

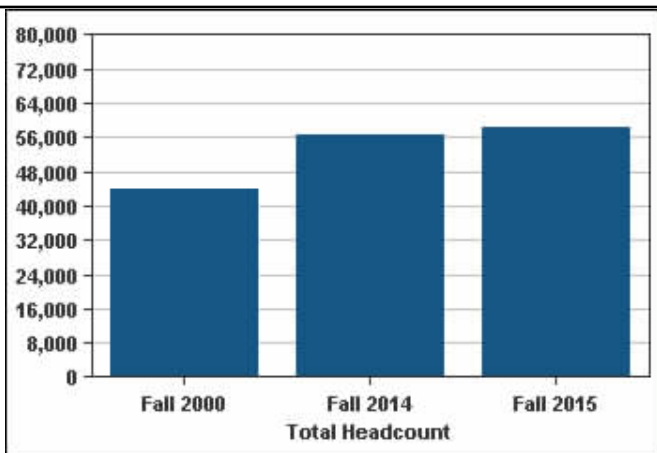
Texas A&M University  
Accountability Report  
January 2016

Participation - Key Measures

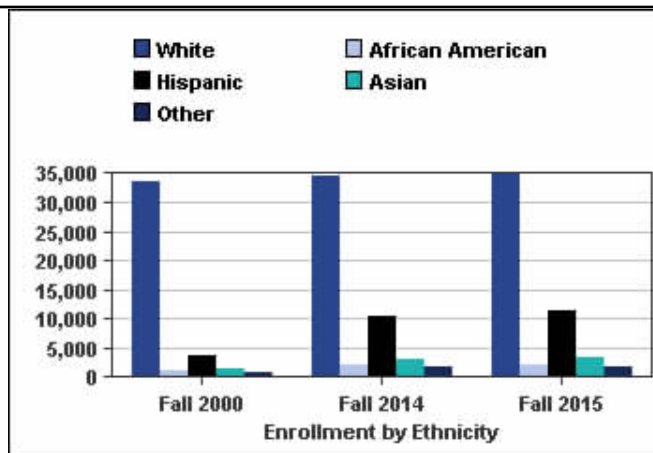
Enrollment

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>44,026</b>	<b>56,507</b>	<b>58,515</b>	<b>32.9%</b>	<b>51,000</b>	<b>114.7%</b>
White	33,673 (76.5%)	34,383 (60.8%)	34,825 (59.5%)	3.4%	31,000	112.3%
African American	1,065 (2.4%)	1,931 (3.4%)	2,130 (3.6%)	100.0%	1,900	112.1%
Hispanic	3,684 (8.4%)	10,454 (18.5%)	11,397 (19.5%)	209.4%	9,750	116.9%
Asian	1,381 (3.1%)	2,979 (5.3%)	3,307 (5.7%)	139.5%		
International	3,338 (7.6%)	5,041 (8.9%)	5,142 (8.8%)	54.0%		
Other	885 (2.0%)	1,719 (3.0%)	1,714 (2.9%)	93.7%		
<b>Flex Entry</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>N/A</b>		



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. It should be noted that we reached 15% Hispanic for the first time in Fall 2011 and have continued to increase the enrollment of Hispanics to 19.5% in 2015. In addition, applications to the university continue to increase with more than 38,000 freshmen applicants for Fall 2015. One quarter of our freshmen class is first generation.

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>37,418</b>	<b>48,619</b>	<b>50,157</b>	<b>34.0%</b>
<b>State-Funded FTSEs</b>	<b>37,104</b>	<b>48,011</b>	<b>49,494</b>	<b>33.4%</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.

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

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%	48.2%	56.2%	57.2%	9.0
Students in Texas top 11-25%	N/A	28.9%	28.8%	N/A
<b>4. First-time entering applicants accepted</b>	66.2%	70.9%	65.3%	- 0.9
<b>5. First-time accepted, enrolled</b>	60.2%	47.2%	45.9%	- 14.3

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>36,109</b>	<b>(100%)</b>	<b>44,647</b>	<b>(100%)</b>	<b>46,461</b>	<b>(100%)</b>	
0-12 hours	12,546	(34.7%)	11,454	(25.7%)	11,536	(24.8%)	- 9.9
13-24 hours	5,550	(15.4%)	8,608	(19.3%)	8,617	(18.5%)	3.1
25-29 hours	952	(2.6%)	2,396	(5.4%)	2,467	(5.3%)	2.7
30-42 hours	1,729	(4.8%)	3,889	(8.7%)	4,225	(9.1%)	4.3
43-59 hours	1,579	(4.4%)	3,040	(6.8%)	3,455	(7.4%)	3.0
60-66 hours	789	(2.2%)	1,057	(2.4%)	1,105	(2.4%)	0.2
67+ hours	1,891	(5.2%)	2,053	(4.6%)	2,214	(4.8%)	- 0.4
<b>All Students with SCH at TX 2-Yr college</b>	<b>25,036</b>	<b>(69.3%)</b>	<b>32,497</b>	<b>(72.8%)</b>	<b>33,619</b>	<b>(72.4%)</b>	<b>3.1</b>
<b>Awarded Core</b>	<b>0</b>	<b>(0.0%)</b>	<b>180</b>	<b>(0.4%)</b>	<b>222</b>	<b>(0.5%)</b>	<b>0.5</b>
<b>Associate Degree</b>	<b>683</b>	<b>(1.9%)</b>	<b>1,101</b>	<b>(2.5%)</b>	<b>1,342</b>	<b>(2.9%)</b>	<b>1.0</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	483,725	593,892	614,462	27.0%
Total graduate semester credit hours	55,428	98,608	100,334	81.0%
Percentage graduate SCH to total SCH	10.3 %	14.2 %	14.0%	3.7

Texas A&M University expanded enrollment with the addition of the School of Law in Fall 2013 and planned growth on the main campus, most significantly as part of the College of Engineering's 25 by 25. Texas A&M University's main campus is now the largest in the state. We also enroll 405 out of state, non-resident distance education students as well as 542 students at our branch campus in Qatar, both not included in the official numbers counted by the THECB. In addition, Texas A&M students enrolled within our Health Science Center and at our branch campus in Galveston are reported separately to the state.



**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.

<p><b>Options</b></p> <p><a href="#">Return to the Participation Page</a></p> <p><a href="#">Download Excel Version</a></p> <p><a href="#">Out-of-State Peer Measures and Definitions</a></p>
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**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
<b>Headcount Enrollment</b> Headcount enrolled for credit, disaggregated by race/ethnicity.						
<b>Total</b>	61,642	58,322	37,565	45,140	43,625	51,147
White	37,458	40,283	11,519	21,777	24,810	33,674
African American	1,879	3,108	886	2,186	1,742	1,785
Hispanic	11,256	2,049	4,529	3,384	1,933	1,544
Asian	3,604	3,374	11,253	6,168	4,995	4,029
Other	7,445	9,508	9,378	11,625	10,145	10,115
<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>	56,855	53,581	36,269	42,813	42,056	43,381

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

**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	323	0	1	0	0	324
18 to 21	39,106	247	2	40	10	39,405
22 to 24	5,989	3,363	240	462	113	10,167
25 to 29	697	2,009	1,784	377	50	4,917
30 to 34	193	595	1,044	138	26	1,996
35 and over	153	614	785	92	62	1,706
<b>Total</b>	<b>46,461</b>	<b>6,828</b>	<b>3,856</b>	<b>1,109</b>	<b>261</b>	<b>58,515</b>

**By Level, Race/Ethnicity:**

Ethnicity	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
White	29,617	2,986	1,216	853	153	34,825
African American	1,687	222	160	41	20	2,130
Hispanic	10,273	654	313	131	26	11,397
Asian	2,849	276	128	39	15	3,307
International	687	2,478	1,930	4	43	5,142
Other	1,348	212	109	41	4	1,714
<b>Total</b>	<b>46,461</b>	<b>6,828</b>	<b>3,856</b>	<b>1,109</b>	<b>261</b>	<b>58,515</b>

**By Level, Gender:**

Gender	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
Male	23,663	4,039	2,316	411	128	30,557

Female	22,798	2,789	1,540	698	133	<b>27,958</b>
<b>Total</b>	<b>46,461</b>	<b>6,828</b>	<b>3,856</b>	<b>1,109</b>	<b>261</b>	<b>58,515</b>

**By Undergraduate Status:**

	Undergraduate	Full-time	Part-time	White	African American	Hispanic	Asian	Other	Male	Female
First-Time in College	9,777	8,493	1,284	5,853	421	2,470	740	293	4,699	5,078
First-Time Transfer (from two- and four-year institutions)	2,419	2,348	71	1,584	87	480	112	156	1,270	1,149
Other Undergraduate	34,265	30,433	3,832	22,180	1,179	7,323	1,997	1,586	17,694	16,571
<b>Total</b>	<b>46,461</b>	<b>41,274</b>	<b>5,187</b>	<b>29,617</b>	<b>1,687</b>	<b>10,273</b>	<b>2,849</b>	<b>2,035</b>	<b>23,663</b>	<b>22,798</b>

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

**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>	367,430	247,032	614,462	62,577	29,958	7,799	0	714,796	50,157
<b>State-Funded</b>	362,052	242,453	604,505	62,577	29,958	7,799	0	704,839	49,494

**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>	22,442	20,226	42,668	8,147	989	0	0	51,804	3,633

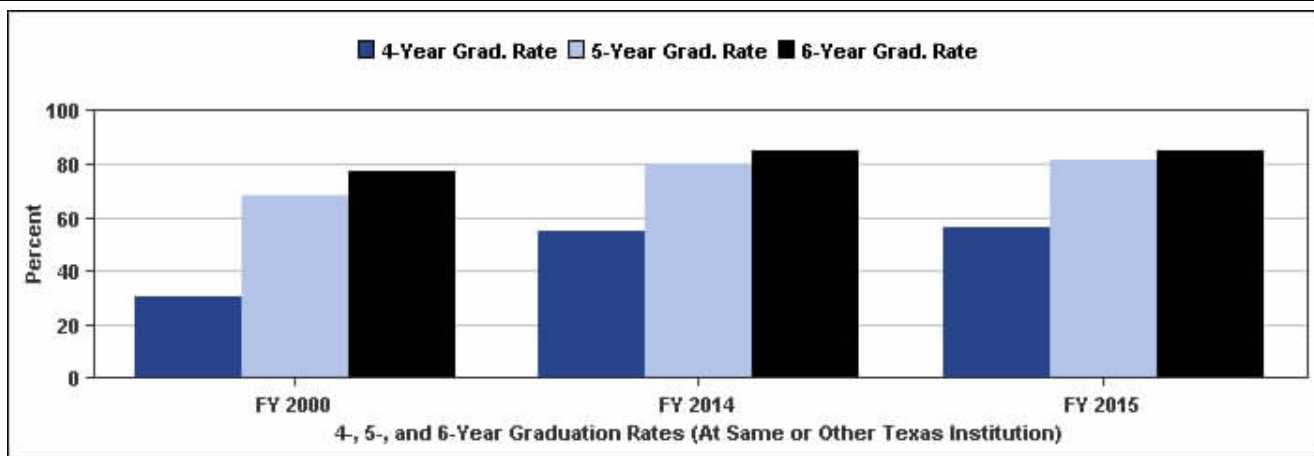
**Success - Key Measures**

**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	5,670	30.5%	2009	7,439	53.8%	2010	7,448	55.0%	2011	7,602	56.4%	25.9
Same institution			29.4%			52.1%			53.6%			55.0%	25.6
Other TX institutions			1.1%			1.7%			1.5%			1.4%	0.3
5-Year graduation rate	1995	5,377	68.5%	2008	7,465	80.5%	2009	7,439	80.3%	2010	7,448	81.8%	13.3
Same institution			64.5%			76.9%			77.0%			78.5%	14.0
Other TX institutions			4.0%			3.6%			3.3%			3.3%	-0.7
6-Year graduation rate	1994	5,435	77.0%	2007	7,587	84.8%	2008	7,465	85.2%	2009	7,439	84.9%	7.9
Same institution			69.4%			80.5%			80.4%			80.2%	10.8
Other TX institutions			7.6%			4.3%			4.8%			4.7%	-2.9

For more information on the 6-year graduation rate, see: <http://www.txhighereddata.org/GradRates>



Source: CBM001, CBM002, and CBM009

Texas A&M's 4-, 5-, and 6-year graduation rates continue to improve, a trend we expect to continue as we focus on progress toward degree initiatives. Major improvement in 4-year graduation rates are due to more 120-hour degrees, better advising, and using flat-rate tuition to encourage students to take more hours. In addition, we have launched an online degree planning tool for undergraduates that will also provide course forecasting needs. Our graduation rates remain among the highest in the state.

**Degrees and certificates awarded**

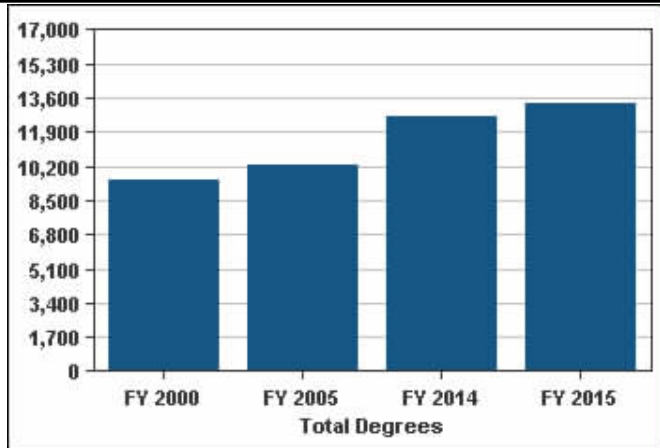
10. Number of degrees and certificates awarded. 

	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>	<b>9,508</b>	<b>12,708</b>	<b>13,297</b>	<b>39.9%</b>		
White	7,276	8,410	8,555	17.6%		
African American	243	372	352	44.9%		
Hispanic	880	1,793	2,009	128.3%		
Asian	271	574	623	129.9%		
International	726	1,213	1,353	86.4%		
Other	112	346	405	261.6%		
<b>Level</b>						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	7,512	9,340	9,684	28.9%	9,250	104.7%
Master's	1,388	2,294	2,562	84.6%		
Doctor's Research/Scholarship	490	709	696	42.0%	755	92.2%
Doctor's Professional Practice	118	365	355	200.8%		
<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		

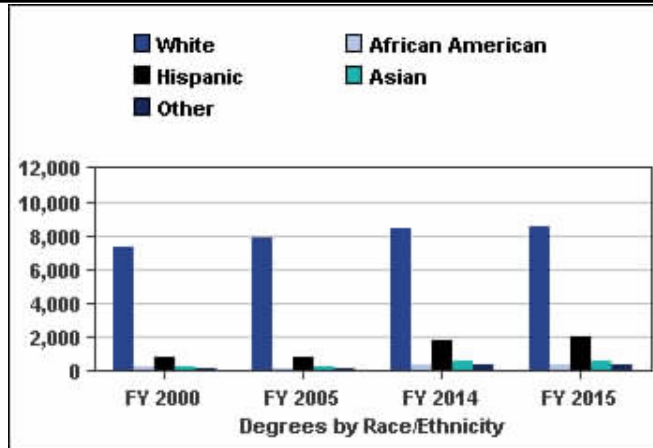
\*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown,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

**Gender**

Male	5,045	6,557	6,732	33.4%
Female	4,463	6,151	6,565	47.1%



Source: CBM009



Source: CBM009

Texas A&M University far surpassed its 2015 goal of 12,500 degrees annually, and when combined with the HSC and Galveston campus, the total is now 14,570 annually. Further, success in our efforts to recruit a more diverse student body is evident by significant increases in degrees awarded to African American, Hispanic and Asian students, despite a drop in African American degrees in 2015.

**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	2,593	4,108	3,892	1,299

**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*	104	176	188	231	122.1%	140	165.0%
Engineering*	1,205	1,579	1,704	1,669	38.5%	1,600	104.3%
Math*	72	103	84	96	33.3%	80	120.0%
Physical Science*	467	165	167	232	-50.3%	175	132.6%
<b>Level</b>							
Associate's	0	0	0	0	N/A		
Baccalaureate	1,848	2,023	2,143	2,228	20.6%	1,995	111.7%
Master's	456	829	800	987	116.4%		
Doctor's Research/Scholarship	221	394	354	336	52.0%		

\* 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 to meet the critical needs of the state. In a recent Forbes analysis, Texas A&M was ranked 14th for best colleges for minorities graduating with STEM degrees. It should be noted that these numbers represent only a subset of STEM degrees awarded by the university as agricultural sciences and biological sciences are not currently considered critical fields in Texas. In addition, 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 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>	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		
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	8	10	8	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	8	10	8	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.

Texas A&M University's nursing or other health-related degree programs are primarily offered through our Health Science Center and reported separately to the state.


**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>	634	710	639	
<b>Race/Ethnicity</b>				
White	526	611	531	
African American	13	*	10	
Hispanic	77	79	83	
Other	18	11	15	
<b>Gender</b>				
Male	69	86	89	
Female	565	624	550	
<b>Total percent passing exam</b>	98.0%	97.0%	97.0%	
<b>Race/Ethnicity</b>				
White	99.0%	97.0%	98.0%	
African American	92.0%	95.0%	95.0%	
Hispanic	93.0%	94.0%	97.0%	
Other	100.0%	100.0%	94.0%	
<b>Gender</b>				
Male	96.0%	98.0%	96.0%	
Female	98.0%	97.0%	98.0%	

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.

Preparing highly qualified teachers is one of the most important missions of Texas A&M University, particularly as we lead the state in the number of math and science teachers. FY2013 was an unusual year with a significant increase in the number of students taking certification exams that year, but returning to more consistent levels in FY2014. Our goal is to maintain high pass rates on the teacher certification exam.

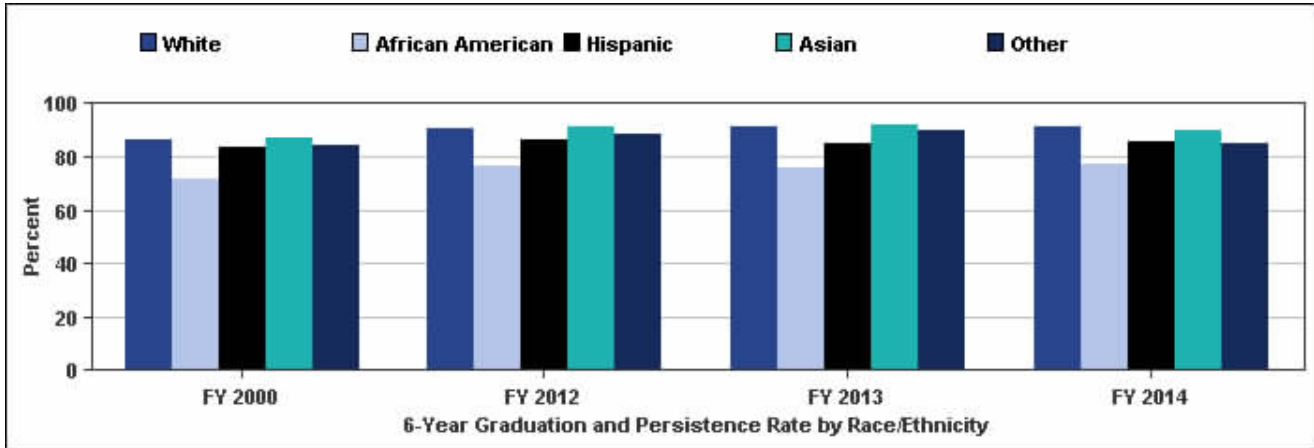
**Graduation and Persistence Rate: 6-Year**

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	5,435	85.5%	2007	7,587	89.5%	2008	7,465	89.6%	2009	7,439	89.4%	3.9
<b>Same institution</b>			72.6%			82.0%			81.4%			81.4%	8.8
<b>Other TX institutions</b>			12.9%			7.5%			8.1%			8.0%	-4.9
<b>White</b>	1994	4,187	86.6%	2007	5,766	90.6%	2008	5,376	91.2%	2009	5,250	91.1%	4.5
Same institution			75.6%			83.8%			83.6%			84.1%	8.5
Other TX institutions			11.0%			6.8%			7.6%			7.0%	-4.0
<b>African American</b>	1994	274	71.9%	2007	259	76.4%	2008	298	75.8%	2009	300	77.0%	5.1
Same institution			56.2%			67.6%			68.1%			71.0%	14.8
Other TX institutions			15.7%			8.9%			7.7%			6.0%	-9.7
<b>Hispanic</b>	1994	772	83.4%	2007	1,087	86.3%	2008	1,262	84.9%	2009	1,314	85.5%	2.1
Same institution			64.2%			75.3%			74.0%			73.5%	9.3
Other TX institutions			19.2%			10.9%			10.9%			11.9%	-7.3
<b>Asian</b>	1994	189	87.3%	2007	399	91.5%	2008	401	92.0%	2009	475	89.9%	2.6
Same institution			62.4%			83.0%			83.8%			79.8%	17.4
Other TX institutions			24.9%			8.5%			8.2%			10.1%	-14.8



Other	1994	13	84.6%	2007	76	88.2%	2008	128	89.8%	2009	100	85.0%	0.4
Same institution			76.9%			82.9%			86.7%			80.0%	3.1
Other TX institutions			7.7%			5.3%			3.1%			5.0%	-2.7

For more information on the 6-year graduation rate, see: <http://www.txhighereddata.org/GradRates>



Source: CBM001, CBM002 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.

**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	99.6%	99.8%	99.7%	0.1

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
18. Financial Aid: Percent of students receiving Pell Grants	13.1%	21.6%	21.7%	8.6

	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
19. Part-time first-time, degree seeking, undergraduates	0.5%	13.0%	13.1%	12.6

20. Persistence rate of first-time, degree-seeking undergraduates: One-Year	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>	6,652	96.0%	8,495	95.8%	8,989	96.0%	0.0
Same institution		88.3%		90.4%		89.6%	1.3
Other TX institutions		7.7%		5.4%		6.4%	-1.3
<b>White</b>	5,368	96.3%	5,177	97.2%	5,336	97.3%	1.0
Same institution		89.2%		93.1%		92.4%	3.2
Other TX institutions		7.1%		4.1%		4.9%	-2.2
<b>African American</b>	173	91.9%	370	91.4%	391	91.8%	-0.1
Same institution		82.7%		85.1%		82.9%	0.2
Other TX institutions		9.2%		6.2%		9.0%	-0.2
<b>Hispanic</b>	666	94.4%	2,141	93.1%	2,244	93.8%	-0.6
Same institution		81.1%		85.1%		83.7%	2.6
Other TX institutions		13.4%		8.0%		10.1%	-3.3
<b>Asian</b>	250	98.0%	528	95.3%	693	95.1%	-2.9
Same institution		91.6%		88.3%		89.6%	-2.0
Other TX institutions		6.4%		7.0%		5.5%	-0.9
<b>Other</b>	195	94.4%	279	96.1%	325	95.4%	1.0
Same institution		88.7%		91.8%		90.5%	1.8
Other TX institutions		5.6%		4.3%		4.9%	-0.7

21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year	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>	6,652	93.7%	7,165	93.5%	8,493	93.5%	-0.2
Same institution		83.6%		86.7%		85.7%	2.1
Other TX institutions		10.1%		6.9%		7.8%	-2.3
<b>White</b>	5,368	94.2%	4,562	95.0%	5,176	95.0%	0.8

Same institution		85.0%		89.2%		89.0%	4.0
Other TX institutions		9.2%		5.8%		6.0%	- 3.2
<b>African American</b>	<b>173</b>	<b>88.4%</b>	<b>279</b>	<b>84.9%</b>	<b>370</b>	<b>88.9%</b>	<b>0.5</b>
Same institution		72.8%		73.5%		79.7%	6.9
Other TX institutions		15.6%		11.5%		9.2%	- 6.4
<b>Hispanic</b>	<b>666</b>	<b>90.5%</b>	<b>1,664</b>	<b>91.3%</b>	<b>2,141</b>	<b>90.6%</b>	<b>0.1</b>
Same institution		74.5%		82.3%		79.2%	4.7
Other TX institutions		16.1%		9.0%		11.4%	- 4.7
<b>Asian</b>	<b>250</b>	<b>97.2%</b>	<b>392</b>	<b>93.9%</b>	<b>527</b>	<b>94.5%</b>	<b>- 2.7</b>
Same institution		86.0%		86.5%		84.6%	- 1.4
Other TX institutions		11.2%		7.4%		9.9%	- 1.3
<b>Other</b>	<b>195</b>	<b>89.2%</b>	<b>268</b>	<b>89.9%</b>	<b>279</b>	<b>91.8%</b>	<b>2.6</b>
Same institution		80.5%		83.6%		85.3%	4.8
Other TX institutions		8.7%		6.3%		6.5%	- 2.2

### 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)
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**Summary Data**

Number of FTIC students	8,254
Met state standards in all three areas	8,173
Did not meet state standards in one, two, or all three areas (at entry)	80
Unknown* (unduplicated)	1

**Data by Subject Area**

**Met Standard**

Math	8,211	1,450	5,038	79.0%
Reading	8,214	3,675	3,925	92.5%
Writing	8,220	4,528	1,991	79.3%

**Did Not Meet Standard**

Math	42	N/A	11	26.2%
Reading	39	N/A	32	82.1%
Writing	33	N/A	24	72.7%

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

Math**	1	N/A	0	0.0%
Reading**	1	N/A	0	0.0%
Writing**	1	N/A	0	0.0%

**Most- and Least-Prepared Populations**

**Met State Standard in All Three Areas**

Math	8,173	1,449	5,024	79.2%
Reading	8,173	3,664	3,907	92.6%
Writing	8,173	4,522	1,972	79.5%


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

Math	8	N/A	1	12.5%
Reading	8	N/A	7	87.5%
Writing	8	N/A	6	75.0%

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)
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**Summary Data**

Number of FTIC students	8,254
Met state standards in all three areas	8,173
Did not meet state standards in one, two, or all three areas (at entry)	80
Unknown* (unduplicated)	1

**Data by Subject Area**

**Met Standard**

Math	8,211	47	0.6%	N/A	N/A	N/A	N/A	N/A
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Reading	8,214	3	0.0%	N/A	N/A	N/A	N/A	N/A
Writing	8,220	5	0.1%	N/A	N/A	N/A	N/A	N/A
<b>Did Not Meet Standard</b>								
Math	42	4	9.5%	2	35	50.0%	83.3%	83.3%
Reading	39	2	5.1%	1	32	50.0%	82.1%	82.1%
Writing	33	4	12.1%	1	24	25.0%	72.7%	72.7%
<b>Unknown** (waived or military exemption)</b>								
Math**	1	0	0.0%	N/A	N/A	N/A	N/A	N/A
Reading**	1	0	0.0%	N/A	N/A	N/A	N/A	N/A
Writing**	1	0	0.0%	N/A	N/A	N/A	N/A	N/A
<b>Most- and Least-Prepared Populations</b>								
<b>Met state standards in all areas</b>								
Math	8,173	43	0.5%	N/A	N/A	N/A	N/A	N/A
Reading	8,173	3	0.0%	N/A	N/A	N/A	N/A	N/A
Writing	8,173	5	0.1%	N/A	N/A	N/A	N/A	N/A
<b>Did Not Meet Standards in All Three Areas</b>								
Math	8	1	12.5%	0	7	0.0%	87.5%	87.5%
Reading	8	1	12.5%	0	7	0.0%	87.5%	87.5%
Writing	8	2	25.0%	0	6	0.0%	75.0%	75.0%

\*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.

	Fall 2011 Cohort		
	Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)
<b>24. Percent of students who return the following fall.</b>			
<b>Summary Data</b>			
Number of FTIC students	8,254	7,949	96
Met state standards in all areas	8,173	7,882	96.4%
Did not meet state standards in one, two, or all three areas	80	67	83.8%
Did not meet state standards in all three areas	8	7	87.5%
Unknown* (unduplicated)	1	0	0.0%
<b>Data by Subject Area</b>			
<b>Met Standard by Area</b>			
Math	8,211	7,913	96.4%
Reading	8,214	7,917	96.4%
Writing	8,220	7,923	96.4%
<b>Did Not Meet Standard by Area</b>			
Math	42	36	85.7%
Reading	39	32	82.1%
Writing	33	26	78.8%
<b>Unknown** by Area (waived or military exemption)</b>			
Math	1	0	0.0%
Reading	1	0	0.0%
Writing	1	0	0.0%

\*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.

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
<b>25. Graduation of two-year college students</b>				
1-29 SCH (before transfer)	129 (71.3%)	252 (80.5%)	248 (79.2%)	7.9
30 SCH or more (before transfer)	549 (72.1%)	903 (85.0%)	917 (81.5%)	9.4
Source: CBM001 and CBM009.				
<b>26. Percentage of baccalaureate graduates by SCH completed at two-year colleges:</b>				
1-29 SCH (at any time)	56.6%	55.9%	54.1%	- 2.5
30 SCH or more (at any time)	24.9%	30.0%	31.3%	6.4
Source: CBM001 and CBM009.				

Cohort	Rate	Cohort	Rate	Cohort	Rate
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27. Graduation Rates

Master's  
Doctoral

Fall 1995	81.3%	Fall 2009	89.6%	Fall 2010	89.5%
Fall 1990	66.5%	Fall 2004	73.0%	Fall 2005	68.5%




	FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
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**Baccalaureate graduate success**

28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school 	76.6%	77.5%	77.6%	1.0
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	FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
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**Baccalaureate Graduates Employment/Enrollment Status**

29. Employed in 4th quarter in which program year ends 	61.8%	63.4%	64.2%	2.4
30. In graduate or professional school in Texas in fall of the next FY 	9.0%	7.8%	7.2%	- 1.8
31. Employed in Texas and enrolled in a graduate or professional school in Texas 	5.8%	6.3%	6.2%	0.4

For more detailed information on enrollments and employment of graduates and other leavers, go to:  
<http://txhighereddata.org/reports/performance/ctcasalf/exitcohorts/>

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 high quality education and our graduates are sought after for employment upon graduation.

	Fall 2000 FTSE/ FY 2001 UG Degrees	Fall 2013 FTSE/ FY 2014 UG Degrees	Fall 2014 FTSE/ FY 2015 UG Degrees
32. Undergraduate efficiency ratio Ratio of Undergraduate FTSE to Undergraduate Baccalaureate Degrees Awarded 	N/A	4.00	4.09

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



### 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
<b>Graduation Rate:</b> Four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates.					
4-Year Rate	50%	61.0%	72.0%	69.0%	58.0%
5-Year Rate	76%	80.0%	88.0%	82.0%	76.0%
6-Year Rate	79%	83.0%	91.0%	84.0%	78.0%

**Degrees Awarded:** Number of graduates by level, race/ethnicity and gender.

<b>Total Degrees</b>	13,796	14,058	11,224	12,204	13,177	13,132
White	9,135	9,937	3,520	6,471	7,685	9,040
African American	405	743	275	508	509	419
Hispanic	1,897	397	1,206	729	537	327
Asian	681	739	3,251	1,376	1,449	885
Other	1,678	2,242	2,972	3,120	2,997	2,461
<b>Level</b>						
Associates	0	2	0	0	0	0
Bachelors	9,847	9,852	7,565	7,660	7,076	7,594
Master's	2,478	2,595	2,253	3,410	4,297	3,269
Doctor's Research/Scholarship	743	747	937	804	881	778
Doctor's Professional Practice	696	857	351	314	755	1,017
<b>Gender</b>						
Male	7,075	6,985	5,554	6,423	6,819	6,155
Female	6,721	7,073	5,670	5,781	6,358	6,977

**Graduation Rate:** Percent of first-time, degree-seeking undergraduates who have graduated after six academic years.

<b>Total</b>	79.0%	83.0%	91.0%	84.0%	91.0%	78.0%
White	81.0%	84.0%	91.0%	87.0%	92.0%	82.0%
African American	66.0%	72.0%	74.0%	75.0%	79.0%	58.0%
Hispanic	72.0%	82.0%	85.0%	80.0%	88.0%	70.0%
Asian	82.0%	88.0%	94.0%	86.0%	92.0%	71.0%
American Indian or Alaska Native	76.0%	84.0%	79.0%	64.0%	73.0%	64.0%
Unknown	75.0%	83.0%	88.0%	69.0%	91.0%	72.0%
Nonresident Alien	85.0%	77.0%	89.0%	73.0%	87.0%	75.0%

**Graduates in Key Fields:** Number of degrees awarded in specific fields by level.

Computer Science	363	47	324	427	497	410
Engineering	2,039	1,555	1,240	1,849	1,935	1,019
Math	176	208	415	305	352	360
Physical Science	217	149	294	235	159	252

#### Nursing and Allied-Health

**Graduates:** Number of degrees awarded in nursing/allied-health by level.

<b>Total Degrees</b>	166	1,004	6	135	492	678
Certificate	0	2	0	0	13	27
Associates	0	0	0	0	0	0
Bachelors	152	720	0	110	246	203
Master's	11	218	0	22	221	273
Doctor's Research/Scholarship	3	64	6	1	12	16

**Graduates Detail (FY 2015 )- Texas A&M University****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	6,856	1,200	234	265	8,555
African American	0	234	66	31	21	352
Hispanic	0	1,670	244	55	40	2,009
Asian	0	484	102	22	15	623
International	0	150	864	339	0	1,353
Other	0	290	86	15	14	405


**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 	37.1%	36.3%	31.6%	- 5.5

With the growth in enrollment, more non-tenured track faculty have been hired to teach lower division courses. We expect the percentage drop to reverse as more tenured/tenure-track faculty are hired.


**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	37,418	1,634	23:1	45,911	2,016	23:1	48,619	2,114	23:1	0.4%

Texas A&M University's student to faculty ratio remains one of the highest among our peers. While the ratio had declined from 23:1 to 19:1 following a faculty reinvestment plan that concluded in 2009, the student to faculty ratio climbed back up following budget reductions in 2011. Recent enrollment growth has not resulted in further changes to the student-faculty ratio.


**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	87.3%	N/A	N/A
Pharmacy	N/A	N/A	N/A	N/A
Nursing	N/A	94.3%	N/A	N/A
Engineering	89.5%	90.1%	91.7%	1.7

In Fall 2013, Texas A&M University began offering a degree in law in Fort Worth.

**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 	75.8%	71.9%	70.6%	- 5.2

**Quality Enhancement Plan**

**37. Quality Enhancement Plan, Including Reaffirmation Year** 

The Texas A&M University Quality Enhancement Plan is Aggies Commit to Learning for a Lifetime. It asks our students to make a commitment to purposefully engage in high-impact learning experiences and thoughtfully reflect on their learning experiences in order to develop the habits and skills for integrative and lifelong learning. It calls for our institution to create a culture with opportunities and support for student engagement and reflection.

Plan website:  
<http://provost.tamu.edu/initiatives/quality-enhancement-plan>

**Excellent Programs**

**38. Excellent Programs** 

**Highlighted Excellent Programs 1**

**Transfer Student Program**

The Transfer Student Program (TSP) is a program designed for incoming transfer students to learn more about the resources at TAMU, make connections with other transfer students, faculty and staff and actively encourages engagement on all levels of the university.

Transfer students sometimes face unique challenges, challenges that may only become apparent as the semester progresses; the TSP eases the transition into Texas A&M University. We offer social and academic support throughout the semester, to all colleges and majors. On staff are a number of Transfer Student Peer Mentors (TSPM) from a variety of colleges. Our TSPMs are all former transfer students, extensively trained and hold office hours and will do their best to help you find answers to questions, resources and encouragement so that you can get the most out of your experience at TAMU.



More information available at: [http://successcenter.tamu.edu/Programs/Transfer-Student-Program-\(TSP\)](http://successcenter.tamu.edu/Programs/Transfer-Student-Program-(TSP))

**Highlighted Excellent Programs 2**

**Diversity Plan**

Diversity is an indispensable component of academic excellence. We simply cannot achieve academic excellence without paying attention to and drawing from the richness and strength reflected in the diversity in our state and nation. Empirical evidence shows the educational benefits of diverse learning environments which foster civic learning and engagement and prepare us to live in an increasingly global and complex world. Diversity is rooted in our land grant mission & core values: Loyalty, Integrity, Excellence, Leadership, Selfless Service, Respect. Our commitment to diversity, broadly speaking, encourages respect for individual differences. Respectful treatment of others affirms and encourages individuals to take pride in their identity and results in the inclusion of all in the "Aggie Family." The Aggie family is diverse. In 2010, Texas A&M University embarked on an ambitious Diversity Plan designed to enhance accountability, climate, and equity. The structures and systems that guide our established institutional processes have created the infrastructure to facilitate steady progress toward greater inclusion and academic excellence. More at: [diversity.tamu.edu](http://diversity.tamu.edu)

**Excellence - Contextual Measures**

	Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
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**39. FTE tenured/tenure-track faculty demographics**

**Ethnicity**

Total	75.8%	71.9%	70.6%*	- 5.2
White	75.6%	70.4%	69.1%	- 6.5
African American	84.0%	78.3%	74.3%	- 9.7
Hispanic	81.7%	76.9%	76.4%	- 5.3
Asian	88.9%	89.8%	88.3%	- 0.6
International	N/A	47.6%	43.2%	N/A
Other	58.4%	37.7%	56.7%	- 1.7

**Gender**

Male	82.9%	78.8%	77.4%	- 5.5
Female	53.3%	56.2%	55.5%	2.2

\*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
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**40. Faculty Rank (Fall 2014)**

**Faculty Ethnicity**

Total*	1,666	1,046	0	273	615	986
White	730	772	0	150	404	791
African American	54	30	0	13	28	26
Hispanic	96	46	0	18	51	39
Asian	53	50	0	38	110	122
International	686	94	0	47	7	1
Other	47	54	0	7	15	7

**Faculty Gender**

Male	979	568	0	165	420	824
Female	687	478	0	108	195	162

\*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
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**41. Faculty Salary Comparisons**

Professor	\$90,126	\$130,637	\$134,251	49.0%	\$117,155	115%
Associate Professor	\$63,655	\$89,141	\$91,905	44.4%	\$83,243	110%
Assistant Professor	\$56,783	\$81,067	\$85,753	51.0%	\$71,840	119%
Instructor	\$53,100	\$0	\$0	-100.0%	\$49,231	0%

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
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**42. Endowed Professorships and Chairs**

Percent unfilled	273	344	297	8.8%
Percent of total tenured/tenure-track faculty	33.0%	18.9%	16.5%	- 16.5
	16.3%	16.7%	12.8%	- 3.5

**43. Nobel Prize Winners and National Academies** 

	FY 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015
Nobel Prize Winner	3	3	3	0.0%
National Academy of Science	5	6	6	20.0%
National Academy of Engineering	12	13	12	0.0%
Academy of Arts and Sciences	5	5	5	0.0%
Institute of Medicine	1	3	3	200.0%
American Academy of Nursing	0	1	1	N/A
American Law Institute	0	4	4	N/A

**44. Other Faculty Awards** 

	FY 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015
Beckman Young Investigators	0	4	0	N/A
Fulbright American Scholars	0	3	1	N/A
Howard Hughes Medical Institute Investigators	0	1	0	N/A
NSF CAREER Award winners (excluding those who are also PECASE winners)	8	7	3	- 62.5%
Sloan Research Fellows	0	1	1	N/A

Texas A&M University continues to recruit and retain award winning faculty who excel in education through teaching in and out of the classroom and in research and service. While average faculty salaries at A&M compare favorably with the national average, they remain below other tier 1 research institutions.

	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
<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>	67%	69%	83%	78%	44%
				44%	72%

**Research - Key Measures**

**Federal and Private Research**

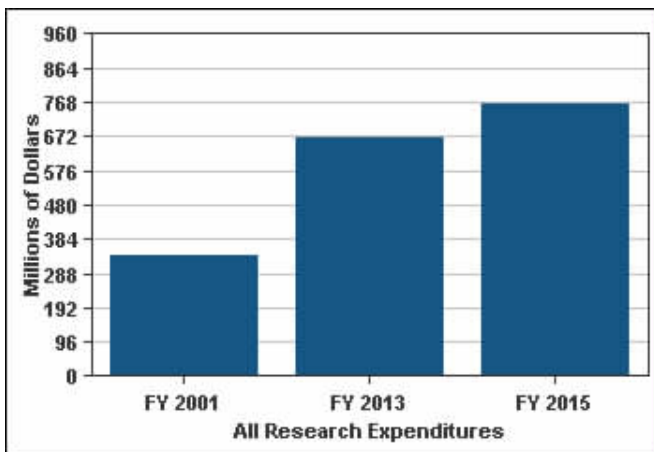
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
45. Federal and private research expenditures per FTE faculty <span style="float:right">i</span>	\$158,380	\$294,717	\$289,717	82.9%

**Research Expenditures**

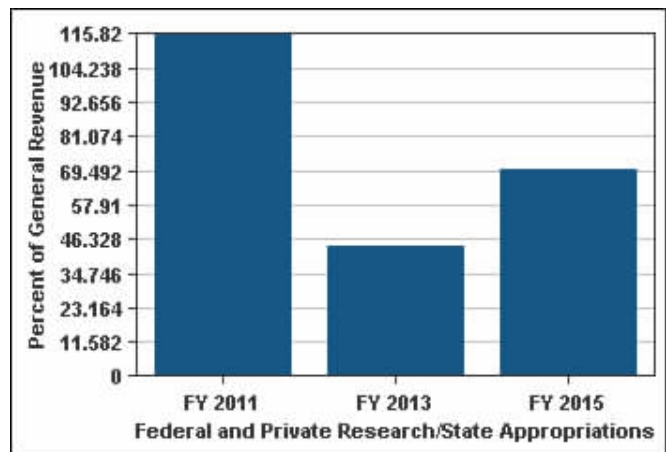
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million) <span style="float:right">i</span>	\$340.661	\$711.304	\$763.971	124.3%	\$700.000	109.1%

**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>	115.8%	44.3%	70.0%	- 45.8



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, and returned to the top 20 beginning in FY13. FY14 NSF rankings of total research expenditures has Texas A&M University at 17th with \$854 million, which includes the HSC. For state purposes, HSC research expenditures are reported separately within this accountability system. 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 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
48. Research Expenditures by Source (\$ Millions) <span style="float:right">i</span>	\$340.661	\$711.304	\$763.971	124.3%
Federal	\$152.197	\$292.705	\$305.768	100.9%
State	\$104.405	\$166.772	\$179.659	72.1%
Private	\$43.980	\$134.299	\$126.739	188.2%
Institutional	\$40.078	\$117.528	\$151.805	278.8%
Restricted Research Expenditures (amount shown is a subset of the categories above)	\$207.773	\$418.124	\$430.708	107.3%

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	1,294	1,567	1,385	1,354	4.6%
Percent	72.9%	70.1%	78%	69%	- 3.9


	FY 2001	FY 2013	FY 2014	FY 2015	% Change FY 2001 to FY 2015
<b>Patents</b>					
50. Number of new U.S. patents issued or reissued. 	1	2	5	5	400.0%
51. Number of new patent applications 	12	13	18	16	33.3%

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 targeted to fields of study identified as priorities by NSF and NIH, the two main federal agencies that fund university research.

	<b>Research Group Out-of-State Peers</b>					
	<b>Texas A&amp;M University</b>	<b>OHIO STATE UNIVERSITY - MAIN CAMPUS</b>	<b>UNIVERSITY OF CALIFORNIA - BERKELEY</b>	<b>UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN</b>	<b>UNIVERSITY OF MICHIGAN - ANN ARBOR</b>	<b>UNIVERSITY OF MINNESOTA - TWIN CITIES</b>
<b>Research Expenditures</b> Current year research expenditures.						
<b>Research Expenditures</b>	\$689,193,245	\$502,039,239	\$664,185,899	\$522,708,280	\$812,781,000	\$792,892,181
<b>Research Funds</b> Amount of sponsored (external/federal) research funds.						
<b>Federal Research Funds</b>	\$308,607,165	\$348,110,644	\$373,625,000	\$415,851,698	\$836,447,000	\$471,852,170

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 	3.4%	3.7%	3.6%	0.2

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)**

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	84	92
Lab space use efficiency	100	100
Overall space use efficiency	184	192


TAMU continues to actively manage all spaces at the College Station Campus, in support of its institutional mission. The University's Council for the Built Environment oversees the application of a set of space management best practices to efficiently and effectively plan and utilize our physical resources. TAMU continues to be in compliance with the THECB generated SUE classroom & teaching lab utilization metrics, ranking second and first in the state respectively.

**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	\$6,537	\$7,277	\$6,947	6.3%
Appropriated funds per FTE faculty	\$71,088	\$76,663	\$74,752	5.2%

**Historically Underutilized Business (HUB)**


	FY 2000	FY 2014	FY 2015	%/Point Change FY 2000 to FY 2015
55. HUB Expenditures without construction (Millions) 	\$ 6.954	\$ 27.195	\$ 30.063	332.3%
Percent of total expenditures	6.5%	10.6%	10.1%	3.6
HUB Expenditures with construction (Millions)	\$ 7.037	\$ 41.121	\$ 61.285	770.9%
Percent of total expenditures	6.6%	16.1%	20.7%	14.1

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 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
56. Operating expenses per FTE student 	\$16,210	\$24,933	\$25,086	54.8%


**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	\$15,201	\$29,953	\$27,727	82.4%
Per FTE faculty	\$159,594	\$315,555	\$298,364	87.0%


**Institutional Efficiency and Effectiveness - Contextual Measures**

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
<b>Class Size</b>				
58. Average class size 	38	52	52	36.8%
Median class size	36	26	27	- 25.0%
59. Percentage of undergraduate classes with less than 20 students 	11.5%	25.4%	25.0%	13.5
60. Percentage of undergraduate classes with 50 students or more 	22.7%	22.1%	23.1%	0.4

	FY 2000	FY 2015	FY 2016	% Change FY 2000 to FY 2016
61. Average cost of resident undergraduate tuition and fees for 30 SCH. 	\$3,827	\$9,242	\$9,494	148.1%

	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	8.28	6.88	6.87	- 17.0%
E&G lab per FTE student	6.32	4.46	3.63	- 42.6%

Endowment	FY 2011	FY 2013	FY 2014	FY 2015	% Change FY 2011 to FY 2015
63. True and Term Endowment (\$ millions) 	\$6,204.0	\$7,898.0	\$10,109.0	\$9,411.0	
64. Quasi Endowment (\$ millions) 	\$111.0	\$126.0	\$162.0	\$171.0	
65. Total Endowment (\$ millions) 	\$6,315.0	\$8,024.0	\$10,271.0	\$9,582.0	51.7%
66. Total Endowment - Per FTE student 	\$143,802	\$179,684	\$216,255	\$190,170	32.2%

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
67. Total Revenue* 	\$576,575,424	\$1,422,611,206	\$1,397,070,307	142.3%
State appropriations	\$263,337,523	\$345,619,118	\$350,018,885	32.9%
Tuition and fees	\$162,739,998	\$388,920,020	\$450,717,786	177.0%
Federal grants and contracts	\$53,222,172	\$122,174,078	\$129,106,006	142.6%
Institutional resources	\$97,275,731	\$565,897,990	\$467,227,630	380.3%
Constitutional funds	\$68,000,000	\$103,419,500	\$116,267,429	71.0%
<b>Total Revenue with Constitutional Funds</b>	<b>\$644,575,424</b>	<b>\$1,526,030,706</b>	<b>\$1,513,337,736</b>	<b>134.8%</b>

\*Does not include Constitutional Funds  
 Link to additional information: <http://www.thecb.state.tx.us/FRP/SU/>

Texas A&M continues to be affordable for all Texas families and is consistently recognized as one of the best values in American public higher education. We have maintained affordability by reducing administrative costs, increasing financial aid, and keeping designated tuition increases smaller than those at many other Texas universities.

**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
<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>	2%	3%	5%	2%	4%

**Appropriations**  
 State and local government appropriation revenues per FTE student.

<b>Appropriations per FTE student</b>	\$12,080	\$6,820	\$8,545	\$5,237	\$6,263	\$10,062
<hr/>						
<b>Expenditures</b> Instruction expenses per FTE student.						
<b>Instruction expenses per FTE student</b>	\$14,943	\$16,075	\$18,988	\$13,924	\$22,728	\$13,558
<hr/>						
<b>Tuition and Fees</b> Tuition and Fee revenue per FTE student.						
<b>Tuition and Fee Revenue per FTE student</b>	\$9,515	\$12,627	\$17,867	\$13,826	\$21,520	\$11,369