

Texas A&M University

**Compact with The Texas A&M University System
FY 2008 – 2009**

MISSION

Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility, and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic, and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

VISION 2020

Vision 2020 is the strategic plan/visioning document that Texas A&M has been following since the late 1990's. In 2006, a special advisory committee evaluated progress made to date in *Vision 2020* and made a number of recommendations for future actions and modifications of the plan expressed in *Vision 2020*.

The original *Vision 2020* report can be found here:

<http://www.tamu.edu/vision2020/culture/index.php>

The 2006 Progress Report can be found here:

http://www.tamu.edu/vision2020/01102006_advCouncil_report.pdf

CEO STATEMENT

In the context of an interim presidency, the capacity to create two-year plans is eminently constrained. As a direction during the current interim period, I have carried forward the principal priorities established under the previous administration utilizing a variety of different strategies, performance measures and challenge assessments. For this upcoming period, I have also added a number of secondary objectives as well as one additional priority.

The priority of elevating the faculty through the completion of the faculty reinvestment program has been extended out to the end of FY2009 (original objective FY2008). This priority is being extended principally due to the necessity to identify additional resources for start-up and equipment for high quality faculty in scientific and engineering disciplines. In addition, extending the completion to the end of FY09 will allow for a lower trajectory of tuition increases. Finally, in this particular priority, we have emphasized targeting the recruitment and retention of faculty in selected disciplines who are on an academic path that would support their candidacy for membership in the National Academies of Science and Engineering. Also, as to the faculty, we will begin the development of an intermediate range plan for faculty turnover principally through retirement. A large proportion of the faculty was

hired during the substantial enrollment increase years at Texas A&M from the latter 70's to the early 90's. Many of these faculty will be on a path to retirement over the next five to ten years. The creation of an integrated plan for anticipating this retirement, reallocating faculty lines and continuing to strengthen high quality programs will be a component in the development of this plan.

The second priority will be to continue the increase of minority enrollment at Texas A&M. This is a particularly challenging priority due to the limitations on the prospective student pools in the State of Texas and the significant competition for high performing minority students. We will be implementing a number of new or revised strategies as well as assessing the performance of our regional prospective student centers, setting individual goals for their performance. I have also appointed a new Council on Climate and Diversity for the campus whose objective is to identify supportable negative elements of climate (or perceptions of negative climate) and to develop a plan of recommendations to target or address these realities or perceptions.

In the key priority of improving undergraduate education, we will continue to focus the deans' effort to identify the next areas of implementation of the Murano Report. In addition to focusing on the areas of concentration, we will also encourage much broader involvement of students in Study Abroad and other international experiences in order to prepare them for the globalization of the employment and experiential world in which they will live.

We have substantial issues with regard to the completion of the necessary space to house and academically support the new faculty who have been recruited to Texas A&M. It appears that the construction that is currently planned and underway is approximately \$50 million underfunded. This will be dealt with throughout the year with a combination of strategies including additional allocation of permanent university fund bond proceeds, value engineering to reduce cost and increased emphasis on private fundraising to complete elements of the facilities that will be by necessity shelled in.

Finally, we will begin the development of a process to create a new academic master plan over the two year period. It is anticipated that the process concept will be developed in the first year including identification of leadership and constituency group involvement. The development of the actual plan itself will occur during FY09.

Once again, all of this is being developed in the context of an interim presidency. It is anticipated that when a permanent president is selected, that person will seek to make modifications and alterations to this plan.

Priority #1: Elevate Our Faculty and Their Teaching, Research, and Scholarship.
During the two-year period encompassed by this compact, we will increase the numbers and quality of our faculty as anticipated in Vision 2020, our long-term strategic plan.

Link to Strategic Plan (if applicable):

<http://www.tamu.edu/vision2020/culture/culture.pdf>

1st Objective of Priority #1:

We will complete the faculty reinvestment hiring plan begun in 2003 (FY2004) to hire 449 (originally 447 but adjusted to 449) net new faculty through the end of FY2008. Through August 2007, 399 faculty reinvestment hires have been made. Fifty (50) additional hires will be made to complete the hiring process.

Strategies:

1. Colleges will carry out hiring plans that were agreed to in discussions involving the president, provost and deans prior to 2003 and which have undergone only relatively minor revisions since then. New hiring is being concentrated in signature program areas where the university has the ability to attain national and international prominence and in other areas of strategic importance to the university.
2. Most of the remaining faculty reinvestment hires will be made in FY2008. However, where it makes sense because of budget constraints, insufficient funds, not yet completed facilities or unsatisfactory searches, hires may be delayed until FY2009.
3. Funding faculty reinvestment hiring has been a major priority of the university for several biennia. Ensuring continued support for the Texas Competitive Knowledge Fund is a key external objective for this period. We need Legislators and other key constituents to know how centrally important this funding is to our faculty reinvestment effort and to differentiating funding for major research universities in Texas.
4. The Chancellor has set aside \$10 million for the Texas A&M University System Academic Scholars Enhancement (ASE) Program. We intend to aggressively pursue those funds in support of focused faculty reinvestment hires.

Performance Measures:

- By the end of FY08, 95% of faculty reinvestment hires will have been completed with a start date of September 1, 2008.
- By 4th Quarter 2009, Texas A&M will have completed hiring of the 449 faculty reinvestment hires.

Budget Impact and/or Resources Required:

- \$5,400,000 in new funding is needed for base faculty salaries for new faculty reinvestment hires to be made during FY 2008-09. The final installment of \$2,390,000 will be needed in FY2009 and is not included in the current base budget.
- Additionally, start-up funding for these faculty is needed. One source of this funding will be revenue from the Texas A&M University at Qatar Management Fee and from AUF. Additional tuition increases (amounts to be determined through the Tuition

Policy Advisory Council process) and success with private fund raising may also be needed.

- The Interdisciplinary Life science Building will provide space for some faculty reinvestment hires being made this year.
- In addition, campus-wide renovations are being made to support new faculty reinvestment hires.
- Because of the support of the Texas Legislature in the 2007 session, Texas A&M University was able to hold tuition increases down to just over 5%. Aside from required tuition set asides, essentially all of the new funding raised from tuition increases will go to support faculty reinvestment costs.

Challenges to Success:

- Retention of existing and new faculty. Keeping the rest of our budget very lean has allowed us to increase the faculty merit pool and to provide deans with resources to strategically match job offers for key faculty whose success is making them attractive to other universities.
- Providing start-up money for new faculty. We address this by applying a number of financial and other strategies including the use of one-time funds, salary savings, indirect cost recovery from research activities, and private philanthropy.
- Providing new faculty with needed laboratories and offices. Faculty reinvestment is the highest priority of the space allocation and renovation priority process used by the Council on the Built Environment.
- Timely completion and renovation of facilities and laboratories. We are using design-build contracts to try to ensure timely completion of projects. We have also revised internal policies and procedures to ensure speedier decisions about minor renovation projects.
- Rising construction costs create a need to obtain additional funds to complete planned construction. We are seeking additional PUF funds (or timing changes) as well as using value engineering and soliciting private capital to complete this space.

Collaboration/Support Needed (Internal and External to A&M System)

- System and Board of Regents need to continue to support facility construction and renovation through PUF.
- We need to work with the Texas A&M University System, with UT-Austin, and with The University of Texas System to maintain support for the Competitive Knowledge Fund.

2nd Objective of Priority #1:

Develop new strategies to recruit, retain, and develop faculty with, or potential for, prominent national credentials, such as memberships in the National Academics of Science and Engineering, editorships of premier journals, and officers of learned societies.

Strategies:

- The deans, provost, and vice president for research will have initial discussions of strategies for hiring additional National Academy Members and supporting faculty whose career progress has them close to National Academy status. Initial discussions will be completed by calendar year end 2007.
- Deans will complete reviews of college strengths as well as potential resources needed to promote national prominence by the summer of 2008. These will be presented to the provost as part of their 2009 budget review process.
- Strategic hiring of National Academy members will focus on areas where Texas A&M University has well established strengths and therefore the greatest potential to make strong hires.

Performance Measures:

- The deans, provost, and vice president for research will agree on new hiring strategies for nationally prominent faculty by the summer of 2008.
- The deans, provost, and vice president for research will agree on a strategy for developing faculty who are close to National Academy status by the summer of 2008. Responsibilities and funding to support this initiative will be included in the FY 2009-2010 budget.
- The University will respond promptly to the Chancellor's Academic Scholars Enhancement Program.

Budget Impact and/or Resources Required:

- The development of new hiring strategies will have no direct budget impact. However, implementing the strategies will have a significant impact on future budgets. There will be substantial costs involved in heavier recruiting of National Academy members and candidates and in developing our own faculty.

Challenges to Success:

- Recruiting National Academy members is a major challenge and depends on a combination of factors, only some of which are in our control. We are developing strategies such as focusing on our strengths and making hiring resources available to maximize our chances.
- It is important that we also develop ways of defining national faculty prominence in areas where faculty are not recognized by the National Academies. The provost has already begun discussions among the deans about this issue. The deans will help the provost develop and maintain a list of recognized areas and awards related to national faculty prominence.

Collaboration/Support Needed (Internal and External to A&M System)

- Collaboration with the Chancellor of the Texas A&M University System will be very important, particularly as related to the Academic Scholars Enhancement Program.
- Collaboration with Texas A&M University System agencies and with the Texas A&M University Health Science Center may be necessary to make some key faculty hires.

3rd Objective of Priority #1:

To develop an intermediate (5-year) plan for future faculty needs, including forecasting and planning for faculty retirements, retaining top faculty and providing adequate research and other facilities for all faculty.

Strategies:

- Initial discussions will take place between the provost and the deans before year-end 2007
- Each college will do an assessment of its own faculty needs, including instructional needs resulting from new students and shifts in major patterns, forecasting retirements, identifying retention concerns, and identifying space needs. College self assessments will be complete by summer of 2008, so that needs can be incorporated into budget requests for FY 2009.

Performance Measures:

- The faculty needs projection for 2009-2014 will be completed by year end 2009.

Budget Impact and/or Resources Required:

- Budget impacts would occur in budgets after the planning period of this report.

Challenges to Success:

- Getting good information about faculty staffing needs.

Collaboration/Support Needed (Internal and External to A&M System)

- Collaboration with College-Station-based agencies will be needed for projecting faculty needs.

Priority #2: Increase Hispanic and black undergraduate enrollment and promote the development of a campus climate that is welcoming to all.

Link to Strategic Plan (if applicable): N/A

1st Objective of Priority #2:

Increase enrollments of black and Hispanic undergraduates for the 2008-09 academic school year. (*Background: Attachment 1, Texas A&M University Freshman Enrollment Trends, shows trends in Applications, Admits, Enrollments and Yields for African American and Hispanic students at Texas A&M University from 2002 through 2007. Over that period (2002-2007), African American applications increased by 36%, admissions by 58%, and freshman enrollments by 44%. Over the same period, Hispanic applications increased by 61%, admissions by 86%, and freshman enrollments by 70%. Yield for both groups of students remains lower than for white students.*)

Strategies:

- Implement new strategies to respond to high interest students in a more timely fashion and more effectively (See Attachment 2, Strategies for Recruitment and Retention).
 - Earlier and additional electronic and print communication with h.s. juniors and seniors.
 - Increasing numbers and earlier campus visits
- Target additional financial aid to high interest, high performing students in current enrollment cycle.
 - More early scholarship offers
 - Increased guaranteed scholarship packages to national Hispanic scholars.
- Assess performance of regional prospective student centers by Summer of 2008.

Performance Measures:

- Increase applications for African Americans from 899 (Fall 2007) to 925.
- Increase yield for African Americans from 42% (Fall 2007) to 44%.
- Increase applications for Hispanics from 3085 (Fall 2007) to 3200.
- Increase yield for Hispanics from 48% (Fall 2007) to 50%.

Budget Impact and/or Resources Required:

- New efforts to increase minority enrollments and yield for the current enrollment cycle will involve only modest costs.

Challenges to Success:

- Two major problems are the small pool of well prepared minority students, especially African Americans. (See Attachment 3, which shows that of the high school graduating class of 2005, only 1,472 African American students were well prepared for college and only 4,196 Hispanic students, in contrast to 27,977 white students.) In the short term, we must compete better for the well -prepared students. In the long term, we must work with the public schools, parents and policy makers to increase the size of the pool.

- Competition with other universities. To counter this, Texas A&M is getting information out to students faster, communicating with them more, and doing more promotion to Texas students.
- Perceived campus climate at Texas A&M University. (See 2nd Objective.)

Collaboration/Support Needed (Internal and External to A&M System):

- Collaboration with high school counselors around the state, particularly those partnering with our prospective student centers
- Working closely with minority former student groups, and committed faculty and staff working with the Dean of Undergraduate Program's Recruitment Strategy Group.
- Collaboration with community colleges and system institutions which send us transfer students
- Collaboration with the Coordinating Board, the Texas Education Agency, and other entities working to improve public education.

2nd Objective of Priority #2:

Receive, review, and plan implementation of recommendations by the New Council on Campus Climate and Diversity. Create an action plan for 2009-2010.

Strategies:

- Create the Council on Climate and Diversity in Fall 2007. The Council will be charged to do the following:
 - Advising on issues and trends affecting diversity concerns in higher education and, as appropriate, making recommendations to the President and Provost.
 - Advising on methods to communicate to diverse external and internal constituencies regarding campus climate for inclusiveness.
 - Reviewing and recommending improvements in the comprehensive, integrated plan for achieving diversity and inclusion at Texas A&M University.
 - Ensuring compatibility of University policies, procedures, and practices with the goal of a diverse campus.
 - Identifying programs that can have the greatest positive impact on campus diversity and recommending coordinated efforts to achieve our goals.
 - Fostering strategic thinking, approaches and interdisciplinary practices as the campus community implements diversity goals.
 - Identifying barriers to achieving greater diversity at Texas A&M University and providing recommendations to overcome those barriers.

Performance Measures:

- Creation of internal action plan for the Council by the first quarter of 2008.

Budget Impact and/or Resources Required:

- Unknown until a plan is developed.

Challenges to Success:

- Obtaining honest, useful feedback on individual issues of climate and attitude
- Identifying systemic plans that are effective in addressing outside perceptions

Collaboration/Support Needed (Internal and External to A&M System)

- Participation across the board by Texas A&M University faculty, students, and staff.
- Participation by minority and other groups is especially important
- Getting help from alumni, including minority alumni associations and other external constituencies.

Priority #3: Improve and enhance undergraduate education:

In this two-year period, the university will take the steps indicated below to improve undergraduate education.

Link to Strategic Plan (if applicable):

Imperative 2: <http://www.tamu.edu/vision2020/culture/23.php>

Imperative 3: <http://www.tamu.edu/vision2020/culture/27.php>

1st Objective of Priority #3:

Continue to implement recommendations from the Murano Report and the Report on Enhancing the Undergraduate Experience: <http://www.tamu.edu/president/utfreport/>. Recommendations to be implemented include enhancing undergraduate research and inquiry-guided learning, encouraging the development and expanded use of learning communities, and encouraging more students to study abroad.

Strategies:

- Increase opportunities for students to participate in learning communities.
- Enhance opportunities for undergraduates to participate in inquiry and research-based education (the university's Quality Enhancement Plan or QEP).
- Increase faculty interactions with undergraduates.
- Raise \$12 million by calendar year end 2010 for study abroad scholarships for undergraduates.
- Assess undergraduate programs through measuring a small number of learning outcomes.

Performance Measures:

- Increase the number of active learning communities year over year.
- By the end of FY2008, The Quality Enhancement Plan Council will report the on assessments of college projects to enhance research/inquiry-based undergraduate course.
- Increased numbers of small classes for freshmen.
- \$8 million raised by calendar year end 2009 for study abroad and international experiences.
- Assessment plans in place for all undergraduate programs by the end of calendar year 2008.

Budget Impact and/or Resources Required:

- \$100,000 is allocated annually to support the QEP.
- Matching funds might be needed to help raise study abroad scholarships.

Challenges to Success:

- Supporting and maintaining faculty enthusiasm for these various initiatives.
- For the fundraising campaign, identifying sufficient prospects interested in globalization.

Collaboration/Support Needed (Internal and External to A&M System)

- For learning communities, collaboration with A&M components and local community groups.
- For the fundraising campaign, close cooperation with the Texas A&M Foundation, the Association of Former Students, external private donors, non-profit foundations, etc.

2nd Objective of Priority #3: Continue implementation of the University Studies Degree.

Strategies:

- The Associate Provost and Dean of Undergraduate Programs and Services will monitor progress in establishing concentrations.

Performance Measures:

- All academic colleges will offer an area of concentration for University Studies by 2nd Quarter FY2009.
- A minimum of 200 undergraduate students will have selected the University Studies program by 4th Quarter of FY2009.

Budget Impact and/or Resources Required:

- Any needs for additional funding remain to be determined. As program grows, funding for additional counseling and advising will likely be necessary.

Challenges to Success:

- Creating concentrations that are attractive to students. To check this, we are closely monitoring concentrations and their enrollments.

Collaboration/Support Needed (Internal and External to A&M System)

- Articulation with TAMU-Galveston so that they can also make use of the University Studies degree.

3rd Objective of Priority #3: Maintain high retention and 5- and 6-year graduation rates for all groups. Increase 4-year graduation rates.

Strategies:

1. Flat rate tuition
2. Reducing most undergraduate degrees to 120 hours
3. Offering more summer school and distance education offerings
4. Advising students to take more hours
5. Have the Minority Recruitment and Retention Leadership Team (MRRLT) study the minority retention issue and recommend new strategies.

Performance Measures:

- 4-year, 5-year and 6-year graduation rates
 - Maintain high 5- and 6-year graduation rates for all students
 - Increase 4-year graduation rates significantly (Key effects of flat rate tuition, in particular, should be evident in Academic Year 2009 and 2010, but may begin to be visible in 2008.)
- Retention rates
 - Maintain freshman to sophomore retention persistence rates in the high 80%, low 90% range.
 - Reduce the gap between minority and white persistence

Budget Impact and/or Resources Required:

- Any needs for additional funding remain to be determined.

Challenges to Success:

- Changing student behavior.
- Ensuring a welcoming environment for all students.

Collaboration/Support Needed (Internal and External to A&M System)

- May need collaboration with the system and the state on some state requirements that delay time to graduation.

Priority #4: Space and facilities: Proceed successfully with the current campus building plan, monitor and improve construction processes (in collaboration with the TAMU System), and continue to use the Council on the Built Environment to make strategic decisions about space usage.

Link to Strategic Plan (if applicable): N/A

1st Objective of Priority #4:

Continue with the institutionalization of and work of the Council on the Built

Environment: <http://www.tamu.edu/provost/cbe/>

Strategies:

- Continue to use the Council on the Built environment to review and make decisions about university space needs and methods of finance
- Evaluate innovative ways to use space more efficiently, including conversion of little used classrooms to offices and alternative methods of assigning classes to rooms.
- Ensure timely completion of construction projects and renovations related to faculty reinvestment and retention
- Improve cost estimation and cost control on projects

Performance Measures:

- Survey of those impacted by the Council on the Built Environment.
- Work with TAMUS to meet major construction, design, planning and construction milestones.

Budget Impact and/or Resources Required:

- At present, it is estimated that total planned construction is approximately 10% or \$50 million underfunded.

Challenges to Success:

- Large number of ongoing construction projects. We are working with the System to seek various ways of resourcing, managing and monitoring these projects.
- Rising construction costs. We are looking at the best way of handling project shortfalls, including additional PUF, value engineering and private fundraising.

Collaboration/Support Needed (Internal and External to A&M System)

- We need continued support from the System for planning, design, and construction of building priorities
- We need continued support from the System for funding.

2nd Objective of Priority #4: Evaluate deferred maintenance needs and strategies for providing sustained funding for essential maintenance.

Strategies:

- Conduct a major scan of Texas A&M infrastructure to determine the state of deferred maintenance.

Performance Measures:

- Complete scan of College Station infrastructure by Q4 FY 2009.
- Complete white paper on deferred maintenance funding options prior to Q4 FY09.

Budget Impact and/or Resources Required:

- The cost of the facilities scan is to be determined.

Challenges to Success:

- The size of the infrastructure involved.

Collaboration/Support Needed (Internal and External to A&M System)

- Close cooperation is needed with the agencies and system units that inhabit the College Station campus of Texas A&M.

Priority #5: Develop an Academic Master Plan as a follow-up to Vision 2020 and recent reports evaluating progress toward Vision 2020 goals.

Link to Strategic Plan (if applicable): N/A

1st Objective of Priority #5: Develop an Academic Master Plan over the next 24 months. This plan would be designed to help consolidate and follow up on the successes of the last several years with regard to faculty reinvestment, diversity, improvement of undergraduate and graduate programs and space as well as identify important “next steps” and priorities with a focus on learning outcomes.

Strategies:

- Use Vision 2020 as foundation and current strategic plan for guidance
- Begin discussions with important constituent groups about current status and future actions.
- Identify or develop a leadership group and process for developing the Academic Master Plan.
- Distribute task to constituent groups and collect feedback by May 2008.
- Identify a small number of priorities (3 to 5) to maintain the university’s progress toward the goals of Vision 2020.

Performance Measures:

- Provide draft Academic Master Plan to the president by 4Q FY 2009

Budget Impact and/or Resources Required:

- None

Challenges to Success:

- Finding consensus among diverse university groups and disciplines.
- The next Texas A&M University president may not want to continue with an Academic Master Plan or may want to change priorities.

Collaboration/Support Needed (Internal and External to A&M System)

- Collaboration needed across the university, with external constituencies, with System agencies, and with the System.

Compact Review and Approval

Date: November 6, 2007

TAMUS Member: Texas A&M University

Signature: **[ORIGINAL SIGNED BY]**

TAMUS Member CEO: Dr. Ed J. Davis
Interim President, Texas A&M University

Signature: **[ORIGINAL SIGNED BY]**

TAMUS Chancellor: Michael D. McKinney
Chancellor, The Texas A&M University System

Texas A&M University
Freshman (FTIC) Enrollment Trends
African American and Hispanic
2002-2007

<u>Year</u>	<u>Applications</u>	<u>Admits</u>	<u>% Admits</u>	<u>Enrolled</u>	<u>% Yield</u>
<hr/> African American <hr/>					
2002	664	386	58%	182	47%
2003	603	356	59%	158	44%
2004	751	465	62%	213	46%
2005	836	514	61%	256	50%
2006	866	568	66%	280	49%
2007	901	611	68%	262	43%
<hr/> Hispanic <hr/>					
2002	1,924	1,251	65%	664	53%
2003	2,084	1,389	67%	692	50%
2004	2,229	1,579	71%	865	55%
2005	2,647	1,800	68%	1,001	56%
2006	2,761	2,028	73%	1,102	54%
2007	3,091	2,325	75%	1,131	49%

OAR
11/1/07

FTIC Enrollment Trends AA and Hisp 02-07 110107

Strategies for Recruitment and Retention

Presidents Staff 102907

Recruitment Strategy Group.

Charged with developing and implementing innovative strategies focusing on increasing the admission and matriculation.

Retention Strategy Group.

Charged with developing and implementing best practices, many already in place, for retention of minority students.

Current Recruitment Initiatives

Early identification—before completion of applications

- Electronic communication for students who send standardized test scores
 - E-cards pushing students to web site to apply for admission and scholarships;
 - targeted messages for high scores (>1300), underrepresented, discipline-specific
- Prospects identified at schools, college fairs—print materials distributed
- Admission and financial aid application workshops
- Recruiters collect information on Top 25% students at schools
- Campus-wide open house—Aggieland Saturday
- Provide info sessions in collaboration with Visitor Center and departments
- Individualized student counseling with referrals to colleges/departments

Honors – high achievers

- Purchase PSAT lists: Nationwide high achievers, invited to SHIP, 700-800 attend
- Lists shared with admissions and colleges
- National Merit Semi-Finalists, National Achievement Semi-Finalists, and National Hispanic Scholars are all offered scholarships.
- Receptions for high achievers in major Texas cities
- Campus visits (Lechner overnight)
- Out-of-state recruiting at schools with high numbers of NMSF

After initiation of applications

- Expanded individual and group counseling on admission and financial aid
- Campus visits/local programs to encourage completion of applications

After admission

- Note: first admit letters going out ~2 weeks earlier this year
- Contact information shared with colleges, departments and former students' networks for personal communication
- Recognition of top 10% and academic admits

Roles for Colleges

- Help with earlier identification of high-achieving students
- Visit Prospective Student Centers and participate in recruitment/matriculation programs—share materials and “selling points” for dissemination
- Contribute recruitment scholarships—coordination by Honors and Financial Aid
- Designate individual to receive contact data on admitted students—encourage dissemination and appropriate communication
- College plans for recognition of admitted high-achieving students?
- Revisit college enrollment management goals
 - Is there flexibility in numerical caps for impacted colleges?

Role for Former Students

Use the Black Former Students and the TAM Hispanic Network to help identify, admit and matriculate students of color.

Use the AFS clubs in certain areas (Virginia, Colorado, California) to help identify, admit and matriculate students.

Use Aggie Moms to help matriculate students through parent contacts.

Future Plans for New Strategies

Expansion of data base of prospects and targeted communication using a Client Relationship Management tool.

Additional programs for out-of-state/international recruitment

Academic Excellence Indicator System Measures

Participation Rates

In 1993, the Texas Legislature mandated the creation of the Texas public school accountability system to evaluate districts and campuses. "Base" indicators in the Academic Excellence Indicator System (AEIS) are used to determine accountability ratings. College admissions test results are "additional" indicators in the AEIS, which are used to acknowledge districts and campuses for high performance on measures other than those used for accountability ratings. The AEIS measures regarding college admissions testing are: (a) the percentage of graduating seniors tested on either the SAT or ACT; and (b) the percentage of examinees meeting the criterion established by the Commissioner of Education on either the SAT (a combined score of at least 1110 on the SAT Verbal and Mathematics) or the ACT (a score of at least 24 on the ACT Composite). The performance of an examinee who takes both tests and meets the criterion on both is counted only once in AEIS achievement indicators.

In the graduating class of 2005, a total of 140,003 public high school graduates took either the SAT, ACT, or both (Table 1); this was up from 135,646 examinees from the 2004 graduating class. The overall participation rate was 65.5 percent, 3.6 percentage points greater than the previous year. Asian/Pacific Islanders had the highest participation rate at 86.9 percent, followed by Whites (70.7%) and African Americans (66.2%). Hispanics had the lowest participation rate, with 50.7 percent of graduates participating in SAT or ACT testing. From 2004 to 2005, the participation rates of all groups increased, from a low of 3.5 percentage points for White students to a high of 6.6 percentage points for Asian/Pacific Islanders. A larger percentage of female graduates (68.1%) than male graduates (62.6%) were tested.

Table 1
SAT and/or ACT Participation, by Ethnicity and Gender, Texas Public Schools, Class of 2005

Group	Graduates	Examinees		Change, 2004 to 2005 (percentage-point)
		Number	Percent	
African American	27,416	18,143	66.2	5.3
Asian/Pacific Islander	8,129	7,061	86.9	6.6
Hispanic	75,180	38,093	50.7	4.4
Native American	670	539	80.4	4.1
White	102,370	72,340	70.7	3.5
Female	111,754	76,090	68.1	4.1
Male	102,011	63,864	62.6	3.2
State	213,765	140,003	65.5	3.6

Source: ACT, Inc.; College Board; and Texas Education Agency.

College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2005

Percentage Meeting Criterion on Either the SAT or ACT

Of the students in the 2005 graduating class who took college entrance examinations, 27.4 percent achieved the criterion score on either the SAT or ACT for Gold Performance Acknowledgement in the AEIS (Table 3). This represents an increase of 0.4 percentage points from the previous year. There were large ethnic group differences in the percentages of examinees who met the criterion score. Asian/Pacific Islander examinees had the largest proportion of students achieving the criterion score (48.0%), followed by White examinees (38.7%). The smallest percentages of examinees achieving the criterion score were found among Hispanics (11.0%) and African Americans (8.1%). A larger proportion of male than female examinees (30.3% and 24.9%, respectively) met the criterion.

Table 3
SAT and/or ACT Performance at or Above Criterion, by Ethnicity and Gender, Texas Public Schools, Class of 2005

Group	Examinees	Examinees scoring at or above criterion		
		Number	Percent	Change, 2004 to 2005 (percentage-point)
African American	18,143	1,472	8.1	0.5
Asian/Pacific Islander	7,061	3,390	48.0	2.4
Hispanic	38,093	4,196	11.0	0.5
Native American	539	161	29.9	-0.7
White	72,340	27,977	38.7	1.1
Female	76,090	18,951	24.9	0.3
Male	63,864	19,369	30.3	0.3
State	140,003	38,327	27.4	0.4

Source: ACT, Inc.; College Board; and Texas Education Agency.

Note: The criterion score for SAT and ACT performance was established by the Commissioner of Education in 1996.

From 1994 through 2005, there was a slight increase in the percentage of all examinee groups who met the criterion, particularly among White and Asian/Pacific Islander examinees (Figure 5 on page 24). From 1991 through 2005, the relative performance rates for the three largest ethnic groups of students scoring at or above criterion were consistent: White students had the highest rate, followed by Hispanic then African American students (Table 4). In this time period, Asian/Pacific Islander examinees outperformed all other ethnic groups; White examinees outperformed Hispanic and African American examinees; and males outperformed females (Figure 6 on page 25).