

# Texas A&M University-Commerce

## Accountability Report

January 2013

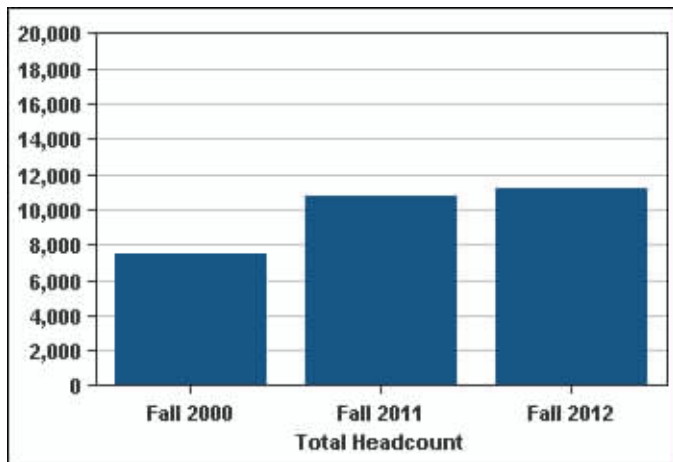
**Participation - Key Measures**

**Enrollment**

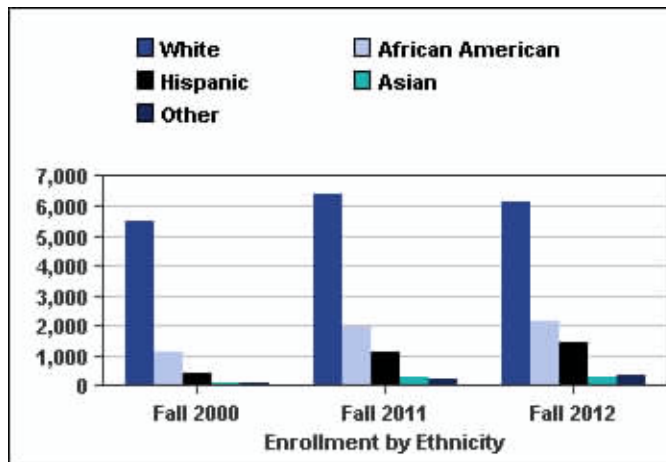
**1. Fall headcount (unduplicated)**

	Fall 2000	Fall 2011	Fall 2012	% Change Fall 2000 to Fall 2012	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
<b>Total*</b>	<b>7,483</b>	<b>10,726</b>	<b>11,187</b>	<b>49.5%</b>	<b>15,000</b>	<b>74.6%</b>
White	5,484 (73.3%)	6,372 (59.4%)	6,151 (55.0%)	12.2%	7,000	87.9%
African American	1,140 (15.2%)	1,980 (18.5%)	2,121 (19.0%)	86.1%	2,840	74.7%
Hispanic	387 (5.2%)	1,155 (10.8%)	1,434 (12.8%)	270.5%	3,750	38.2%
Asian	84 (1.1%)	257 (2.4%)	285 (2.5%)	239.3%		
International	301 (4.0%)	760 (7.1%)	833 (7.4%)	176.7%		
Other	87 (1.2%)	202 (1.9%)	363 (3.2%)	317.2%		

\*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. 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.



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

A&M-Commerce has committed to a 2012 enrollment goal of 11,000, and has raised the goal for Hispanic student enrollment to 1,875. A&M Commerce has surpassed goals for both White and African American students. A&M Commerce is committed to becoming a 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 2011	Fall 2012	% Change Fall 2000 to Fall 2012
<b>Total FTSEs</b>	<b>5,118</b>	<b>7,537</b>	<b>7,798</b>	<b>52.4%</b>
<b>State-Funded FTSEs</b>	<b>5,117</b>	<b>7,383</b>	<b>7,500</b>	<b>46.6%</b>

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 equivalent enrollment between 2000 and 2011 (47.3%) is slightly more than the rise in headcount for the same period (43.3%). This could be caused when students enroll in overload and that number is not off-set by part time enrollments. A&M Commerce Continually strives to improve both enrollment and FTE percentages.

**Participation - Contextual Measures**

	Fall 2000	Fall 2011	Fall 2012	%/Point Change Fall 2000 to Fall 2012
<b>3. First-time undergraduates from Texas top 10%</b>	<b>7.5%</b>	<b>13.4%</b>	<b>12.2%</b>	<b>4.7</b>
<b>4. First-time entering applicants accepted</b>	<b>88.0%</b>	<b>60.1%</b>	<b>64.7%</b>	<b>- 23.3</b>

5. First-time accepted, enrolled 48.8% 38.5% 38.1% - 10.7

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

	FY 2000	FY 2010	FY 2011	Point Change FY 2000 to FY 2011
<b>6. Racial and ethnic composition of Texas public high school graduates</b>				
White	51.5%	42.4%	37.0%	-14.5
African American	12.9%	13.6%	13.3%	0.4
Hispanic	32.1%	39.7%	44.0%	11.9
Asian	3.2%	4.0%	3.7%	0.5
Other	0.3%	0.4%	1.9%	1.6

**UG Students by SCH taken at 2-year colleges**

<b>7. UG Students by SCH taken at 2-year colleges</b>							
	Fall 2000		Fall 2011		Fall 2012		Point Change Fall 2000 to Fall 2012
	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	
<b>UG Students</b>	<b>4,314</b>	<b>(100%)</b>	<b>6,601</b>	<b>(100%)</b>	<b>6,768</b>	<b>(100%)</b>	
0-12 hours	1,046	(24.2%)	1,197	(18.1%)	1,158	(17.1%)	- 7.1
13-24 hours	335	(7.8%)	639	(9.7%)	643	(9.5%)	1.7
25-29 hours	116	(2.7%)	192	(2.9%)	184	(2.7%)	0.0
30-42 hours	246	(5.7%)	461	(7.0%)	428	(6.3%)	0.6
43-59 hours	337	(7.8%)	710	(10.8%)	700	(10.3%)	2.5
60-66 hours	195	(4.5%)	353	(5.3%)	361	(5.3%)	0.8
67+ hours	630	(14.6%)	1,290	(19.5%)	1,266	(18.7%)	4.1
<b>All Students with SCH at TX 2-Yr college</b>	<b>2,905</b>	<b>(67.3%)</b>	<b>4,842</b>	<b>(73.4%)</b>	<b>4,740</b>	<b>(70.0%)</b>	<b>2.7</b>
<b>Awarded Core</b>	<b>0</b>	<b>(0.0%)</b>	<b>437</b>	<b>(6.6%)</b>	<b>427</b>	<b>(6.3%)</b>	<b>6.3</b>
<b>Associate Degree</b>	<b>454</b>	<b>(10.5%)</b>	<b>1,295</b>	<b>(19.6%)</b>	<b>1,332</b>	<b>(19.7%)</b>	<b>9.2</b>

For data about SCHs taken for dual credit by institution, go to <http://txhighereddata.org/interactive/HSCollLink2.cfm>

	Fall 2000	Fall 2011	Fall 2012	%/Point Change Fall 2000 to Fall 2012
<b>8. Semester credit hours</b>				
Total undergraduate semester credit hours	57,277	79,338	82,694	44.4%
Total graduate semester credit hours	15,190	26,259	26,391	73.7%
Percentage graduate SCH to total SCH	21.0 %	24.9 %	24.2%	3.2

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.

	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
<b>Headcount Enrollment</b> Headcount enrolled for credit, disaggregated by race/ethnicity.						
<b>Total</b>	11,417	15,250	18,627	23,419	12,418	15,340
White	6,940	12,938	11,687	14,937	9,584	12,053
African American	2,066	848	4,035	4,671	152	1,429
Hispanic	1,024	277	886	639	871	349
Asian	302	260	664	570	201	162
Other	1,085	927	1,355	2,602	1,610	1,347
<b>Full-Time Equivalent Enrollment</b> Full-time equivalent for the institution. The full-time equivalent of part-time enrollment is estimated by multiplying the part-time enrollment by factors that vary by control and level of institution and level of student.						
<b>Total</b>	8,297	13,519	16,034	17,584	10,305	14,072

**Fall 2012 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	195	0	0	0	0	195
18 to 21	2,969	22	0	0	1	2,992
22 to 24	1,257	520	6	0	25	1,808
25 to 29	812	972	54	0	53	1,891
30 to 34	534	689	102	0	52	1,377
35 and over	1,001	1,369	454	0	100	2,924
<b>Total</b>	<b>6,768</b>	<b>3,572</b>	<b>616</b>	<b>0</b>	<b>231</b>	<b>11,187</b>

**By Level, Race/Ethnicity:**

Ethnicity	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post- Baccalaureate	Total
White	3,909	1,728	363	0	151	6,151
African American	1,309	608	149	0	55	2,121
Hispanic	954	396	68	0	16	1,434
Asian	134	140	8	0	3	285
International	276	533	23	0	1	833
Other	186	167	5	0	5	363
<b>Total</b>	<b>6,768</b>	<b>3,572</b>	<b>616</b>	<b>0</b>	<b>231</b>	<b>11,187</b>

**By Level, Gender:**

Gender	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post- Baccalaureate	Total
Male	2,742	1,518	183	0	66	4,509
Female	4,026	2,054	433	0	165	6,678
<b>Total</b>	<b>6,768</b>	<b>3,572</b>	<b>616</b>	<b>0</b>	<b>231</b>	<b>11,187</b>

**By Undergraduate Status:**

Undergraduate
First-Time in College
852

First-Time Transfer (from two- and four-year institutions)	1,366
Other Undergraduate	4,550
<b>Total</b>	<b>6,768</b>

**Fall 2012 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
<b>Total</b>	43,792	38,902	82,694	23,296	3,095	0	0	109,085	7,798
<b>State-Funded</b>	43,033	35,193	78,226	23,296	3,095	0	0	104,617	7,500

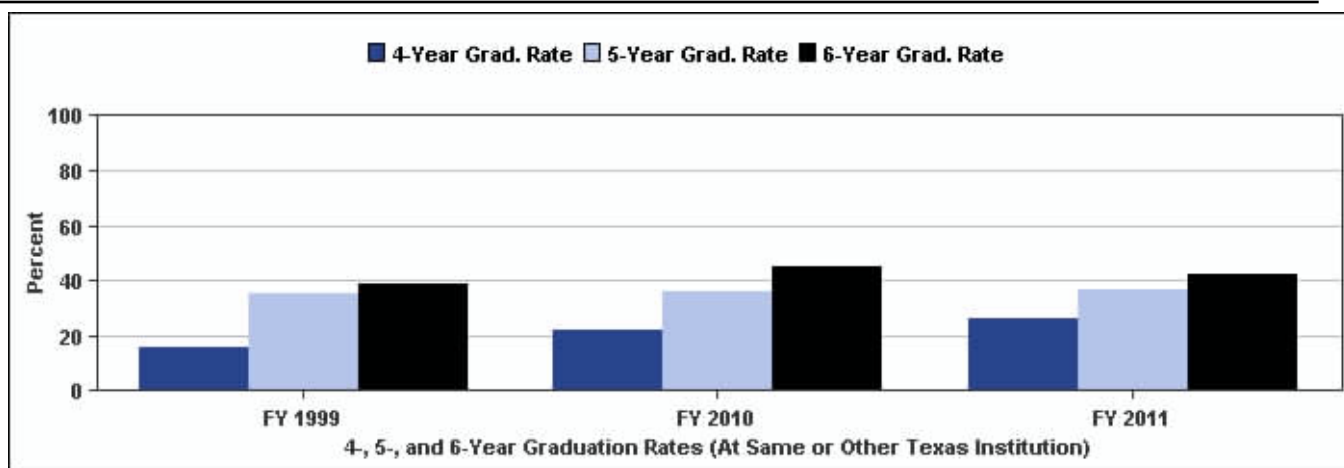
**Success - Key Measures**

**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 2009			FY 2010			FY 2011			Point Change FY 1999 to FY 2011
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
4-Year graduation rate	1995	485	15.5%	2005	441	20.6%	2006	579	22.1%	2007	602	26.2%	10.7
Same institution			15.1%			17.9%			20.7%			24.1%	9.0
Other TX institutions			0.4%			2.7%			1.4%			2.2%	1.8
5-Year graduation rate	1994	535	35.5%	2004	504	36.5%	2005	441	36.3%	2006	579	36.4%	0.9
Same institution			32.5%			31.2%			30.6%			31.1%	- 1.4
Other TX institutions			3.0%			5.4%			5.7%			5.4%	2.4
6-Year graduation rate	1993	497	38.8%	2003	586	50.5%	2004	504	44.8%	2005	441	42.6%	3.8
Same institution			33.4%			41.6%			36.1%			35.8%	2.4
Other TX institutions			5.4%			8.9%			8.7%			6.8%	1.4

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.

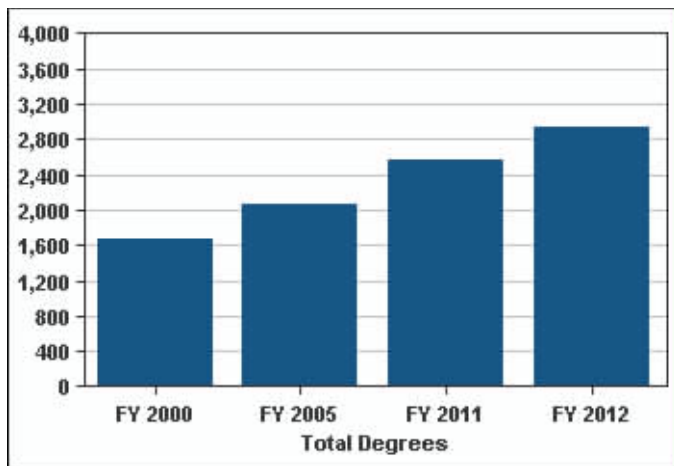
**Degrees awarded**

**10. Number of degrees awarded.**

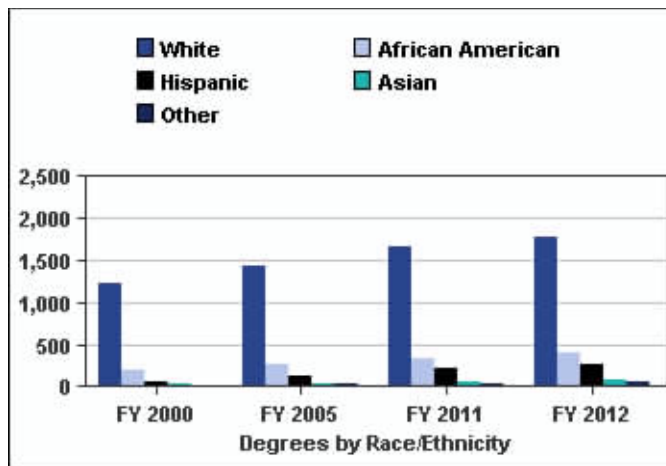
	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
<b>Total Degrees*</b>	1,662	2,560	2,944	77.1%		
White	1,238	1,667	1,784	44.1%		
African American	201	332	411	104.5%		
Hispanic	66	217	257	289.4%		
Asian	37	62	83	124.3%		
International	106	258	358	237.7%		
Other	14	24	51	264.3%		
<b>Level</b>						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	1,026	1,313	1,507	46.9%	1,800	83.7%
Master's	590	1,196	1,403	137.8%		
Doctor's Research/Scholarship	46	51	34	- 26.1%	85	40.0%
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 included with the African American students. 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.

<b>Gender</b>				
Male	652	944	1,130	73.3%
Female	1,010	1,616	1,814	79.6%



Source: CBM009



Source: CBM009

As noted, A&M Commerce has experienced a steady increase in the number of degrees awarded from FY2000 to FY2012. Substantial increases have been made in the number of degrees awarded to minority students. A&M Commerce continually strives to increase the number of degrees awarded.

**11. Undergraduate degrees to at-risk students**

	FY 2000	FY 2011	FY 2012	Change FY 2000 to FY 2012
Undergraduate Degrees to At-Risk Students	586	1,002	1,172	586

**Closing the Gaps Critical Fields: STEM Awards**

**12. Degrees awarded in STEM fields.**

	FY 2000	FY 2010	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
Computer Science*	54	15	15	29	-46.3%	40	72.5%
Engineering*	24	19	28	26	8.3%	40	65.0%
Math*	16	15	16	17	6.3%	20	85.0%
Physical Science*	13	6	11	12	-7.7%	18	66.7%
<b>Level</b>							
Associate's	0	0	0	0	N/A		
Baccalaureate	107	55	70	84	-21.5%	118	71.2%
Master's	112	124	179	198	76.8%		
Doctor's Research/Scholarship	0	0	0	0	N/A		

\* Includes baccalaureate and associate degrees.

Although degrees in this field have decreased from FY2000 to FY2012, the number of degrees awarded in the last couple years (FY2010-FY2012) have increased by approximately 48%. This increase can be attributed in part to the completion of the new science building, and full implementation of new programs in industrial engineering, construction engineering and the physical sciences in 2006.

**Nursing and Allied Health**

**13. Degrees and certificates awarded in nursing.**

	FY 2000	FY 2010	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
<b>Total Nursing Degrees</b>	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	27	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.

**14. Degrees and certificates awarded in allied health.**

	FY 2000	FY 2010	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
--	---------	---------	---------	---------	-----------------------------	--	------------------------------

<b>Total Allied Health Degrees</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>N/A</b>		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	4	1	5	N/A	20	25%
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 currently only has one program, athletic training, in this area.

**Teacher Production and Certification**

**15. Students taking and passing the certification exams for teacher education.**

	FY 2009	FY 2010	FY 2011
<b>Total number taking exam</b>	<b>952</b>	<b>840</b>	<b>837</b>
<b>Race/Ethnicity</b>			
White	726	634	643
African American	122	92	89
Hispanic	81	85	80
Other	23	29	25
<b>Gender</b>			
Male	171	152	163
Female	781	688	674
<b>Total percent passing exam</b>	<b>98.0%</b>	<b>97.0%</b>	<b>96.0%</b>
<b>Race/Ethnicity</b>			
White	99.0%	98.0%	97.0%
African American	95.0%	92.0%	91.0%
Hispanic	98.0%	94.0%	95.0%
Other	97.0%	95.0%	98.0%
<b>Gender</b>			
Male	98.0%	97.0%	96.0%
Female	98.0%	97.0%	96.0%

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. Data for the most recent year shown may be incomplete.

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.

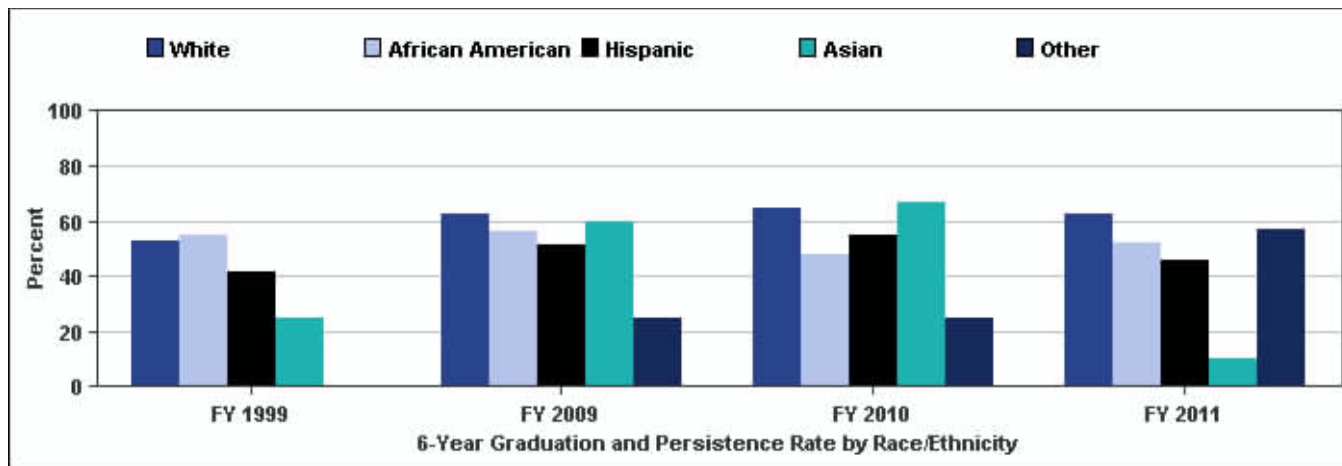
**Graduation and Persistence Rate: 6-Year**

**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 2009			FY 2010			FY 2011			Point Change FY 1999 to FY 2011
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
<b>Total</b>	1993	497	52.1%	2003	586	59.7%	2004	504	59.1%	2005	441	57.6%	5.5
Same institution			38.4%			45.4%			40.9%			41.3%	2.9
Other TX institutions			13.7%			14.3%			18.3%			16.3%	2.6
<b>White</b>	1993	382	52.9%	2003	383	62.7%	2004	330	64.5%	2005	293	62.5%	9.6
Same institution			39.3%			46.7%			44.8%			44.0%	4.7
Other TX institutions			13.6%			15.9%			19.7%			18.4%	4.8
<b>African American</b>	1993	84	54.8%	2003	140	56.4%	2004	131	48.1%	2005	94	52.1%	- 2.7
Same institution			41.7%			47.1%			33.6%			37.2%	- 4.5
Other TX institutions			13.1%			9.3%			14.5%			14.9%	1.8
<b>Hispanic</b>	1993	24	41.7%	2003	45	51.1%	2004	29	55.2%	2005	37	45.9%	4.2
Same institution			25.0%			35.6%			37.9%			37.8%	12.8
Other TX institutions			16.7%			15.6%			17.2%			8.1%	- 8.6
<b>Asian</b>	1993	4	25.0%	2003	10	60.0%	2004	6	66.7%	2005	10	10.0%	- 15.0
Same institution			0.0%			40.0%			33.3%			10.0%	10.0
Other TX institutions			25.0%			20.0%			33.3%			0.0%	- 25.0
<b>Other</b>	1993	3	0.0%	2003	8	25.0%	2004	8	25.0%	2005	7	57.1%	57.1
Same institution			0.0%			12.5%			12.5%			42.9%	42.9
Other TX institutions			0.0%			12.5%			12.5%			14.3%	14.3

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 committed to a goal of increasing graduation rates of first time full time students by five percentage points.

**Success - Contextual Measures**

	Fall 2000	Fall 2011	Fall 2012	Point Change Fall 2000 to Fall 2012
17. Enrollment: Percent of first-time students 19 and under	93.4%	92.1%	90.9%	- 2.5

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
18. Financial Aid: Percent of students receiving Pell Grants	36.2%	46.8%	51.2%	15.0

	Fall 2000	Fall 2011	Fall 2012	Point Change Fall 2000 to Fall 2012
19. Part-time first-time, degree seeking, undergraduates	13.1%	16.4%	5.1%	- 8.0

20. Persistence rate of first-time, degree-seeking undergraduates: One-Year	Entering Cohort Fall 2000		Entering Cohort Fall 2010		Entering Cohort Fall 2011		Point Change Fall 2000 to Fall 2011
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
<b>Total</b>	<b>519</b>	<b>83.0%</b>	<b>597</b>	<b>86.6%</b>	<b>667</b>	<b>81.7%</b>	<b>- 1.3</b>
Same institution		65.7%		71.7%		67.6%	1.9
Other TX institutions		17.3%		14.9%		14.1%	- 3.2
<b>White</b>	<b>369</b>	<b>82.9%</b>	<b>330</b>	<b>85.8%</b>	<b>326</b>	<b>82.2%</b>	<b>- 0.7</b>
Same institution		63.1%		73.0%		63.8%	0.7
Other TX institutions		19.8%		12.7%		18.4%	- 1.4
<b>African American</b>	<b>104</b>	<b>86.5%</b>	<b>143</b>	<b>87.4%</b>	<b>187</b>	<b>82.9%</b>	<b>- 3.6</b>
Same institution		77.9%		67.1%		70.6%	- 7.3
Other TX institutions		8.7%		20.3%		12.3%	3.6
<b>Hispanic</b>	<b>34</b>	<b>76.5%</b>	<b>87</b>	<b>86.2%</b>	<b>110</b>	<b>80.9%</b>	<b>4.4</b>
Same institution		58.8%		70.1%		72.7%	13.9
Other TX institutions		17.6%		16.1%		8.2%	- 9.4
<b>Asian</b>	<b>4</b>	<b>100.0%</b>	<b>21</b>	<b>95.2%</b>	<b>16</b>	<b>87.5%</b>	<b>- 12.5</b>
Same institution		50.0%		81.0%		81.3%	31.3
Other TX institutions		50.0%		14.3%		6.3%	- 43.7
<b>Other</b>	<b>8</b>	<b>62.5%</b>	<b>16</b>	<b>87.5%</b>	<b>28</b>	<b>67.9%</b>	<b>5.4</b>
Same institution		62.5%		81.3%		64.3%	1.8
Other TX institutions		0.0%		6.3%		3.6%	3.6

21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year	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	
<b>Total</b>	<b>519</b>	<b>73.6%</b>	<b>551</b>	<b>72.6%</b>	<b>596</b>	<b>76.0%</b>	<b>2.4</b>
Same institution		52.2%		55.5%		60.1%	7.9
Other TX institutions		21.4%		17.1%		15.9%	- 5.5
<b>White</b>	<b>369</b>	<b>74.3%</b>	<b>332</b>	<b>76.8%</b>	<b>329</b>	<b>76.0%</b>	<b>1.7</b>
Same institution		50.7%		60.8%		61.7%	11.0
Other TX institutions		23.6%		16.0%		14.3%	- 9.3
<b>African American</b>	<b>104</b>	<b>74.0%</b>	<b>137</b>	<b>63.5%</b>	<b>143</b>	<b>75.5%</b>	<b>1.5</b>
Same institution		59.6%		41.6%		55.2%	- 4.4
Other TX institutions		14.4%		21.9%		20.3%	5.9
<b>Hispanic</b>	<b>34</b>	<b>73.5%</b>	<b>54</b>	<b>77.8%</b>	<b>87</b>	<b>74.7%</b>	<b>1.2</b>
Same institution		47.1%		63.0%		59.8%	12.7
Other TX institutions		26.5%		14.8%		14.9%	- 11.6

<b>Asian</b>	<b>4</b>	<b>75.0%</b>	<b>12</b>	<b>75.0%</b>	<b>21</b>	<b>71.4%</b>	<b>- 3.6</b>
Same institution		75.0%		58.3%		57.1%	- 17.9
Other TX institutions		0.0%		16.7%		14.3%	14.3
<b>Other</b>	<b>8</b>	<b>37.5%</b>	<b>16</b>	<b>43.8%</b>	<b>16</b>	<b>93.8%</b>	<b>56.3</b>
Same institution		37.5%		37.5%		75.0%	37.5
Other TX institutions		0.0%		6.3%		18.8%	18.8

### Developmental Education

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.

	Fall 2008 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)(percent of total)
<b>Number of FTIC students</b>	<b>712</b>						
<b>Met state standards in all areas</b>							
Math	442	103	381	86.2%	312	81.9%	70.6%
Reading	442	107	370	83.7%	332	89.7%	75.1%
Writing	442	110	342	77.4%	300	87.7%	67.9%
<b>All students below state standard</b>							
Math	40	N/A	21	52.5%	12	57.1%	30.0%
Reading	19	N/A	18	94.7%	14	77.8%	73.7%
Writing	16	N/A	16	100.0%	12	75.0%	75.0%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	1	N/A	0	0.0%	0	0.0%	0.0%
Reading	1	N/A	1	100.0%	1	100.0%	100.0%
Writing	1	N/A	1	100.0%	1	100.0%	100.0%
<b>Math</b>							
Not requiring developmental education	82	27	72	87.8%	57	79.2%	69.5%
Requiring developmental education	39	N/A	21	53.9%	12	57.1%	30.8%
Unknown / Not tested	148	N/A	99	66.9%	66	66.7%	44.6%
<b>Reading</b>							
Not requiring developmental education	86	20	64	74.4%	48	75.0%	55.8%
Requiring developmental education	18	N/A	17	94.4%	13	76.5%	72.2%
Unknown / Not tested	165	N/A	141	85.5%	117	83.0%	70.9%
<b>Writing</b>							
Not requiring developmental education	92	21	82	89.1%	68	82.9%	73.9%
Requiring developmental education	15	N/A	15	100.0%	11	73.3%	73.3%
Unknown / Not tested	162	N/A	154	95.1%	128	83.1%	79.0%

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

	Fall 2008 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)
<b>Number of FTIC students</b>	<b>712</b>						
<b>Met state standards in all areas</b>							
Math	442	138	31.2%	N/A	N/A	N/A	N/A
Reading	442	1	0.2%	N/A	N/A	N/A	N/A
Writing	442	1	0.2%	N/A	N/A	N/A	N/A
<b>All students below state standard</b>							
Math	40	36	90.0%	26	28	72.2%	70.0%
Reading	19	4	21.1%	4	14	100.0%	73.7%
Writing	16	3	18.8%	2	10	66.7%	62.5%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	1	1	100.0%	0	0	0.0%	0.0%
Reading	1	1	100.0%	1	1	100.0%	100.0%
Writing	1	0	0.0%	0	1	0.0%	100.0%
<b>Math</b>							
Not requiring developmental education	82	33	40.2%	N/A	N/A	N/A	N/A
Requiring developmental education	39	35	89.7%	26	28	74.3%	71.8%
Unknown / Not tested	148	114	77.0%	67	85	58.8%	57.4%
<b>Reading</b>							
Not requiring developmental education	86	0	0.0%	N/A	N/A	N/A	N/A
Requiring developmental education	18	3	16.7%	3	13	100.0%	72.2%
Unknown / Not tested	165	13	7.9%	9	111	69.2%	67.3%
<b>Writing</b>							
Not requiring developmental education	92	5	5.4%	N/A	N/A	N/A	N/A
Requiring developmental education	15	3	20.0%	2	9	66.7%	60.0%
Unknown / Not tested	162	50	30.9%	38	121	76.0%	74.7%

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

24. Percent of students who return the following fall.	Fall 2008 Cohort		
	Total	Number returning (Fall 2009)	Percent returning (Fall 2009)
Number of FTIC students	712		
Met state standards in all areas	442	366	82.8%
Not met state standards:			
In all three areas	1	0	0.0%
<b>Math</b>			
Not requiring developmental education	82	61	74.4%
Requiring developmental education	39	27	69.2%
Unknown / Not tested	148	104	70.3%
<b>Reading</b>			
Not requiring developmental education	86	63	73.3%
Requiring developmental education	18	13	72.2%
Unknown / Not tested	165	116	70.3%
<b>Writing</b>			
Not requiring developmental education	92	70	76.1%
Requiring developmental education	15	9	60.0%
Unknown / Not tested	162	113	69.8%

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

	FY 2000	FY 2011	FY 2012	Point Change FY 2000 to FY 2012
<b>25. Graduation of two-year college students</b>				
1-29 SCH	47 (32.0%)	105 (49.8%)	88 (58.7%)	26.7
30 SCH or more	242 (63.0%)	682 (70.9%)	511 (66.3%)	3.3
Source: CBM001 and CBM009.				
<b>26. Percentage of baccalaureate graduates by SCH completed at two-year colleges:</b>				
1-29 SCH	37.3%	28.8%	30.5%	- 6.8
30 SCH or more	41.9%	56.5%	53.4%	11.5
Source: CBM001 and CBM009.				

	Cohort	Rate	Cohort	Rate	Cohort	Rate
<b>27. Graduation Rates</b>						
Master's	Fall 1998	35.3%	Fall 2006	68.5%	Fall 2007	69.5%
Doctoral	Fall 1991	47.5%	Fall 2001	59.3%	Fall 2002	33.3%

	FY 2008	FY 2010	FY 2011	Point Change FY 2008 to FY 2011
<b>Baccalaureate graduate success</b>				
28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school	85.3%	85.9%	84.9%	- 0.4
<b>Baccalaureate Graduates Employment/Enrollment Status</b>				
29. Employed in 4th quarter in which program year ends	69.3%	67.1%	67.8%	- 1.5
30. In graduate or professional school in Texas in fall of the next FY	2.9%	4.0%	4.3%	1.4
31. Employed in Texas and enrolled in a graduate or professional school in Texas	13.1%	14.8%	12.8%	- 0.3

For more detailed information on enrollments and employment of graduates and other leavers, go to: <http://txhighereddata.org/reports/performance/ctcasalf/exitcohorts/>

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.

	Fall 2000 FTSE/ FY 2001 UG Degrees	Fall 2010 FTSE/ FY 2011 UG Degrees	Fall 2011 FTSE/ FY 2012 UG Degrees
<b>32. Undergraduate efficiency ratio</b>			
Ratio of Undergraduate FTSE to Undergraduate Baccalaureate Degrees Awarded	N/A	3.75	3.51

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.



	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	
<b>Graduation Rate:</b> Four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates.							
4-Year Rate	0%	20.0%	28.0%	13.0%	9.0%	30.0%	
5-Year Rate	0%	38.0%	48.0%	30.0%	20.0%	49.0%	
6-Year Rate	37%	44.0%	53.0%	40.0%	26.0%	52.0%	
<b>Degrees Awarded:</b> Number of graduates by level, race/ethnicity and gender.							
<b>Total Degrees</b>	2,509	2,901	3,904	4,529	2,162	3,037	
White	1,584	2,520	2,610	3,161	1,738	2,326	
African American	323	96	703	553	20	217	
Hispanic	221	60	144	96	101	42	
Asian	61	54	105	124	29	38	
Other	320	171	342	595	274	414	
<b>Level</b>							
Associates	0	0	0	0	342	16	
Bachelors	1,286	2,028	2,762	2,998	1,067	2,156	
Master's	1,176	624	945	1,230	385	692	
Doctor's Research/Scholarship	47	79	130	25	41	88	
Doctor's Professional Practice	0	132	0	0	104	7	
<b>Gender</b>							
Male	898	1,111	1,182	1,830	1,016	1,323	
Female	1,611	1,790	2,722	2,699	1,146	1,714	
<b>Graduation Rate:</b> Percent of first-time, degree-seeking undergraduates who have graduated after six academic years.							
<b>Total</b>	37.0%	44.0%	53.0%	40.0%	29.0%	52.0%	
White	40.0%	44.0%	52.0%	44.0%	27.0%	55.0%	
African American	30.0%	32.0%	60.0%	26.0%	9.0%	40.0%	
Hispanic	32.0%	32.0%	48.0%	28.0%	19.0%	33.0%	
Asian	10.0%	62.0%	56.0%	45.0%	36.0%	33.0%	
American Indian or Alaska Native	50.0%	33.0%	50.0%	33.0%	13.0%	57.0%	
Unknown	N/A	56.0%	47.0%	41.0%	13.0%	45.0%	
Nonresident Alien	33.0%	60.0%	55.0%	54.0%	48.0%	59.0%	
<b>Graduates in Key Fields:</b> Number of degrees awarded in specific fields by level.							
Computer Science	147	57	81	40	51	27	
Engineering	53	96	0	221	177	86	
Math	21	19	9	40	11	37	
Physical Science	17	48	22	57	78	67	
<b>Nursing and Allied-Health Graduates:</b> Number of degrees awarded in nursing/allied-health by level.							
<b>Total Degrees</b>	0	535	302	443	536	213	
Certificate	0	10	1	9	41	0	

Associates	0	0	0	0	88	0
Bachelors	0	377	163	344	240	177
Master's	0	109	130	90	131	36
Doctor's Research/Scholarship	0	39	8	0	0	0

### Graduates Detail (FY 2012 )- 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	1,057	702	25	0	1,784
African American	0	216	192	3	0	411
Hispanic	0	146	107	4	0	257
Asian	0	18	64	1	0	83
International	0	41	316	1	0	358
Other	0	29	22	0	0	51

**Excellence - Key Measures**

**Faculty Teaching**

	Fall 2000	Fall 2010	Fall 2011	Point Change Fall 2000 to Fall 2011
33. Tenured/tenure-track faculty teaching lower-division SCH	46.9%	33.1%	36.9%	- 10.0

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 2010			Fall 2011			% Change Fall 2000 to Fall 2011
	FTSE	FTE	Ratio	FTSE	FTE	Ratio	FTSE	FTE	Ratio	
FTSE/FTE Ratio	5,118	292	18:1	6,988	344	20:1	7,537	346	22:1	24.6%

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 2011	FY 2012	Point Change FY 2009 to FY 2012
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 or pharmacy. A nursing program was just approved and enrollment will start for this program in the Spring of 2013.

**Tenured/Tenure-Track FTE Faculty**

	Fall 2000	Fall 2010	Fall 2011	Point Change Fall 2000 to Fall 2011
36. Percent of FTE teaching faculty who are tenured/tenure-track	58.3%	55.8%	57.8%	- 0.5

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, Including Reaffirmation Year**

The Global Imperative – Preparing Students for an Interconnected World  
 The Quality Enhancement Committee promotes institutional-wide engagement to advance student learning and enhance the quality of Texas A&M University-Commerce graduates. The Committee oversees compliance with Core Requirement 2.12 of the Southern Association of Colleges and Schools in regard to the Foundations of Quality Enhancement. The Committee adheres to the belief that Quality Enhancement must proceed beyond compliance to provide the best possible learning experience for Texas A&M University-Commerce students and graduates.

The Committee will operate under the following guidelines. All activities will:

- 1.Focus on Student Learning;
- 2.Enhance the Academic Reputation of Texas A&M University-Commerce;
- 3.Maintain Sensitivity to Differences Within the University;
- 4.Remain Open and Transparent;
- 5.Promote University-Wide Engagement; and
- 6.Advocate a User-Friendly Environment.

A&M Commerce QEP is currently in the planning phase

**Excellent Programs**

**38. Excellent Programs**

**Highlighted Excellent Programs 1**

The Bachelor of Science (BS) music degree, combined with Professional Education requirements, provides students with the information and skills to be a music educator at all levels and prepares them to take the exams for teacher certification in Texas. Though students are prepared to teach instrumental and vocal music at all grade levels, the curriculum allows them to select one of three areas of emphasis: (1) elementary general—preparation for teaching general music in the elementary grades, (2) secondary choral—preparation for organizing and directing choral organizations at the secondary level; or (3) secondary instrumental—preparation for directing bands and orchestras at the secondary level.

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/music/undergraduatePrograms/default.asp>  
<http://www.tamuc.edu/aboutUs/newsEvents/news/am-commerce-hosted-jazz-ambassadors-.aspx>  
<http://www.tamuc.edu/aboutUs/newsEvents/news/jazz-legend-louise-tobin-receives-doctorate-from-am-commerce.aspx>  
<http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/music/newMusicBuilding.aspx>

**Highlighted Excellent Programs 2**

The BSW program has been accredited by the Council on Social Work Education since 1978. The MSW program was initiated in 2000 and was fully accredited in 2008. The School has over 350 students across both programs and offers the MSW degree in Commerce and in Mesquite, at the Metroplex Center. Plans are underway to offer the MSW degree at the Collin Higher Education Center (CHEC) in McKinney and the BSW degree at the Metroplex Center. The Social Work program is well-recognized by health and human service agencies throughout Northeast Texas and Southeastern Oklahoma.

Many of our graduates are employed in organizations providing a wide array of social services. Often, they go on to become supervisors, program directors, executive directors, or even owners of private companies that provide services. The 12 full-time faculty are involved in leadership roles in the community and the profession, ranging from service on the national Association of Social Work Boards to elected offices with our state chapter of the National Association of Social Workers, our professional organization.  
<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/socialWork/default.as>

**Excellence - Contextual Measures**

	Fall 2000	Fall 2010	Fall 2011	Point Change Fall 2000 to Fall 2011
<b>39. FTE tenured/tenure-track faculty demographics</b>				
<b>Ethnicity</b>				
Total	58.3%	55.8%	57.8%*	- 0.5
White	57.6%	53.5%	54.9%	- 2.7
African American	48.9%	60.8%	64.1%	15.2
Hispanic	77.5%	71.0%	71.0%	- 6.5
Asian	85.7%	75.3%	86.9%	1.2
International	N/A	0.0%	0.0%	N/A
Other	100.0%	46.5%	20.9%	- 79.1
<b>Gender</b>				
Male	65.0%	65.8%	66.6%	1.6
Female	46.6%	42.4%	46.6%	0.0

\*Hispanic faculty members, except international ones, are counted as Hispanic. Faculty who are "Multi-Racial one of which is African American" are included with the African American faculty. 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.

**Faculty Rank**

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
<b>40. Faculty Rank (Fall 2011)</b>						
<b>Faculty Ethnicity</b>						
Total*	53	309	1	103	57	52
White	39	270	1	79	44	39
African American	0	12	0	5	4	4
Hispanic	5	11	0	6	2	4
Asian	3	5	0	13	6	5
International	6	3	0	0	0	0
Other	0	8	0	0	1	0
<b>Faculty Gender</b>						
Male	19	123	0	63	34	41
Female	34	186	1	40	23	11

\*Hispanic faculty members, except international ones, are counted as Hispanic. Faculty who are "Multi-Racial one of which is African American" are included with the African American faculty. 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.

**Faculty Salary by Rank**

	FY 2002	FY 2011	FY 2012	% Change FY 2002 to FY 2012	National Average (FY 2012)	% National Average
<b>41. Faculty Salary Comparisons</b>						
Professor	\$68,890	\$85,537		N/A	\$110,366	N/A
Associate Professor	\$53,070	\$67,202		N/A	\$78,527	N/A
Assistant Professor	\$48,028	\$59,852		N/A	\$66,982	N/A
Instructor	\$58,564	\$64,754		N/A	\$46,218	N/A



	Fall 2000	Fall 2011	Fall 2012	%/Point Change Fall 2000 to Fall 2012
<b>42. Endowed Professorships and Chairs</b>	0		0	N/A
Percent unfilled	N/A	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**

	FY 2011	FY 2012	% Change FY 2011 to FY 2012

**44. Other Faculty Awards**

	FY 2011	FY 2012	% Change FY 2011 to FY 2012

A&M-Commerce has a goal of increased diversity in students, faculty and staff in the current strategic plan.

	Doctoral Group Out-of-State Peers			Institution's Out-of-State Peers		
	Texas A&M University-Commerce	EAST TENNESSEE STATE UNIVERSITY	UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	EASTERN MICHIGAN UNIVERSITY	IDAHO STATE UNIVERSITY	INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS
<b>Tenure/Tenure-Track Faculty</b> Percentage of all full-time faculty members who are tenured or tenure-track.						
<b>Percent of Tenured/Tenure-Track faculty</b>	70%	71%	71%	88%	58%	85%

**Research - Key Measures**

**Federal and Private Research**

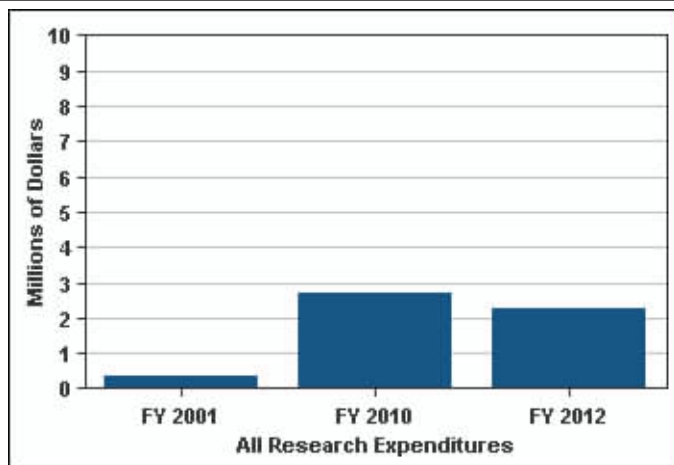
	FY 2001	FY 2011	FY 2012	% Change FY 2001 to FY 2012
45. Federal and private research expenditures per FTE faculty	\$1,496	\$9,751	\$9,650	545.1%

**Research Expenditures**

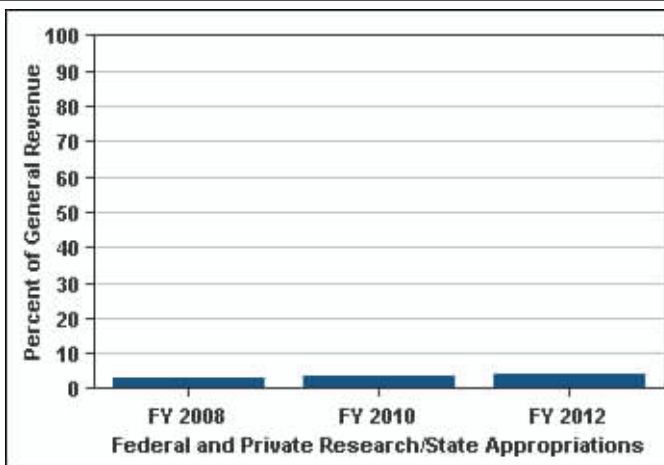
	FY 2001	FY 2011	FY 2012	% Change FY 2001 to FY 2012	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million)	\$0.337	\$2.327	\$2.289	579.2%	\$5.000	45.8%

**Sponsored Research Funds**

	FY 2008	FY 2011	FY 2012	Point Change FY 2008 to FY 2012
47. Federal and private (sponsored) research funds per revenue appropriations.	3.0%	4.0%	4.3%	1.3



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 2011	FY 2012	% Change FY 2001 to FY 2012
48. Research Expenditures by Source (\$ Millions)	\$0.337	\$2.327	\$2.289	579.7%
Federal	\$0.114	\$1.557	\$1.622	1316.3%
State	\$0.065	\$0.424	\$0.327	406.4%
Private	\$0.140	\$0.314	\$0.306	118.0%
Institutional	\$0.017	\$0.032	\$0.034	98.4%

For information on restricted research expenditures, go to <http://www.thecb.state.tx.us/RDF>

	FY 2006	FY 2010	FY 2011	FY 2012	% Change FY 2006 to FY 2012
49. Faculty holding extramural research grants					
Number	11	N/A	N/A	22	100.0%
Percent	4 %	N/A	N/A	2.4%	- 1.6

	FY 2001	FY 2010	FY 2011	FY 2012	% Change FY 2001 to FY 2012
Patents					
50. Number of new U.S. patents issued or reissued.	0	0		0	N/A
51. 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.

	<b>Doctoral Group Out-of-State Peers</b>			<b>Institution's Out-of-State Peers</b>		
	<b>Texas A&amp;M University-Commerce</b>	<b>EAST TENNESSEE STATE UNIVERSITY</b>	<b>UNIVERSITY OF NORTH CAROLINA AT GREENSBORO</b>	<b>EASTERN MICHIGAN UNIVERSITY</b>	<b>IDAHO STATE UNIVERSITY</b>	<b>INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS</b>
<b>Research Expenditures</b> Current year research expenditures in millions of dollars.						
<b>Research Expenditures (\$ million)</b>	\$2,545,014	\$12,380,163	\$19,772,521	\$7,261,457	\$19,596,901	\$1,247,155
<b>Research Funds</b> Amount of sponsored (external/federal) research funds.						
<b>Federal Research Funds (\$ millions)</b>	\$4,931,904	\$24,578,710	\$16,504,080	\$9,550,088	\$13,653,117	\$8,694,495

Source: IPEDS Fall 2011

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

	FY 2000	FY 2011	FY 2012	Point Change FY 2000 to FY 2012
52. Administrative costs as a percent of operating budget	10.3%	10.3%	11.0%	0.7

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

**Space Usage Efficiency (SUE)**

53. 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 2011	Fall 2012
Classroom space use efficiency	50	50
Lab space use efficiency	49	49
Overall space use efficiency	99	99

A&M-Commerce continually strives to improve upon space utilization. A&M commerce is committed to regularly update the campus master plan and make decisions about facilities from the perspective of that plan.

**Appropriated Funds per FTE Faculty**

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

	FY 2001	FY 2011	FY 2012	% Change FY 2001 to FY 2012
Appropriated funds per FTE student	\$6,320	\$5,646	\$5,156	- 18.4%
Appropriated funds per FTE faculty	\$61,929	\$61,867	\$61,471	- 0.7%

**Historically Underutilized Business (HUB)**

	FY 2000	FY 2011	FY 2012	%/Point Change FY 2000 to FY 2012
55. HUB Expenditures without construction (Millions)	\$ 0.815	\$ 2.942	\$ 2.375	191.3%
Percent of total expenditures	7.1%	18.0%	14.0%	6.9
HUB Expenditures with construction (Millions)	\$ 0.943	\$ 3.850	\$ 4.702	398.8%
Percent of total expenditures	8.2%	23.6%	27.7%	19.5

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 2011	FY 2012	% Change FY 2001 to FY 2012
56. Operating expenses per FTE student	\$10,539	\$12,333	\$12,275	16.5%

**Total Revenue per FTE Student and FTE teaching Faculty**

	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012
57. Total revenue				
Per FTE student	\$10,435	\$14,181	\$14,149	35.6%
Per FTE faculty	\$108,604	\$155,377	\$168,700	55.3%

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 2011	Fall 2012	%/Point Change Fall 2000 to Fall 2012
Class Size				
58. Average class size	25	29	29	16.0%
Median class size	23	25	25	8.7%

59. Percentage of undergraduate classes with less than 20 students	48.6%	38.5%	37.8%	- 10.8
60. Percentage of undergraduate classes with more than 50 students	4.8%	4.7%	4.9%	0.1

	FY 2000	FY 2012	FY 2013	% Change FY 2000 to FY 2013
61. Average cost of resident undergraduate tuition and fees for 30 SCH.	\$2,743	\$6,283	\$6,283	129.1%

	Fall 2000	Fall 2011	Fall 2012	% Change Fall 2000 to Fall 2012
62. E&G Square footage				
E&G classroom per FTE student	19.62	8.67	8.60	- 56.2%
E&G lab per FTE student	7.27	5.24	6.32	- 13.1%

Endowment	FY 2008	FY 2010	FY 2011	FY 2012	% Change FY 2008 to FY 2012
63. True and Term Endowment (\$ millions)	N/A	N/A	N/A	\$14	
64. Quasi Endowment (\$ millions)	N/A	N/A	N/A	\$0	
65. Total Endowment (\$ millions)	\$14	N/A	N/A	\$14	- 0.1%
66. Total Endowment - Per FTE student	\$2,038	N/A	N/A	\$1,648	- 19.1%

	FY 2001	FY 2011	FY 2012	% Change FY 2001 to FY 2012
67. Total Revenue*	\$65,008,917	\$116,551,626	\$122,592,423	88.6%
State appropriations	\$38,968,365	\$46,407,620	\$44,670,145	14.6%
Tuition and fees	\$15,540,835	\$41,920,233	\$50,660,607	226.0%
Federal grants and contracts	\$6,923,572	\$22,827,290	\$20,795,518	200.4%
Institutional resources	\$3,576,145	\$5,396,483	\$6,466,153	80.8%
Constitutional funds	\$4,229,747	\$5,193,232	\$5,193,232	22.8%
<b>Total Revenue with Constitutional Funds</b>	<b>\$69,238,664</b>	<b>\$121,744,858</b>	<b>\$127,785,655</b>	<b>84.6%</b>

\*Does not include Constitutional Funds

Link to additional information: <http://www.thecb.state.tx.us/FRP/SU/>

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.

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 Cost Ratio					
Amount expended for administrative costs as a percent of operative expenses					
Administrative costs as a percent of operating budget	4%	3%	5%	6%	4%

**Administrative Cost Ratio**  
Amount expended for administrative costs as a percent of operative expenses

**Administrative costs as a percent of operating budget**

Appropriations	Texas A&M University-Commerce	EAST TENNESSEE STATE UNIVERSITY	UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	EASTERN MICHIGAN UNIVERSITY	IDAHO STATE UNIVERSITY	INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS
State and local government appropriation revenues per FTE student.						
Appropriations per FTE student	\$5,164	\$7,060	\$9,087	\$4,057	\$6,649	\$4,046

**Expenditures**  
Instruction expenses per FTE student.

<b>Instruction expenses per FTE student</b>	\$6,777	\$10,664	\$8,541	\$8,292	\$7,954	\$8,224
<hr/>						
<b>Tuition and Fees</b>						
Tuition and Fee revenue per FTE student.						
<b>Tuition and Fee Revenue per FTE student</b>	\$6,317	\$5,179	\$4,518	\$8,685	\$5,673	\$6,378