

Texas A&M University-Commerce

Accountability Report

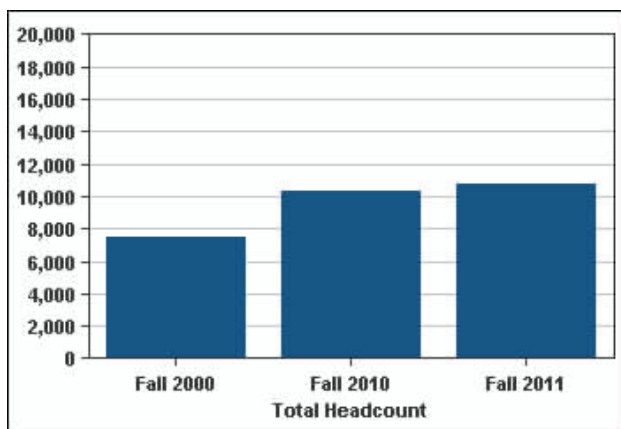
January 2012

Participation - Key Measures

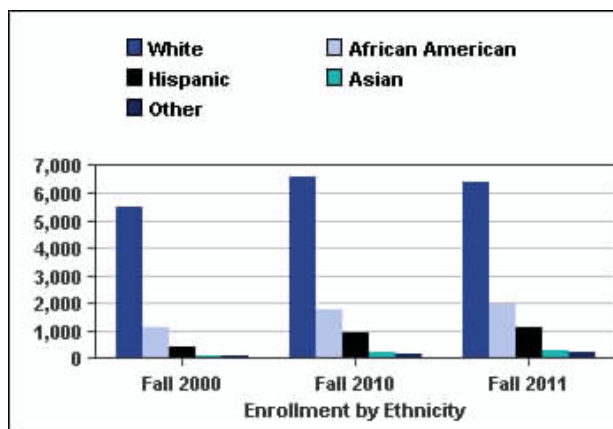
Enrollment

| 1. Fall headcount (unduplicated) | | | | | | |
|---|---------------|---------------|---------------|---------------------------------|---|-----------------------------|
| | Fall 2000 | Fall 2010 | Fall 2011 | % Change Fall 2000 to Fall 2011 | Institutional Closing the Gaps Target-Fall 2015 | Closing the Gaps Completion |
| Total* | 7,483 | 10,280 | 10,726 | 43.3% | 15,000 | 72% |
| White | 5,484 (73.3%) | 6,551 (63.7%) | 6,372 (59.4%) | 16.2% | 7,000 | 91.0% |
| African American | 1,140 (15.2%) | 1,772 (17.2%) | 1,966 (18.3%) | 72.5% | 2,840 | 69.2% |
| Multi-racial one of which is African American | 0 (0.0%) | 0 (0.0%) | 14 (0.1%) | N/A | | |
| Hispanic | 387 (5.2%) | 935 (9.1%) | 1,155 (10.8%) | 198.4% | 3,750 | 30.8% |
| Asian | 84 (1.1%) | 223 (2.2%) | 257 (2.4%) | 206.0% | | |
| International | 301 (4.0%) | 641 (6.2%) | 760 (7.1%) | 152.5% | | |
| Other | 87 (1.2%) | 158 (1.5%) | 202 (1.9%) | 132.2% | | |

*Federal reporting of race/ethnicity categories changed effective fall 2010. The new reporting categories will make longitudinal comparisons problematic. Hispanics are identified by an ethnicity question that is separate from the racial question. Hispanic students, except international ones, are identified by the ethnicity question. In addition to the "African American" non-Hispanic category, there is a listing for "Multi-Racial one of which is African American." "Asian" includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown separately and excluded from the race/ethnicity breakouts.



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

A&M-Commerce has committed to a 2010 enrollment goal of 9,550, and has raised the goal for Hispanic student enrollment to 1,875. A&M-Commerce has already surpassed the 2010 goals for White and African-American students, and has experienced a 108% increase in Hispanic student enrollment from 2000 to 2009. A&M-Commerce is committed to becoming an Hispanic Serving Institution (HSI) and has developed and implemented both a new Strategic Enrollment Management Plan, and a Strategic Marketing Plan to aid in achieving these goals.

Full-Time Equivalent Enrollment

2. Fall semester credit hours (SCH) includes undergraduate(15), master's(12), doctoral(9), special-professional(12), and optometry(17).

| | Fall 2000 | Fall 2010 | Fall 2011 | % Change Fall 2000 to Fall 2011 |
|---------------------------|--------------|--------------|--------------|---------------------------------|
| Total FTSEs | 5,118 | 6,988 | 7,537 | 47.3% |
| State-Funded FTSEs | 5,117 | 6,844 | 7,383 | 44.3% |

NOTE: The percentage change is based on the actual FTE numbers and may vary slightly from the calculation produced by the rounded numbers. Post-baccalaureate students are counted separately from master's for headcount enrollment and are counted with master's for FTE enrollment calculations.

The rise of full-time equivalency enrollment between 2000 and 2009 (20.2%) is slightly less than the rise in headcount enrollment for the same period (21.3%); this indicates students are now taking fewer courses. This issue has been noted and has been addressed in the new Strategic Enrollment Management Plan.

Participation - Contextual Measures

| | Fall 2000 | Fall 2010 | Fall 2011 | %/Point Change Fall 2000 to Fall 2011 |
|--|-----------|-----------|-----------|---------------------------------------|
| 3. First-time undergraduates from Texas top 10% | 7.5% | 16.3% | 13.4% | 5.9 |
| 4. First-time entering applicants accepted | 88.0% | 61.1% | 60.1% | - 27.9 |
| 5. First-time accepted, enrolled | 48.8% | 38.3% | 38.5% | - 10.3 |

Additional applicant data is available at: <http://www.txhighereddata.org/Interactive/AppAccEnr.cfm>

| | FY 2000 | FY 2009 | FY 2010 | Point Change FY 2000 to FY 2010 |
|---|---------|---------|---------|---------------------------------------|
| 6. Racial and Ethnic composition of Texas public high school graduates | | | | |
| White | 51.5% | 42.4% | 38.7% | -3.7 |
| African American | 12.9% | 13.6% | 13.2% | -0.4 |
| Hispanic | 32.1% | 39.7% | 42.6% | 2.9 |
| Asian | 3.2% | 4.0% | 3.7% | -0.3 |
| Other | 0.3% | 0.4% | 1.9% | 1.5 |

UG Students by SCH taken at 2-year colleges

| 7. UG Students by SCH taken at 2-year colleges | | | | | | | |
|---|-----------------------|---------|-----------------------|---------|-----------------------|---------|--|
| | Fall 2000 | | Fall 2010 | | Fall 2011 | | Point Change Fall 2000 to Fall 2011 |
| | Fall UG Enrollment | Rate | Fall UG Enrollment | Rate | Fall UG Enrollment | Rate | |
| UG Students | 4,314 | (100%) | 6,271 | (100%) | 6,601 | (100%) | |
| 0-12 hours | 1,025 | (23.8%) | 1,044 | (16.6%) | 1,141 | (17.3%) | - 6.5 |
| 13-24 hours | 342 | (7.9%) | 611 | (9.7%) | 651 | (9.9%) | 2.0 |
| 25-29 hours | 113 | (2.6%) | 162 | (2.6%) | 183 | (2.8%) | 0.2 |
| 30-42 hours | 254 | (5.9%) | 430 | (6.9%) | 426 | (6.5%) | 0.6 |
| 43+ hours | 1,171 | (27.1%) | 2,349 | (37.5%) | 2,441 | (37.0%) | 9.9 |
| All Students with SCH at TX 2-Yr college | 2,905 | (67.3%) | 4,596 | (73.3%) | 4,842 | (73.4%) | 6.1 |
| Awarded Core | 0 | (0.0%) | 1,324 | (21.1%) | 1,422 | (21.5%) | 21.5 |

| | Fall 2000 | Fall 2010 | Fall 2011 | %/Point Change Fall 2000 to Fall 2011 |
|---|-----------|-----------|-----------|--|
| 8. Semester Credit Hours | | | | |
| Total undergraduate semester credit hours | 57,277 | 73,925 | 79,338 | 38.5% |
| Total graduate semester credit hours | 15,190 | 23,988 | 26,259 | 72.9% |
| Percentage graduate SCH to total SCH | 21.0 % | 24.5 % | 24.9% | 3.9 |

The continued increase in the number and percentage of transfer students reflects the large population of community college students in our region, as well as marketing and recruiting in that sector.

Participation - Out-of-State Peers

| Texas A&M University-Commerce | Doctoral Group Out-of-State Peers | | Institution's Out-of-State Peers | | |
|--|--|---|-----------------------------------|------------------------------|---|
| | EAST TENNESSEE STATE UNIVERSITY | UNIVERSITY OF NORTH CAROLINA AT GREENSBORO | EASTERN MICHIGAN UNIVERSITY | IDAHO STATE UNIVERSITY | INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS |
| Headcount Enrollment | | | | | |
| Total | 10,787 | 14,952 | 18,771 | 23,565 | 15,126 |
| White | 6,900 | 12,869 | 12,283 | 15,180 | 11,746 |
| African American | 1,772 | 752 | 3,938 | 4,535 | 1,432 |
| Hispanic | 1,631 | 338 | 756 | 560 | 300 |
| Asian | 258 | 244 | 591 | 531 | 162 |
| Other | 226 | 749 | 1,203 | 2,759 | 1,486 |
| Full-Time Equivalent Enrollment | | | | | |
| Total | 7,763 | 13,189 | 16,125 | 17,828 | 13,738 |

Source: IPEDS Fall 2010

Fall 2011 Enrollment Detail - Texas A&M University-Commerce

Participation

By 2015, close the gaps in participation rates across Texas to add 630,000 more students.

By Level, Age:

| Age Group | Undergraduate | Master's | Doctor's Research/ Scholarship | Professional Specialty | Post- Baccalaureate | Total |
|--------------|---------------|--------------|-----------------------------------|---------------------------|------------------------|---------------|
| Under 18 | 169 | 0 | 0 | 0 | 0 | 169 |
| 18 to 21 | 2,666 | 22 | 0 | 0 | 0 | 2,688 |
| 22 to 24 | 1,287 | 600 | 2 | 0 | 28 | 1,917 |
| 25 to 29 | 860 | 947 | 43 | 0 | 72 | 1,922 |
| 30 to 34 | 541 | 596 | 67 | 0 | 79 | 1,283 |
| 35 and over | 1,078 | 1,150 | 324 | 0 | 195 | 2,747 |
| Total | 6,601 | 3,315 | 436 | 0 | 374 | 10,726 |

By Level, Race/Ethnicity:

| Ethnicity | Undergraduate | Master's | Doctor's Research/ Scholarship | Professional Specialty | Post- Baccalaureate | Total |
|--|---------------|--------------|-----------------------------------|---------------------------|------------------------|---------------|
| White | 4,142 | 1,701 | 288 | 0 | 241 | 6,372 |
| African American | 1,273 | 523 | 83 | 0 | 87 | 1,966 |
| Multi-racial one of which is African American | 9 | 4 | 1 | 0 | 0 | 14 |
| Hispanic | 804 | 295 | 33 | 0 | 23 | 1,155 |
| Asian | 115 | 128 | 7 | 0 | 7 | 257 |
| International | 123 | 612 | 23 | 0 | 2 | 760 |
| Other | 135 | 52 | 1 | 0 | 14 | 202 |
| Total | 6,601 | 3,315 | 436 | 0 | 374 | 10,726 |

By Level, Gender:

| Gender | Undergraduate | Master's | Doctor's Research/ Scholarship | Professional Specialty | Post- Baccalaureate | Total |
|--------------|---------------|--------------|-----------------------------------|---------------------------|------------------------|---------------|
| Male | 2,619 | 1,391 | 129 | 0 | 115 | 4,254 |
| Female | 3,982 | 1,924 | 307 | 0 | 259 | 6,472 |
| Total | 6,601 | 3,315 | 436 | 0 | 374 | 10,726 |

Fall 2010 FTE Enrollment Detail - Texas A&M University-Commerce

Participation

By 2015, close the gaps in participation rates across Texas to add 630,000 more students.

| | Lower-Division SCH | Upper Division SCH | Undergraduate SCH | Master's SCH | Doctor's Research/ Scholarship SCH | Professional Specialty SCH | Optometry SCH | Total SCH | FTSE |
|---------------------|-----------------------|-----------------------|----------------------|--------------|---|-------------------------------|------------------|-----------|-------|
| Total | 35,938 | 37,987 | 73,925 | 21,789 | 2,199 | 0 | 0 | 97,913 | 6,988 |
| State-Funded | 35,135 | 36,618 | 71,753 | 21,789 | 2,199 | 0 | 0 | 95,741 | 6,844 |

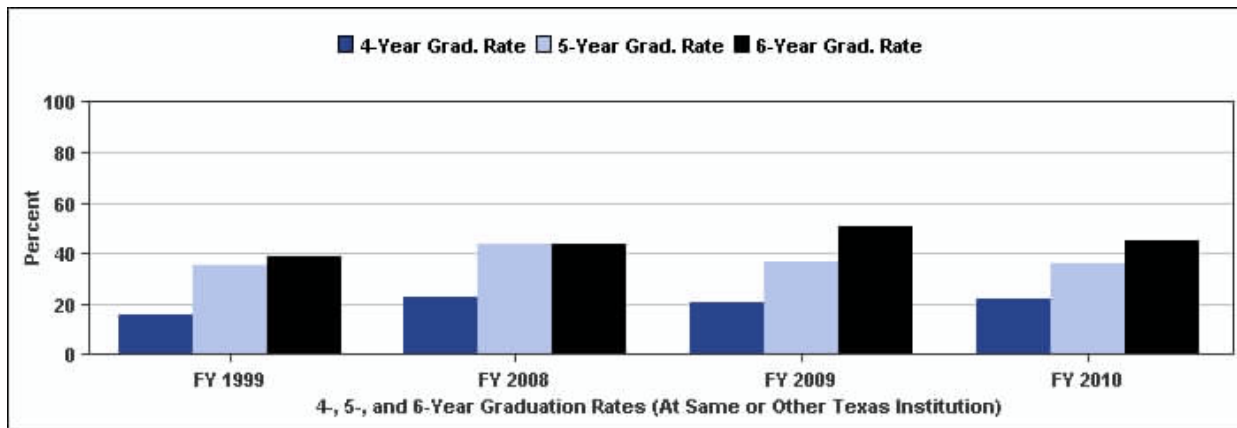
Success - Key Measures

Graduation Rate: 4-, 5-, and 6-Year

9. First-time, full-time entering, degree-seeking, students enrolled in a minimum of 12 SCH their first fall semester who have graduated from the same institution or another Texas public or independent institution.

| | FY 1999 | | | FY 2008 | | | FY 2009 | | | FY 2010 | | | Point Change FY 1999 to FY 2010 |
|------------------------|----------------------------|-----|-------|----------------------------|-----|-------|----------------------------|-----|-------|----------------------------|-----|-------|---------------------------------------|
| | Entering Fall Cohort | Num | Rate | Entering Fall Cohort | Num | Rate | Entering Fall Cohort | Num | Rate | Entering Fall Cohort | Num | Rate | |
| 4-Year graduation rate | 1995 | 485 | 15.5% | 2004 | 504 | 22.6% | 2005 | 441 | 20.6% | 2006 | 579 | 22.1% | 6.6 |
| Same institution | | | 15.1% | | | 21.0% | | | 17.9% | | | 20.7% | 5.6 |
| Other institutions | | | 0.4% | | | 1.6% | | | 2.7% | | | 1.4% | 1.0 |
| 5-Year graduation rate | 1994 | 535 | 35.5% | 2003 | 586 | 43.5% | 2004 | 504 | 36.5% | 2005 | 441 | 36.3% | 0.8 |
| Same institution | | | 32.5% | | | 37.5% | | | 31.2% | | | 30.6% | - 1.9 |
| Other institutions | | | 3.0% | | | 6.0% | | | 5.4% | | | 5.7% | 2.7 |
| 6-Year graduation rate | 1993 | 497 | 38.8% | 2002 | 595 | 43.5% | 2003 | 586 | 50.5% | 2004 | 504 | 44.8% | 6.0 |
| Same institution | | | 33.4% | | | 36.5% | | | 41.6% | | | 36.1% | 2.7 |
| Other institutions | | | 5.4% | | | 7.1% | | | 8.9% | | | 8.7% | 3.3 |

For more information on the 6-year graduation rate, see: <http://www.txhighereddata.org/Interactive/GradRates.cfm>



Source: CBM001, CBM002 and CBM009

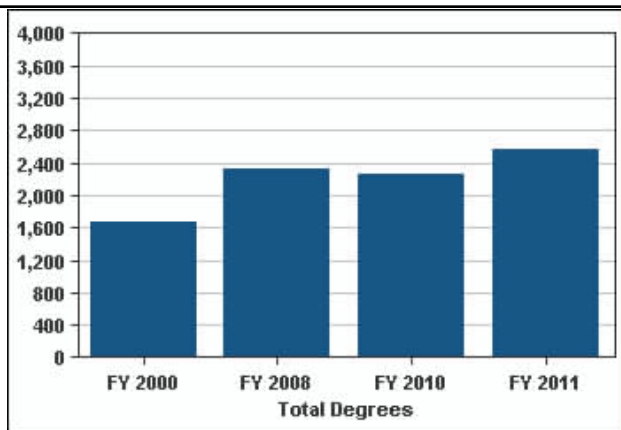
A&M-Commerce has traditionally appealed to first-generation and non-traditional students who often take longer than four years to complete the baccalaureate degree. Institutional efforts have been made to increase retention and subsequent 4-, 5- and 6- year graduation rates, and the trends are generally positive in these areas. Especially positive is the increase in the 5-year graduation rate.

Degrees Awarded

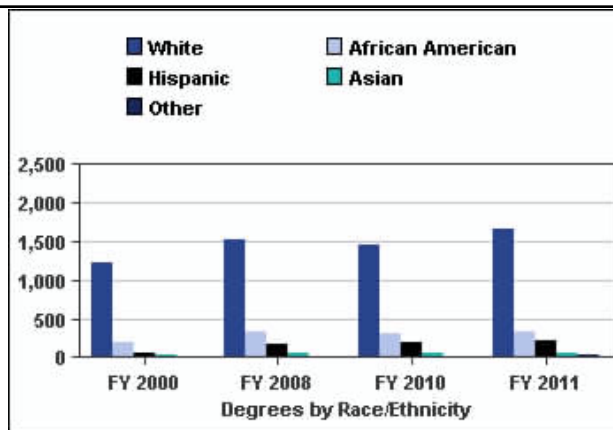
| 10. Number of degrees awarded. | | | | | | |
|---|---------|---------|---------|-----------------------------|---|-----------------------------|
| | FY 2000 | FY 2010 | FY 2011 | % Change FY 2000 to FY 2011 | Institutional Closing the Gaps Target-Fall 2015 | Closing the Gaps Completion |
| Total Degrees* | 1,662 | 2,266 | 2,560 | 54.0% | | |
| White | 1,238 | 1,462 | 1,667 | 34.7% | | |
| African American | 201 | 317 | 332 | 65.2% | | |
| Multi-racial one of which is African American | 0 | 0 | 0 | N/A | | |
| Hispanic | 66 | 191 | 217 | 228.8% | | |
| Asian | 37 | 57 | 62 | 67.6% | | |
| International | 106 | 220 | 258 | 143.4% | | |
| Other | 14 | 19 | 24 | 71.4% | | |
| Level | | | | | | |
| Associates | N/A | N/A | N/A | N/A | 0 | N/A |
| Baccalaureate | 1,026 | 1,153 | 1,313 | 28.0% | 1,800 | 72.9% |
| Master's | 590 | 1,071 | 1,196 | 102.7% | | |
| Doctor's Research/Scholarship | 46 | 42 | 51 | 10.9% | 85 | 60.0% |
| Doctor's Professional Practice | N/A | N/A | N/A | N/A | | |

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are non-international, non-Hispanic students who selected two or more races. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown as a separate category. In Institutional Targets, "Multi-Racial one of which is African American" are included in the African American target.

| Gender | | | | |
|---------------|-------|-------|-------|-------|
| Male | 652 | 773 | 944 | 44.8% |
| Female | 1,010 | 1,493 | 1,616 | 60.0% |



Source: CBM009



Source: CBM009

As noted, A&M-Commerce has experienced a steady increase in the number of degrees awarded from FY 2000 to FY 2009. Substantial increases have been made in the number of degrees awarded to minority students, especially Hispanic (180.3% increase from FY 2000 to FY 2009).

11. Undergraduate Degrees to At-Risk Students

| | FY 2000 | FY 2010 | FY 2011 | Change FY 2000 to FY 2011 |
|---|---------|---------|---------|---------------------------|
| Undergraduate Degrees to At-Risk Students | 586 | 884 | 1,002 | 416 |

Closing the Gaps Critical Fields: STEM Awards

| 12. Degrees awarded in STEM fields. | | | | | | | | |
|-------------------------------------|---------|---------|---------|---------|-----------------------------------|--|------------------------------------|--|
| | FY 2000 | FY 2009 | FY 2010 | FY 2011 | % Change FY 2000 to FY 2011 | Institutional Closing the Gaps Target- Fall 2015* | Closing the Gaps Completion* | |
| Computer Science* | 54 | 14 | 15 | 15 | - 72.2% | 40 | 37.5% | |
| Engineering* | 24 | 29 | 19 | 28 | 16.7% | 100 | 28.0% | |
| Math* | 16 | 18 | 15 | 16 | 0.0% | 50 | 32.0% | |
| Physical Science* | 13 | 10 | 6 | 11 | - 15.4% | 50 | 22.0% | |
| Level | | | | | | | | |
| Associates | 0 | 0 | 0 | 0 | N/A | | | |
| Baccalaureate | 107 | 71 | 55 | 70 | - 34.6% | 240 | 29.2% | |
| Master's | 112 | 139 | 124 | 179 | 59.8% | | | |
| Doctor's Research/Scholarship | 0 | 0 | 0 | 0 | N/A | | | |

* Includes baccalaureate and associate degrees.

It is anticipated that the number of degrees awarded will increase in these areas following the recent completion of the new science building, and full implementation of new programs in industrial engineering, construction engineering and the physical sciences.

Nursing and Allied Health

| 13. Degrees and certificates awarded in nursing. | | | | | | | | |
|--|----------|----------|----------|----------|-----------------------------------|--|------------------------------------|--|
| | FY 2000 | FY 2009 | FY 2010 | FY 2011 | % Change FY 2000 to FY 2011 | Institutional Closing the Gaps Target- FY 2015* | Closing the Gaps Completion* | |
| Total Nursing Degrees | 0 | 0 | 0 | 0 | N/A | | | |
| Certificate | 0 | 0 | 0 | 0 | N/A | | | |
| Associates | 0 | 0 | 0 | 0 | N/A | | | |
| Baccalaureate | 0 | 0 | 0 | 0 | N/A | 25 | 0.0% | |
| Master's | 0 | 0 | 0 | 0 | N/A | | | |
| Doctor's Research/Scholarship | 0 | 0 | 0 | 0 | N/A | | | |
| Doctor's Professional Practice | 0 | 0 | 0 | 0 | N/A | | | |

* Includes baccalaureate and associate degrees and certificates.

A&M-Commerce has only recently initiated one program, athletic training, in this area.

| 14. Degrees and certificates awarded in allied health. | | | | | | | | |
|--|----------|----------|----------|----------|-----------------------------------|--|------------------------------------|--|
| | FY 2000 | FY 2009 | FY 2010 | FY 2011 | % Change FY 2000 to FY 2011 | Institutional Closing the Gaps Target- FY 2015* | Closing the Gaps Completion* | |
| Total Allied Health Degrees | 0 | 0 | 4 | 1 | N/A | | | |
| Certificate | 0 | 0 | 0 | 0 | N/A | | | |
| Associates | 0 | 0 | 0 | 0 | N/A | | | |
| Baccalaureate | 0 | 0 | 4 | 1 | N/A | 20 | 5.0% | |
| Master's | 0 | 0 | 0 | 0 | N/A | | | |
| Doctor's Research/Scholarship | 0 | 0 | 0 | 0 | N/A | | | |
| Doctor's Professional Practice | 0 | 0 | 0 | 0 | N/A | | | |

* Includes baccalaureate and associate degrees and certificates.

Teacher Production and Certification

| 15. Students taking and passing the certification exams for teacher education. | | | |
|--|--------------|--------------|--------------|
| | FY 2008 | FY 2009 | FY 2010 |
| Total number taking exam | 918 | 952 | 840 |
| Race/Ethnicity | | | |
| White | 710 | 726 | 634 |
| African American | 106 | 122 | 92 |
| Hispanic | 74 | 81 | 85 |
| Other | 28 | 23 | 29 |
| Gender | | | |
| Male | 150 | 171 | 152 |
| Female | 768 | 781 | 688 |
| Total percent passing exam | 97.0% | 98.0% | 97.0% |
| Race/Ethnicity | | | |
| White | 98.0% | 99.0% | 98.0% |
| African American | 95.0% | 95.0% | 92.0% |
| Hispanic | 95.0% | 98.0% | 94.0% |
| Other | 96.0% | 97.0% | 95.0% |
| Gender | | | |
| Male | 98.0% | 98.0% | 97.0% |
| Female | 97.0% | 98.0% | 97.0% |

Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are suppressed.

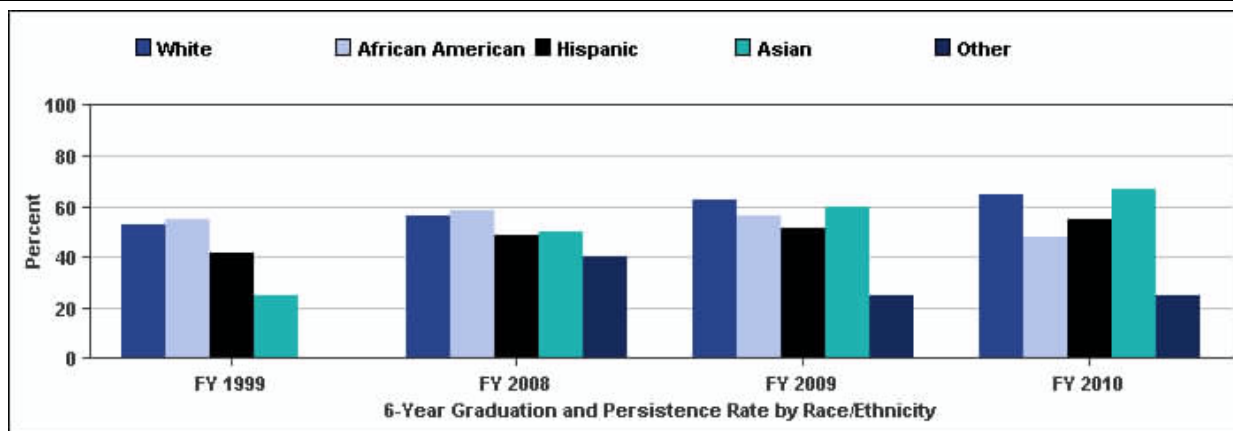
A&M-Commerce has undertaken major institutional initiatives to improve teacher certification rates, and remains a major producer of certified teachers and public school administrators for the state of Texas.

Graduation and Persistence Rate: 6-Year

16. First-time, full-time students enrolled in a minimum of 12 SCH their first fall semester who have graduated or are still enrolled at the same institution or another Texas public or independent institution.

| | FY 1999 | | | FY 2008 | | | FY 2009 | | | FY 2010 | | | Point Change FY 1999 to FY 2010 |
|---------------------------|----------------------|--------|-------|----------------------|--------|-------|----------------------|--------|-------|----------------------|--------|-------|---------------------------------|
| | Entering Fall Cohort | Cohort | Rate | Entering Fall Cohort | Cohort | Rate | Entering Fall Cohort | Cohort | Rate | Entering Fall Cohort | Cohort | Rate | |
| Total | 1993 | 497 | 52.1% | 2002 | 595 | 56.3% | 2003 | 586 | 59.7% | 2004 | 504 | 59.1% | 7.0 |
| Same institution | | | 38.4% | | | 40.2% | | | 45.4% | | | 40.9% | 2.5 |
| Other institutions | | | 13.7% | | | 16.1% | | | 14.3% | | | 18.3% | 4.6 |
| White | 1993 | 382 | 52.9% | 2002 | 417 | 56.6% | 2003 | 383 | 62.7% | 2004 | 330 | 64.5% | 11.6 |
| Same institution | | | 39.3% | | | 39.1% | | | 46.7% | | | 44.8% | 5.5 |
| Other institutions | | | 13.6% | | | 17.5% | | | 15.9% | | | 19.7% | 6.1 |
| African American | 1993 | 84 | 54.8% | 2002 | 128 | 58.6% | 2003 | 140 | 56.4% | 2004 | 131 | 48.1% | - 6.7 |
| Same institution | | | 41.7% | | | 44.5% | | | 47.1% | | | 33.6% | - 8.1 |
| Other institutions | | | 13.1% | | | 14.1% | | | 9.3% | | | 14.5% | 1.4 |
| Hispanic | 1993 | 24 | 41.7% | 2002 | 37 | 48.6% | 2003 | 45 | 51.1% | 2004 | 29 | 55.2% | 13.5 |
| Same institution | | | 25.0% | | | 37.8% | | | 35.6% | | | 37.9% | 12.9 |
| Other institutions | | | 16.7% | | | 10.8% | | | 15.6% | | | 17.2% | 0.5 |
| Asian | 1993 | 4 | 25.0% | 2002 | 8 | 50.0% | 2003 | 10 | 60.0% | 2004 | 6 | 66.7% | 41.7 |
| Same institution | | | 0.0% | | | 37.5% | | | 40.0% | | | 33.3% | 33.3 |
| Other institutions | | | 25.0% | | | 12.5% | | | 20.0% | | | 33.3% | 8.3 |
| Other | 1993 | 3 | 0.0% | 2002 | 5 | 40.0% | 2003 | 8 | 25.0% | 2004 | 8 | 25.0% | 25.0 |
| Same institution | | | 0.0% | | | 40.0% | | | 12.5% | | | 12.5% | 12.5 |
| Other institutions | | | 0.0% | | | 0.0% | | | 12.5% | | | 12.5% | 12.5 |

For more information on the 6-year graduation rate, see: <http://www.txhighereddata.org/Interactive/GradRates.cfm>



Source: CBM001, CBM001, and CBM009

Graduation and retention rates have generally shown improvement from FY 1999 to FY 2008. As shown by the 16.1% 'other institution' graduation rate for the 2002 cohort, A&M-Commerce also serves as a feeder school for several other institutions, including Texas A&M University and the University of Texas at Dallas.

Success - Contextual Measures

| | Fall 2000 | Fall 2010 | Fall 2011 | Point Change Fall 2000 to Fall 2011 |
|---|-----------|-----------|-----------|-------------------------------------|
| 17. Enrollment: Percent of first-time students 19 and under | 93.4% | 93.5% | 92.1% | - 1.3 |

| | Fall 2000 | Fall 2008 | Fall 2009 | Point Change Fall 2000 to Fall 2009 |
|--|-----------|-----------|-----------|-------------------------------------|
| 18. Financial Aid: Percent of students receiving Pell Grants | 36.2% | 41.3% | 46.8% | 10.6 |

| | Fall 2000 | Fall 2010 | Fall 2011 | Point Change Fall 2000 to Fall 2011 |
|--|-----------|-----------|-----------|---|
| 19. Part-time first-time, degree seeking, undergraduates | 13.1% | 23.9% | 16.4% | 3.3 |

| | Entering Cohort Fall 2000 | | Entering Cohort Fall 2009 | | Entering Cohort Fall 2010 | | Point Change Fall 2000 to Fall 2010 |
|---|------------------------------|---------------|------------------------------|--------------|------------------------------|--------------|---|
| | Cohort | Rate | Cohort | Rate | Cohort | Rate | |
| 20. Persistence rate of first-time, degree-seeking undergraduates: One-Year | | | | | | | |
| Total | 519 | 83.0% | 551 | 78.2% | 597 | 85.6% | 2.6 |
| Same institution | | 65.7% | | 64.2% | | 71.7% | 6.0 |
| Other institutions | | 17.3% | | 14.0% | | 13.9% | - 3.4 |
| White | 369 | 82.9% | 332 | 81.3% | 330 | 84.8% | 1.9 |
| Same institution | | 63.1% | | 71.4% | | 73.0% | 9.9 |
| Other institutions | | 19.8% | | 9.9% | | 11.8% | - 8.0 |
| African American | 104 | 86.5% | 137 | 70.8% | 143 | 85.3% | - 1.2 |
| Same institution | | 77.9% | | 46.7% | | 67.1% | - 10.8 |
| Other institutions | | 8.7% | | 24.1% | | 18.2% | 9.5 |
| Hispanic | 34 | 76.5% | 54 | 83.3% | 87 | 86.2% | 9.7 |
| Same institution | | 58.8% | | 64.8% | | 70.1% | 11.3 |
| Other institutions | | 17.6% | | 18.5% | | 16.1% | - 1.5 |
| Asian | 4 | 100.0% | 12 | 83.3% | 21 | 95.2% | - 4.8 |
| Same institution | | 50.0% | | 83.3% | | 81.0% | 31.0 |
| Other institutions | | 50.0% | | 0.0% | | 14.3% | - 35.7 |
| Other | 8 | 62.5% | 16 | 56.3% | 16 | 87.5% | 25.0 |
| Same institution | | 62.5% | | 50.0% | | 81.3% | 18.8 |
| Other institutions | | 0.0% | | 6.3% | | 6.3% | 6.3 |

| | Entering Cohort Fall 2000 | | Entering Cohort Fall 2008 | | Entering Cohort Fall 2009 | | Point Change Fall 2000 to Fall 2009 |
|---|------------------------------|--------------|------------------------------|--------------|------------------------------|--------------|---|
| | Cohort | Rate | Cohort | Rate | Cohort | Rate | |
| 21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year | | | | | | | |
| Total | 519 | 73.6% | 603 | 75.0% | 551 | 72.2% | - 1.4 |
| Same institution | | 52.2% | | 55.4% | | 55.5% | 3.3 |
| Other institutions | | 21.4% | | 19.6% | | 16.7% | - 4.7 |
| White | 369 | 74.3% | 353 | 76.8% | 332 | 76.2% | 1.9 |
| Same institution | | 50.7% | | 55.5% | | 60.8% | 10.1 |
| Other institutions | | 23.6% | | 21.2% | | 15.4% | - 8.2 |
| African American | 104 | 74.0% | 145 | 74.5% | 137 | 63.5% | - 10.5 |
| Same institution | | 59.6% | | 56.6% | | 41.6% | - 18.0 |
| Other institutions | | 14.4% | | 17.9% | | 21.9% | 7.5 |
| Hispanic | 34 | 73.5% | 73 | 71.2% | 54 | 77.8% | 4.3 |
| Same institution | | 47.1% | | 52.1% | | 63.0% | 15.9 |
| Other institutions | | 26.5% | | 19.2% | | 14.8% | - 11.7 |
| Asian | 4 | 75.0% | 17 | 70.6% | 12 | 75.0% | 0.0 |
| Same institution | | 75.0% | | 52.9% | | 58.3% | - 16.7 |
| Other institutions | | 0.0% | | 17.6% | | 16.7% | 16.7 |
| Other | 8 | 37.5% | 15 | 60.0% | 16 | 43.8% | 6.3 |
| Same institution | | 37.5% | | 60.0% | | 37.5% | 0.0 |
| Other institutions | | 0.0% | | 0.0% | | 6.3% | 6.3 |

Developmental Education

| | Fall 2007 Cohort | | | | | | |
|---|------------------|-----------------------------------|--|---|--|---|--|
| | Total | Received Credit pre-matriculation | Number attempting college level course | Percent attempting college level course | College level course completion (grade A, B, or C) | College level course completion (grade A, B, C) (percent of those attempting college level) | College level course completion(grade A, B,C) or pre-matriculation credit (percent of total) |
| 22. Students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Under-prepared students are given 3 years. | | | | | | | |
| Number of FTIC students | 690 | | | | | | |
| Met state standards in all areas | | | | | | | |
| Math | 436 | 54 | 316 | 72.5% | 239 | 75.6% | 67.2% |
| Reading | 436 | 57 | 212 | 48.6% | 176 | 83.0% | 53.4% |
| Writing | 436 | 53 | 254 | 58.3% | 224 | 88.2% | 63.5% |
| All students below state standard | | | | | | | |
| Math | 81 | N/A | 63 | 77.8% | 45 | 71.4% | 55.6% |
| Reading | 33 | N/A | 27 | 81.8% | 20 | 74.1% | 60.6% |
| Writing | 13 | N/A | 11 | 84.6% | 5 | 45.5% | 38.5% |
| Not met state standards: | | | | | | | |
| In all three areas | | | | | | | |
| Math | 4 | N/A | 1 | 25 | 1 | 100.0% | 25.0% |
| Reading | 4 | N/A | 1 | 25.0% | 1 | 100.0% | 25.0% |
| Writing | 4 | N/A | 4 | 100.0% | 2 | 50.0% | 50.0% |
| Math | | | | | | | |
| Not requiring developmental education | 68 | 9 | 57 | 83.8% | 35 | 61.4% | 51.5% |
| Requiring developmental education | 77 | N/A | 62 | 80.5% | 44 | 71.0% | 57.1% |
| Unknown / Not tested | 105 | N/A | 48 | 45.7% | 25 | 52.1% | 23.8% |
| Reading | | | | | | | |
| Not requiring developmental education | 93 | 11 | 45 | 48.4% | 32 | 71.1% | 34.4% |
| Requiring developmental education | 29 | N/A | 26 | 89.7% | 19 | 73.1% | 65.5% |
| Unknown / Not tested | 128 | N/A | 65 | 50.8% | 48 | 73.9% | 37.5% |
| Writing | | | | | | | |
| Not requiring developmental education | 152 | 15 | 118 | 77.6% | 105 | 89.0% | 69.1% |
| Requiring developmental education | 9 | N/A | 7 | 77.8% | 3 | 42.9% | 33.3% |
| Unknown / Not tested | 89 | N/A | 24 | 27.0% | 11 | 45.8% | 12.4% |

Link to more detailed data on developmental education: <http://www.txhighereddata.org/reports/performance/deved/>

| | Fall 2007 Cohort | | | | | | |
|--|------------------|---|--|---|--------------------------------|---|--|
| | Total | Number attempting developmental education | Percent attempting developmental education | TSI obligations met (of those attempting developmental education) | TSI obligations met (of total) | TSI obligations met (percent of those attempting developmental education) | TSI obligations met (percent of total) |
| 23. Underprepared students who satisfied TSI obligation within 2 years. | | | | | | | |
| Number of FTIC students | 690 | | | | | | |
| Met state standards in all areas | | | | | | | |
| Math | 436 | 174 | 39.9% | N/A | N/A | N/A | N/A |
| Reading | 436 | 16 | 3.7% | N/A | N/A | N/A | N/A |
| Writing | 436 | 12 | 2.8% | N/A | N/A | N/A | N/A |
| All students below state standard | | | | | | | |
| Math | 81 | 76 | 93.8% | 57 | 60 | 75.0% | 74.1% |
| Reading | 33 | 8 | 24.2% | 6 | 20 | 75.0% | 60.6% |
| Writing | 13 | 6 | 46.2% | 3 | 7 | 50.0% | 53.8% |
| Not met state standards: | | | | | | | |
| In all three areas | | | | | | | |
| Math | 4 | 4 | 100.0% | 2 | 2 | 50.0% | 50.0% |
| Reading | 4 | 1 | 25.0% | 1 | 2 | 100.0% | 50.0% |
| Writing | 4 | 4 | 100.0% | 2 | 2 | 50.0% | 50.0% |
| Math | | | | | | | |
| Not requiring developmental education | 68 | 45 | 66.2% | N/A | N/A | N/A | N/A |
| Requiring developmental education | 77 | 72 | 93.5% | 55 | 58 | 76.4% | 75.3% |
| Unknown / Not tested | 105 | 86 | 81.9% | 30 | 37 | 34.9% | 35.2% |
| Reading | | | | | | | |
| Not requiring developmental education | 93 | 6 | 6.5% | N/A | N/A | N/A | N/A |
| Requiring developmental education | 29 | 7 | 24.1% | 5 | 18 | 71.4% | 62.1% |
| Unknown / Not tested | 128 | 26 | 20.3% | 10 | 55 | 38.5% | 43.0% |
| Writing | | | | | | | |
| Not requiring developmental education | 152 | 31 | 20.4% | N/A | N/A | N/A | N/A |
| Requiring developmental education | 9 | 2 | 22.2% | 1 | 5 | 50.0% | 55.6% |
| Unknown / Not tested | 89 | 44 | 49.4% | 13 | 24 | 29.5% | 27.0% |

Link to more detailed data on developmental education: <http://www.txhighereddata.org/reports/performance/deved/>

| 24. Percent of students who return the following fall. | Fall 2007 Cohort | | |
|--|------------------|------------------------------|-------------------------------|
| | Total | Number returning (Fall 2008) | Percent returning (Fall 2008) |
| Number of FTIC students | 690 | | |
| Met state standards in all areas | 436 | 370 | 84.9% |
| Not met state standards: | | | |
| In all three areas | 4 | 1 | 25.0% |
| Math | | | |
| Not requiring developmental education | 68 | 50 | 73.5% |
| Requiring developmental education | 77 | 60 | 77.9% |
| Unknown / Not tested | 105 | 62 | 59.0% |
| Reading | | | |
| Not requiring developmental education | 93 | 71 | 76.3% |
| Requiring developmental education | 29 | 21 | 72.4% |
| Unknown / Not tested | 128 | 80 | 62.5% |
| Writing | | | |
| Not requiring developmental education | 152 | 118 | 77.6% |
| Requiring developmental education | 9 | 6 | 66.7% |
| Unknown / Not tested | 89 | 48 | 53.9% |

Link to more detailed data on developmental education: <http://www.txhighereddata.org/reports/performance/devded/>

| | FY 2000 | | FY 2010 | | FY 2011 | | Point Change FY 2000 to FY 2011 |
|--|---------|---------|---------|---------|---------|---------|---------------------------------|
| 25. Graduation of two-year college students | | | | | | | |
| Less than 30 SCH | 47 | (32.0%) | 86 | (44.6%) | 105 | (49.8%) | 17.8 |
| 30 SCH or more | 242 | (63.0%) | 476 | (65.5%) | 682 | (70.9%) | 7.9 |
| Source: CBM001 and CBM009. | | | | | | | |
| 26. Percentage of baccalaureate graduates by SCH completed at two-year colleges: | | | | | | | |
| 1-29 SCH | | 37.3% | | 28.6% | | 28.8% | - 8.5 |
| 30 SCH or more | | 41.9% | | 57.0% | | 56.5% | 14.6 |

| 27. Graduation Rates | Cohort | Rate | Cohort | Rate | Cohort | Rate |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|
| Master's | Fall 1986 | 35.3% | Fall 2005 | 68.0% | Fall 2006 | 68.5% |
| Doctor's Research/Scholarship | Fall 1991 | 47.5% | Fall 2000 | 40.0% | Fall 2001 | 59.3% |

| Baccalaureate graduate success | FY 2007 | FY 2009 | FY 2010 | Point Change FY 2007 to FY 2010 |
|--|---------|---------|---------|---------------------------------|
| 28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school | 88.8% | 87.0% | 85.9% | 0.6 |

| Baccalaureate Graduates Employment/Enrollment Status | FY 2007 | FY 2009 | FY 2010 | Point Change FY 2008 to FY 2010 |
|--|---------|---------|---------|---------------------------------|
| 29. Employed in 4th quarter in which program year ends | 72.4% | 69.4% | 67.1% | - 5.3 |
| 30. In graduate or professional school in Texas in fall of the next FY | 2.9% | 3.8% | 4.0% | 1.1 |
| 31. Employed in Texas and enrolled in a graduate or professional school in Texas | 13.8% | 13.7% | 14.8% | 1.0 |

A&M-Commerce attracts many of our students from a surrounding 10-county area, plus Dallas county, and previous research has shown our graduates tend to stay in Texas, either employed or enrolled in a Texas graduate program, or both.

| 32. Course Completion Rate for State-Funded Semester Credit Hours | Fall 2000 | Fall 2009 | Fall 2010 | %/Point Change Fall 2000 to Fall 2010 |
|---|-----------|-----------|-----------|---------------------------------------|
| UG Beginning semester credit hours | 57,267 | 62,582 | 71,753 | 25.3% |
| UG Ending semester credit hours | 52,834 | 59,428 | 68,238 | 29.2% |
| UG Completion rate | 92.3% | 95.0% | 95.1% | 2.8 |
| Graduate beginning SCH | 15,190 | 21,645 | 23,988 | 57.9% |
| Graduate ending SCH | 14,300 | 20,383 | 22,554 | 57.7% |
| Graduate Completion rate | 94.1% | 94.2% | 94.0% | - 0.1 |

A&M-Commerce continues to attract first-generation and minority students, many of whom require developmental education, as well as transfer students from regional community colleges.

Success - Out-of-State Peers

| Texas A&M University-Commerce | Doctoral Group Out-of-State Peers | | Institution's Out-of-State Peers | | | |
|--|---------------------------------------|--|-----------------------------------|---------------------------|--|-------|
| | EAST TENNESSEE STATE UNIVERSITY | UNIVERSITY OF NORTH CAROLINA AT GREENSBORO | EASTERN MICHIGAN UNIVERSITY | IDAHO STATE UNIVERSITY | INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS | |
| Graduation Rate | | | | | | |
| 4-Year Rate | 21% | 18% | 29% | 12% | 8% | 31% |
| 5-Year Rate | 21% | 33% | 48% | 29% | 19% | 50% |
| 6-Year Rate | 37% | 39% | 53% | 38% | 26% | 54% |
| Degrees Awarded | | | | | | |
| Total Degrees | 2,182 | 2,737 | 3,659 | 4,699 | 2,130 | 3,041 |
| White | 1,414 | 2,389 | 2,519 | 3,245 | 1,717 | 2,316 |
| African American | 305 | 90 | 627 | 586 | 12 | 179 |
| Hispanic | 372 | 57 | 118 | 100 | 83 | 30 |
| Asian | 55 | 37 | 98 | 123 | 30 | 30 |
| Other | 36 | 110 | 227 | 636 | 288 | 486 |
| Level | | | | | | |
| Associates | 0 | 0 | 0 | 0 | 300 | 17 |
| Bachelors | 1,148 | 1,873 | 2,574 | 3,001 | 1,095 | 1,957 |
| Master's | 993 | 648 | 925 | 1,325 | 412 | 797 |
| Doctoral | 41 | 57 | 113 | 24 | 33 | 91 |
| Professional | 0 | 126 | 0 | 0 | 97 | 13 |
| Gender | | | | | | |
| Male | 737 | 1,071 | 1,015 | 1,885 | 937 | 1,336 |
| Female | 1,445 | 1,666 | 2,644 | 2,814 | 1,193 | 1,705 |
| Graduation Rate | | | | | | |
| Total | 37% | 39% | 53% | 38% | 31% | 54% |
| White | 41% | 40% | 53% | 43% | 25% | 57% |
| African American | 28% | 15% | 52% | 22% | 33% | 40% |
| Hispanic | 39% | 33% | 48% | 42% | 12% | 45% |
| Asian | 33% | 67% | 55% | 55% | 38% | 50% |
| American Indian or Alaska Native | 20% | 29% | 40% | 27% | 33% | 40% |
| Unknown | N/A% | 28% | 53% | 37% | 30% | 45% |
| Nonresident Alien | 0% | 53% | 57% | 52% | 33% | 40% |
| Graduates in Key Fields | | | | | | |
| Computer Science | 79 | 68 | 81 | 37 | 54 | 16 |
| Engineering | 60 | 105 | 0 | 211 | 145 | 90 |
| Math | 17 | 14 | 17 | 30 | 17 | 42 |
| Physical Science | 20 | 50 | 26 | 42 | 65 | 51 |
| Nursing and Allied-Health Graduates | | | | | | |
| Total Degrees | 4 | 507 | 319 | 332 | 538 | 213 |
| Certificate | 0 | 4 | 6 | 14 | 48 | 0 |
| Associates | 0 | 0 | 0 | 0 | 93 | 0 |
| Bachelors | 4 | 346 | 186 | 264 | 252 | 159 |
| Master's | 0 | 123 | 123 | 54 | 119 | 54 |
| Doctoral | 0 | 34 | 4 | 0 | 0 | 0 |

Source: IPEDS Fall 2010

Graduates Detail (FY 2011)- Texas A&M University-Commerce**Success**

By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

By Level, Race/Ethnicity:

| Race/Ethnicity | Associate's | Bachelor's | Master's | Doctor's Research/ Scholarship | Doctor's Professional Practice | Total |
|---|--------------------|-------------------|-----------------|---|---|--------------|
| White | 0 | 977 | 654 | 36 | 0 | 1,667 |
| African American | 0 | 154 | 168 | 10 | 0 | 332 |
| Multi-racial one of which is African American | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 131 | 84 | 2 | 0 | 217 |
| Asian | 0 | 20 | 41 | 1 | 0 | 62 |
| International | 0 | 17 | 239 | 2 | 0 | 258 |
| Other | 0 | 14 | 10 | 0 | 0 | 24 |

Excellence - Key Measures

Faculty Teaching

| | Fall 2000 | Fall 2009 | Fall 2010 | Point Change Fall 2000 to Fall 2010 |
|--|-----------|-----------|-----------|-------------------------------------|
| 33. Tenured/tenure-track faculty teaching lower-division SCH | 46.9% | 40.4% | 33.1% | - 13.8 |

A&M-Commerce has taken, and will continue to take, concerted steps to increase the percentage of lower division semester credit hours taught by tenured/tenure-track faculty.

Student/Faculty Ratio

34. Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty.

| | Fall 2000 | | | Fall 2009 | | | Fall 2010 | | | % Change Fall 2000 to Fall 2011 |
|----------------|-----------|-----|-------|-----------|-----|-------|-----------|-----|-------|---------------------------------|
| | FTSE | FTE | Ratio | FTSE | FTE | Ratio | FTSE | FTE | Ratio | |
| FTSE/FTE Ratio | 5,118 | 292 | 18:1 | 6,187 | 356 | 17:1 | 6,988 | 344 | 20:1 | 16.2% |

FTE student to FTE faculty ratio has remained steady for several year, and is expected to continue at or near this figure.

State and National Exams Success

35. Certification and licensure rates

| | FY 2000 | FY 2010 | FY 2011 | Point Change FY 2009 to FY 2011 |
|-------------|---------|---------|---------|---------------------------------|
| Law | N/A | N/A | N/A | N/A |
| Pharmacy | N/A | N/A | N/A | N/A |
| Nursing | N/A | N/A | N/A | N/A |
| Engineering | N/A | N/A | N/A | N/A |

A&M-Commerce has only recently initiated an engineering program and does not offer programs in law, pharmacy or nursing.

Tenured/Tenure-Track FTE Faculty

| | Fall 2000 | Fall 2009 | Fall 2010 | Point Change Fall 2000 to Fall 2010 |
|--|-----------|-----------|-----------|-------------------------------------|
| 36. Percent of FTE teaching faculty who are tenured/tenure-track | 58.3% | 58.9% | 55.8% | - 2.5 |

Percent of tenure/tenure-track faculty is expected to show a slow increase for the next five years due to recent and future faculty hires.

Quality Enhancement Plan

37. Quality Enhancement Plan

The Global Imperative – Preparing Students for an Interconnected World
 Student Learning Outcomes:
 Global Scholarship – The student will engage in creativity, events, and/or academic research that traverse the boundaries of language, race, culture, politics, and/or place.
 Global Awareness – The student will demonstrate knowledge of global communities and world cultures to include the political, economic, linguistic, social, geographic, demographic, technological, and/or environmental issues associated with a digitally interconnected world.
 Global Fluency – The student will effectively utilize digital media, digital information, and/or any bilingual/biliteracy skills he or she may possess to live, learn, and work in the global community.
 Global Engagement – The student will actively acknowledge, communicate, and interact with people of diverse cultures, language backgrounds, and/or nationalities.
 The university is in the planning phase of its QEP and is due for reaffirmation in 20

Excellent Programs

38. Excellent Programs

Excellence - Contextual Measures

| | Fall 2000 | Fall 2009 | Fall 2010 | Point Change Fall 2000 to Fall 2010 |
|--|-----------|-----------|-----------|---|
| 39. FTE tenured/tenure-track faculty demographics | | | | |
| Ethnicity | | | | |
| Total | 58.3% | 58.9% | 55.8%* | - 2.5 |
| White | 57.6% | 57.1% | 53.5% | - 4.1 |
| African American | 48.9% | 66.1% | 60.8% | 11.9 |
| Multi-racial one of which is African-American | N/A | N/A | 0.0% | N/A |
| Hispanic | 77.5% | 64.5% | 71.0% | - 6.5 |
| Asian | 85.7% | 82.8% | 75.3% | - 10.4 |
| International | N/A | 0.0% | 0.0% | N/A |
| Other | 100.0% | 24.6% | 46.5% | - 53.5 |
| Gender | | | | |
| Male | 65.0% | 66.9% | 65.8% | 0.8 |
| Female | 46.6% | 48.0% | 42.4% | - 4.2 |

*Hispanic faculty, except international ones, are counted as Hispanic. Faculty who are "Multi-Racial one of which is African American" are non-international, non-Hispanic faculty who selected two or more races. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International faculty are shown as a separate category. In Institutional Targets, "Multi-Racial one of which is African American" are included in the African American target.

Faculty Rank

| | Teaching Assistants | Other Faculty | Instructor | Assistant Professor | Associate Professor | Professor |
|---|---------------------|---------------|------------|---------------------|---------------------|-----------|
| 40. Faculty Rank | | | | | | |
| Teaching Faculty Ethnicity | | | | | | |
| Total* | 57 | 358 | 1 | 99 | 60 | 61 |
| White | 48 | 320 | 1 | 80 | 48 | 49 |
| African American | 3 | 15 | 0 | 5 | 4 | 4 |
| Multi-racial one of which is African American | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 1 | 12 | 0 | 6 | 2 | 2 |
| Asian | 1 | 8 | 0 | 8 | 5 | 6 |
| International | 4 | 1 | 0 | 0 | 0 | 0 |
| Other | 0 | 2 | 0 | 0 | 1 | 0 |
| Teaching Faculty Gender | | | | | | |
| Male | 20 | 154 | 0 | 65 | 36 | 47 |
| Female | 37 | 204 | 1 | 34 | 24 | 14 |

Faculty Salary by Rank

| | FY 2002 | FY 2010 | FY 2011 | % Change FY 2002 to FY 2011 | National Average (FY 2011) | % National Average |
|---------------------------------------|----------|----------|----------|-----------------------------------|----------------------------------|-----------------------|
| 41. Faculty Salary Comparisons | | | | | | |
| Professor | \$68,890 | \$83,584 | \$85,537 | 24.2% | \$108,212 | 79% |
| Associate Professor | \$53,070 | \$68,038 | \$67,202 | 26.6% | \$77,386 | 87% |
| Assistant Professor | \$48,028 | \$59,265 | \$59,852 | 24.6% | \$65,612 | 91% |
| Instructor | \$58,564 | \$64,754 | \$64,754 | 10.6% | \$45,424 | 143% |

| | Fall 2000 | Fall 2010 | Fall 2011 | %/Point Change Fall 2000 to Fall 2011 |
|---|-----------|-----------|-----------|--|
| 42. Endowed Professorships and Chairs | | | | |
| Percent unfilled | 0 | N/A | N/A | N/A |
| Percent of total tenured/tenure-track faculty | N/A | N/A | N/A | N/A |

43. Nobel Prize Winners and National Academies

| | Fall 2009 | Fall 2010 | Fall 2011 | % Change Fall 2009 to Fall 2011 |
|--|-----------|-----------|-----------|---------------------------------------|
| | | | | |

A&M-Commerce has a goal of increased diversity in students, faculty and staff in the current strategic plan. Several faculty salary studies and adjustments have been completed in the past five years.

Excellence - Out-of-State Peers

| Texas A&M University-Commerce | Doctoral Group Out-of-State Peers | | Institution's Out-of-State Peers | | |
|----------------------------------|--|--|-----------------------------------|---------------------------|--|
| | EAST TENNESSEE STATE UNIVERSITY | UNIVERSITY OF NORTH CAROLINA AT GREENSBORO | EASTERN MICHIGAN UNIVERSITY | IDAHO STATE UNIVERSITY | INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS |

Percent of
Tenured/Tenure-Track
faculty

64%

72%

69%

89%

57%

85%

* The previous year survey was used for these institutions.

Source: IPEDS Fall 2010

Research - Key Measures

Federal and Private Research

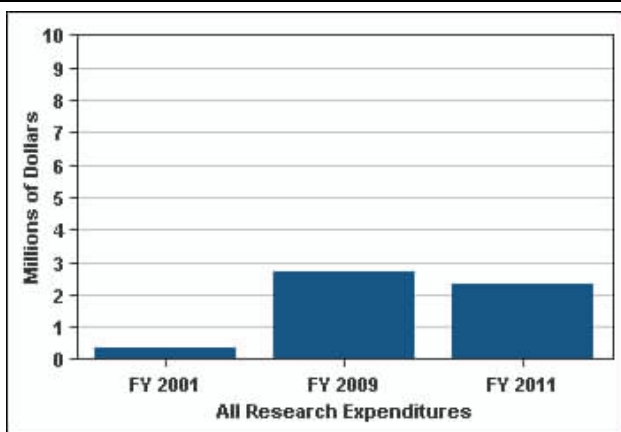
| | FY 2001 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 |
|---|---------|---------|---------|-----------------------------------|
| 44. Federal and private research expenditures per FTE faculty | \$1,496 | \$8,194 | \$9,751 | 551.8% |

Research Expenditures

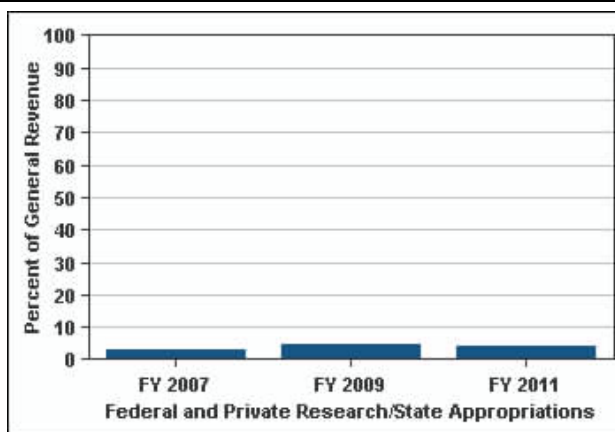
| | FY 2001 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 | Institutional Closing the Gaps Target- Fall 2015 | Closing the Gaps Completion |
|--|----------|----------|----------|-----------------------------------|---|-----------------------------------|
| 45. Research expenditures (\$ Million) | \$ 0.337 | \$ 2.680 | \$ 2.327 | 590.5% | \$ 5.000 | 53.6% |

Sponsored Research Funds

| | FY 2007 | FY 2010 | FY 2011 | Point Change FY 2007 to FY 2011 |
|--|---------|---------|---------|---------------------------------------|
| 46. Federal and private (sponsored) research funds per revenue appropriations. | 3.1% | 3.8% | 4.0% | 0.9 |



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

University-wide efforts are currently under way to significantly increase the number of research grants, revenue and expenditures.

Research - Contextual Measures

| | FY 2001 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 |
|---|---------|---------|---------|-----------------------------------|
| 47. Research Expenditures by Source (\$ Millions) | \$0.337 | \$2.680 | \$2.327 | 590.5% |
| Federal | \$0.114 | \$1.339 | \$1.557 | 1265.8% |
| State | \$0.065 | \$0.930 | \$0.424 | 552.3% |
| Private | \$0.140 | \$0.379 | \$0.314 | 124.3% |
| Institutional | \$0.017 | \$0.032 | \$0.032 | 88.2% |

| | FY 2005 | FY 2009 | FY 2010 | FY 2011 | % Change FY 2005 to FY 2011 |
|--|---------|---------|---------|---------|-----------------------------------|
| 48. Faculty holding extramural research grants | | | | | |
| Number | 18 | 22 | N/A | N/A | N/A |
| Percent | 5.0% | 5.0% | N/A | N/A | N/A |

| | FY 2001 | FY 2009 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 |
|---------------------------------------|---------|---------|---------|---------|-----------------------------------|
| Patents | | | | | |
| 49. Patents issued | 0 | 0 | 0 | | N/A |
| 50. Number of new patent applications | 0 | 0 | 0 | | N/A |

A&M-Commerce has undertaken efforts to significantly increase the numbers of faculty applying for and receiving extramural grants.

Research - Out-of-State Peers

| | Texas A&M University-Commerce | Doctoral Group Out-of-State Peers | | Institution's Out-of-State Peers | | |
|--|----------------------------------|--|--|-----------------------------------|---------------------------|--|
| | | EAST TENNESSEE STATE UNIVERSITY | UNIVERSITY OF NORTH CAROLINA AT GREENSBORO | EASTERN MICHIGAN UNIVERSITY | IDAHO STATE UNIVERSITY | INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS |
| Research Expenditures (\$ million) | \$3,147,343 | \$11,314,565 | \$18,253,494 | \$6,778,374 | \$18,804,478 | \$1,324,693 |
| Federal Research Funds (\$ millions) | \$5,097,133 | \$21,555,468 | \$17,347,283 | \$10,486,459 | \$14,166,811 | \$8,534,502 |

Source: IPEDS Fall 2010

Institutional Efficiency and Effectiveness - Key Measures**Administrative Cost**

| | FY 2000 | FY 2010 | FY 2011 | Point Change FY 2000 to FY 2011 |
|--|---------|---------|---------|---------------------------------------|
| 51. Administrative costs as a percent of operating budget | 10.3% | 9.3% | 10.3% | - 0.0 |

A&M-Commerce has set in place measures to ensure this remains at 10% or under.

Space Usage Efficiency (SUE)

52. Space usage efficiency measure of the effectiveness and efficiency of existing teaching space utilization. Classroom and lab passing score is 75 and overall passing score is 150.

| | Fall 2010 | Fall 2011 |
|--------------------------------|-----------|-----------|
| Classroom space use efficiency | 50 | 50 |
| Lab space use efficiency | 42 | 49 |
| Overall space use efficiency | 92 | 99 |

A&M-Commerce has completed construction of a new, more efficient science building, and is renovating (and planning to renovate) other academic buildings, as well as razing several older buildings. These efforts should have a positive effect on space utilization. A major study, with a new Facilities Advisory Committee, will begin spring 2010 to address this issue on our campus.

Appropriated Funds per FTE Student and FTE Faculty

53. State appropriations divided by full-time equivalent students and annual full-time equivalent teaching faculty.

| | FY 2001 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 |
|------------------------------------|----------|----------|----------|-----------------------------------|
| Appropriated funds per FTE student | \$5,059 | \$6,231 | \$5,646 | 11.6% |
| Appropriated funds per FTE faculty | \$49,589 | \$60,107 | \$61,867 | 24.8% |

Historically Underutilized Business (HUB)

| | FY 2000 | FY 2010 | FY 2011 | %/Point Change FY 2000 to FY 2011 |
|---|-----------------|-----------------|-----------------|--|
| 54. HUB Expenditures without construction (Millions) | \$ 0.815 | \$ 2.930 | \$ 2.942 | 260.9% |
| Percent of total expenditures | 7.1% | 16.5% | 18.0% | 10.9 |
| HUB Expenditures with construction (Millions) | \$ 0.943 | \$ 4.869 | \$ 3.850 | 308.4% |
| Percent of total expenditures | 8.2% | 27.4% | 23.6% | 15.4 |

A&M-Commerce has demonstrated a strong commitment to utilize HUBs, as shown by the above data.

Operating Expenses per FTE Student

| | FY 2001 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 |
|---|----------|----------|----------|-----------------------------------|
| 55. Operating expenses per FTE student | \$10,166 | \$14,587 | \$12,593 | 23.9% |

Total Revenue per FTE Student and FTE teaching Faculty

| | FY 2000 | FY 2010 | FY 2011 | % Change FY 2000 to FY 2011 |
|--------------------------|-----------|-----------|-----------|-----------------------------------|
| 56. Total revenue | | | | |
| Per FTE student | \$10,839 | \$15,002 | \$14,176 | 30.8% |
| Per FTE faculty | \$106,244 | \$144,728 | \$155,320 | 46.2% |

A&M-Commerce has made a commitment to hold tuition increases to a minimum (consistent with budgetary needs to fulfill our mission) in order to continue offering affordable quality higher education to the residents of the region and the state.

Institutional Efficiency and Effectiveness - Contextual Measures

| | Fall 2000 | Fall 2010 | Fall 2011 | %/Point Change Fall 2000 to Fall 2011 |
|--|-----------|-----------|-----------|--|
| Class Size | | | | |
| 57. Class size | 25 | 28 | 29 | 16.0% |
| 58. Percentage of undergraduate classes with less than 20 students | 48.1% | 45.0% | 41.9% | - 6.2 |
| 59. Percentage of undergraduate classes with more than 50 students | 5.0% | 3.6% | 3.7% | - 1.3 |

Average lower division class size has remained relatively stable over the 2000 - 2009 period.

| | FY 2000 | FY 2011 | FY 2012 | % Change FY 2000 to FY 2012 |
|--|---------|---------|---------|-----------------------------------|
|--|---------|---------|---------|-----------------------------------|

60. Average cost of resident undergraduate tuition and fees for 30 SCH. \$2,743 \$5,998 \$6,283 129.1%

| | Fall 2000 | Fall 2010 | Fall 2011 | % Change Fall 2000 to Fall 2011 |
|-----------------------------------|-----------|-----------|-----------|---------------------------------------|
| 61. E&G Square footage | | | | |
| E&G classroom per FTE student | 19.62 | 9.66 | 8.67 | - 55.8% |
| E&G lab per FTE student | 7.27 | 4.55 | 5.24 | - 28.0% |

| Endowment | FY 2007 | FY 2009 | FY 2010 | FY 2011 | % Change FY 2007 to FY 2011 |
|--|---------|---------|---------|---------|-----------------------------------|
| 62. True and Term Endowment (\$ millions) | N/A | \$15 | N/A | N/A | |
| 63. Quasi Endowment (\$ millions) | N/A | \$0 | N/A | N/A | |
| 64. Total Endowment (\$ millions) | \$15 | \$15 | N/A | N/A | N/A |
| 65. Total Endowment - Per FTE student | \$2,054 | \$2,164 | N/A | N/A | -100.0% |

| | FY 2001 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 |
|--|---------------------|----------------------|----------------------|-----------------------------------|
| 66. Total Revenue* | \$66,852,807 | \$109,822,223 | \$116,508,327 | 74.3% |
| Tuition and fees | \$15,540,835 | \$34,584,043 | \$41,876,934 | 169.5% |
| State appropriations (General Revenue) | \$40,812,255 | \$45,610,725 | \$46,407,620 | 13.7% |
| Federal funds | \$6,923,572 | \$24,708,213 | \$22,827,290 | 229.7% |
| Institutional funds | \$3,576,145 | \$4,919,242 | \$5,396,483 | 50.9% |
| Constitutional funds | \$4,229,747 | \$5,684,047 | \$5,193,232 | 22.8% |
| Revenue Total with Const. Funds | \$71,082,554 | \$115,506,270 | \$121,701,559 | 71.2% |

*Does not include Constitutional Funds

Link to additional information: <http://www.thecb.state.tx.us/index.cfm?objectid=5026C14D-FD20-B6E6-9AA684EC8FFB08D8>

A&M-Commerce continues to study tuition and fees in order to create a cost-structure that keeps cost of attendance appropriate to our mission, while still allowing the University to achieve the goal of being a premier regional university in the state of Texas.

Institutional Efficiency and Effectiveness - Out-of-State Peers

| Texas A&M University-Commerce | Doctoral Group Out-of-State Peers | | Institution's Out-of-State Peers | | | |
|---|--|--|-----------------------------------|---------------------------|--|---------|
| | EAST TENNESSEE STATE UNIVERSITY | UNIVERSITY OF NORTH CAROLINA AT GREENSBORO | EASTERN MICHIGAN UNIVERSITY | IDAHO STATE UNIVERSITY | INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS | |
| Administrative costs as a percent of operating budget | 4% | 3% | 5% | 7% | 4% | 7% |
| Appropriations per FTE student | \$5,359 | \$6,352 | \$9,012 | \$4,135 | \$7,102 | \$4,121 |
| Instruction expenses per FTE student | \$7,105 | \$10,351 | \$7,851 | \$8,168 | \$8,160 | \$8,299 |
| Tuition and Fee Revenue per FTE student | \$5,177 | \$4,948 | \$3,968 | \$8,711 | \$5,345 | \$6,135 |

Source: IPEDS Fall 2010