



Social Impact Consultants

Discovering better ways
to solve social problems

Metroplex Regional Overview

Prepared for:



GREATER TEXAS FOUNDATION



COMMUNITIES
FOUNDATION
of TEXAS

HOUSTON ENDOWMENT INC.

A PHILANTHROPY ENDOWED BY MR. AND MRS. JESSE H. JONES

**The Meadows
Foundation**

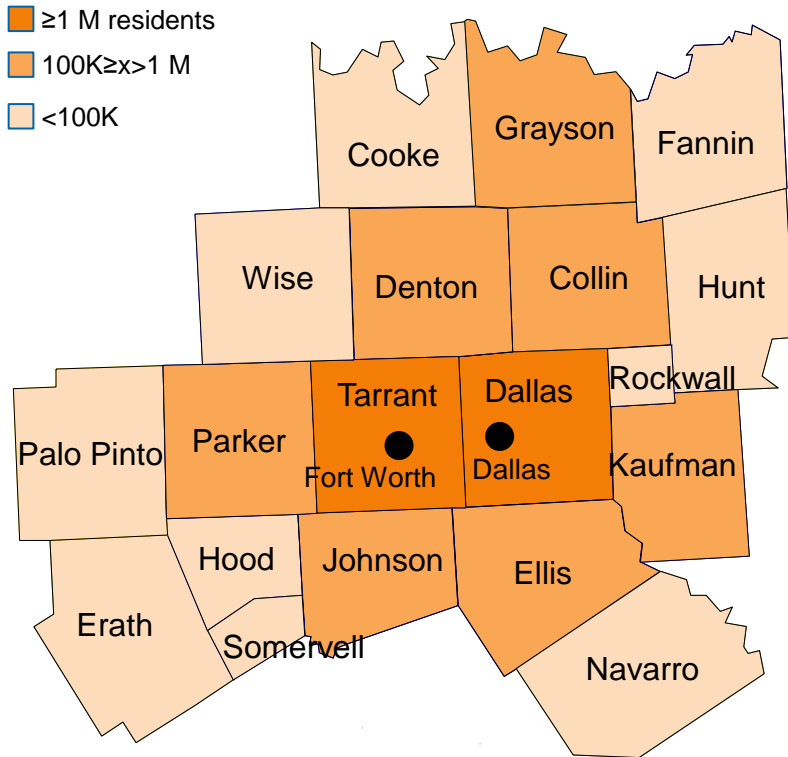
February 2011

Executive Summary – Metroplex

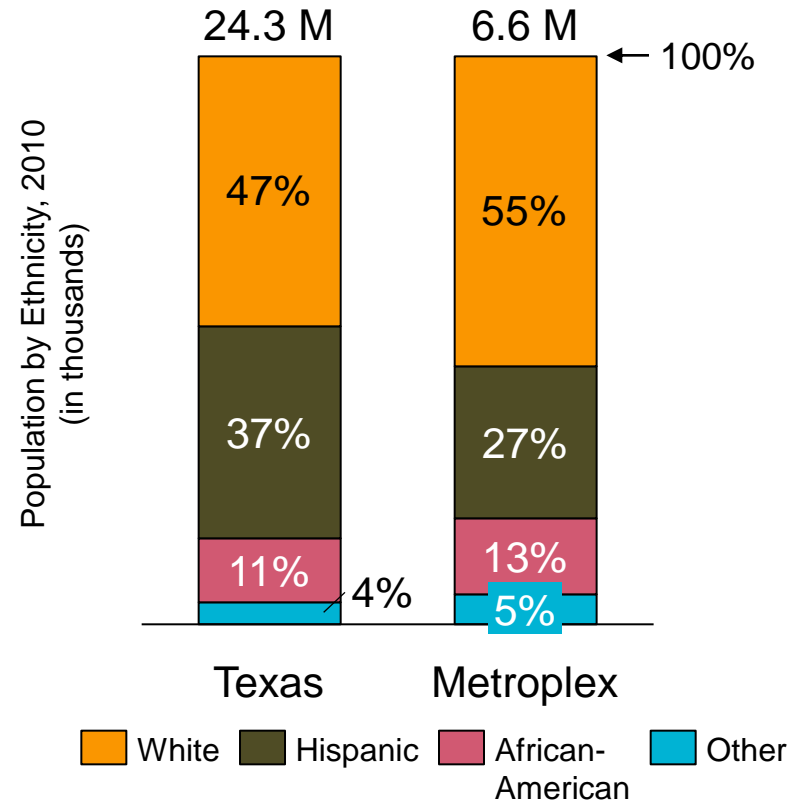
- Metroplex is dominated by two densely populated, largely white urban centers with strong business bases, **Dallas and Fort Worth**. The region is currently experiencing major growth in the Hispanic population, with a **Hispanic college-age population that will increase from 30% to 47%** in the next 20 years
- **Hispanics - the fastest growing population - have the lowest postsecondary completion rate** of any major demographic group in the region. While higher than Hispanic rates, graduation rates for other ethnicities are also below state average - 24% for whites and 9% for African-Americans
- Community colleges are the preferred gateway into postsecondary education, enrolling 60% of the students in the region. **A majority of those students (60%), however, are not ready to enroll in credit bearing courses and require developmental education, halving their chances of graduating with a credential.** Although not as staggering, a significant percent of 4-year students (23%) also require developmental education and have a smaller chance of graduating with a degree. Given these high developmental education rates, **improving postsecondary outcomes will require increased regional collaboration** among IHEs and K12. **Historic dynamics, however, have been more competitive than collaborative** and not focused on student success
- If the Metroplex does not improve its graduation rates, it will not produce enough graduates to fill jobs in rapidly growing industries such as telecom and finance. The inability to produce a career-ready workforce will threaten regional competitiveness and economic development
- The region has numerous assets to leverage towards education reform: a **strong business community, a tradition of collaboration between 2 and 4-year institutions around student transfer and a growing conscience about the need to increasingly collaborate to improve student success.** A public-private partnership can play a critical role in fostering greater collaboration among IHEs and with K12, and in incentivizing change in institutional practices that support student success

The Metroplex Population Is Largely White And Concentrated Around Two Urban Centers, Dallas and Fort Worth

Population Concentrated Around Two Counties: Tarrant and Dallas



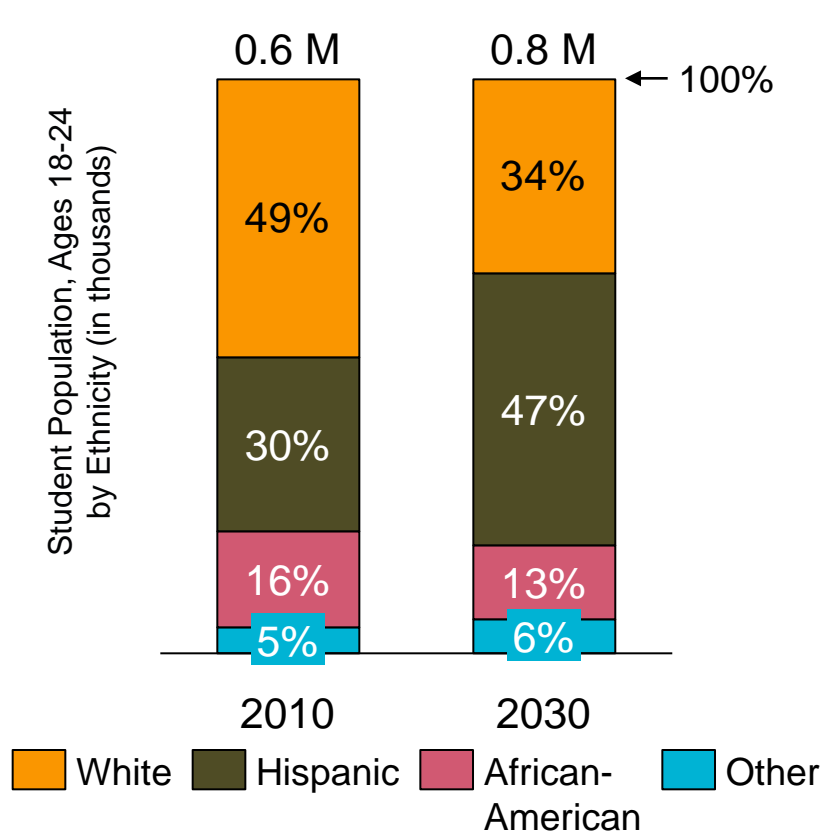
Metroplex Is Majority White and Less Hispanic than Texas as a Whole



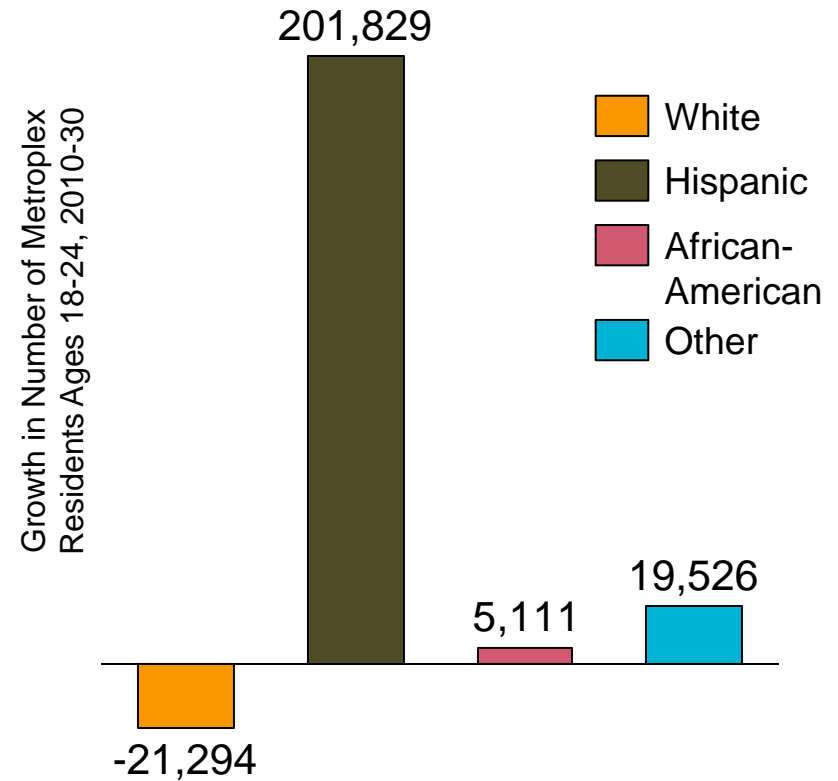
The region contains ~27% of the state population

The Region Will See Significant Growth in the College-Age Population, Fueled Almost Entirely by the Hispanic Population

The Demographics of the College-Age Population Will Shift Hispanic



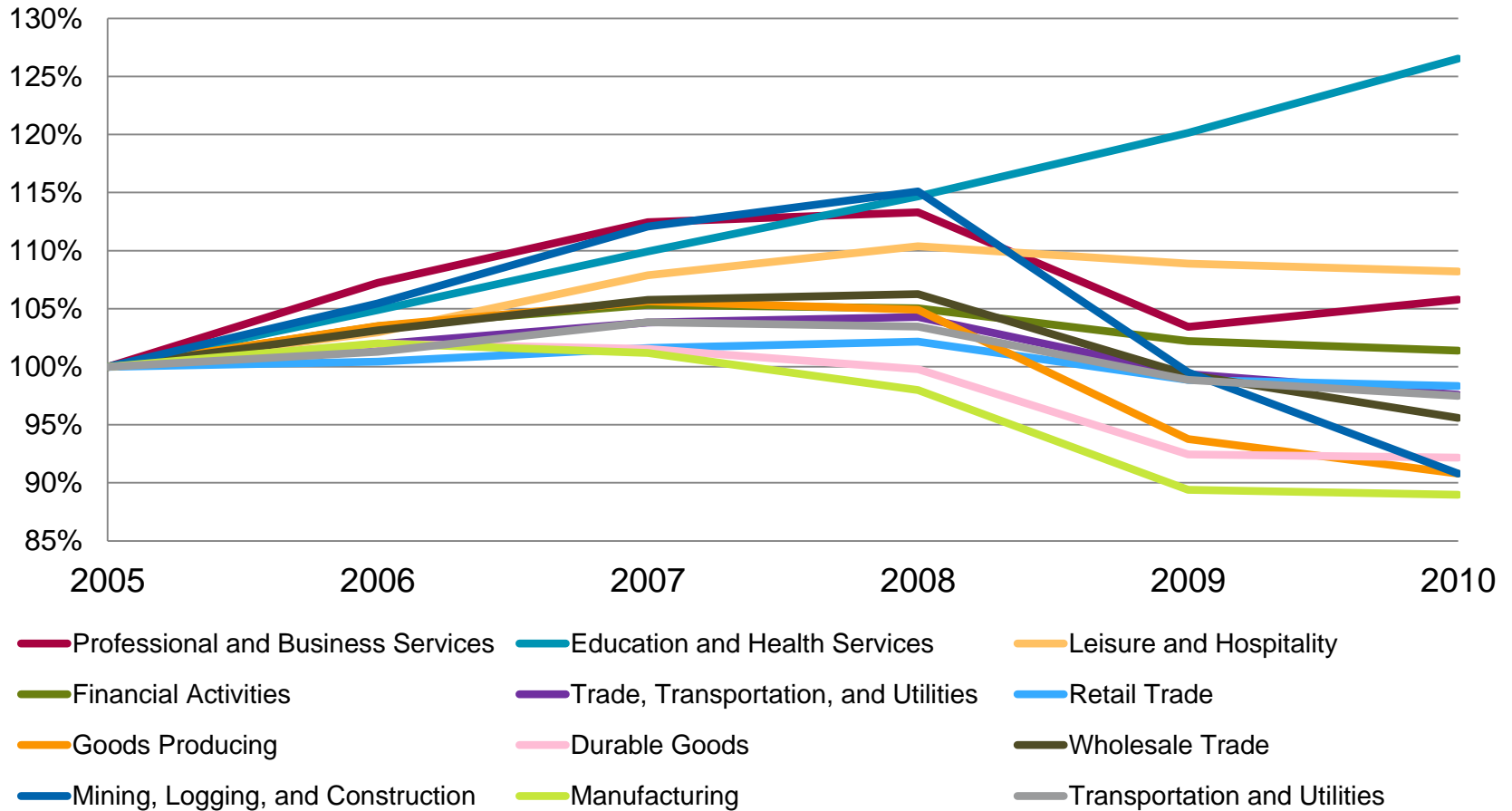
The Hispanic Population Will Add Over 200,000 College-Age Residents



Approximately 25% of the total post-secondary student population in the state is enrolled in the Metroplex

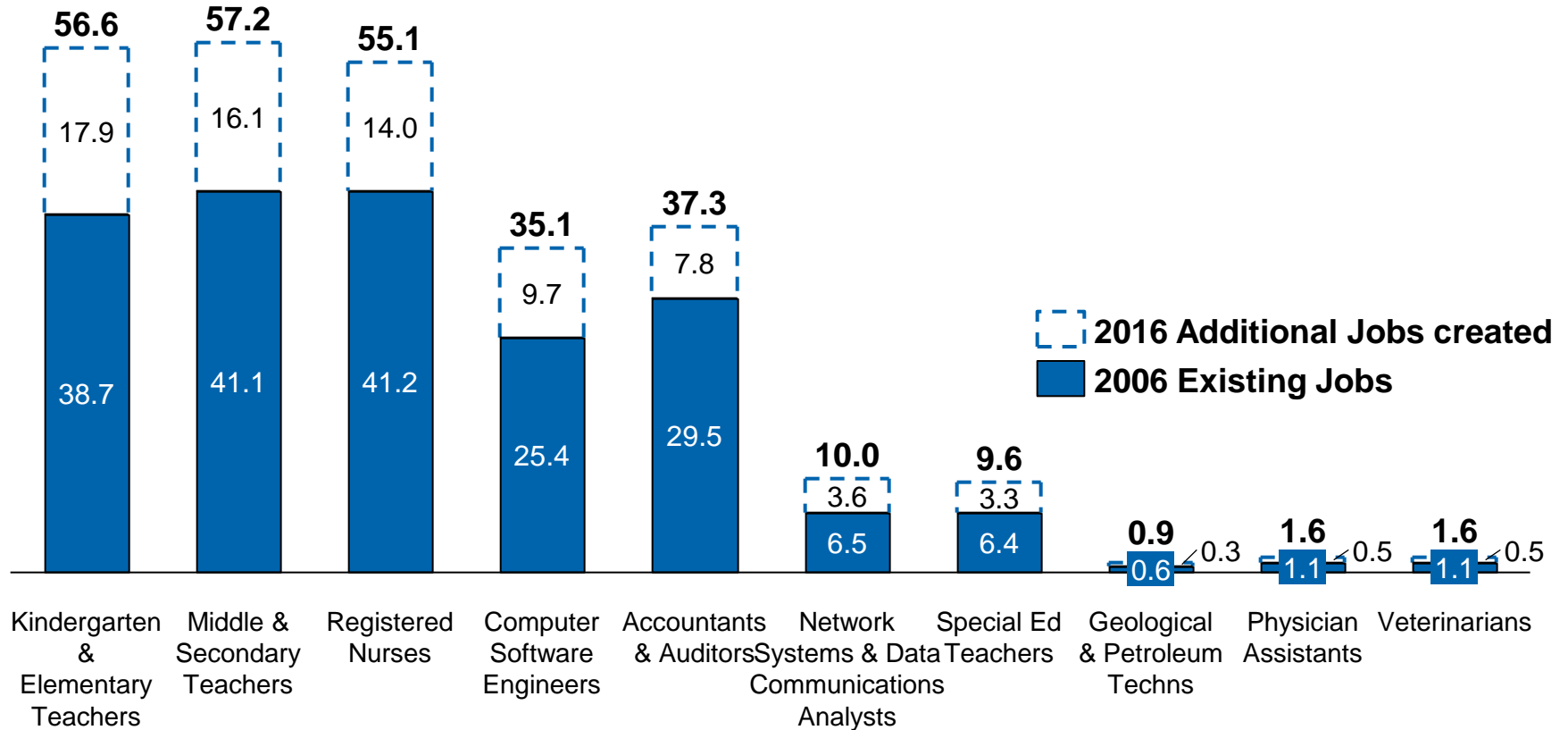
The Recession Has Dampened Growth, but Job Sectors that Are Rebounding Are the Ones that Require Higher Education Degrees

Employment Change from 2005 to 2010



Future Job Growth Will Mostly Occur in Fields Requiring a Higher Education Degree or Credential

Occupations Adding the Most New Jobs or Growing the Fastest, 2006-2016, Metroplex (in thousands)

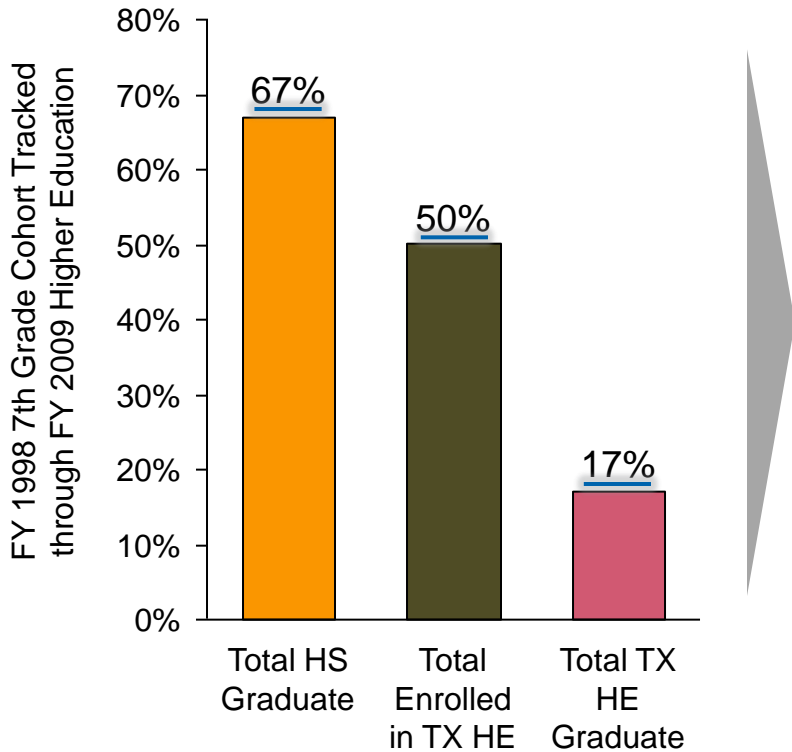


“Right now if you happen to have an accounting background, companies are hiring like crazy, but overall there’s a concern with the base of people applying for jobs and how qualified they are.”

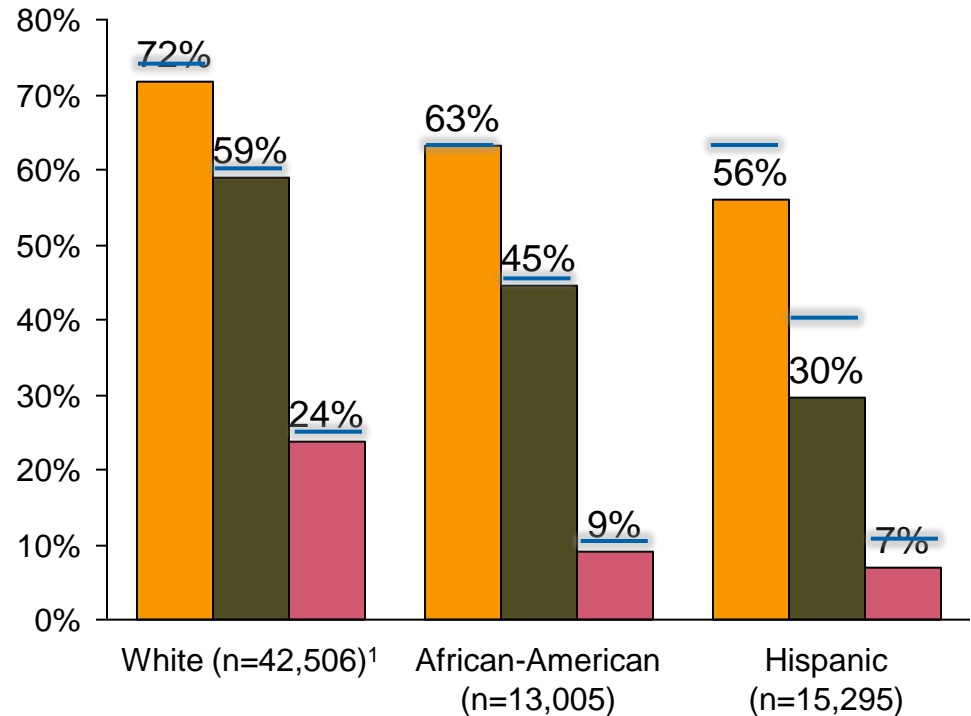
– Dallas Education Leader

The Metroplex Is Challenged by Low Graduation Rates for Postsecondary Students, Particularly for Hispanics

Total Metroplex Cohort Achievement Slightly Below State Average Across Pipeline



Graduation Rates Slightly Below Average for Whites and African-Americans and Significantly Below Average for Hispanics



■ HS Graduate
 ■ Enrolled in HE²
■ HE Graduate
 — Texas Average

Hispanics are the fastest growing student population and the ones furthest below state averages

Note: (1) n indicates the size of the 7th grade cohort for each ethnicity, (2) HE enrollment includes 5.7% of the 7th grade cohort that did not graduate from public high school. Source: Texas Higher Education Data, Regional Data for Seventh Grade Cohort and High School to College

Only One University and Three Community Colleges Have Better Than State Average Graduation Rates

	Four-year Institutions (6-year Graduation Rates)	Fall '09 Total UG Enroll.	% Hispanic or African-American
U. of Texas At Dallas	71%	9,634	20%
University of North Texas	56%	27,427	26%
Regional Average	56%	1,696	63%
Texas Average	56%		
U. of Texas At Arlington	55%	20,642	35%
Texas Woman's University	54%	7,251	40%
Texas A&M University-commerce	51%	5,349	29%
Tarleton State University	46%	7,154	15%
Univ. of North Texas At Dallas	N/A ¹	79,153	29%
Two-year Institutions (6-year Graduation Rates)			
Grayson County College	37%	4,712	14%
Collin County Community College District	34%	24,517	23%
North Central Texas College	33%	9,037	20%
Texas Average	30%		
Navarro College	29%	9,124	35%
Weatherford College	28%	5,370	13%
Regional Average	28%	69,012	52%
Dallas Community College District ²	27%	52,349	36%
Tarrant County College District ³	25%	174,121⁴	38%

Notes: (1) University is new, started in 2000, and does not report graduation rate, (2) Includes seven of nine colleges: Brookhaven, Cedar, Eastfield, El Centro, Mountain View, North Lake, Richland, (3) Includes five campuses: Northeast, Northwest, South, Southeast, Trinity River (4) Data from THECB for Fall enrollment – credit students
 Source: THECB, FSG analysis

To Improve Student Success Rates, Metroplex Must Address the Hispanic Shift And A Fragmented Education System More Used to Compete than Collaborate

Challenges

Demographic shift to largely Hispanic student population

Fragmented systems leads to lack of student engagement, particularly in CCs

Dynamics of the region are more competitive than collaborative

Description

- **Hispanic Shift:** Hispanic college-age population growing from 30% to 47%
- **Low Achievement of Hispanic Students:** This population has lower academic achievement due to a number of factors such as having to work to pay for college, being the first in a family to attend college, and not having adequate English language skills
- **Students Not Going Directly to College:** 45% of high school graduates do not attend college immediately and have a 3% graduation rate after 6 years
- **“Swirling”:** In the urban centers of Dallas and Fort Worth, postsecondary students often take courses at different institutions to fit work schedules, but this decreases student engagement
- **Low Graduation Rates for Community Colleges:** As a result, graduation rates are low, esp. for community colleges (56% for four-years, 28% for two-years)
- **Independent, Competitive Regional Environment:** Institutions are more independent and competitive and have not take a regional approach to addressing challenges, partly due to having two urban centers
- **Incentives Do Not Prioritize Student Success:** 3 of the 7 TRIPS schools are in the Metroplex, where becoming a Tier 1 research university is the highest priority
 - *“There is pressure on four-year institutions to raise the academic profile of the institution, so whenever a spare dollar is available it goes to research and not to student services” – IHE Stakeholder*
 - *“When the legislature gives money to IHEs, they usually are earmarked for research or STEM, but not student services” – IHE Stakeholder*

The Metroplex Has Unique Assets to Build on As It Moves to Address These Challenges

Key Regional Assets

Strong Business Community

- 6th largest metro economy in the U.S.
- Greatest concentration of Fortune 500 Companies in the state
- 25 billionaires in Dallas-Fort Worth, including notable education philanthropists such as Charles Butt and John Arnold

Strong Pipeline from Two-Year to Four-Year Institutions

- 69% of enrolled undergraduates at four-year universities transferred from two-year colleges
- 54% of transfer students have earned over 30 semester credit hours in community college (nearly a quarter of hours required for a bachelor's degree)

Increasing Collaboration to Improve Student Success

- Universities and two-year colleges increasing level of partnership to promote student success (e.g., through articulation and reverse transfer agreements)
- Emergence of regional student success initiatives involving multiple stakeholders (e.g., Dallas Regional Chamber Education Initiative and UNT at Dallas' collaborative)

A Public Private Partnership Could Help the Metroplex Build On Its Assets, Address Critical Gaps, and Drive Student Success

ILLUSTRATIVE

Preliminary Opportunities for the Region

Collaboration with Business

- Partner to **invest in workforce pipeline** (e.g., fill funding gap to pilot initiatives and scale efforts that are working to improve student success)
- **Engage businesses in the higher education system**
 - Ask executives to serve on advisory committees for colleges, P-16 councils, regional initiatives
 - Actively engage regional chambers of commerce to prioritize building a strong workforce pipeline and helping to build an infrastructure to measure progress (e.g., developing shared metrics, collecting data)

K-12 and PSE Alignment

- Foster greater **academic alignment between K-12 and PSE**
 - Dedicate resources for redesigning gateway and dev ed courses
- Encourage a culture of **going to college immediately after high school**
- Encourage four-year institutions to deepen partnerships with community colleges and **strengthen pipeline of transfer students** (e.g., encouraging students to transfer with AA)
- Emphasize **regional approaches** that cut across entire Metroplex

Institutional Change

- **Incentivize institutions to prioritize student success**
 - Provide professional development to educate the entire staff and faculty on how to address students and their environment
 - Change incentives for four-year institutions so that student success is a competing priority with becoming a top-tier institution (e.g., offer matching grants to increase success)
- **Incorporate wrap-around services into the infrastructure of the institutions** (e.g., mandatory student success course)