

# Texas A&M University-Commerce

## Accountability Report

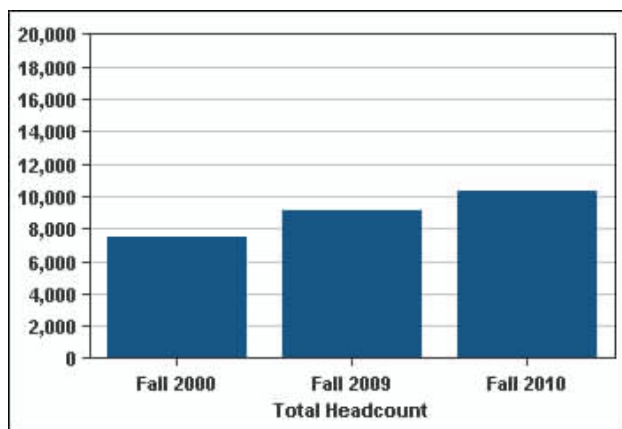
January 2011

**Participation - Key Measures**

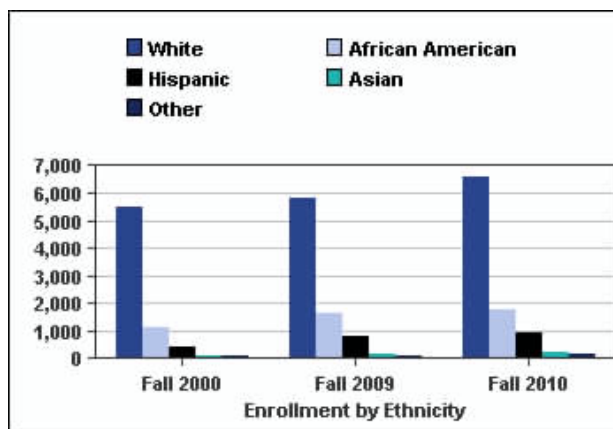
**Enrollment**

1. Fall headcount (unduplicated)							
	Fall 2000	Fall 2009	Fall 2010	% Change Fall 2000 to Fall 2010	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion	
<b>Total*</b>	<b>7,483</b>	<b>9,075</b>	<b>10,280</b>	<b>37.4%</b>	<b>13,500</b>	<b>76%</b>	
White	5,484 (73.3%)	5,838 (64.3%)	6,551 (63.7%)	19.5%	6,800	96%	
African American	1,140 (15.2%)	1,636 (18.0%)	1,772 (17.2%)	55.4%	2,430	73%	
Multi-racial one of which is African American	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A	N/A	0%	
Hispanic	387 (5.2%)	806 (8.9%)	935 (9.1%)	141.6%	2,850	33%	
Asian	84 (1.1%)	186 (2.0%)	223 (2.2%)	165.5%			
International	301 (4.0%)	515 (5.7%)	641 (6.2%)	113.0%	N/A	0%	
Other	87 (1.2%)	94 (1.0%)	158 (1.5%)	81.6%			

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



Source: Coordinating Board Management (CBM) Report 001



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A&M-Commerce has committed to a 2010 enrollment goal of 9,550, and has raised the goal for Hispanic student enrollment to 1,875. A&M-Commerce has already surpassed the 2010 goals for White and African-American students, and has experienced a 108% increase in Hispanic student enrollment from 2000 to 2009. A&M-Commerce is committed to becoming 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.

**URRS**

**2. Uniform Recruitment and Retention Strategy (URRS)**

The One Stop Shop serves students from one easily accessible facility. Cross-trained staff & We Care surveys provide immediate service and feedback. Select partnerships leverage outreach, scholarship and college readiness. Success Coaches provide accurate academic advising to new students in 1:1 appointments, provide individualized help and track success. Developmental math was redesigned to increase student success. The AVID Postsecondary System provides academic support using strategies for first-time students not ready for college-level work. An online scholarship application process, including a scholarship database, was implemented. Student forums provide a place to address concerns and questions to Student Access & Success Division leaders. Supplemental Instruction courses provide academic support in selected sections. The Office of Hispanic Outreach leverages resources to advise, recruit and retain Hispanic students and guides them through all processes.

**Full-Time Equivalent Enrollment**

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

	Fall 2000	Fall 2009	Fall 2010	% Change Fall 2000 to Fall 2010
<b>Total FTSEs</b>	<b>5,118</b>	<b>6,187</b>	<b>6,988</b>	<b>36.5%</b>
<b>State-Funded FTSEs</b>	<b>5,117</b>	<b>6,031</b>	<b>6,844</b>	<b>33.7%</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 equivalency enrollment between 2000 and 2009 (20.2%) is slightly less than the rise in headcount enrollment for the same period (21.3%); this indicates students are now taking fewer courses. This issue has been noted and has been addressed in the new Strategic Enrollment Management Plan.

**Participation - Contextual Measures**

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
4. First-time undergraduates from Texas top 10%	7.5%	14.3%	16.3%	8.8
5. First-time entering applicants accepted	88.0%	70.3%	61.1%	- 26.9
6. First-time accepted, enrolled	48.8%	44.9%	38.3%	- 10.5

	FY 2000	FY 2008	FY 2009	Point Change FY 2000 to FY 2009
7. Racial and Ethnic composition of Texas public high school graduates				
White	51.5%	47.2%	47.0%	-4.5
African American	12.9%	13.7%	13.4%	0.5
Hispanic	32.1%	35.3%	35.5%	3.4
Asian	3.2%	3.5%	3.8%	0.6
Other	0.3%	0.3%	0.3%	0.0

**Transfers from Texas 2-year colleges**

8. Transfers from Texas 2-year colleges									
	FY 2000			FY 2009			FY 2010		Point Change FY 2000 to FY 2010
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	4,314	(100%)	2002	5,349	(100%)	2003	6,271	(100%)
0-12 hours		1,025	(23.8%)		937	(17.5%)		1,044	(16.6%)
13-24 hours		342	(7.9%)		489	(9.1%)		611	(9.7%)
25-29 hours		113	(2.6%)		141	(2.6%)		162	(2.6%)
30-42 hours		254	(5.9%)		373	(7.0%)		430	(6.9%)
43+ hours		1,171	(27.1%)		2,039	(38.1%)		2,349	(37.5%)
All Transfers Total		2,905	(67.3%)		3,979	(74.4%)		4,596	(73.3%)
Awarded Core		0	(0.0%)		1,001	(18.7%)		1,324	(21.1%)

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
9. Semester Credit Hours				
Total undergraduate semester credit hours	57,277	64,917	73,925	29.1%
Total graduate semester credit hours	15,190	21,645	23,988	57.9%
Percentage graduate SCH to total SCH	21.0 %	25.0 %	24.5%	3.5

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

**Participation - Out-of-State Peers**

Texas A&M University-Commerce	Doctoral Group Out-of-State Peers		Institution's Out-of-State Peers		
	EAST TENNESSEE STATE UNIVERSITY	UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	EASTERN MICHIGAN UNIVERSITY	IDAHO STATE UNIVERSITY	INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS
<b>Headcount Enrollment</b>					
Total	9,021	14,421	21,306	22,893	14,638
White	5,824	12,505	13,956	14,943	11,192
African American	1,580	653	4,505	4,314	166
Hispanic	797	329	811	533	737
Asian	196	248	653	592	281
Other	624	366	927	2,511	1,578
<b>Full-Time Equivalent Enrollment</b>					
Total	6,599	12,722	17,001	17,401	10,692

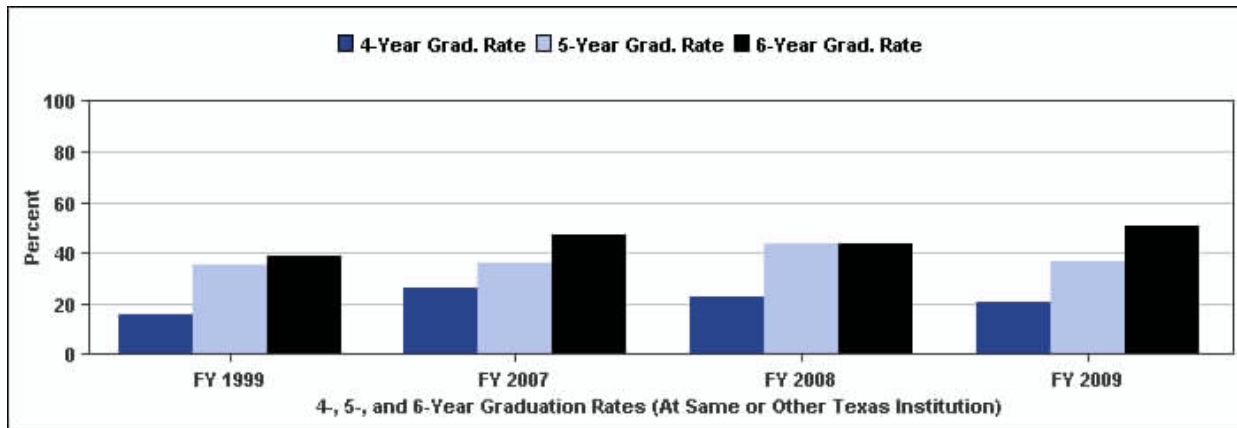
Source: IPEDS Fall 2009

**Success - Key Measures**

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

10. 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 2007			FY 2008			FY 2009			Point Change FY 1999 to FY 2009
	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	
4-Year graduation rate	1995	485	15.5%	2003	586	26.5%	2004	504	22.6%	2005	441	20.6%	5.1
Same institution			15.1%			25.1%			21.0%			17.9%	2.8
Other institutions			0.4%			1.4%			1.6%			2.7%	2.3
5-Year graduation rate	1994	535	35.5%	2002	604	36.1%	2003	586	43.5%	2004	504	36.5%	1.0
Same institution			32.5%			31.3%			37.5%			31.2%	- 1.3
Other institutions			3.0%			4.8%			6.0%			5.4%	2.4
6-Year graduation rate	1993	497	38.8%	2001	547	47.0%	2002	595	43.5%	2003	586	50.5%	11.7
Same institution			33.4%			37.8%			36.5%			41.6%	8.2
Other institutions			5.4%			9.1%			7.1%			8.9%	3.5



Source: CBM001, CBM002 and CBM009

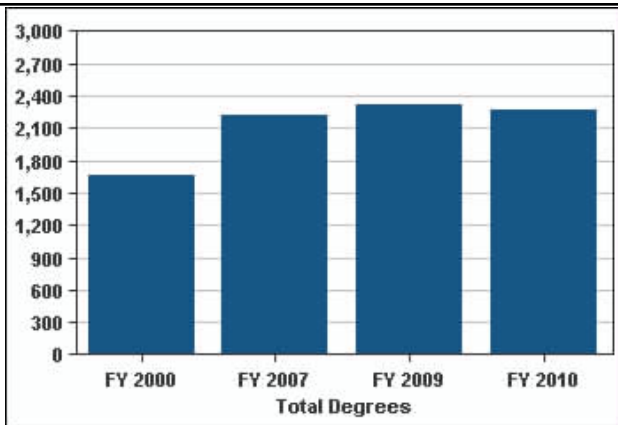
A&M-Commerce has traditionally appealed to first-generation and non-traditional students who often take longer than four years to complete the baccalaureate degree. Institutional efforts have been made to increase retention and subsequent 4-, 5- and 6- year graduation rates, and the trends are generally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

Degrees Awarded

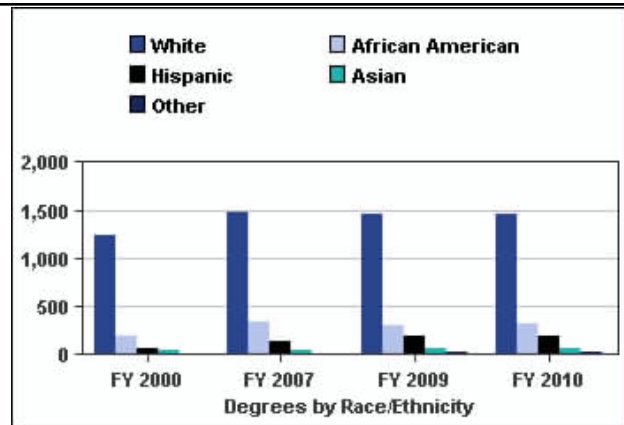
11. Number of degrees awarded.						
	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
<b>Total Degrees*</b>	1,662	2,322	2,266	36.3%		
White	1,238	1,457	1,462	18.1%		
African American	201	301	317	57.7%		
Hispanic	66	185	191	189.4%		
Asian	37	59	57	54.1%		
Other	14	21	19	35.7%		
<b>Level</b>						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	1,026	1,201	1,153	12.4%	1800	64%
Master's	590	1,092	1,071	81.5%		
Doctoral	46	29	42	- 8.7%	85	49%
Professional	N/A	N/A	N/A	N/A		

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

Gender				
Male	652	806	773	18.6%
Female	1,010	1,516	1,493	47.8%



Source: CBM009



Source: CBM009

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

**12. Undergraduate Degrees to At-Risk Students**

	FY 2000	FY 2009	FY 2010	Change FY 2000 to FY 2010
Undergraduate Degrees to At-Risk Students	619	977	898	279

**Closing the Gaps Critical Fields: STEM Awards****13. Degrees awarded in STEM fields.**

	FY 2000	FY 2008	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target- Fall 2015*	Closing the Gaps Completion*
Computer Science*	54	22	14	15	- 72.2%	40	38%
Engineering*	24	32	29	19	- 20.8%	100	19%
Math*	16	16	18	15	- 6.3%	50	30%
Physical Science*	13	11	10	6	- 53.8%	50	12%
<b>Level</b>							
Associates	0	0	0	0	N/A		
Baccalaureate	107	81	71	55	- 48.6%	240	23%
Master's	112	95	139	124	10.7%		
Doctoral	0	0	0	0	N/A		

\* Includes baccalaureate and associate degrees.

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

Nursing

14. Degrees and certificates awarded in nursing.							
	FY 2000	FY 2008	FY 2009	FY 2010	% Change FY 2000 to FY 2010	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	25	0%
Master's	0	0	0	0	N/A		
Doctoral	0	0	0	0	N/A		
Professional	0	0	0	0	N/A		

\* Includes baccalaureate and associate degrees and certificates.

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

15. Degrees and certificates awarded in allied health.							
	FY 2000	FY 2008	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
<b>Total Allied Health Degrees</b>	0	5	0	4	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	5	0	4	N/A	20	20%
Master's	0	0	0	0	N/A		
Doctoral	0	0	0	0	N/A		
Professional	0	0	0	0	N/A		

\* Includes baccalaureate and associate degrees and certificates.

Teacher Production and Certification

16. Students taking and passing the certification exams for teacher education.			
	FY 2007	FY 2008	FY 2009
<b>Total number taking exam</b>	926	918	952
<b>Race/Ethnicity</b>			
White	695	710	726
African American	135	106	122
Hispanic	76	74	81
Other	20	28	23
<b>Gender</b>			
Male	169	150	171
Female	757	768	781
<b>Total percent passing exam</b>	97.1%	97%	98%
<b>Race/Ethnicity</b>			
White	98.6%	98%	99%
African American	89.2%	95%	95%
Hispanic	96.6%	95%	98%
Other	97.0%	96%	97%
<b>Gender</b>			
Male	97.6%	98%	98%
Female	97.0%	97%	98%

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

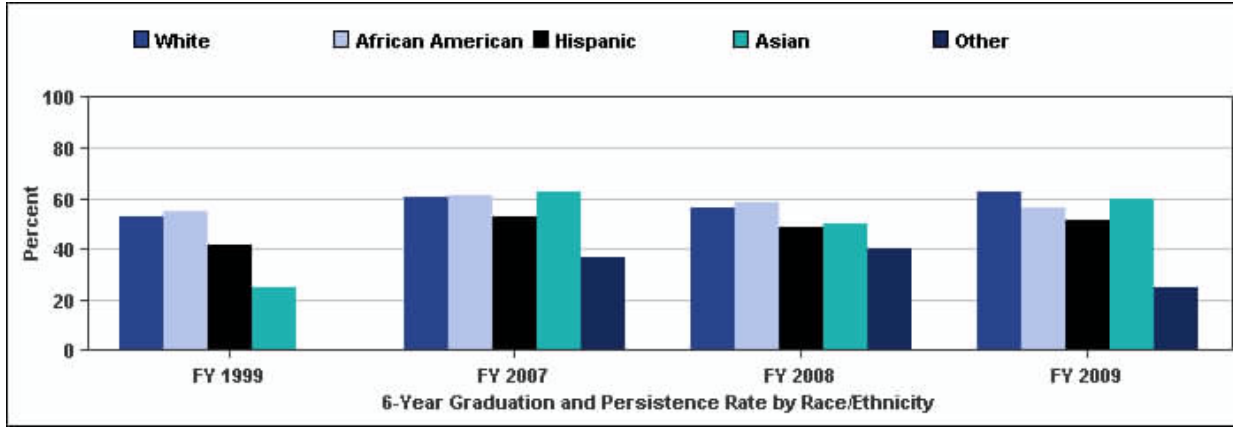
A&M-Commerce has undertaken major institutional initiatives to improve teacher certification rates, and remains a major producer of certified teachers and public school administrators for the state of Texas.

Graduation and Persistence Rate: 6-Year

17. 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 2007			FY 2008			FY 2009			Point Change FY 1999 to FY 2009
	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%	2001	547	59.8%	2002	595	56.3%	2003	586	59.7%	7.6
<b>Same institution</b>			38.4%			41.7%			40.2%			45.4%	7.0
<b>Other institutions</b>			13.7%			18.1%			16.1%			14.3%	0.6
<b>White</b>	1993	382	52.9%	2001	396	60.6%	2002	417	56.6%	2003	383	62.7%	9.8
Same institution			39.3%			40.9%			39.1%			46.7%	7.4



Other institutions			13.6%						19.7%			17.5%			15.9%	2.3
<b>African American</b>	<b>1993</b>	<b>84</b>	<b>54.8%</b>	<b>2001</b>	<b>98</b>	<b>61.2%</b>	<b>2002</b>	<b>128</b>	<b>58.6%</b>	<b>2003</b>	<b>140</b>	<b>56.4%</b>	<b>2003</b>	<b>140</b>	<b>56.4%</b>	<b>1.6</b>
Same institution			41.7%			45.9%			44.5%			47.1%			5.4	
Other institutions			13.1%			15.3%			14.1%			9.3%			- 3.8	
<b>Hispanic</b>	<b>1993</b>	<b>24</b>	<b>41.7%</b>	<b>2001</b>	<b>34</b>	<b>52.9%</b>	<b>2002</b>	<b>37</b>	<b>48.6%</b>	<b>2003</b>	<b>45</b>	<b>51.1%</b>	<b>2003</b>	<b>45</b>	<b>51.1%</b>	<b>9.4</b>
Same institution			25.0%			44.1%			37.8%			35.6%			10.6	
Other institutions			16.7%			8.8%			10.8%			15.6%			- 1.1	
<b>Asian</b>	<b>1993</b>	<b>4</b>	<b>25.0%</b>	<b>2001</b>	<b>8</b>	<b>62.5%</b>	<b>2002</b>	<b>8</b>	<b>50.0%</b>	<b>2003</b>	<b>10</b>	<b>60.0%</b>	<b>2003</b>	<b>10</b>	<b>60.0%</b>	<b>35.0</b>
Same institution			0.0%			50.0%			37.5%			40.0%			40.0	
Other institutions			25.0%			12.5%			12.5%			20.0%			- 5.0	
<b>Other</b>	<b>1993</b>	<b>3</b>	<b>0.0%</b>	<b>2001</b>	<b>11</b>	<b>36.4%</b>	<b>2002</b>	<b>5</b>	<b>40.0%</b>	<b>2003</b>	<b>8</b>	<b>25.0%</b>	<b>2003</b>	<b>8</b>	<b>25.0%</b>	<b>25.0</b>
Same institution			0.0%			18.2%			40.0%			12.5%			12.5	
Other institutions			0.0%			18.2%			0.0%			12.5%			12.5	



Source: CBM001, CBM001, and CBM009

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

**Success - Contextual Measures**

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
18. Enrollment: Percent of first-time students 19 and under	93.4%	91.4%	93.5%	0.1

	Fall 2000	Fall 2007	Fall 2008	Point Change Fall 2000 to Fall 2008
19. Financial Aid: Percent of students receiving Pell Grants	36.2%	40.1%	41.3%	5.1

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
20. Part-time first-time, degree seeking, undergraduates	13.1%	23.4%	23.9%	10.8

	Entering Cohort Fall 2000		Entering Cohort Fall 2008		Entering Cohort Fall 2009		Point Change Fall 2000 to Fall 2009
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
21. Persistence rate of first-time, degree-seeking undergraduates: One-Year							
<b>Total</b>	<b>519</b>	<b>83.0%</b>	<b>603</b>	<b>81.4%</b>	<b>551</b>	<b>78.2%</b>	<b>- 4.8</b>
Same institution		65.7%		68.2%		64.2%	- 1.5
Other institutions		17.3%		13.3%		14.0%	- 3.3
<b>White</b>	<b>369</b>	<b>82.9%</b>	<b>353</b>	<b>82.2%</b>	<b>332</b>	<b>81.3%</b>	<b>- 1.6</b>
Same institution		63.1%		67.4%		71.4%	8.3
Other institutions		19.8%		14.7%		9.9%	- 9.9
<b>African American</b>	<b>104</b>	<b>86.5%</b>	<b>145</b>	<b>80.0%</b>	<b>137</b>	<b>70.8%</b>	<b>- 15.7</b>
Same institution		77.9%		66.9%		46.7%	- 31.2
Other institutions		8.7%		13.1%		24.1%	15.4
<b>Hispanic</b>	<b>34</b>	<b>76.5%</b>	<b>73</b>	<b>82.2%</b>	<b>54</b>	<b>83.3%</b>	<b>6.8</b>
Same institution		58.8%		71.2%		64.8%	6.0
Other institutions		17.6%		11.0%		18.5%	0.9
<b>Asian</b>	<b>4</b>	<b>100.0%</b>	<b>17</b>	<b>82.4%</b>	<b>12</b>	<b>83.3%</b>	<b>- 16.7</b>
Same institution		50.0%		76.5%		83.3%	33.3
Other institutions		50.0%		5.9%		0.0%	- 50.0
<b>Other</b>	<b>8</b>	<b>62.5%</b>	<b>15</b>	<b>73.3%</b>	<b>16</b>	<b>56.3%</b>	<b>- 6.2</b>
Same institution		62.5%		73.3%		50.0%	- 12.5
Other institutions		0.0%		0.0%		6.3%	6.3

	Entering Cohort Fall 2000		Entering Cohort Fall 2007		Entering Cohort Fall 2008		Point Change Fall 2000 to Fall 2008
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
22. Persistence rate of first-time, degree-seeking undergraduates: Two-Year							
<b>Total</b>	<b>519</b>	<b>73.6%</b>	<b>602</b>	<b>72.8%</b>	<b>603</b>	<b>75.0%</b>	<b>1.4</b>
Same institution		52.2%		53.0%		55.4%	3.2
Other institutions		21.4%		19.8%		19.6%	- 1.8
<b>White</b>	<b>369</b>	<b>74.3%</b>	<b>364</b>	<b>76.4%</b>	<b>353</b>	<b>76.8%</b>	<b>2.5</b>
Same institution		50.7%		55.8%		55.5%	4.8
Other institutions		23.6%		20.6%		21.2%	- 2.4
<b>African American</b>	<b>104</b>	<b>74.0%</b>	<b>138</b>	<b>69.6%</b>	<b>145</b>	<b>74.5%</b>	<b>0.5</b>
Same institution		59.6%		46.4%		56.6%	- 3.0
Other institutions		14.4%		23.2%		17.9%	3.5
<b>Hispanic</b>	<b>34</b>	<b>73.5%</b>	<b>69</b>	<b>59.4%</b>	<b>73</b>	<b>71.2%</b>	<b>- 2.3</b>
Same institution		47.1%		49.3%		52.1%	5.0
Other institutions		26.5%		10.1%		19.2%	- 7.3
<b>Asian</b>	<b>4</b>	<b>75.0%</b>	<b>22</b>	<b>81.8%</b>	<b>17</b>	<b>70.6%</b>	<b>- 4.4</b>
Same institution		75.0%		63.6%		52.9%	- 22.1
Other institutions		0.0%		18.2%		17.6%	17.6
<b>Other</b>	<b>8</b>	<b>37.5%</b>	<b>9</b>	<b>55.6%</b>	<b>15</b>	<b>60.0%</b>	<b>22.5</b>
Same institution		37.5%		44.4%		60.0%	22.5
Other institutions		0.0%		11.1%		0.0%	0.0

**Developmental Education**

	Fall 2006 Cohort						
	Total	Received Credit pre-matriculation	Number attempting college level course	Percent attempting college level course	College level course completion (grade A, B, or C)	College level course completion (grade A, B, C) (percent of those attempting college level)	College level course completion(grade A, B,C) or pre-matriculation credit (percent of total)
<b>23. 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.</b>							
<b>Number of FTIC students</b>	<b>724</b>						
<b>Met state standards in all areas</b>							
Math	202	15	15	7.43%	7	46.67%	3.47%
Reading	202	13	40	19.8%	25	62.5%	12.38%
Writing	202	13	65	32.18%	49	75.38%	24.26%
<b>All students below state standard</b>							
Math	135	N/A	77	57.04%	53	68.83%	39.26%
Reading	62	N/A	35	56.45%	27	77.14%	43.55%
Writing	55	N/A	30	54.55%	23	76.67%	41.82%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	22	N/A	9	40.91%	7	77.78%	31.82%
Reading	22	N/A	8	36.36%	7	87.5%	31.82%
Writing	22	N/A	9	40.91%	8	88.89%	36.36%
<b>Math</b>							
Not requiring developmental education	57	2	5	8.77%	2	40%	3.51%
Requiring developmental education	113	N/A	68	60.18%	46	67.65%	40.71%
Unknown / Not tested	330	N/A	113	34.24%	70	61.95%	21.21%
<b>Reading</b>							
Not requiring developmental education	111	5	31	27.93%	19	61.29%	17.12%
Requiring developmental education	40	N/A	27	67.5%	20	74.07%	50%
Unknown / Not tested	349	N/A	188	53.87%	132	70.21%	37.82%
<b>Writing</b>							
Not requiring developmental education	112	3	83	74.11%	62	74.7%	55.36%
Requiring developmental education	33	N/A	21	63.64%	15	71.43%	45.45%
Unknown / Not tested	355	N/A	158	44.51%	114	72.15%	32.11%

	Fall 2006 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>24. Underprepared students who satisfied TSI obligation within 2 years.</b>							
<b>Number of FTIC students</b>	<b>724</b>						
<b>Met state standards in all areas</b>							
Math	202	61	30.2%	N/A	N/A	N/A	N/A
Reading	202	0	0%	N/A	N/A	N/A	N/A
Writing	202	2	1%	N/A	N/A	N/A	N/A
<b>All students below state standard</b>							
Math	135	126	93.3%	86	90	68.3%	66.7%
Reading	62	10	16.1%	2	32	20%	51.6%
Writing	55	34	61.8%	21	30	61.8%	54.5%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	22	19	86.4%	11	11	57.9%	50%
Reading	22	5	22.7%	0	9	0%	40.9%
Writing	22	19	86.4%	13	14	68.4%	63.6%
<b>Math</b>							
Not requiring developmental education	57	40	70.2%	N/A	N/A	N/A	N/A
Requiring developmental education	113	107	94.7%	75	79	70.1%	69.9%
Unknown / Not tested	330	167	50.6%	128	262	76.6%	79.4%
<b>Reading</b>							
Not requiring developmental education	111	0	0%	N/A	N/A	N/A	N/A
Requiring developmental education	40	5	12.5%	2	23	40%	57.5%
Unknown / Not tested	349	2	0.6%	1	254	50%	72.8%
<b>Writing</b>							
Not requiring developmental education	112	15	13.4%	N/A	N/A	N/A	N/A
Requiring developmental education	33	15	45.5%	8	16	53.3%	48.5%
Unknown / Not tested	355	64	18%	42	261	65.6%	73.5%

25. Percent of students who return the following fall.	Fall 2006 Cohort		
	Total	Number returning (Fall 2007)	Percent returning (Fall 2007)
Number of FTIC students	724		
Met state standards in all areas	202	175	86.6%
Not met state standards:			
In all three areas	22	14	63.6%
<b>Math</b>			
Not requiring developmental education	57	46	80.7%
Requiring developmental education	113	79	69.9%
Unknown / Not tested	330	233	70.6%
<b>Reading</b>			
Not requiring developmental education	111	90	81.1%
Requiring developmental education	40	26	65%
Unknown / Not tested	349	242	69.3%
<b>Writing</b>			
Not requiring developmental education	112	85	75.9%
Requiring developmental education	33	25	75.8%
Unknown / Not tested	355	248	69.9%

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
26. Graduation of two-year college students				
Less than 30 SCH	47 (32%)	63 (50.4%)	86 (44.6%)	12.6
30 SCH or more	242 (63%)	352 (61.8%)	476 (65.5%)	2.5
Source: CBM001 and CBM009.				
27. Percentage of baccalaureate graduates by SCH completed at two-year colleges:				
1-29 SCH	37.3%	27.5%	28.6%	- 8.7
30 SCH or more	41.9%	57.2%	57%	15.1

28. Graduation Rates	Cohort	Rate	Cohort	Rate	Cohort	Rate
Master's	Fall 1996	31.1%	Fall 2004	58.0%	Fall 2005	59.3%
Doctoral	FY 1992	47.5%	FY 2000	60%	FY 2001	40%

Baccalaureate graduate success	FY 2006	FY 2008	FY 2009	Point Change FY 2006 to FY 2009
29. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school	86.5%	85.3%	87%	- 1.8

Baccalaureate Graduates Employment/Enrollment Status	FY 2007	FY 2008	FY 2009	Point Change FY 2007 to FY 2009
30. Employed in 4th quarter in which program year ends	69.3%	69.3%	69.4%	0.1
31. In graduate or professional school in Texas in fall of the next FY	2.6%	2.9%	3.8%	1.2
32. Employed in Texas and enrolled in a graduate or professional school in Texas	14.2%	13.1%	13.7%	- 0.5

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.

33. Course Completion Rate for State-Funded Semester Credit Hours	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
UG Beginning semester credit hours	57,267	59,701	62,582	9.3%
UG Ending semester credit hours	52,834	55,331	59,428	12.5%
UG Completion rate	92.3%	92.7%	95.0%	2.7
Graduate beginning SCH	15,190	22,425	21,645	42.5%
Graduate ending SCH	14,300	20,359	20,383	42.5%
Graduate Completion rate	94.1%	90.8%	94.2%	0.0

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

**Success - Out-of-State Peers**

Texas A&M University-Commerce	Doctoral Group Out-of-State Peers		Institution's Out-of-State Peers			
	EAST TENNESSEE STATE UNIVERSITY	UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	EASTERN MICHIGAN UNIVERSITY	IDAHO STATE UNIVERSITY	INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS	
<b>Graduation Rate</b>						
4-Year Rate	25%	19%	28%	12%	7%	33%
5-Year Rate	38%	36%	47%	30%	21%	51%
6-Year Rate	42%	43%	52%	40%	30%	54%
<b>Degrees Awarded</b>						
<b>Total Degrees</b>	2,339	2,576	3,533	4,152	1,804	2,887
White	1,468	2,264	2,509	2,924	1,536	2,194
African American	310	97	556	534	15	160
Hispanic	190	35	86	95	74	30
Asian	61	40	109	100	35	27
Other	310	140	273	499	144	476
<b>Level</b>						
Associates	0	0	0	0	293	9
Bachelors	1,208	1,878	2,441	2,944	1,042	2,079
Master's	1,098	561	985	1,190	340	698
Doctoral	33	75	107	N/A	62	N/A
Professional	0	62	0	N/A	67	N/A
<b>Gender</b>						
Male	835	952	1,042	1,620	783	1,269
Female	1,504	1,624	2,491	2,532	1,021	1,618
<b>Graduation Rate</b>						
<b>Total</b>	42%	43%	52%	40%	34%	52%
White	43%	43%	51%	45%	31%	56%
African American	45%	29%	54%	25%	17%	34%
Hispanic	27%	47%	46%	29%	15%	44%
Asian	30%	36%	51%	36%	46%	58%
American Indian or Alaska Native	14%	29%	50%	17%	33%	25%
Unknown	N/A%	25%	49%	35%	26%	49%
Nonresident Alien	0%	47%	50%	61%	50%	66%
<b>Graduates in Key Fields</b>						
Computer Science	74	57	84	58	35	22
Engineering	73	87	0	177	118	78
Math	22	19	16	16	18	24
Physical Science	14	56	22	41	48	62
<b>Nursing and Allied-Health Graduates</b>						
Total Degrees	1	501	316	376	477	193
Certificate	0	8	4	4	30	0
Associates	0	0	0	0	88	0
Bachelors	1	394	181	300	233	158
Master's	0	65	127	72	97	35
Doctoral	0	34	4	0	29	0

Source: IPEDS Fall 2009

**Excellence - Key Measures**

**Faculty Teaching**

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
34. Tenured/tenure-track faculty teaching lower-division SCH	46.9%	40.4%	33.1%	- 10.5

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**

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

	Fall 2000			Fall 2007			Fall 2009			Fall 2010			% Change Fall 2000 to Fall 2010
	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	
FTSE/FTFE Ratio	5,118	292	18:1	6,117	346	18:1	6,187	356	17:1	6,988	344	20:1	16.2%

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

**State and National Exams Success**

36. Certification and licensure rates

	FY 2007	FY 2009	FY 2010	Point Change FY 2007 to FY 2010
Law	N/A	N/A	N/A	N/A
Pharmacy	N/A	N/A	N/A	N/A
Nursing	N/A	N/A	N/A	N/A
Engineering	N/A	N/A	N/A	N/A

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

**Tenured/Tenure-Track FTE Faculty**

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

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

**Quality Enhancement Plan**

38. Quality Enhancement Plan

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

**Excellent Programs**

39. Excellent Programs

**Excellence - Contextual Measures**

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
<b>40. FTE tenured/tenure-track faculty demographics</b>				
<b>Ethnicity</b>				
Total	%	%	%*	N/A
White	57.6%	57.1%	53.5%	- 4.1
African American	48.9%	66.1%	60.8%	11.9
Multi-racial one of which is African American	%	%	0%	N/A
Hispanic	77.5%	64.5%	71%	- 6.5
Asian	85.7%	82.8%	75.3%	- 10.4
International	%	0%	0%	N/A
Other	100%	24.6%	46.5%	- 53.5
<b>Gender</b>				
Male	65%	66.9%	65.8%	0.8
Female	46.6%	48%	42.4%	- 4.2

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

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
<b>41. Faculty Rank (Fall 2010)</b>						
<b>Faculty Ethnicity</b>						
Total*	57	358	1	99	60	61
White	48	320	1	80	48	49
African American	3	15	0	5	4	4
Multi-racial one of which is African American	0	0	0	0	0	0
Hispanic	1	12	0	6	2	2
Asian	1	8	0	8	5	6
International	4	1	0	0	0	0
Other	0	2	0	0	1	0
<b>Faculty Gender</b>						
Male	20	154	0	65	36	47
Female	37	204	1	34	24	14

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

	FY 2003	FY 2010	FY 2011	% Change FY 2003 to FY 2011	National Average (FY 2010)	% National Average
<b>42. Faculty Salary Comparisons</b>						
Professor	\$68,136	\$83,584	\$85,537	25.5%	\$107,831	78%
Associate Professor	\$52,150	\$68,038	\$67,202	28.9%	\$76,921	88%
Assistant Professor	\$47,486	\$59,265	\$59,852	26.0%	\$64,952	91%
Instructor	\$54,148	\$64,754	\$64,754	19.6%	\$45,057	144%

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
<b>43. Endowed Professorships and Chairs</b>	0	0		N/A
Percent unfilled	N/A%	N/A%	%	N/A
Percent of total tenured/tenure-track faculty	N/A%	N/A%	%	N/A
<b>44. Nobel Prize Winners and National Academies</b>	0	0		N/A

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

**Excellence - Out-of-State Peers**

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

Percent of  
Tenured/Tenure-Track  
faculty

71%

73%

72%

88%

55%

86%

\* The previous year survey was used for these institutions.

Source: IPEDS Fall 2009



**Research - Key Measures**

**Federal and Private Research**

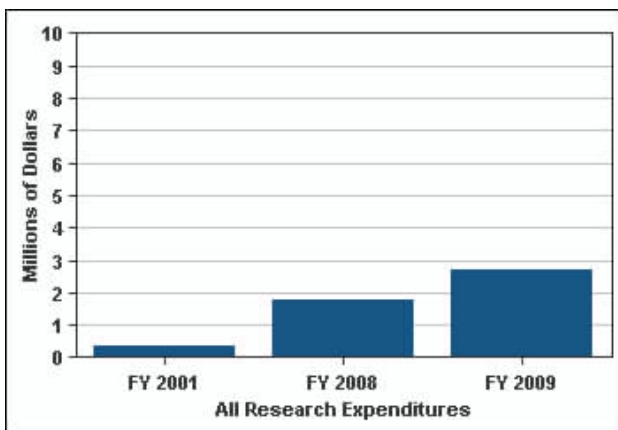
	FY 2001	FY 2008	FY 2009	% Change FY 2001 to FY 2009
45. Federal and private research expenditures per FTE faculty	\$1,496	\$6,139	\$10,327	590.3%

**Research Expenditures**

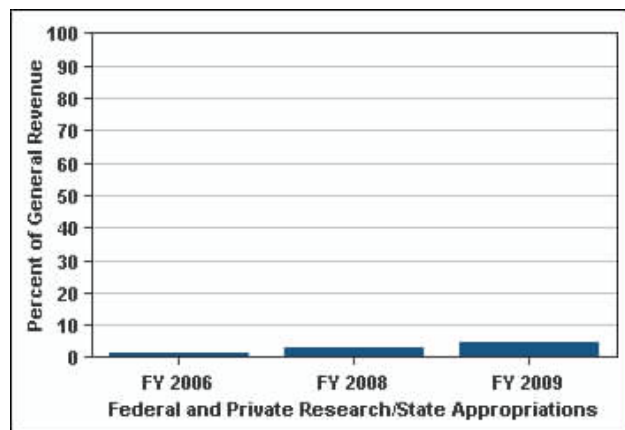
	FY 2001	FY 2008	FY 2009	% Change FY 2001 to FY 2009	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million)	\$ 0.337	\$ 1.796	\$ 2.701	701.5%	\$ 20.000	13.5%

**Sponsored Research Funds**

	FY 2006	FY 2008	FY 2009	Point Change FY 2006 to FY 2009
47. Federal and private (sponsored) research funds per revenue appropriations.	1.55%	2.99%	4.71%	3.2



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 2008	FY 2009	% Change FY 2001 to FY 2009
<b>48. Research Expenditures by Source (\$ Millions)</b>	<b>\$0.337</b>	<b>\$1.796</b>	<b>\$2.701</b>	<b>701.5%</b>
Federal	\$0.114	\$0.421	\$1.298	1038.6%
State	\$0.065	\$0.515	\$0.574	783.1%
Private	\$0.140	\$0.860	\$0.829	492.1%
Institutional	\$0.017	\$0.000	\$0.000	-100.0%

	FY 2004	FY 2008	FY 2009	FY 2010	% Change FY 2004 to FY 2010
<b>49. Faculty holding extramural research grants</b>					
Number		15	22		N/A
Percent	%	4%	5%	%	N/A

	FY 2001	FY 2008	FY 2009	FY 2010	% Change FY 2001 to FY 2010
<b>Patents</b>					
50. Patents issued	0	0	0	0	N/A
51. Number of new patent applications	0	0	0	0	N/A

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

**Research - Out-of-State Peers**

Texas A&M University-Commerce	Doctoral Group Out-of-State Peers		Institution's Out-of-State Peers			
	EAST TENNESSEE STATE UNIVERSITY	UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	EASTERN MICHIGAN UNIVERSITY	IDAHO STATE UNIVERSITY	INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS	
Research Expenditures (\$ million)	\$2,298,884	\$10,426,265	\$16,063,045	\$5,078,686	\$17,282,465	\$1,295,089
Federal Research Funds (\$ millions)	\$3,373,295	\$13,906,320	\$18,822,284	\$8,051,015	\$13,734,296	\$9,401,401

Source: IPEDS Fall 2009

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

	FY 2000	FY 2009	FY 2010	Point Change FY 2000 to FY 2010
52. Administrative costs as a percent of operating budget	10.3%	11%	9.27%	- 1.0

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 2009	Fall 2010
Classroom space use efficiency	41	50
Lab space use efficiency	68	42
Overall space use efficiency	109	92

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

**Appropriated Funds per FTE Faculty and FTE Student**

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

	FY 2001	FY 2009	FY 2010	% Change FY 2001 to FY 2010
Appropriated funds per FTE student	\$5,059	\$6,466	\$6,231	23.2%
Appropriated funds per FTE faculty	\$49,589	\$61,284	\$60,035	21.1%

**Historically Underutilized Business (HUB)**

	FY 2000	FY 2009	FY 2010	%/Point Change FY 2000 to FY 2010
55. HUB Expenditures without construction (Millions)	\$ 0.815	\$ 2.565	\$ 2.930	259.5%
Percent of total expenditures	7.1%	16.8%	16.5%	9.4
HUB Expenditures with construction (Millions)	\$ 0.943	\$ 3.998	\$ 4.869	416.4%
Percent of total expenditures	8.2%	26.3%	27.4%	19.2

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 2009	FY 2010	% Change FY 2001 to FY 2010
56. Operating expenses per FTE student	\$10,166	\$12,929	\$14,587	43.5%

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

	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010
57. Total revenue				
Per FTE student	\$10,839	\$13,178	\$15,002	38.4%
Per FTE faculty	\$106,244	\$124,902	\$144,554	36.1%

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 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
<b>Class Size</b>				
58. Class size	25	27	28	12.0%
59. Percentage of undergraduate classes with less than 20 students	48.1%	47.5%	45%	- 3.1
60. Percentage of undergraduate classes with more than 50 students	5%	3.7%	3.6%	- 1.4

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

	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
<b>61. Average cost of resident undergraduate tuition and fees for 30 SCH.</b>	\$2,743	\$5,500	\$5,998	118.7%

	Fall 2000	Fall 2009	Fall 2010	% Change Fall 2000 to Fall 2010
<b>62. E&amp;G Square footage</b>				
E&G classroom per FTE student	19.62	12.85	9.66	- 50.8%
E&G lab per FTE student	7.27	3.92	4.55	- 37.4%

Endowment	FY 2006	FY 2008	FY 2009	FY 2010	% Change FY 2006 to FY 2010
<b>63. True and Term Endowment (\$ millions)</b>	N/A	N/A	\$15	N/A	
<b>64. Quasi Endowment (\$ millions)</b>	N/A	N/A	\$0	N/A	
<b>65. Total Endowment (\$ millions)</b>	\$13	\$14	\$15	N/A	N/A
<b>66. Total Endowment - Per FTE student</b>	\$1,751	\$2,038	\$2,164	N/A	-100.0%

	FY 2001	FY 2009	FY 2010	% Change FY 2001 to FY 2010
<b>67. Total Revenue*</b>	\$66,852,807	\$91,969,381	\$109,822,223	64.3%
Tuition and fees	\$15,540,835	\$29,482,816	\$34,584,043	122.5%
State appropriations (General Revenue)	\$40,812,255	\$45,125,223	\$45,610,725	11.8%
Federal funds	\$6,923,572	\$11,072,321	\$24,708,213	256.9%
Institutional funds	\$3,576,145	\$6,289,021	\$4,919,242	37.6%
Constitutional funds	\$4,229,747	\$5,684,047	\$5,684,047	34.4%
Revenue Total with Const. Funds	\$71,082,554	\$97,653,428	\$115,506,270	62.5%

\*Does not include Constitutional Funds

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 acheive the goal of being a premier regional university in the state of Texas.

**Institutional Efficiency and Effectiveness - Out-of-State Peers**

Texas A&M University-Commerce	Doctoral Group Out-of-State Peers		Institution's Out-of-State Peers			
	EAST TENNESSEE STATE UNIVERSITY	UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	EASTERN MICHIGAN UNIVERSITY	IDAHO STATE UNIVERSITY	INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS	
Administrative costs as a percent of operating budget	9%	7%	11%	12%	8%	12%
Appropriations per FTE student	\$5,983	\$7,541	\$8,344	\$4,464	\$9,246	\$4,695
Instruction expenses per FTE student	\$5,862	\$10,240	\$7,509	\$6,018	\$9,335	\$6,820

Tuition and Fee Revenue per FTE student	\$5,033	\$4,854	\$4,305	\$8,791	\$5,664	\$6,118
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Source: IPEDS Fall 2009