

# Texas A&M University-Commerce

## Accountability Report

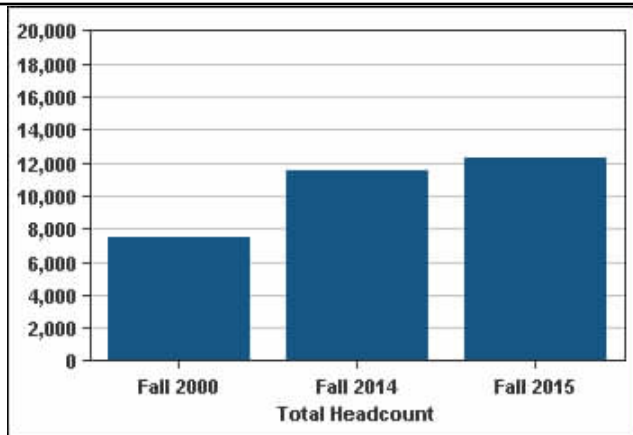
January 2016

**Participation - Key Measures**

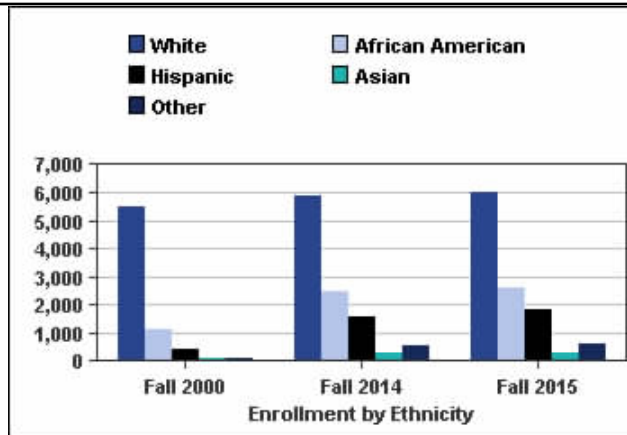
**Enrollment**

**1. Fall headcount (unduplicated)**

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
<b>Total*</b>	<b>7,483</b>	<b>11,490</b>	<b>12,302</b>	<b>64.4%</b>	<b>15,000</b>	<b>82.0%</b>
White	5,484 (73.3%)	5,896 (51.3%)	6,025 (49.0%)	9.9%	7,000	86.1%
African American	1,140 (15.2%)	2,498 (21.7%)	2,615 (21.3%)	129.4%	2,840	92.1%
Hispanic	387 (5.2%)	1,593 (13.9%)	1,816 (14.8%)	369.3%	3,750	48.4%
Asian	84 (1.1%)	317 (2.8%)	299 (2.4%)	256.0%		
International	301 (4.0%)	659 (5.7%)	916 (7.4%)	204.3%		
Other	87 (1.2%)	527 (4.6%)	631 (5.1%)	625.3%		
<b>Flex Entry</b>	<b>1</b>	<b>119</b>	<b>139</b>	<b>13800.0%</b>		



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

Texas A&M University-Commerce has increased enrollment 64.4% since Fall 2000 and has reached 82% of its ambitious Closing the Gaps goal of 15,000 students in Fall 2015. The university has reached 92% of its goal for African-American student enrollment and 48% of its goal for Hispanic student enrollment. However, it should be noted that the Hispanic student population has increased 369.3% 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 2014	Fall 2015	% Change Fall 2000 to Fall 2015
<b>Total FTSEs</b>	<b>5,118</b>	<b>8,081</b>	<b>8,833</b>	<b>72.6%</b>
<b>State-Funded FTSEs</b>	<b>5,117</b>	<b>7,767</b>	<b>8,477</b>	<b>65.7%</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 increase in full-time student equivalents (FTSEs) has increased 72.6% since Fall 2000 and state-funded FTSEs has increased 65.7%. 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 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
<b>3. First-time undergraduates from Texas top 10% and Texas top 11-25%</b>				
Students in Texas top 10%	7.5%	11.3%	10.8%	3.3
Students in Texas top 11-25%	N/A	22.5%	21.3%	N/A
<b>4. First-time entering applicants accepted</b>	88.0%	67.7%	74.0%	- 14.0
<b>5. First-time accepted, enrolled</b>	48.8%	33.7%	32.4%	- 16.4


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

	FY 2000	FY 2013	FY 2014	Point Change FY 2000 to FY 2014
<b>6. Racial and ethnic composition of Texas public high school graduates</b> 				
White	51.5%	34.7%	34.2%	-17.3
African American	12.9%	12.9%	12.6%	-0.3
Hispanic	32.1%	46.4%	46.8%	14.7
Asian	3.2%	4.0%	4.2%	1.0
Other	0.3%	2.1%	2.2%	1.9

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

<b>7. UG Students by SCH taken at 2-year colleges</b> 							
	Fall 2000		Fall 2014		Fall 2015		Point Change Fall 2000 to Fall 2015
	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	
<b>UG Students</b>	<b>4,314</b>	<b>(100%)</b>	<b>7,148</b>	<b>(100%)</b>	<b>7,642</b>	<b>(100%)</b>	
0-12 hours	1,046	(24.2%)	1,145	(16.0%)	1,189	(15.6%)	- 8.6
13-24 hours	335	(7.8%)	669	(9.4%)	696	(9.1%)	1.3
25-29 hours	116	(2.7%)	200	(2.8%)	216	(2.8%)	0.1
30-42 hours	246	(5.7%)	498	(7.0%)	542	(7.1%)	1.4
43-59 hours	337	(7.8%)	608	(8.5%)	672	(8.8%)	1.0
60-66 hours	195	(4.5%)	436	(6.1%)	423	(5.5%)	1.0
67+ hours	630	(14.6%)	1,212	(17.0%)	1,232	(16.1%)	1.5
<b>All Students with SCH at TX 2-Yr college</b>	<b>2,905</b>	<b>(67.3%)</b>	<b>4,768</b>	<b>(66.7%)</b>	<b>4,970</b>	<b>(65.0%)</b>	<b>- 2.3</b>
<b>Awarded Core</b>	<b>0</b>	<b>(0.0%)</b>	<b>306</b>	<b>(4.3%)</b>	<b>282</b>	<b>(3.7%)</b>	<b>3.7</b>
<b>Associate Degree</b>	<b>454</b>	<b>(10.5%)</b>	<b>1,501</b>	<b>(21.0%)</b>	<b>1,623</b>	<b>(21.2%)</b>	<b>10.7</b>

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

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
<b>8. Semester credit hours</b> 				
Total undergraduate semester credit hours	57,277	87,461	92,593	61.7%
Total graduate semester credit hours	15,190	26,061	31,006	104.1%
Percentage graduate SCH to total SCH	21.0 %	23.0 %	25.1%	4.1

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 2014 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.

Options
<a href="#">Return to the Participation Page</a>
<a href="#">Download Excel Version</a>
<a href="#">Out-of-State Peer Measures and Definitions</a>

	Texas A&M University-Commerce	Institution's Out-of-State Peers				
		Doctoral Group Out-of-State Peers	Eastern Michigan University	Idaho State University	The University of West Florida	University of North Carolina at Greensboro
<b>Headcount Enrollment</b> Headcount enrolled for credit, disaggregated by race/ethnicity.						
<b>Total</b>	12,111	14,434	22,401	13,429	12,602	18,647
White	6,170	11,967	14,859	9,640	8,413	10,370
African American	2,422	860	4,059	156	1,535	4,558
Hispanic	1,684	290	830	1,122	1,052	1,128
Asian	348	241	580	207	401	793
Other	1,487	1,076	2,073	2,304	1,201	1,798
<b>Full-Time Equivalent Enrollment</b> Full-time equivalent for the institution. The full-time equivalent of part-time enrollment is estimated by multiplying the part-time enrollment by factors that vary by control and level of institution and level of student.						
<b>Total</b>	8,794	12,565	17,332	10,418	9,757	15,859

Fall 2015 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	356	0	0	0	0	356
18 to 21	3,557	83	0	0	1	3,641
22 to 24	1,449	772	7	0	23	2,251
25 to 29	845	1,000	62	0	42	1,949
30 to 34	512	708	99	0	21	1,340
35 and over	923	1,319	444	0	79	2,765
<b>Total</b>	<b>7,642</b>	<b>3,882</b>	<b>612</b>	<b>0</b>	<b>166</b>	<b>12,302</b>

By Level, Race/Ethnicity:

Ethnicity	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
White	3,789	1,778	349	0	109	6,025
African American	1,751	674	159	0	31	2,615
Hispanic	1,348	381	68	0	19	1,816
Asian	135	156	7	0	1	299
International	169	730	17	0	0	916
Other	450	163	12	0	6	631
<b>Total</b>	<b>7,642</b>	<b>3,882</b>	<b>612</b>	<b>0</b>	<b>166</b>	<b>12,302</b>

By Level, Gender:

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Gender	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post- Baccalaureate	Total
Male	3,118	1,648	175	0	49	4,990
Female	4,524	2,234	437	0	117	7,312
<b>Total</b>	<b>7,642</b>	<b>3,882</b>	<b>612</b>	<b>0</b>	<b>166</b>	<b>12,302</b>

**By Undergraduate Status:**

	Undergraduate	Full-time	Part-time	White	African American	Hispanic	Asian	Other	Male	Female
First-Time in College	1,097	986	111	411	313	234	26	113	519	578
First-Time Transfer (from two- and four-year institutions)	1,106	721	385	559	221	219	20	87	399	707
Other Undergraduate	5,439	3,738	1,701	2,819	1,217	895	89	419	2,200	3,239
<b>Total</b>	<b>7,642</b>	<b>5,445</b>	<b>2,197</b>	<b>3,789</b>	<b>1,751</b>	<b>1,348</b>	<b>135</b>	<b>619</b>	<b>3,118</b>	<b>4,524</b>

**Fall 2015 Enrollment Detail - Texas A&M University-Commerce**

**Participation**

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

	Lower-Division SCH	Upper Division SCH	Undergraduate SCH	Master's SCH	Doctor's Research/ Scholarship SCH	Professional Specialty SCH	Optometry SCH	Total SCH	FTSE
<b>Total</b>	50,335	42,258	92,593	28,265	2,741	0	0	123,599	8,833
<b>State-Funded</b>	49,255	38,004	87,259	28,265	2,741	0	0	118,265	8,477

**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
<b>Hybrid/Blended on campus</b>	0	0	0	0	0	0	0	0	0
<b>Fully-distance education/Internet</b>	9,362	16,381	25,743	18,797	1,233	0	0	45,773	3,420

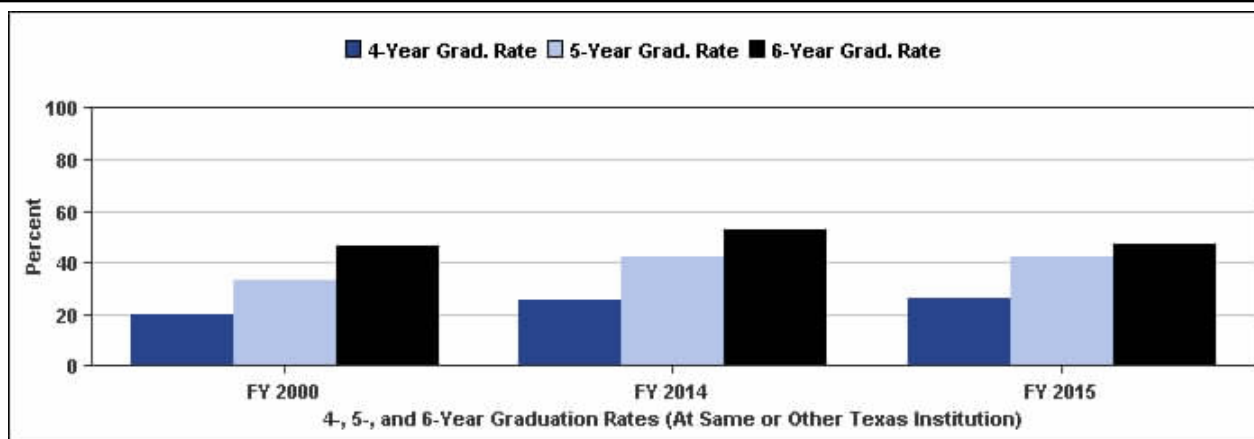
**Success - Key Measures**

**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 2013			FY 2014			FY 2015			Point Change FY 2000 to FY 2015
	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%	2009	551	24.5%	2010	597	25.6%	2011	667	26.1%	6.0
Same institution			18.7%			22.0%			24.3%			24.4%	5.7
Other TX institutions			1.4%			2.5%			1.3%			1.6%	0.2
5-Year graduation rate	1995	485	33.0%	2008	603	46.1%	2009	551	42.1%	2010	597	42.5%	9.5
Same institution			29.3%			41.6%			37.4%			38.5%	9.2
Other TX institutions			3.7%			4.5%			4.7%			4.0%	0.3
6-Year graduation rate	1994	535	46.4%	2007	602	51.3%	2008	603	53.1%	2009	551	47.4%	1.0
Same institution			38.7%			45.2%			46.6%			41.7%	3.0
Other TX institutions			7.7%			6.1%			6.5%			5.6%	-2.1

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.

**Degrees and certificates awarded**

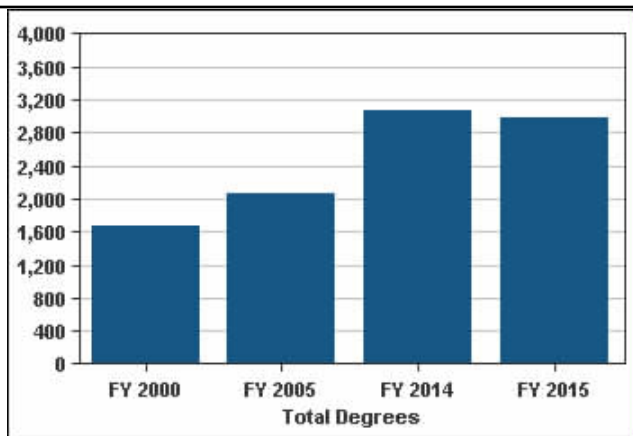
**10. Number of degrees and certificates awarded.**

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
<b>Total Degrees*</b>	1,662	3,079	2,976	79.1%		
White	1,238	1,802	1,626	31.3%		
African American	201	470	486	141.8%		
Hispanic	66	347	367	456.1%		
Asian	37	80	103	178.4%		
International	106	270	281	165.1%		
Other	14	110	113	707.1%		
<b>Level</b>						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	1,026	1,438	1,476	43.9%	1,800	82.0%
Master's	590	1,576	1,445	144.9%		
Doctor's Research/Scholarship	46	65	55	19.6%	85	64.7%
Doctor's Professional Practice	N/A	N/A	N/A	N/A		
<b>Certificates</b>						
Upper-level certificates	N/A	N/A	N/A	N/A		
Post-baccalaureate certificates	N/A	N/A	N/A	N/A		

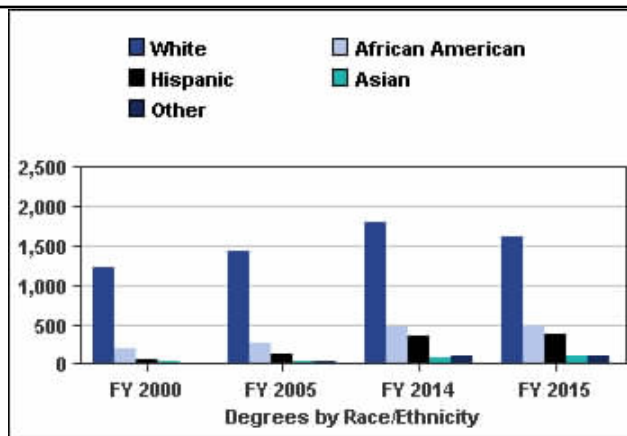
\*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown,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

**Gender**

Male	652	1,210	1,120	71.8%
Female	1,010	1,869	1,856	83.8%



Source: CBM009



Source: CBM009

Although A&M commerce experienced a slight decrease in degrees awarded between FY2014 and FY2015 in the graduate level categories, the institution has experienced a steady increase in the number of undergraduate degrees awarded from FY2000 to FY2015. 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 2014	FY 2015	Change FY 2000 to FY 2015
Undergraduate Degrees to At-Risk Students	586	1,086	1,058	472

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

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

	FY 2000	FY 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
Computer Science*	54	30	45	41	- 24.1%	40	102.5%
Engineering*	24	18	27	25	4.2%	40	62.5%
Math*	16	21	14	14	- 12.5%	20	70.0%
Physical Science*	13	7	7	11	- 15.4%	18	61.1%
<b>Level</b>							
Associate's	0	0	0	0	N/A		
Baccalaureate	107	76	93	91	- 15.0%	118	77.1%
Master's	112	173	105	121	8.0%		
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 FY2015, the number of degrees awarded increased by 20% during the shorter period from 2013-2015. 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 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
<b>Total Nursing Degrees</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>N/A</b>		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	0	0	16	N/A	27	59.3%
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 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
<b>Total Allied Health Degrees</b>	0	4	11	3	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	4	11	3	N/A	20	15%
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 awarded its first degree in Fall 2014 and within just one year has reached 59% of its very ambitious closing the gaps goal. 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 2012	FY 2013	FY 2014
<b>Total number taking exam</b>	741	727	669
<b>Race/Ethnicity</b>			
White	592	538	499
African American	69	76	81
Hispanic	64	92	70
Other	16	21	19
<b>Gender</b>			
Male	121	122	124
Female	620	605	545
<b>Total percent passing exam</b>	96.0%	95.0%	95.0%
<b>Race/Ethnicity</b>			
White	98.0%	97.0%	96.0%
African American	85.0%	91.0%	91.0%
Hispanic	96.0%	88.0%	91.0%
Other	92.0%	97.0%	94.0%
<b>Gender</b>			
Male	99.0%	96.0%	97.0%
Female	96.0%	95.0%	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.

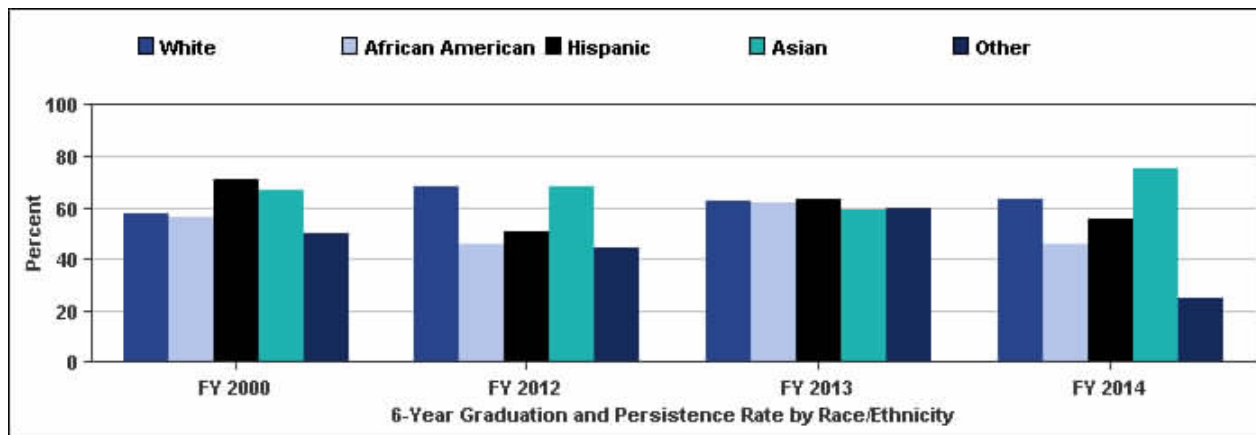
**Graduation and Persistence Rate: 6-Year**

**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 2013			FY 2014			FY 2015			Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
<b>Total</b>	1994	535	58.3%	2007	602	60.8%	2008	603	62.5%	2009	551	57.5%	- 0.8
<b>Same institution</b>			43.2%			48.2%			50.2%			45.6%	2.4
<b>Other TX institutions</b>			15.1%			12.6%			12.3%			12.0%	- 3.1
<b>White</b>	1994	424	58.0%	2007	364	68.4%	2008	353	62.9%	2009	332	63.6%	5.6
Same institution			42.7%			53.0%			49.3%			50.3%	7.6
Other TX institutions			15.3%			15.4%			13.6%			13.3%	- 2.0
<b>African American</b>	1994	80	56.3%	2007	138	45.7%	2008	145	62.1%	2009	137	46.0%	- 10.3
Same institution			47.5%			37.7%			51.7%			35.0%	- 12.5
Other TX institutions			8.8%			8.0%			10.3%			10.9%	2.1
<b>Hispanic</b>	1994	24	70.8%	2007	69	50.7%	2008	73	63.0%	2009	54	55.6%	- 15.2
Same institution			33.3%			44.9%			52.1%			46.3%	13.0
Other TX institutions			37.5%			5.8%			11.0%			9.3%	- 28.2
<b>Asian</b>	1994	3	66.7%	2007	22	68.2%	2008	17	58.8%	2009	12	75.0%	8.3
Same institution			66.7%			45.5%			52.9%			58.3%	- 8.4
Other TX institutions			0.0%			22.7%			5.9%			16.7%	16.7
<b>Other</b>	1994	4	50.0%	2007	9	44.4%	2008	15	60.0%	2009	16	25.0%	- 25.0
Same institution			50.0%			44.4%			46.7%			25.0%	- 25.0
Other TX institutions			0.0%			0.0%			13.3%			0.0%	0.0

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 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
17. Enrollment: Percent of first-time students 19 and under <span style="float: right;">i</span>	93.4%	93.7%	93.7%	0.3

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
18. Financial Aid: Percent of students receiving Pell Grants <span style="float: right;">i</span>	36.2%	50.5%	50.5%	14.3

	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
19. Part-time first-time, degree seeking, undergraduates <span style="float: right;">i</span>	13.1%	5.7%	10.1%	- 3.0


20. Persistence rate of first-time, degree-seeking undergraduates: One-Year <span style="float: right;">i</span>	Entering Cohort Fall 2000		Entering Cohort Fall 2013		Entering Cohort Fall 2014		Point Change Fall 2000 to Fall 2014
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
<b>Total</b>	519	83.0%	928	81.3%	991	86.0%	3.0
Same institution		65.7%		67.2%		71.8%	6.1
Other TX institutions		17.3%		14.0%		14.1%	- 3.2
<b>White</b>	369	82.9%	379	81.5%	361	82.8%	- 0.1
Same institution		63.1%		66.2%		67.6%	4.5
Other TX institutions		19.8%		15.3%		15.2%	- 4.6
<b>African American</b>	104	86.5%	297	78.1%	329	86.3%	- 0.2
Same institution		77.9%		68.4%		76.0%	- 1.9
Other TX institutions		8.7%		9.8%		10.3%	1.6
<b>Hispanic</b>	34	76.5%	140	83.6%	192	89.1%	12.6
Same institution		58.8%		70.0%		69.8%	11.0
Other TX institutions		17.6%		13.6%		19.3%	1.7
<b>Asian</b>	4	100.0%	22	90.9%	18	83.3%	- 16.7
Same institution		50.0%		63.6%		61.1%	11.1
Other TX institutions		50.0%		27.3%		22.2%	- 27.8
<b>Other</b>	8	62.5%	90	84.4%	91	91.2%	28.7
Same institution		62.5%		64.4%		80.2%	17.7
Other TX institutions		0.0%		20.0%		11.0%	11.0

21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year <span style="float: right;">i</span>	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	
<b>Total</b>	519	73.6%	820	70.4%	922	72.6%	- 1.0
Same institution		52.2%		52.6%		55.0%	2.8
Other TX institutions		21.4%		17.8%		17.6%	- 3.8
<b>White</b>	369	74.3%	321	71.7%	375	74.7%	0.4
Same institution		50.7%		55.1%		58.1%	7.4
Other TX institutions		23.6%		16.5%		16.5%	- 7.1
<b>African American</b>	104	74.0%	238	63.4%	296	68.2%	- 5.8
Same institution		59.6%		48.7%		51.4%	- 8.2
Other TX institutions		14.4%		14.7%		16.9%	2.5
<b>Hispanic</b>	34	73.5%	175	71.4%	139	70.5%	- 3.0
Same institution		47.1%		49.1%		55.4%	8.3
Other TX institutions		26.5%		22.3%		15.1%	- 11.4

<b>Asian</b>	<b>4</b>	<b>75.0%</b>	<b>22</b>	<b>86.4%</b>	<b>22</b>	<b>95.5%</b>	<b>20.5</b>
Same institution		75.0%		59.1%		54.5%	- 20.5
Other TX institutions		0.0%		27.3%		40.9%	40.9
<b>Other</b>	<b>8</b>	<b>37.5%</b>	<b>64</b>	<b>81.3%</b>	<b>90</b>	<b>75.6%</b>	<b>38.1</b>
Same institution		37.5%		60.9%		53.3%	15.8
Other TX institutions		0.0%		20.3%		22.2%	22.2

### Developmental Education

Fall 2011 Cohort


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. 

	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)
<b>Summary Data</b>				
Number of FTIC students	798			
Met state standards in all three areas	510			
Did not meet state standards in one, two, or all three areas (at entry)	282			
Unknown* (unduplicated)	6			
<b>Data by Subject Area</b>				
<b>Met Standard</b>				
Math	596	61	329	65.4%
Reading	594	72	419	82.7%
Writing	603	122	407	87.7%
<b>Did Not Meet Standard</b>				
Math	196	N/A	94	48.0%
Reading	198	N/A	155	78.3%
Writing	189	N/A	163	86.2%
<b>Unknown** (waived or military exemption)</b>				
Math**	6	N/A	1	16.7%
Reading**	6	N/A	2	33.3%
Writing**	6	N/A	2	33.3%
<b>Most- and Least-Prepared Populations</b>				
<b>Met State Standard in All Three Areas</b>				
Math	510	60	291	68.8%
Reading	510	62	366	83.9%
Writing	510	110	337	87.6%
<b>Did Not Meet Standard in All Three Areas</b>				
Math	108	N/A	51	47.2%
Reading	108	N/A	83	76.9%
Writing	108	N/A	95	88.0%

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 2011 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)
<b>Summary Data</b>								
Number of FTIC students	798							
Met state standards in all three areas	510							
Did not meet state standards in one, two, or all three areas (at entry)	282							
Unknown* (unduplicated)	6							
<b>Data by Subject Area</b>								
<b>Met Standard</b>								
Math	596	268	45.0%	N/A	N/A	N/A	N/A	N/A
Reading	594	6	1.0%	N/A	N/A	N/A	N/A	N/A
Writing	603	0	0.0%	N/A	N/A	N/A	N/A	N/A
<b>Did Not Meet Standard</b>								
Math	196	175	89.3%	66	75	37.7%	38.3%	54.1%
Reading	198	94	47.5%	33	86	35.1%	43.4%	77.3%
Writing	189	1	0.5%	0	83	0.0%	43.9%	87.8%

**Unknown\*\* (waived or military exemption)**

Math**	6	4	66.7%	N/A	N/A	N/A	N/A	N/A
Reading**	6	2	33.3%	N/A	N/A	N/A	N/A	N/A
Writing**	6	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	510	202	39.6%	N/A	N/A	N/A	N/A	N/A
Reading	510	2	0.4%	N/A	N/A	N/A	N/A	N/A
Writing	510	0	0.0%	N/A	N/A	N/A	N/A	N/A

**Did Not Meet Standards in All Three Areas**

Math	108	94	87.0%	34	39	36.2%	36.1%	52.8%
Reading	108	44	40.7%	16	49	36.4%	45.4%	75.9%
Writing	108	0	0.0%	0	51	0.0%	47.2%	87.0%

\*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.

†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 2011 Cohort		
Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)

**Summary Data**

Number of FTIC students	798	636	80
Met state standards in all areas	510	426	83.5%
Did not meet state standards in one, two, or all three areas	282	207	73.4%
Did not meet state standards in all three areas	108	79	73.1%
Unknown* (unduplicated)	6	3	50.0%

**Data by Subject Area**

**Met Standard by Area**

Math	596	488	81.9%
Reading	594	490	82.5%
Writing	603	497	82.4%

**Did Not Meet Standard by Area**

Math	196	145	74.0%
Reading	198	143	72.2%
Writing	189	136	72.0%

**Unknown\*\* by Area (waived or military exemption)**

Math	6	3	50.0%
Reading	6	3	50.0%
Writing	6	3	50.0%

\*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.

**25. Graduation of two-year college students**

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
1-29 SCH (before transfer)	47 (32.0%)	83 (53.9%)	73 (47.4%)	15.4
30 SCH or more (before transfer)	242 (63.0%)	595 (65.3%)	446 (57.1%)	- 5.9

Source: CBM001 and CBM009.

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

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
1-29 SCH (at any time)	37.3%	31.2%	28.7%	- 8.6
30 SCH or more (at any time)	41.9%	51.6%	49.2%	7.3


Source: CBM001 and CBM009.




**27. Graduation Rates**

	Cohort	Rate	Cohort	Rate	Cohort	Rate
Master's	Fall 1995	35.3%	Fall 2009	65.5%	Fall 2010	67.8%
Doctoral	Fall 1990	47.5%	Fall 2004	45.8%	Fall 2005	42.9%

**Baccalaureate graduate success**


FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
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28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school  84.9% 84.3% 83.5% - 1.4

	FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
<b>Baccalaureate Graduates Employment/Enrollment Status</b>				
29. Employed in 4th quarter in which program year ends 	67.8%	66.3%	65.1%	- 2.7
30. In graduate or professional school in Texas in fall of the next FY 	4.3%	5.5%	6.3%	2.0
31. Employed in Texas and enrolled in a graduate or professional school in Texas 	12.8%	12.5%	12.0%	- 0.8

For more detailed information on enrollments and employment of graduates and other leavers, go to: <http://www.txhighereddata.org/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 2013 FTSE/ FY 2014 UG Degrees	Fall 2014 FTSE/ FY 2015 UG Degrees
<b>32. Undergraduate efficiency ratio</b> Ratio of Undergraduate FTSE to Undergraduate Baccalaureate Degrees Awarded 	N/A	3.90	3.95

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	Institution's Out-of-State Peers				
		Doctoral Group Out-of-State Peers	Eastern Michigan University	Idaho State University	The University of West Florida	University of North Carolina at Greensboro
<b>Graduation Rate:</b> Four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates.						
4-Year Rate	31%	20.0%	12.0%	11.0%	27.0%	31.0%
5-Year Rate	40%	37.0%	27.0%	24.0%	44.0%	50.0%
6-Year Rate	52%	43.0%	37.0%	30.0%	51.0%	56.0%
<b>Degrees Awarded:</b> Number of graduates by level, race/ethnicity and gender.						
<b>Total Degrees</b>	3,238	3,269	4,778	2,361	2,799	4,100
White	1,851	2,834	3,221	1,906	2,064	2,668
African American	479	145	680	19	288	815
Hispanic	363	59	147	138	200	136
Asian	88	56	129	49	104	142
Other	457	175	601	249	143	339
<b>Level</b>						
Associates	0	0	0	393	201	0
Bachelors	1,441	2,320	3,249	1,181	1,924	3,037
Master's	1,708	644	1,283	458	630	881
Doctor's Research/Scholarship	89	114	26	30	23	131
Doctor's Professional Practice	0	145	0	116	0	0
<b>Gender</b>						
Male	1,289	1,298	1,838	1,022	1,042	1,310
Female	1,949	1,971	2,940	1,339	1,757	2,790
<b>Graduation Rate:</b> Percent of first-time, degree-seeking undergraduates who have graduated after six academic years.						
<b>Total</b>	52.0%	43.0%	37.0%	33.0%	51.0%	56.0%
White	51.0%	44.0%	45.0%	34.0%	52.0%	55.0%
African American	50.0%	28.0%	20.0%	42.0%	44.0%	58.0%
Hispanic	56.0%	37.0%	33.0%	28.0%	57.0%	47.0%
Asian	82.0%	71.0%	45.0%	32.0%	62.0%	61.0%
American Indian or Alaska Native	50.0%	17.0%	37.0%	28.0%	56.0%	50.0%
Unknown	N/A	10.0%	37.0%	22.0%	43.0%	56.0%
Nonresident Alien	33.0%	64.0%	57.0%	56.0%	43.0%	67.0%
<b>Graduates in Key Fields:</b> Number of degrees awarded in specific fields by level.						
Computer Science	97	79	35	42	128	118
Engineering	44	74	133	165	75	0
Math	23	27	32	14	48	20
Physical Science	17	58	26	39	18	23
<b>Nursing and Allied-Health Graduates:</b> Number of degrees awarded in nursing/allied-health by level.						
<b>Total Degrees</b>	10	660	534	579	214	342
Certificate	0	7	4	43	0	2
Associates	0	0	0	102	0	0
Bachelors	10	474	426	238	210	188
Master's	0	128	104	174	4	144
Doctor's Research/Scholarship	0	51	0	0	0	8

**Graduates Detail (FY 2015 )- 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:**

<b>Race/Ethnicity</b>	<b>Associate's</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctor's Research/ Scholarship</b>	<b>Doctor's Professional Practice</b>	<b>Total</b>
White	0	892	698	36	0	1,626
African American	0	235	239	12	0	486
Hispanic	0	216	148	3	0	367
Asian	0	25	78	0	0	103
International	0	72	205	4	0	281
Other	0	36	77	0	0	113


**Excellence - Key Measures**

**Faculty Teaching**

	Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
33. Tenured/tenure-track faculty teaching lower-division SCH 	46.9%	34.3%	33.9%	- 13.0

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 2013			Fall 2014			% Change Fall 2000 to Fall 2014
	FTSE	FTE	Ratio	FTSE	FTE	Ratio	FTSE	FTE	Ratio	
FTSE/FTE Ratio	5,118	292	18:1	7,728	397	19:1	8,081	412	20:1	12.1%

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 2014	FY 2015	Point Change FY 2012 to FY 2015
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 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
36. Percent of FTE teaching faculty who are tenured/tenure-track 	58.3%	54.9%	57.6%	- 0.7


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](http://www.tamuc.edu/QEP). Additionally, multiple social media channels have been established, including two-way communication via Facebook at [www.facebook.com/tamucqep](http://www.facebook.com/tamucqep). The QEP committee can be reached at [QEP.Committee@tamuc.edu](mailto:QEP.Committee@tamuc.edu)

**Excellent Programs**

**38. Excellent Programs **

**Highlighted Excellent Programs 1**

Texas A&M University-Commerce offers a competency-based program that prepares innovative leaders for employment in an increasingly technological and global society. The Bachelor of Applied Arts and Sciences degree in Organizational Leadership (BAAS-OL) is an affordable way to earn a baccalaureate. The entire program is available online and is tailored specifically for adult learners. Tuition is a flat rate fee for each seven-week term and many of the courses include e-textbooks at no extra charge. Students are able to use current knowledge to demonstrate mastery of the subjects and to help them accelerate and shorten the time to degree completion. <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's consistently among the top 5 producers of teachers in Texas & 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 for elementary teachers has been ranked #2 in the nation by [graduateeducation.com](http://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 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
<b>39. FTE tenured/tenure-track faculty demographics</b>				
<b>Ethnicity</b>				
Total	58.3%	54.9%	57.6*	- 0.7
White	57.6%	52.3%	52.4%	- 5.2
African American	48.9%	61.0%	67.7%	18.8
Hispanic	77.5%	54.2%	76.0%	- 1.5
Asian	85.7%	81.9%	82.7%	- 3.0
International	N/A	0.0%	0.0%	N/A
Other	100.0%	30.7%	49.3%	- 50.7
<b>Gender</b>				
Male	65.0%	67.0%	69.6%	4.6
Female	46.6%	42.9%	45.5%	- 1.1

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

Faculty Rank

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
<b>40. Faculty Rank (Fall 2014)</b>						
<b>Faculty Ethnicity</b>						
Total*	57	365	1	125	71	66
White	43	310	1	83	52	48
African American	1	18	0	10	6	4
Hispanic	5	17	0	10	3	6
Asian	1	11	0	20	9	8
International	6	1	0	0	0	0
Other	1	8	0	2	1	0
<b>Faculty Gender</b>						
Male	16	130	0	76	37	47
Female	41	235	1	49	34	19

\*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 2014	FY 2015	% Change FY 2002 to FY 2015	National Average (FY 2015)	% National Average
<b>41. Faculty Salary Comparisons</b>						
Professor	\$68,890	\$91,572	\$91,100	32.2%	\$117,155	78%
Associate Professor	\$53,070	\$69,358	\$69,362	30.7%	\$83,243	83%
Assistant Professor	\$48,028	\$67,863	\$67,012	39.5%	\$71,840	93%
Instructor	\$58,564	\$66,048	\$66,050	12.8%	\$49,231	134%

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
<b>42. Endowed Professorships and Chairs</b>				
Percent unfilled				
Percent of total tenured/tenure-track faculty	0	0	0	N/A
	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A

43. Nobel Prize Winners and National Academies

FY 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015
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**44. Other Faculty Awards** 

FY 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015
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	Texas A&M University-Commerce		Institution's Out-of-State Peers			
		Doctoral Group Out-of-State Peers	Eastern Michigan University	Idaho State University	The University of West Florida	University of North Carolina at Greensboro
<b>Tenure/Tenure-Track Faculty</b> Percentage of all full-time faculty members who are tenured or tenure-track.						
<b>Percent of Tenured/Tenure-Track faculty</b>	N/A	73%	87%	57%	71%	72%

**Research - Key Measures**

**Federal and Private Research**

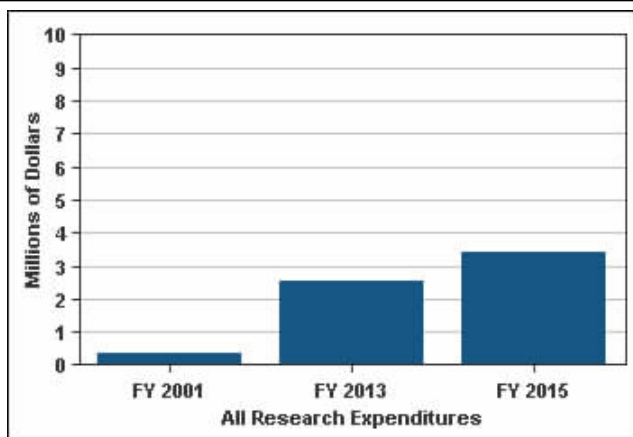
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
45. Federal and private research expenditures per FTE faculty <span style="float:right">i</span>	\$1,496	\$7,187	\$9,082	507.1%

**Research Expenditures**

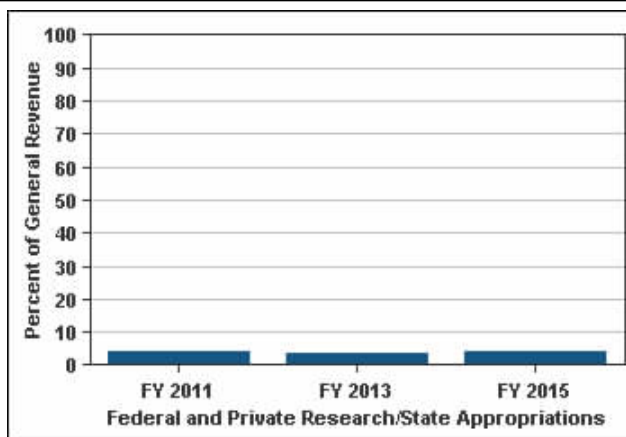
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million) <span style="float:right">i</span>	\$0.337	\$2.766	\$3.431	918.1%	\$5.000	68.6%

**Sponsored Research Funds**

	FY 2011	FY 2014	FY 2015	Point Change FY 2011 to FY 2015
47. Federal and private (sponsored) research funds per revenue appropriations. <span style="float:right">i</span>	4.0%	3.1%	4.1%	0.1



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

While significant progress has been made in research expenditures (92% increase from FY 2001 and 34% increase from FY 2013), more emphasis continues to be applied for increasing external funding and expenditures, including incentives for acquiring external funding.

**Research - Contextual Measures**

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
48. Research Expenditures by Source (\$ Millions) <span style="float:right">i</span>	\$0.337	\$2.766	\$3.431	918.6%
Federal	\$0.114	\$1.222	\$1.798	1470.0%
State	\$0.065	\$0.366	\$0.398	516.7%
Private	\$0.140	\$0.344	\$0.357	154.5%
Institutional	\$0.017	\$0.833	\$0.878	4949.0%
Restricted Research Expenditures (amount shown is a subset of the categories above)	\$0.223	\$1.493	\$2.155	864.6%

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

	FY 2009	FY 2013	FY 2014	FY 2015	% Change FY 2009 to FY 2015
49. Faculty holding extramural research grants <span style="float:right">i</span>					
Number	22	33	41	36	63.6%
Percent	5%	14%	11%	10%	5.0

	FY 2001	FY 2013	FY 2014	FY 2015	% Change FY 2001 to FY 2015
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**Patents**

50. Number of new U.S. patents issued or reissued. <span style="float:right">i</span>	0	0	0	0	N/A
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51. Number of new patent applications  0 3 1 0 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	Eastern Michigan University	Idaho State University	The University of West Florida	University of North Carolina at Greensboro
<b>Research Expenditures</b> Current year research expenditures.						
<b>Research Expenditures</b>	\$3,103,102	\$10,696,086	\$5,054,558	\$16,981,598	\$8,095,306	\$16,069,120
<b>Research Funds</b> Amount of sponsored (external/federal) research funds.						
<b>Federal Research Funds</b>	\$4,612,952	\$19,278,386	\$4,961,094	\$8,267,766	\$11,533,825	\$10,404,426

Source: IPEDS Fall 2014

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

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
52. Administrative costs as a percent of operating budget 	10.3%	10.2%	10.2%	- 0.2

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 2014	Fall 2015
Classroom space use efficiency	50	50
Lab space use efficiency	49	49
Overall space use efficiency	99	99


A&M-Commerce continually strives to improve upon space utilization. A&M-commerce 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 2014	FY 2015	% Change FY 2001 to FY 2015
Appropriated funds per FTE student	\$6,320	\$5,787	\$5,650	- 10.6%
Appropriated funds per FTE faculty	\$61,929	\$59,611	\$59,494	- 3.9%

**Historically Underutilized Business (HUB)**


	FY 2000	FY 2014	FY 2015	%/Point Change FY 2000 to FY 2015
55. HUB Expenditures without construction (Millions) 	\$ 0.815	\$ 2.520	\$ 2.857	250.4%
Percent of total expenditures	7.1%	9.6%	9.7%	2.6
HUB Expenditures with construction (Millions)	\$ 0.943	\$ 2.979	\$ 6.764	617.4%
Percent of total expenditures	8.2%	11.3%	22.9%	14.7

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 2014	FY 2015	% Change FY 2001 to FY 2015
56. Operating expenses per FTE student 	\$10,539	\$13,895	\$13,573	28.8%

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

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
57. Total revenue 				
Per FTE student	\$10,435	\$15,504	\$15,426	47.8%
Per FTE faculty	\$108,604	\$159,710	\$162,441	49.6%


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 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
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**Class Size**

58. Average class size 	25	28	27	8.0%
Median class size	23	24	24	4.3%
59. Percentage of undergraduate classes with less than 20 students 	48.6%	38.7%	38.8%	- 9.8
60. Percentage of undergraduate classes with 50 students or more 	4.8%	4.8%	4.5%	- 0.3

	FY 2000	FY 2015	FY 2016	% Change FY 2000 to FY 2016
<b>61. Average cost of resident undergraduate tuition and fees for 30 SCH.</b> 	\$2,743	\$6,753	\$7,264	164.8%

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
<b>62. E&amp;G Square footage</b> 				
E&G classroom per FTE student	19.62	7.75	8.73	- 55.5%
E&G lab per FTE student	7.27	5.64	5.50	- 24.3%

Endowment	FY 2011	FY 2013	FY 2014	FY 2015	% Change FY 2011 to FY 2015
<b>63. True and Term Endowment (\$ millions)</b> 	N/A	\$14.6	\$16.0	\$16.0	
<b>64. Quasi Endowment (\$ millions)</b> 	N/A	\$0.0	\$0.0	\$0.0	
<b>65. Total Endowment (\$ millions)</b> 	N/A	\$14.6	\$16.0	\$16.0	N/A
<b>66. Total Endowment - Per FTE student</b> 	N/A	\$1,618	\$1,849	\$1,728	N/A

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
<b>67. Total Revenue*</b> 	\$65,008,917	\$134,140,670	\$142,798,211	119.7%
State appropriations	\$38,968,365	\$50,067,604	\$52,299,569	34.2%
Tuition and fees	\$15,540,835	\$51,751,806	\$56,379,268	262.8%
Federal grants and contracts	\$6,923,572	\$21,165,122	\$21,201,122	206.2%
Institutional resources	\$3,576,145	\$11,156,138	\$12,918,252	261.2%
Constitutional funds	\$4,229,747	\$5,193,232	\$5,193,232	22.8%
<b>Total Revenue with Constitutional Funds</b>	<b>\$69,238,664</b>	<b>\$139,333,902</b>	<b>\$147,991,443</b>	<b>113.7%</b>

\*Does not include Constitutional Funds

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

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

	<b>Doctoral Group Out-of-State Peers</b> <b>Institution's Out-of-State Peers</b>					
	Texas A&M University-Commerce	East Tennessee State University	Eastern Michigan University	Idaho State University	The University of West Florida	University of North Carolina at Greensboro
<b>Administrative Cost Ratio</b> Amount expended for administrative costs as a percent of operative expenses						
<b>Administrative costs as a percent of operating budget</b>	5%	4%	5%	4%	6%	5%
<b>Appropriations</b> State and local government appropriation revenues per FTE student.						
<b>Appropriations per FTE student</b>	\$5,359	\$6,563	\$3,714	\$7,389	\$7,004	\$9,379

**Expenditures**

Instruction expenses per FTE student.

<b>Instruction expenses per FTE student</b>	\$7,619	\$12,995	\$8,398	\$9,016	\$6,022	\$8,999
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**Tuition and Fees**

Tuition and Fee revenue per FTE student.

<b>Tuition and Fee Revenue per FTE student</b>	\$7,175	\$7,690	\$9,345	\$7,624	\$5,937	\$5,658
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