



# 60x30TX

## Regional Target Starter Kit

"Texas has a lot riding on the success of 60x30TX, including continued growth for the state and greater opportunity for all Texans in the global economy. With your help – through your creativity, commitment, and bold action – we can achieve the goals of 60x30TX and ensure a bright future for Texas."

**60x30TX.com**

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



WORKING DRAFT: FOR REVIEW ONLY  
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## Welcome!

Congratulations on becoming a *60x30TX* champion. *60x30TX* is the strategic plan for higher education in Texas. You can help ensure that by 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree. We are committed to work with you to help unlock the academic potential of Texans and safeguard our state's global competitiveness.

We know that the *60x30TX* higher education plan is bold. But we also know that because of the creativity and hard work of Texans everywhere, Texas is ready. We invite you to join us as we work together to build our future workforce and make higher education attainable for Texans of all backgrounds.

To support you in your efforts, the Texas Higher Education Coordinating Board has developed this *60x30TX* Regional Starter Kit. We hope this will help Texans everywhere understand the urgent need to increase postsecondary access and success, interpret relevant data specific to your region, and develop targets and strategies designed to help the state reach the bold goals of *60x30TX*.

There is no time to lose, so let's get started! In less than five years, more than 60 percent of all jobs in Texas will require some level of postsecondary education. Today, only 41 percent of Texas workers, ages 25 to 34, have the degrees these high-demand fields require. Meanwhile, at \$1.4 trillion, student debt is now the second highest consumer debt category in the United States, higher than both credit card debt and auto loans.

All of us at the Texas Higher Education Coordinating Board are with you on this journey. Please reach out if you need help interpreting data, when your region hosts events, or if you have a great idea that you want to share with other *60x30TX* champions around the state. Email us at [60x30TX\\_Regions@theccb.state.tx.us](mailto:60x30TX_Regions@theccb.state.tx.us) or use the *Contact Us!* button on [www.60x30TX.com](http://www.60x30TX.com).

Thank you for your efforts to help make Texas the best place to study, work, and live. We can't achieve our goals for an educated population without your advocacy!

Sincerely,

Texas Higher Education Coordinating Board staff

## 60x30TX Regional Target Starter Kit

This resource is designed to serve as a guide for you to learn about 60x30TX regional targets, engage stakeholders in your region, and collaboratively develop strategies to achieve regional targets.

The starter kit contains:

- Introduction to the starter kit
- Introduction to 60x30TX
- Introduction to 60x30TX regional targets
- Steps for organizing around regional targets
  - Step 1: Join THECB's webinar for your region
  - Step 2: Organize a virtual or in-person convening
  - Step 3: Set the agenda
  - Step 4: Convene
  - Step 5: Share your progress
- Preliminary regional targets and sample submission form
- Sample regional strategies [word document]
- Regional context data workbooks [excel file]
- Preliminary participant contact list for your region [excel file]

All of this material is available in digital and printable forms, and you may use or customize any information with attribution.

### Introduction to the Starter Kit

This planning guide is created for stakeholders from higher education, K-12 education, business and industry, and the ecosystem of nonprofit, research, and community leaders to learn about and organize around 60x30TX regional targets. The THECB hopes the kit will help mobilize efforts that reflect the needs and assets of your region, and provide some support. Please use this guide as a foundation for your efforts to engage key stakeholders and develop strategies to achieve regional targets. If you have any questions, comments or ideas, contact [60x30TX\\_Regions@theccb.state.tx.us](mailto:60x30TX_Regions@theccb.state.tx.us) or use the *Contact Us!* button on [www.60x30TX.com](http://www.60x30TX.com).

### Introduction to 60x30TX

The aim of the 60x30TX higher education strategic plan is to help Texas remain globally competitive for years to come and to help all students achieve their educational goals. The 60x30TX plan contains four broad goals.



**The Educated Population Goal: By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.** The 60x30 goal is bold but achievable. It will translate into 2.7 million 25- to 34-year-old Texans who have certificates or degrees in 2030. The goal is interdependent with the state's economy because it takes into account both graduates of Texas institutions and the in-migration of new residents who hold certificates and degrees. Texas must have a vibrant and diversified economy to attract and retain credentialed workers to meet the 60x30 goal.



**By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.** The completion goal pertains solely to credentials produced by Texas institutions of higher education, and applies to students of all ages. Data from the Bureau of Labor Statistics make clear that students don't get much of an economic lift from college attendance unless they complete a degree or undergraduate certificate. With the successful achievement of this goal, Texas will award 6.4 million certificates or degrees during the 15 years of the *60x30TX* plan.



**By 2030, all graduates of Texas public institutions that year will have completed programs with identified marketable skills.** The marketable skills goal challenges institutions to think more explicitly about the programs they offer and the marketable skills that students learn within those programs, and enable students to articulate those skills to potential employers. Marketable skills are those valued by employers. They include inter-personal, cognitive and applied skill areas. They are primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities.



**By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.** The student debt goal addresses balancing and managing student loan debt. Texas has an opportunity to balance student loan debt and improve how higher education is financed to reduce financial barriers that students and families encounter when pursuing any level of higher education. Success will require collaboration among elected officials and higher education leaders, and will probably require imaginative reinvention of paths to completion, including methods for teaching and learning.

## Introduction to 60x30TX Regional Targets

The regional target approach to 60x30TX has been developed in response to input from the field. Stakeholders have asked the THECB for guidance about how many certificates and degrees they should produce by 2030. Others have asked how should they “plug in” to help boost attainment from the current 41 percent to 60 percent attainment by 2030.

Some regions have already begun organizing a broad set of stakeholders around 60x30TX, including El Paso and Northeast Texas. These homegrown efforts are encouraging and will hopefully inspire more regions to undertake this kind of transparent articulation of their student success goals.

The regional approach aims to foster shared ownership in targeted areas, and in particular, to empower the broader higher education ecosystem, including K-12, community, business, nonprofit organizations, associations, vendors, researchers, and philanthropic partners to support the work.

### **Question 1: Why approach 60x30TX regionally?**

- First, *one size doesn't fit all*. The state's 10 higher education regions differ by population growth, demographics, and labor markets. Relative to 60x30TX goals, regions are starting in different places and institutions within those regions differ dramatically by mission, funding, and student population – just to name a few. Although analysis of state data shows students are very mobile, they predominantly stay within their regions (on average 80% of Texas students enroll in-region).
- Second, *regional target-setting will help to improve the effectiveness of institutional target-setting*. Working in cooperation with other institutions and regional stakeholders knowledgeable about their local context, colleges and universities can help regions account for factors outside of a single institution.
- Third, *regional target-setting encourages the tactical planning needed to reach statewide goals*. Such planning is impractical on a state level. For example, in some regions, the completion goal and targets can best be met through increasing Level I and Level II certificates to match labor market demand. In other regions, the focus may be more bachelor's- and master's-level degrees to meet the needs of the workforce and mix of institutions in that locale.

### **Question 2: What is the scope of the regional targets?**

The THECB has used data on regional population, migration, enrollment, and completion patterns to identify three targets for each region:

1. A regional target for the 60x30 educated population goal
2. A regional target for the completion goal
3. A regional target for the target under the completion goal that aims for 65 percent of public high school graduates to enroll directly in higher education by 2030

While all goals and targets of the strategic plan are critical for the future of Texas, the three mentioned areas are well suited to regional work.



**Question 3: What do regions need to do?**

The 10 higher education regions are asked to convene institutions and other key stakeholders to identify at least one powerful strategy for each of the three regional target areas. Part of this process will include identifying numeric targets, by institution, for the completion goal in 2020, 2025, and 2030.

We ask each region to participate in a kickoff webinar, plan at least one additional convening in their region, and to submit the regional strategies and institutional completion targets to the THECB by August 31, 2018.

During the 2017-18 academic year, the THECB is providing support materials to kickoff regional collaboration. Staff will be available virtually or in-person to support regions. Please reach out if you need help interpreting data, when your region hosts events, or if you have a great idea that you want to share with other *60x30TX* champions around the state.



## Steps for organizing around regional targets

Below are 5 suggested steps to get your regional target work moving.

### **Step 1: Join THECB's webinar for your region**

The THECB will host webinars for regions in January and February 2018. We will record the sessions so you can share the information with your area stakeholders. We will give an overview of the preliminary regional targets, a timeline for the work, and introduce this starter kit.

### **Step 2: Organize a virtual or in-person convening**

Who should attend?

You are, and will need to rally, the champions who foster postsecondary attainment in your region, including those business and industry partners who help create a healthy economy and job market. You can help focus your community on 60x30TX and drive action toward achieving its goals. You may want to consider forming an ad hoc committee or team to coordinate and make recommendations.

All institutions of higher education in the region should be invited to participate. A preliminary list of leaders and liaisons are provided in this starter kit. The THECB also recommends inviting leaders from K-12 education (such as a representative of K-12 Education Service Centers in the region, a leader from key districts, or a trustee) and business and industry (such as a representative of the workforce development boards in the region or a leader from chambers of commerce or key businesses). Community leaders from cities or nonprofits may also participate.

You know your region best. The THECB encourages you to think broadly about the leaders who can help make change happen, while balancing the number of participants and a structure that is manageable.

When should we meet?

Ideally, regions will convene initially by March or April 2018. You may need to organize a new event or consider building on to an existing event. Additional virtual or in-person meetings may be necessary to meet your objectives. 60x30TX regional target forms are due August 31, 2018.

Who could host?

Here are a few suggestions.

- An institution of higher education
- A P-16 council
- Regional community organizations
- Mayors or local officials
- Other

When selecting a host, you may want to consider whether the organization/institution/person is already part of a regional network or strategy engaged in educational success. Can the host provide in-kind support for a facility and some refreshments?

Who should facilitate?



Identify a “master of ceremonies” to facilitate the event, or create something more formal using a chair or co-chairs who represent different sectors of education or who represent both education and the workforce.

When selecting a facilitator, you may want to consider whether this person encourages an environment of collaboration conducive to the development of strategies and targets.

### **Step 3: Set the agenda**

Here is a sample agenda that can be used for one longer meeting or can be broken into a series of meetings. Please customize it as needed.

#### Agenda Items:

- I. Develop a shared understanding of *60x30TX* and the regional targets
  - a. What is *60x30TX*?
  - b. Introduction to regional targets, process, and expectations
  - c. Discuss how *60x30TX* connects to values around student success and community well-being
  - d. Discussion, questions, comments
- II. Review starter kit
  - a. Visit [www.60x30TX.com](http://www.60x30TX.com) and <http://www.60x30tx.com/resources/regional-target-starter-kit/> to dig in to regional data
  - b. Data discussion: What do the data tell us? Which industries and jobs are in high demand? How are we serving students/our region well? How are we *not* serving students/our region well? Is there more information we need, and how will we acquire it?
  - c. Review sample strategies
  - d. Strategy discussion: How does our region interpret the criteria of “relevant” “high-impact” and “large-scale”? What experience do people in your region have with the sample strategies? What other strategies are people in your region already pursuing or investigating that align to *60x30TX* regional targets?
- III. Vet and develop strategies to reach regional targets for the three regional target areas of *60x30TX*. Select a few “best” ideas for strategy development in the following areas
  - a. 60x30 Educated Population
  - b. Completion
  - c. High School-to-Higher Education Enrollment
- IV. Identify institutional completion targets
  - a. Review current completions, by student subpopulations
  - b. Review state and regional projections
- V. Next steps
  - a. Plan additional convenings as needed
  - b. Complete submission form
  - c. Plan, document, and disseminate how to operationalize your region’s strategies





When determining the agenda for your meeting or meetings, consider what kinds of expertise you may need in the room. Some discussions are more detailed than others. Try to match the interest and expertise of your audience with the content of your meeting.

#### **Step 4: Convene**

The practical purpose of your convening(s) is ultimately to identify one powerful strategy for each of the three regional targets and each institution's completion targets. The best convenings will build community, share key information needed to make decisions, and create opportunities for ongoing dialogue. Keep student success and community well-being at the core of your work. It never hurts to remind everyone about our larger purposes.

#### **Step 5: Share your progress**

- Email us with updates, photos, or videos: [60x30TX\\_Regions@theceb.state.tx.us](mailto:60x30TX_Regions@theceb.state.tx.us) or use the *Contact Us!* button on [www.60x30tx.com](http://www.60x30tx.com).
- Connect with us on twitter (@TXHigherEdBoard) and use the hashtag #60x30TX
- Champion *60x30TX* throughout the community via newsletters and press releases. Share your targets and strategies with business, education, and community partners and ask them to plug in and join your efforts.
- Need help in reaching out to media? Contact us and we will provide support as needed.



Preliminary Regional Targets and Submission Form

The tables below contain preliminary 60x30TX regional targets. We suggest you review and discuss the three targets with your regional stakeholders. If you have any questions or concerns about your region's targets, contact [60x30TX\\_Regions@theeb.state.tx.us](mailto:60x30TX_Regions@theeb.state.tx.us).

**60x30: Educated Population Goal**

<b>Percent of Texans ages 25-34 with a certificate or degree (attainment)</b>					
<b>Region</b>		<b>2015 (actual)</b>	<b>2020 (projection)</b>	<b>2025 (projection)</b>	<b>2030 (projection)</b>
	High Plains	38%	42%	49%	56%
	Northwest	36%	40%	49%	60%
	Metroplex	45%	54%	60%	65%
	Upper East Texas	34%	34%	40%	48%
	Southeast Texas	33%	38%	44%	52%
	Gulf Coast	42%	51%	58%	65%
	Central Texas	48%	58%	64%	70%
	South Texas	33%	37%	41%	47%
	West Texas	29%	40%	48%	55%
	Upper Rio Grande	38%	39%	43%	51%
<b>Statewide</b>		<b>41%</b>	<b>48%</b>	<b>54%</b>	<b>60%</b>

**Completion Goal**

<b>Number of students completing a certificate, associate, bachelor's, or master's degree</b>					
<b>Region</b>		<b>2016 (actual)</b>	<b>2020 (projection)</b>	<b>2025 (projection)</b>	<b>2030 (projection)</b>
	High Plains	15,891	18,803	22,754	27,509
	Northwest	5,220	6,497	7,863	9,506



	Metroplex	73,774	93,552	113,213	136,870
	Upper East Texas	12,593	14,206	17,192	20,784
	Southeast Texas	8,814	9,760	11,811	14,278
	Gulf Coast	56,762	80,866	97,861	118,310
	Central Texas	54,410	68,273	82,622	99,887
	South Texas	49,621	63,644	77,020	93,113
	West Texas	4,745	6,880	8,304	9,965
	Upper Rio Grande	9,507	13,519	16,360	19,778
	<b>Statewide</b>	<b>321,410</b>	<b>376,000</b>	<b>455,000</b>	<b>550,000</b>

### High School-to-Higher Education Target

Percentage of TX public high school graduates enrolling in an institution of higher education in Texas the first fall...					
Region	2016 (actual)	2020 (projection)	2025 (projection)	2030 (projection)	
	High Plains	51%	57%	60%	64%
	Northwest	51%	57%	60%	64%
	Metroplex	51%	57%	60%	64%
	Upper East Texas	50%	56%	58%	62%
	Southeast Texas	48%	54%	57%	61%
	Gulf Coast	54%	60%	63%	68%
	Central Texas	51%	57%	60%	64%
	South Texas	51%	57%	60%	64%
	West Texas	49%	55%	58%	62%
	Upper Rio Grande	57%	64%	67%	71%
	<b>Statewide</b>	<b>52%</b>	<b>58%</b>	<b>61%</b>	<b>65%</b>



## Sample Submission Form

[Name of Region here]

<b>Regional Target</b>	<b>Strategy</b>
60x30 Educated Population: ____% (2020) ____% (2025) ____% (2030)	<i>[Identify your region's strategy to help achieve your educated population targets here]</i>
Completion: ____ (2020) ____ (2025) ____ (2030)	<i>[Identify your region's strategy to help achieve your completion targets here]</i>
High School to Higher Education: ____% (2020) ____% (2025) ____% (2030)	<i>[Identify your region's strategy to help achieve your high school-to-higher education enrollment targets here]</i>

Institution	Institutional Targets	Comments (Optional)
<i>[Institution 1 Name]</i>	Completion ____ (2020) ____ (2025) ____ (2030)	<i>[Institutions can add comments here if they wish]</i>
<i>[Institution 2 Name]</i>	Completion ____ (2020) ____ (2025) ____ (2030)	<i>[Institutions can add comments here if they wish]</i>
<i>[Institution 3 Name]</i>	Completion ____ (2020) ____ (2025) ____ (2030)	<i>[Institutions can add comments here if they wish]</i>
Etc....		

## Sample Regional Target Strategies

The *60x30TX* [plan](#) identifies many strategies for achieving its goals. This document complements the information in the plan by providing a few examples of relevant, high-impact, large-scale strategies that could be implemented on a regional basis. Each sample strategy has one or more links to example efforts underway in Texas, and sometimes nationally. The list of strategies and examples are illustrative and in no way exhaustive. Examples listed here are not sanctioned by THECB, rather they are listed to provide a starting point for you to find ideas, tools, professional development, or experts who may inform your regional planning.

We encourage you to identify regional strategies that meet three criteria:

- Relevant: aligned to the goals and targets of *60x30TX*
- High-impact: have the potential to significantly, positively impact student outcomes and regional outcomes
- Large-scale: affect all, or most, institutions or students in your region

Goal	Sample strategy	Resources
Completion	All/most institutions in the region will scale guided pathways, which are efficient degree programs with coordinated advising from high school through higher education. A region may emphasize supporting students to identify a broad meta-major within the first year of study.	<ul style="list-style-type: none"> <li>• Guided Pathways Demystified: Exploring 10 Commonly Asked Questions About Implementing Pathways: <a href="https://www.epcc.edu/VicePresidentofInstruction/Documents/2016/05_Guided_Pathways_Demystified_Dr_Rob_Johnstone_022016.pdf">https://www.epcc.edu/VicePresidentofInstruction/Documents/2016/05_Guided_Pathways_Demystified_Dr_Rob_Johnstone_022016.pdf</a></li> <li>• American Association of Community Colleges (AACC), Guided Pathways -- Planning, Implementation, Evaluation: <a href="http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Documents/PathwaysGraphic462017.pdf">http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Documents/PathwaysGraphic462017.pdf</a></li> <li>• Implementing Guided Pathways: Early Insights from the AACC Pathways Colleges: <a href="https://ccrc.tc.columbia.edu/publications/implementing-guided-pathways-aacc.html">https://ccrc.tc.columbia.edu/publications/implementing-guided-pathways-aacc.html</a></li> <li>• For additional information about the four Texas colleges (Paris, Alamo, El Paso, and San Jacinto) participating in the AACC project, see contacts listed on pages 7-8 here: <a href="http://www.tacc.org/uploads/tiny_mce/rf%20notebook%20312017.pdf">http://www.tacc.org/uploads/tiny_mce/rf%20notebook%20312017.pdf</a></li> <li>• University of Houston, UH in 4, Academic Maps: <a href="http://uh.edu/provost/students/new-coogs/uhin4/maps/">http://uh.edu/provost/students/new-coogs/uhin4/maps/</a></li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Completion</p>	<p>Significantly increase the number of students successfully completing gateway and developmental courses by robustly implementing co-requisite and supplemental instruction in high-failure courses at all/most institutions in the region.</p>	<ul style="list-style-type: none"> <li>• San Jacinto College, Co-requisite Acceleration: <a href="http://gato-docs.its.txstate.edu/jcr:2873640b-ab81-4fc9-a2be-83d40f78c446/San%20Jac%20THECB%20-%20Coreq%20Conference%207-7-17.pdf">http://gato-docs.its.txstate.edu/jcr:2873640b-ab81-4fc9-a2be-83d40f78c446/San%20Jac%20THECB%20-%20Coreq%20Conference%207-7-17.pdf</a></li> <li>• Kilgore College, A Co-requisite IRW Course for Underprepared Students: <a href="https://www.youtube.com/watch?v=XCeTKAZ0qEQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=XCeTKAZ0qEQ&amp;feature=youtu.be</a></li> <li>• Texas State University and THECB, Texas Success Initiative Professional Development Program: <a href="http://www.tei.education.txstate.edu/Professional-Development/PD-Opps.html">http://www.tei.education.txstate.edu/Professional-Development/PD-Opps.html</a></li> <li>• Complete College America, Scaling Co-requisite Academic Support: <a href="http://completecollege.org/wp-content/uploads/2014/06/Promoting-Gateway-Course-Success-Final.pdf">http://completecollege.org/wp-content/uploads/2014/06/Promoting-Gateway-Course-Success-Final.pdf</a></li> <li>• Dana Center HB 2223 Implementation Support: <a href="http://www.utdanacenter.org/higher-education/hb2223-implementation-support/">http://www.utdanacenter.org/higher-education/hb2223-implementation-support/</a></li> <li>• University of Houston – Downtown, Supplemental Instruction model: <a href="http://www.thecb.state.tx.us/reports/PDF/9702.PDF?CFID=65367004&amp;CFTOKEN=90978130">http://www.thecb.state.tx.us/reports/PDF/9702.PDF?CFID=65367004&amp;CFTOKEN=90978130</a></li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Completion</p>	<p>Implement predictive analytics systems at all/most institutions in the region to help identify and support students that are at-risk of stopping out.</p>	<ul style="list-style-type: none"> <li>• APLU’s SMART Approach to Student Success, featuring Austin Community College and other colleges and universities: <a href="http://www.aplu.org/projects-and-initiatives/personalized-learning-consortium/plc-projects/plc-planning-and-advising-systems/index.html">http://www.aplu.org/projects-and-initiatives/personalized-learning-consortium/plc-projects/plc-planning-and-advising-systems/index.html</a></li> <li>• The University of Texas at Austin, predictive analytics: <a href="https://news.utexas.edu/2017/08/24/aplu-recognizes-ut-austin-for-degree-completion">https://news.utexas.edu/2017/08/24/aplu-recognizes-ut-austin-for-degree-completion</a></li> <li>• San Jacinto College, Predictive Modeling: <a href="http://www.thecb.state.tx.us/reports/PDF/9383.PDF?CFID=65367004&amp;CFTOKEN=90978130">http://www.thecb.state.tx.us/reports/PDF/9383.PDF?CFID=65367004&amp;CFTOKEN=90978130</a></li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Completion</p>	<p>All institutions in the region will work together to utilize, transcript, and embed field of study curricula into degree programs as they are developed by faculty with support from THECB.</p>	<ul style="list-style-type: none"> <li>• THECB Field of Study Curricula: <a href="http://www.thecb.state.tx.us/index.cfm?objectid=0BDF101B-0B61-7D8D-392A61E18CBC7093">http://www.thecb.state.tx.us/index.cfm?objectid=0BDF101B-0B61-7D8D-392A61E18CBC7093</a> and Advisory Committees: <a href="http://www.thecb.state.tx.us/index.cfm?objectid=32CCD247-B867-661B-B8F3BBF641F46BC5">http://www.thecb.state.tx.us/index.cfm?objectid=32CCD247-B867-661B-B8F3BBF641F46BC5</a></li> <li>• Another example of transfer work at the regional level includes North Texas Community College Consortium, AAS to BAAS Guided Pathways: <a href="http://ntccc.unt.edu/aas-baas">http://ntccc.unt.edu/aas-baas</a></li> </ul>

High School-to-Higher Education	Assess the growing number of high school graduates in the region and the readiness of higher education institutions to enroll them.	
High School-to-Higher Education	Each ISD in the region will identify metrics related to high school-to-higher education enrollment rates/FAFSA completions/ college applications. Districts will convene at least once a year to share progress.	<ul style="list-style-type: none"> <li>• Central Texas School Districts Enroll More Graduates: <a href="http://www.mystatesman.com/news/local-education/austin-area-percent-class-2016-went-straight-college/C8csfzZp0WCnTiCIP9jkGJ/">http://www.mystatesman.com/news/local-education/austin-area-percent-class-2016-went-straight-college/C8csfzZp0WCnTiCIP9jkGJ/</a></li> <li>• Texas Challenge to Reach Higher: <a href="http://www.texascollegeaccess.org/reach-higher/">http://www.texascollegeaccess.org/reach-higher/</a></li> </ul>
60x30: Educated Population	Implement a large-scale public information campaign to focus business/industry, K-12, higher education, and community partners on the need for a more educated population in the region. A region may emphasize the success of particular populations, such as economically disadvantaged students.	<ul style="list-style-type: none"> <li>• Northeast Texas Region’s 60x30TX effort: <a href="https://youtu.be/SwAoB1c06Sw">https://youtu.be/SwAoB1c06Sw</a> and <a href="https://60x30netx.com/">https://60x30netx.com/</a></li> <li>• 60x30 El Paso: <a href="http://www.creed.org/60x30-el-paso.html">http://www.creed.org/60x30-el-paso.html</a></li> <li>• The Commit! Partnership in Dallas County: <a href="http://commit2dallas.org/">http://commit2dallas.org/</a></li> <li>• RGV Focus in the Rio Grande Valley: <a href="https://rgvfocus.org/">https://rgvfocus.org/</a></li> </ul>

60x30: Educated Population	<p>Encourage adults with no postsecondary credential or stop-outs to return and complete a degree or certificate (perhaps, by utilizing prior learning assessments or structuring courses to fit the needs to adult students).</p>	<ul style="list-style-type: none"> <li>• Texas A&amp;M University – Texarkana, Prior Learning Assessment: <a href="http://www.cael.org/alert-blog/prior-learning-assessment-done-right-a-look-at-texas-am-texarkanas-pla-program">http://www.cael.org/alert-blog/prior-learning-assessment-done-right-a-look-at-texas-am-texarkanas-pla-program</a></li> <li>• Odessa College: <a href="https://youtu.be/o-YQJR6AYoo">https://youtu.be/o-YQJR6AYoo</a> and <a href="https://www.odessa.edu/AspenPrize/index.html">https://www.odessa.edu/AspenPrize/index.html</a></li> <li>• Austin Talent Hub, <a href="https://patch.com/texas/downtownaustin/austin-gets-talent-hub-designation-350k-grant-help-disadvantaged-students">https://patch.com/texas/downtownaustin/austin-gets-talent-hub-designation-350k-grant-help-disadvantaged-students</a></li> <li>• GradTX is a program designed to help adults return to college: <a href="http://www.theccb.state.tx.us/apps/gradtx/gradtx.org/">http://www.theccb.state.tx.us/apps/gradtx/gradtx.org/</a></li> <li>• The Graduate Network, <a href="http://graduate-network.org/why-it-matters/">http://graduate-network.org/why-it-matters/</a>, including some great videos with returning adult students: <a href="http://graduate-network.org/comebackers/">http://graduate-network.org/comebackers/</a> and an example effort in a region in Tennessee: <a href="http://graduate-network.org/communities-2/middle-tennessee/">http://graduate-network.org/communities-2/middle-tennessee/</a>.</li> </ul>
	<p>Launch or deepen efforts among businesses/industry and education partners to offer more paid internships for Texas students.</p>	<ul style="list-style-type: none"> <li>• Texas Workforce Commission, Texas Internship Challenge: <a href="http://www.twc.state.tx.us/news/texas-internship-challenge">http://www.twc.state.tx.us/news/texas-internship-challenge</a></li> <li>• Hire Houston Youth, <a href="http://www.houstontx.gov/hirehoustonyouth/index.html">http://www.houstontx.gov/hirehoustonyouth/index.html</a></li> </ul>

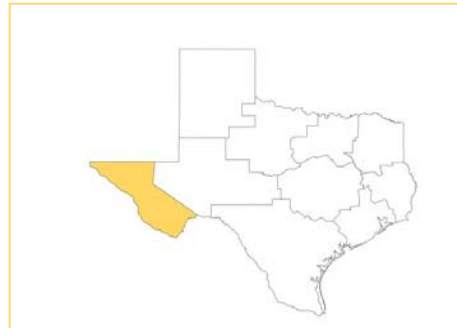


## Regional Context - Upper Rio Grande Region

### Workbook Table of Contents

This workbook provides data relevant to the goals and targets of 60x30TX for your region, as well as data on population, educational attainment, enrollment in higher education, higher education outcomes and labor market information.

## Upper Rio Grande



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### Description

Regional Map of Institutions of Higher Education

Occupations Adding the Most New Jobs or Growing the Fastest In a Region, 2014-2024

Current Estimates of Regional Population and Population Projections for 2020, 2025, 2030

Current Estimates of 60x30 Educated Population and Projections for 2020, 2025, 2030

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Six-Year Graduation Rates

High School to College - Increase the Percentage of Texas High School Graduates Enrolling in Higher Education

College Readiness - Increase the Percentage of Texas Higher Education Students Ready for College

High School Student Enrollment in Higher Education

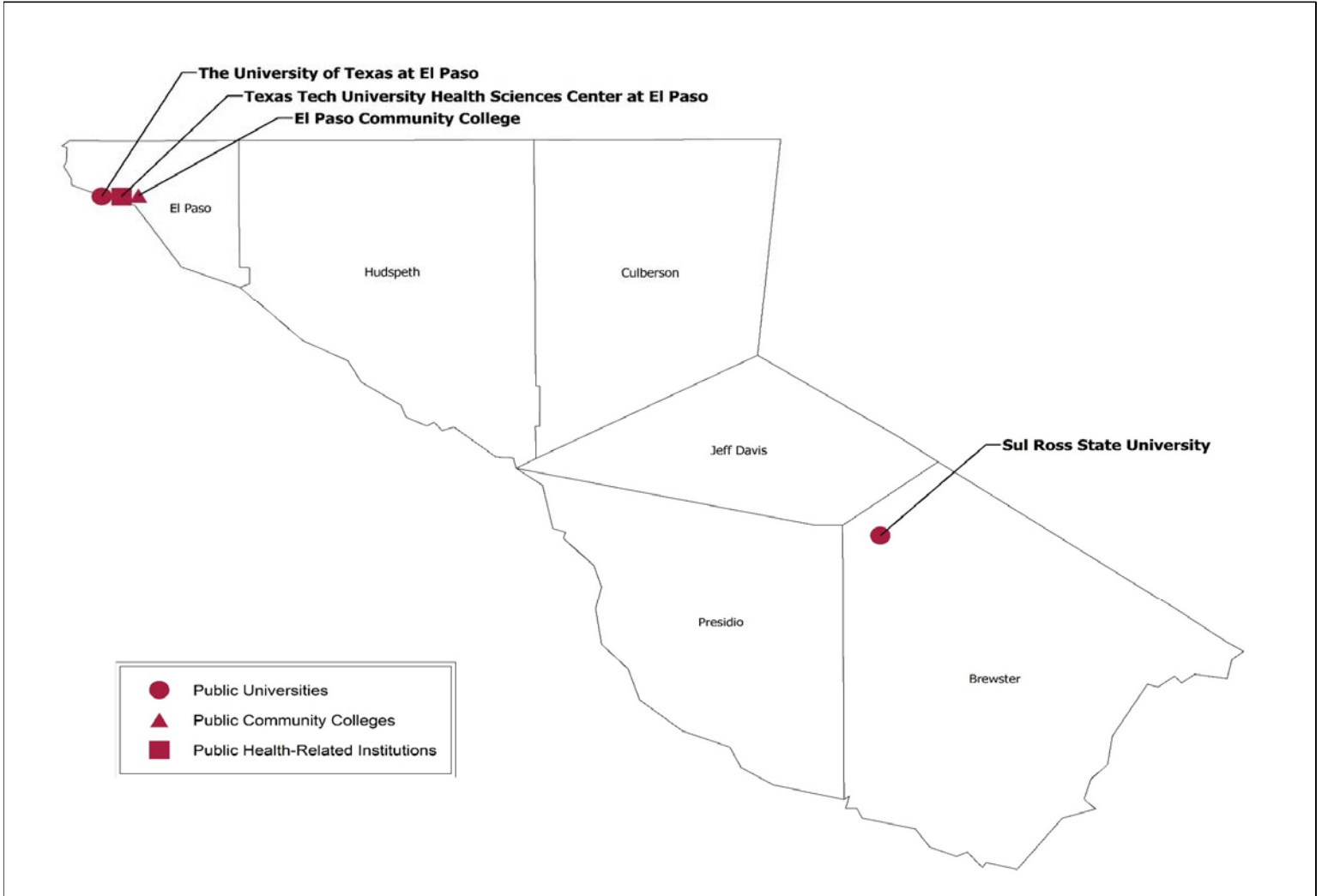
Enrollment in Institutions of Higher Education In Region

Enrollment in Institutions In Region and at Institutions Out of Region

## Upper Rio Grande

### Regional Map of Institutions of Higher Education

This page provides a map of all the public and independent institutions of higher education in your region. Geographic location is important to consider in terms of access to higher education. The map may be especially useful in your planning around the high school to higher education direct enrollment target.



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## Upper Rio Grande

### Occupations Adding the Most New Jobs or Growing the Fastest in a Region, 2014-2024.

This page provides data from the Texas Workforce Commission that projects the occupations that will add the greatest number of jobs from now until 2024. The table below identifies occupations with greatest growth in absolute number of jobs as well as occupations with highest percentage of growth.

#### Occupations Adding the Most New Jobs or Growing the Fastest, 2014-2024, Upper Rio Grande

Occupation Title	High Growth in:		Jobs		Change (New Jobs)	Percent Change
	Jobs	Percent	2014	2024		
Total, All Occupations			319,960	379,840	59,880	19%
<b>Leading occupations typically requiring an associate's degree or higher*</b>						
Registered Nurses	✓	✓	5,620	7,110	1,490	27%
General & Operations Managers	✓		3,630	4,340	710	20%
Elementary School Teachers, Ex. Special Education	✓		4,650	5,250	600	13%
Accountants & Auditors	✓	✓	2,060	2,520	460	22%
Secondary School Teachers, Ex Special/Career/Technical Ed	✓		3,530	3,980	450	13%
Software Developers, Systems Software		✓	510	650	140	27%
Management Analysts		✓	590	710	120	20%
Training & Development Specialists		✓	640	770	130	20%

\*Occupations with 500 or more jobs in 2014.

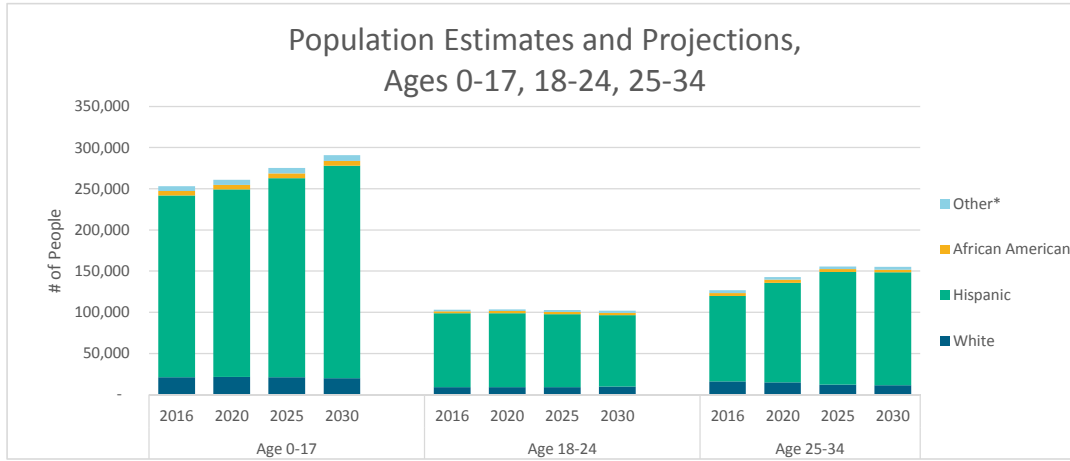
Source: Texas Workforce Commission

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**Upper Rio Grande**

**Current Estimates of Regional Population and Population Projections for 2020, 2025, 2030**

This page presents the most recent estimates of population in your region, as well as projections of population in three age groups - 0-17 years, 18-24 years, and the critical 60X30TX age group - 25-34 years. Projections of the proportion of the population with a postsecondary credential needed to reach the 60x30 Goal are closely linked to population growth.



Age	Year	White		Hispanic		African American		Other*		Total
		#	%	#	%	#	%	#	%	
Age 0-17	2016	21,251	8.4%	220,566	87.2%	5,484	2.2%	5,709	2.3%	253,010
	2020	21,458	8.2%	227,795	87.3%	5,563	2.1%	6,216	2.4%	261,032
	2025	21,168	7.7%	241,782	87.8%	5,770	2.1%	6,619	2.4%	275,339
	2030	19,967	6.9%	258,165	88.8%	5,895	2.0%	6,787	2.3%	290,814
Age 18-24	2016	9,134	8.9%	89,663	86.9%	2,516	2.4%	1,814	1.8%	103,127
	2020	8,855	8.6%	90,073	87.1%	2,495	2.4%	1,961	1.9%	103,384
	2025	8,979	8.8%	88,861	86.6%	2,404	2.3%	2,339	2.3%	102,583
	2030	9,608	9.4%	86,997	85.3%	2,464	2.4%	2,871	2.8%	101,940
Age 25-34	2016	16,200	12.8%	103,688	81.8%	3,482	2.7%	3,403	2.7%	126,773
	2020	14,680	10.3%	121,260	84.9%	3,597	2.5%	3,300	2.3%	142,837
	2025	12,157	7.8%	136,759	87.9%	3,504	2.3%	3,162	2.0%	155,582
	2030	11,509	7.4%	136,943	88.2%	3,368	2.2%	3,442	2.2%	155,262

Source: Texas Demographic Center, <http://txsdc.utsa.edu/>

\* Other includes Asian, Native American and all other race/ethnicities reported

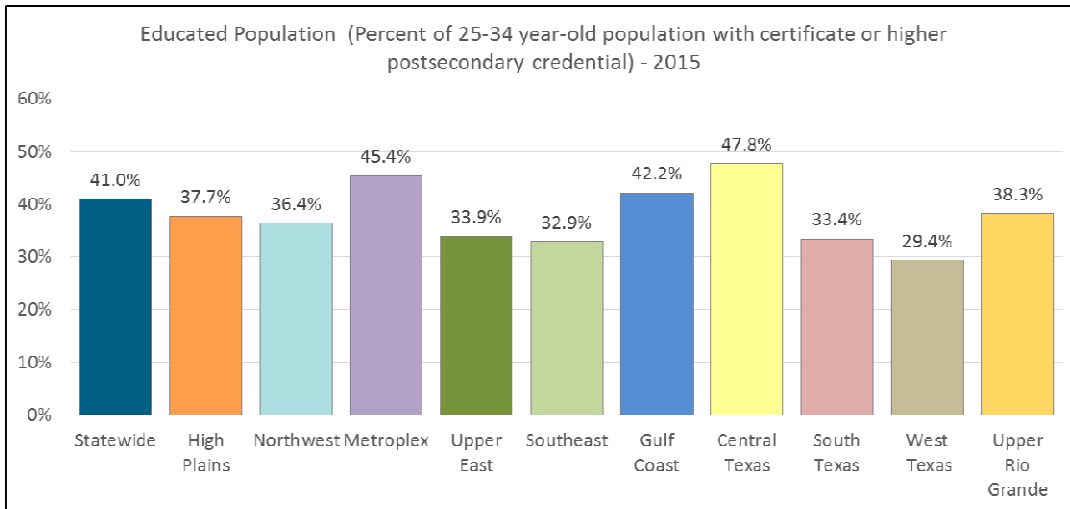
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<b>Upper Rio Grande</b>
<b>Current Estimates of 60x30 Educated Population and Projections for 2020, 2025, 2030</b>
This page presents the most recent estimates of the proportion of residents, ages 25-34, who have earned any higher education credential. We refer to this proportion as the "60x30 educated population". Projections of the educated population in 2020, 2025 and 2030 are based on current attainment levels in each region and projected changes in regional population.

**60x30 Educated Population Goal: By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree**

**Educational Attainment of Texas Residents Ages 25-34, 2015 to 2030, by Higher Education Region**  
2015 is Actual Data, 2020, 2025, and 2030 are Projections

		Statewide	Region 10 Upper Rio Grande
2015	Certificate or higher attainment	1,628,524	47,242
	Population age 25-34 (PUMS 1-year estimate, ACS)	3,971,300	123,393
	Educational attainment (% cert or higher)	41.0%	38.3%
2020	Certificate or higher attainment - 2015 regional estimates inflated to 2020 level	1,897,087	55,490
	Population age 25-34 ('2014' TSDC projections, 0.5 migration scenario)	3,976,856	142,837
	Projected educational attainment (% cert or higher postsecondary degree)	47.7%	38.8%
2025	Certificate or higher attainment - 2015 regional estimates inflated to 2025 level	2,262,465	66,991
	Population age 25-34 ('2014' TSDC projections, 0.5 migration scenario)	4,225,965	155,582
	Projected educational attainment (% cert or higher postsecondary degree)	53.5%	43.1%
2030	Certificate or higher attainment - 2015 regional estimates inflated to 2030 level	2,690,822	79,703
	Population age 25-34 ('2014' TSDC projections, 0.5 migration scenario)	4,484,352	155,262
	Projected educational attainment (% cert or higher postsecondary degree)	60.0%	51.3%



Source: American Community Survey, US Census Bureau and THECB.  
<https://www.census.gov/acs/www/data/data-tables-and-tools/data-profiles/2015/>

**Upper Rio Grande**

**Number of Higher Education Completions at Each Institution In Region.**

This page presents (1) regional completion targets, (2) the number of completions at each institution of higher education in your region, and (3) the number of regional completions by level of credential for the most recent year (2016).

The statewide completion goal is to produce 550,000 certificates or associate, bachelor's and master's degrees (CABMs) in 2030. Within that goal, there are additional completion targets for Hispanic (285,000), African American (76,000), male (275,000) and economically disadvantaged (246,000) student populations. Breakouts of the most recent data on completions are presented by race/ethnicity and gender to assist in monitoring progress toward 60X30TX targets for Hispanic, African American, male, and economically disadvantaged students. It is important to note that the data for economically disadvantaged students includes only undergraduate degrees (certificate, associate, bachelor's).

Data on completions by level provides information about the mix of certificates and degrees among different student populations in your region.

**Regional Completion Targets\***  
**Projections for 2020, 2025, 2030 to reach 60x30**

	2016	2020	2025	2030
<b>Region - Total Completions</b>	9,507	13,159	16,360	19,778
<b>Statewide - Total Completions</b>	321,410	376,000	455,000	550,000
<b>Statewide Hispanic</b>	103,889	138,000	198,000	285,000
<b>Statewide African American</b>	38,813	48,000	59,000	76,000
<b>Statewide Male</b>	135,849	168,000	215,000	275,000
<b>Statewide Economically Disadvantaged</b>	119,490	146,000	190,000	246,000

**Completions (Certificate, Associate, Bachelor's, Master's) by Institution of Higher Education - Race/Ethnicity, Gender, Economically Disadvantaged Students - FY 2016**

Public Two-Year Colleges	Total	White	Hispanic	African American			Male	Female
				African American	Other	Other		
EL PASO COMMUNITY COLLEGE DIST	4,629	404	3,796	108	321	1,962	2,667	
<b>Total</b>	<b>4,629</b>	<b>404</b>	<b>3,796</b>	<b>108</b>	<b>321</b>	<b>1,962</b>	<b>2,667</b>	

**Economically Disadvantaged
2,878
2,878

Public Four-Year Institutions	Total	White	Hispanic	African American			Male	Female
				African American	Other	Other		
U. OF TEXAS AT EL PASO	4,409	508	3,308	173	420	1,926	2,483	
SUL ROSS STATE UNIVERSITY	387	165	179	22	21	192	195	
<b>Total</b>	<b>4,796</b>	<b>673</b>	<b>3,487</b>	<b>195</b>	<b>441</b>	<b>2,118</b>	<b>2,678</b>	

**Economically Disadvantaged
2,535
134
2,669

Public Health Related Institutions	Total	White	Hispanic	African American			Male	Female
				African American	Other	Other		
TX TECH HSC-EL PASO	82	10	65	3	4	16	66	
<b>Total</b>	<b>82</b>	<b>10</b>	<b>65</b>	<b>3</b>	<b>4</b>	<b>16</b>	<b>66</b>	

**Economically Disadvantaged
64
64

Independent Institutions	Total	White	Hispanic	African American			Male	Female
				African American	Other	Other		
N/A								
<b>Total</b>	<b>0</b>							

**Economically Disadvantaged
N/A

Upper Rio Grande	Total	White	Hispanic	African American			Male	Female
				African American	Other	Other		
Public Institutions (all Sectors) Total	9,507	1,087	7,348	306	766	4,096	5,411	
All Institutions (All Sectors) Total	9,507	1,087	7,348	306	766	4,096	5,411	

**Economically Disadvantaged
5,611
5,611

**Completions by Level - FY 2016**  
**Region of Higher Education Institution (Institutions Located In Region)**

	Total	White	Hispanic	African American	Other	Male	Female
<b>Certificate</b>	963	117	743	30	73	491	472
<b>Associates</b>	3,666	287	3,053	78	248	1,471	2,195
<b>Bachelor's</b>	3,609	369	2,856	129	255	1,550	2,059
<b>Master's</b>	1,269	314	696	69	190	584	685
<b>Total</b>	<b>9,507</b>	<b>1,087</b>	<b>7,348</b>	<b>306</b>	<b>766</b>	<b>4,096</b>	<b>5,411</b>

Economically Disadvantaged	Not Economically Disadvantaged
339	624
2,539	1,127
2,733	876
N/A	N/A
5,611	3,896

**Completions by Economically Disadvantaged Students- FY 2016**  
**Students Attending High Schools In Region and Students Completing at Institutions of Higher Education In Region**

	Total	Pell	Percent
<b>Statewide</b>	222,657	119,490	53.7%
<b>Students from Region's High Schools</b>	7,548	5,615	74.4%
<b>Students Completing Higher Education in Region</b>	9,507	5,611	59.0%

\* Projections of future benchmarks outlined in blue

\*\*Economically Disadvantaged students only include students completing a certificate, associate, or bachelor's degree.

Source: THECB

For additional years of data, see the Higher Education Accountability System: <http://www.txhigheredaccountability.org/acctpublic/>

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**Upper Rio Grande**

**Percentage of Completions by Race/Ethnicity and Gender at Each Institution In Region.**

This page presents (1) the percent of completions awarded to different race/ethnicities and gender in your region and (2) the percent of regional completions by level of credential. The statewide completion goal is to produce 550,000 certificates or associate, bachelor's and master's degrees (CABMs) in 2030. Within that goal, there are additional completion targets for Hispanic (285,000), African American (76,000), male (275,000) and economically disadvantaged (246,000) student populations. Breakouts of the most recent data on completions are presented by race/ethnicity and gender to assist in monitoring progress toward 60X30TX targets for Hispanic, African American, male, and economically disadvantaged students. It is important to note that the data for economically disadvantaged students includes only undergraduate degrees (certificate, associate, bachelor's).  
Data on completions by level provides information about the mix of certificates and degrees among different student populations in your region.

**Completions (Certificate, Associate, Bachelor's, Master's) by Institution of Higher Education - Race/Ethnicity, Gender, Economically Disadvantaged Students - FY 2016**

Public Two-Year Colleges	Total	White	Hispanic	African American	Other	Male	Female
EL PASO COMMUNITY COLLEGE DIST	4629	8.7%	82.0%	2.3%	6.9%	42.4%	57.6%
<b>Total</b>	<b>4,629</b>	<b>8.7%</b>	<b>82.0%</b>	<b>2.3%</b>	<b>6.9%</b>	<b>42.4%</b>	<b>57.6%</b>

**Economically Disadvantaged
62.2%
62.2%

Public Four-Year Institutions	Total	White	Hispanic	African American	Other	Male	Female
U. OF TEXAS AT EL PASO	4409	11.5%	75.0%	3.9%	9.5%	43.7%	56.3%
SUL ROSS STATE UNIVERSITY	387	42.6%	46.3%	5.7%	5.4%	49.6%	50.4%
<b>Total</b>	<b>4,796</b>	<b>14.0%</b>	<b>72.7%</b>	<b>4.1%</b>	<b>9.2%</b>	<b>44.2%</b>	<b>55.8%</b>

**Economically Disadvantaged
57.5%
34.6%
55.7%

Public Health Related Institutions	Total	White	Hispanic	African American	Other	Male	Female
TX TECH HSC-EL PASO	82	12.2%	79.3%	3.7%	4.9%	19.5%	80.5%
<b>Total</b>	<b>82</b>	<b>12.2%</b>	<b>79.3%</b>	<b>3.7%</b>	<b>4.9%</b>	<b>19.5%</b>	<b>80.5%</b>

**Economically Disadvantaged
78.0%
78.0%

Independent Institutions	Total	White	Hispanic	African American	Other	Male	Female
N/A							
<b>Total</b>							

**Economically Disadvantaged

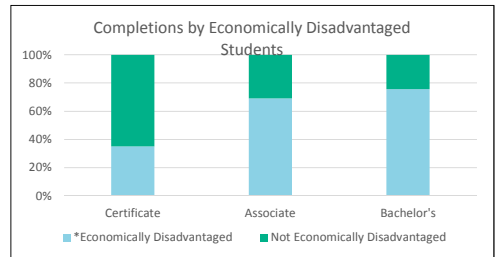
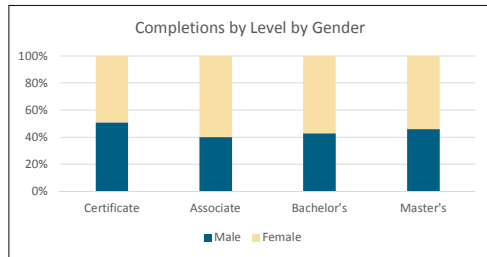
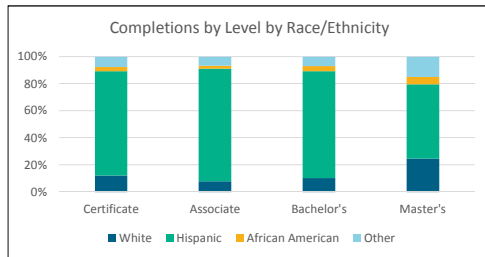
Upper Rio Grande Totals	Total	White	Hispanic	African American	Other	Male	Female
Public Institutions (all Sectors) Total	9,507	11.4%	77.3%	3.2%	8.1%	43.1%	56.9%
All Institutions (All Sectors) Total	9,507	11.4%	77.3%	3.2%	8.1%	43.1%	56.9%

**Economically Disadvantaged
59.0%
59.0%

**Completions by Level - FY 2016  
Region of HE Institution**

	Total	White	Hispanic	African American	Other	Male	Female
<b>Certificate</b>	963	12.1%	77.2%	3.1%	7.6%	51.0%	49.0%
<b>Associate</b>	3,666	7.8%	83.3%	2.1%	6.8%	40.1%	59.9%
<b>Bachelor's</b>	3,609	10.2%	79.1%	3.6%	7.1%	42.9%	57.1%
<b>Master's</b>	1,269	24.7%	54.8%	5.4%	15.0%	46.0%	54.0%

*Economically Disadvantaged	Not Economically Disadvantaged
35.2%	64.8%
69.3%	30.7%
75.7%	24.3%
N/A	N/A



\* Economically Disadvantaged students only include students completing a certificate, associate, or bachelor's degree.

Source: THECB

For additional years of data, see the Higher Education Accountability System: <http://www.txhigheredaccountability.org/acpublic/>

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**Upper Rio Grande**

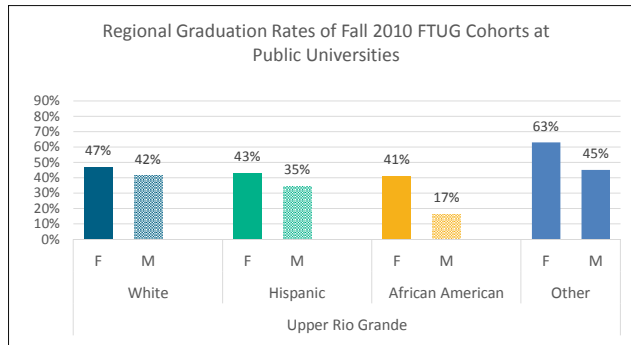
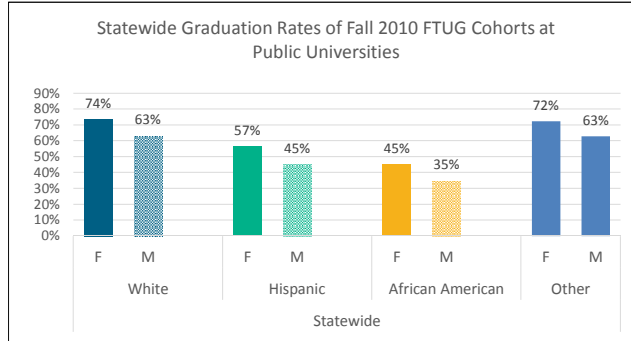
**Six-Year Graduation Rates - Percentage of First Time Undergraduate Students that Graduate within 6 Years**

This page presents the percentage of first-time undergraduates (FTUG) enrolled full-time at public universities that complete a bachelor's degree or enrolled at community and technical colleges (CTCs) that complete a certificate, associate degree, or above within 6 years of initial enrollment.\* Further breakdowns by gender and race/ethnicity are provided.

**Six-Year Graduation Rates of First Time Undergraduates (FTUG) at Public Universities (Bachelor's Degrees) - Fall 2010 Cohort**

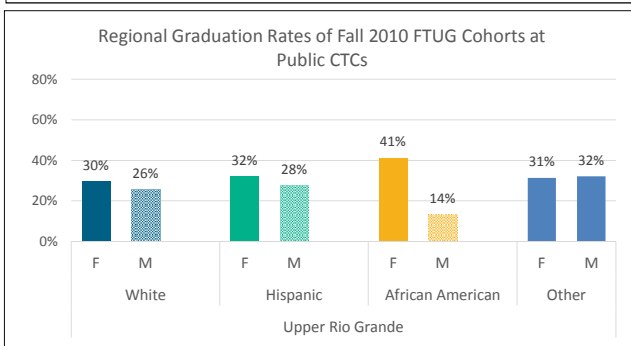
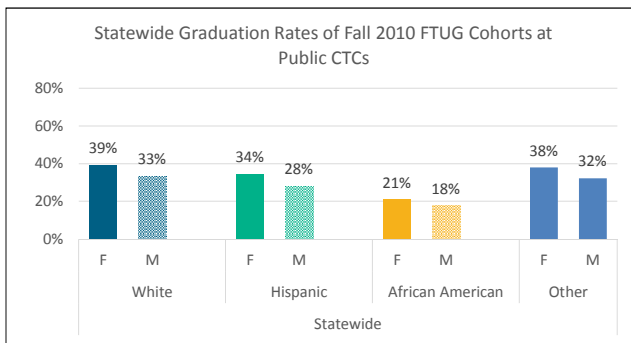
Region	Race/Ethnicity	Gender	6-year	Cohort Size
Statewide	White	F	73.7%	15,054
		M	63.0%	13,864
	Hispanic	F	56.6%	10,876
		M	45.3%	9,577
	African American	F	45.4%	5,464
		M	34.8%	3,821
	Other	F	72.3%	3866
		M	62.9%	4045
Upper Rio Grande	White	F	47.4%	173
		M	41.7%	132
	Hispanic	F	43.5%	1,100
		M	34.8%	1,009
	African American	F	41.4%	29
		M	16.7%	78
	Other	F	63.1%	111
		M	45.3%	148

Source: THECB and Institutional Data



**Six-Year Graduation Rates of First Time Undergraduates (FTUG) at Public CTCs (Certificate, Associate or above) - Fall 2010 Cohort**

Region	Race/Ethnicity	Gender	6-year	Cohort Size
Statewide	White	F	39.3%	12,861
		M	33.4%	12,350
	Hispanic	F	34.4%	13,764
		M	28.3%	11,392
	African American	F	21.1%	4,705
		M	17.8%	4,280
	Other	F	38.0%	3769
		M	32.3%	3732
Upper Rio Grande	White	F	29.8%	141
		M	26.0%	131
	Hispanic	F	32.2%	1,465
		M	27.5%	1,126
	African American	F	41.4%	29
		M	13.6%	22
	Other	F	31.4%	70
		M	32.3%	62



Source: THECB

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\* Four-year graduation rates are reported in THECB's Accountability system (<http://www.txhigheredaccountability.org/acctpublic/>).

Ten-year graduation rates can be found in topic workbooks in regional portal (<http://www.txhighereddata.org/reports/performance/regions/>)



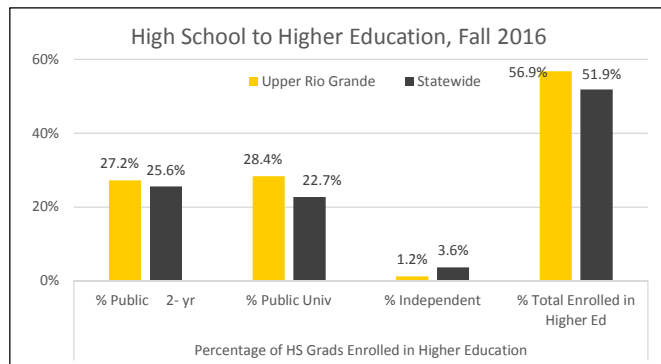
**Upper Rio Grande**

**High School to College - Increase the Percentage of Texas High School Graduates Enrolling in Higher Education**

60x30TX proposes that by 2030, 65% of high school graduates will enroll in an institution of higher education by the first fall after their graduation. The next three pages present data that emphasize the path from high school to higher education in your region. It includes the high school-to-higher education targets at the state and regional level, current levels of direct enrollment in higher education by sector, and data about the degrees earned by students who attended high school in your region.

Percent of High School Graduates Enrolling in Higher Education the Following Year				
Projections for 2020, 2025, 2030 to Reach 60x30 Targets				
	2016	2020	2025	2030
<b>Upper Rio Grande</b>	56.9%	63.5%	66.8%	71.2%
HS Grads in HE*	6,771	7,778	8,439	9,331
HS Grads**	11,910	12,247	12,635	13,111
<b>Statewide</b>	51.9%	58%	61%	65%

Percent of High School Graduates (2015-2016) enrolling in Higher Education (Fall 2016)							Percentage of HS Grads Enrolled in Higher Education				
	HS Graduates	Number					Total Enrolled in Higher Ed	% Public yr	% Public Univ	% Independent	% Total Enrolled in Higher Ed
		Trackable HS Grads	Enroll in Public 2-year	Enroll in Public Univ	Enroll in Independent						
<b>Upper Rio Grande</b>	12,373	11,910	3,245	3,379	147	6,771	27.2%	28.4%	1.2%	56.9%	
<b>Statewide</b>	324,311	307,103	78,526	69,725	11,202	159,453	25.6%	22.7%	3.6%	51.9%	



High School Graduates (2015-2016) Enrolling in Higher Education (Fall 2016) by Race/Ethnicity						
	Number of HS Grads Enrolling in HE					
	Total HS Graduates	White	Hispanic	African American	Other	Total
<b>Upper Rio Grande</b>	12,373	699	11,232	265	177	12,373
<b>Statewide</b>	324,311	55,242	71,540	18,919	13,752	159,453

2008, 2009, & 2010 High School Graduates by Region							
Who Earned a Degree or Certificate Within Six Years of HS Graduation **							
THECB Region	College Enrollment Status	Total High School Grads	Enrolled Immediately	Based on Highest Degree Earned			Percentage Earned Bachelor's or Higher Degree
				Associate Degree	Certificate	Bachelor's or Higher	
<b>Upper Rio Grande</b>	1. Did not attend immediately	33,253	0	239	212	506	1.5
	2. Started at two-year	26,052	26,052	2,485	829	3,341	12.8
	3. Started at four-year	23,549	23,549	381	107	15,191	64.5
	<b>Region Total</b>	<b>82,854</b>	<b>49,601</b>	<b>3,105</b>	<b>1,148</b>	<b>19,038</b>	<b>23.0</b>

*continued on the next page*

**FY 2008, 2009, & 2010 Public HS Graduates from the Upper Rio Grande Region who Earned a Degree or Certificate within Six Years of HS Graduation**  
Awards from 4-year and 2-year public and independent institutions

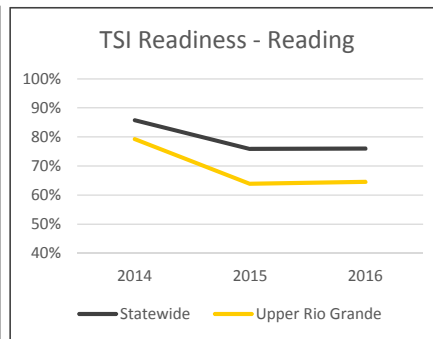
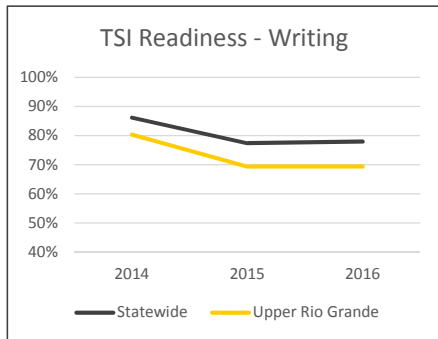
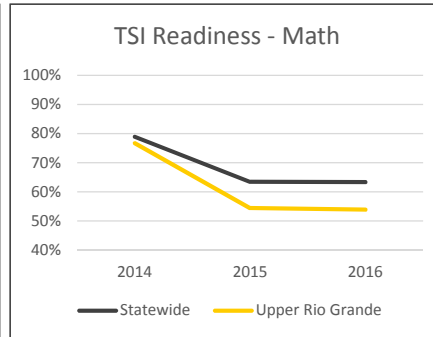
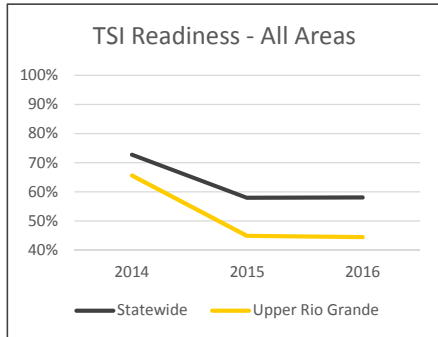
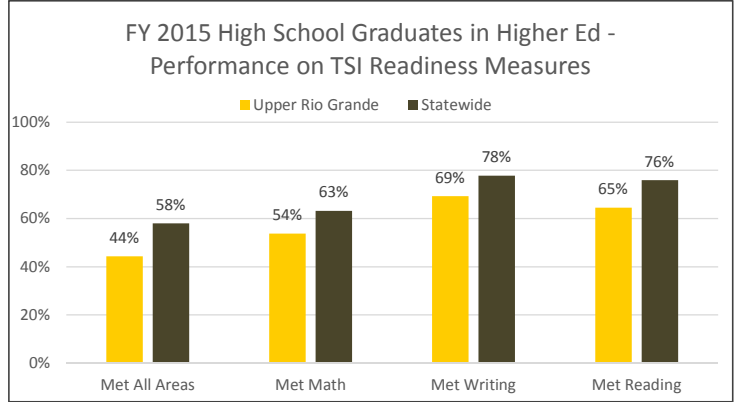
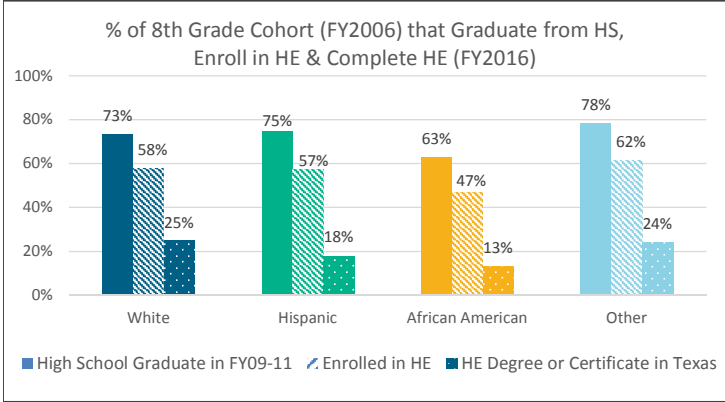
THECB Region	College Graduation Status and Highest Degree Granting Institution	High School Grads	Based on Highest Degree Earned			% Bachelor's or Higher	Earned Both Bachelor's or Higher & Associate****
			Associate Degree	Certificate	Bachelor's or Higher		
<b>Upper Rio Grande</b>	<b>Region Total</b>	<b>32,341</b>	<b>2,170</b>	<b>281</b>	<b>5,153</b>	<b>15.9%</b>	<b>1,033</b>
	ABILENE CHRISTIAN UNIVERSITY		-	-	6		-
	ANGELO STATE UNIVERSITY		2	-	39		1
	AUSTIN COLLEGE		-	-	10		-
	BAYLOR UNIVERSITY		-	-	57		-
	CONCORDIA UNIVERSITY TEXAS		-	-	2		-
	DALLAS BAPTIST UNIVERSITY		-	-	3		-
	HARDIN-SIMMONS UNIVERSITY		-	-	2		-
	HOWARD PAYNE UNIVERSITY		-	-	1		-
	HUSTON-TILLOTSON UNIVERSITY		-	-	1		-
	LAMAR UNIVERSITY		-	-	3		1
	LETOURNEAU UNIVERSITY		-	-	1		-
	LUBBOCK CHRISTIAN UNIVERSITY		-	-	3		1
	MCMURRY UNIVERSITY		-	-	9		-
	MIDWESTERN STATE UNIVERSITY		-	-	1		-
	OUR LADY OF THE LAKE UNIV/SA		-	-	46		-
	PRAIRIE VIEW A&M UNIVERSITY		-	-	7		1
	RICE UNIVERSITY		-	-	9		-
	SAM HOUSTON STATE UNIVERSITY		-	-	6		2
	SCHREINER UNIVERSITY		-	-	4		-
	SOUTHERN METHODIST UNIVERSITY		-	-	11		-
	SOUTHWESTERN ADVENTIST UNIV		-	-	2		1
	SOUTHWESTERN ASSEM OF GOD UNIV		-	-	4		3
	SOUTHWESTERN UNIVERSITY		-	-	8		-
	ST. EDWARD'S UNIVERSITY		-	-	35		-
	ST. MARY'S UNIVERSITY		-	-	119		1
	STEPHEN F. AUSTIN STATE UNIV		-	-	3		-
	SUL ROSS STATE UNIVERSITY		6	-	133		2
	TAMU SYSTEM HLTH SCI CTR		-	-	1		-
	TARLETON STATE UNIVERSITY		-	-	4		1
	TEXAS A&M INTERNATIONAL UNIV		-	-	2		-
	TEXAS A&M UNIV AT GALVESTON		-	-	8		-
	TEXAS A&M UNIV-CENTRAL TEXAS		-	-	4		3
	TEXAS A&M UNIV-CORPUS CHRISTI		-	-	13		2
	TEXAS A&M UNIV-KINGSVILLE		-	-	2		-
	TEXAS A&M UNIV-SAN ANTONIO		-	-	2		1
	TEXAS A&M UNIVERSITY		-	-	101		3
	TEXAS A&M UNIVERSITY-COMMERCE		-	-	1		-
	TEXAS CHRISTIAN UNIVERSITY		-	-	15		-
	TEXAS COLLEGE		-	-	1		-
	TEXAS LUTHERAN UNIVERSITY		-	-	1		-
	TEXAS SOUTHERN UNIVERSITY		-	-	1		-
	TEXAS STATE UNIVERSITY		-	-	141		8
	TEXAS TECH UNIV HLTH SCI CTR		-	-	26		4
	TEXAS TECH UNIVERSITY		-	-	263		20
	TEXAS WESLEYAN UNIVERSITY		-	-	1		-
	TEXAS WOMAN'S UNIVERSITY		-	-	13		-
	TRINITY UNIVERSITY		-	-	13		-
	TX TECH HSC-EL PASO		-	-	13		5
	U. OF HOUSTON-CLEAR LAKE		-	-	2		1
	U. OF HOUSTON-VICTORIA		-	-	1		1
	U. OF TEXAS AT ARLINGTON		-	-	25		4
	U. OF TEXAS AT AUSTIN		-	-	402		2
	U. OF TEXAS AT BROWNSVILLE		-	-	1		-
	U. OF TEXAS AT DALLAS		-	-	27		1
	U. OF TEXAS AT EL PASO		-	-	3,225		937
	U. OF TEXAS AT SAN ANTONIO		-	-	102		8
	U. OF TEXAS AT TYLER		-	-	4		1
	U. OF TEXAS-PERMIAN BASIN		-	-	40		9
	U. OF TEXAS-RIO GRANDE VALLEY		-	-	4		-
	UNIV OF MARY HARDIN-BAYLOR		-	-	1		-
	UNIV OF THE INCARNATE WORD		-	-	31		-
	UNIVERSITY OF DALLAS		-	-	4		-
	UNIVERSITY OF HOUSTON		-	-	19		3
	UNIVERSITY OF NORTH TEXAS		-	-	76		6
	UNIVERSITY OF ST THOMAS		-	-	3		-
	UT HEALTH SCIENCE CTR/SA		-	-	5		-

continued on the next page



**College Readiness - Increase the Percentage of Texas Higher Education Students Ready for College**

60x30TX proposes that by 2030, 65% of high school graduates will enroll in an institution of higher education by the first fall after their graduation. This page presents data that emphasize the path from high school to higher education in your region. The first table below follows a cohort of 8th grade students from 2006 until 2016. It shows the proportion of that cohort who graduated from high school, enrolled in higher education and completed a certificate or degree. The second graph compares the percent of high school graduates meeting college readiness (referred to as TSI readiness) in math, writing and reading in the state and in your region. The last set of graphs highlights the decreasing levels of college readiness over the last three years. It is important to note that in 2015 state assessment instruments changed from high school students taking TAKS to STAAR, and assessment policies changes such that the STAAR assessments which demonstrate college readiness, Algebra II and English III, were no longer required and rarely offered across districts.



High School Graduates Meeting Texas Success Initiative (TSI) Standards				
		% of HS Graduates in Higher Ed Meeting TSI Standards		
TSI Assessment Area		2014	2015	2016
All Areas	Statewide	72.7%	57.9%	58.0%
	Upper Rio Grande	65.6%	44.8%	44.4%
Math	Statewide	78.8%	63.4%	63.3%
	Upper Rio Grande	76.6%	54.3%	53.8%
Writing	Statewide	86.1%	77.3%	77.8%
	Upper Rio Grande	80.3%	69.3%	69.3%
Reading	Statewide	85.8%	75.8%	75.9%
	Upper Rio Grande	79.3%	63.8%	64.5%

Source: THECB

\*Note: Assessment instrument and policies changed in 2015.

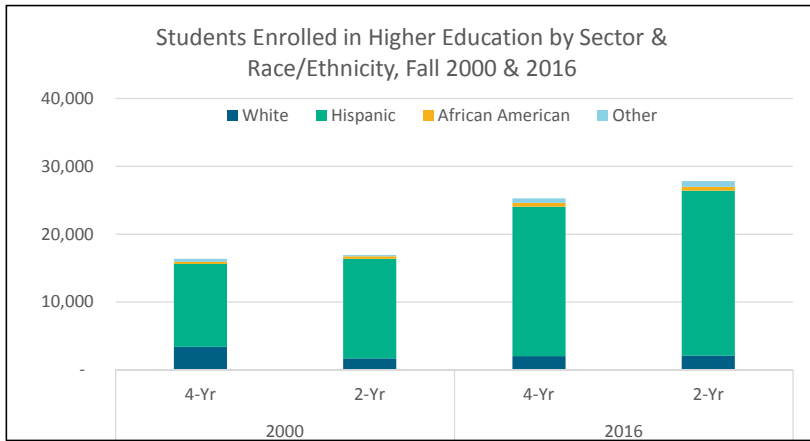
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**Upper Rio Grande**

**High School Students' Enrollment in Higher Education**

This page provides data about enrollment in higher education among students who completed high school in your region. The tables and graphs highlight changes in 4-year and 2-year enrollment between 2000 and 2016. Data are broken out by sector and race/ethnicity.

Year	Sector	Number					Percent			
		Total	White	Hispanic	African American	Other	White	Hispanic	African American	Other
2000	4-Yr	16,392	3,397	12,221	362	412	21%	75%	2%	3%
	2-Yr	16,943	1,726	14,641	388	188	10%	86%	2%	1%
2016	4-Yr	25,283	2,031	22,058	562	632	8%	87%	2%	2%
	2-Yr	27,829	2,122	24,297	567	843	8%	87%	2%	3%



Source: THECB

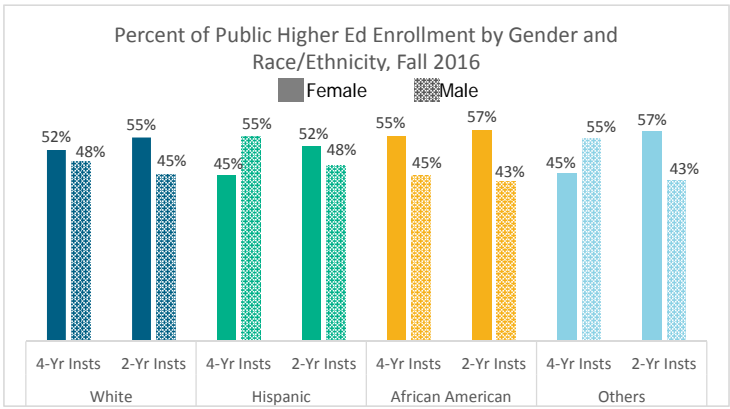
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**Upper Rio Grande**

**Enrollment in Institutions of Higher Education**

This page provides data on enrollment at institutions of higher education in your region. The graph highlights the disparity in enrollment among male and female students. Data are presented by race/ethnicity and sector for your region.

Year	Sector	Total	Total		White		Hispanic		African American		Other	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2014	4-Yr	25,408	13,649	11,759	1,523	1,378	10,735	8,667	386	492	1,005	1,222
	2-Yr	27,330	15,598	11,732	1,174	958	13,403	9,889	318	312	703	573
2015	4-Yr	26,140	14,056	12,084	1,474	1,407	11,115	8,873	447	500	1,020	1,304
	2-Yr	28,606	16,085	12,521	1,226	1,093	13,751	10,411	355	363	753	654
2016	4-Yr	26,565	14,244	12,321	1,453	1,365	423	521	11,262	9,095	1,106	1,340
	2-Yr	28,663	16,240	12,423	1,210	995	341	309	13,905	10,518	784	601



Upper Rio Grande		Female	Male
White	4-Yr Insts	51.6%	48.4%
	2-Yr Insts	54.9%	45.1%
Hispanic	4-Yr Insts	44.8%	55.2%
	2-Yr Insts	52.5%	47.5%
African American	4-Yr Insts	55.3%	44.7%
	2-Yr Insts	56.9%	43.1%
Others	4-Yr Insts	45.2%	54.8%
	2-Yr Insts	56.6%	43.4%

Source: THECB

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## Upper Rio Grande

### Enrollment in Upper Rio Grande Institutions and at Institutions Out of Region

This page shows how many high school students from your region enroll in higher education institutions located in the same region and how many enroll in institutions outside of the region. For enrollment in your region, data are provided for each institution.

#### 2016 Regional Residents' Enrollments in Higher Education

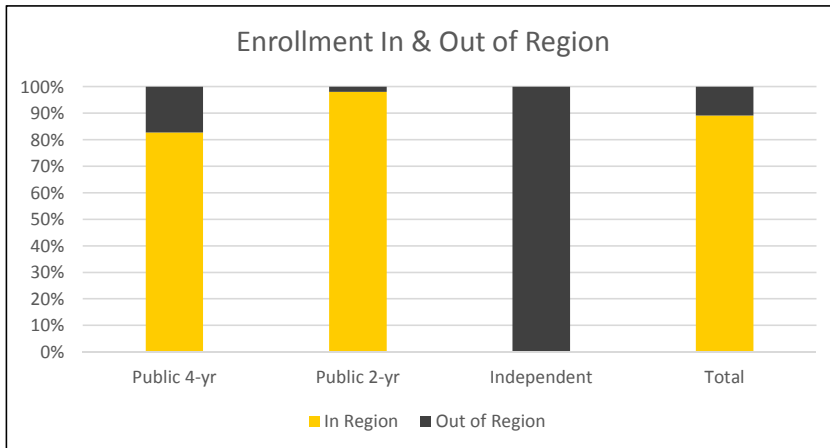
##### Enrolled In Region

Upper Rio Grande	
<b>Two-Year Public Colleges</b>	
EL PASO COMMUNITY COLLEGE DIST	27,303
<b>Total Two-Year Public</b>	<b>27,303</b>
<b>Four-Year Public Institutions</b>	
U. OF TEXAS AT EL PASO	20,126
SUL ROSS STATE UNIVERSITY	797
<b>Total Four-Year Public</b>	<b>20,923</b>
<b>Independent Institutions</b>	
N/A	
<b>Total Independent</b>	<b>-</b>
<b>Total In Region Enrollment</b>	<b>48,226</b>

##### Enrolled Out of Region

Upper Rio Grande To:	Public	Independent
Central	1,829	237
High Plains	786	69
Metroplex	725	108
South Texas	572	394
West	569	
Gulf Coast	208	44
Northwest	104	111
Southeast	58	
Upper East	35	20
<b>Total</b>	<b>4,886</b>	<b>983</b>

	Enrollment			% of Enrollment	
	In Region	Out of Region	Total	In Region	Out of Region
<b>Public 4-yr</b>	20,923	4,360	25,283	82.8%	17.2%
<b>Public 2-yr</b>	27,303	526	27,829	98.1%	1.9%
<b>Independent</b>	-	983	983	0.0%	100.0%
<b>Total</b>	48,226	5,869	54,095	89.2%	10.8%



Source: THECB and Institutional Data

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