

## **ANALYSIS OF SERVICE POPULATION**

During the last planning cycle, one of the greatest challenges facing the University was meeting the increasing demands of a rapidly growing student enrollment. Currently, that is not the case this planning cycle because enrollment has declined by an average of 8% annually since Fall 1994 as shown in Figure 3. Since educational and general revenues are a function of enrollment, it is important to understand what factors have influenced the recent downturn in enrollment.

Five years ago, the profile of an average student enrolled at the University, as shown in Table 5, was a full-time undergraduate African-American female, who was about 26 years old and resided in Harris County. That profile is still accurate five years later in Fall 1997. However, there appears to be subtly developing trends, particularly associated with retention, that have caused some shifts in ratios.

In Fall 1993, male students represented 40% of the total enrollment; in fall 1997, they represented 43% of enrollment. This shift in gender resulted from the loss of more female students over the period. There was a 36% loss of females compared to a 26% loss of males from Fall 1993 to Fall 1997.

The age distribution also shifted slightly, which increased the average age of all students from 26 years to the current average of 27 years. Students between the ages of 18 and 21, represent the traditional college age population, comprised 42% of total enrollment five years ago, but declined to 38% in Fall 1997. Over the same period, students between the ages of 22–24 and 25–30 marginally increased as a proportion of the total student population by 1% and 2%, respectively.

Enrollment by ethnicity has remained constant over the last five years. African Americans comprised 84% of the total number of students enrolled and are currently 85% of the total enrollment. The second largest student population comprises international students, who accounted for 9% of the total enrollment in 1993, but only 5% in 1997. Hispanic students increased from 2% to 4% of total enrollment over the same period. The Asian student population also had a modest 1% gain, while Caucasian student enrollment remained at 2% of the total enrollment.

Headcount by geographic source remained constant, with a slight gain over the planning period. In-state enrollment was 86% of the total enrollment five years ago and 87% this past fall semester. Out-of-state enrollment remained 8% of the total population at both points in time. However, foreign students declined by 1%.

Five years ago, 69% of the students enrolled were from Houston/Harris County; this number declined slightly to 66%. The top five in-state counties from which students were recruited in Fall 1993 and subsequently enrolled included Harris County with the largest number of enrollees in fall 1993, followed by Fort Bend, Dallas Galveston, and Jefferson. In Fall 1997, the largest number of enrollees came from Harris and Fort Bend counties, followed by Dallas Galveston, and Tarrant Counties.

The top five states for out-of-state enrollment during this period was led by Louisiana, then California, Illinois, Florida, and Mississippi. Five years later, Louisiana remains the leading geographic area for out-of-state students, followed by Illinois, California, Mississippi, and Florida.

Nigeria was and remains the leading geographic area for foreign students who enroll at TSU. However, the numbers declined by 36% over the five-year period. In Fall

1993, the top five countries represented by foreign students enrollment at TSU were Nigeria, Pakistan, Hong Kong, China, and Taiwan. In 1997, Kenya became second relative to the number of foreign students enrollment at TSU, followed by Pakistan, Taiwan, and Hong Kong.

While total enrollment declined by 32%, new students entering the University remained relatively constant over the five-year period as shown in Table 6, which reveals the sources of first-time college enrollees. The difference in new students entering the University between Fall 1993 and Fall 1997 was only 5%. In Fall 1996, when the University experienced its largest decline in enrollment, new student enrollment increased by 2% over the previous year.

First time freshmen constituted 68% of new students entering the University in Fall 1993 and increased to 69% in Fall 1997. Transfers from Texas junior colleges increased from 11% to 15% of all new students over the five-year period. Other transfers from both Texas institutions and out-of-state institutions decreased by 5%.

Enrollment by classification apparent in Table 7, shows several changes in the mix of students. Freshman students represented 37% of the student population in Fall 1993; however, in 1997, the numbers declined to 31%. The number of students classified as seniors rose by 4% over the same period. The greatest shift in enrollment was the 6% increase in graduate and professional students as a percent of total. Undergraduate students made up 82% of the total enrollment in 1993, but they represented only 76% of the total enrolled in Fall 1997. The shifts associated with the losses in enrollment had the following implications: (1) Most likely, freshman and sophomore students dropped out;

(2) The percent of law and doctoral students increased as a proportion of total enrollment.

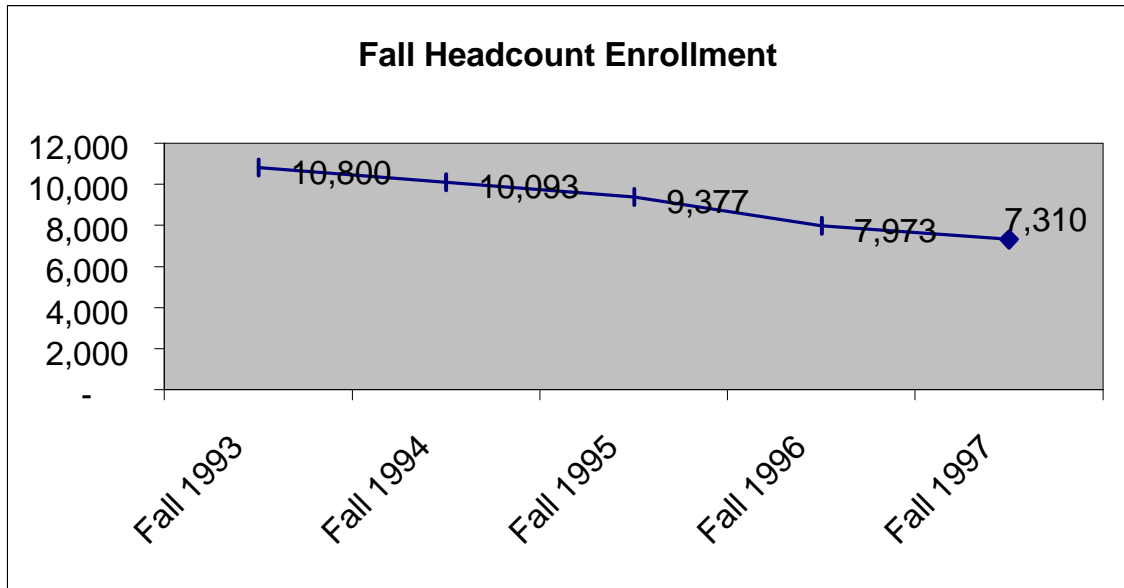
The ratio of full-time to part-time students increased over the planning period. In Fall 1993, 68% of undergraduate students were enrolled in 12 or more hours; in Fall 1997, 70% of students were full-time. This increase in full-time students, perhaps, resulted from the minimum number of credit hours required for financial aid.

Student credit hours production declined by 34% for the past planning cycle, which is similar to of the 32% loss in headcount enrollment. Credit hour production in the liberal arts declined by 42% although there was only a 5% difference in the percent of total undergraduate student credit hours produced in 1993 (53%) and 48% in 1997. Generally, the number of student credit hours produced remained constant in other areas; the only increase in proportion of the total number of hours produced was in education where credit hour production increased from 2% to 3%.

The decrease in the number of student credit hours produced in liberal arts is consistent with the number of freshman and sophomore students taking general core requirements. Similarly, the modest gain in the number of education hours produced is consistent with the proportional increase in doctoral students.

An analysis of the decline in enrollment strongly suggests that several factors contributed to this trend: (1) Policy changes were made concerning financial aid; therefore, the pattern of enrollment decline parallels an evolution of increasingly more stringent financial aid policies and procedures; (2) There were significant increases in tuition and fees in Fall 1996; (3) On-campus housing was inadequate; (4) There was a low retention rate of first-time freshmen. It is apparent that the confluence of policy

changes in financial aid and significant increases in tuition and fees further exacerbated student retention problems.



**Figure 3**

**Table 5**  
**Profile of Enrolled Students**

Semester	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Head-count	%	Head-count	%	Head-count	%	Head-count	%	Head-count	%
Total	10,800	100	10,093	100	9,377	100	7,973	100	7,310	100
Full-Time Student	7,366	68	6,979	69	6,520	69	5,523	69	5,138	70
Part-Time Student	3,434	32	3,114	31	2,857	31	2,450	31	2,172	30
First Time College Enrollment	2,160	20	1,844	18	1,708	18	2,191	27	2,056	28
Total Males	4,266	40	4,091	40	3,916	42	3,384	42	3,139	43
Total Females	6,534	60	6,002	60	5,461	58	4,589	58	4,171	57
African Americans	9,018	84	8,351	83	8,232	88	6,879	86	6,247	86
Hispanic	335	3	320	3	346	3	320	4	309	4
Caucasian	255	2	260	2	228	2	226	3	179	2
Others	1,192	11	1,162	12	571	7	548	7	575	8
Total From In State	9,252	85	8,625	85	8,208	87	6,990	87	6,363	87
Total From Out-of-State	868	8	813	8	761	8	611	7	569	7
Total Enrolled Harris County	7,468	69	6,843	68	6,478	69	5,488	68	4,841	66
Total Under-graduate	9,001	84	8,416	84	7,757	83	6,330	79	5,655	77
Total Master's	1,119	11	971	10	881	10	875	11	854	12
Total Doctoral	142	1	174	1	205	2	159	2	158	2
Total Law	537	4	532	5	534	5	594	7	600	8
Total Phar.D	0	0	0	0	0	0	15	1	43	1
Total SCH	126,168		118,216		110,721		94,371		87,605	
Avg. Age All Students	26		27		27		27		27	
Avg. Age Undergraduates	25		25		25		26		25	
Avg. Age Graduate Students	34		34		34		34		33	

**TABLE 6**  
**FIRST-TIME IN COLLEGE**

<b>Year</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>
<b>Source</b>					
First Time College Enrollees	1460	1282	1296	1525	1420
From Texas Jr. Colleges	231	211	185	293	308
From Texas Sr. Colleges	271	189	114	202	170
From Out-Of-State Institutions	198	162	113	171	158
<b>Total</b>	2160	1844	1708	2191	2056

**TABLE 7**  
**HEADCOUNT FALL ENROLLMENT BY CLASSIFICATION**  
**FALL**

Year	1993		1994		1995		1996		1997	
Classification	Headcount	Percent Of Total	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
Freshman	4011	37	3454	34	3506	37	2612	33	2243	31
Sophomore	1943	18	1881	19	1587	17	1202	15	1015	14
Junior	1290	12	1370	14	1189	13	1128	14	907	12
Senior	1574	15	1502	15	1314	14	1287	16	1397	19
Post Baccalaureate	183	2	209	2	161	2	101	1	93	1
Graduate	1120	10	971	10	881	9	875	11	854	12
Doctoral	142	1	174	2	205	2	159	2	158	2
Law	537	5	532	5	534	6	594	7	600	8
Phar.D.	0	0	0	0	0	0	15	0	43	1
<b>TOTAL</b>	<b>10800</b>	<b>100%</b>	<b>10093</b>	<b>100%</b>	<b>9377</b>	<b>100%</b>	<b>7973</b>	<b>100%</b>	<b>7310</b>	<b>100%</b>



## **Enrollment Projections**

The expectation is that the service populations will expand both in the State of Texas and nationally over the next five years. Although out-of-state and foreign enrollment decreased substantially over the last five years, several important initiatives should reverse this trend.

The Texas Higher Education Coordinating Board has projected that enrollment in public colleges and universities in Texas will increase by approximately 3.14 percent over the next five years. The forecast for TSU is 3.4% or an average of .68 per year. However, TSU's enrollment forecast for the next five years projects an average increase of 7% annually. As shown in Table 8, this growth is expected to be linear, with minimal growth in Fall 1998. Additionally, enrollment will build incrementally in the early years and accelerate by the last year.

The University anticipates new initiatives in the areas of recruitment and retention that will result in the achievement of TSU's enrollment objectives for the following reasons:

- The New Academic Village Initiative will create an intellectual community; therefore, new dormitories and a new student recreation facility are at the hub of these plans and should invigorate recruitment of new students.
- The effects of the Hopwood ruling will increase the number of in-state and out-of-state African American and Hispanic students choosing to matriculate at TSU.
- Texas Southern University will maintain a competitive advantage for exclusive offerings of the Doctor of Pharmacy, the Ph.D. in Environmental Toxicology,

Master of Professional Accountancy, Master of Science in Transportation and Planning, and the Bachelor of Science in Airway Science as stipulated in the Texas Plan.

- The Texas Higher Education Coordinating Board reported that over the past five years the number of Black and Hispanic students increased by 13.8%, while Caucasian students declined by 6.4%. As stated earlier, the University believes that the impact of the Hopwood court ruling will stimulate an increase in the number of local and regional African Americans enrolling at the University.
- Focused recruiting, which targets transfer students through increasing the number of statewide articulation agreements, will develop bridge programs that will channel more undergraduates into graduate study. Furthermore, TSU believes that these strategies will continue to support the developing trend of changing the current ratio of upper level to lower level students. Since upper level and graduate courses are funded at a higher rate than freshman level courses, this change in ratio will have significant implications for future funding.
- Development and offering of innovative distance education programs will also be a strategy to increase enrollment.
- Market demands will determine to a great extent the development of new programs required to meet the needs of information age students who will seek employment in a technological literate workforce. Resource allocations will reflect the University's commitment to promote development and modifications of high demand program offerings.

**TABLE 8**  
**HEADCOUNT ENROLLMENT BY CLASSIFICATION**  
**FALL**  
**PROJECTIONS**

Classification	1998		1999		2000		2001		2002	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Freshman	2275	30	2390	30	2550	30	2750	30	3000	30
Sophomore	1100	14	1180	15	1275	15	1380	15	1525	15
Junior	980	13	1040	13	1115	13	1200	13	1325	13
Senior	1400	18	1435	17	1490	17	1566	17	1775	18
Post Baccalaureate	75	1	80	1	85	1	90	1	100	1
Graduate	950	12	1015	13	1059	13	1225	13	1350	13
Doctoral	135	2	150	2	150	2	150	2	150	2
Law	600	8	600	8	600	7	600	7	600	6
Phar.D.	50	1	53	1	175	2	175	2	175	2
<b>TOTAL</b>	<b>7565</b>	<b>100%</b>	<b>7943</b>	<b>100%</b>	<b>8499</b>	<b>100%</b>	<b>9136</b>	<b>100%</b>	<b>10000</b>	<b>100%</b>

## **Service Delivery**

At this juncture, the University anticipates no changes in state or federal law that would require altering services provided by the institution. However, the University recognizes that in order to meet the needs of a twenty-first century workforce, it must: (1) engage in continuous quality improvement strategies to provide efficient customer service, (2) infuse state-of-the-art technology in both academic and administrative functions, and (3) maintain a controlled environment that assures appropriate internal controls and compliance with previous audit findings.

Past issues related to non-compliance with federal financial aid regulations pose a potential threat to the University since approximately 75% of the students receive some form of aid. Resolution of this problem will have some financial implications over this planning period. However, the decline in enrollment attributable to new financial aid policies should be stabilized as a result of the institutionalization of a feasible financial aid process. The fact that new and continuing students are apprised fully of responsibilities and requirements for receiving financial aid should assist in stabilizing the current trend. Further, it is anticipated that a settlement agreement with the U.S. Department of Education will provide relief for past problems, thereby allowing the University to focus on improving service delivery of its daily operations.

Advanced telecommunications technology will also have some impact on service delivery. The University's interests in distance learning and web-based registration are examples of technological innovations that could change the current modes of service delivery.

## ***STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES***

The overall strength of Texas Southern University lies in its ability to meet the needs of a diverse student population. The University provides a distinguished faculty, approximately 55 percent of whom hold terminal degrees. Further, the University has pioneered and continues to develop innovative education programs which offers students the opportunities to build skills in formal classroom settings and to utilize those competencies through engaging in research and service projects. These strengths are derived from the following:

### **Strengths**

- Having a diverse student body, faculty, and staff
- Providing significant comprehensive post-secondary educational opportunities for local residents of the metropolitan Houston area
- Awarding 5,116 degrees over the five-year period, with the majority of the degrees being awarded to African Americans
- Being one of only two Historically Black Colleges/ Universities with law and pharmacy schools
- Providing the largest pool of African-Americans with doctorates and professional degrees in pharmacy and law in the State of Texas
- Providing comprehensive educational services to an under-served population of African Americans and other minority students who have academic deficiencies

- Having access to renowned urban learning centers, such as the Houston Medical Center and NASA, which provide training opportunities for students
- Having a faculty with 55% holding terminal degrees
- Having diverse research projects and outreach centers that are major resources for the community at large, where partnerships encourage the discovery of new bodies of knowledge and bridge theory and application for the resolution of urban problems
- Having the capacity to provide an array of services required of both developmental education and professional education, which demonstrates the unique and continuing need for historically black universities, such as TSU

### **Weaknesses**

Institutional weaknesses have created several problems that encourage the University to work diligently with all of its constituencies to seek workable solutions to those problems.

- Financial aid issues resulting from non-compliance with federal regulations
- Other fiscal issues resulting from audit findings
- Low cohort 6-year graduation rates
- Low retention rates of first-time freshmen
- Capital, deferred, and routine building maintenance
- Marginal level of available cutting-edge technological resources supporting the infrastructure

## **Opportunities**

- Inherent in the special purpose mission of TSU are unique opportunities to seek solutions to problems of the urban environment. Initiatives in the areas of research, community outreach, continuing education, and distance learning are sources of potential growth in enrollment and the advancement of the University as a major educational resource for the City of Houston and surrounding communities.
- The implementation of the Urban Academic Village initiative will create an intellectual environment in which students can work toward undergraduate and graduate degrees in TSU's seven schools/colleges. The primary goal will be to provide superlative instruction for capable students, as well as helping other students to become acclimated to the pace of scholastic life through orientation program, tutorial, and academic counseling services. In addition to helping students develop academic competencies, this student community will provide cultural experiences, increase the retention of sophomores, and foster goodwill to enhance the esprit de corps leading to increased alumni support.
- The opportunity to provide expert training to the Houston business community will be enhanced by the following:
  1. The new School of Business facility, which will be equipped with state-of-the-art technology
  2. Additional training for pharmacists in order to meet the new Phar.D. requirements
  3. Teacher re-certification training

4. Opportunities for training and retraining in technologies that proliferate all areas of the workforce
5. Development of innovative distance learning initiatives, which is currently one of the most promising areas for enrollment growth
6. Access for students and community constituencies to the Thurgood Marshall Law School Library
7. Partnership agreements that enable TSU's students to engage in internships and co-op training programs
8. Joint research projects involving TSU's faculty and those of other institutions
9. Grants and contracts that provide students with research assistantships in university laboratories

### **Challenges**

- Maintaining a learning environment that will meet the needs of a diverse student population
- Reversing the present enrollment trend
- Resolving financial aid issues to end the reimbursement process
- Maintaining the quality of academic programs
- Recruiting faculty with terminal degrees
- Keeping pace with rapidly changing technology
- Increasing library holdings and fully equipping it with the cutting edge technology



- Managing a controlled environment to eliminate old audit issues
- Increasing private giving to the University
- Increasing the satisfaction levels of students and other stakeholders
- Demonstrating institutional effectiveness through programs, services, and management
- Upgrading and maintaining academic and non-academic facilities

## **PROGRESS OUTCOMES AND CUSTOMER SATISFACTION**

### **Progress and Outcomes**

Significant progress has been made to enhance the annual performance measures in many academic and non-academic areas over the past five years. For example, relative to awarding undergraduate degrees, the performance exceeded the expectation. Since FY93, the University has awarded an average of 644 undergraduate degrees, while the target was an average of 642 annually.

The level of achievement on the outcome objective to improve the passage rates on state licensure examinations in law, pharmacy, and education demonstrates the improved quality of those programs. In the area of law, there was significant improvement in the passage rates. Five years ago, the passage rate was 69%. During the planning period, the rate increased incrementally to a high of 88% in 1996-97. Passage rates on the pharmacy exam improved by 10 percentage points, from 78% in 1993 to 88% 1997. The highest performance was in 1996 when the passage rate for pharmacy was 92%. Passage rates on the education ExCET fluctuated mildly; however, the level of achievement has averaged 80% of the legislative benchmark for annual performance. Over the five -year period, the average annual passage rate on ExCET was 70%.

Although benchmarks for six-year graduation rates have not been fully achieved, much progress has been made in this area. The University has long noted that the standard for calculating six-year graduation rates does not factor in the institutional mission for serving educationally disadvantaged students. While the six-year cohort graduation rates have remained lower than projected, it should be noted that of the first time entering freshman cohort from Fall 1990, 12% graduated by the end of the sixth

year, while nearly 26% was still enrolled at TSU or another State of Texas institution. Those data also reveal that progress has been made, particularly concerning the significant numbers of bachelor's degrees awarded annually.

The percent of TASP students retained after one academic year has also increased. In 1992, the percent of TASP students retained after one academic year was 50%; five years later (FY97), the rate was 64%. Additionally, 63% of the freshmen passed all sections of the State Certified TASP test within two continuous years after matriculation.

The University has also been very successful in meeting the performance measure on the dollar amount of externally funded projects. The targeted performance over the period ranged from 4 to 4.4 million dollars. The actual performance was more than 300% of annual projections. The average dollar amount of externally funded projects for the five year period was 16.9 million dollars.

### **Customer Satisfaction**

A student satisfaction survey was conducted during April 1998; 2,349 or 35% of 6,470 enrolled students completed surveys during the Spring 1998 Semester. The instrument used was a commercial standardized instrument of ACT Testing and Evaluation Services, which was previously administered in Spring 1996.

Normative data collected from other public institutions was used to compare satisfaction levels with findings from the Spring 1998 survey. Similar to other public colleges, the largest number, accounting for 20% of respondents, was in the 23-25 age group. The class level of the respondents was different from projections since 30% of the respondents were graduate or professional students, followed by 22% seniors, 19%

juniors, 14% sophomores, and 11% freshmen. Fifty percent of the respondents most often disclosed that the purpose for attending the University was to receive bachelor's degrees, followed by 13% pursuing master's degrees, and 21% pursuing doctoral or professional degrees.

Table 9 provides a comprehensive summary of the University's findings compared to the data of 193 college/universities using the ACT instrument focusing on two variables: four-year public institutions and enrollment ranging from 2,000 to 9,999. Texas Southern University's students' responses disclose that they were generally less satisfied with certain institutional conditions. However, it is worthwhile to note that in 1998 students were slightly more satisfied with institutional conditions than in 1996.

In 1996, the mean level of satisfaction for the section on college services was 3.1, and in 1998, the mean was 3.2. The college services section allowed students to disclose their level of satisfaction with student support services, including academic advising, counseling, placement, and financial aid. The college environment section allowed students to assess several aspects of the University: academic issues, admissions, rules and policies, facilities, registration, and general concerns. Table 10 summarizes the results for TSU; it also reveals normative data collected when selected comparisons were made.

TSU's students expressed greatest satisfaction with questions related to their academic programs. Student concerns receiving the five highest satisfaction ratings were as follows: (1) class size relative to the type of course (2) instruction in major fields, (3) course content in major fields, (4) out-of-class availability of instructors, and (5) on-campus racial harmony.

The implications of these results strongly suggest that students believe that the academic departments are providing quality instruction in a supportive environment of a Historically Black University.

An analysis of the students' responses reveals the lowest levels of satisfaction were associated with the following: (1) purposes for which student activity fees are used, (2) general registration procedures, (3) availability of financial aid information prior to enrolling, (4) billing and fee payment procedures, and (5) availability of courses at times when they can be taken. In 1996, the lowest satisfaction ratings were associated with registration procedures, followed by course availability, use of student fees, and fee payment procedures.

The size of the gains in terms of mean satisfaction levels was minimal. Nevertheless, most of the factors indicate that improvements are occurring in student levels of satisfaction. The survey results will serve as the foundation for the continued improvement of programs and services at Texas Southern University.