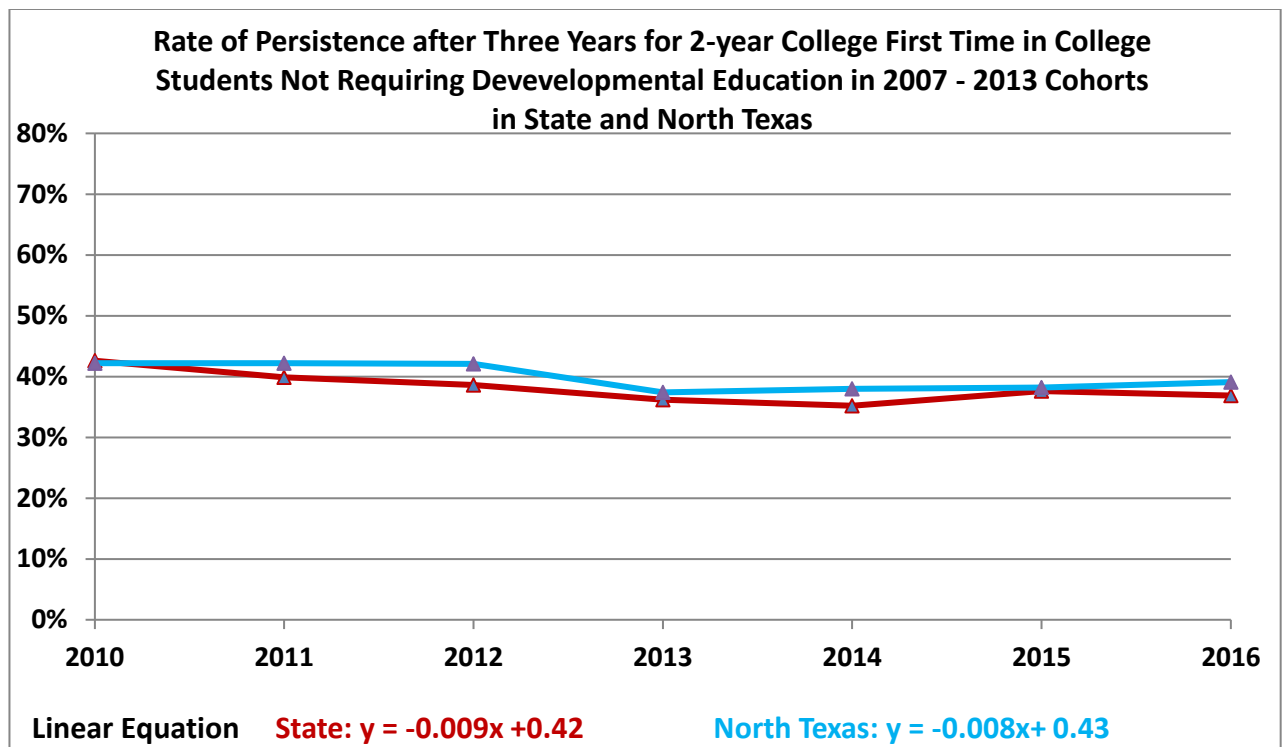
Note 3: North Texas 2-year colleges include Collin College, Dallas County Community College District, North Central Texas College, and Tarrant County College. Starting from the 2011 cohort, the Trinity River campus is included in the Tarrant County College.

Note 4: The percent of Graduated or Persisting for those “Not Requiring Developmental Education” in the state is directly provided. The corresponding data for north Texas was computed by using the number of students who met standards as the denominator.

Note 5: The 2013 cohort in north Texas, containing 23,749 students, was tracked for three years to 2016. Similarly, the other earlier cohorts were tracked for three years as well, with the cohort sizes as follows, respectively: 26,055 students in 2012, 25,881 students in 2011, 25,295 students in 2010, 23,281 students in 2009, 24,876 students in 2008; and 23,431 students in 2007.







### 4-year College Outcomes for First Time in College Students Requiring Developmental Education vs. Those Not Requiring Developmental Education and Mean Annual Rate of Change in 2004 – 2010 Cohorts in State and North Texas

Year/ Δ	State 4-year Colleges					North Texas 4-year Colleges				
	% in Dev. Ed	Requiring Dev. ED		NOT Requiring Dev. Ed		% in Dev. Ed	Requiring Dev. ED		NOT Requiring Dev. Ed	
		Graduated	Persisting	Graduated	Persisting		Graduated	Persisting	Graduated	Persisting
2016	14.5%	28.5%	13.9%	64.1%	9.6%	11.9%	32.9%	13.6%	60.2%	9.0%
2015	20.7%	30.3%	14.8%	64.3%	9.8%	13.2%	36.9%	11.6%	60.8%	9.0%
2014	19.0%	34.4%	15.6%	66.3%	9.7%	15.9%	41.8%	12.5%	61.8%	11.0%
2013	17.9%	31.7%	16.0%	65.3%	9.9%	13.0%	35.5%	15.1%	59.8%	11.1%
2012	22.8%	32.1%	17.0%	65.8%	10.4%	18.5%	37.0%	13.2%	60.2%	11.9%
2011	26.9%	30.4%	17.4%	66.9%	10.5%	27.2%	33.8%	17.7%	59.3%	12.0%
2010	24.5%	28.0%	17.9%	65.3%	11.1%	22.2%	29.1%	15.9%	59.2%	13.0%
Δ	↓6.2%	↓1.8%	↓0.9%	↓0.2%	↓0.2%	↓1.3%	↓4.0%	↑2.0%	↓0.6%	no change
MARC	↓1.7%	↑0.1%	↓0.7%	↓0.3%	↓0.2%	↓2.2%	↑0.8%	↓0.7%	↑0.3%	↓0.7%

(Source: THECB – Developmental Education Accountability Measures Data)

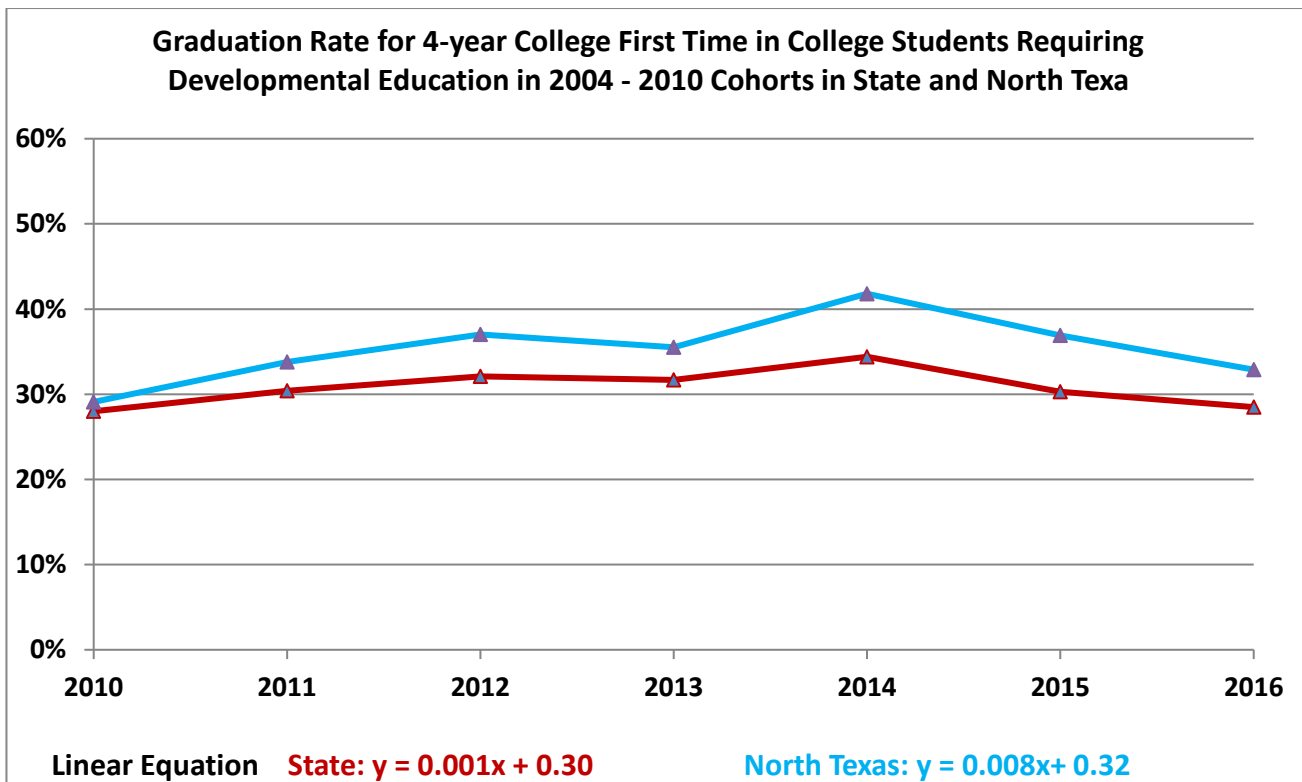
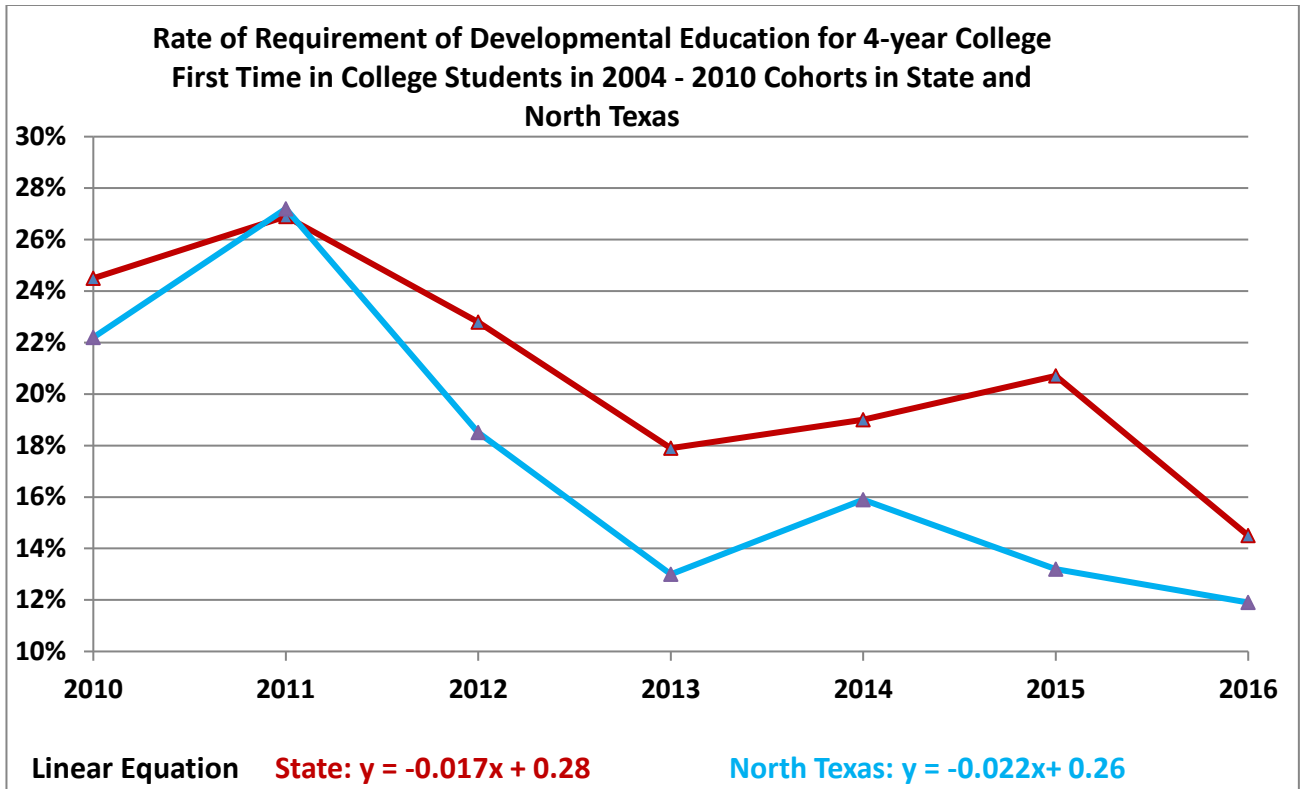
Note 1: Δ = Difference between 2016 and 2015. MARC = Mean Annual Rate of Change from 2010 to 2016

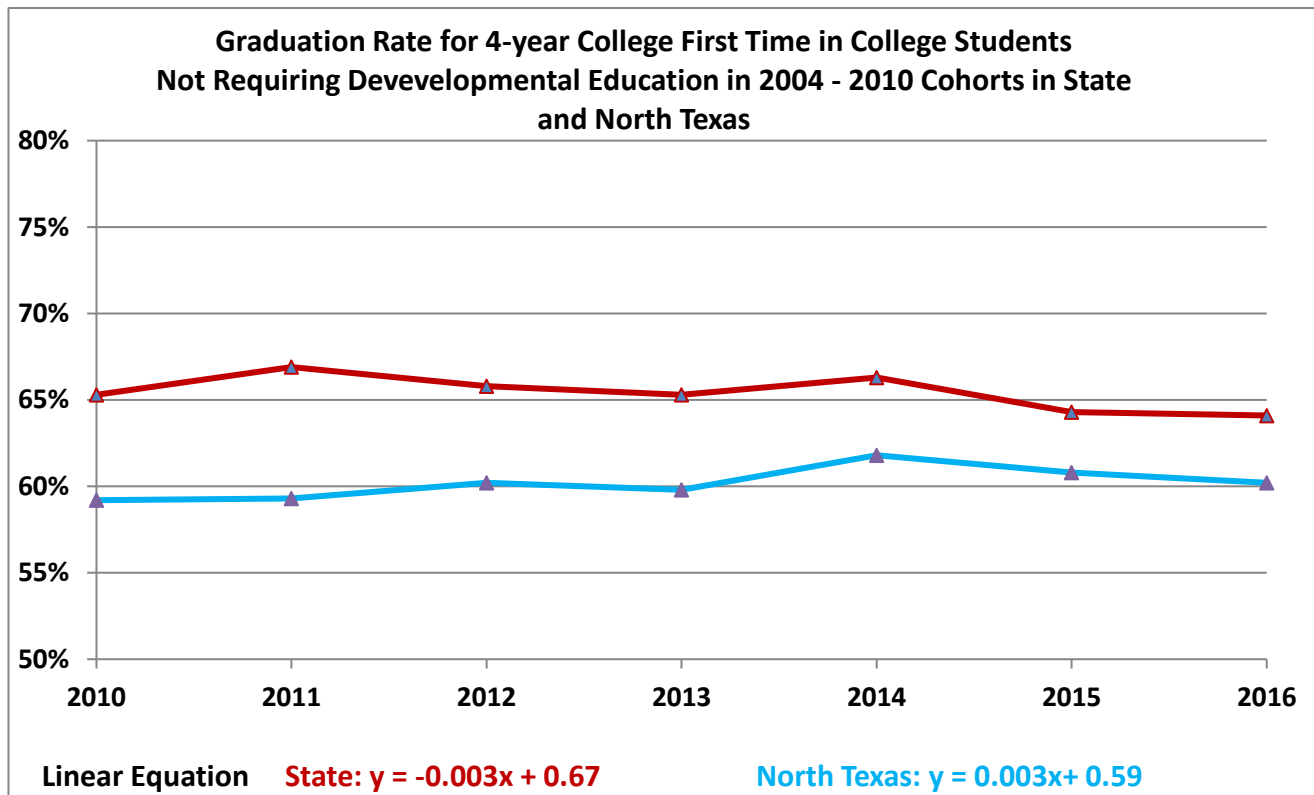
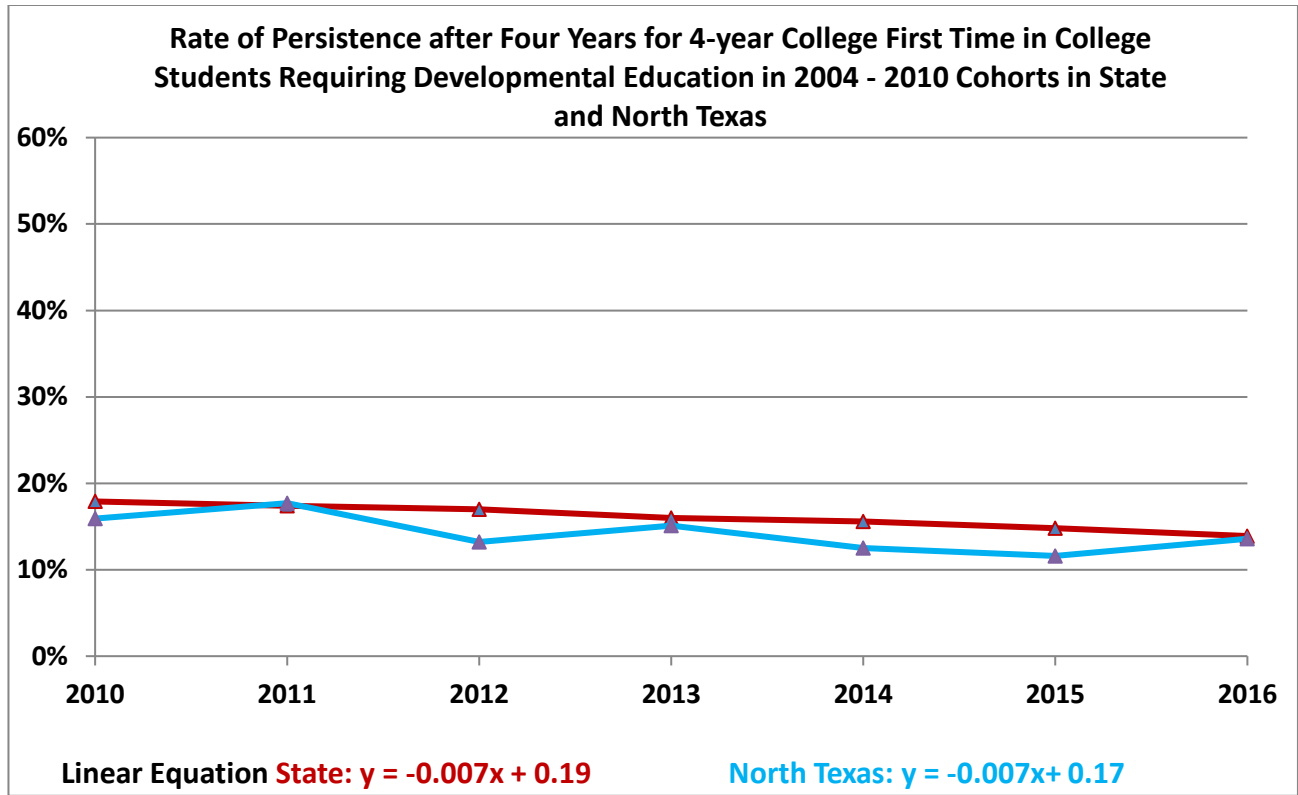
Note 2: The percent in developmental education is computed as the difference between 100 percent and the percent of students met standards in all of the three areas (i.e., Math, Reading, and Writing).

Note 3: North Texas 4-year colleges include Tarleton State Univ., Texas A&M - Commerce, Texas Woman’s Univ., University of Texas at Arlington, University of Texas at Dallas, University of North Texas, and University of North Texas at Dallas, included since 2013.

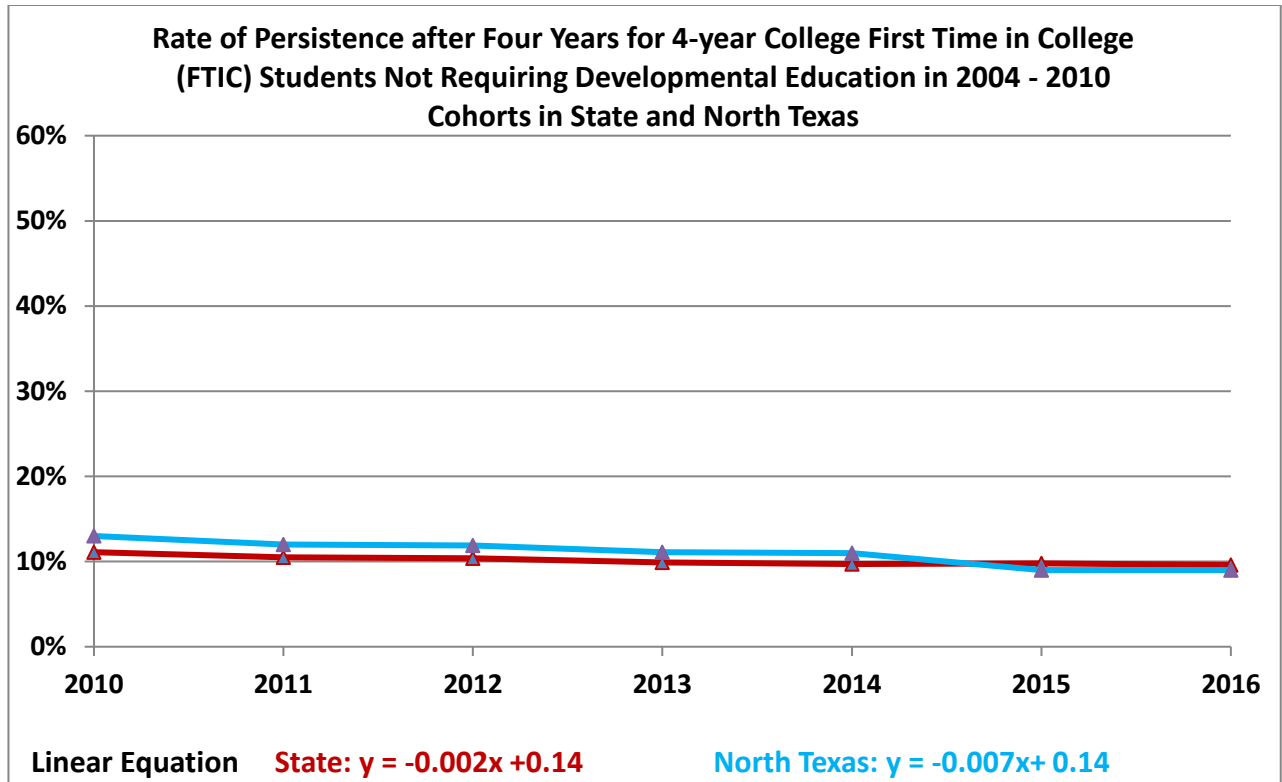
Note 4: The percent of Graduated or Persisting for those “Not Requiring Dev. Ed.” in the state is directly provided. In contrast, the counterpart in north Texas was computed by using the number of students met standards as the denominator.

Note 5: The 2010 cohort (containing 69,769 students statewide and 10,949 students in north Texas) was tracked for six years to 2016. Similarly, The 2009 cohort (containing 9,968 students in north Texas) was tracked for six years to 2015; the 2008 cohort (containing 9,602 students in north Texas) was tracked for six years to 2014; The 2007 cohort (containing 9,192 students in north Texas) was tracked for six years to 2013; The 2006 cohort (containing 9,512 students in north Texas) was tracked for six years to 2012; the 2005 cohort (containing 9,194 students in north Texas) was tracked for six years to 2011; and the 2004 cohort (containing 9,010 students in north Texas) was tracked for six years to 2010.









## College Completion, Employment, and Student Debt Scorecard

The percentage of high school graduates in the region who completed a higher education degree or certification has generally increased across the years 2009 to 2015. This indicator is associated with the first goal of the 60x30TX strategic plan. Of high school graduates who entered postsecondary education in the region, 27.8% completed a degree or certificate within 6 years, which is similar to the state data. In the region, the number, although not the percentage, of first time in college students who earned degrees or certificates within six years increased each year from 2009 to 2013.

In the region, 71.2% of 2-year college graduates and 71.8% of 4-year college graduates were employed in the fourth quarter after graduation. These data represent higher rates of fourth quarter regional employment than in the state. Mean fourth quarter wages, which had been increasing from 2011 to 2014 for 2-year college graduates and increasing consistently for 4-year college graduates in the state and region decreased somewhat in 2015. In north Texas, the average fourth quarter wage for 2-year first time in college graduates in 2016 was \$8,340; and for 4-year first time in college graduates, \$12,414.

According to the 60x30TX strategic plan, student debt is an important part of the employment profile of postsecondary graduates. The target is that undergraduate student loan debt will not exceed 60% of first year wages for graduates of Texas public institutions. In the region in 2014, 33% of 2-year college completers and 63% of 4-year college completers had loans. For 2-year college completers, the mean ratio of debt to wages was 40%. However, for 4-year

college completers in the region the mean ratio of debt to wages was 68%, well above the 60% target. However, this regional statistic was lower than the state ratio of 71% and lower than 70% as reported for the region in 2013.

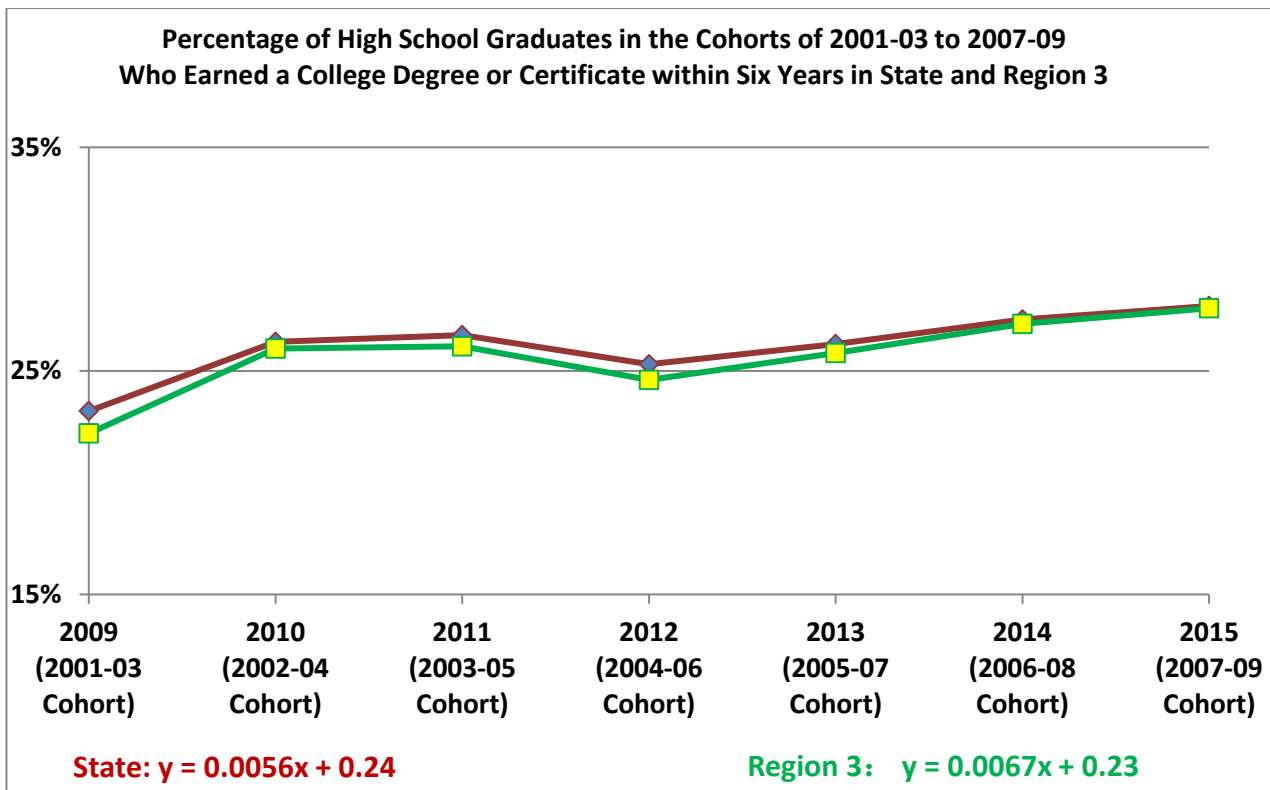
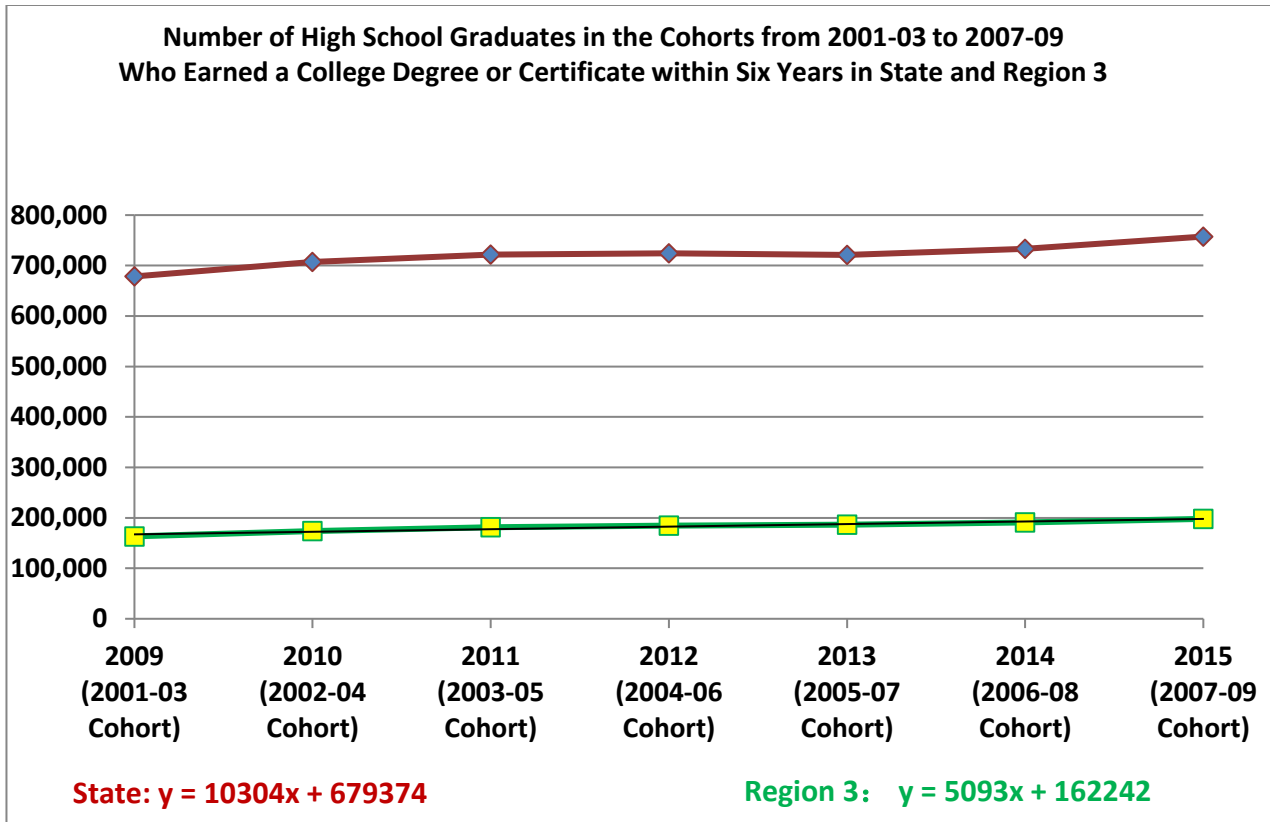
**Public High School Graduates from Classes of 2001 to 2009 Who Earned a College Degree or Certificate within Six Years in State and Region**

Year/ $\Delta$	State		Region 3	
	Number of H.S. Graduates	Percent of Cert/Degree	Number of H.S. Graduates	Percent of Cert/Degree
2015 (2007-09 Cohort)	757,524	27.9%	197,966	27.8%
2014 (2006-08 Cohort)	733,317	27.3%	190,748	27.1%
2013 (2005-07 Cohort)	721,296	26.2%	186,354	25.8%
2012 (2004-06 Cohort)	724,273	25.3%	184,714	24.6%
2011 (2003-05 Cohort)	721,901	26.6%	181,260	26.1%
2010 (2002-04 Cohort)	707,350	26.3%	173,929	26.0%
2009 (2001-03 Cohort)	678,464	23.2%	163,338	22.2%
$\Delta$	↑3.3%	↑0.6%	↑3.8%	↑0.7%
MARC	↑1.5%	↑0.6%	↑3.1%	↑0.7%

(Source: THECB – High School Graduates by Region Who Earned a Degree or Certificate within Six Years of HS Graduation, Personal communications with Ginger Gossman for the 2012 data and John Dinning for the 2014 data at THECB)

*Note 1:*  $\Delta$  = Difference between 2015 and 2014.

*Note 2:* MARC = Mean Annual Rate of Change from 2009 to 2015. The MARCs for the total H.S. graduates are calculated as the ratios of the slope over the intercept of the linear equations. The MARCs for the percent of certificates and degrees are the slope of the linear equations.



### Employment Rate and Average Wage in 4<sup>th</sup> Quarter for First Time in College Graduates of 2-year Colleges in State and North Texas

Year/ $\Delta$	State 2-year Colleges				North Texas 2-year Colleges			
	Total Graduates	All Working	4th Qtr Employment Rate	4th Qtr Mean Wage	Total Graduates	All Working	4th Qtr Employment Rate	4th Qtr Mean Wage
2015	109,299	75,189	68.8%	\$7,724	21,846	15,565	71.2%	\$8,340
2014	101,267	69,925	69.1%	\$8,079	20,676	14,659	70.9%	\$8,581
2013	92,888	65,545	69.5%	\$7,779	18,962	13,200	69.6%	\$8,016
2012	84,763	57,488	67.8%	\$7,198	13,806	9,368	67.9%	\$7,669
2011	78,898	53,312	67.6%	\$7,093	12,505	8,570	68.5%	\$7,535
2010	70,209	47,902	68.2%	\$7,320	12,147	8,315	68.5%	\$7,804
2009	61,155	42,614	69.7%	\$7,541	10,393	7,295	70.2%	\$8,032
$\Delta$	↑7.9%	↑7.5%	↓0.3%	↓4.4%	↑5.7%	↑6.2%	↑0.3%	↓2.8%
MARC	↑14.6%	↑14.9%	↑0.03%	↑1.4%	↑21.9%	↑30.2%	↑0.2%	↑1.4%

(Source: THECB – Gainful Employment – Placement Rate)

Note 1:  $\Delta$  = Change from 2014 to 2015; MARC = Mean Annual Rate of Change from 2009 to 2015

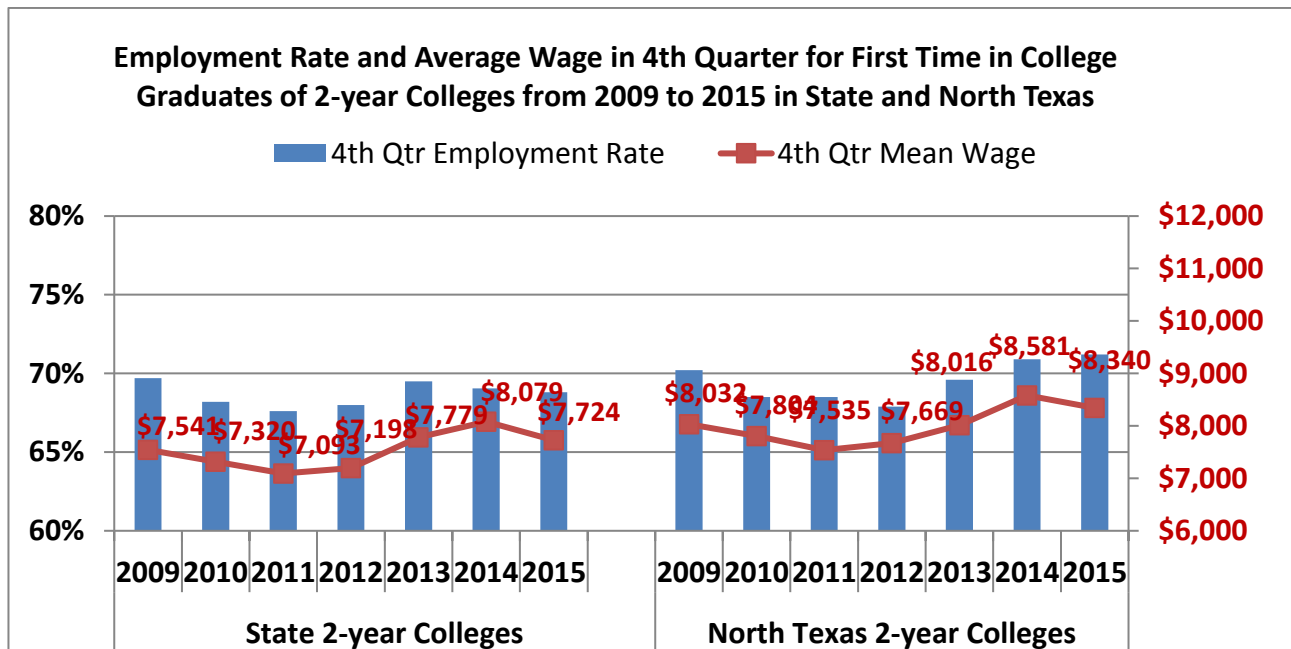
Note 2: The MARC for the total graduates, the number of all-working, or the mean wage is calculated as the ratio of the slope over the intercept of the linear equation, respectively.

Note 3: The numbers are for all majors and all degrees/certificates.

Note 4: The annual average wage was not reported since 2009. However, 4<sup>th</sup> Qtr employment ratio and 4<sup>th</sup> Qtr mean wage have been consistently reported since then and were selected for analysis.

Note 5: North Texas 2-year colleges include Collin College, Dallas County Community College District, North Central Texas College, and Tarrant County College.

Note 6: Starting from 2010, the Trinity River campus is included in the Tarrant County College.



Year/ $\Delta$	State 4-Year Colleges				North Texas 4-Year Colleges			
	Total Graduates	All Working	4th Qtr Empl. Rate	4th Qtr Mean Wage	Total Graduates	All Working	4th Qtr Empl. Rate	4th Qtr Mean Wage
2015	147,620	103,289	70.0%	\$11,429	35,677	25,600	71.8%	\$12,140
2014	141,105	99,255	70.3%	11,633	32,990	23,992	72.7%	\$12,215
2013	136,651	97,714	71.5%	\$11,290	32,077	23,556	73.4%	\$11,658
2012	129,203	92,081	71.3%	\$10,484	30,200	22,106	73.2%	\$10,894
2011	123,998	87,649	70.7%	\$9,857	27,903	20,577	73.7%	\$10,325
2010	118,609	84,832	71.5%	\$9,894	25,575	18,835	73.6%	\$10,141
2009	114,582	82,831	72.3%	\$9,898	24,860	18,577	74.7%	\$10,003
$\Delta$	$\uparrow$ 4.6%	$\uparrow$ 4.0%	$\downarrow$ 0.3%	$\downarrow$ 1.8%	$\uparrow$ 8.1%	$\uparrow$ 6.7%	$\downarrow$ 0.9%	$\downarrow$ 0.6%
MARC	$\uparrow$ 5.2%	$\uparrow$ 4.6%	$\downarrow$ 0.3%	$\uparrow$ 3.7%	$\uparrow$ 8.2%	$\uparrow$ 7.2%	$\downarrow$ 0.4%	$\uparrow$ 4.5%

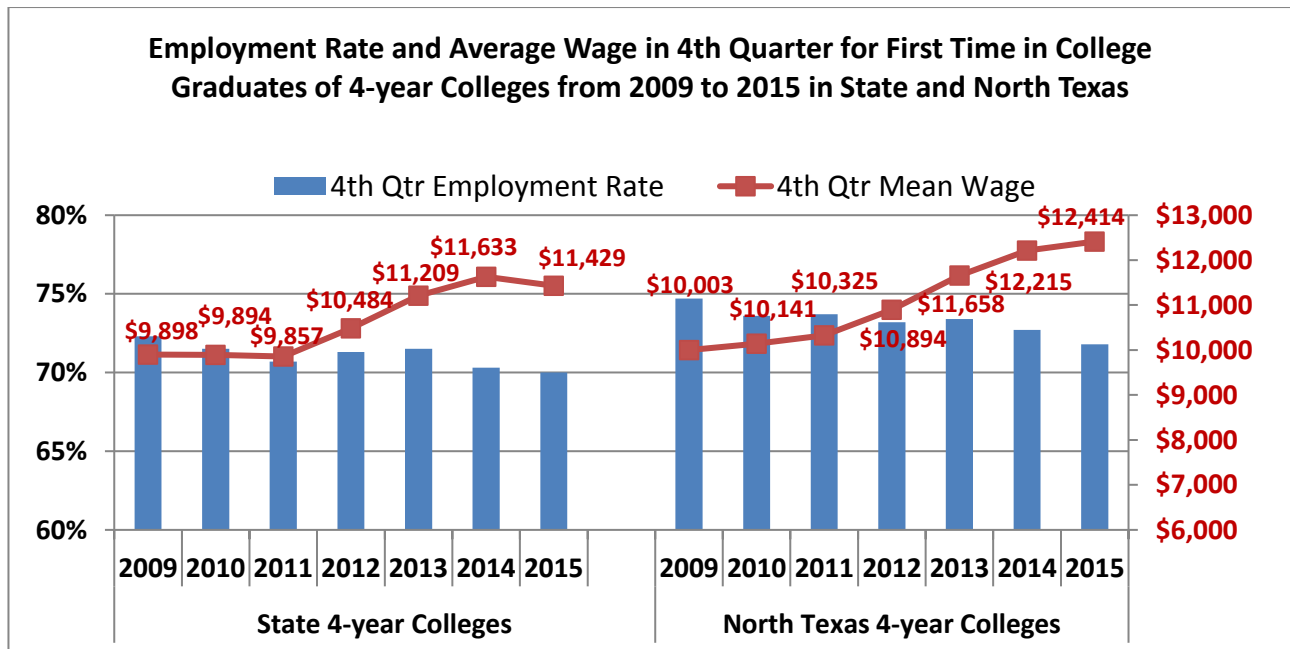
(Source: THECB – Gainful Employment – Placement Rate)

Note 1:  $\Delta$  = Change from 2014 to 2015; MARC = Mean Annual Rate of Change from 2009 to 2015

Note 2: The MARC for the total graduates, the number of all-working, or the mean wage is calculated as the ratio of the slope over the intercept of the linear equation, respectively.

Note 3: North Texas 4-year colleges include Tarleton State University, Texas A&M - Commerce, Texas Woman’s Univ., University of Texas at Arlington, University of Texas at Dallas, University of North Texas, and University of North Texas at Dallas. Starting from 2013, the data for University of North Texas at Dallas has been available and included.

Note 4: The statistics are based on graduates of associate, bachelor, master, and doctorate degrees and bachelor-level and graduate-level certificates.



### Loans and First-year Wages of Completers of 2-year College in 2013 and 2014 in State and North Texas

Year	State 2-year Colleges					North Texas 2-year Colleges				
	Total Graduates	% of completers with loans	Ave loans	Ave Year 1 Wages	Ratio of loan:1 <sup>st</sup> Year wage	Total Graduates	% of completers with loans	Ave loans	Ave Year 1 Wages	Ratio of loan:1 <sup>st</sup> Year wage
2014	85,377	36%	\$15,312	\$34,455	0.39:1	17,436	33%	\$16,205	\$35,148	0.40:1
2013	79,481	36%	\$14,548	\$33,654	0.38:1	14,960	33%	\$14,703	\$34,350	0.38:1
Δ	↑7.4%	no change	↑5.3%	↑2.4%	↑1%	↑16.6%	no change	↑10.2%	↑2.3%	↑2%

(Source: THECB – The Texas Consumer Resource for Education and Workforce Statistic [TXCREWS])

Note 1: Δ = Change from 2013 to 2014

Note 2: The data in 2014 are the most recent ones by the time of this writing in August 2017.

### Loans and First-year Wages of Completers of 4-year Colleges in 2013 and 2014 in State and North Texas

Year	State 4-year Colleges					North Texas 4-year Colleges				
	Total Graduates	% of completers with loans	Ave loans	Ave Year 1 Wages	Ratio of loan:1 <sup>st</sup> Year wage	Total Graduates	% of completers with loans	Ave loans	Ave Year 1 Wages	Ratio of loan:1 <sup>st</sup> Year wage
2014	126,939	62%	\$34,894	\$47,857	0.71:1	31,112	63%	\$34,437	\$50,941	0.68:1
2013	124,521	63%	\$34,098	\$46,875	0.71:1	30,926	64%	\$33,746	\$49,563	0.70:1
Δ	↑1.9%	↓1.0%	↑2.3%	↑2.1%	no change	↑0.6%	↓1.0%	↑2.0%	↑2.7%	↓2.0%

(Source: THECB – The Texas Consumer Resource for Education and Workforce Statistic [TXCREWS])

Note 1: Δ = Change from 2013 to 2014

Note 2: The data in 2014 are the most recent ones by the time of this writing in August 2017.