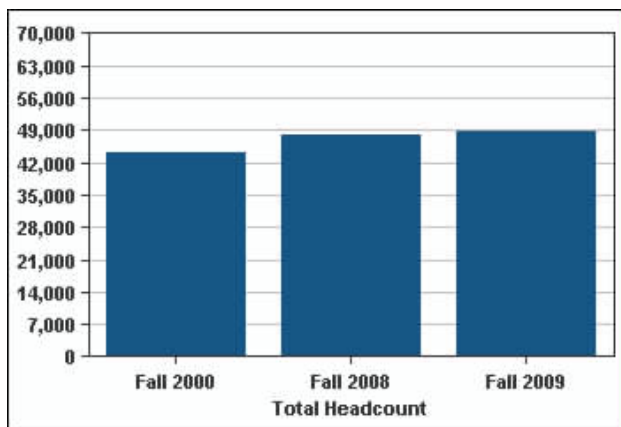


Texas A&M University
Accountability Report
January 2010

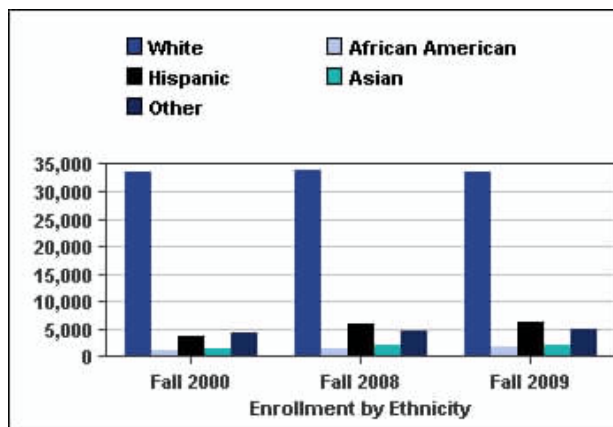
Participation - Key Measures

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	
Total	44,026	48,039	48,702	10.6%	49,500	98%	
White	33,673 (76.5%)	33,959 (70.7%)	33,566 (68.9%)	- 0.3%	33,948	99%	
African American	1,065 (2.4%)	1,560 (3.2%)	1,624 (3.3%)	52.5%	1,682	97%	
Hispanic	3,684 (8.4%)	5,867 (12.2%)	6,342 (13.0%)	72.1%	6,560	97%	
Asian	1,381 (3.1%)	2,027 (4.2%)	2,238 (4.6%)	62.1%			
Other	4,223 (9.6%)	4,626 (9.6%)	4,932 (10.1%)	16.8%			



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

Texas A&M University's efforts to increase the diversity of our student body and make it more representative of the state of Texas are reflected in the large percentage increases in African American, Hispanic, and Asian Students in recent years.

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	
Total	38,365	42,477	42,878	11.8%	
White	29,490 (76.9%)	30,076 (70.8%)	29,606 (69.0%)	0.4%	
African American	901 (2.3%)	1,365 (3.2%)	1,424 (3.3%)	58.1%	
Hispanic	3,167 (8.3%)	5,217 (12.3%)	5,602 (13.1%)	76.8%	
Asian	1,194 (3.1%)	1,863 (4.4%)	2,057 (4.8%)	72.3%	
Other	3,613 (9.4%)	3,955 (9.3%)	4,189 (9.8%)	16.0%	

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.

Most undergraduate students at Texas A&M are full-time. We anticipate no change in this trend.

Participation - Contextual Measures

	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
3. First-time undergraduates from Texas top 10%	48.2%	47.3%	48.5%	0.3
4. First-time entering applicants accepted	66.2%	70.1%	66.6%	0.4
5. First-time accepted, enrolled	60.2%	55.3%	53.2%	- 7.0

	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	5,886 (16.3%)	6,781 (17.7%)	7,141 (18.4%)	21.3%
8. Semester Credit Hours				
Total undergraduate semester credit hours	478,483	517,486	519,242	8.5%
Total graduate semester credit hours	70,739	87,596	90,438	27.8%
Percentage graduate SCH to total SCH	12.9 %	14.5 %	14.8%	1.9

One goal of Texas A&M has been to increase our undergraduate and graduate populations. This fall, with total enrollment of ~48,700, we are moving toward a steady-state number between 48,000-50,000. As a result, we intend to admit roughly 8,000 students who are first-time in college each year.

Participation - Out-of-State Peers

Texas A&M University	Research Group Out-of-State Peers				
	OHIO STATE UNIVERSITY - MAIN CAMPUS	UNIVERSITY OF CALIFORNIA - BERKELEY	UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN	UNIVERSITY OF MICHIGAN - ANN ARBOR	UNIVERSITY OF MINNESOTA - TWIN CITIES
Headcount Enrollment					
Total	48,039	53,715	35,396	43,246	41,028
White	33,959	40,044	11,994	25,991	24,781
African American	1,560	3,372	1,217	2,606	2,359
Hispanic	5,867	1,389	3,566	2,558	1,673
Asian	2,027	2,799	12,229	4,904	4,726
Other	4,626	6,111	6,390	7,187	7,489
Full-Time Equivalent Enrollment					
Total	44,812	48,889	34,304	40,951	39,307

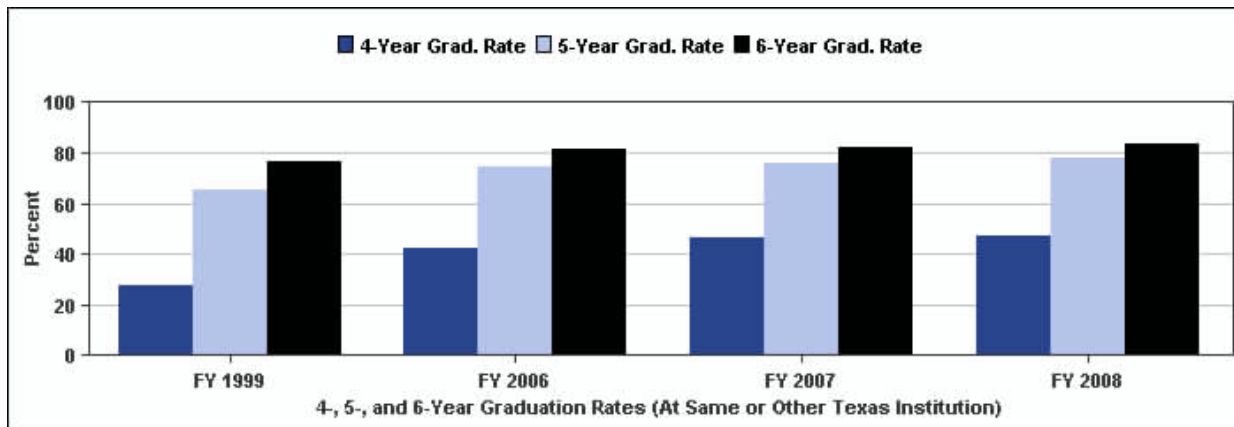
Source: IPEDS Fall 2008

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	5,377	27.5%	2002	6,589	42.6%	2003	6,389	46.7%	2004	6,677	47.2%	19.7
Same institution			25.5%			41.3%			45.1%			45.9%	20.4
Other institutions			2.0%			1.3%			1.6%			1.3%	- 0.7
5-Year graduation rate	1994	5,435	65.7%	2001	6,313	74.8%	2002	6,589	76.2%	2003	6,389	78.3%	12.6
Same institution			59.9%			71.4%			72.6%			74.8%	14.9
Other institutions			5.8%			3.4%			3.6%			3.4%	- 2.4
6-Year graduation rate	1993	5,888	76.7%	2000	6,652	81.6%	2001	6,313	82.3%	2002	6,565	83.6%	6.9
Same institution			67.9%			76.5%			77.4%			78.4%	10.5
Other institutions			8.8%			5.1%			4.9%			5.3%	- 3.5

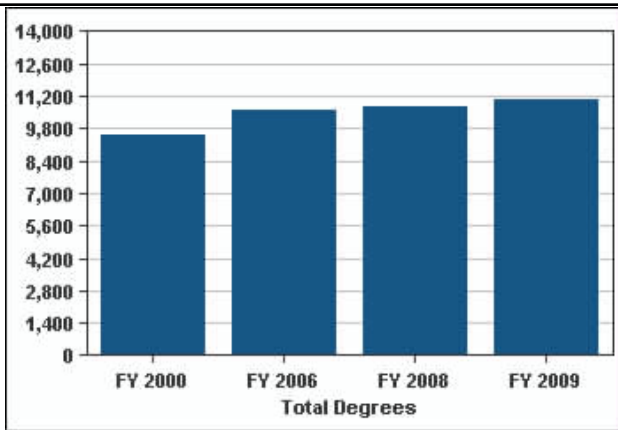


Source: CBM001, CBM002 and CBM009

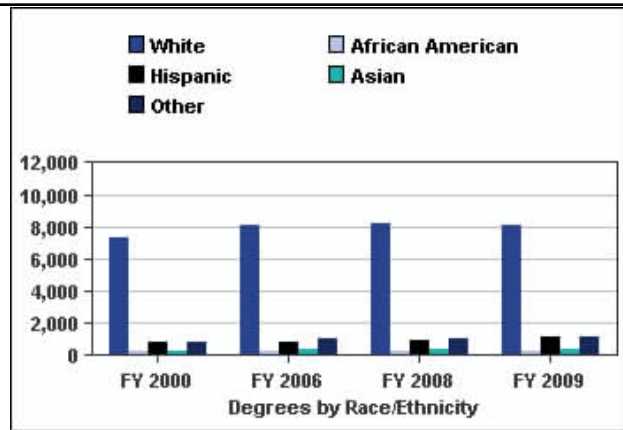
Texas A&M's 4-, 5-, and 6-year graduate rates are all improving. Major improvement in 4-year graduation rates are due to shortening degrees, better advising, and using flat-rate tuition to encourage students to take more hours. Our graduation rates are among the highest in the state.

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
Total Degrees	9,508	10,771	11,042	16.1%		
White	7,276	8,162	8,106	11.4%		
African American	243	252	281	15.6%		
Hispanic	880	908	1,124	27.7%		
Asian	271	374	415	53.1%		
Other	838	1,075	1,116	33.2%		
Level						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	7,512	8,118	8,311	10.6%	8600	97%
Master's	1,388	1,930	2,015	45.2%		
Doctoral	490	594	597	21.8%	609	98%
Professional	118	129	119	0.8%		
Gender						
Male	5,045	5,525	5,676	12.5%		
Female	4,463	5,246	5,366	20.2%		



Source: CBM009



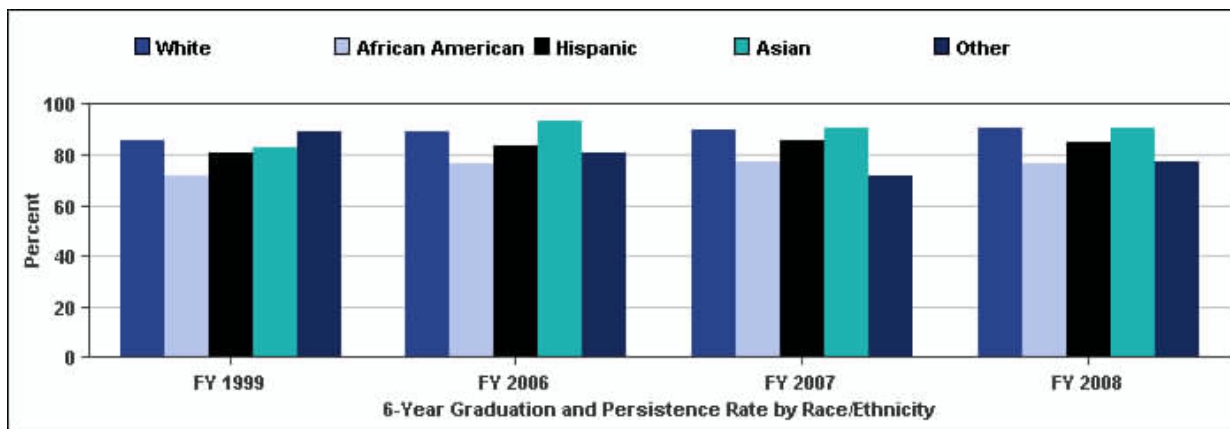
Source: CBM009

Success in our efforts to recruit a more diverse student body is evident in increases in degrees awarded to African American, Hispanic and Asian students.

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	
Total	1993	5,888	84.5%	2000	6,652	88.5%	2001	6,313	88.6%	2002	6,565	89.2%	4.7
Same institution			70.7%			79.0%			79.6%			80.2%	9.5
Other institutions			13.8%			9.5%			9.0%			9.0%	-4.8
White	1993	4,656	85.9%	2000	5,368	89.5%	2001	5,157	89.7%	2002	5,423	90.3%	4.4
Same institution			73.2%			80.9%			81.0%			81.8%	8.6
Other institutions			12.6%			8.6%			8.6%			8.6%	-4.0
African American	1993	228	71.9%	2000	173	76.3%	2001	190	77.4%	2002	178	76.4%	4.5
Same institution			57.5%			67.6%			69.5%			64.6%	7.1
Other institutions			14.5%			8.7%			7.9%			11.8%	-2.7
Hispanic	1993	761	80.6%	2000	666	83.9%	2001	649	85.8%	2002	637	84.8%	4.2
Same institution			61.5%			67.0%			74.4%			73.2%	11.7
Other institutions			19.1%			17.0%			11.4%			11.6%	-7.5
Asian	1993	225	83.1%	2000	250	93.2%	2001	208	90.4%	2002	225	90.7%	7.6
Same institution			64.0%			82.0%			79.3%			79.6%	15.6
Other institutions			19.1%			11.2%			11.1%			11.1%	-8.0
Other	1993	18	88.9%	2000	195	80.5%	2001	109	71.6%	2002	102	77.5%	-11.4
Same institution			66.7%			72.8%			61.5%			67.6%	0.9
Other institutions			22.2%			7.7%			10.1%			9.8%	-12.4



Source: CBM001, CBM001, and CBM009

Texas A&M's 6-year graduation and persistence rates are among the highest in the state for White, African-American and Hispanic students. We are committed to keeping these rates consistently high, and to improving them wherever possible.

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*	104	50	61	91	-12.5%	60	152%
Engineering*	1,205	1,191	1,266	1,289	7.0%	1,350	95%
Math*	72	64	64	63	-12.5%	50	126%
Physical Science*	467	117	117	173	-63.0%	130	133%
Level							
Associates	0	0	0	0	N/A		
Baccalaureate	1,848	1,422	1,508	1,616	-12.6%	1,590	102%
Master's	456	504	589	748	64.0%		
Doctoral	221	261	263	280	26.7%		

* Includes baccalaureate and associate degrees.

Science and engineering continue to be major strengths at Texas A&M. We are steadily increasing graduates in STEM fields at all levels. The number of 467 shown for the physical sciences in FY2000 is misleading. That number includes 372 graduates of our undergraduate BIMS program which the CB reclassified in FY2001.

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*
Total Nursing Degrees	0	0	0	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	0	0	0	N/A	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.

Texas A&M University does not offer nursing or other health-related degree programs.

14. Degrees and certificates awarded in allied health.							
Out-Of-State Peers	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*
Total Allied Health Degrees	0	0	0	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	0	0	0	N/A	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.

Teacher Production and Certification

15. Students taking and passing the certification exams for teacher education.			
	FY 2006	FY 2007	FY 2008
Total number taking exam	909	863	823
Race/Ethnicity			
White	815	752	721
African American	15	14	10
Hispanic	62	81	72
Other	17	16	20
Gender			
Male	107	92	111
Female	802	770	712
Total percent passing exam	97.8%	98.5%	99%
Race/Ethnicity			
White	97.9%	98.4%	99%
African American	92.3%	96.7%	100%
Hispanic	96.6%	99.5%	98%
Other	100.0%	100.0%	95%
Gender			
Male	97.5%	96.1%	98%
Female	97.8%	98.7%	99%

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.

Preparing highly qualified teachers is one of the most important missions of Texas A&M University. Our goal is to maintain high pass rates on the teacher certification exam.

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	99.6%	99.8%	99.6%	0.0

	FY 2000	FY 2007	FY 2008	Point Change Fall 2000 to Fall 2008
17. Financial Aid: Percent of students receiving Pell Grants	13.1%	16.5%	16.3%	3.2

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
18. Part-time first-time, degree seeking, undergraduates	0.5%	7.8%	7.8%	7.3

	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							
Total	6,652	96.0%	7,587	97.5%	7,465	97.5%	1.5
Same institution		88.3%		92.4%		92.4%	4.1
Other institutions		7.7%		5.1%		5.1%	-2.6
White	5,368	96.3%	5,766	97.7%	5,376	97.7%	1.4
Same institution		89.2%		92.8%		93.0%	3.8
Other institutions		7.1%		4.9%		4.7%	-2.4
African American	173	91.9%	259	96.1%	298	97.7%	5.8
Same institution		82.7%		91.1%		92.6%	9.9
Other institutions		9.2%		5.0%		5.0%	-4.2
Hispanic	666	94.4%	1,087	96.5%	1,262	96.5%	2.1
Same institution		81.1%		89.5%		89.2%	8.1
Other institutions		13.4%		7.0%		7.3%	-6.1
Asian	250	98.0%	399	97.5%	401	98.3%	0.3
Same institution		91.6%		94.0%		94.8%	3.2
Other institutions		6.4%		3.5%		3.5%	-2.9
Other	195	94.4%	76	98.7%	128	93.0%	-1.4
Same institution		88.7%		97.4%		90.6%	1.9
Other institutions		5.6%		1.3%		2.3%	-3.3

	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							
Total	6,652	93.7%	7,472	94.8%	7,587	94.7%	1.0
Same institution		83.6%		86.6%		87.1%	3.5
Other institutions		10.1%		8.3%		7.6%	-2.5
White	5,368	94.2%	5,620	95.6%	5,766	95.0%	0.8
Same institution		85.0%		88.2%		87.9%	2.9
Other institutions		9.2%		7.4%		7.0%	-2.2
African American	173	88.4%	269	91.4%	259	90.7%	2.3
Same institution		72.8%		82.2%		81.5%	8.7
Other institutions		15.6%		9.3%		9.3%	-6.3
Hispanic	666	90.5%	1,055	92.7%	1,087	94.3%	3.8
Same institution		74.5%		79.8%		83.4%	8.9
Other institutions		16.1%		12.9%		10.9%	-5.2
Asian	250	97.2%	395	95.2%	399	95.0%	-2.2
Same institution		86.0%		85.8%		88.0%	2.0
Other institutions		11.2%		9.4%		7.0%	-4.2
Other	195	89.2%	133	85.0%	76	93.4%	4.2
Same institution		80.5%		80.5%		88.2%	7.7
Other institutions		8.7%		4.5%		5.3%	-3.4

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)
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.							
Number of FTIC students	7,033						
Met state standards in all areas							
Math	6,825	13	5,818	85.2%	4,300	73.9%	63%
Reading	6,825	143	5,957	87.3%	5,187	87.1%	76%
Writing	6,825	14	2,245	32.9%	1,885	84%	27.6%
All students below state standard							
Math	105	N/A	59	56.2%	31	52.5%	29.5%
Reading	94	N/A	84	89.4%	60	71.4%	63.8%
Writing	54	N/A	33	61.1%	30	90.9%	55.6%
Not met state standards:							
In all three areas							
Math	14	N/A	2	14.3%	0	0%	0%
Reading	14	N/A	8	57.1%	5	62.5%	35.7%
Writing	14	N/A	4	28.6%	4	100%	28.6%
Math							
Not requiring developmental education	99	0	74	74.7%	41	55.4%	41.4%
Requiring developmental education	91	N/A	57	62.6%	31	54.4%	34.1%
Unknown / Not tested	4	N/A	3	75%	1	33.3%	25%
Reading							
Not requiring developmental education	113	2	103	91.2%	65	63.1%	57.5%
Requiring developmental education	80	N/A	76	95%	55	72.4%	68.8%
Unknown / Not tested	1	N/A	1	100%	1	100%	100%
Writing							
Not requiring developmental education	129	0	70	54.3%	53	75.7%	41.1%
Requiring developmental education	40	N/A	29	72.5%	26	89.7%	65%
Unknown / Not tested	25	N/A	19	76%	16	84.2%	64%

	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)
22. Underprepared students who satisfied TSI obligation within 2 years.							
Number of FTIC students	7,033						
Met state standards in all areas							
Math	6,825	37	0.5%	N/A	N/A	N/A	N/A
Reading	6,825	2	0%	N/A	N/A	N/A	N/A
Writing	6,825	2	0%	N/A	N/A	N/A	N/A
All students below state standard							
Math	105	8	7.6%	7	85	87.5%	81%
Reading	94	3	3.2%	2	81	66.7%	86.2%
Writing	54	2	3.7%	1	47	50%	87%
Not met state standards:							
In all three areas							
Math	14	0	0%	0	6	0%	42.9%
Reading	14	0	0%	0	8	0%	57.1%
Writing	14	0	0%	0	8	0%	57.1%
Math							
Not requiring developmental education	99	3	3%	N/A	N/A	N/A	N/A
Requiring developmental education	91	8	8.8%	7	79	87.5%	86.8%
Unknown / Not tested	4	0	0%	0	3	0%	75%
Reading							
Not requiring developmental education	113	0	0%	N/A	N/A	N/A	N/A
Requiring developmental education	80	3	3.8%	2	73	66.7%	91.3%
Unknown / Not tested	1	0	0%	0	1	0%	100%
Writing							
Not requiring developmental education	129	0	0%	N/A	N/A	N/A	N/A
Requiring developmental education	40	2	5%	1	39	50%	97.5%
Unknown / Not tested	25	1	4%	1	24	100%	96%

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	7,033		
Met state standards in all areas	6,825	6,597	96.7%
Not met state standards:			
In all three areas	14	12	85.7%
Math			
Not requiring developmental education	99	96	97%
Requiring developmental education	91	87	95.6%
Unknown / Not tested	4	4	100%
Reading			
Not requiring developmental education	113	110	97.3%
Requiring developmental education	80	76	95%
Unknown / Not tested	1	1	100%
Writing			
Not requiring developmental education	129	123	95.3%
Requiring developmental education	40	40	100%
Unknown / Not tested	25	24	96%

	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	549 (72.1%)	766 (78.1%)	764 (80.3%)	8.2
25. Baccalaureate graduates completing at least 30 SCH	24.2%	28.5%	27%	2.8

	Cohort	Rate	Cohort	Rate	Cohort	Rate
26. Graduation Rates						
Master's	Fall 1995	72.3%	Fall 2003	61.9%	Fall 2004	65.4%
Doctoral	FY 1991	66.5%	FY 1999	55.6%	FY 2000	70.8%

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	79.7%	79.7%	79.8%	0.1

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	64.7%	63.7%	64.5%	- 0.2
29. In graduate or professional school in Texas in fall of the next FY	8.3%	9.3%	8.5%	0.2
30. Employed in Texas and enrolled in a graduate or professional school in Texas	6.7%	6.7%	6.7%	0.0

Texas A&M's graduates are very successful in the workplace. Many independent studies have identified Texas A&M University as one of the best values in the nation for a good education.

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	472,811	496,488	507,412	7.3%
Ending semester credit hours	447,843	474,036	487,352	8.8%
Completion rate	94.7%	95.5%	96.0%	1.3

Texas A&M has among the state's highest retention and persistence rates for all ethnic groups.

Success - Out-of-State Peers

Texas A&M University	Research Group Out-of-State Peers					
	OHIO STATE UNIVERSITY - MAIN CAMPUS	UNIVERSITY OF CALIFORNIA - BERKELEY	UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN	UNIVERSITY OF MICHIGAN - ANN ARBOR	UNIVERSITY OF MINNESOTA - TWIN CITIES	
Graduation Rate						
4-Year Rate	41%	42%	64%	64%	70%	41%
5-Year Rate	73%	68%	87%	80%	85%	61%
6-Year Rate	78%	73%	90%	82%	88%	66%
Degrees Awarded						
Total Degrees	10,805	12,908	10,231	11,036	11,077	11,401
White	8,165	9,670	3,670	6,993	6,701	8,587
African American	252	761	283	555	645	370
Hispanic	908	276	897	537	436	203
Asian	374	672	3,393	1,168	1,296	851
Other	1,106	1,529	1,988	1,783	1,999	1,390
Level						
Associates	0	0	0	0	0	0
Bachelors	8,152	8,721	6,960	7,314	6,258	6,650
Master's	1,930	2,576	2,053	2,655	3,336	3,188
Doctoral	N/A	N/A	873	759	N/A	775
Professional	N/A	N/A	345	308	N/A	788
Gender						
Male	5,541	6,335	5,004	5,706	5,625	5,230
Female	5,264	6,573	5,227	5,330	5,452	6,171
Graduation Rate						
Total	78%	73%	90%	82%	88%	66%
White	80%	74%	90%	85%	91%	68%
African American	63%	60%	77%	65%	70%	44%
Hispanic	71%	67%	82%	72%	78%	58%
Asian	77%	78%	93%	85%	91%	61%
American Indian or Alaska Native	67%	65%	79%	47%	80%	27%
Unknown	65%	68%	88%	86%	93%	54%
Nonresident Alien	85%	78%	90%	81%	85%	73%
Graduates in Key Fields						
Computer Science	125	187	172	258	218	186
Engineering	1,916	1,018	1,312	1,518	2,087	1,093
Math	124	141	242	211	196	167
Physical Science	229	193	383	265	226	280
Nursing and Allied-Health Graduates						
Total Degrees	0	810	3	122	391	574
Certificate	0	2	0	0	0	12
Associates	0	0	0	0	0	0
Bachelors	0	577	0	99	227	235
Master's	0	196	0	19	161	250
Doctoral	0	0	3	4	0	77

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	37.1%	41.2%	39%	2.3

A number of initiatives are directed at improving the quality of undergraduate education at Texas A&M: offering more, smaller classes to freshmen, enhancing research experiences for undergraduates, increasing the number of learning communities, and providing more scholarships for undergraduates to study abroad.

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	37,418	1,634	23:1	39,533	1,938	20:1	41,564	2,079	20:1	41,938	2,078	20:1	- 1.1%

Improving the quality of undergraduate and graduate education by decreasing student-faculty ratios is an ongoing goal at Texas A&M.

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	84%	88.5%	87.9%	3.9

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	75.8%	74.1%	74.2%	- 1.6

Excellence - Contextual Measures

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
36. FTE tenured/tenure-track faculty demographics				
Ethnicity				
White	75.6%	71.4%	71.5%	- 4.1
African American	84%	76.4%	79.7%	- 4.3
Hispanic	81.7%	78.7%	80.4%	- 1.3
Asian	88.9%	90.8%	91%	2.1
Other	58.4%	76.9%	75.2%	16.8
Gender				
Male	82.9%	82.1%	82.8%	- 0.1
Female	53.3%	55.3%	54.8%	1.5

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
37. Faculty Rank (Fall 2009)						
Teaching Faculty Ethnicity						
White	597	651	0	270	384	726
African American	44	27	0	32	17	20
Hispanic	83	31	0	32	33	33
Asian	44	26	0	63	48	73
Other	475	92	0	124	26	44
Teaching Faculty Gender						
Male	704	430	0	322	369	792
Female	539	397	0	199	139	104

	FY 2003	FY 2009	FY 2010	% Change FY 2003 to FY 2010	National Average (FY 2009)	% National Average
38. Faculty Salary Comparisons						
Professor	\$90,126	\$114,076	\$118,745	31.8%	\$106,271	112%
Associate Professor	\$63,655	\$80,070	\$81,979	28.8%	\$76,236	108%
Assistant Professor	\$56,783	\$71,255	\$72,928	28.4%	\$64,280	113%
Instructor	\$53,100		\$0	-100.0%	\$44,463	0%

	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
39. Endowed Professorships and Chairs	273	470	370	35.5%
Percent unfilled	33%	8%	10%	- 23.0
Percent of total tenured/tenure-track faculty	16.3%	23%	17%	0.7
40. Nobel Prize Winners and National Academies	20	31	29	45.0%

In 2009, Texas A&M and the world lost Norman E. Borlaug, Nobel Peace Prize winner and Father of the Green Revolution.

Excellence - Out-of-State Peers

Texas A&M University	Research Group Out-of-State Peers					
	OHIO STATE UNIVERSITY - MAIN CAMPUS	UNIVERSITY OF CALIFORNIA - BERKELEY	UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN	UNIVERSITY OF MICHIGAN - ANN ARBOR	UNIVERSITY OF MINNESOTA - TWIN CITIES	
Percent of Tenured/Tenure-Track faculty	71%	82%	86%	81%	47%	81%

* The previous year survey was used for these institutions.

Source: IPEDS Fall 2008

Research - Key Measures

Federal and Private Research

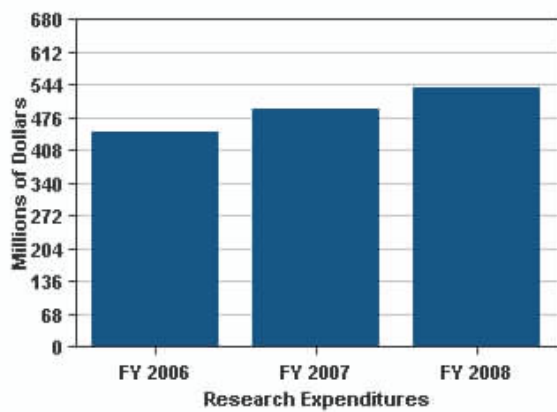
	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
41. Research expenditures per FTE faculty	\$183,275	\$193,505	\$206,942	12.9%

Research Expenditures

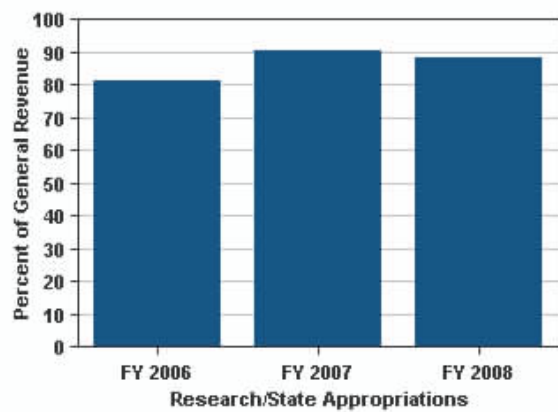
	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
42. Research expenditures (\$ Million)	\$ 446.112	\$ 492.686	\$ 539.426	20.9%	\$ 572.000	94.3%

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.	81.45%	90.37%	88.61%	7.2



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

Texas A&M University is ranked as one of the nation's top research universities by the National Science Foundation. In 2008 it moved up from 22 to 20. As a research-intensive institution, TAMU focuses on a wide range of priorities including the life sciences, energy, bioinformatics, material science and nanotechnology.

Research - Contextual Measures

	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
44. Research Expenditures by Source (\$ Millions)	\$446.112	\$492.686	\$539.426	20.9%
Federal	\$200.757	\$232.645	\$252.796	25.9%
State	\$128.632	\$131.011	\$150.276	16.8%
Private	\$47.165	\$50.547	\$54.579	15.7%
Institutional	\$69.559	\$78.483	\$81.775	17.6%

	FY 2006	FY 2007	FY 2008	FY 2009	% Change FY 2006 to FY 2009
45. Faculty holding extramural research grants					
Number				1294	N/A
Percent	%	%	%	72.9%	N/A

	FY 2001	FY 2007	FY 2008	FY 2009	% Change FY 2001 to FY 2009
Patents					
Number of patents	1	6	9	9	800.0%
Number of new patent applications	12	25	24	117	105.0

Texas A&M places a high priority on federally funded research. Recent hires will continue to drive significant increases in research expenditures. Many new hires are targetted to fields of study identified as priorities by NSF and NIH, the two main federal agencies that fund university research.

Research - Out-of-State Peers

	Research Group Out-of-State Peers					
	Texas A&M University	OHIO STATE UNIVERSITY - MAIN CAMPUS	UNIVERSITY OF CALIFORNIA - BERKELEY	UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN	UNIVERSITY OF MICHIGAN - ANN ARBOR	UNIVERSITY OF MINNESOTA - TWIN CITIES
Research Expenditures (\$ million)	\$397,921,238	\$390,639,320	\$422,942,000	\$326,772,532	\$651,243,000	\$547,581,941
Federal Research Funds (\$ millions)	\$235,769,187	\$275,200,132	\$303,538,000	\$328,047,157	\$684,318,000	\$421,813,275

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	3.4%	4.1%	4.4%	- 0.1

Historically, Texas A&M has had the lowest administrative cost ratio in the state. Texas A&M is committed to keeping administrative costs down; we believe that doing so is one of the best ways that we can earn the confidence and support of our students, our faculty, and the citizens of Texas.

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	92
Lab space use efficiency	100
Overall space use efficiency	192

Texas A&M is renovating existing space for new faculty and looking at other ways of improving space utilization. We believe that recent efforts at optimization are improving classroom utilization.

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	\$7,592	\$8,146	\$7,639	0.6%
Appropriated funds per FTE faculty	\$69,475	\$76,501	\$70,034	0.8%

Historically Underutilized Business (HUB)

	FY 2000	FY 2008	FY 2009	%/Point Change FY 2000 to FY 2009
50. HUB Expenditures without construction (Millions)	\$ 6.954	\$ 27.047	\$ 27.507	295.5%
Percent of total expenditures	6.5%	12.2%	14.4%	7.9
HUB Expenditures with construction (Millions)	\$ 7.037	\$ 44.365	\$ 48.231	585.4%
Percent of total expenditures	6.6%	20%	25.2%	18.6

Texas A&M is pleased to have made such progress over the last several years in working with Historically Underutilized Businesses. Our success has been the result of concerted effort across the university.

Operating Expenses per FTE Student

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
51. Operating expenses per FTE student	\$20,795	\$22,355	\$23,326	12.2%

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	\$20,248	\$22,155	\$23,907	18.1%
Per FTE faculty	\$185,288	\$208,055	\$219,186	18.3%

Institutional Efficiency and Effectiveness - Contextual Measures

	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to Fall 2009
Class Size				
53. Average lower-division class size	38	48	46	21.1%
54. Undergraduate classes with less than 20 students	32.6%	35%	34.6%	2.0
55. Undergraduate classes with more than 50 students	13.6%	15.8%	15.6%	2.0

	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010
56. Average cost of resident undergraduate tuition and fees for 30 SCH.	\$3,827	\$7,899	\$8,391	119.3%

	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to Fall 2009
57. E&GSquare footage				
E&G classroom per FTE student	8.28	6.68	6.58	- 20.5%
E&G lab per FTE student	6.32	4.08	4.12	- 34.8%

	FY 2006	FY 2007	FY 2008	FY 2009	% Change FY 2006 to FY 2009
58. True and Term Endowment (\$ millions)	N/A	N/A	N/A	\$4455	
59. Quasi Endowment (\$ millions)	N/A	N/A	N/A	\$118	
60. Total Endowment (\$ millions)	\$5073	\$5913	\$6021	\$4573	- 9.9%
61. Total Endowment - Per FTE student	\$123,961	\$143,259	\$141,398	\$105,709	N/A

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
62. Total Revenue	\$835,741,860	\$943,400,361	\$1,034,226,284	23.7%
Tuition and fees	\$251,759,172	\$276,913,639	\$296,266,381	17.7%
State appropriations (General Revenue)	\$313,367,881	\$346,882,403	\$330,456,851	5.5%
Federal funds	\$84,361,868	\$81,908,778	\$94,347,324	11.8%
Institutional funds	\$186,252,939	\$237,695,541	\$313,155,728	68.1%

Texas A&M continues to be affordable for all Texas families. We have maintained affordability by reducing administrative costs, increasing financial aid, and keeping designated tuition increases smaller than those at many other Texas universities.

Institutional Efficiency and Effectiveness - Out-of-State Peers

	Research Group Out-of-State Peers					
	Texas A&M University	OHIO STATE UNIVERSITY - MAIN CAMPUS	UNIVERSITY OF CALIFORNIA - BERKELEY	UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN	UNIVERSITY OF MICHIGAN - ANN ARBOR	UNIVERSITY OF MINNESOTA - TWIN CITIES
Administrative costs as a percent of operating budget	4%	4%	7%	2%	3%	7%
Appropriations per FTE student	\$10,717	\$7,657	\$14,311	\$6,524	\$9,415	\$14,579
Instruction expenses per FTE student	\$11,417	\$13,505	\$14,850	\$7,805	\$18,935	\$13,200
Tuition and Fee Revenue per FTE student	\$7,286	\$9,992	\$9,025	\$9,603	\$18,397	\$10,080

Source: IPEDS Fall 2008