

# Texas A&M University-Commerce

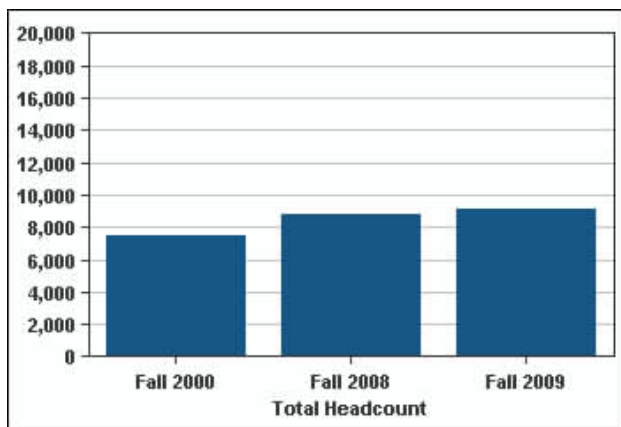
## Accountability Report

January 2010

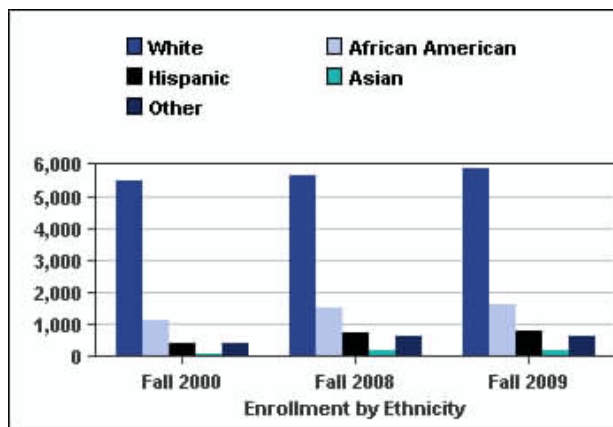
**Participation - Key Measures**

**Enrollment**

1. Fall headcount (unduplicated)							
	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to Fall 2009	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion	
<b>Total</b>	<b>7,483</b>	<b>8,787</b>	<b>9,075</b>	<b>21.3%</b>	<b>9,550</b>	<b>95%</b>	
White	5,484 (73.3%)	5,663 (64.4%)	5,838 (64.3%)	6.5%	5,265	111%	
African American	1,140 (15.2%)	1,531 (17.4%)	1,636 (18.0%)	43.5%	1,600	102%	
Hispanic	387 (5.2%)	766 (8.7%)	806 (8.9%)	108.3%	1,875	43%	
Asian	84 (1.1%)	182 (2.1%)	186 (2.0%)	121.4%			
Other	388 (5.2%)	645 (7.3%)	609 (6.7%)	57.0%			



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, 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 an Hispanic Serving Institution (HSI) and has developed and implemented both a new Strategic Enrollment Management Plan, and a Strategic Marketing Plan to aid in achieving these goals.

**Full-Time Equivalent Enrollment**

2. Fall semester credit hours (SCH) includes undergraduate(15), master's(12), doctoral(9), special-professional(12), and optometry(17).				
	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to Fall 2009
<b>Total</b>	<b>5,146</b>	<b>6,040</b>	<b>6,186</b>	<b>20.2%</b>
White	3,768 (73.2%)	3,840 (63.6%)	3,915 (63.3%)	3.9%
African American	782 (15.2%)	1,069 (17.7%)	1,145 (18.5%)	46.5%
Hispanic	249 (4.8%)	538 (8.9%)	551 (8.9%)	121.1%
Asian	55 (1.1%)	128 (2.1%)	128 (2.1%)	130.9%
Other	292 (5.7%)	465 (7.7%)	446 (7.2%)	52.9%

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 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
3. First-time undergraduates from Texas top 10%	7.5%	15.2%	14.3%	6.8
4. First-time entering applicants accepted	88.0%	57.5%	70.3%	- 17.7
5. First-time accepted, enrolled	48.8%	58.7%	44.9%	- 3.9

	FY 2000	FY 2007	FY 2008	Point Change FY 2000 to FY 2008
6. 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 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
7. Transfers from Texas 2-year colleges with at least 30 semester credit hours	1,407 (32.6%)	2,207 (44.3%)	2,412 (45.1%)	71.4%
8. Semester Credit Hours				
Total undergraduate semester credit hours	55,396	61,355	64,324	16.1%
Total graduate semester credit hours	16,960	22,746	22,029	29.9%
Percentage graduate SCH to total SCH	23.4 %	27.0 %	25.5%	2.1

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**

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>					
<b>Total</b>	8,725	13,646	19,976	22,032	14,310
White	5,608	11,878	12,970	14,503	10,730
African American	1,507	612	4,066	3,950	147
Hispanic	757	198	572	510	643
Asian	199	241	628	582	244
Other	654	717	1,740	2,487	1,362
<b>Full-Time Equivalent Enrollment</b>					
<b>Total</b>	6,234	11,906	15,893	16,681	12,922

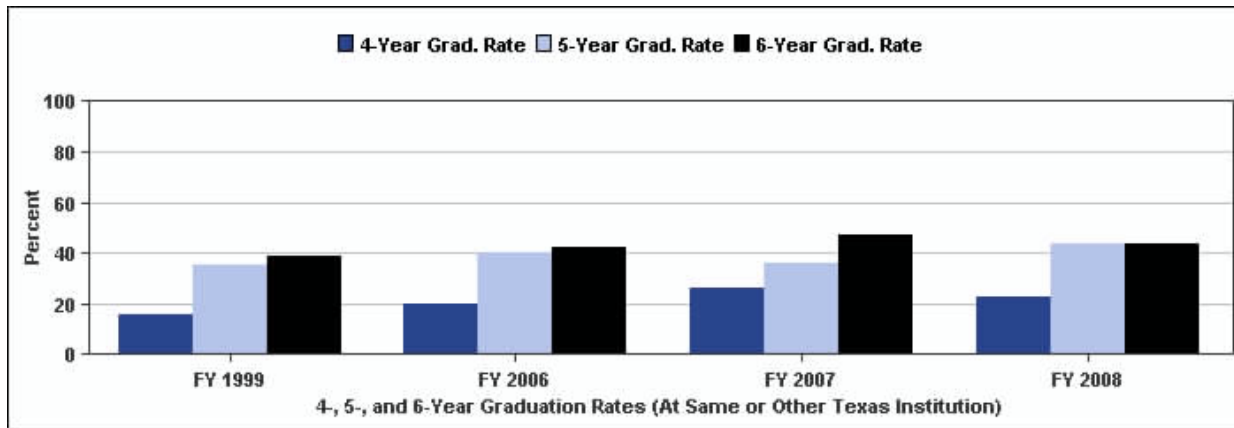
Source: IPEDS Fall 2008

**Success - Key Measures**

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

9. First-time, full-time entering, degree-seeking, students enrolled in a minimum of 12 SCH their first fall semester who have graduated from the same institution or another Texas public or independent institution.

	FY 1999			FY 2006			FY 2007			FY 2008			Point Change FY 1999 to FY 2008
	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%	2002	604	19.7%	2003	586	26.5%	2004	504	22.6%	7.1
Same institution			15.1%			18.7%			25.1%			21.0%	5.9
Other institutions			0.4%			1.0%			1.4%			1.6%	1.2
5-Year graduation rate	1994	535	35.5%	2001	547	39.9%	2002	604	36.1%	2003	586	43.5%	8.0
Same institution			32.5%			33.5%			31.3%			37.5%	5.0
Other institutions			3.0%			6.4%			4.8%			6.0%	3.0
6-Year graduation rate	1993	497	38.8%	2000	518	42.5%	2001	547	47.0%	2002	595	43.5%	4.7
Same institution			33.4%			34.6%			37.8%			36.5%	3.1
Other institutions			5.4%			7.9%			9.1%			7.1%	1.7

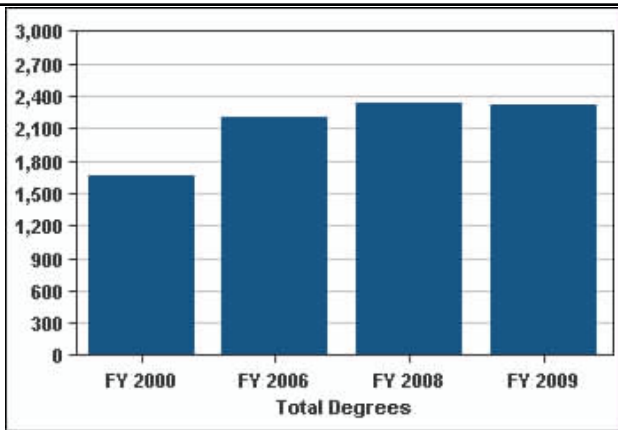


Source: CBM001, CBM002 and CBM009

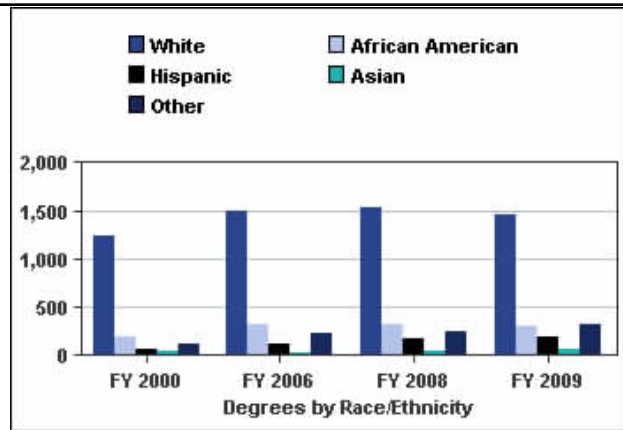
A&M-Commerce has traditionally appealed to first-generation and non-traditional students who often take longer than four years to complete the baccalaureate degree. Institutional efforts have been made to increase retention and subsequent 4-, 5- and 6- year graduation rates, and the trends are generally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

Degrees Awarded

10. Number of degrees awarded.						
	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion
<b>Total Degrees</b>	1,662	2,329	2,322	39.7%		
White	1,238	1,526	1,457	17.7%		
African American	201	328	301	49.8%		
Hispanic	66	173	185	180.3%		
Asian	37	48	59	59.5%		
Other	120	254	320	166.7%		
<b>Level</b>						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	1,026	1,290	1,201	17.1%	1440	83%
Master's	590	999	1,092	85.1%		
Doctoral	46	40	29	- 37.0%	55	53%
Professional	N/A	N/A	N/A	N/A		
<b>Gender</b>						
Male	652	797	806	23.6%		
Female	1,010	1,532	1,516	50.1%		



Source: CBM009



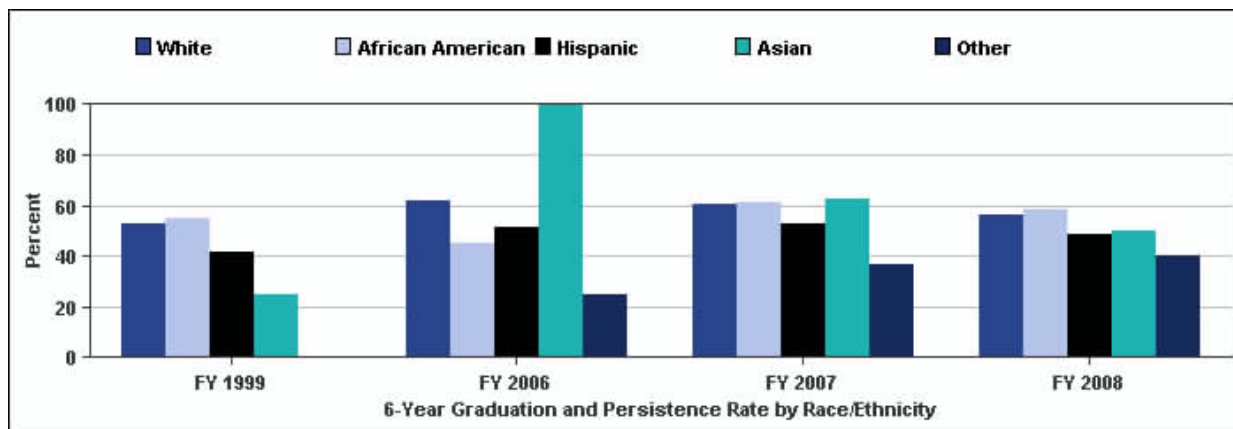
Source: CBM009

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).

Graduation and Persistence Rate: 6-Year

11. 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 2006			FY 2007			FY 2008			Point Change FY 1999 to FY 2008
	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%	2000	518	57.7%	2001	547	59.8%	2002	595	56.3%	4.2
<b>Same institution</b>			38.4%			41.1%			41.7%			40.2%	1.8
<b>Other institutions</b>			13.7%			16.6%			18.1%			16.1%	2.4
<b>White</b>	1993	382	52.9%	2000	369	62.1%	2001	396	60.6%	2002	417	56.6%	3.7
Same institution			39.3%			43.4%			40.9%			39.1%	- 0.2
Other institutions			13.6%			18.7%			19.7%			17.5%	3.9
<b>African American</b>	1993	84	54.8%	2000	104	45.2%	2001	98	61.2%	2002	128	58.6%	3.8
Same institution			41.7%			33.7%			45.9%			44.5%	2.8
Other institutions			13.1%			11.5%			15.3%			14.1%	1.0
<b>Hispanic</b>	1993	24	41.7%	2000	33	51.5%	2001	34	52.9%	2002	37	48.6%	6.9
Same institution			25.0%			45.5%			44.1%			37.8%	12.8
Other institutions			16.7%			6.1%			8.8%			10.8%	- 5.9
<b>Asian</b>	1993	4	25.0%	2000	4	100.0%	2001	8	62.5%	2002	8	50.0%	25.0
Same institution			0.0%			25.0%			50.0%			37.5%	37.5
Other institutions			25.0%			75.0%			12.5%			12.5%	- 12.5
<b>Other</b>	1993	3	0.0%	2000	8	25.0%	2001	11	36.4%	2002	5	40.0%	40.0
Same institution			0.0%			25.0%			18.2%			40.0%	40.0
Other institutions			0.0%			0.0%			18.2%			0.0%	0.0



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.

Closing the Gaps Critical Fields

12. Degrees awarded in STEM fields.

	FY 2000	FY 2007	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target-Fall 2010*	Closing the Gaps Completion*
Computer Science*	54	19	22	14	- 74.1%	25	56%
Engineering*	24	46	32	29	20.8%	55	53%
Math*	16	22	16	18	12.5%	30	60%
Physical Science*	13	9	11	10	- 23.1%	25	40%
<b>Level</b>							
Associates	0	0	0	0	N/A		
Baccalaureate	107	96	81	71	- 33.6%	135	53%
Master's	112	97	95	139	24.1%		
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 and Allied Health

13. Degrees and certificates awarded in nursing.							
	FY 2000	FY 2007	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target- FY 2010*	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	0	N/A
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.

14. Degrees and certificates awarded in allied health.							
<a href="#">Out-Of-State Peers</a>	FY 2000	FY 2007	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target- FY 2010*	Closing the Gaps Completion*
<b>Total Allied Health Degrees</b>	0	4	5	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	4	5	0	N/A	5	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.

## Teacher Production and Certification

15. Students taking and passing the certification exams for teacher education.			
	FY 2006	FY 2007	FY 2008
<b>Total number taking exam</b>	1,202	926	918
<b>Race/Ethnicity</b>			
White	956	695	710
African American	139	135	106
Hispanic	78	76	74
Other	29	20	28
<b>Gender</b>			
Male	254	169	150
Female	948	757	768
<b>Total percent passing exam</b>	97.8%	97.1%	97%
<b>Race/Ethnicity</b>			
White	98.6%	98.6%	98%
African American	93.3%	89.2%	95%
Hispanic	96.5%	96.6%	95%
Other	95.7%	97.0%	96%
<b>Gender</b>			
Male	97.9%	97.6%	98%
Female	97.8%	97.0%	97%

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.

**Success - Contextual Measures**

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
16. Enrollment: Percent of first-time students 19 and under	93.4%	91.2%	91.4%	- 2.0

	FY 2000	FY 2007	FY 2008	Point Change Fall 2000 to Fall 2008
17. Financial Aid: Percent of students receiving Pell Grants	35.9%	40.1%	41.3%	5.4

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
18. Part-time first-time, degree seeking, undergraduates	13.1%	15.7%	23.4%	10.3

	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	
19. Persistence rate of first-time, degree-seeking undergraduates: One-Year							
<b>Total</b>	<b>519</b>	<b>83.0%</b>	<b>602</b>	<b>80.9%</b>	<b>603</b>	<b>81.4%</b>	<b>- 1.6</b>
Same institution		65.7%		65.9%		68.2%	2.5
Other institutions		17.3%		15.0%		13.3%	- 4.0
<b>White</b>	<b>369</b>	<b>82.9%</b>	<b>364</b>	<b>84.6%</b>	<b>353</b>	<b>82.2%</b>	<b>- 0.7</b>
Same institution		63.1%		68.4%		67.4%	4.3
Other institutions		19.8%		16.2%		14.7%	- 5.1
<b>African American</b>	<b>104</b>	<b>86.5%</b>	<b>138</b>	<b>75.4%</b>	<b>145</b>	<b>80.0%</b>	<b>- 6.5</b>
Same institution		77.9%		60.9%		66.9%	- 11.0
Other institutions		8.7%		14.5%		13.1%	4.4
<b>Hispanic</b>	<b>34</b>	<b>76.5%</b>	<b>69</b>	<b>72.5%</b>	<b>73</b>	<b>82.2%</b>	<b>5.7</b>
Same institution		58.8%		65.2%		71.2%	12.4
Other institutions		17.6%		7.2%		11.0%	- 6.6
<b>Asian</b>	<b>4</b>	<b>100.0%</b>	<b>22</b>	<b>86.4%</b>	<b>17</b>	<b>82.4%</b>	<b>- 17.6</b>
Same institution		50.0%		63.6%		76.5%	26.5
Other institutions		50.0%		22.7%		5.9%	- 44.1
<b>Other</b>	<b>8</b>	<b>62.5%</b>	<b>9</b>	<b>66.7%</b>	<b>15</b>	<b>73.3%</b>	<b>10.8</b>
Same institution		62.5%		55.6%		73.3%	10.8
Other institutions		0.0%		11.1%		0.0%	0.0

	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	
20. Persistence rate of first-time, degree-seeking undergraduates: Two-Year							
<b>Total</b>	<b>519</b>	<b>73.6%</b>	<b>579</b>	<b>65.1%</b>	<b>602</b>	<b>72.8%</b>	<b>- 0.8</b>
Same institution		52.2%		43.7%		53.0%	0.8
Other institutions		21.4%		21.4%		19.8%	- 1.6
<b>White</b>	<b>369</b>	<b>74.3%</b>	<b>343</b>	<b>68.8%</b>	<b>364</b>	<b>76.4%</b>	<b>2.1</b>
Same institution		50.7%		48.7%		55.8%	5.1
Other institutions		23.6%		20.1%		20.6%	- 3.0
<b>African American</b>	<b>104</b>	<b>74.0%</b>	<b>151</b>	<b>57.0%</b>	<b>138</b>	<b>69.6%</b>	<b>- 4.4</b>
Same institution		59.6%		35.1%		46.4%	- 13.2
Other institutions		14.4%		21.9%		23.2%	8.8
<b>Hispanic</b>	<b>34</b>	<b>73.5%</b>	<b>57</b>	<b>63.2%</b>	<b>69</b>	<b>59.4%</b>	<b>- 14.1</b>
Same institution		47.1%		38.6%		49.3%	2.2
Other institutions		26.5%		24.6%		10.1%	- 16.4
<b>Asian</b>	<b>4</b>	<b>75.0%</b>	<b>15</b>	<b>86.7%</b>	<b>22</b>	<b>81.8%</b>	<b>6.8</b>
Same institution		75.0%		53.3%		63.6%	- 11.4
Other institutions		0.0%		33.3%		18.2%	18.2
<b>Other</b>	<b>8</b>	<b>37.5%</b>	<b>13</b>	<b>46.2%</b>	<b>9</b>	<b>55.6%</b>	<b>18.1</b>
Same institution		37.5%		23.1%		44.4%	6.9
Other institutions		0.0%		23.1%		11.1%	11.1

**Developmental Education**

	Fall 2005 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>21. 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>531</b>						
<b>Met state standards in all areas</b>							
Math	242	1	210	86.8%	170	81%	70.2%
Reading	242	1	206	85.1%	159	77.2%	65.7%
Writing	242	0	179	74%	139	77.7%	57.4%
<b>All students below state standard</b>							
Math	154	N/A	94	61%	53	56.4%	34.4%
Reading	99	N/A	81	81.8%	50	61.7%	50.5%
Writing	57	N/A	48	84.2%	39	81.3%	68.4%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	21	N/A	7	33.3%	5	71.4%	23.8%
Reading	21	N/A	18	85.7%	13	72.2%	61.9%
Writing	21	N/A	17	81%	13	76.5%	61.9%
<b>Math</b>							
Not requiring developmental education	46	0	37	80.4%	28	75.7%	60.9%
Requiring developmental education	133	N/A	87	65.4%	48	55.2%	36.1%
Unknown / Not tested	89	N/A	68	76.4%	43	63.2%	48.3%
<b>Reading</b>							
Not requiring developmental education	104	0	85	81.7%	58	68.2%	55.8%
Requiring developmental education	78	N/A	63	80.8%	37	58.7%	47.4%
Unknown / Not tested	86	N/A	76	88.4%	56	73.7%	65.1%
<b>Writing</b>							
Not requiring developmental education	142	0	121	85.2%	73	60.3%	51.4%
Requiring developmental education	36	N/A	31	86.1%	26	83.9%	72.2%
Unknown / Not tested	90	N/A	80	88.9%	62	77.5%	68.9%

	Fall 2005 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>22. Underprepared students who satisfied TSI obligation within 2 years.</b>							
<b>Number of FTIC students</b>	<b>531</b>						
<b>Met state standards in all areas</b>							
Math	242	94	38.8%	N/A	N/A	N/A	N/A
Reading	242	1	0.4%	N/A	N/A	N/A	N/A
Writing	242	0	0%	N/A	N/A	N/A	N/A
<b>All students below state standard</b>							
Math	154	143	92.9%	49	56	34.3%	36.4%
Reading	99	74	74.7%	28	44	37.8%	44.4%
Writing	57	4	7%	2	37	50%	64.9%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	21	20	95.2%	8	9	40%	42.9%
Reading	21	19	90.5%	11	11	57.9%	52.4%
Writing	21	2	9.5%	1	11	50%	52.4%
<b>Math</b>							
Not requiring developmental education	46	26	56.5%	N/A	N/A	N/A	N/A
Requiring developmental education	133	123	92.5%	41	47	33.3%	35.3%
Unknown / Not tested	89	60	67.4%	13	17	21.7%	19.1%
<b>Reading</b>							
Not requiring developmental education	104	17	16.3%	N/A	N/A	N/A	N/A
Requiring developmental education	78	55	70.5%	17	33	30.9%	42.3%
Unknown / Not tested	86	11	12.8%	4	20	36.4%	23.3%
<b>Writing</b>							
Not requiring developmental education	142	0	0%	N/A	N/A	N/A	N/A
Requiring developmental education	36	2	5.6%	1	26	50%	72.2%
Unknown / Not tested	90	0	0%	0	19	0%	21.1%

23. Percent of students who return the following fall.	Fall 2005 Cohort		
	Total	Number returning (Fall 2006)	Percent returning (Fall 2006)
Number of FTIC students	531		
Met state standards in all areas	242	186	76.9%
Not met state standards:			
In all three areas	21	16	76.2%
Math			
Not requiring developmental education	46	34	73.9%
Requiring developmental education	133	94	70.7%
Unknown / Not tested	89	68	76.4%
Reading			
Not requiring developmental education	104	82	78.8%
Requiring developmental education	78	48	61.5%
Unknown / Not tested	86	66	76.7%
Writing			
Not requiring developmental education	142	99	69.7%
Requiring developmental education	36	28	77.8%
Unknown / Not tested	90	69	76.7%

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
24. Graduation of two-year college students completing at least 30 SCH	240 (63.2%)	418 (61.7%)	352 (61.8%)	- 1.4
25. Baccalaureate graduates completing at least 30 SCH	41.6%	56.4%	57.2%	15.6

	Cohort	Rate	Cohort	Rate	Cohort	Rate
26. Graduation Rates						
Master's	Fall 1995	31.1%	Fall 2003	60.6%	Fall 2004	58%
Doctoral	FY 1991	47.5%	FY 1999	64.9%	FY 2000	60%

Baccalaureate Graduate Success	FY 2006	FY 2007	FY 2008	Point Change FY 2006 to FY 2008
27. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school	86.5%	88.8%	85.3%	- 1.2

Baccalaureate Graduates Employment/Enrollment Status	FY 2006	FY 2007	FY 2008	Point Change FY 2006 to FY 2008
28. Employed in 4th quarter in which program year ends	69.3%	72.4%	69.3%	0.0
29. In graduate or professional school in Texas in fall of the next FY	3%	2.6%	2.9%	- 0.1
30. Employed in Texas and enrolled in a graduate or professional school in Texas	14.2%	13.8%	13.1%	- 1.1

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.

31. Course Completion Rate for Undergraduate State Funded Credit Hours	Fall 2000	Fall 2007	Fall 2008	%/Point Change Fall 2000 to Fall 2008
Beginning semester credit hours	55,685	62,071	59,317	6.5%
Ending semester credit hours	51,385	60,975	59,286	15.4%
Completion rate	92.3%	98.2%	99.9%	7.7

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	0%	18%	28%	10%	4%	29%
5-Year Rate	0%	35%	48%	26%	12%	47%
6-Year Rate	36%	42%	53%	36%	16%	51%
<b>Degrees Awarded</b>						
<b>Total Degrees</b>	2,266	2,346	3,448	4,246	1,798	2,911
White	1,515	2,078	2,544	3,071	1,560	2,274
African American	307	82	509	467	12	106
Hispanic	158	18	61	78	57	21
Asian	44	30	78	140	22	27
Other	242	138	256	490	147	483
<b>Level</b>						
Associates	0	0	0	0	307	13
Bachelors	1,280	1,694	2,388	2,963	1,045	2,099
Master's	948	527	967	1,268	316	720
Doctoral	38	69	93	15	67	N/A
Professional	0	56	0	0	63	N/A
<b>Gender</b>						
Male	775	909	1,057	1,627	773	1,180
Female	1,491	1,437	2,391	2,619	1,025	1,731
<b>Graduation Rate</b>						
<b>Total</b>	36%	42%	53%	36%	26%	50%
White	35%	42%	52%	41%	16%	53%
African American	41%	33%	58%	20%	26%	23%
Hispanic	35%	20%	45%	29%	6%	52%
Asian	38%	56%	55%	33%	6%	45%
American Indian or Alaska Native	0%	25%	17%	38%	10%	33%
Unknown	N/A%	45%	49%	39%	31%	100%
Nonresident Alien	0%	70%	58%	42%	34%	68%
<b>Graduates in Key Fields</b>						
Computer Science	74	57	84	58	35	22
Engineering	65	82	0	169	109	47
Math	22	19	16	16	18	24
Physical Science	12	40	17	49	62	63
<b>Nursing and Allied-Health Graduates</b>						
<b>Total Degrees</b>	5	386	329	354	441	238
Certificate	0	4	1	16	45	0
Associates	0	0	0	0	77	0
Bachelors	5	288	190	261	211	174
Master's	0	67	137	77	88	64
Doctoral	0	27	1	0	20	0

Source: IPEDS Fall 2008

**Excellence - Key Measures**

**Faculty Teaching**

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2006 to Fall 2009
32. Tenured/tenure-track faculty teaching lower division SCH	46.9%	35.7%	40.4%	- 2.1

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**

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

	Fall 2000			Fall 2006			Fall 2008			Fall 2009			% Change Fall 2006 to Fall 2009
	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	
FTSE/FTFE Ratio	5,118	292	18:1	6,012	338	18:1	6,048	346	18:1	6,187	356	17:1	- 2.3%

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**

**34. Certification and licensure rates**

	FY 2007	FY 2008	FY 2009	Point Change FY 2007 to FY 2009
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 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
35. Percent of FTE teaching faculty who are tenure/tenure-track	58.3%	59.6%	58.9%	0.6

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 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
<b>36. FTE tenured/tenure-track faculty demographics</b>				
<b>Ethnicity</b>				
White	57.6%	57.7%	57.1%	- 0.5
African American	48.9%	71.4%	66.1%	17.2
Hispanic	77.5%	75.5%	64.5%	- 13.0
Asian	85.7%	69%	82.8%	- 2.9
Other	100%	50%	22.9%	- 77.1
<b>Gender</b>				
Male	65%	67.3%	66.9%	1.9
Female	46.6%	48.4%	48%	1.4

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
<b>37. Faculty Rank (Fall 2009)</b>						
<b>Teaching Faculty Ethnicity</b>						
White	36	278	1	87	40	51
African American	4	10	0	4	4	4
Hispanic	1	8	0	4	2	1
Asian	2	7	0	9	4	6
Other	6	9	0	1	0	0
<b>Teaching Faculty Gender</b>						
Male	20	128	0	64	33	48
Female	29	184	1	41	17	14

	FY 2003	FY 2009	FY 2010	% Change FY 2003 to FY 2010	National Average (FY 2009)	% National Average
<b>38. Faculty Salary Comparisons</b>						
Professor	\$68,890	\$78,403	\$81,715	18.6%	\$106,271	77%
Associate Professor	\$53,070	\$63,336	\$63,802	20.2%	\$76,236	84%
Assistant Professor	\$48,028	\$56,469	\$58,642	22.1%	\$64,280	91%
Instructor	\$58,564	\$55,337	\$62,868	7.3%	\$44,463	141%

	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
<b>39. Endowed Professorships and Chairs</b>	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
<b>40. Nobel Prize Winners and National Academies</b>	0	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

70%

79%

67%

87%

55%

85%

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

Source: IPEDS Fall 2008

**Research - Key Measures**

**Federal and Private Research**

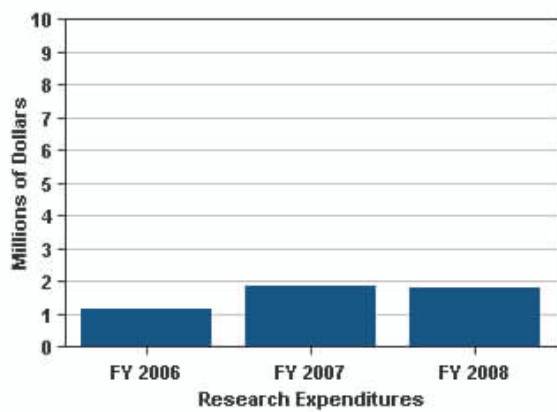
	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
41. Research expenditures per FTE faculty	\$3,238	\$6,024	\$6,139	89.6%

**Research Expenditures**

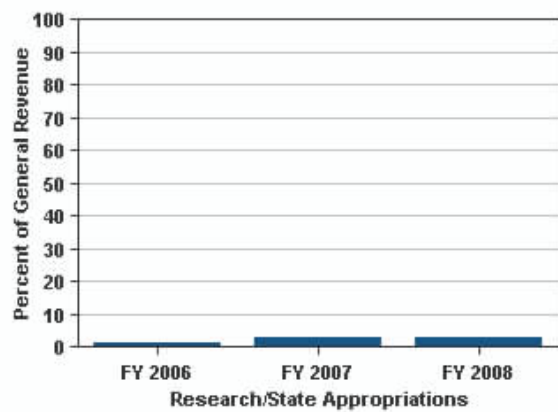
	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
42. Research expenditures (\$ Million)	\$ 1.182	\$ 1.891	\$ 1.796	51.9%	\$ 3.500	51.3%

**Sponsored Research Funds**

	FY 2006	FY 2007	FY 2008	Point Change FY 2006 to FY 2008
43. Federal and private (sponsored) research funds per appropriations.	1.55%	3.10%	2.99%	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 significantly increase the number of research grants, revenue and expenditures.

**Research - Contextual Measures**

	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
<b>44. Research Expenditures by Source (\$ Millions)</b>	<b>\$1.182</b>	<b>\$1.891</b>	<b>\$1.796</b>	<b>51.9%</b>
Federal	\$0.304	\$0.307	\$0.421	38.5%
State	\$0.550	\$0.669	\$0.515	- 6.4%
Private	\$0.328	\$0.915	\$0.860	162.2%
Institutional	\$0.000	\$0.000	\$0.000	N/A

	FY 2006	FY 2007	FY 2008	FY 2009	% Change FY 2006 to FY 2009
<b>45. Faculty holding extramural research grants</b>					
Number	11	19	15	22	100.0%
Percent	4 %	5 %	4%	5%	1.0

	FY 2001	FY 2007	FY 2008	FY 2009	% Change FY 2001 to FY 2009
<b>Patents</b>					
Number of patents	0	0	0	0	N/A
Number of new patent applications	0	0	0	0	0.0

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
<b>Research Expenditures (\$ million)</b>	\$1,749,741	\$9,978,188	\$13,013,050	\$5,067,404	\$16,221,213	\$1,066,169
<b>Federal Research Funds (\$ millions)</b>	\$2,412,971	\$18,090,359	\$14,797,043	\$7,156,274	\$7,409,020	\$7,752,633

Source: IPEDS Fall 2008

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

	FY 2000	FY 2008	FY 2009	Point Change FY 2006 to FY 2009
47. Administrative costs as a percent of operating budget	10.3%	9.81%	11%	0.6

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

**Space Usage Efficiency (SUE)**

48. 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
Classroom space use efficiency	41
Lab space use efficiency	68
Overall space use efficiency	109

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 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
Appropriated funds per FTE student	\$5,549	\$6,111	\$6,466	16.5%
Appropriated funds per FTE faculty	\$54,155	\$58,771	\$61,284	13.2%

**Historically Underutilized Business (HUB)**

	FY 2000	FY 2008	FY 2009	%/Point Change FY 2000 to FY 2009
50. HUB Expenditures without construction (Millions)	\$ 0.815	\$ 3.118	\$ 2.565	214.6%
Percent of total expenditures	7.1%	17.7%	16.8%	9.7
HUB Expenditures with construction (Millions)	\$ 0.943	\$ 5.143	\$ 3.998	324.1%
Percent of total expenditures	8.2%	29.2%	26.3%	18.1

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

**Operating Expenses per FTE Student**

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
51. Operating expenses per FTE student	\$11,555	\$11,718	\$12,929	11.9%

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

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
52. Total revenue				
Per FTE student	\$11,038	\$12,533	\$13,178	19.4%
Per FTE faculty	\$107,723	\$120,529	\$124,902	15.9%

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 2008	Fall 2009	% Change Fall 2000 to Fall 2009
<b>Class Size</b>				
53. Average lower-division class size	25	25	27	8.0%
54. Undergraduate classes with less than 20 students	48.1%	49.6%	47.5%	- 0.6
55. Undergraduate classes with more than 50 students	5%	3%	3.7%	- 1.3

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

	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010
<b>56. Average cost of resident undergraduate tuition and fees for 30 SCH.</b>	\$2,743	\$5,130	\$5,500	100.5%

	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to Fall 2009
<b>57. E&amp;GSquare footage</b>				
E&G classroom per FTE student	19.62	13.78	12.85	- 34.5%
E&G lab per FTE student	7.27	4.15	3.92	- 46.1%

	FY 2006	FY 2007	FY 2008	FY 2009	% Change FY 2006 to FY 2009
<b>58. True and Term Endowment (\$ millions)</b>	N/A	N/A	N/A	\$15	
<b>59. Quasi Endowment (\$ millions)</b>	N/A	N/A	N/A	\$.1	
<b>60. Total Endowment (\$ millions)</b>	\$12.63	\$14.6	\$14.3	\$15.1	19.6%
<b>61. Total Endowment - Per FTE student</b>	\$1,751	\$2,054	\$2,038	\$2,164	N/A

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
<b>62. Total Revenue</b>	\$78,447,986	\$87,923,813	\$91,969,381	17.2%
Tuition and fees	\$26,110,251	\$30,511,291	\$29,482,816	12.9%
State appropriations (General Revenue)	\$39,437,783	\$42,872,485	\$45,125,223	14.4%
Federal funds	\$7,147,307	\$9,074,743	\$11,072,321	54.9%
Institutional funds	\$5,752,645	\$5,465,294	\$6,289,021	9.3%

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%	10%	12%	9%	12%
Appropriations per FTE student	\$5,910	\$8,372	\$10,097	\$4,715	\$9,803	\$4,979
Instruction expenses per FTE student	\$5,890	\$10,520	\$7,784	\$5,811	\$10,004	\$6,765
Tuition and Fee Revenue per FTE student	\$5,222	\$4,592	\$4,483	\$8,177	\$5,411	\$5,806

Source: IPEDS Fall 2008