

Texas A&M University-Commerce

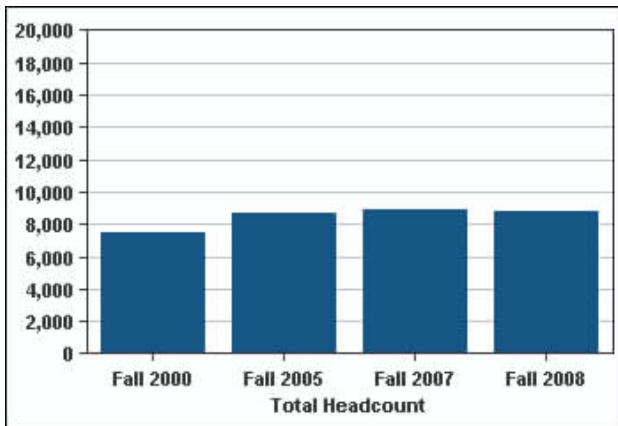
Accountability Report

January 2009

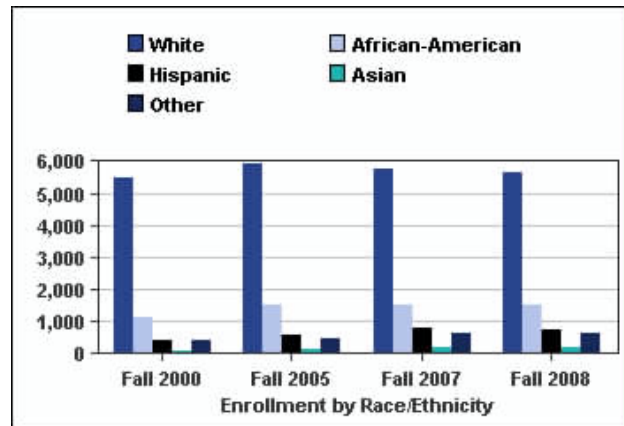
Participation - Key Measures

Enrollment

1. Fall headcount (unduplicated)										
	Fall 2000	Fall 2005	Fall 2007	Fall 2008	% Change Fall 2005 to Fall 2008	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion			
Total	7,483	8,677	8,879	8,787	1.3%	9,550	92%			
White	5,484 (73.3%)	5,909 (68.1%)	5,751 (64.8%)	5,663 (64.4%)	- 4.2%	5,825	97%			
African-American	1,140 (15.2%)	1,538 (17.7%)	1,529 (17.2%)	1,531 (17.4%)	- 0.5%	1,600	96%			
Hispanic	387 (5.2%)	593 (6.8%)	779 (8.8%)	766 (8.7%)	29.2%	1,250	61%			
Asian	84 (1.1%)	152 (1.8%)	179 (2.0%)	182 (2.1%)	19.7%					
Other	388 (5.2%)	485 (5.6%)	641 (7.2%)	645 (7.3%)	33.0%					



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

A&M-Commerce has committed to a 2010 enrollment goal of 9,550, with a 2010 goal of 1,600 for African-American students, 1,250 for Hispanic students, and 5,825 for White students. It should be noted the 29.2% increase in Hispanic students from 2005 to 2008. This spring, A&M-Commerce will develop and implement 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 2005	Fall 2007	Fall 2008	% Change Fall 2005 to Fall 2008					
Total	5,146	6,150	6,125	6,040	- 1.8%					
White	3,768 (73.2%)	4,121 (67.0%)	3,930 (64.2%)	3,840 (63.6%)	- 6.8%					
African-American	782 (15.2%)	1,131 (18.4%)	1,091 (17.8%)	1,069 (17.7%)	- 5.5%					
Hispanic	249 (4.8%)	418 (6.8%)	525 (8.6%)	538 (8.9%)	28.8%					
Asian	55 (1.1%)	102 (1.7%)	128 (2.1%)	128 (2.1%)	26.2%					
Other	292 (5.7%)	378 (6.1%)	450 (7.4%)	465 (7.7%)	22.9%					

NOTE: The percentage change is based on the actual FTE numbers and may vary slightly from the calculation produced by the rounded numbers.

The rapid rise of full-time equivalency enrollment between 2000 and 2004 has leveled out, and now declined slightly; when compared with headcount enrollment for the previous few years, this indicates students are now taking fewer courses. This issue has been noted and will be addressed in the new Strategic Enrollment Management Plan.

Participation - Contextual Measures

	Fall 2000	Fall 2007	Fall 2008	%/Point Change Fall 2000 to Fall 2008
3. First-time undergraduates from Texas top 10%	7.5%	15.3%	15.2%	7.7
4a. First-time entering applicants accepted	88.0%	56.1%	57.5%	- 30.5
4b. First-time accepted, enrolled	48.8%	68.5%	58.7%	9.9

	FY 2000	FY 2006	FY 2007	Point Change FY 2000 to FY 2007
5. 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

	Fall 2000	Fall 2007	Fall 2008	%/Point Change Fall 2000 to Fall 2008
6. Transfers from Texas 2-year colleges with at least 30 SCH	1,407 (32.6%)	2,297 (44.5%)	2,207 (44.3%)	56.9%
7. Semester Credit Hours				
Total undergraduate semester credit hours	55,396	64,402	61,355	10.8%
Total graduate semester credit hours	16,960	21,380	22,746	34.1%
Percentage graduate SCH to total SCH	23.4%	24.9%	27.0%	3.6

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

Participation - Out-of-State Peers

Texas A&M University-Commerce	Doctoral Group Out-of-State Peers		Institution's Out-of-State Peers			
	EAST TENNESSEE STATE UNIVERSITY	UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	EASTERN MICHIGAN UNIVERSITY	IDAHO STATE UNIVERSITY	INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS	
Headcount Enrollment						
Total	8,813	13,119	18,627	22,837	13,208	14,018
White	767	11,481	12,499	15,271	10,711	10,397
African-American	572	553	3,574	3,874	126	1,321
Hispanic	187	165	456	532	641	195
Asian	80	206	551	595	229	125
Other	7,207	714	1,547	2,565	1,501	1,980
Full-Time Equivalent Enrollment						
Total	6,357	11,448	15,155	17,079	10,070	12,546

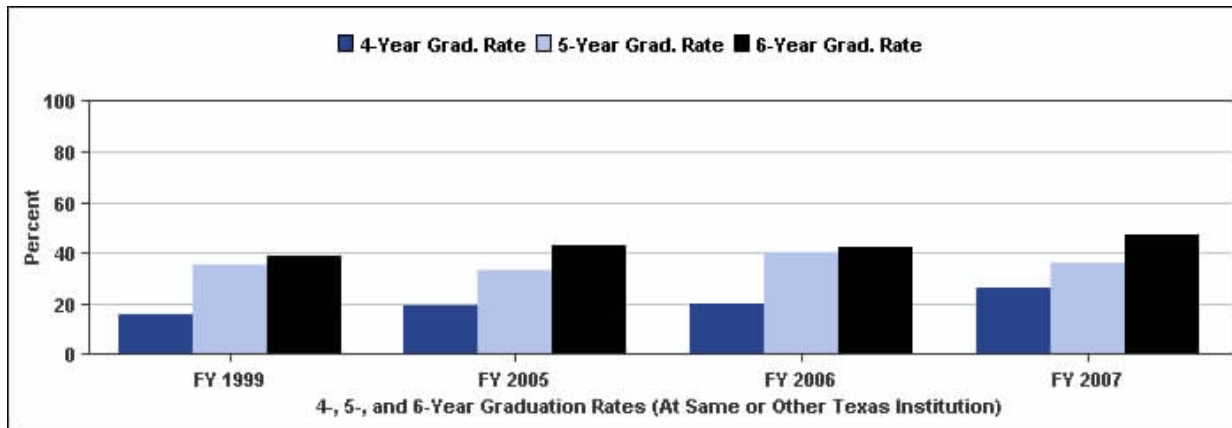
Source: IPEDS Fall 2007

Success - Key Measures

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

8. 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 2005			FY 2006			FY 2007			Point Change FY 1999 to FY 2007
	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%	2001	547	19.4%	2002	604	19.7%	2003	586	26.5%	11.0
Same institution			15.1%			17.6%			18.7%			25.1%	10.0
Other institutions			0.4%			1.8%			1.0%			1.4%	1.0
5-Year graduation rate	1994	535	35.5%	2000	518	33.4%	2001	547	39.9%	2002	604	36.1%	0.6
Same institution			32.5%			28.6%			33.5%			31.3%	- 1.2
Other institutions			3.0%			4.8%			6.4%			4.8%	1.8
6-Year graduation rate	1993	497	38.8%	1999	537	42.8%	2000	518	42.5%	2001	547	47.0%	8.2
Same institution			33.4%			34.3%			34.6%			37.8%	4.4
Other institutions			5.4%			8.6%			7.9%			9.1%	3.7

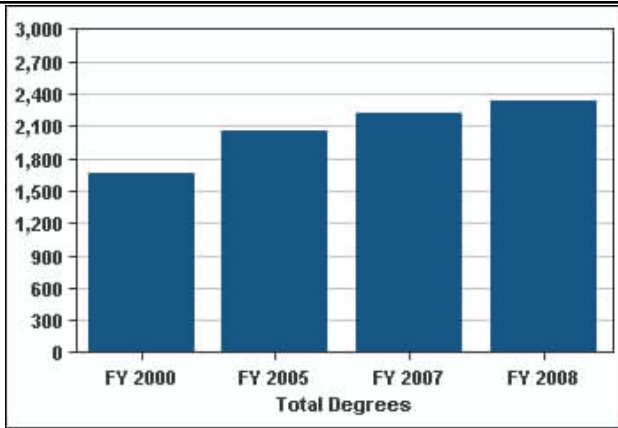


Source: CBM001, CBM002 and CBM009

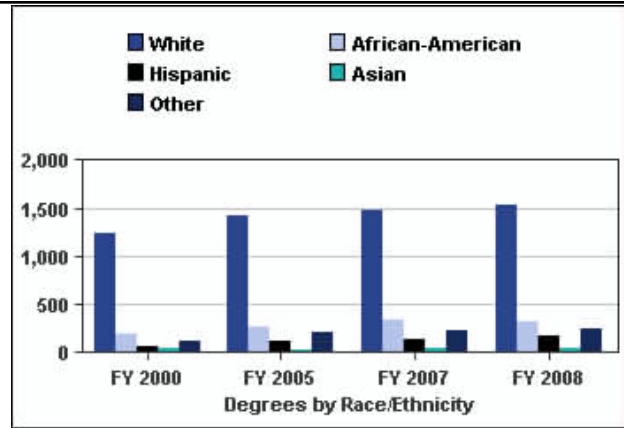
A&M-Commerce has traditionally appealed to first-generation and non-traditional students who often take longer than four years to complete the baccalaureate degree. Institutional efforts have been made to increase retention and subsequent 4-, 5- and 6- year graduation rates, and the trends are generally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

Degrees Awarded

9. Number of degrees awarded.					
	FY 2000	FY 2005	FY 2007	FY 2008	% Change FY 2005 to FY 2008
Total Degrees	1,662	2,057	2,229	2,329	13.2%
White	1,238	1,426	1,469	1,526	7.0%
African-American	201	264	346	328	24.2%
Hispanic	66	118	139	173	46.6%
Asian	37	31	39	48	54.8%
Other	120	218	236	254	16.5%
Level					
Associates	N/A	N/A	N/A	N/A	N/A
Baccalaureate	1,026	1,118	1,278	1,290	15.4%
Master's	590	905	906	999	10.4%
Doctoral	46	34	45	40	17.6%
Professional	N/A	N/A	N/A	N/A	N/A
Gender					
Male	652	720	797	797	10.7%
Female	1,010	1,337	1,432	1,532	14.6%



Source: CBM009



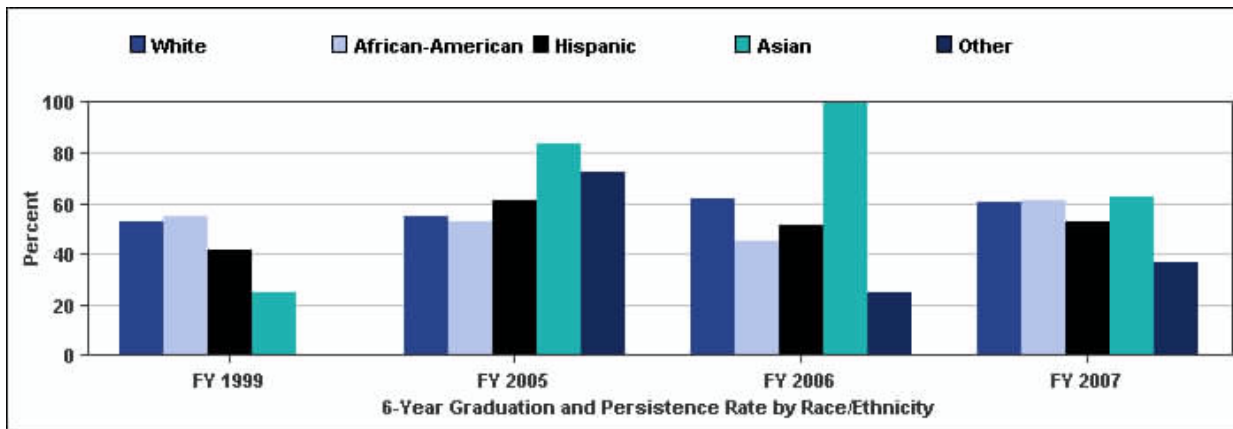
Source: CBM009

As noted, A&M-Commerce has experienced a steady increase in the number of degrees awarded over the past three years, at all levels. Noted increases have been made in the number of degrees awarded to minority students, especially Hispanic (46.5% increase over the past three years).

Graduation and Persistence Rate: 6-Year

10. 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 2005			FY 2006			FY 2007			Point Change FY 1999 to FY 2007
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
Total	1993	497	52.1%	1999	537	55.5%	2000	518	57.7%	2001	547	59.8%	7.7
Same institution			38.4%			39.1%			41.1%			41.7%	3.3
Other institutions			13.7%			16.4%			16.6%			18.1%	4.4
White	1993	382	52.9%	1999	427	54.8%	2000	369	62.1%	2001	396	60.6%	7.7
Same institution			39.3%			38.9%			43.4%			40.9%	1.6
Other institutions			13.6%			15.9%			18.7%			19.7%	6.1
African-American	1993	84	54.8%	1999	70	52.9%	2000	104	45.2%	2001	98	61.2%	6.4
Same institution			41.7%			42.9%			33.7%			45.9%	4.2
Other institutions			13.1%			10.0%			11.5%			15.3%	2.2
Hispanic	1993	24	41.7%	1999	23	60.9%	2000	33	51.5%	2001	34	52.9%	11.2
Same institution			25.0%			30.4%			45.5%			44.1%	19.1
Other institutions			16.7%			30.4%			6.1%			8.8%	- 7.9
Asian	1993	4	25.0%	1999	6	83.3%	2000	4	100.0%	2001	8	62.5%	37.5
Same institution			0.0%			16.7%			25.0%			50.0%	50.0
Other institutions			25.0%			66.7%			75.0%			12.5%	- 12.5
Other	1993	3	0.0%	1999	11	72.7%	2000	8	25.0%	2001	11	36.4%	36.4
Same institution			0.0%			54.5%			25.0%			18.2%	18.2
Other institutions			0.0%			18.2%			0.0%			18.2%	18.2



Source: CBM001, CBM001, and CBM009

Graduation and retention rates have generally shown improvement the past few years. As shown by the 18.1% 'other institution' graduation rate for the 2001 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.

Closing the Gaps Critical Fields

11. Degrees awarded in critical fields.

	FY 2000	FY 2006	FY 2007	FY 2008	% Change FY 2000 to FY 2008	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion
Computer Science*	54	28	19	22	- 59.3%	25	88%
Engineering*	24	38	46	32	33.3%	55	58%
Math*	16	14	22	16	0.0%	30	53%
Physical Science*	13	14	9	11	- 15.4%	25	44%
Level							
Associates	0	0	0	0	N/A		
Baccalaureate	107	94	96	81	- 24.3%	135	60%
Master's	112	89	97	95	- 15.2%		
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 and information security.

Nursing and Allied Health

12. Degrees awarded in nursing and allied health.							
	FY 2000	FY 2006	FY 2007	FY 2008	% Change FY 2000 to FY 2008	Institutional Closing the Gaps Target- FY 2010	Closing the Gaps Completion
Total Nursing/Allied Health Degrees	0	6	4	5	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	6	4	5	N/A	5	100%
Master's	0	0	0	0	N/A		
Doctoral	0	0	0	0	N/A		
Professional	0	0	0	0	N/A		

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

Teacher Production and Certification

13. Students taking and passing the certification exams for teacher education.			
	FY 2005	FY 2006	FY 2007
Total number taking exam	900	1,202	926
Race/Ethnicity			
White	480	956	695
African-American	105	139	135
Hispanic	31	78	76
Other	284	29	20
Gender			
Male	167	254	169
Female	724	948	757
Total percent passing exam	97.6%	97.8%	97.1%
Race/Ethnicity			
White	98.5%	98.6%	98.6%
African-American	94.2%	93.3%	89.2%
Hispanic	95.2%	96.5%	96.6%
Other	97.7%	95.7%	97.0%
Gender			
Male	97.9%	97.9%	97.6%
Female	97.5%	97.8%	97.0%

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

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

Success - Contextual Measures

	Fall 2000	Fall 2007	Fall 2008	Point Change Fall 2000 to Fall 2008
14. Enrollment: Percent of first-time students 19 and under	93.4%	91.1%	91.2%	- 2.2

	FY 2000	FY 2006	FY 2007	Point Change Fall 2000 to Fall 2007
15. Financial Aid: Percent of students receiving Pell Grants	35.9%	42.6%	40.1%	4.2

	Fall 2000	Fall 2007	Fall 2008	Point Change Fall 2000 to Fall 2008
16. Part-time first-time, degree seeking, undergraduates	13.1%	13.1%	15.7%	2.6

	Entering Cohort Fall 2000		Entering Cohort Fall 2006		Entering Cohort Fall 2007		Point Change Fall 2000 to Fall 2007
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
17a. Persistence rate of first-time, degree-seeking undergraduates: One-Year							
Total	519	83.0%	579	78.2%	602	80.9%	- 2.1
Same institution		65.7%		59.2%		65.9%	0.2
Other institutions		17.3%		19.0%		15.0%	- 2.3
White	369	82.9%	343	81.0%	364	84.6%	1.7
Same institution		63.1%		63.8%		68.4%	5.3
Other institutions		19.8%		17.2%		16.2%	- 3.6
African-American	104	86.5%	151	74.2%	138	75.4%	- 11.1
Same institution		77.9%		49.7%		60.9%	- 17.0
Other institutions		8.7%		24.5%		14.5%	5.8
Hispanic	34	76.5%	57	71.9%	69	72.5%	- 4.0
Same institution		58.8%		54.4%		65.2%	6.4
Other institutions		17.6%		17.5%		7.2%	- 10.4
Asian	4	100.0%	15	93.3%	22	86.4%	- 13.6
Same institution		50.0%		80.0%		63.6%	13.6
Other institutions		50.0%		13.3%		22.7%	- 27.3
Other	8	62.5%	13	61.5%	9	66.7%	4.2
Same institution		62.5%		46.2%		55.6%	- 6.9
Other institutions		0.0%		15.4%		11.1%	11.1

	Entering Cohort Fall 2000		Entering Cohort Fall 2005		Entering Cohort Fall 2006		Point Change Fall 2000 to Fall 2006
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
17b. Persistence rate of first-time, degree-seeking undergraduates: Two-Year							
Total	519	73.6%	441	69.6%	579	65.1%	- 8.5
Same institution		52.2%		49.0%		43.7%	- 8.5
Other institutions		21.4%		20.6%		21.4%	0.0
White	369	74.3%	293	72.7%	343	68.8%	- 5.5
Same institution		50.7%		49.5%		48.7%	- 2.0
Other institutions		23.6%		23.2%		20.1%	- 3.5
African-American	104	74.0%	94	68.1%	151	57.0%	- 17.0
Same institution		59.6%		51.1%		35.1%	- 24.5
Other institutions		14.4%		17.0%		21.9%	7.5
Hispanic	34	73.5%	37	59.5%	57	63.2%	- 10.3
Same institution		47.1%		48.6%		38.6%	- 8.5
Other institutions		26.5%		10.8%		24.6%	- 1.9
Asian	4	75.0%	10	30.0%	15	86.7%	11.7
Same institution		75.0%		10.0%		53.3%	- 21.7
Other institutions		0.0%		20.0%		33.3%	33.3
Other	8	37.5%	7	71.4%	13	46.2%	8.7
Same institution		37.5%		57.1%		23.1%	- 14.4
Other institutions		0.0%		14.3%		23.1%	23.1

Developmental Education

	Fall 2004 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)
18. Students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Under-prepared are given 3 years if they tested above deviation and 4 years if they tested below.							
Number of FTIC students	588						
Met state standards in all areas							
Math	360	6	304	84.4%	244	80.3%	67.8%
Reading	360	4	313	86.9%	243	77.6%	67.5%
Writing	360	2	266	73.9%	214	80.5%	59.4%
All students below state standard							
Math	181	N/A	120	66.3%	84	70%	46.4%
Reading	111	N/A	95	85.6%	61	64.2%	55%
Writing	86	N/A	73	84.9%	48	65.8%	55.8%
Not met state standards:							
In all three areas							
Math	45	N/A	26	57.8%	17	65.4%	37.8%
Reading	45	N/A	36	80%	20	55.6%	44.4%
Writing	45	N/A	35	77.8%	21	60%	46.7%
Math							
Not requiring developmental education	43	0	34	79.1%	22	64.7%	51.2%
Requiring developmental education	136	N/A	94	69.1%	67	71.3%	49.3%
Unknown / Not tested	4	N/A	2	50%	2	100%	50%
Reading							
Not requiring developmental education	112	0	98	87.5%	64	65.3%	57.1%
Requiring developmental education	66	N/A	59	89.4%	41	69.5%	62.1%
Unknown / Not tested	5	N/A	5	100%	4	80%	80%
Writing							
Not requiring developmental education	136	2	125	91.9%	97	77.6%	71.3%
Requiring developmental education	41	N/A	38	92.7%	27	71.1%	65.9%
Unknown / Not tested	6	N/A	5	83.3%	5	100%	83.3%

	Fall 2004 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)
19a. Under-prepared students who satisfied TSI obligation within 2 years if they tested above deviation or 3 years if they tested below deviation.							
Number of FTIC students	588						
Met state standards in all areas							
Math	357	159	44.5%	N/A	N/A	N/A	N/A
Reading	357	0	0%	N/A	N/A	N/A	N/A
Writing	357	0	0%	N/A	N/A	N/A	N/A
All students below state standard							
Math	181	174	96.1%	76	78	43.7%	43.1%
Reading	113	83	73.5%	36	58	43.4%	51.3%
Writing	87	7	8%	1	50	14.3%	57.5%
Not met state standards:							
In all three areas							
Math	46	44	95.7%	12	13	27.3%	28.3%
Reading	46	33	71.7%	11	20	33.3%	43.5%
Writing	46	4	8.7%	0	25	0%	54.3%
Math							
Not requiring developmental education	45	32	71.1%	N/A	N/A	N/A	N/A
Requiring developmental education	135	130	96.3%	64	65	49.2%	48.1%
Unknown / Not tested	5	1	20%	0	1	0%	20%
Reading							
Not requiring developmental education	112	24	21.4%	N/A	N/A	N/A	N/A
Requiring developmental education	67	50	74.6%	25	38	50%	56.7%
Unknown / Not tested	6	2	33.3%	1	1	50%	16.7%
Writing							
Not requiring developmental education	136	1	0.7%	N/A	N/A	N/A	N/A
Requiring developmental education	41	3	7.3%	1	25	33.3%	61%
Unknown / Not tested	8	1	12.5%	0	1	0%	12.5%

19b. Percent of students who return the following fall.	Fall 2004 Cohort		
	Total	Number returning (Fall 2005)	Percent returning (Fall 2005)
Number of FTIC students	588		
Met state standards in all areas	360	298	82.8%
Not met state standards:			
In all three areas	45	30	66.7%
Math			
Not requiring developmental education	43	32	74.4%
Requiring developmental education	136	102	75%
Unknown / Not tested	4	4	100%
Reading			
Not requiring developmental education	112	85	75.9%
Requiring developmental education	66	49	74.2%
Unknown / Not tested	5	4	80%
Writing			
Not requiring developmental education	136	101	74.3%
Requiring developmental education	41	32	78%
Unknown / Not tested	6	5	83.3%

	Fall 2000	Fall 2007	Fall 2008
20. Graduation of two-year college students completing at least 30 SCH	240 (63.2%)	309 (62.7%)	418 (61.7%)
21. Baccalaureate graduates completing at least 30 SCH	41.6%	52.1%	56.4%

22. Graduation Rates	Cohort	Rate	Cohort	Rate	Cohort	Rate
Master's	Fall 1995	31.1%	Fall 2002	52.4%	Fall 2003	60.6%
Doctoral	FY 1991	47.5%	FY 1998	54.8%	FY 1999	64.9%

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

Success - Out-of-State Peers

	Texas A&M University-Commerce	Doctoral Group Out-of-State Peers		Institution's Out-of-State Peers		
		EAST TENNESSEE STATE UNIVERSITY	UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	EASTERN MICHIGAN UNIVERSITY	IDAHO STATE UNIVERSITY	INDIANA UNIVERSITY OF PENNSYLVANIA - MAIN CAMPUS
Graduation Rate						
4-Year Rate	18%	18%	27%	10%	4%	26%
5-Year Rate	33%	33%	45%	28%	12%	47%
6-Year Rate	38%	38%	50%	39%	20%	51%
Degrees Awarded						
Total Degrees	2,298	2,299	3,175	4,113	1,912	3,009
White	1,517	2,053	2,290	2,981	1,675	2,349
African-American	345	76	505	490	9	134
Hispanic	142	16	59	64	55	24
Asian	36	29	98	127	26	30
Other	258	125	223	451	147	472
Level						
Associates	0	0	0	0	272	8
Bachelors	1,302	1,698	2,195	2,945	1,127	2,314
Master's	954	496	906	1,150	396	617
Doctoral	42	54	74	18	51	70
Professional	0	51	0	0	66	0
Gender						
Male	824	857	970	1,492	804	1,169
Female	1,474	1,442	2,205	2,621	1,108	1,840
Graduation Rate						
Total	38%	38%	50%	39%	31%	50%
White	37%	40%	50%	43%	21%	53%
African-American	43%	23%	50%	25%	15%	30%
Hispanic	38%	29%	59%	31%	10%	47%
Asian	50%	14%	52%	41%	25%	41%
American Indian or Alaska Native	17%	0%	43%	31%	17%	38%
Unknown	Blank%	9%	38%	34%	21%	Blank%
Nonresident Alien	20%	62%	40%	63%	3%	56%
Graduates in Key Fields						
Computer Science	75	68	82	76	22	43
Engineering	80	79	Blank	133	135	48
Math	27	34	10	25	11	45
Physical Science	16	31	18	42	58	60
Nursing and Allied-Health Graduates						
Total Degrees	8	377	274	281	464	190
Certificate	Blank	6	2	16	54	1
Associates	Blank	Blank	Blank	Blank	89	Blank
Bachelors	8	281	175	220	223	164
Master's	Blank	62	97	45	75	25
Doctoral	Blank	28	0	Blank	23	Blank

Source: IPEDS Fall 2007

Excellence - Key Measures

Faculty Teaching

	Fall 2000	Fall 2007	Fall 2008	Point Change Fall 2005 to Fall 2008
23. Tenured/tenure-track faculty teaching lower division SCH	46.9%	43.6%	35.7%	- 5.9

A&M-Commerce will take concerted steps in the next year to increase the percent of lower division semester credit hours taught by tenure-track faculty.

Student/Faculty Ratio

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

	Fall 2000			Fall 2005			Fall 2007			Fall 2008			% Change Fall 2005 to Fall 2008
	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	
FTSE/FTFE Ratio	5,118	292	18:1	6,151	329	19:1	6,117	346	18:1	6,048	346	18:1	- 6.4%

FTE student to FTE faculty ratio remains steady at 18:1, and it is expected to continue at or near this figure.

Baccalaureate Graduate Success

	FY 2005	FY 2006	FY 2007	Point Change FY 2005 to FY 2007
25. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school	85.8%	86.5%	88.8%	3.0

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

State and National Exams Success

26. Certification and licensure rates

	FY 2006	FY 2007	FY 2008	Point Change FY 2006 to FY 2008
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.

Class Size

	Fall 2000	Fall 2007	Fall 2008	% Change Fall 2000 to Fall 2008
27. Average lower-division class size	25	25	25	0.0%

Average lower division class size has remained relatively stable over the 2000 - 2007 period.

Tenured/Tenure-Track FTE Faculty

	Fall 2000	Fall 2007	Fall 2008	Point Change Fall 2000 to Fall 2008
28. Percent of FTE teaching faculty who are tenure/tenure-track	58.3%	60.4%	59.6%	1.3

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.

Excellence - Contextual Measures

	Fall 2000	Fall 2007	Fall 2008	Point Change Fall 2000 to Fall 2008
29. FTE tenured/tenure-track faculty demographics				
Ethnicity				
White	57.6%	57.6%	57.7%	0.1
African-American	48.9%	71.7%	71.4%	22.5
Hispanic	77.5%	80.4%	75.5%	- 2.0
Asian	85.7%	84.5%	69.0%	- 16.7
Other	100%	48.8%	50.0%	- 50.0
Gender				
Male	65%	71.2%	67.3%	2.3
Female	46.6%	44.8%	48.4%	1.8

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
30. Faculty Rank (Fall 2008)						
Teaching Faculty Ethnicity						
White	40	279	1	82	44	49
African-American	5	7	0	3	4	4
Hispanic	1	5	0	5	2	1
Asian	2	10	0	7	4	6
Other	6	5	0	1	0	0
Teaching Faculty Gender						
Male	20	124	0	61	36	47
Female	34	182	1	37	18	13

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009	National Average (FY 2008)	% National Average
31. Faculty Salary Comparisons						
Professor	\$71,242	\$78,403	\$81,715	14.7%	\$102,646	80%
Associate Professor	\$57,790	\$63,336	\$63,802	10.4%	\$73,613	90%
Assistant Professor	\$51,281	\$56,469	\$58,642	14.4%	\$62,088	95%
Lecturer	\$47,055	\$55,337	\$62,868	33.6%	\$49,034	118%

	Fall 2000	Fall 2007	Fall 2008	%/Point Change Fall 2000 to Fall 2008
32. Endowed Professorships and Chairs	0	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

33. Nobel Prize Winners and National Academies	0	0	0	N/A
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	FY 2005	FY 2006	FY 2007	Point Change FY 2005 to FY 2007
Baccalaureate Graduates Employment/Enrollment Status				
34. Employed in 4th quarter in which program year ends	67.1%	69.3%	72.4%	5.3
35a. In graduate or professional school in Texas in fall of the next FY	4.1%	3.0%	2.6%	- 1.5
35b. Employed in Texas and enrolled in a graduate or professional school in Texas	14.6%	14.2%	13.8%	- 0.8

	Fall 2000	Fall 2007	Fall 2008	%/Point Change Fall 2000 to Fall 2008
Class Size				
36. Undergraduate classes with less than 20 students	48.1%	49.1%	49.6%	1.5
37. Undergraduate classes with more than 50 students	5%	2.9%	3%	- 2.0

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

69%

79%

69%

86%

59%

85%

* The previous year survey was used for these institutions.

Source: IPEDS Fall 2007

Research - Key Measures

Federal and Private Research

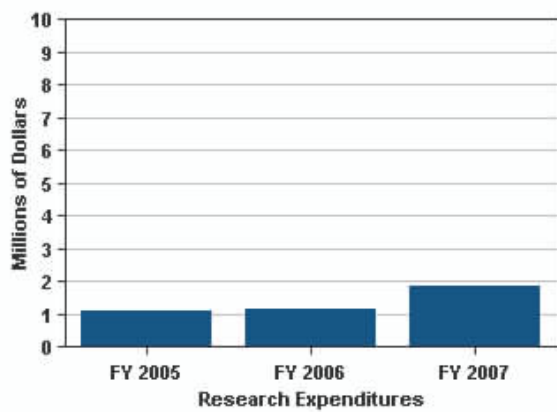
	FY 2005	FY 2006	FY 2007	% Change FY 2005 to FY 2007
38. Research expenditures per FTE faculty	\$2,901	\$3,238	\$6,024	107.7%

Research Expenditures

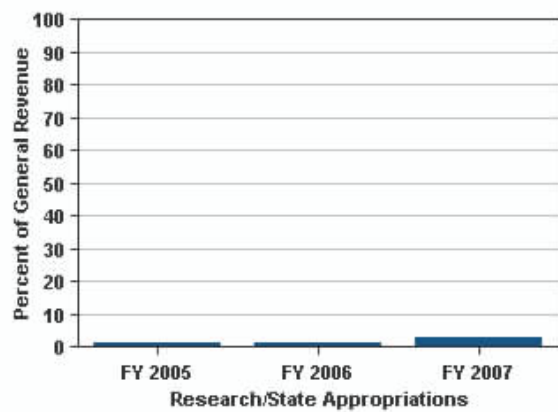
	FY 2005	FY 2006	FY 2007	% Change FY 2005 to FY 2007	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
39. Research expenditures (\$ Million)	\$ 1.098	\$ 1.182	\$ 1.891	72.2%	\$ 1.200	157.6%

Sponsored Research Funds

	FY 2005	FY 2006	FY 2007	Point Change FY 2005 to FY 2007
40. Federal and private (sponsored) research funds per appropriations.	1.44%	1.60%	2.85%	1.4



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 increase the number of research grants, revenue and expenditures, as evidenced by the increases shown in the tables above.

Research - Contextual Measures

	FY 2005	FY 2006	FY 2007	% Change FY 2005 to FY 2007
41. Research Expenditures by Source (\$ Millions)	\$1.098	\$1.182	\$1.891	72.2%
Federal	\$0.424	\$0.304	\$0.307	- 27.6%
State	\$0.530	\$0.550	\$0.669	26.2%
Private	\$0.144	\$0.328	\$0.915	535.4%
Institutional	\$0.000	\$0.000	\$0.000	N/A

	FY 2005	FY 2006	FY 2007	FY 2008	% Change FY 2005 to FY 2008
42. Faculty holding extramural research grants					
Number	18	11	19	15	- 16.7%
Percent	5 %	4 %	5 %	4%	- 1.0

A&M-Commerce has undertaken efforts to 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)	\$1,577,460	\$10,305,797	\$11,470,865	\$5,529,533	\$15,915,146	\$1,044,677
Federal Research Funds (\$ millions)	\$7,147,307	\$17,588,162	\$17,098,297	\$7,057,388	\$29,100,557	\$9,177,077

Source: IPEDS Fall 2007

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

	FY 2000	FY 2007	FY 2008	Point Change FY 2005 to FY 2008
43. Administrative costs as a percent of operating budget	10.3%	9.84%	9.81%	0.4

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

Facilities Space Utilization**44. Average weekly hours of classrooms and teaching laboratories use.**

	Fall 2000	Fall 2007	Fall 2008	Hour Change Fall 2005 to Fall 2008
Classroom utilization	20.5	25.9	22.5	- 4.2
Lab utilization	14.6	14.74	10.5	- 3.3

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.

Appropriated Funds per FTE Faculty and FTE Student**45. State appropriations divided by full-time equivalent students and annual full-time equivalent teaching faculty.**

	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
Appropriated funds per FTE student	\$5,640	\$5,549	\$6,111	8.4%
Appropriated funds per FTE faculty	\$58,361	\$54,155	\$58,771	0.7%

Historically Underutilized Business (HUB)

	FY 2000	FY 2007	FY 2008	%/Point Change FY 2000 to FY 2008
46. HUB Expenditures without construction (Millions)	\$ 0.815	\$ 2.538	\$ 3.118	282.5%
Percent of expenditures	7.1%	22.5%	24.7%	17.6
HUB Expenditures with construction (Millions)	\$ 0.943	\$ 5.585	\$ 5.143	445.5%
Percent of expenditures	8.2%	33.8%	29.2%	21.0

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

Operating Expenses per FTE Student

	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
47. Operating expenses per FTE student	\$10,224	\$11,555	\$11,718	14.6%

Total Revenue per FTE Student and FTE teaching Faculty

	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
48. Total revenue				
Per FTE student	\$11,032	\$11,038	\$12,533	13.6%
Per FTE faculty	\$114,144	\$107,723	\$120,529	5.6%

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

	FY 2000	FY 2007	FY 2008	% Change FY 2000 to FY 2008
49. Average cost of resident undergraduate tuition and fees for 30 SCH.	\$2,743	\$5,190	\$5,130	87.0%

	Fall 2000	Fall 2007	Fall 2008	% Change Fall 2000 to Fall 2008
50. E&GSquare footage				
E&G classroom per FTE student	19.62	13.43	13.78	- 29.8%
E&G lab per FTE student	7.27	3.91	4.15	- 43.0%

	FY 2005	FY 2006	FY 2007	FY 2008	% Change FY 2005 to FY 2008
51. Endowment - Total (\$ Millions)	\$10.45	\$12.63	\$14.6	\$14.3	36.8%
52. Endowment - Per FTE student	\$1,443	\$1,751	\$2,054	\$2,038	41.3%

	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
53. Total Revenue	\$79,583,686	\$78,447,986	\$87,923,813	10.5%
Tuition and fees	\$24,035,592	\$26,110,251	\$30,511,291	26.9%
State appropriations (General Revenue)	\$40,690,201	\$39,437,783	\$42,872,485	5.4%
Federal funds	\$8,456,038	\$7,147,307	\$9,074,743	7.3%
Institutional funds	\$6,401,855	\$5,752,645	\$5,465,294	- 14.6%

A&M-Commerce is studying 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 become a premier regional university in the state of Texas.

Institutional Efficiency and Effectiveness - Out-of-State Peers

	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 costs as a percent of operating budget	9%	7%	10%	12%	8%	10%
Appropriations per FTE student	\$5,292	\$8,147	\$10,072	\$3,755	\$8,814	\$4,808
Instruction expenses per FTE student	\$4,778	\$10,130	\$7,571	\$5,703	\$9,291	\$6,603
Tuition and Fee Revenue per FTE student	\$4,632	\$4,344	\$4,869	\$7,734	\$4,985	\$5,673

Source: IPEDS Fall 2007