

Texas A&M University-Commerce

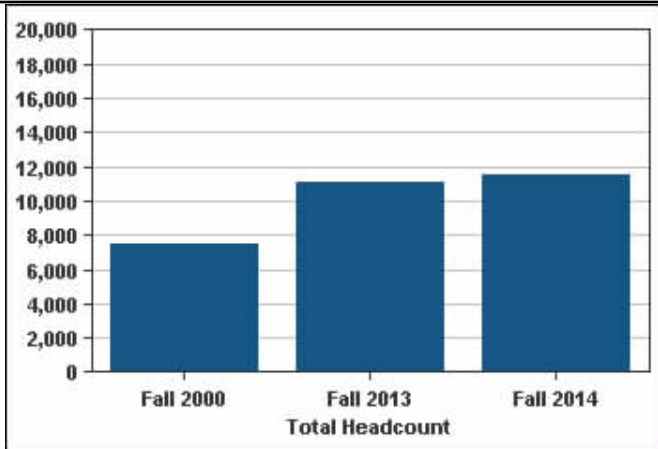
Accountability Report

January 2015

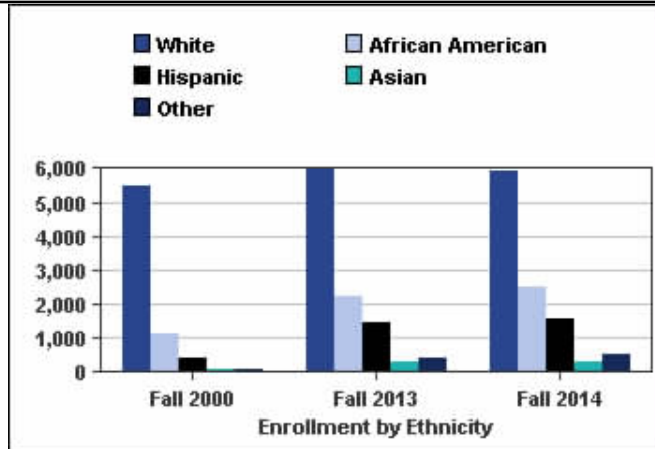
Participation - Key Measures

Enrollment

1. Fall headcount (unduplicated)						
	Fall 2000	Fall 2013	Fall 2014	% Change Fall 2000 to Fall 2014	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total*	7,483	11,068	11,490	53.5%	15,000	76.6%
White	5,484 (73.3%)	5,948 (53.7%)	5,896 (51.3%)	7.5%	7,000	84.2%
African American	1,140 (15.2%)	2,227 (20.1%)	2,498 (21.7%)	119.1%	2,840	88.0%
Hispanic	387 (5.2%)	1,464 (13.2%)	1,593 (13.9%)	311.6%	3,750	42.5%
Asian	84 (1.1%)	300 (2.7%)	317 (2.8%)	277.4%		
International	301 (4.0%)	689 (6.2%)	659 (5.7%)	118.9%		
Other	87 (1.2%)	440 (4.0%)	527 (4.6%)	505.7%		
Flex Entry	1	86	0	N/A		



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

Texas A&M University-Commerce has increased enrollment 53.5% since Fall 2000 and has reached 77% of its ambitious Closing the Gaps goal of 15,000 students in Fall 2015. The university has reached 88% of its goal for African-American student enrollment and 42% of its goal for Hispanic student enrollment. However, it should be noted that the Hispanic student population has increased 311.6% since 2000 due to its strategic plan goal to become a Hispanic-Serving Institution.

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 2013	Fall 2014	% Change Fall 2000 to Fall 2014
Total FTSEs	5,118	7,728	8,081	57.9%
State-Funded FTSEs	5,117	7,433	7,767	51.8%

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 increase in full-time student equivalents (FTSEs) has increased 57.7% since Fall 2000 and state-funded FTSEs has increased 51.6%. The difference between the two is attributed to the large number of online, out-of-state students who do not count for state funding.

Participation - Contextual Measures

	Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
3. First-time undergraduates from Texas top 10% and Texas top 11-25%				
Students in Texas top 10%	7.5%	13.4%	11.3%	3.8
Students in Texas top 11-25%	N/A	20.7%	22.5%	N/A
4. First-time entering applicants accepted	88.0%	70.2%	67.7%	- 20.3
5. First-time accepted, enrolled	48.8%	34.6%	33.7%	- 15.1

Additional applicant data is available at: <http://www.txhighereddata.org/AppAccEnrInfo>

	FY 2000	FY 2012	FY 2013	Point Change FY 2000 to FY 2013
6. Racial and ethnic composition of Texas public high school graduates				
White	51.5%	36.1%	34.7%	-16.8
African American	12.9%	13.1%	12.9%	0.0
Hispanic	32.1%	44.8%	46.4%	14.3
Asian	3.2%	3.9%	4.0%	0.8
Other	0.3%	2.1%	2.1%	1.8

UG Students by SCH taken at 2-year colleges

7. UG Students by SCH taken at 2-year colleges							
	Fall 2000		Fall 2013		Fall 2014		Point Change Fall 2000 to Fall 2014
	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	
UG Students	4,314	(100%)	6,890	(100%)	7,148	(100%)	
0-12 hours	1,046	(24.2%)	1,128	(16.4%)	1,145	(16.0%)	- 8.2
13-24 hours	335	(7.8%)	619	(9.0%)	669	(9.4%)	1.6
25-29 hours	116	(2.7%)	199	(2.9%)	200	(2.8%)	0.1
30-42 hours	246	(5.7%)	466	(6.8%)	498	(7.0%)	1.3
43-59 hours	337	(7.8%)	604	(8.8%)	608	(8.5%)	0.7
60-66 hours	195	(4.5%)	391	(5.7%)	436	(6.1%)	1.6
67+ hours	630	(14.6%)	1,192	(17.3%)	1,212	(17.0%)	2.4
All Students with SCH at TX 2-Yr college	2,905	(67.3%)	4,599	(66.7%)	4,768	(66.7%)	- 0.6
Awarded Core	0	(0.0%)	349	(5.1%)	306	(4.3%)	4.3
Associate Degree	454	(10.5%)	1,336	(19.4%)	1,501	(21.0%)	10.5

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

	Fall 2000	Fall 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
8. Semester credit hours				
Total undergraduate semester credit hours	57,277	84,218	87,461	52.7%
Total graduate semester credit hours	15,190	24,448	26,061	71.6%
Percentage graduate SCH to total SCH	21.0 %	22.5 %	23.0%	2.0

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

Out-of-state peer data is from the Fall 2013 IPEDS report and may not match accountability data because of differences in the source of the data. Accountability measures are primarily derived from institutional data sent to the CB for CBM reports. Data reported on this out-of-state peer link is obtained from the IPEDS system of institutional reporting to the federal government. Data differences may result from different reporting periods and different definitions for the data elements.

<p>Options</p> <p>Return to the Participation Page</p> <p>Download Excel Version</p> <p>Out-of-State Peer Measures and Definitions</p>

	Texas A&M University-Commerce	Doctoral Group Out-of-State Peers	UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	Institution's Out-of-State Peers	EASTERN MICHIGAN UNIVERSITY	IDAHO STATE UNIVERSITY	INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS
Headcount Enrollment Headcount enrolled for credit, disaggregated by race/ethnicity.							
Total	11,591	14,691	18,074	23,447	13,326	14,925	
White	6,218	12,419	10,590	15,243	9,921	11,354	
African American	2,188	814	4,170	4,547	123	1,418	
Hispanic	1,527	285	1,003	797	1,070	420	
Asian	315	226	744	591	229	149	
Other	1,343	947	1,567	2,269	1,983	1,584	
Full-Time Equivalent Enrollment 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.							
Total	8,448	12,791	15,479	17,968	10,258	13,704	

Fall 2014 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	199	0	0	0	0	199
18 to 21	3,323	27	0	0	1	3,351
22 to 24	1,376	541	6	0	28	1,951
25 to 29	825	949	56	0	38	1,868
30 to 34	502	674	97	0	30	1,303
35 and over	923	1,366	438	0	91	2,818
Total	7,148	3,557	597	0	188	11,490

By Level, Race/Ethnicity:

Ethnicity	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
White	3,680	1,749	343	0	124	5,896
African American	1,632	671	160	0	35	2,498
Hispanic	1,149	371	58	0	15	1,593
Asian	129	174	6	0	8	317
International	218	419	21	0	1	659
Other	340	173	9	0	5	527
Total	7,148	3,557	597	0	188	11,490

By Level, Gender:

Gender	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post- Baccalaureate	Total
Male	2,892	1,409	168	0	66	4,535
Female	4,256	2,148	429	0	122	6,955
Total	7,148	3,557	597	0	188	11,490

By Undergraduate Status:

	Undergraduate	Full-time	Part-time	White	African American	Hispanic	Asian	Other	Male	Female
First-Time in College	1,039	980	59	376	357	194	19	93	484	555
First-Time Transfer (from two- and four-year institutions)	1,155	771	384	618	234	197	14	92	440	715
Other Undergraduate	4,954	3,499	1,455	2,686	1,041	758	96	373	1,968	2,986
Total	7,148	5,250	1,898	3,680	1,632	1,149	129	558	2,892	4,256

Fall 2014 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	45,927	41,534	87,461	23,235	2,826	0	0	113,522	8,081
State-Funded	44,963	37,791	82,754	23,235	2,826	0	0	108,815	7,767

Distance Education Semester Credit Hours

	Lower-Division SCH	Upper Division SCH	Undergraduate SCH	Master's SCH	Doctor's Research/ Scholarship SCH	Professional Specialty SCH	Optometry SCH	Total SCH	FTSE
Hybrid/Blended on campus	0	0	0	0	0	0	0	0	0
Fully-distance education/Internet	7,370	15,831	23,201	14,850	1,245	0	0	39,296	2,923

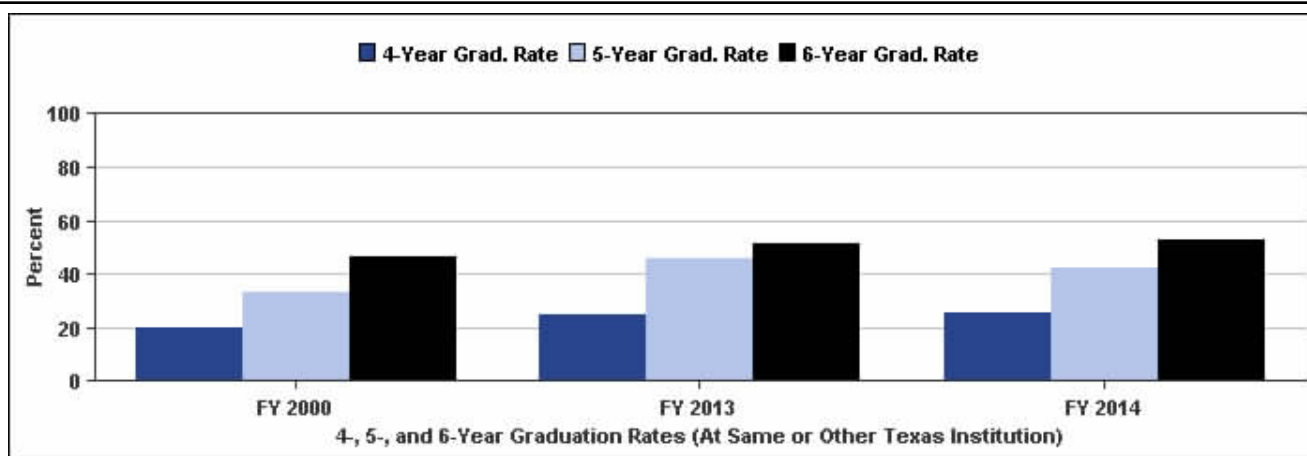
Success - Key Measures

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 2000			FY 2012			FY 2013			FY 2014			Point Change FY 2000 to FY 2014
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
4-Year graduation rate	1996	568	20.1%	2008	603	29.7%	2009	551	24.5%	2010	597	25.6%	5.5
Same institution			18.7%			27.9%			22.0%			24.3%	5.6
Other TX institutions			1.4%			1.8%			2.5%			1.3%	- 0.1
5-Year graduation rate	1995	485	33.0%	2007	602	45.2%	2008	603	46.1%	2009	551	42.1%	9.1
Same institution			29.3%			39.9%			41.6%			37.4%	8.1
Other TX institutions			3.7%			5.3%			4.5%			4.7%	1.0
6-Year graduation rate	1994	535	46.4%	2006	579	44.6%	2007	602	51.3%	2008	603	53.1%	6.7
Same institution			38.7%			36.4%			45.2%			46.6%	7.9
Other TX institutions			7.7%			8.1%			6.1%			6.5%	- 1.2

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



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 and certificates awarded

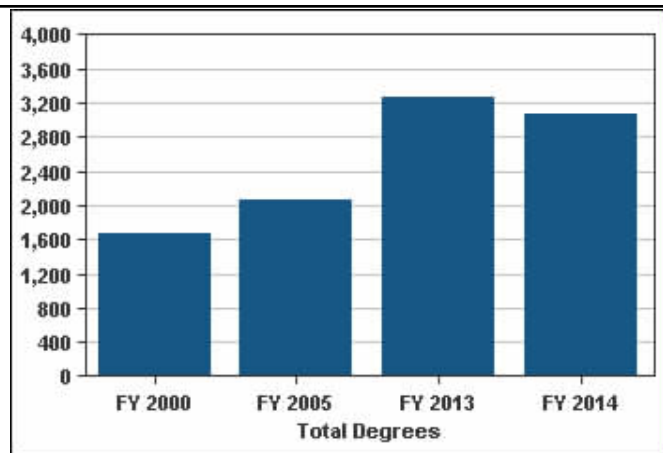
10. Number of degrees and certificates awarded.

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total Degrees*	1,662	3,259	3,079	85.3%		
White	1,238	1,889	1,802	45.6%		
African American	201	463	470	133.8%		
Hispanic	66	346	347	425.8%		
Asian	37	95	80	116.2%		
International	106	385	270	154.7%		
Other	14	81	110	685.7%		
Level						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	1,026	1,518	1,438	40.2%	1,800	79.9%
Master's	590	1,647	1,576	167.1%		
Doctor's Research/Scholarship	46	94	65	41.3%	85	76.5%
Doctor's Professional Practice	N/A	N/A	N/A	N/A		
Certificates						
Upper-level certificates	N/A	N/A	N/A	N/A		
Post-baccalaureate certificates	N/A	N/A	N/A	N/A		

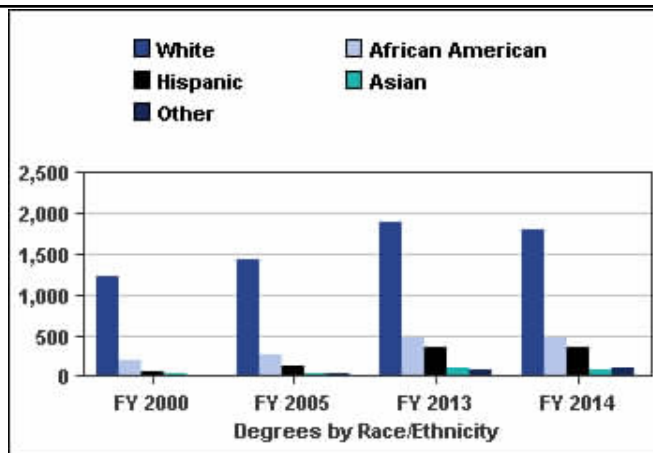
*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and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

Gender

Male	652	1,250	1,210	85.6%
Female	1,010	2,009	1,869	85.0%



Source: CBM009



Source: CBM009

As noted, A&M-Commerce has experienced a steady increase in the number of degrees awarded from FY2000 to FY2014. Substantial increases have been made in the number of degrees awarded to minority students, during this same time period. A&M-Commerce continually strives to increase the number of degrees awarded.

11. Undergraduate degrees to at-risk students

	FY 2000	FY 2013	FY 2014	Change FY 2000 to FY 2014
Undergraduate Degrees to At-Risk Students	586	1,154	1,086	500

Closing the Gaps Critical Fields: STEM Awards

12. Degrees awarded in STEM fields.

	FY 2000	FY 2012	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
Computer Science*	54	29	30	45	- 16.7%	40	112.5%
Engineering*	24	26	18	27	12.5%	40	67.5%
Math*	16	17	21	14	- 12.5%	20	70.0%
Physical Science*	13	12	7	7	- 46.2%	18	38.9%
Level							
Associate's	0	0	0	0	N/A		
Baccalaureate	107	84	76	93	- 13.1%	118	78.8%
Master's	112	198	173	105	- 6.3%		
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 FY2014, the number of degrees awarded increased by 55% during the shorter period from 2011-2014. The Engineering field degrees awarded leveling off can be attributed to the transition period between closing the Construction Science program and the implementation of the new Construction Engineering program.

Nursing and Allied Health

13. Degrees and certificates awarded in nursing.

	FY 2000	FY 2012	FY 2013	FY 2014	% Change FY 2000 to FY 2014	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	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 2012	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
Total Allied Health Degrees	0	5	4	11	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		

Baccalaureate	0	5	4	11	N/A	20	55%
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.

The Nursing program at A&M-Commerce had its first enrollment in Spring 2013 and therefore, does not have any degrees awarded at this time. A&M-Commerce currently only has one program in the allied health degree field, athletic training.

Teacher Production and Certification

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

	FY 2011	FY 2012	FY 2013
Total number taking exam	837	741	727
Race/Ethnicity			
White	643	592	538
African American	89	69	76
Hispanic	80	64	92
Other	25	16	21
Gender			
Male	163	121	122
Female	674	620	605
Total percent passing exam	96.0%	96.0%	95.0%
Race/Ethnicity			
White	97.0%	98.0%	97.0%
African American	91.0%	85.0%	91.0%
Hispanic	95.0%	96.0%	88.0%
Other	98.0%	92.0%	97.0%
Gender			
Male	96.0%	99.0%	96.0%
Female	96.0%	96.0%	95.0%

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.

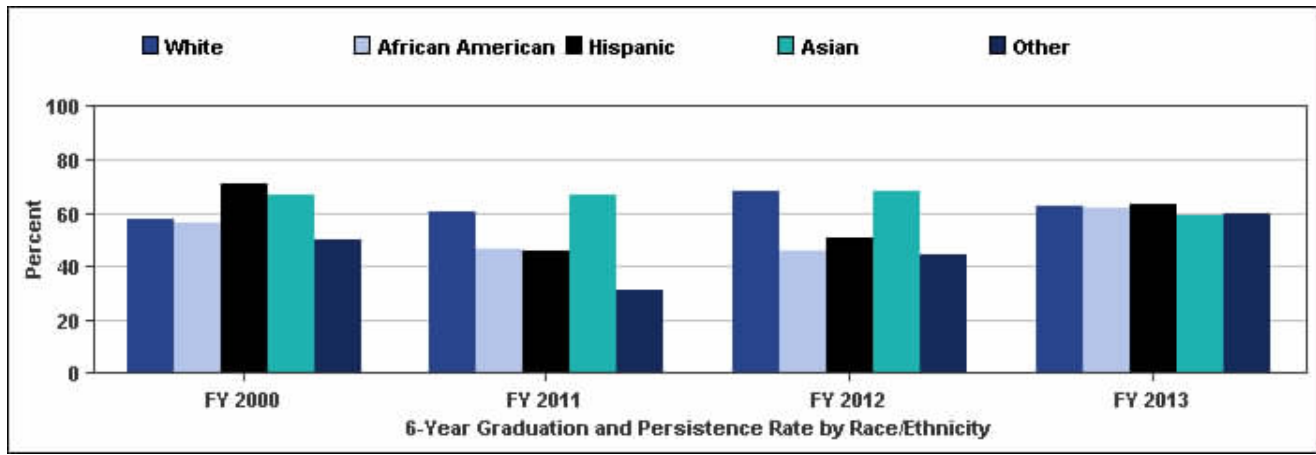
A&M-Commerce has undertaken major institutional initiatives to improve teacher certification rates, and remains a major producer of certified teachers and public school administrators for the state of Texas.

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 2000			FY 2012			FY 2013			FY 2014			Point Change FY 2000 to FY 2014
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
Total	1994	535	58.3%	2006	579	54.9%	2007	602	60.8%	2008	603	62.5%	4.2
Same institution			43.2%			40.2%			48.2%			50.2%	7.0
Other TX institutions			15.1%			14.7%			12.6%			12.3%	- 2.8
White	1994	424	58.0%	2006	343	60.6%	2007	364	68.4%	2008	353	62.9%	4.9
Same institution			42.7%			47.8%			53.0%			49.3%	6.6
Other TX institutions			15.3%			12.8%			15.4%			13.6%	- 1.7
African American	1994	80	56.3%	2006	151	46.4%	2007	138	45.7%	2008	145	62.1%	5.8
Same institution			47.5%			29.1%			37.7%			51.7%	4.2
Other TX institutions			8.8%			17.2%			8.0%			10.3%	1.5
Hispanic	1994	24	70.8%	2006	57	45.6%	2007	69	50.7%	2008	73	63.0%	- 7.8
Same institution			33.3%			29.8%			44.9%			52.1%	18.8
Other TX institutions			37.5%			15.8%			5.8%			11.0%	- 26.5
Asian	1994	3	66.7%	2006	15	66.7%	2007	22	68.2%	2008	17	58.8%	- 7.9
Same institution			66.7%			26.7%			45.5%			52.9%	- 13.8
Other TX institutions			0.0%			40.0%			22.7%			5.9%	5.9
Other	1994	4	50.0%	2006	13	30.8%	2007	9	44.4%	2008	15	60.0%	10.0
Same institution			50.0%			30.8%			44.4%			46.7%	- 3.3
Other TX institutions			0.0%			0.0%			0.0%			13.3%	13.3

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



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 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
17. Enrollment: Percent of first-time students 19 and under	93.4%	93.5%	93.7%	0.3

	Fall 2000	Fall 2011	Fall 2012	Point Change Fall 2000 to Fall 2012
18. Financial Aid: Percent of students receiving Pell Grants	36.2%	52.8%	50.5%	14.3

	Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
19. Part-time first-time, degree seeking, undergraduates	13.1%	4.7%	5.7%	- 7.4

20. Persistence rate of first-time, degree-seeking undergraduates: One-Year	Entering Cohort Fall 2000		Entering Cohort Fall 2012		Entering Cohort Fall 2013		Point Change Fall 2000 to Fall 2013
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
Total	519	83.0%	825	80.6%	928	81.3%	- 1.7
Same institution		65.7%		67.5%		67.2%	1.5
Other TX institutions		17.3%		13.1%		14.0%	- 3.3
White	369	82.9%	325	80.3%	379	81.5%	- 1.4
Same institution		63.1%		65.8%		66.2%	3.1
Other TX institutions		19.8%		14.5%		15.3%	- 4.5
African American	104	86.5%	238	81.1%	297	78.1%	- 8.4
Same institution		77.9%		71.0%		68.4%	- 9.5
Other TX institutions		8.7%		10.1%		9.8%	1.1
Hispanic	34	76.5%	176	77.3%	140	83.6%	7.1
Same institution		58.8%		64.8%		70.0%	11.2
Other TX institutions		17.6%		12.5%		13.6%	- 4.0
Asian	4	100.0%	22	90.9%	22	90.9%	- 9.1
Same institution		50.0%		77.3%		63.6%	13.6
Other TX institutions		50.0%		13.6%		27.3%	- 22.7
Other	8	62.5%	64	85.9%	90	84.4%	21.9
Same institution		62.5%		67.2%		64.4%	1.9
Other TX institutions		0.0%		18.8%		20.0%	20.0

21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year	Entering Cohort Fall 2000		Entering Cohort Fall 2011		Entering Cohort Fall 2012		Point Change Fall 2000 to Fall 2012
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
Total	519	73.6%	663	71.8%	806	70.5%	- 3.1
Same institution		52.2%		55.5%		52.6%	0.4
Other TX institutions		21.4%		16.3%		17.9%	- 3.5
White	369	74.3%	324	73.8%	314	72.3%	- 2.0
Same institution		50.7%		55.9%		55.7%	5.0
Other TX institutions		23.6%		17.9%		16.6%	- 7.0
African American	104	74.0%	187	70.6%	232	62.9%	- 11.1
Same institution		59.6%		52.4%		48.3%	- 11.3
Other TX institutions		14.4%		18.2%		14.7%	0.3
Hispanic	34	73.5%	109	74.3%	175	71.4%	- 2.1
Same institution		47.1%		62.4%		49.1%	2.0
Other TX institutions		26.5%		11.9%		22.3%	- 4.2
Asian	4	75.0%	15	73.3%	22	86.4%	11.4
Same institution		75.0%		60.0%		59.1%	- 15.9
Other TX institutions		0.0%		13.3%		27.3%	27.3

Other	8	37.5%	28	46.4%	63	81.0%	43.5
Same institution		37.5%		42.9%		60.3%	22.8
Other TX institutions		0.0%		3.6%		20.6%	20.6

Developmental Education	Fall 2010 Cohort			
	Total/Area Counts (a)	Received credit pre-matriculation (b)	College level course completion (grade A, B, or C) (c)	College level course completion (grade A, B, C) including pre-matriculation credit (percent of total) (b+c)/(a)
22. The percent of underprepared and prepared students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Underprepared students are given 3 years.				
Summary Data				
Number of FTIC students	784			
Met state standards in all three areas	514			
Did not meet state standards in one, two, or all three areas (at entry)	270			
Unknown* (unduplicated)	0			
Data by Subject Area				
Met Standard				
Math	578	5	299	52.6%
Reading	609	16	407	69.5%
Writing	608	17	376	64.6%
Did Not Meet Standard				
Math	206	N/A	92	44.7%
Reading	175	N/A	128	73.1%
Writing	176	N/A	137	77.8%
Unknown** (waived or military exemption)				
Math**	0	N/A	0	0.0%
Reading**	0	N/A	0	0.0%
Writing**	0	N/A	0	0.0%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	514	5	273	54.1%
Reading	514	9	365	72.8%
Writing	514	8	313	62.5%
Did Not Meet Standard in All Three Areas				
Math	113	N/A	53	46.9%
Reading	113	N/A	82	72.6%
Writing	113	N/A	89	78.8%

The data for this accountability measure is tracked for one year for students who met TSI and for one, two, and three years for students who did not meet TSI for this report.

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

23. Underprepared students who satisfied TSI obligation within 2 years.	Fall 2010 Cohort							
	Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†/(a)
Summary Data								
Number of FTIC students	784							
Met state standards in all three areas	514							
Did not meet state standards in one, two, or all three areas (at entry)	270							
Unknown* (unduplicated)	0							
Data by Subject Area								
Met Standard								
Math	578	38	6.6%	N/A	N/A	N/A	N/A	N/A
Reading	609	1	0.2%	N/A	N/A	N/A	N/A	N/A
Writing	608	1	0.2%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	206	154	74.8%	43	66	27.9%	32.0%	49.5%
Reading	175	14	8.0%	6	67	42.9%	38.3%	76.6%
Writing	176	5	2.8%	2	77	40.0%	43.8%	81.3%
Unknown** (waived or military exemption)								
Math**	0	0	0.0%	N/A	N/A	N/A	N/A	N/A

Reading**	0	0	0.0%	N/A	N/A	N/A	N/A	N/A
Writing**	0	0	0.0%	N/A	N/A	N/A	N/A	N/A

Most- and Least-Prepared Populations

Met state standards in all areas

Math	514	28	5.4%	N/A	N/A	N/A	N/A	N/A
Reading	514	1	0.2%	N/A	N/A	N/A	N/A	N/A
Writing	514	1	0.2%	N/A	N/A	N/A	N/A	N/A

Did Not Meet Standards in All Three Areas

Math	113	75	66.4%	17	32	22.7%	28.3%	49.6%
Reading	113	9	8.0%	3	40	33.3%	35.4%	77.0%
Writing	113	2	1.8%	1	46	50.0%	40.7%	82.3%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

†Passed is the number of students who passed a first college-level course as shown on measure #22.

24. Percent of students who return the following fall.	Fall 2010 Cohort		
	Total (a)	Number returning (Fall 2011) (b)	Percent returning (Fall 2011) (b/a)
Summary Data			
Number of FTIC students	784	650	83
Met state standards in all areas	514	443	86.2%
Did not meet state standards in one, two, or all three areas	270	207	76.7%
Did not meet state standards in all three areas	113	89	78.8%
Unknown* (unduplicated)	0	0	0.0%
Data by Subject Area			
Met Standard by Area			
Math	578	494	85.5%
Reading	609	515	84.6%
Writing	608	511	84.0%
Did Not Meet Standard by Area			
Math	206	156	75.7%
Reading	175	135	77.1%
Writing	176	139	79.0%
Unknown** by Area (waived or military exemption)			
Math	0	0	0.0%
Reading	0	0	0.0%
Writing	0	0	0.0%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

	FY 2000	FY 2013	FY 2014	Point Change FY 2000 to FY 2014
25. Graduation of two-year college students				
1-29 SCH (before transfer)	47 (32.0%)	71 (54.6%)	80 (53.7%)	21.7
30 SCH or more (before transfer)	242 (63.0%)	448 (62.4%)	576 (64.8%)	1.8
Source: CBM001 and CBM009.				

26. Percentage of baccalaureate graduates by SCH completed at two-year colleges:

1-29 SCH (at any time)	37.3%	30.2%	31.2%	- 6.1
30 SCH or more (at any time)	41.9%	54.5%	51.6%	9.7
Source: CBM001 and CBM009.				

27. Graduation Rates	Cohort	Rate	Cohort	Rate	Cohort	Rate
Master's	Fall 1995	35.3%	Fall 2008	64.6%	Fall 2009	65.5%
Doctoral	Fall 1990	47.5%	Fall 2003	46.9%	Fall 2004	45.8%

	FY 2010	FY 2012	FY 2013	Point Change FY 2010 to FY 2013
Baccalaureate graduate success				

28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school	85.9%	82.8%	84.3%	- 1.6
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	FY 2010	FY 2012	FY 2013	Point Change FY 2010 to FY 2013
Baccalaureate Graduates Employment/Enrollment Status				

29. Employed in 4th quarter in which program year ends	67.1%	67.3%	66.3%	- 0.8
30. In graduate or professional school in Texas in fall of the next FY	4.0%	4.6%	5.5%	1.5
31. Employed in Texas and enrolled in a graduate or professional school in Texas	14.8%	10.9%	12.5%	- 2.3

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 2012 FTSE/ FY 2013 UG Degrees	Fall 2013 FTSE/ FY 2014 UG Degrees
32. Undergraduate efficiency ratio			
Ratio of Undergraduate FTSE to Undergraduate Baccalaureate Degrees Awarded	N/A	3.63	3.90

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	
Graduation Rate: Four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates.							
4-Year Rate	24%	17.0%	30.0%	12.0%	11.0%	31.0%	
5-Year Rate	40%	34.0%	50.0%	30.0%	12.0%	47.0%	
6-Year Rate	45%	41.0%	55.0%	38.0%	31.0%	51.0%	
Degrees Awarded: Number of graduates by level, race/ethnicity and gender.							
Total Degrees	3,208	3,111	4,081	4,435	2,102	3,292	
White	1,839	2,722	2,726	3,042	1,665	2,633	
African American	438	114	767	586	33	239	
Hispanic	325	81	174	117	94	68	
Asian	89	62	173	127	28	33	
Other	517	132	241	563	282	319	
Level							
Associates	N/A	N/A	N/A	N/A	354	8	
Bachelors	1,528	2,314	3,038	3,108	1,136	2,470	
Master's	1,607	574	909	1,299	458	695	
Doctor's Research/Scholarship	73	86	134	28	47	108	
Doctor's Professional Practice	N/A	137	N/A	N/A	107	11	
Gender							
Male	1,228	1,207	1,351	1,789	999	1,295	
Female	1,980	1,904	2,730	2,646	1,103	1,997	
Graduation Rate: Percent of first-time, degree-seeking undergraduates who have graduated after six academic years.							
Total	45.0%	41.0%	55.0%	38.0%	34.0%	51.0%	
White	50.0%	43.0%	57.0%	46.0%	30.0%	56.0%	
African American	34.0%	23.0%	56.0%	24.0%	18.0%	29.0%	
Hispanic	43.0%	36.0%	42.0%	34.0%	25.0%	52.0%	
Asian	45.0%	57.0%	56.0%	38.0%	50.0%	50.0%	
American Indian or Alaska Native	75.0%	11.0%	42.0%	36.0%	11.0%	56.0%	
Unknown	N/A	0.0%	42.0%	32.0%	32.0%	42.0%	
Nonresident Alien	20.0%	53.0%	54.0%	63.0%	44.0%	64.0%	
Graduates in Key Fields: Number of degrees awarded in specific fields by level.							
Computer Science	108	92	89	38	43	28	
Engineering	88	71	0	207	192	93	
Math	30	33	20	40	12	35	
Physical Science	30	69	17	55	82	87	
Nursing and Allied-Health Graduates: Number of degrees awarded in nursing/allied-health by level.							
Total Degrees	4	642	316	476	584	274	
Certificate	0	2	1	1	43	0	
Associates	0	0	0	0	109	0	
Bachelors	4	487	174	370	245	230	
Master's	0	105	133	75	154	42	
Doctor's Research/Scholarship	0	40	8	0	0	2	

Graduates Detail (FY 2014)- 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	965	791	46	0	1,802
African American	0	217	244	9	0	470
Hispanic	0	158	184	5	0	347
Asian	0	25	54	1	0	80
International	0	41	225	4	0	270
Other	0	32	78	0	0	110

Excellence - Key Measures**Faculty Teaching**

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
33. Tenured/tenure-track faculty teaching lower-division SCH	46.9%	38.6%	34.3%	- 12.6

A&M-Commerce continues to make a concerted effort 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 2012			Fall 2013			% Change Fall 2000 to Fall 2013
	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	
FTSE/FTFE Ratio	5,118	292	18:1	7,798	366	21:1	7,728	397	19:1	11.2%

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

State and National Exams Success**35. Certification and licensure rates**

	FY 2000	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
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

Although A&M-Commerce offers engineering programs, students are not required to take the Fundamentals of Engineering (FE) / Engineer in Training (EIT) exam upon completion of the program. A nursing program was recently added to the institution's program inventory with the first enrollment in Spring 2013. This program will not have certification/ licensure results for a few years. A&M-Commerce does not offer programs in Law or Pharmacy.

Tenured/Tenure-Track FTE Faculty

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
36. Percent of FTE teaching faculty who are tenured/tenure-track	58.3%	59.2%	54.9%	- 3.4

The 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**

In accordance with the Southern Association of Colleges and Schools Commission on colleges Core Principle 2.12 and comprehensive standard 3.3.2, Texas A&M University-Commerce has selected and developed a topic for the Quality Enhancement Plan (QEP) – Preparing Students for An Interconnected World. The QEP was reviewed by the SACSCOC on-site review team in the Spring of 2014, and reaffirmation was announced in December of 2014 by SACSCOC. The QEP has been fully implemented during the Fall 2014 term at A&M-Commerce. The A&M-Commerce website offers a full description of the QEP at: www.tamuc.edu/QEP. Additionally, multiple social media channels have been established, including two-way communication via Facebook at www.facebook.com/tamucqep. The QEP committee can be reached at QEP.Committee@tamuc.edu

Excellent Programs**38. Excellent Programs****Highlighted Excellent Programs 1**

Texas A&M University-Commerce offers the state's first competency-based baccalaureate degree delivered by a public university. The Bachelor of Applied Arts and Sciences degree in Organizational Leadership (BAAS-OL) is offered online and students may accelerate their degree completion by demonstrating proficiency. Offered at a reduced cost to the student (\$750 including all tuition, fees, and textbooks) each seven-week term, the BAAS-OL degree is made possible by the Texas Affordable Baccalaureate (TAB) grant. The Texas Higher Education Coordinating Board (College for All Texans), Texas A&M University-Commerce, and South Texas College were awarded a grant by EDUCAUSE to develop a model for delivering a competency-based degree program. <http://www.tamuc.edu/admissions/oneStopShop/undergraduateAdmissions/transferAdmissions2/BAASorganizationalLeadership/default.aspx>

Highlighted Excellent Programs 2

The Teacher Education Programs in the department of Curriculum and Instruction (C&I) include various degree programs and has approximately 1,000 undergraduates, 425 masters students, and 70 doctoral students. The undergraduate (BSIS/BAIS) program operates within a well established collaborative of P-20-focused partnerships with more than 40 districts. It is consistently among the top 5

producers of teachers in Texas and currently #2 in producing science teachers. Recent CREATE data cited an 81% retention rate after 5 years for graduates of our undergraduate programs. A&M-Commerce's Masters in C&I is ranked in the top 20 masters programs by graduateeducation.com; and, ranked #13 in the Top U.S. Colleges and Universities for Teaching. Within the last few years, faculty members have received over 20 teaching and other awards. Additionally, the C&I faculty have procured approximately \$5.3 million in grants in recent years; and, our STEM Initiative, LeoTeach/LeonneTeach, aligns with (TAMUS) goals outlined in Changing the Face of Public Education to Impact New Realities.
<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/curriculumInstruction/default.aspx>

Excellence - Contextual Measures

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
39. FTE tenured/tenure-track faculty demographics				
Ethnicity				
Total	58.3%	59.2%	54.9%*	- 3.4
White	57.6%	54.8%	52.3%	- 5.3
African American	48.9%	56.6%	61.0%	12.1
Hispanic	77.5%	76.1%	54.2%	- 23.3
Asian	85.7%	83.3%	81.9%	- 3.8
International	N/A	20.0%	0.0%	N/A
Other	100.0%	87.6%	30.7%	- 69.3
Gender				
Male	65.0%	69.4%	67.0%	2.0
Female	46.6%	47.9%	42.9%	- 3.7

*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
40. Faculty Rank (Fall 2013)						
Faculty Ethnicity						
Total*	64	337	1	108	68	65
White	51	277	1	73	53	47
African American	1	16	0	8	5	4
Hispanic	6	21	0	7	3	6
Asian	1	8	0	18	6	8
International	4	4	0	0	0	0
Other	1	11	0	2	1	0
Faculty Gender						
Male	25	123	0	64	38	48
Female	39	214	1	44	30	17

*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 2013	FY 2014	% Change FY 2002 to FY 2014	National Average (FY 2014)	% National Average
41. Faculty Salary Comparisons						
Professor	\$68,890	\$92,079	\$91,572	32.9%	\$112,199	82%
Associate Professor	\$53,070	\$69,158	\$69,358	30.7%	\$79,575	87%
Assistant Professor	\$48,028	\$65,031	\$67,863	41.3%	\$68,318	99%
Instructor	\$58,564	\$66,048	\$66,048	12.8%	\$47,289	140%

	Fall 2000	Fall 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
42. Endowed Professorships and Chairs				
Percent unfilled	0	0	0	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 2012	FY 2013	FY 2014	% Change FY 2012 to FY 2014
44. Other Faculty Awards				

	FY 2012	FY 2013	FY 2014	% Change FY 2012 to FY 2014
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	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	
Tenure/Tenure-Track Faculty Percentage of all full-time faculty members who are tenured or tenure-track.						
Percent of Tenured/Tenure-Track faculty	48%	72%	68%	87%	58%	

Research - Key Measures

Federal and Private Research

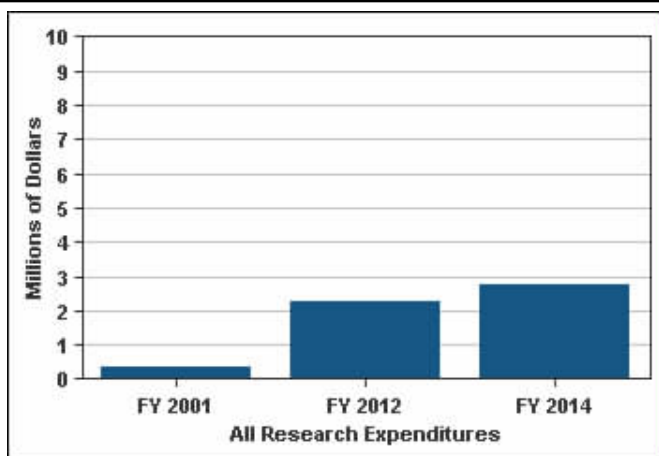
	FY 2001	FY 2013	FY 2014	% Change FY 2001 to FY 2014
45. Federal and private research expenditures per FTE faculty	\$1,496	\$6,935	\$7,187	380.4%

Research Expenditures

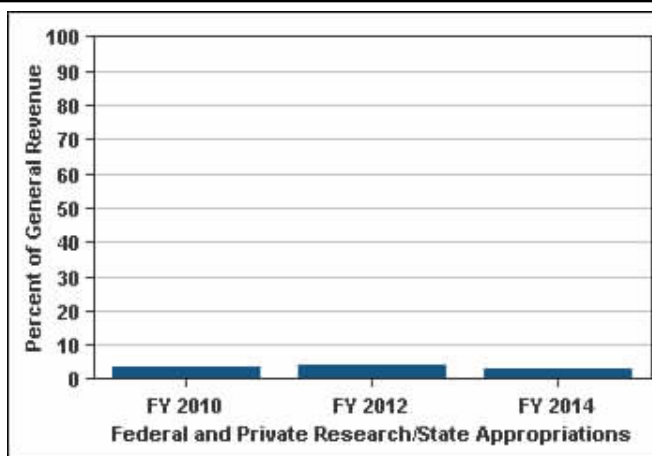
	FY 2001	FY 2013	FY 2014	% Change FY 2001 to FY 2014	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million)	\$0.337	\$2.568	\$2.766	720.8%	\$5.000	55.3%

Sponsored Research Funds

	FY 2010	FY 2013	FY 2014	Point Change FY 2010 to FY 2014
47. Federal and private (sponsored) research funds per revenue appropriations.	3.8%	3.3%	3.1%	- 0.6



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. The efforts include better accessibility and awareness of funding opportunities, support for proposal development, and accessibility to account balances and spending progress of sponsored projects.

Research - Contextual Measures

	FY 2001	FY 2013	FY 2014	% Change FY 2001 to FY 2014
48. Research Expenditures by Source (\$ Millions)	\$0.337	\$2.568	\$2.766	721.2%
Federal	\$0.114	\$1.161	\$1.222	967.6%
State	\$0.065	\$0.441	\$0.366	466.9%
Private	\$0.140	\$0.341	\$0.344	145.3%
Institutional	\$0.017	\$0.626	\$0.833	4693.2%
Restricted Research Expenditures (amount shown is a subset of the categories above)	\$0.223	\$1.518	\$1.493	568.3%

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

	FY 2008	FY 2012	FY 2013	FY 2014	% Change FY 2008 to FY 2014
49. Faculty holding extramural research grants					
Number	15	22	33	41	173.3%
Percent	4%	9.6%	14%	11%	7.0

	FY 2001	FY 2012	FY 2013	FY 2014	% Change FY 2001 to FY 2014
Patents					
50. Number of new U.S. patents issued or reissued.	0	0	0	0	N/A
51. Number of new patent applications	0	0	3	1	N/A

A&M-Commerce has undertaken efforts to increase the numbers of faculty applying for and receiving patents. The efforts include making available guidance for obtaining a patent to assist faculty members in recognizing opportunities for commercialization.

	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 Current year research expenditures.						
Research Expenditures	\$2,769,170	\$12,139,379	\$18,138,278	\$5,043,580	\$19,415,648	\$866,299
Research Funds Amount of sponsored (external/federal) research funds.						
Federal Research Funds	\$5,017,806	\$21,833,534	\$11,436,826	\$6,797,632	\$9,416,032	\$6,269,558

Source: IPEDS Fall 2013

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

	FY 2000	FY 2013	FY 2014	Point Change FY 2000 to FY 2014
52. Administrative costs as a percent of operating budget	10.3%	10.7%	10.2%	- 0.1

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 2013	Fall 2014
Classroom space use efficiency	50	50
Lab space use efficiency	57	49
Overall space use efficiency	107	99

A&M-Commerce continually strives to improve upon space utilization. A&M-commerce has 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 2013	FY 2014	% Change FY 2001 to FY 2014
Appropriated funds per FTE student	\$6,320	\$5,035	\$5,787	- 8.4%
Appropriated funds per FTE faculty	\$61,929	\$55,779	\$59,611	- 3.7%

Historically Underutilized Business (HUB)

	FY 2000	FY 2013	FY 2014	%/Point Change FY 2000 to FY 2014
55. HUB Expenditures without construction (Millions)	\$ 0.815	\$ 3.269	\$ 2.520	209.1%
Percent of total expenditures	7.1%	17.4%	9.6%	2.5
HUB Expenditures with construction (Millions)	\$ 0.943	\$ 5.513	\$ 2.979	216.0%
Percent of total expenditures	8.2%	29.3%	11.3%	3.1

A&M-Commerce strives to continue to increase our overall HUB utilization by providing opportunities to all vendors interested in doing business with the University.

Operating Expenses per FTE Student

	FY 2001	FY 2013	FY 2014	% Change FY 2001 to FY 2014
56. Operating expenses per FTE student	\$10,539	\$13,230	\$13,895	31.8%

Total Revenue per FTE Student and FTE teaching Faculty

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
57. Total revenue				
Per FTE student	\$10,435	\$15,097	\$15,504	48.6%
Per FTE faculty	\$108,604	\$167,251	\$159,710	47.1%

Effective Fall 2014, A&M-Commerce implemented a new guaranteed tuition plan to lock in rates to help students and parents budget for college expenses and promote timely graduation.

Institutional Efficiency and Effectiveness - Contextual Measures

	Fall 2000	Fall 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
Class Size				
58. Average class size	25	29	28	12.0%
Median class size	23	25	24	4.3%
59. Percentage of undergraduate classes with less than 20 students	48.6%	39.1%	38.7%	- 9.9
60. Percentage of undergraduate classes with 50 students or more	4.8%	5.3%	4.8%	0.0

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
61. Average cost of resident undergraduate tuition and fees for 30 SCH.	\$2,743	\$6,664	\$6,753	146.2%

	Fall 2000	Fall 2013	Fall 2014	% Change Fall 2000 to Fall 2014
62. E&G Square footage				
E&G classroom per FTE student	19.62	8.68	7.75	- 60.5%
E&G lab per FTE student	7.27	6.37	5.64	- 22.4%

Endowment	FY 2010	FY 2012	FY 2013	FY 2014	% Change FY 2010 to FY 2014
63. True and Term Endowment (\$ millions)	N/A	\$14.2	\$14.6	\$16.0	
64. Quasi Endowment (\$ millions)	N/A	\$0.1	\$0.0	\$0.0	
65. Total Endowment (\$ millions)	N/A	\$14.3	\$14.6	\$16.0	N/A
66. Total Endowment - Per FTE student	N/A	\$1,648	\$1,618	\$1,849	N/A

	FY 2001	FY 2013	FY 2014	% Change FY 2001 to FY 2014
67. Total Revenue*	\$65,008,917	\$136,210,635	\$134,140,670	106.3%
State appropriations	\$38,968,365	\$45,427,115	\$50,067,604	28.5%
Tuition and fees	\$15,540,835	\$59,458,198	\$51,751,806	233.0%
Federal grants and contracts	\$6,923,572	\$19,668,110	\$21,165,122	205.7%
Institutional resources	\$3,576,145	\$11,657,212	\$11,156,138	212.0%
Constitutional funds	\$4,229,747	\$5,193,232	\$5,193,232	22.8%
Total Revenue with Constitutional Funds	\$69,238,664	\$141,403,867	\$139,333,902	101.2%

*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.

	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	
Administrative Cost Ratio Amount expended for administrative costs as a percent of operative expenses						
Administrative costs as a percent of operating budget	5%	4%	5%	5%	5%	6%
Appropriations State and local government appropriation revenues per FTE student.						
Appropriations per FTE student	\$4,654	\$6,015	\$9,528	\$3,617	\$6,912	\$3,646
Expenditures Instruction expenses per FTE student.						
Instruction expenses per FTE student	\$6,434	\$12,462	\$8,803	\$8,307	\$8,639	\$8,479
Tuition and Fees Tuition and Fee revenue per FTE student.						
Tuition and Fee Revenue per FTE student	\$7,721	\$6,934	\$5,580	\$9,158	\$6,823	\$7,816