

# HISPANIC ACCESS & SUCCESS

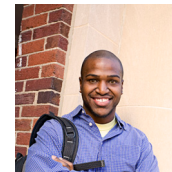
*UT System Academic Institutions*

*Serving the Higher Education Needs of Texas*



THE UNIVERSITY of TEXAS SYSTEM

*Nine Universities. Six Health Institutions. Unlimited Possibilities.*



DECEMBER 2011

*Office of Strategic Initiatives*

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## About This Brief

Institutions of higher education are facing a challenging situation with rapid socio-demographic changes in the Hispanic population. This brief explores the progress made by the academic campuses of The University of Texas System (compared to other institutions of higher education in Texas) over the last decade to improve access, affordability, and outcomes for Hispanics including the UT System's contribution to Texas' *Closing the Gaps* in Hispanic student enrollment and degree production targets.

Note: Beginning in 2010 there were changes to the race/ethnicity reporting categories that will make longitudinal comparisons more difficult. For this reason, this paper will focus on progress made through 2009.

## Executive Summary

Sources: U.S. Census Bureau, THECB

### TEXAS BY THE NUMBERS

37.6% of population is Hispanic/Latino (45.3% White)

Median age for Hispanic/Latino: 26.6 (White: 39.9)

28% (6.6 million) of Texas population is under 18

46% (3.0 million) of population under 18 is Hispanic/Latino

Attrition Rates are 31-39% for Hispanic high school students

79% of Texans 25 and older have a high school education

25% of Texans 25 and older have earned at least a bachelor's degree

26% of Hispanics/Latinos live in poverty (9% of Whites)

32% of Hispanics under 18 live in poverty

Median Household Income for Hispanics is \$35,705 (\$59,721 for Whites)

Median Individual Earnings for Hispanics is \$20,056 (\$34,499 for Whites)

Related materials as well as work on additional topics is available online at [www.utsystem.edu/osm/reports.htm](http://www.utsystem.edu/osm/reports.htm)

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## Executive Summary

### PROGRESS SO FAR

- 50% of all Hispanics enrolled in a public 4-year university in Texas attend a UT academic institution—as much as at the other 29 Texas public institutions combined.
- 40% of all UT System students were Hispanic (AY 09).
- UT System Hispanic enrollment contributed 44% of the students towards the statewide Closing the Gaps 2010 target.
- 61% increase in Hispanic enrollment at UT academic institutions since 2000.

### MOVING FORWARD

#### *Enrollment*

- To meet CTG targets for public 4-year universities, Texas public universities must enroll almost 74,000 additional Hispanic students by 2015.
- Enrolling just 10% of the eligible but not enrolled students in the Gulf Coast (288,000), South Texas (260,000), and Metroplex (244,000) regions would more than meet the 2015 Closing the Gaps enrollment goal.

#### *Affordability*

- 57% of UT System's full-time resident undergraduate Hispanic students received grant/scholarship aid, making a quality higher education more affordable.
- Hispanic students receive more financial aid because Hispanic students have more financial need: 70% of Hispanics who received grant aid had family incomes of less than \$40,001.
- The TEXAS grant and other major financial aid programs were reduced by 15% overall. Currently discussions are underway in Texas to discuss the future structure of the TEXAS grant program.
- UT campuses have financial assistance programs to keep students from families with lower incomes from being over-burdened by tuition and other price increases.
- UT institutions will face challenges in the future to not only ensure funds are available for lower income students, but also that students receiving these funds are successful.

#### *Graduation and Post-Graduation Success*

- More than half of all degrees earned by Hispanics in a public 4-year university in Texas were awarded by UT academic institutions (AY 08-09).
- 85% increase in bachelor's degrees awarded to Hispanics at UT academic institutions since 2000. Compare this to a 58% increase in undergraduate Hispanic enrollment.
- In 2009, UT System institutions contributed 50% of the degree production needed to reach 2010 CTG Hispanic bachelor award targets.
- Hispanic students take longer to graduate than White students. A significant proportion of Hispanic students are still enrolled in college 6 years after they started.
- Data indicates a statewide trend in wage gaps between Hispanics and Whites: Hispanic completers tend to earn less than White completers when looking at median earnings within one year of graduation.
- The economic downturn in 2008 had a greater impact on median Hispanic earnings, with undergraduate and graduate completers at all levels having lower increases and larger decreases than White completers between 2006 and 2009.
- Institutions within the UT System will continue to offer programs in areas of mentoring and advising, supplemental instruction, high school to college transition and tutoring that help students persist to graduation in less time. A continued focus on these types of academic support programs is essential to the success of UT students.
- UT System also continues to explore various measures of student success beyond the traditional graduation rate. Because of the limitations of the graduation rate metric in terms of how and for whom it measures success, UT System is looking at other meaningful metrics to capture the successes of all types of students.
- Some of the reasons for the wage gap are social and geographic – factors beyond the control of institutions. However, further research should explore causes for the wage gap that may be related to career path issues such as choice of academic major, industry of occupation, region of employment, and preparation for entry into the workforce.

## Overview

### TEXAS DEMOGRAPHICS

The Hispanic population is younger and growing. Hispanics are more likely to be economically disadvantaged and less likely to graduate from high school. Hispanics account for 37.6% of the Texas population, while Whites are 45.3%. But the rapid growth and relative youth of the Hispanic population means this dynamic is changing. The Hispanic population in Texas grew 42% over the last decade, and Hispanics are projected to become the largest ethnic group in Texas by 2015.

- Median household income for Hispanics is \$35,705 (White: \$59,721)
- Median earnings (individual) for Hispanics is \$20,056 (White: \$34,499)
- Median age for Hispanic/Latino: 26.6 years (White: 39.9 years)
- 46% of Texas population under 18 is Hispanic/Latino (White: 37%)
- 32% of Hispanics under 18 and 26% of all Hispanics live in poverty (White: 8.8% for all ages)
- 61.8% of Hispanics who were 7th graders in 1998 graduated from a Texas high school (White: 72.5%)

### HIGHER EDUCATION TRENDS FOR HISPANICS

- There has been some improvement in higher education participation rates for Hispanics in Texas—from 38.4% of Hispanic high school graduates enrolling in higher education in 2000 to 49.8% in 2009.
- Despite these successes, Hispanics are still less likely to enroll in higher education than non-Hispanic Whites. Nearly three quarters of the respondents to a national survey conducted by the Pew Hispanic Center, who had a high school education or less and were not currently enrolled in school, reported they are not attending college because they “need to support their family.”
- Financial aid programs create important opportunities for Hispanics in Texas and nationwide for participation in post-secondary education.
- 51% of all Texans enrolled in a Texas institution of higher education received need-based financial aid.
- The TEXAS Grant is Texas’s largest financial aid program for well-prepared high school graduates with expected family contributions at or below \$4,000. In 2009, half of the recipients were Hispanic or Latino.

## Closing the Access Gap: Increasing Enrollment & Maintaining Affordability

### HISPANIC ENROLLMENT TRENDS & TARGETS

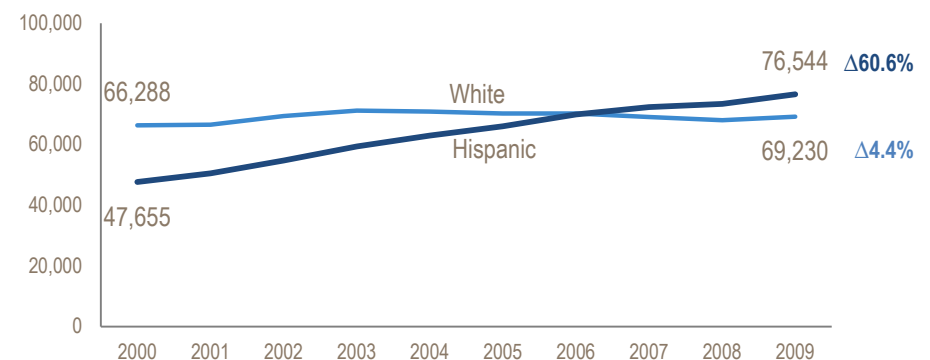
The UT System recognizes the critical need to increase participation rates for Hispanics in order to ensure the long-term economic outlook for Texas.

- In fall 2009, the UT academic institutions enrolled 189,980 undergraduate and graduate students. Of those, 40% (76,544) were Hispanic students and 36% (69,230) were White students.
- Hispanics students are now the largest race/ethnic group within the UT System academic campuses, with Hispanic enrollment first exceeding White enrollment in 2007.

### Closing the Gaps in Enrollment

- As part of the efforts to close the educational gaps for Hispanics, the Texas Higher Education Coordinating Board has set statewide participation targets for Hispanics at public 4-year universities (not including health-related institutions):
  - 2009 Actual: 133,562
  - 2010 Target: 151,557
  - 2015 Target: 207,134

Fig 1 Enrollment Growth at UT Academic Institutions  
Fall 2000-2009

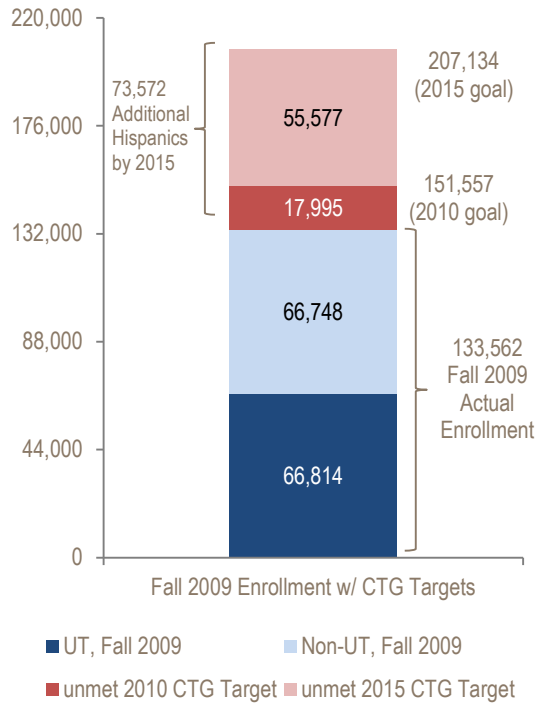


Source: THECB

Note: Enrollment totals include students from Texas Southmost College.

- Hispanic enrollment from UT campuses made up 50% of the statewide fall 2009 Hispanic enrollment and 44% of the 2010 *Closing the Gaps* target.
- This was equal to the contributions from all other Texas public universities combined (29 institutions).
- In fall 2009, Texas public 4-year universities were still 12% short of the 2010 enrollment goal; they needed to enroll nearly 18,000 additional Hispanic students in fall 2010.
- Texas public universities must enroll almost 74,000 additional Hispanic students by 2015—that is more than 12,300 additional Hispanic students each year from 2010 through 2015.
- Based on the size of the unmet target, which is anticipated to continue and even grow beyond 2015, THECB has implemented an “accelerated action plan” to improve participation. Strategies include
  - providing a rigorous high school curriculum to all students,
  - using summer bridge programs to facilitate the high school to college transition, and
  - promoting a college-going culture through vigorous public information campaign.

**Fig 2 Meeting 'Closing the Gaps' Hispanic Enrollment Goals**  
Texas Public Universities



Source: THECB

Note: Closing the Gaps UT totals do not include enrollment for Texas Southmost College.

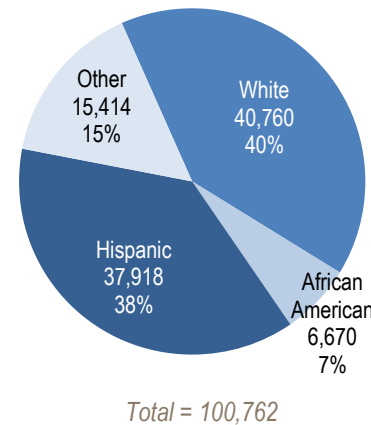
efforts to better educate students and families about the resources available, financial barriers—real and perceived—remain a significant reason for non-enrollment and non-completion.

Most grant/scholarship aid—particularly federal and state awards—is awarded based on need, so recipients are primarily from lower income brackets. UT financial aid data collected by the THECB for 2009 highlight the extent of financial aid for Hispanics in Texas.

- Of the 100,762 full-time resident undergraduates, 37,918 (38%) were Hispanic (White: 40%). (see Figure 3)
- 39,060 (39%) of full-time resident undergraduates received grant/scholarship aid. 21,676 (55%) of these students were Hispanic (White: 22%). (see Figure 4)
- This means 57% [21,676 / 37,918] of Hispanic full-time resident undergraduates received grant/scholarship aid (White: 21%).

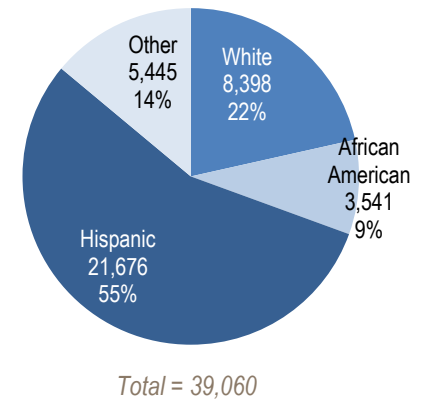
Hispanic students receive more financial aid because Hispanic students have more financial need. Income distributions by ethnicity show that 70% of the Hispanic students who received grants and scholarships had family income less than \$40,000. Compare this to 40% of White students.

**Fig 3 Full-Time Resident Undergraduates**  
By Ethnicity, AY 2009



Source: data from THECB; analysis by Office of Strategic Initiatives

**Fig 4 Full-Time Resident Undergraduates**  
Receiving Grant/Scholarship Aid  
By Ethnicity, AY 2009



Source: data from THECB; analysis by Office of Strategic Initiatives

## MAINTAINING AFFORDABILITY KEY TO EXPANDING ACCESS

Affordability is an essential component to expanding access and improving success. Despite growth in financial aid funding in recent years and ongoing

UT System institutions have made great strides in increasing access for Hispanic students, who tend to come from economically disadvantaged backgrounds.

- UT campuses have financial assistance programs to keep students from families with lower incomes from being over-burdened by tuition and other price increases.
- Funding from major federal and state grant programs, such as Pell and TEXAS grants, provide financial aid for these students and have resulted in increases in average grant and scholarship awards.
- In addition, tuition set asides, where 20% of new tuition revenues are set aside for financial aid, have increased financial aid resources.
- More than 15,000 students whose family incomes were in the lowest income bracket (less than \$25K) received on average a 49% tuition discount.
- Students from the next lowest income bracket (\$25-\$40K) received on average a 42% tuition discount.

However, recent economic woes have resulted in reductions in financial aid available even as more families need it. During the 82nd legislative session, the TEXAS grant and other major financial aid programs were reduced by 15% overall. Pell Grants are currently in jeopardy as the federal government is looking for ways to reduce spending.

What do these cuts mean in terms of affordability for students who need these resources the most? Currently discussions are underway in Texas to discuss the future structure of the TEXAS grant program. Clearly there will be less funding available and greater demands for accountability to ensure students who have the greatest need AND have a greater likelihood of success are given priority. UT institutions will face challenges in the future to not only ensure funds are available for lower income students, but also that the students receiving these funds are successful.

## *Closing the Success Gaps: Higher Education Outcomes for Hispanics*

A college education significantly increases lifetime earnings for most people, improves standard of living, and reduces the likelihood of being unemployed or living in poverty, as well as providing other less measurable social and cultural benefits. And these benefits extrapolate to society as a whole. Seeing these benefits, however, first requires the student to be successful—to graduate and earn their degree. Access and opportunity are only the first step.

### MEASURING GRADUATION SUCCESS

Recent work on factors that lead to Hispanic student persistence highlights the important role of academic institutions in creating environments that are responsive to the needs of the Hispanic population. Three key factors have been identified as contributing to Hispanic student success: family encouragement, faculty and university support (resources and support staff), and an environment that is supportive of Hispanic culture. UT institutions have programs to provide such targeted support. Some examples include:

- Many UT institutions have summer bridge programs which help prepare students for success as they transition from high school to college by providing academic support through tutoring, supplemental instruction, seminars on critical topics such as study skills, career planning, and time and stress management.
- Other successful programs provide financial support to eligible students low-income students.

### *Graduation & Persistence Rates*

Graduation rates only include first-time, full-time, degree-seeking students. At UT System institutions, excluding UT Austin, this is only about one-third of entering students. The success of part-time or transfer students are not included. Even if a student is part of the limited cohort that is included in graduation rates, there are many reasons a student may take longer than even six years to graduate: having to work, changing majors, requiring developmental education, etc. Adding persistence rates allows for a broader view that can provide some measure of success (the student hasn't dropped out completely; she is still working towards earning her degree).



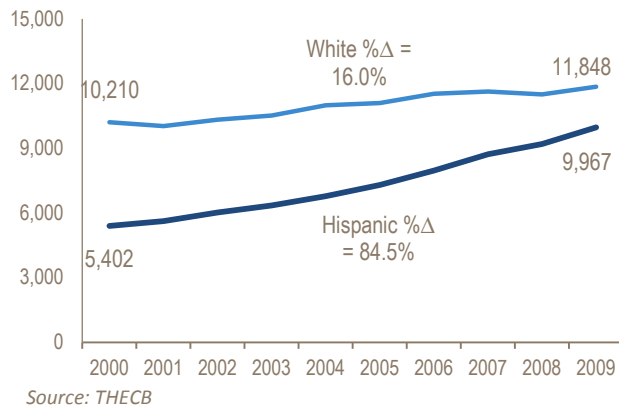
Similar to national trends, UT System data indicates Hispanic students take longer to graduate than white students. The data also shows that a significant proportion of UT Hispanic students are still enrolled in college 6 years after they started. Despite personal, family, academic, and financial concerns that Hispanic students face, many students are still persisting towards a degree. However, the costs of remaining enrolled for six years or more can be high both in terms of tuition and a delayed start into a full-time professional career which could lead to lower lifetime earnings. Despite some successes, UT System institutions still have much work to do to close the gap between Hispanic and White graduation rates.

### Degree Production

Degrees change lives and open doors. Success in education—for the student and for educators—is often measured in degrees. Degrees awarded is a more inclusive measure of success because it includes all completions.

- Success rates are increasing. The number of bachelor's degrees awarded to Hispanic students at UT academic institutions has increased by 85% since 2000. Compare this to the 58% increase in undergraduate Hispanic enrollment. This means that increases in degrees earned are not solely attributable to increases in enrollment.

**Fig 5 Increase in Bachelor's Degrees Awarded**  
by UT Academic Institutions, AY 2000-2009



- Increases in degrees awarded to Hispanics at all levels have outpaced increases for all races/ethnicities.
- Increases in degrees awarded to Hispanics by UT institutions have outpaced increases by non-UT public institutions.
- The total number of degrees (all levels) awarded to Hispanics by UT institutions has increased by 87% since 2000.
- In 2009, UT academic institutions granted 51% of all degrees awarded to Hispanics in Texas; the proportion was slightly higher for bachelor's degrees

(52%) and slightly lower for graduate and professional degrees (48%). These proportions have remained stable since 2000.

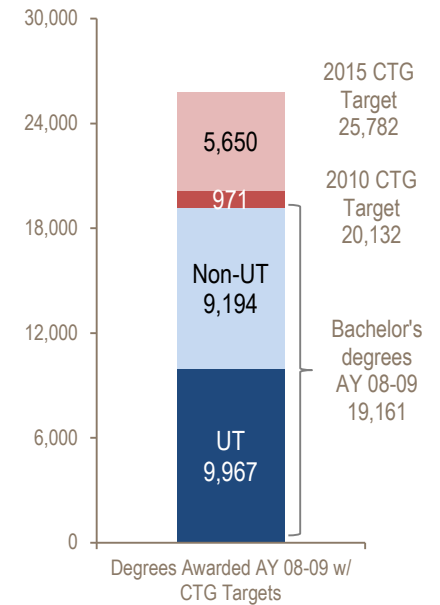
### Closing the Gaps in Bachelor's Degrees

As part of its success goals, *Closing the Gaps* establishes targets for the number of degrees Hispanic students earn. For the purposes of *Closing the Gaps*, success includes certificates and associates degrees as well as baccalaureate degrees. Community colleges and vocational schools play a vital role in meeting those targets. The 2010 CTG goal for Hispanic degree production is 50,000 and the 2015 goal is 67,000.

- CTG goals for Hispanic baccalaureate degrees set by UT academic institutions and other public universities are
  - 20,132 (2010) and
  - 25,782 (2015).

- The number of degrees earned by Hispanic students at UT academic institutions is slightly higher than the number at other Texas public universities, so UT System is making a slightly larger contribution to CTG targets in terms of bachelor's degrees produced.
- In AY 2009, UT academic institutions awarded 50% of the 20,000 bachelor's degrees to Hispanic students required to meet the 2010 *Closing the Gaps* goal, compared to 46% by other Texas public universities.
- In 2009, Texas public universities were still about 1,000 bachelor's degrees short of the 2010 success goal.
- Texas universities are more than 6,600 degrees short of the 2015 goal of awarding 26,000 bachelor's degrees to Hispanic students.

**Fig 6 Goals for Bachelor's Degrees**  
Awarded by Texas Public Universities



**POST-GRADUATION EARNINGS**

Research on economic returns on college education has identified many factors that are related to earnings and employment post graduation. These factors include the college’s Carnegie classification; family financial and educational background; and personal decisions about hours spent on various activities such as work, leisure, and family. Race and ethnicity, gender, and choice of major are also critical factors. While all of these and more influence earnings outcomes, researchers agree that there is a positive relationship between education and earnings. Simply put, the more educated an individual, the higher the earnings potential.

*Table 1 Texas: Educational Attainment & Median Earnings for Population Ages 25 and Older*

	Median Earnings (\$)	Median Earnings as % of Median Earnings for High School Graduates	Poverty Rate (%)
All 25 and older	\$31,815	124.0%	12.4%
Less than high school	\$17,913	69.8%	27.6%
High school / GED	\$25,650	100.0%	13.4%
Associates / some college	\$32,643	127.3%	8.5%
Bachelor’s	\$48,268	188.2%	3.8%
Graduate / Professional	\$61,492	239.7%	N/A

Source: U.S. Census Bureau American Community Survey, 2005-2009

*UT Students After Graduation: A Limited View*

The Texas Higher Education Coordinating Board and the Texas Workforce Commission (TWC) have created a dataset on post-graduate earnings for undergraduate and graduate completers and non-returners (students with some college, no degree) that attended a Texas public institution. The data includes students who were no longer enrolled in a Texas institution of higher education and were found working in the fourth quarter of 2009.

When reviewing the data, some caution is necessary.

- Graduates could be working anywhere in the U.S. Data on graduates employed outside of Texas includes only U.S. government employees whose data is recorded with the U.S. Postal Service, Department of Defense military records, or the U.S. Office of Personnel Management.
- Earnings vary based on geographic location—not only do cost of living variations impact salaries, but so do differences in the economic sectors and types of jobs available in an area.
- Because the time period is within one year of graduating for December graduates—and only six months for May graduates—earnings, particularly for the undergraduate students, are more likely to skew lower to reflect entry level salaries.
- Finally, because the annual salary estimates are based on any length and type (full-time or part-time) of employment within the fourth quarter, salaries reported could only include a month or a week of part-time work rather than a full quarter of full-time employment.

*Interpretation of Earnings Data*

The purpose of this brief is to analyze the progress of UT System institutions in helping to secure the future of Hispanic students in light of demographic shifts—in particular the growth of the Hispanic population in Texas. Thus a review of post-graduation income at UT institutions with a focus on disparities between Hispanics and Whites is a timely topic. However, caution in interpretation is warranted. Income disparities between Hispanics and Whites are a regional, state, and national issue. Median individual earnings for Hispanics in Texas are 58% of the median earnings for whites. Given this statistic alone, it is no surprise that there are gaps in Hispanic and White post-graduate earnings.

The gap between Hispanic and White post graduate earnings is further intensified for graduates of UT Hispanic Serving Institutions (HSIs) located in border communities in South and West Texas with large Hispanic populations. The



primary reason for exploration of institutional post-graduate earnings gaps is so UT system institutions may consider the extent to which they can impact factors within their control to narrow gaps.

*Snapshot of Institutional Trends*

*Undergraduate Completers.* Looking at median earnings for any one year is only a snapshot in time and can be highly variable depending on a variety of factors including the national, state, and regional economies. Earnings trends over the past four years, however, show that, fluctuations aside, on average the 2006 to 2009 median earnings for Hispanic undergraduate completers are below those for White undergraduate completers at five institutions and statewide. The amounts vary, from a 2.5% gap statewide to a 20% gap. In dollar terms, the gap ranges from \$214 to \$1,942. Hispanic undergraduate completers from four institutions (UTA, UTD, UTPA, UTT) fared the same or slightly better than White undergraduate completers.

*Table 2a-1 The Number & Proportion of the Cohort Who Are Working Only  
Hispanic and White Undergraduate Completers*

	2006		2007		2008		2009		4-Yr Avg	
	#	%	#	%	#	%	#	%	#	%
UTA White	1,420	73%	1,463	73%	1,487	74%	1,389	67%	1,440	72%
Hispanic	341	74%	403	78%	425	74%	432	71%	400	74%
Austin White	2,984	57%	2,927	58%	2,807	57%	2,576	53%	2,824	56%
Hispanic	680	61%	730	65%	811	64%	819	59%	760	62%
UTB White	28	55%	42	67%	32	73%	29	51%	33	61%
Hispanic	531	75%	588	71%	606	74%	615	70%	585	72%
UTD White	768	63%	882	64%	804	61%	730	56%	796	61%
Hispanic	118	61%	150	72%	153	66%	152	66%	143	66%
UTEP White	113	45%	152	55%	143	54%	161	50%	142	51%
Hispanic	942	60%	1,138	64%	1,285	60%	1,390	60%	1,189	61%
UTPA White	84	61%	78	68%	77	66%	57	53%	74	62%
Hispanic	1,326	67%	1,538	71%	1,510	71%	1,657	68%	1,508	69%
UTPB White	175	62%	197	65%	200	68%	187	60%	190	64%
Hispanic	109	63%	105	61%	112	63%	134	63%	115	63%
UTSA White	910	65%	943	69%	1,006	70%	975	64%	959	67%
Hispanic	1,150	70%	1,276	74%	1,182	71%	1,167	68%	1,194	71%
UTT White	483	68%	518	67%	566	70%	669	69%	559	69%
Hispanic	28	55%	25	66%	41	71%	47	73%	35	66%
State White	28,202	66%	29,104	67%	29,634	67%	28,687	64%	28,907	66%
Hispanic	10,530	69%	11,774	70%	12,220	69%	12,646	66%	11,793	69%

*Table 2a-2 Salary Gap: Median Earnings for Hispanic Undergraduate Completers  
Compared to Median Earnings for White Undergraduate Completers from the Same Institution*

	2006		2007		2008		2009		4-Yr Avg	
	\$	%	\$	%	\$	%	\$	%	\$	%
UTA	-281	-3%	-261	-3%	962	10%	-147	-2%	68	1%
Austin	-764	-9%	-449	-5%	-393	-4%	-1,115	-14%	-680	-8%
UTB	479	6%	-1,309	-14%	-2,184	-22%	-3,176	-32%	-1,548	-15%
UTD	-596	-6%	-432	-4%	311	3%	1,762	21%	261	3%
UTEP	-1,258	-14%	-1,535	-15%	-1,417	-16%	-3,558	-35%	-1,942	-20%
UTPA	811	10%	414	5%	-24	0%	-722	-9%	120	1%
UTPB	-11	0%	-405	-4%	-166	-2%	-1,034	-12%	-404	-5%
UTSA	-545	-7%	-587	-7%	-517	-6%	-23	0%	-418	-5%
UTT	169	2%	-714	-8%	1,616	17%	-623	-7%	112	1%
Statewide	-120	-1%	-93	-1%	-217	-2%	-424	-5%	-214	-3%

*Table 2b-1 The Number & Proportion of the Cohort Who Are Working Only  
Hispanic and White Graduate Completers*

	2006		2007		2008		2009		4-Yr Avg	
	#	%	#	%	#	%	#	%	#	%
UTA White	558	74%	560	76%	592	72%	610	75%	580	74%
Hispanic	76	72%	81	87%	79	72%	95	78%	83	77%
Austin White	1,167	52%	1,167	53%	1,209	54%	1,160	52%	1,176	53%
Hispanic	248	66%	215	61%	227	62%	203	58%	223	62%
UTB White	24	77%	37	90%	27	79%	22	79%	28	81%
Hispanic	77	69%	108	79%	79	81%	140	79%	101	77%
UTD White	422	72%	391	68%	412	70%	434	67%	415	69%
Hispanic	36	61%	49	74%	50	71%	45	60%	45	67%
UTEP White	89	53%	87	51%	81	50%	68	46%	81	50%
Hispanic	304	74%	320	77%	314	79%	328	73%	317	76%
UTPA White	34	60%	41	63%	44	67%	60	79%	45	67%
Hispanic	313	68%	317	68%	373	72%	432	75%	359	71%
UTPB White	73	76%	56	70%	40	63%	66	72%	59	70%
Hispanic	19	70%	28	82%	30	79%	44	90%	30	80%
UTSA White	283	70%	326	79%	307	71%	286	72%	301	73%
Hispanic	231	72%	291	82%	273	81%	250	80%	261	79%
UTT White	137	75%	122	75%	117	74%	130	80%	127	76%
Hispanic	--	--	--	--	--	--	--	--	--	--
State White	11,018	67%	10,947	67%	11,233	67%	12,118	68%	11,329	67%
Hispanic	2,933	73%	3,149	74%	3,146	73%	3,556	73%	3,196	73%

*Table 2b-2 Salary Gap: Median Earnings for Hispanic Graduate Completers  
Compared to Median Earnings for White Graduate Completers from the Same Institution*

	2006		2007		2008		2009		4-Yr Avg	
	\$	%	\$	%	\$	%	\$	%	\$	%
UTA	-502	-4%	-135	-1%	-117	-1%	-564	-4%	-330	-2%
Austin	-1,576	-11%	-767	-5%	-1,082	-8%	-1,264	-9%	-1,172	-8%
UTB	-539	-4%	-320	-3%	-780	-6%	284	2%	-339	-3%
UTD	-573	-4%	653	5%	287	2%	-1,582	-11%	-304	-2%
UTEP	-673	-5%	-505	-4%	-743	-6%	-1,035	-7%	-739	-6%
UTPA	-281	-2%	-584	-5%	-839	-6%	-1,163	-8%	-717	-5%
UTPB	179	2%	-560	-5%	-185	-2%	-526	-4%	-273	-2%
UTSA	-1,163	-9%	-124	-1%	-487	-4%	-135	-1%	-477	-4%
UTT	--	--	--	--	--	--	--	--	--	--
Statewide	-354	-3%	-131	-1%	-290	-2%	-114	-1%	-222	-2%

Source: data provided from the THECB; analysis by Office of Strategic Initiatives. UTT not included because fewer than 10 Hispanic completers.

*Graduate Completers.* The average earnings gap for Hispanic graduate completers from 2006 to 2009 was more moderate but more universal. Hispanic graduate completers from all UT institutions and statewide earned less than White graduate completers—earning 2% less statewide to 8% less. In dollar terms, the gap was from \$222 to \$1,172. Occupational choice is a factor in wage differences when considering earnings gaps by race/ethnicity. Further study on this issue should consider choice of major and occupation as a factor in earnings attainment.

#### *Economic Downturn and Impact on Earnings*

The economic downturn beginning in 2008 had a significant impact on earnings for undergraduate completers in 2009. Statewide and for all but two UT academic institutions, the gap between Hispanic and White post-graduate earnings increased in 2009. The downturn in the economy had had less effect on graduate completers, but the earnings gap did widen in 2009 for graduate completers at 6 of the 9 UT institutions.

## Conclusions and Findings

The analysis in this brief is just one view of how far UT System academic campuses have progressed on the journey to increase higher education access and success for the Hispanic population of Texas. Findings demonstrate many successes along the way including increases in Hispanic higher education participation and increases in degrees earned made possible by innovative campus based programs that bridge gaps in preparation and participation and help make higher education affordable.

However, population dynamics continue to highlight the fact that our efforts, despite many successes, are not enough. The higher education community must remain proactive. The data shows the need for continued focus and innovation in areas related to Hispanic access and success.

### *Enrollment.*

50% of all Hispanics enrolled in a Texas public university are enrolled at the 9 UT academic institutions--as many as at the other 29 Texas public universities combined. However, to meet Texas CTG Targets, Texas public universities must enroll almost 74,000 additional Hispanic students by 2015—that is more than 12,300 additional Hispanic students each year from 2010 through 2015. Or, looking at it another way, all Texas public universities need to increase their Hispanic enrollment by 50%. UT System continues to monitor enrollment trends at the System level while the campuses work actively to recruit and retain even more Hispanic students.

### *Financial need.*

57% of Hispanic full-time resident undergraduates received grant/scholarship aid in 2009. Affordability is an essential component to expanding access and improving success. Hispanic students have more financial need than White students. Institutions of higher education must continue to think creatively about how to lower costs and expand access in tough economic times. UT System is currently conducting an in-depth study of tuition and financial aid, to include further analysis by ethnicity and income level. The resulting paper should provide additional context and information for making policy decisions on tuition and financial aid.

### *Completion.*

More than half of all degrees earned by Hispanics in 2009, were granted by UT academic institutions. However, Texas public universities were still about 1,000 bachelor's degrees short of the 2010 CTG success goal. The gap for degrees is increasing due to the compounding effect of not reaching the 2010 targets for degrees and enrollment. As a result, Texas public universities are more than 6,600 degrees short of the 2015 goal of awarding 26,000 bachelor's degrees to Hispanic students.

### *Time to degree.*

Hispanic students take longer to graduate than white students. Institutions of higher education must continue to work to better understand the factors associated with length of time to graduation for Hispanic students and implement more focused and effective programs to decrease time to degree. The costs of remaining enrolled for six years or more can be high both in terms of tuition and in terms of a delayed start into a full-time professional career which could lead to lower lifetime earnings. UT System is working on an update to the Graduation Success brief that explores a variety of ways to assess outcomes, including degree production and graduation rates. We will use that brief as a jumping off point to explore the role of race/ethnicity in student success.

### *Outcomes and post-graduation success.*

In particular, a focus on the factors that may explain disparities in post-graduation earnings such as choice of major and occupation is warranted. Additional research should focus on career path preparation and counseling. The fact remains that Hispanics in Texas earn less than Whites at all levels of education. UT System will be expanding the analysis of post-graduation earnings for students, including a deeper analysis of the impact of major selection (e.g., history vs. engineering) on those earnings and an exploration of how race/ethnicity might influence choice of major.

Texas does not face these challenges alone. However, Texas is at the forefront of this issue as its Hispanic population continues to grow into the majority. UT System institutions have been nationally recognized for their efforts. This is an opportunity for the UT System to continue to be an educational leader in providing effective and innovative solutions for the higher education community.

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