

Texas A&M International University

Accountability Report

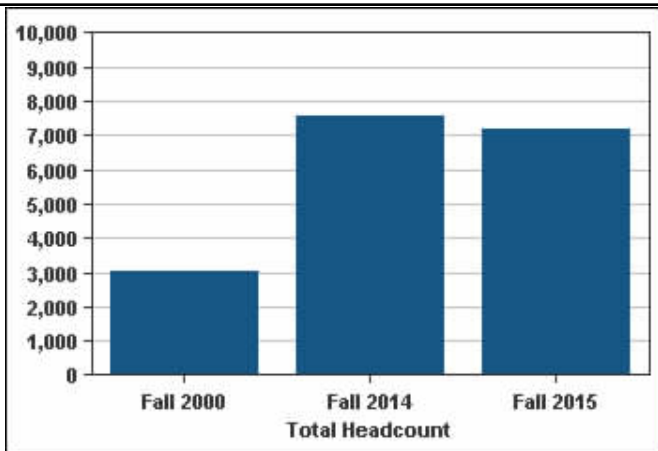
January 2016

Participation - Key Measures

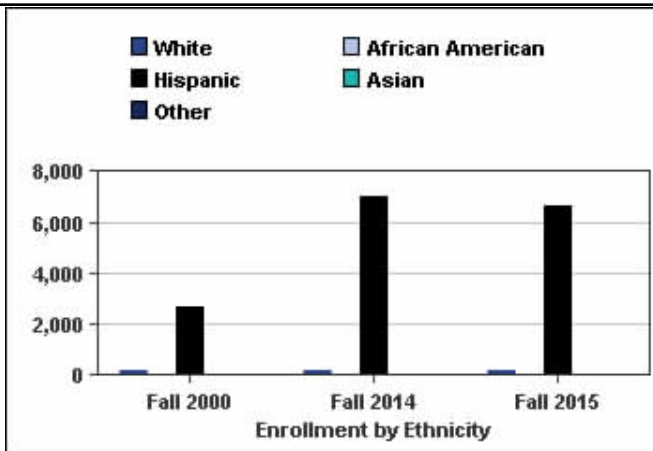
Enrollment

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
Total*	3,038	7,554	7,192	136.7%	7,538	95.4%
White	168 (5.5%)	152 (2.0%)	150 (2.1%)	- 10.7%	162	92.6%
African American	12 (0.4%)	56 (0.7%)	40 (0.6%)	233.3%	60	66.7%
Hispanic	2,686 (88.4%)	7,024 (93.0%)	6,668 (92.7%)	148.3%	6,860	97.2%
Asian	17 (0.6%)	56 (0.7%)	49 (0.7%)	188.2%		
International	153 (5.0%)	237 (3.1%)	253 (3.5%)	65.4%		
Other	2 (0.1%)	29 (0.4%)	32 (0.4%)	1500.0%		
Flex Entry	0	30	30	N/A		



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

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
Total FTSEs	1,953	5,233	5,361	174.6%
State-Funded FTSEs	1,947	5,170	5,298	172.1%

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.

Participation - Contextual Measures


	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
3. First-time undergraduates from Texas top 10% and Texas top 11-25%				
Students in Texas top 10%	16.4%	19.2%	17.9%	1.5
Students in Texas top 11-25%	N/A	29.4%	29.5%	N/A
4. First-time entering applicants accepted	94.0%	93.2%	81.6%	- 12.4
5. First-time accepted, enrolled	44.9%	38.5%	33.1%	- 11.8

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


	FY 2000	FY 2013	FY 2014	Point Change FY 2000 to FY 2014
6. Racial and ethnic composition of Texas public high school graduates				
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

7. UG Students by SCH taken at 2-year colleges 							
	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	
UG Students	2,228	(100%)	6,741	(100%)	6,375	(100%)	
0-12 hours	299	(13.4%)	982	(14.6%)	948	(14.9%)	1.5
13-24 hours	124	(5.6%)	460	(6.8%)	403	(6.3%)	0.7
25-29 hours	51	(2.3%)	114	(1.7%)	122	(1.9%)	- 0.4
30-42 hours	105	(4.7%)	218	(3.2%)	219	(3.4%)	- 1.3
43-59 hours	148	(6.6%)	347	(5.1%)	397	(6.2%)	- 0.4
60-66 hours	103	(4.6%)	263	(3.9%)	296	(4.6%)	0.0
67+ hours	681	(30.6%)	793	(11.8%)	743	(11.7%)	- 18.9
All Students with SCH at TX 2-Yr college	1,511	(67.8%)	3,177	(47.1%)	3,128	(49.1%)	- 18.7
Awarded Core	0	(0.0%)	11	(0.2%)	14	(0.2%)	0.2
Associate Degree	420	(18.9%)	952	(14.1%)	1,032	(16.2%)	- 2.7

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
8. Semester credit hours 				
Total undergraduate semester credit hours	25,196	72,191	73,807	192.9%
Total graduate semester credit hours	3,276	4,988	5,242	60.0%
Percentage graduate SCH to total SCH	11.5 %	6.5 %	6.6%	- 4.9



Participation - Out-of-State Peers

Out-of-state peer data is from the Fall 2014 IPEDS report and may not match accountability data because of differences in the source of the data. Accountability measures are primarily derived from institutional data sent to the CB for CBM reports. Data reported on this out-of-state peer link is obtained from the IPEDS system of institutional reporting to the federal government. Data differences may result from different reporting periods and different definitions for the data elements.

Options
Return to the Participation Page
Download Excel Version
Out-of-State Peer Measures and Definitions

	Texas A&M International University	Comprehensive Group Out-of-State Peers			Institution's Out-of-State Peers		
		ARKANSAS STATE UNIVERSITY-MAIN CAMPUS	UNIVERSITY OF CENTRAL MISSOURI	FLORIDA GULF COAST UNIVERSITY	NORTHWEST MISSOURI STATE UNIVERSITY	PITTSBURG STATE UNIVERSITY	
Headcount Enrollment Headcount enrolled for credit, disaggregated by race/ethnicity.							
Total	7,554	13,144	13,379	14,473	6,720	7,479	
White	152	9,744	8,039	9,702	4,981	5,812	
African American	47	1,834	886	1,062	374	273	
Hispanic	7,024	293	322	2,648	182	312	
Asian	56	118	134	253	47	66	
Other	275	1,155	3,998	808	1,136	1,016	
Full-Time Equivalent Enrollment 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.							
Total	5,703	10,041	11,154	12,341	6,002	6,549	

Fall 2015 Enrollment Detail - Texas A&M International 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	752	0	0	0	0	752
18 to 21	3,377	7	0	0	0	3,384
22 to 24	1,268	197	0	0	0	1,465
25 to 29	542	265	7	0	0	814
30 to 34	227	145	6	0	0	378
35 and over	209	182	8	0	0	399
Total	6,375	796	21	0	0	7,192

By Level, Race/Ethnicity:

Ethnicity	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
White	128	19	3	0	0	150
African American	29	10	1	0	0	40
Hispanic	6,032	631	5	0	0	6,668
Asian	34	12	3	0	0	49
International	120	124	9	0	0	253
Other	32	0	0	0	0	32
Total	6,375	796	21	0	0	7,192

By Level, Gender:

Gender	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
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Male	2,577	332	13	0	0	2,922
Female	3,798	464	8	0	0	4,270
Total	6,375	796	21	0	0	7,192

By Undergraduate Status:

	Undergraduate	Full-time	Part-time	White	African American	Hispanic	Asian	Other	Male	Female
First-Time in College	897	879	18	18	3	854	3	19	377	520
First-Time Transfer (from two- and four-year institutions)	519	339	180	20	9	465	3	22	189	330
Other Undergraduate	4,959	3,368	1,591	90	17	4,713	28	111	2,011	2,948
Total	6,375	4,586	1,789	128	29	6,032	34	152	2,577	3,798

Fall 2015 Enrollment Detail - Texas A&M International 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
Total	45,750	28,057	73,807	5,098	144	0	0	79,049	5,361
State-Funded	45,375	27,479	72,854	5,098	144	0	0	78,096	5,298

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
Hybrid/Blended on campus	336	141	477	246	0	0	0	723	52
Fully-distance education/Internet	2,561	2,855	5,416	1,369	0	0	0	6,785	475

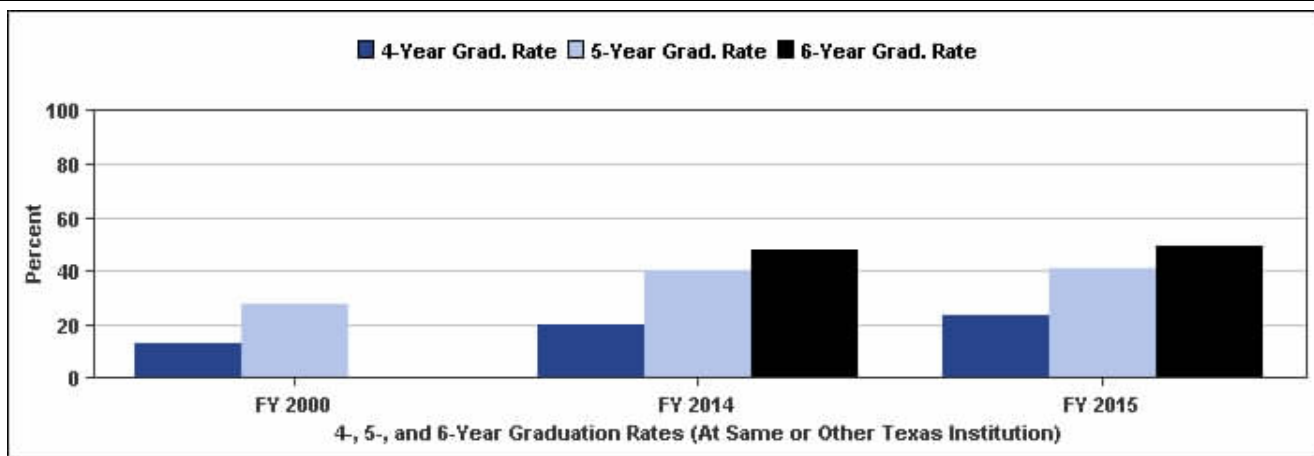
Success - Key Measures

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	158	12.7%	2009	795	20.6%	2010	953	19.7%	2011	834	23.4%	10.7
Same institution			12.0%			18.1%			17.1%			21.7%	9.7
Other TX institutions			0.6%			2.5%			2.6%			1.7%	1.1
5-Year graduation rate	1995	229	27.9%	2008	685	39.0%	2009	795	40.1%	2010	953	41.0%	13.1
Same institution			21.4%			34.5%			34.1%			34.5%	13.1
Other TX institutions			6.6%			4.5%			6.0%			6.5%	- 0.1
6-Year graduation rate	1994	0	N/A	2007	674	51.3%	2008	685	48.0%	2009	795	49.2%	N/A
Same institution			N/A			43.5%			41.0%			40.8%	N/A
Other TX institutions			N/A			7.9%			7.0%			8.4%	N/A

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



Source: CBM001, CBM002, and CBM009

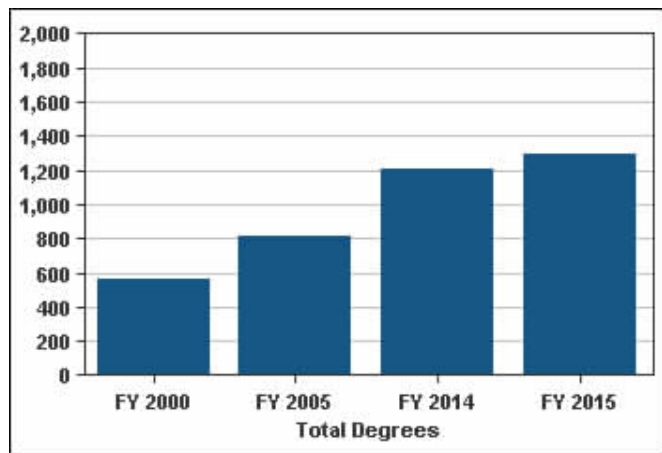
Degrees and certificates awarded

10. Number of degrees and certificates awarded.

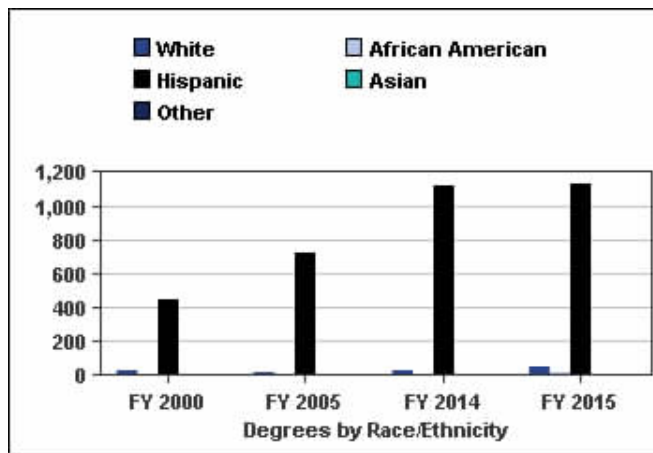
	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total Degrees*	558	1,212	1,292	131.5%		
White	32	26	47	46.9%		
African American	3	11	12	300.0%		
Hispanic	444	1,113	1,128	154.1%		
Asian	7	5	4	- 42.9%		
International	72	55	95	31.9%		
Other	0	2	6	N/A		
Level						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	371	978	990	166.8%	997	99.3%
Master's	187	230	298	59.4%		
Doctor's Research/Scholarship	N/A	4	4	N/A	8	50.0%
Doctor's Professional Practice	N/A	N/A	N/A	N/A		
Certificates						
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	FY 2000	FY 2014	FY 2015	% Change
Male	202	472	496	145.5%
Female	356	740	796	123.6%



Source: CBM009



Source: CBM009

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	240	884	903	663

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*	1	0	0	0	-100.0%	0	N/A
Engineering*	0	13	15	13	N/A	8	162.5%
Math*	12	5	22	17	41.7%	35	48.6%
Physical Science*	3	3	3	3	0.0%	0	N/A
Level							
Associate's	0	0	0	0	N/A		
Baccalaureate	16	21	40	33	106.3%	43	76.7%
Master's	0	2	19	44	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees.

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*
Total Nursing Degrees	19	82	62	55	189.5%		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	19	71	47	55	189.5%	50	110.0%
Master's	0	11	15	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*
Total Allied Health Degrees	0	73	64	78	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	73	64	78	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.

Teacher Production and Certification

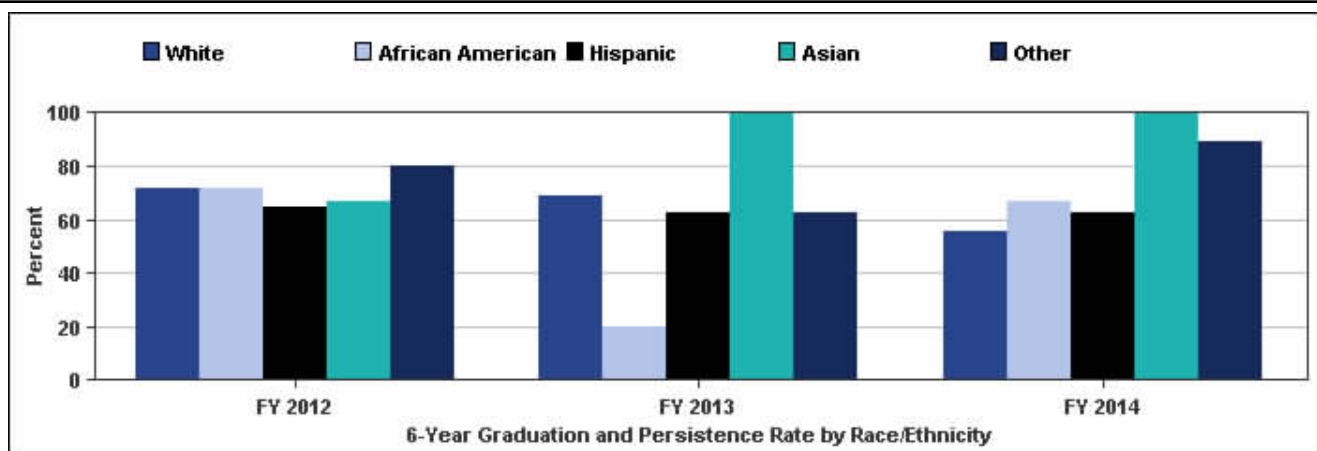
15. Students taking and passing the certification exams for teacher education. 			
	FY 2012	FY 2013	FY 2014
Total number taking exam	119	59	104
Race/Ethnicity			
White	*	N/A	*
African American	N/A	N/A	N/A
Hispanic	116	58	100
Other	N/A	*	N/A
Gender			
Male	26	13	26
Female	93	46	78
Total percent passing exam	70.0%	96.0%	98.0%
Race/Ethnicity			
White	100.0%	N/A	83.0%
African American	0.0%	N/A	N/A
Hispanic	70.0%	96.0%	99.0%
Other	N/A	100.0%	N/A
Gender			
Male	78.0%	95.0%	100.0%
Female	69.0%	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.

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	
Total	1994	0	N/A	2007	674	65.3%	2008	685	62.8%	2009	795	62.9%	N/A
Same institution			N/A			51.6%			47.9%			49.1%	N/A
Other TX institutions			N/A			13.6%			14.9%			13.8%	N/A
White	1994	0	N/A	2007	21	71.4%	2008	16	68.8%	2009	9	55.6%	N/A
Same institution			N/A			23.8%			37.5%			22.2%	N/A
Other TX institutions			N/A			47.6%			31.3%			33.3%	N/A
African American	1994	0	N/A	2007	7	71.4%	2008	5	20.0%	2009	3	66.7%	N/A
Same institution			N/A			42.9%			0.0%			66.7%	N/A
Other TX institutions			N/A			28.6%			20.0%			0.0%	N/A
Hispanic	1994	0	N/A	2007	628	64.6%	2008	647	62.9%	2009	769	62.4%	N/A
Same institution			N/A			52.1%			48.4%			48.6%	N/A
Other TX institutions			N/A			12.6%			14.5%			13.8%	N/A
Asian	1994	0	N/A	2007	3	66.7%	2008	1	100.0%	2009	5	100.0%	N/A
Same institution			N/A			33.3%			100.0%			80.0%	N/A
Other TX institutions			N/A			33.3%			0.0%			20.0%	N/A
Other	1994	0	N/A	2007	15	80.0%	2008	16	62.5%	2009	9	88.9%	N/A
Same institution			N/A			80.0%			50.0%			88.9%	N/A
Other TX institutions			N/A			0.0%			12.5%			0.0%	N/A


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





Source: CBM001, CBM002 and CBM009


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 	93.7%	97.9%	99.1%	5.4

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
18. Financial Aid: Percent of students receiving Pell Grants 	50.3%	56.8%	56.0%	5.7

	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
19. Part-time first-time, degree seeking, undergraduates 	12.3%	4.0%	2.0%	- 10.3

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	
Total	271	83.0%	936	85.6%	970	87.2%	4.2
Same institution		67.9%		75.5%		76.2%	8.3
Other TX institutions		15.1%		10.0%		11.0%	- 4.1
White	10	50.0%	10	70.0%	14	85.7%	35.7
Same institution		50.0%		40.0%		71.4%	21.4
Other TX institutions		0.0%		30.0%		14.3%	14.3
African American	2	100.0%	2	100.0%	3	0.0%	-100.0
Same institution		100.0%		50.0%		0.0%	-100.0
Other TX institutions		0.0%		50.0%		0.0%	0.0
Hispanic	251	85.3%	895	85.7%	919	87.8%	2.5
Same institution		68.9%		75.8%		76.5%	7.6
Other TX institutions		16.3%		9.9%		11.3%	- 5.0
Asian	2	50.0%	4	75.0%	4	100.0%	50.0
Same institution		50.0%		75.0%		75.0%	25.0
Other TX institutions		0.0%		0.0%		25.0%	25.0
Other	6	50.0%	25	88.0%	30	76.7%	26.7
Same institution		50.0%		84.0%		76.7%	26.7
Other TX institutions		0.0%		4.0%		0.0%	0.0

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	
Total	271	79.7%	933	77.9%	936	78.1%	- 1.6
Same institution		53.1%		57.2%		60.4%	7.3
Other TX institutions		26.6%		20.7%		17.7%	- 8.9
White	10	70.0%	8	87.5%	10	60.0%	- 10.0
Same institution		60.0%		75.0%		30.0%	- 30.0
Other TX institutions		10.0%		12.5%		30.0%	20.0
African American	2	50.0%	3	66.7%	2	100.0%	50.0
Same institution		50.0%		0.0%		50.0%	0.0
Other TX institutions		0.0%		66.7%		50.0%	50.0
Hispanic	251	81.7%	901	78.1%	895	78.8%	- 2.9
Same institution		53.8%		57.3%		60.7%	6.9
Other TX institutions		27.9%		20.9%		18.1%	- 9.8
Asian	2	100.0%	2	100.0%	4	50.0%	- 50.0
Same institution		50.0%		100.0%		50.0%	0.0
Other TX institutions		50.0%		0.0%		0.0%	- 50.0
Other	6	16.7%	19	63.2%	25	64.0%	47.3
Same institution		16.7%		52.6%		64.0%	47.3
Other TX institutions		0.0%		10.5%		0.0%	0.0

Developmental Education

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. 

Fall 2011 Cohort			
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)

Summary Data

Number of FTIC students
Met state standards in all three areas

851
705

Did not meet state standards in one, two, or all three areas (at entry) **146**
 Unknown* (unduplicated) **0**

Data by Subject Area

Met Standard				
Math	763	228	382	79.9%
Reading	790	360	340	88.6%
Writing	792	334	356	87.1%
Did Not Meet Standard				
Math	88	N/A	47	53.4%
Reading	61	N/A	40	65.6%
Writing	59	N/A	40	67.8%
Unknown** (waived or military exemption)				
Math**	0	N/A	0	0.0%
Reading**	0	N/A	0	0.0%
Writing**	0	N/A	0	0.0%


Most- and Least-Prepared Populations

Met State Standard in All Three Areas				
Math	705	218	347	80.1%
Reading	705	338	297	90.1%
Writing	705	311	317	89.1%
Did Not Meet Standard in All Three Areas				
Math	12	N/A	7	58.3%
Reading	12	N/A	8	66.7%
Writing	12	N/A	8	66.7%

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.

		Fall 2011 Cohort							
23. Underprepared students who satisfied TSI obligation within 2 years. 		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)
Summary Data									
Number of FTIC students		851							
Met state standards in all three areas		705							
Did not meet state standards in one, two, or all three areas (at entry)		146							
Unknown* (unduplicated)		0							
Data by Subject Area									
Met Standard									
Math		763	17	2.2%	N/A	N/A	N/A	N/A	
Reading		790	2	0.3%	N/A	N/A	N/A	N/A	
Writing		792	23	2.9%	N/A	N/A	N/A	N/A	
Did Not Meet Standard									
Math		88	87	98.9%	61	61	70.1%	69.3%	
Reading		61	58	95.1%	53	54	91.4%	88.5%	
Writing		59	57	96.6%	50	51	87.7%	86.4%	
Unknown** (waived or military exemption)									
Math**		0	0	0.0%	N/A	N/A	N/A	N/A	
Reading**		0	0	0.0%	N/A	N/A	N/A	N/A	
Writing**		0	0	0.0%	N/A	N/A	N/A	N/A	
Most- and Least-Prepared Populations									
Met state standards in all areas									
Math		705	14	2.0%	N/A	N/A	N/A	N/A	
Reading		705	2	0.3%	N/A	N/A	N/A	N/A	
Writing		705	12	1.7%	N/A	N/A	N/A	N/A	
Did Not Meet Standards in All Three Areas									
Math		12	11	91.7%	10	10	90.9%	83.3%	
Reading		12	12	100.0%	12	12	100.0%	100.0%	
Writing		12	11	91.7%	11	11	100.0%	91.7%	

*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)
24. Percent of students who return the following fall.			
Summary Data			
Number of FTIC students	851	736	87
Met state standards in all areas	705	622	88.2%
Did not meet state standards in one, two, or all three areas	146	114	78.1%
Did not meet state standards in all three areas	12	9	75.0%
Unknown* (unduplicated)	0	0	0.0%
Data by Subject Area			
Met Standard by Area			
Math	763	666	87.3%
Reading	790	691	87.5%
Writing	792	687	86.7%
Did Not Meet Standard by Area			
Math	88	70	79.5%
Reading	61	45	73.8%
Writing	59	49	83.1%
Unknown** by Area (waived or military exemption)			
Math	0	0	0.0%
Reading	0	0	0.0%
Writing	0	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
25. Graduation of two-year college students				
1-29 SCH (before transfer)	5 (11.9%)	17 (29.3%)	22 (29.7%)	17.8
30 SCH or more (before transfer)	132 (52.0%)	199 (49.8%)	212 (52.9%)	0.9
Source: CBM001 and CBM009.				

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

	FY 2000	FY 2014	FY 2015	Point Change
1-29 SCH (at any time)	23.0%	33.3%	34.0%	11.0
30 SCH or more (at any time)	59.5%	39.4%	37.7%	- 21.8
Source: CBM001 and CBM009.				

	Cohort	Rate	Cohort	Rate	Cohort	Rate
27. Graduation Rates						
Master's	Fall 1995	48.4%	Fall 2009	45.0%	Fall 2010	49.5%
Doctoral	Fall 1990	N/A	Fall 2004	62.5%	Fall 2005	66.7%

	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	80.1%	77.6%	81.1%	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	63.8%	61.6%	66.0%	2.2
30. In graduate or professional school in Texas in fall of the next FY	5.5%	4.9%	5.4%	- 0.1
31. Employed in Texas and enrolled in a graduate or professional school in Texas	10.8%	11.0%	9.7%	- 1.1

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

	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	4.71	4.86

	Texas A&M International University	Comprehensive Group Out-of-State Peers		Institution's Out-of-State Peers		
		ARKANSAS STATE UNIVERSITY-MAIN CAMPUS	UNIVERSITY OF CENTRAL MISSOURI	FLORIDA GULF COAST UNIVERSITY	NORTHWEST MISSOURI STATE UNIVERSITY	PITTSBURG STATE UNIVERSITY
Graduation Rate: Four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates.						
4-Year Rate	20%	20.0%	29.0%	24.0%	25.0%	24.0%
5-Year Rate	38%	32.0%	48.0%	45.0%	45.0%	42.0%
6-Year Rate	45%	37.0%	53.0%	49.0%	49.0%	49.0%
Degrees Awarded: Number of graduates by level, race/ethnicity and gender.						
Total Degrees	1,182	3,780	2,713	2,587	1,391	1,554
White	27	2,899	1,988	1,829	1,152	1,276
African American	10	453	164	154	44	37
Hispanic	1,074	64	72	441	19	47
Asian	5	30	28	50	12	11
Other	66	334	461	113	164	183
Level						
Associates	0	392	0	355	42	17
Bachelors	950	1,824	1,834	1,864	1,022	1,095
Master's	228	1,316	797	334	269	424
Doctor's Research/Scholarship	4	14	0	4	0	0
Doctor's Professional Practice	0	31	0	30	0	0
Gender						
Male	457	1,278	1,151	975	602	743
Female	725	2,502	1,562	1,612	789	811
Graduation Rate: Percent of first-time, degree-seeking undergraduates who have graduated after six academic years.						
Total	45.0%	39.0%	53.0%	49.0%	50.0%	50.0%
White	19.0%	48.0%	55.0%	49.0%	52.0%	51.0%
African American	0.0%	28.0%	40.0%	54.0%	27.0%	31.0%
Hispanic	46.0%	35.0%	59.0%	48.0%	52.0%	54.0%
Asian	N/A	33.0%	40.0%	40.0%	50.0%	50.0%
American Indian or Alaska Native	N/A	57.0%	46.0%	20.0%	17.0%	38.0%
Unknown	100.0%	29.0%	46.0%	0.0%	35.0%	40.0%
Nonresident Alien	54.0%	10.0%	37.0%	60.0%	57.0%	44.0%
Graduates in Key Fields: Number of degrees awarded in specific fields by level.						
Computer Science	14	38	167	11	108	8
Engineering	12	54	165	66	14	160
Math	22	18	8	18	3	10
Physical Science	2	23	3	4	16	17
Nursing and Allied-Health Graduates: Number of degrees awarded in nursing/allied-health by level.						
Total Degrees	137	568	262	180	26	122
Certificate	0	8	0	0	0	0
Associates	0	132	0	0	0	0
Bachelors	122	279	195	97	26	101
Master's	15	118	67	53	0	21
Doctor's Research/Scholarship	0	0	0	0	0	0

Graduates Detail (FY 2015)- Texas A&M International 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:


Race/Ethnicity	Associate's	Bachelor's	Master's	Doctor's Research/ Scholarship	Doctor's Professional Practice	Total
White	0	33	14	0	0	47
African American	0	8	4	0	0	12
Hispanic	0	923	205	0	0	1,128
Asian	0	2	1	1	0	4
International	0	19	73	3	0	95
Other	0	5	1	0	0	6

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 	63.2%	33.4%	26.7%	- 36.5

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	1,953	142	14:1	5,020	224	22:1	5,233	234	22:1	63.0%

State and National Exams Success

35. Certification and licensure rates 

	FY 2000	FY 2014	FY 2015	Point Change FY 2012 to FY 2015
Law	N/A	N/A	N/A	N/A
Pharmacy	N/A	N/A	N/A	N/A
Nursing	N/A	90.0%	96.0%	4.0
Engineering	N/A	N/A	N/A	N/A

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 	74.3%	55.1%	53.7%	- 20.6

Quality Enhancement Plan

37. Quality Enhancement Plan, Including Reaffirmation Year 

Texas A&M International University (TAMIU) has chosen to focus the Quality Enhancement Plan (QEP) on building, integrating, and sustaining undergraduate research practices and programs, with an emphasis on applied critical thinking. The plan was approved by SACSCOC December 2015.
 The Plan is called ACT on IDEAs. ACT represents the focus of the plan – Applied Critical thinking – while IDEAs denotes the phases of the plan— Investigate, Decide, Express, and Achieve. ACT on IDEAs will: (1) promote undergraduate research through direct connections with faculty and peers; (2) Empower undergraduate students by enhancing critical thinking and research skills; (3) Provide undergraduate students with the skills and opportunities to express their knowledge and apply it to substantive local and global issues. The broad-based QEP will impact all disciplines across the University and offer highly motivated students a multitude of enriching experiences, such as faculty-guided research opportunities, a Certificate in Research Methodology, and/or a variety of research workshops.
 The detailed plan may be found at <http://www.tamtu.edu/adminis/avpaa/ucc/ccm/RR-3.3.2-QEP-ACT-on-IDEAS.pdf>

Excellent Programs

38. Excellent Programs 

Highlighted Excellent Programs 1

The Doctor of Philosophy in International Business Administration provides a doctoral-level learning experience that increases the knowledge, skills, and professional ethics of a new generation of business educators and researchers who will function in a diverse, globally competitive environment. Graduates of the program will be qualified and motivated to advance and expand the body of knowledge as future college faculty and researchers working with an enthusiastic, student-centered faculty.

Highlighted Excellent Programs 2

The Master of Science in Criminal Justice (MSCJ) is a comprehensive online degree program which prepares students to actively participate in the development of knowledge and policy responses to contemporary crime problems. A focus is placed on criminological theory, the administration of justice, corrections, ethics, and legal studies. Graduate students engage in research and are encouraged to take active leadership roles as professionals in the field of criminal justice or juvenile justice.

Excellence - Contextual Measures

	Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
39. FTE tenured/tenure-track faculty demographics				
Ethnicity				
Total	74.3%	55.1%	53.7%*	- 20.6
White	80.8%	71.8%	67.1%	- 13.7
African American	N/A	32.3%	30.1%	N/A
Hispanic	55.1%	29.1%	28.7%	- 26.4
Asian	100.0%	69.8%	89.7%	- 10.3
International	N/A	79.0%	77.7%	N/A
Other	96.4%	40.5%	25.4%	- 71.0
Gender				
Male	79.3%	61.8%	60.8%	- 18.5
Female	67.8%	47.7%	46.4%	- 21.4

*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
40. Faculty Rank (Fall 2014)						
Faculty Ethnicity						
Total*	18	214	5	59	49	28
White	3	50	2	25	20	14
African American	0	7	1	1	1	0
Hispanic	10	133	2	11	10	8
Asian	1	5	0	4	6	4
International	4	13	0	17	12	2
Other	0	6	0	1	0	0
Faculty Gender						
Male	6	98	3	27	29	23
Female	12	116	2	32	20	5

*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
41. Faculty Salary Comparisons						
Professor	\$73,123	\$94,830	\$95,207	30.2%	\$117,155	81%
Associate Professor	\$55,791	\$74,730	\$74,966	34.4%	\$83,243	90%
Assistant Professor	\$47,286	\$68,392	\$73,447	55.3%	\$71,840	102%
Instructor		\$0	\$0	N/A	\$49,231	0%

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
42. Endowed Professorships and Chairs				
Percent unfilled				
Percent of total tenured/tenure-track faculty	2	4	4	100.0%
	0.0%	50.0%	75.0%	75.0
	1.6%	2.8%	2.7%	1.1

43. Nobel Prize Winners and National Academies				
	FY 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015

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

University	ARKANSAS STATE UNIVERSITY-MAIN CAMPUS	UNIVERSITY OF CENTRAL MISSOURI	FLORIDA GULF COAST UNIVERSITY	NORTHWEST MISSOURI STATE UNIVERSITY	PITTSBURG STATE UNIVERSITY
Tenure/Tenure-Track Faculty Percentage of all full-time faculty members who are tenured or tenure-track.					
Percent of Tenured/Tenure-Track faculty	63%	71%	N/A	2%	70%

Research - Key Measures

Federal and Private Research

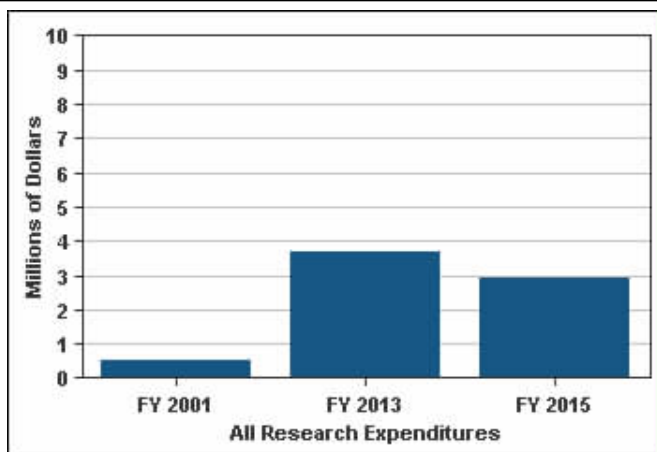
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
45. Federal and private research expenditures per FTE faculty i	\$3,777	\$16,982	\$13,076	246.2%

Research Expenditures

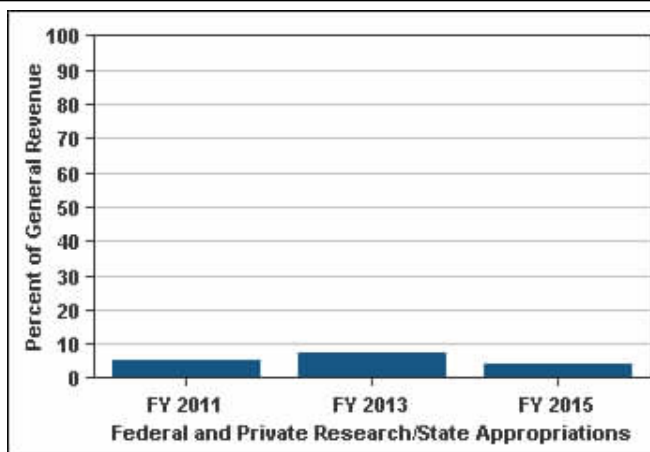
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million) i	\$0.508	\$3.440	\$2.917	474.2%	\$2.500	116.7%

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. i	5.1%	5.0%	3.9%	- 1.2



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

Research - Contextual Measures

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
48. Research Expenditures by Source (\$ Millions) i	\$0.508	\$3.440	\$2.917	474.3%
Federal	\$0.376	\$0.977	\$0.658	75.0%
State	\$0.047	\$0.953	\$0.769	1542.9%
Private	\$0.023	\$1.122	\$0.987	4120.7%
Institutional	\$0.062	\$0.387	\$0.502	715.3%
Restricted Research Expenditures (amount shown is a subset of the categories above)	\$0.212	\$2.099	\$1.585	646.8%

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 i					
Number	33	15	21	18	- 45.5%
Percent	22%	10.6%	15%	12%	- 10.0

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


50. Number of new U.S. patents issued or reissued. i	0	0	0	0	N/A
51. Number of new patent applications i	0	0	0	0	N/A

	Texas A&M International University	Comprehensive Group Out-of-State Peers		Institution's Out-of-State Peers		
		ARKANSAS STATE UNIVERSITY-MAIN CAMPUS	UNIVERSITY OF CENTRAL MISSOURI	FLORIDA GULF COAST UNIVERSITY	NORTHWEST MISSOURI STATE UNIVERSITY	PITTSBURG STATE UNIVERSITY
Research Expenditures Current year research expenditures.						
Research Expenditures	\$3,510,797	\$10,852,424	\$583,359	\$3,364,794	\$258,889	\$2,590,867
Research Funds Amount of sponsored (external/federal) research funds.						
Federal Research Funds	\$12,187,292	\$9,373,510	\$1,866,932	\$5,091,570	\$2,685,274	\$2,690,016


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 	19.0%	7.6%	5.7%	- 13.3

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	58	58
Lab space use efficiency	57	49
Overall space use efficiency	115	107

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	\$13,409	\$7,883	\$7,647	- 43.0%
Appropriated funds per FTE faculty	\$113,161	\$102,805	\$90,134	- 20.3%


Historically Underutilized Business (HUB)

	FY 2000	FY 2014	FY 2015	%/Point Change FY 2000 to FY 2015
55. HUB Expenditures without construction (Millions) 	\$ 1.419	\$ 4.161	\$ 3.046	114.6%
Percent of total expenditures	31.9%	36.8%	43.6%	11.7
HUB Expenditures with construction (Millions)	\$ 1.212	\$ 6.247	\$ 3.244	167.6%
Percent of total expenditures	27.2%	55.2%	46.4%	19.2




Operating Expenses per FTE Student

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
56. Operating expenses per FTE student 	\$18,978	\$15,178	\$14,659	- 22.8%


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	\$17,443	\$17,792	\$17,995	3.2%
Per FTE faculty	\$155,965	\$232,040	\$212,097	36.0%


Institutional Efficiency and Effectiveness - Contextual Measures

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
Class Size				
58. Average class size 	23	34	34	47.8%
Median class size	22	25	25	13.6%
59. Percentage of undergraduate classes with less than 20 students 	46.6%	26.6%	27.6%	- 19.0
60. Percentage of undergraduate classes with 50 students or more 	4.3%	15.7%	16.8%	12.5

	FY 2000	FY 2015	FY 2016	% Change FY 2000 to FY 2016
61. Average cost of resident undergraduate tuition and fees for 30 SCH. 	\$2,559	\$7,558	\$7,990	212.2%

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
62. E&G Square footage 				
E&G classroom per FTE student	19.33	11.16	9.76	- 49.5%
E&G lab per FTE student	3.09	7.93	6.50	110.4%

Endowment	FY 2011	FY 2013	FY 2014	FY 2015	% Change FY 2011 to FY 2015
63. True and Term Endowment (\$ millions) 	\$32.0	\$37.0	\$44.0	\$45.0	
64. Quasi Endowment (\$ millions) 	\$0.0	\$0.5	\$1.0	\$1.0	
65. Total Endowment (\$ millions) 	\$32.0	\$37.5	\$45.0	\$46.0	43.8%
66. Total Endowment - Per FTE student 	\$6,199	\$7,351	\$8,441	\$8,227	32.7%

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
67. Total Revenue* 	\$46,102,264	\$94,848,825	\$100,623,250	118.3%
State appropriations	\$32,477,148	\$42,022,549	\$42,761,329	31.7%
Tuition and fees	\$5,018,190	\$17,850,797	\$19,876,688	296.1%
Federal grants and contracts	\$4,450,970	\$28,779,367	\$26,694,809	499.8%
Institutional resources	\$4,155,956	\$6,196,112	\$11,290,424	171.7%
Constitutional funds	\$1,778,155	\$3,796,436	\$3,796,436	113.5%
Total Revenue with Constitutional Funds	\$47,880,419	\$98,645,261	\$104,419,686	118.1%

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

	Comprehensive Group Out-of-State Peers			Institution's Out-of-State Peers		
	Texas A&M International University	ARKANSAS STATE UNIVERSITY-MAIN CAMPUS	UNIVERSITY OF CENTRAL MISSOURI	FLORIDA GULF COAST UNIVERSITY	NORTHWEST MISSOURI STATE UNIVERSITY	PITTSBURG STATE UNIVERSITY
Administrative Cost Ratio Amount expended for administrative costs as a percent of operative expenses						
Administrative costs as a percent of operating budget	5%	4%	6%	6%	5%	5%
Appropriations State and local government appropriation revenues per FTE student.						
Appropriations per FTE student	\$6,377	\$5,360	\$4,979	\$5,047	\$4,962	\$4,977
Expenditures Instruction expenses per FTE student.						
Instruction expenses per FTE student	\$5,524	\$5,358	\$7,862	\$6,069	\$7,972	\$6,468
Tuition and Fees Tuition and Fee revenue per FTE student.						

Tuition and Fee Revenue per FTE student	\$3,799	\$3,633	\$6,960	\$4,905	\$6,306	\$4,817
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