

## **Assessing state policy on postsecondary completion: Texas vs. SREB peers**

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### **ABSTRACT**

Prompted by changing demographics, economic pressures, and global competition, Texas and other members of the Southern Regional Education Board adopted policies to boost minority enrollment and success in higher education around the turn of the century. This study draws upon IPEDS graduation rate data for a benchmark year, 2002, and for 2006 through 2012 to assess the effectiveness of Texas' Closing the Gaps policy in relation to graduation rates at 4-year institutions and to similar policies in six SREB-member states. Descriptive and independent-samples *t* tests measured the effectiveness of Texas' Closing the Gaps compared to the selected SREB states. Although Texas fell below the SREB average graduation rates for targeted groups at the outset, data revealed variable but overall improvement for the grand total, Black, Hispanic, and White cohorts over the 10-year period for all states.

Keywords: graduation rates, college completion, minority students, Closing the Gaps, Southern Regional Education Board

## INTRODUCTION

Prompted by changing demographics, economic pressures, and global competition, many states have introduced policies to improve minority enrollment and success in higher education. According to the U.S. Census Bureau, the 2010 Texas population comprised 11.9% Blacks (non-Hispanic), 37.6% Hispanics, and 45.3% Whites (non-Hispanic) (Ennis, Rios-Vargas & Albert, 2011; Hixson, Helper, & Kim, 2011; Rastogi, Johnson, Hoeffel, & Drewery, 2011).

Demographers found that the most rapidly growing segments of the Texas population did not pursue post-secondary education at the same rate as Whites. In 2000, 33% of White Texans between ages 25 and 65 had received a bachelor's degree whereas only 14% of all other ethnicities had earned the same degree. Noting these circumstances, state demographer Steve Murdock warned, "if participation and graduation rates remain low, the poverty rate in Texas will increase by 3% and the average Texas household income will decline by \$3,000 in constant dollars by 2030" (THECB, 2001, p. 5). In addition, it was noted in 2002, that if individuals of all ethnic groups had achieved the same educational and salary level as Whites, the revenue generated through taxes in Texas would increase approximately \$16 billion (Truath, 2003). The prospective decline in the share of citizens with higher education degrees, the likely loss of state revenue, and the increased poverty rate led the Texas Higher Education Coordinating Board (THECB) to adopt and implement the Closing the Gaps policy in October 2000 (THECB, 2001).

Texas' Closing the Gaps policy (THECB 2001) comprises four parts with goals to be achieved by higher education institutions by 2015: improve research and academic programs, increase federal funding for science and engineering research, grow student enrollments, and expand minority participation and success. The latter goal, to improve student success through increasing state institutions' aggregate graduation rates for Black and Hispanic students, by 16,000 and 50,000, respectively for certificates, associate's, or bachelor's degrees by 2015 prompted the present study.

## BACKGROUND

Texas belongs to the Southern Regional Education Board (SREB), a regional policy organization whose purpose is to improve pre-K-20 education through policy advisement. The Atlanta-based organization, formed in 1948, consists of 16 member states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. The SREB adopted its Challenge to Lead for Education (2002) policy that sought to improve graduation and certificate completion rates at higher education institutions. As a result, many of these states originated policies just prior to or after the adoption of the Challenge to Lead goals and Closing the Gaps.

To establish a context for this study, researchers examined SREB states' demographics and policies related to undergraduate student participation and completion to find those similar to Texas. Researchers selected six states for comparative analyses. Arkansas created a task force in 2007 to reduce undergraduate student remediation and to improve college retention and graduation rates (An Act to Create the Arkansas, 2007). Florida's Board of Governors adopted a strategic plan in 2005 to increase the graduation rates of first-time freshmen and community college transfer students at public colleges and universities (State University System of Florida, 2005). Louisiana enacted the Granting Resources and Autonomy for Diplomas Act in 2010 to

allow higher education institutions to have more autonomy in setting tuition and managing financial resources if student retention and graduation rates improved (Louisiana Board of Regents, 2011). Maryland sought to improve student retention and graduation rates through the state's 1998 Higher Education Commission state plan (Maryland Higher Education Commission, n.d.). Oklahoma's State Board of Regents (1999) enacted the Brain Gain to increase undergraduate enrollment and graduation rates. Finally, Virginia implemented its Restructuring Act to allow higher education more autonomy if the college or university met benchmarks which included improved student retention and graduation rates (Spigel, 2005).

This study compared the effectiveness of the retention and graduation policies for undergraduate students at 4-year institutions under Texas' Closing the Gaps to the selected SREB-member states. Specifically, researchers pursued two research questions: (a) What were the graduation rates for the grand total, Black, Hispanic, and White undergraduate students at 4-year institutions in Texas and selected SREB states for cohort years ending in 2002, 2006, 2007, 2008, 2009, 2010, 2011, and 2012, and (b) Do differences exist in annual graduation rates for the grand total, Black, Hispanic, and White undergraduate students at 4-year institutions between Texas and the selected SREB states for the same period.

## **METHOD**

For the comparative portion of the study, researchers used the six SREB states selected for similar demographics and/or postsecondary graduation policies to Texas and to Closing the Gaps. Descriptive and independent-samples *t* tests measured the effectiveness of Texas' Closing the Gaps policy compared to the selected SREB states of Arkansas, Florida, Louisiana, Maryland, Oklahoma, and Virginia.

The descriptive statistics consisted of the mean, standard deviation, minimum and maximum percentage graduation rates of the grand total, Blacks, Hispanics, and Whites for Texas and the selected SREB states for the years 2002 and 2006 through 2012. The 2002 IPEDS graduation rate data were collected to establish a benchmark for the study because it was the first year that 6-year cohort data were collected (National Postsecondary Education Cooperative, 2011). Independent-samples *t* tests were utilized to learn whether differences existed in the graduation rates for the grand total, Black, Hispanic, and White undergraduate students in 4-year degree-granting institutions between Texas and the selected SREB states for the years 2002 and 2006 through 2012. In order to prevent a type I error, a Bonferroni adjustment by the number of significance tests of the dependent variables was used. The Levene test was utilized to address the homogeneity of variance. The effect size was also reported, where Cohen's (1992) conventional guidelines state that .01, .06, and .14 represent a small, medium, and large effect size, respectively. The alpha level of significance for this study was set at the .05 (Ary, Jacobs, & Razavieh, 2002).

## **DATA SOURCES**

Researchers used archival data acquired from the U.S. Department of Education's National Center for Education Statistics (NCES) Integrated Postsecondary Education Data Systems (IPEDS) in the study. Cook and Polarro (2010) noted that IPEDS data were the best higher education resource for comparing similar institutions' graduation rates and factors that might impact student retention, because the data collection is mandated by the federal government.

Researchers eliminated institutions that did not submit to NCES their grand total, Black, Hispanic, and White cohort graduation rates for any year, leaving 69 Texas and 186 selected SREB states' 4-year institutions. The ratio data of grand total, Black, Hispanic, and White cohort graduation rates of public, private, and for-profit 4-year institutions granting bachelor's degrees divided by their institutions' first-time, full-time, degree-seeking students were obtained for the years 2002, and 2006 through 2012. The cohort data are the total number of students who completed their undergraduate degrees in 6 or fewer years.

## RESULTS

Descriptive and inferential statistical analyses were used to answer the research questions. The descriptive results in Table 1 (see Appendix) show graduation rates of Texas and the selected SREB states for grand total, Black, Hispanic, and White undergraduate students for the benchmark year 2002 and years 2006 through 2012. Texas' grand total undergraduate graduation rates increased 3.6% from 45.1% in 2002 to 48.7% in 2012. The grand total for SREB peers increased by 3.7% from 52.2% in 2002 to 55.9% in 2012. Texas' Black student graduation rates showed a small improvement of .4% from 38.5% in 2002 to 38.9% in 2012 compared to an increase of 2.2% from 46.1% in 2002 to 48.3% in 2012 for SREB peers. The graduation rates of Texas' Hispanic undergraduates increased by 5.3% from 39.4% in 2002 to 44.7% in 2012 compared to an increase of 3.0% from 49.1% in 2002 to 52.1% in 2012 for selected SREB states. Texas' White student graduation rates improved 5.3% from 45.6% in 2002 to 50.9% in 2012 against a 4.4% increase in SREB peers from 53.2% in 2006 to 57.6% in 2012.

Independent-samples *t* tests were conducted for the graduation rates for Texas and the selected SREB states for the benchmark year 2002 and the years 2006 through 2012. Table 2 (see Appendix) summarizes the results of these independent-samples *t* tests which showed that Texas had a lower total graduation rate ( $M = 42.0$ ,  $SD = 18.35$ ) than the selected SREB states ( $M = 48.3$ ,  $SD = 18.68$ ) for 2002. Black students in Texas had lower graduation rates ( $M = 37.3$ ,  $SD = 20.56$ ) than Blacks in SREB peers ( $M = 44.7$ ,  $SD = 21.70$ ) as did Hispanic students in Texas ( $M = 37.3$ ,  $SD = 16.86$ ) compared to Hispanics in SREB peers ( $M = 52.1$ ,  $SD = 24.82$ ), and the difference was statistically significant  $t(173.066) = 4.938$ ,  $p = .000$ . A moderate effect size of the difference was observed ( $\eta^2 = .12$ ). There was also a significant difference in the graduation rates of White students in Texas ( $M = 42.6$ ,  $SD = 17.93$ ) and the selected SREB-member states ( $M = 50.0$ ,  $SD = 19.91$ );  $t(231) = 2.598$ ,  $p = .010$ , although the effect size was small ( $\eta^2 = .03$ ).

Independent-samples *t* tests were conducted for 2006 and showed that Texas overall had lower graduation rates ( $M = 43.3$ ,  $SD = 17.11$ ) than did the selected SREB states ( $M = 50.1$ ,  $SD = 19.31$ ), and the difference was statistically significant  $t(246) = 2.562$ ,  $p = .011$ . A small effect size of the difference was observed ( $\eta^2 = .03$ ). Black students in Texas had lower graduation rates ( $M = 37.5$ ,  $SD = 20.48$ ) than Blacks in selected SREB states ( $M = 45.1$ ,  $SD = 21.70$ ). Hispanic student graduation rates ( $M = 40.7$ ,  $SD = 16.61$ ) in Texas were lower than in selected SREB peers ( $M = 50.3$ ,  $SD = 24.00$ ) and statistically significant;  $t(170.066) = 3.325$ ,  $p = .001$ . However, the effect size between the two groups was moderate ( $\eta^2 = .05$ ). A significant difference in graduation rates between White students in Texas ( $M = 45.7$ ,  $SD = 17.52$ ) and in the peer states ( $M = 54.3$ ,  $SD = 19.95$ ) occurred;  $t(231) = 3.059$ ,  $p = .002$ , although the effect size was moderate ( $\eta^2 = .04$ ).

For 2007, the independent-samples  $t$  tests resulted in no significant difference in overall graduation rates between Texas students ( $M = 44.0$ ,  $SD = 19.05$ ) and the selected SREB states ( $M = 50.3$ ,  $SD = 19.61$ ). Black students in Texas ( $M = 39.3$ ,  $SD = 20.96$ ) had lower graduation rates than Blacks in the selected SREB states ( $M = 47.4$ ,  $SD = 21.35$ ) and statistically significant;  $t(219) = 2.535$ ,  $p = .012$ . The effect size between the two groups was small ( $\eta^2 = .03$ ). There was a significant difference in graduation rates between Hispanic students in Texas ( $M = 40.7$ ,  $SD = 17.59$ ) and selected SREB states ( $M = 53.4$ ,  $SD = 24.05$ );  $t(170.218) = 4.339$ ,  $p = .000$ . A moderate effect size was observed ( $\eta^2 = .08$ ). There was also a significant difference in graduation rates between White students in Texas ( $M = 45.5$ ,  $SD = 18.35$ ) and SREB peers ( $M = 53.8$ ,  $SD = 20.15$ );  $t(235) = 2.869$ ,  $p = .004$ . A moderate effect size was observed ( $\eta^2 = .04$ ).

The findings of the independent-samples  $t$  tests for 2008 revealed no significant difference in total graduation rates between Texas ( $M = 43.8$ ,  $SD = 19.46$ ) and selected SREB states ( $M = 49.1$ ,  $SD = 18.86$ ). Black student graduation rates in Texas ( $M = 36.7$ ,  $SD = 20.58$ ) were lower than in SREB peers ( $M = 45.9$ ,  $SD = 23.04$ );  $t(224) = 2.769$ ,  $p = .006$ . The effect size was small ( $\eta^2 = .03$ ). A significant difference in graduation rates between Hispanic students in Texas ( $M = 41.3$ ,  $SD = 18.09$ ) and SREB peers ( $M = 54.8$ ,  $SD = 24.65$ ) occurred with  $t(161.443) = 4.421$ ,  $p = .000$ . However, a moderate effect size was observed ( $\eta^2 = .09$ ). There was no significant difference in graduation rates between White students in Texas ( $M = 46.6$ ,  $SD = 19.25$ ) and in selected SREB states ( $M = 51.7$ ,  $SD = 18.41$ ).

Independent-samples  $t$  tests for 2009 showed Texas with lower total graduation rates ( $M = 44.6$ ,  $SD = 20.14$ ) than SREB peers ( $M = 49.2$ ,  $SD = 19.69$ ). There was no significant difference in graduation rates between Black students in Texas ( $M = 38.9$ ,  $SD = 21.46$ ) and selected SREB states ( $M = 45.0$ ,  $SD = 22.94$ ). A significant difference in graduation rates between Hispanic students in Texas ( $M = 41.9$ ,  $SD = 19.68$ ) and in SREB peers ( $M = 51.6$ ,  $SD = 23.50$ ) resulted with  $t(214) = 2.925$ ,  $p = .004$ ; although a small effect size occurred ( $\eta^2 = .05$ ). There was no significant difference in graduation rates between White students in Texas ( $M = 46.4$ ,  $SD = 19.57$ ) and in selected SREB states ( $M = 51.7$ ,  $SD = 18.41$ ).

For 2010, independent-samples  $t$  tests results showed lower total graduation rates ( $M = 43.9$ ,  $SD = 18.48$ ) for Texas than the selected SREB states ( $M = 48.5$ ,  $SD = 20.15$ ). Graduation rates of Black students in Texas ( $M = 37.5$ ,  $SD = 21.40$ ) were lower than in SREB peers ( $M = 44.9$ ,  $SD = 23.69$ ), but there was no significant difference in Hispanic graduation rates between Texas ( $M = 42.7$ ,  $SD = 17.85$ ) and selected SREB states ( $M = 50.0$ ,  $SD = 21.84$ ). The results also showed that there was no significant difference in graduation rates between White students in Texas ( $M = 47.0$ ,  $SD = 18.01$ ) and in the SREB peers ( $M = 52.0$ ,  $SD = 20.56$ ).

Independent-samples  $t$  tests for 2011 showed Texas with lower total graduation rates ( $M = 44.3$ ,  $SD = 18.75$ ) than SREB peers ( $M = 48.6$ ,  $SD = 19.31$ ). Black student graduation rates in Texas ( $M = 36.3$ ,  $SD = 22.13$ ) were lower than in selected SREB states ( $M = 41.9$ ,  $SD = 21.93$ ). Hispanic graduation rates in Texas ( $M = 43.5$ ,  $SD = 17.04$ ) were lower than in selected SREB states ( $M = 48.4$ ,  $SD = 21.15$ ). There was no significant difference in graduation rates between White students in Texas ( $M = 48.5$ ,  $SD = 19.28$ ) and in SREB peers ( $M = 53.2$ ,  $SD = 19.75$ ).

Finally, for 2012, the independent-samples  $t$  tests showed that Texas had lower total graduation rates ( $M = 44.0$ ,  $SD = 19.00$ ) than the selected SREB states ( $M = 49.0$ ,  $SD = 18.62$ ). A significant difference in graduation rates between Black students in Texas ( $M = 35.2$ ,  $SD = 20.49$ ) and in the selected SREB states ( $M = 44.3$ ,  $SD = 22.74$ ) occurred with  $t(229) = 2.819$ ,  $p = .005$ . A small effect sized occurred ( $\eta^2 = .03$ ). There was also a significant difference between Hispanic graduation rates in Texas ( $M = 40.7$ ,  $SD = 18.49$ ) and in SREB peers ( $M =$

48.6,  $SD = 21.66$ ), yielding  $t(216) = 2.754$ . A small effect size was observed ( $\eta^2 = .03$ ). White student graduation rates in Texas ( $M = 47.4$ ,  $SD = 18.80$ ) were lower than in the selected SREB states ( $M = 52.5$ ,  $SD = 19.86$ )

## DISCUSSION

The findings show that Texas' Closing the Gaps policy has improved undergraduate graduation rates in the state: graduation rates of the grand total, Black, Hispanic, and White undergraduates at 4-year institutions have increased since policy implementation in 2000. In base year 2002, Texas graduation rates for the grand total, Hispanic, and White students at 4-year institutions were significantly below those of the selected SREB states. In 2006, Texas' grand total, Hispanic, and White graduation rates were lower than SREB peers whereas in 2007, Texas' Black, Hispanic, and White student graduation rates were significantly below the selected SREB states. However, in that same year, the state's grand total improved to within the range of the selected SREB states. In 2008, Texas' Black and Hispanic student graduation rates were below the SREB range, but the grand total and White student rates were comparable to the selected SREB states. In 2009, Texas' grand total, Black, and White graduations rates improved to be within the SREB-group range. Texas' Hispanic student graduation rate continued significantly below peer states'. In 2010 and 2011, the graduation rates of Texas Black, Hispanic, and White students moved into the range of the selected SREB states. Finally, in 2012 the grand total and White graduation rates were within the range of the selected SREB states. However, the Black and Hispanic students' graduation rates fell below the range of the peer states.

## CONCLUSION

The modest gains in minority enrollment and completion since the Closing the Gaps implementation do not guarantee that success will be either certain or rapid. Texas has lagged selected SREB states in degree production, especially for minority students, for many years. It will take a continued, sustained effort to meet the goals set by the policy and the graduation rates of SREB peers.

According to the National Governors Association (NGA) *Complete to Compete* (2010), if Americans continue failing to obtain higher education degrees, by 2018, 3,000,000 jobs will remain unfilled for lack of educationally qualified employees. Furthermore, the NGA warned that by 2030, a gap of 7,000,000 degrees will exist in the United States if more citizens do not earn their degrees. According to the United States Census Bureau (2010), Texas ranked 31<sup>st</sup> in the nation in 2010 with 25.9% of citizens 25 years or older having completed a bachelor's degree compared to a national average of 28.2%. As a result, Texas needs to continue improving its Black, Hispanic, and White undergraduate graduation rates.

## RECOMMENDATIONS

For Texas to achieve these goals, policy makers should consider continuing the Closing the Gaps benchmarks for undergraduate participation and graduation and the annual Coordinating Board progress reports. Further, they should consider and implement effective student retention and graduation policies from other states. For example, the Mississippi Trustees of State Institutions of Higher Learning (2009) created a task force to examine the

enrollment, retention and graduation rates of Black males at their public institutions. The task force recommended ways to increase student retention and graduation rates for Black males. These same measures could be effective with other racial and ethnic groups as well: expanding peer mentoring programs for first-year students, increasing student advisement, boosting student organization involvement opportunities, and improving methods to inform parents and future undergraduates about the social and financial benefits of acquiring a higher education degree.

Many states within and beyond the SREB have sought to address the challenges posed by burgeoning minority populations, expected workforce shortages, and potential economic decline through policy initiatives targeting increased postsecondary productivity. There now exists a body of legislation and policy in this arena that, were it complied and disseminated, could benefit all state legislatures and higher education coordinating boards and perhaps enhance degree completion across the nation.

Table 1  
Selected SREB States and Texas Graduation Rate Descriptive Statistics

Population	Year	Number	M	SD	Minimum	Maximum
Grand Total SREB	2002	178	52.2	17.31	22.0	92.0
Grand Total Texas	2002	69	45.1	16.87	14.0	92.0
Black (non-Hispanic) SREB	2002	156	46.1	21.24	8.0	100.0
Black (non-Hispanic) Texas	2002	61	38.5	18.97	9.0	88.0
Hispanic SREB	2002	135	49.1	21.38	7.0	100.0
Hispanic Texas	2002	64	39.4	17.24	9.0	89.0
White (non-Hispanic) SREB	2002	168	53.2	17.58	19.0	93.0
White (non-Hispanic) Texas	2002	65	45.6	17.86	6.0	91.0
Grand Total SREB	2006	179	54.1	17.42	22.0	92.0
Grand Total Texas	2006	69	47.6	16.94	12.0	93.0
Black (non-Hispanic) SREB	2006	164	48.8	20.15	11.0	100.0
Black (non-Hispanic) Texas	2006	64	40.5	20.61	9.0	100.0
Hispanic SREB	2006	142	48.7	21.78	7.0	100.0
Hispanic Texas	2006	64	43.8	16.14	19.0	88.0
White (non-Hispanic) SREB	2006	169	55.4	17.84	20.0	93.0
White (non-Hispanic) Texas	2006	64	48.6	17.14	14.0	93.0
Grand Total SREB	2007	179	54.5	17.19	20.0	93.0
Grand Total Texas	2007	69	47.11	17.31	12.0	90.0
Black (non-Hispanic) SREB	2007	159	49.7	18.68	13.0	94.0
Black (non-Hispanic) Texas	2007	62	40.1	19.94	9.0	90.0
Hispanic SREB	2007	148	53.1	20.38	11.0	100.0
Hispanic Texas	2007	67	42.7	17.51	15.0	87.0
White (non-Hispanic) SREB	2007	173	55.5	17.40	23.0	94.0
White (non-Hispanic) Texas	2007	64	47.9	17.64	6.0	90.0
Grand Total SREB	2008	179	55.1	18.08	15.0	93.0
Grand Total Texas	2008	69	47.1	17.83	13.0	93.0
Black (non-Hispanic) SREB	2008	163	50.0	21.38	2.0	92.0
Black (non-Hispanic) Texas	2008	63	39.0	20.73	8.0	94.0
Hispanic SREB	2008	144	53.4	21.71	15.0	100.0
Hispanic Texas	2008	64	43.3	18.82	13.0	94.0
White (non-Hispanic) SREB	2008	166	56.1	18.12	17.0	95.0
White (non-Hispanic) Texas	2008	64	48.2	18.34	10.0	92.0
Grand Total SREB	2009	179	54.7	18.17	17.0	93.0
Grand Total Texas	2009	69	48.1	18.57	11.0	93.0
Black (non-Hispanic) SREB	2009	166	48.8	20.84	8.0	88.0
Black (non-Hispanic) Texas	2009	66	40.9	20.05	6.0	100.0
Hispanic SREB	2009	150	50.9	20.35	7.0	92.0
Hispanic Texas	2009	66	44.0	18.89	11.0	89.0
White (non-Hispanic) SREB	2009	172	55.5	18.41	17.0	95.0
White (non-Hispanic) Texas	2009	66	49.1	19.50	7.0	93.0
Grand Total SREB	2010	179	55.8	18.71	16.0	100.0



Grand Total Texas	2010	69	48.1	18.17	12.0	92.0
Black (non-Hispanic) SREB	2010	166	49.4	22.67	9.0	100.0
Black (non-Hispanic) Texas	2010	66	40.0	21.72	9.0	89.0
Hispanic SREB	2010	152	51.9	21.07	14.0	100.0
Hispanic Texas	2010	66	45.7	18.19	14.0	84.0
White (non-Hispanic) SREB	2010	170	57.0	18.64	17.0	100.0
White (non-Hispanic) Texas	2010	65	49.2	18.56	7.0	91.0
Grand Total SREB	2011	179	55.5	17.61	19.0	94.0
Grand Total Texas	2011	69	48.9	17.95	12.0	92.0
Black (non-Hispanic) SREB	2011	167	48.6	20.21	12.0	94.0
Black (non-Hispanic) Texas	2011	66	39.3	20.11	10.0	100.0
Hispanic SREB	2011	150	50.1	19.43	6.0	99.0
Hispanic Texas	2011	67	46.7	16.96	14.0	89.0
White (non-Hispanic) SREB	2011	169	56.1	18.42	13.0	95.0
White (non-Hispanic) Texas	2011	65	51.7	19.11	10.0	96.0
Grand Total SREB	2012	179	55.9	17.40	20.0	93.0
Grand Total Texas	2012	69	48.7	18.39	12.0	92.0
Black (non-Hispanic) SREB	2012	164	48.3	20.85	10.0	92.0
Black (non-Hispanic) Texas	2012	67	38.9	20.95	7.0	100.0
Hispanic SREB	2012	151	52.1	20.32	8.0	100.0
Hispanic Texas	2012	67	44.7	18.25	14.0	92.0
White (non-Hispanic) SREB	2012	167	57.6	17.26	21.0	95.0
White (non-Hispanic) Texas	2012	65	50.9	18.47	6.0	91.0

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Table 2  
T test Statistics for the Selected SREB States and Texas

Population	Year	Selected SREB States		Texas		df	t
		M	SD	M	SD		
Grand Total	2002	48.3	18.68	42.0	18.35	245	2.390
Black (non-Hispanic)	2002	44.7	21.70	37.3	20.56	215	2.267
Hispanic	2002	52.1	24.82	37.3	16.86	173.066	4.938*
White (non-Hispanic)	2002	50.0	19.91	42.6	17.93	231	2.598*
Grand Total	2006	50.1	19.31	43.3	17.11	246	2.562*
Black (non-Hispanic)	2006	45.1	21.70	37.5	20.48	226	2.391
Hispanic	2006	50.3	24.00	40.7	16.61	170.066	3.325*
White (non-Hispanic)	2006	54.3	19.95	45.7	17.52	231	3.059*
Grand Total	2007	50.3	19.61	44.0	19.05	246	2.277
Black (non-Hispanic)	2007	47.4	21.35	39.3	20.96	219	2.535*
Hispanic	2007	53.4	24.05	40.7	17.59	170.218	4.339*
White (non-Hispanic)	2007	53.8	20.15	45.5	18.35	235	2.869*
Grand Total	2008	49.1	18.86	43.8	19.46	246	1.955
Black (non-Hispanic)	2008	45.9	23.04	36.7	20.58	224	2.769*
Hispanic	2008	54.8	24.65	41.3	18.09	161.443	4.421*
White (non-Hispanic)	2008	51.7	18.41	46.6	19.57	228	1.857
Grand Total	2009	49.2	19.69	44.6	20.14	246	1.607
Black (non-Hispanic)	2009	45.0	22.94	38.9	21.46	230	1.839
Hispanic	2009	51.6	23.50	41.9	19.68	214	2.925*
White (non-Hispanic)	2009	52.6	20.53	46.9	20.27	236	1.944
Grand Total	2010	48.5	20.15	43.9	18.48	246	1.626
Black (non-Hispanic)	2010	44.9	23.69	37.5	21.40	230	2.193
Hispanic	2010	50.0	21.84	42.7	17.85	216	2.412
White (non-Hispanic)	2010	52.0	20.56	47.0	18.01	233	1.707
Grand Total	2011	48.6	19.31	44.3	18.75	246	1.584
Black (non-Hispanic)	2011	41.9	21.93	36.3	22.13	231	1.767
Hispanic	2011	48.4	21.15	43.5	17.04	215	1.648
White (non-Hispanic)	2011	53.2	19.75	48.5	19.28	232	1.618
Grand Total	2012	49.0	18.62	44.0	19.00	246	1.882
Black (non-Hispanic)	2012	44.3	22.74	35.2	20.49	229	2.819*
Hispanic	2012	48.6	21.66	40.7	18.49	216	2.623*
White (non-Hispanic)	2012	52.5	19.86	47.4	18.80	230	1.783

\*p < .05

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