


Texas A&M University at Galveston

Accountability Report

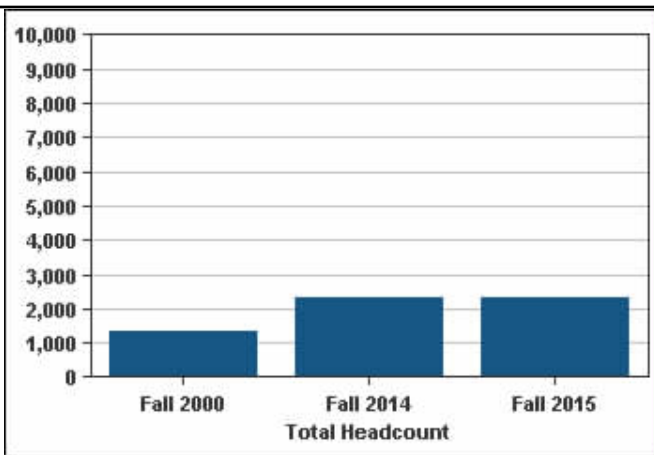
January 2016

Participation - Key Measures

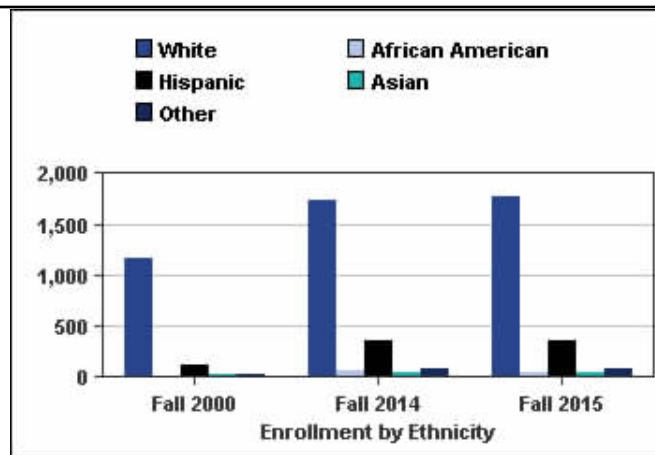
Enrollment

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*	1,363	2,305	2,324	70.5%	2,300	101.0%
White	1,164 (85.4%)	1,736 (75.3%)	1,763 (75.9%)	51.5%	1,650	106.8%
African American	11 (0.8%)	58 (2.5%)	47 (2.0%)	327.3%	70	67.1%
Hispanic	125 (9.2%)	350 (15.2%)	359 (15.4%)	187.2%	290	123.8%
Asian	26 (1.9%)	51 (2.2%)	50 (2.2%)	92.3%		
International	11 (0.8%)	26 (1.1%)	28 (1.2%)	154.5%		
Other	26 (1.9%)	84 (3.6%)	77 (3.3%)	196.2%		
Flex Entry	0	0	0	N/A		




Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

The Fall 2015 enrollment increased minimally by less than 1% over Fall 2014. If TAMUG historical enrollment patterns remain, fall 2016 enrollment should have a significant increase, especially with new stall and a concerted effort at enrollment expansion. The slight enrollment increase also brought about a minor increase in total credit hours.

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	1,291	2,103	2,128	64.8%
State-Funded FTSEs	1,280	2,050	2,060	61.0%


NOTE: The percentage change is based on the actual FTE numbers and may vary slightly from the calculation produced by the rounded numbers. Post-baccalaureate students are counted separately from master's for headcount enrollment and are counted with master's for FTE enrollment calculations.

With a minimal increase in enrollment, overall FTSE also increased slightly by 25 FTSE. TAMUG historical patterns and new enrollment staff should reflect further enrollment and FTSE increase for fall 2016.


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%	9.1%	12.4%	9.8%	0.7
Students in Texas top 11-25%	N/A	23.9%	26.8%	N/A
4. First-time entering applicants accepted 	89.5%	74.1%	79.0%	- 10.5
5. First-time accepted, enrolled 	48.2%	51.5%	50.8%	2.6


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	1,345	(100%)	2,166	(100%)	2,161	(100%)	
0-12 hours	318	(23.6%)	492	(22.7%)	498	(23.0%)	- 0.6
13-24 hours	99	(7.4%)	283	(13.1%)	276	(12.8%)	5.4
25-29 hours	26	(1.9%)	95	(4.4%)	78	(3.6%)	1.7
30-42 hours	49	(3.6%)	133	(6.1%)	154	(7.1%)	3.5
43-59 hours	40	(3.0%)	100	(4.6%)	90	(4.2%)	1.2
60-66 hours	14	(1.0%)	48	(2.2%)	44	(2.0%)	1.0
67+ hours	57	(4.2%)	135	(6.2%)	136	(6.3%)	2.1
All Students with SCH at TX 2-Yr college	603	(44.8%)	1,286	(59.4%)	1,276	(59.0%)	14.2
Awarded Core	0	(0.0%)	16	(0.7%)	17	(0.8%)	0.8
Associate Degree	23	(1.7%)	128	(5.9%)	124	(5.7%)	4.0

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	19,366	30,394	30,582	57.9%
Total graduate semester credit hours	0	857	1,006	N/A
Percentage graduate SCH to total SCH	0.0 %	2.7 %	3.2%	N/A

As a result of the slight increase in enrollment, overall semester credit hours also had a slight increase of 1.32% with the bulk of the increase in graduate hours.



Higher Education Accountability System

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
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	Texas A&M University at Galveston	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
		UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	OREGON STATE UNIVERSITY	UNIVERSITY OF DELAWARE	UNIVERSITY OF RHODE ISLAND
Headcount Enrollment						
Headcount enrolled for credit, disaggregated by race/ethnicity.						
Total	N/A	5,431	3,557	28,886	22,680	16,571
White	N/A	3,220	993	18,505	16,007	11,396
African American	N/A	634	145	395	1,232	803
Hispanic	N/A	262	1,442	2,101	1,461	1,288
Asian	N/A	203	51	1,999	1,039	540
Other	N/A	1,112	926	5,886	2,941	2,544
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	N/A	3,844	2,505	24,751	21,280	15,006

Fall 2015 Enrollment Detail - Texas A&M University at Galveston

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	12	0	0	0	0	12
18 to 21	1,493	5	0	0	0	1,498
22 to 24	389	55	4	0	1	449
25 to 29	158	45	10	0	0	213
30 to 34	60	13	9	0	0	82
35 and over	49	12	6	0	3	70
Total	2,161	130	29	0	4	2,324

By Level, Race/Ethnicity:

Ethnicity	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
White	1,643	97	20	0	3	1,763
African American	41	4	1	0	1	47
Hispanic	353	6	0	0	0	359
Asian	46	4	0	0	0	50
International	8	13	7	0	0	28
Other	70	6	1	0	0	77
Total	2,161	130	29	0	4	2,324

By Level, Gender:

Gender	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
Male	1,361	71	18	0	2	1,452
Female	800	59	11	0	2	872

Total	2,161	130	29	0	4	2,324
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By Undergraduate Status:

	Undergraduate	Full-time	Part-time	White	African American	Hispanic	Asian	Other	Male	Female
First-Time in College	541	535	6	407	7	97	15	15	335	206
First-Time Transfer (from two- and four-year institutions)	144	126	18	102	5	34	0	3	88	56
Other Undergraduate	1,476	1,326	150	1,134	29	222	31	60	938	538
Total	2,161	1,987	174	1,643	41	353	46	78	1,361	800

Fall 2015 Enrollment Detail - Texas A&M University at Galveston

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	19,713	10,869	30,582	806	200	0	0	31,588	2,128
State-Funded	19,217	10,349	29,566	806	200	0	0	30,572	2,060

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	0	0	0	0	0	0	0	0	0
Fully-distance education/Internet	371	9	380	93	0	0	0	473	33

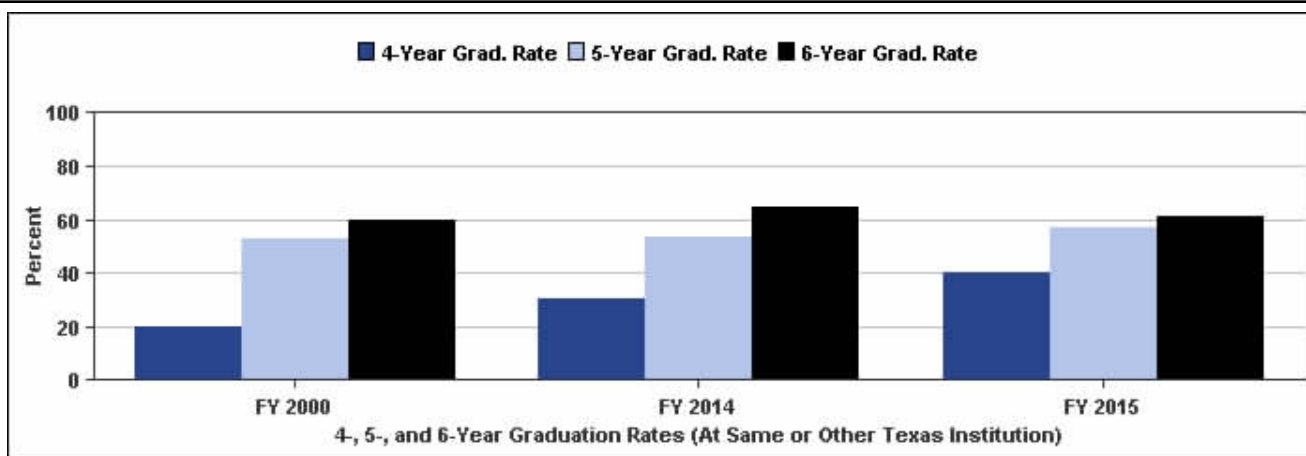
Success - Key Measures

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	246	19.9%	2009	493	28.0%	2010	586	30.5%	2011	593	40.5%	20.6
Same institution			15.9%			16.8%			15.4%			20.6%	4.7
Other TX institutions			4.1%			11.2%			15.2%			19.9%	15.8
5-Year graduation rate	1995	262	53.1%	2008	491	58.9%	2009	493	53.8%	2010	586	56.7%	3.6
Same institution			33.2%			29.3%			26.2%			24.6%	- 8.6
Other TX institutions			19.8%			29.5%			27.6%			32.1%	12.3
6-Year graduation rate	1994	236	59.7%	2007	438	58.4%	2008	491	65.0%	2009	493	61.3%	1.6
Same institution			38.6%			34.9%			32.0%			28.8%	- 9.8
Other TX institutions			21.2%			23.5%			33.0%			32.5%	11.3


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



Source: CBM001,CBM002, and CBM009

Persistence and graduation are key concerns for the Galveston campus. As a special purpose institution, a student who may pursue a different major often chooses to leave Galveston. Although this measure does include other Texas institutions, it may not accurately reflect approximately 13% of the incoming freshman that are non-residents.

Degrees and certificates awarded

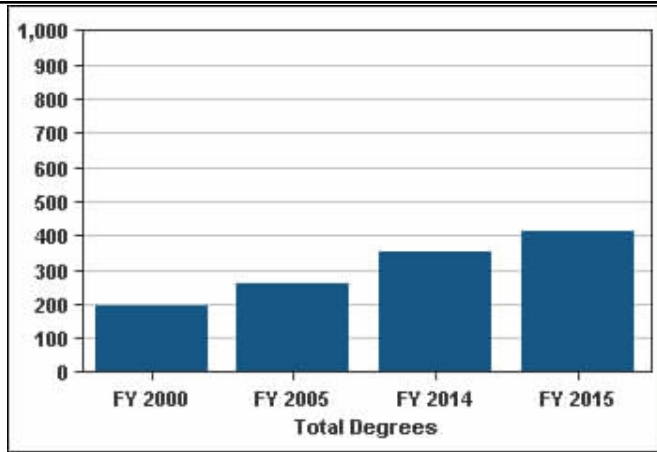
10. Number of degrees and certificates awarded. 

	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*	196	353	411	109.7%		
White	165	278	321	94.5%		
African American	2	9	11	450.0%		
Hispanic	16	47	53	231.3%		
Asian	3	9	3	0.0%		
International	2	1	3	50.0%		
Other	8	9	20	150.0%		
Level						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	196	322	374	90.8%	300	124.7%
Master's	N/A	31	34	N/A		
Doctor's Research/Scholarship	N/A	N/A	3	N/A	15	20.0%
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		

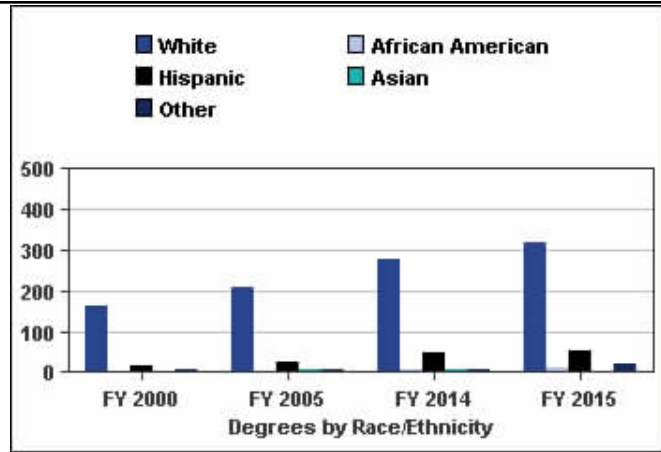
*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and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

Gender

Male	116	213	257	121.6%
Female	80	140	154	92.5%



Source: CBM009



Source: CBM009

The number of degrees awarded for 2014-2015 increased to 411 from last year at 353. The continued increase in enrollment will translate to increased graduation numbers over the next few years. Of significance, due to the type of degrees offered (marine and maritime industry), TAMUG degrees require a minimum of 120 semester credit hours to a maximum of 151. We hope our emphasis on transfer students will impact degree production.

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	79	197	199	120

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*	0	0	0	0	N/A	0	N/A
Engineering*	27	45	48	61	125.9%	41	148.8%
Math*	0	0	0	0	N/A	0	N/A
Physical Science*	28	0	0	0	-100.0%	23	0.0%
Level							
Associate's	0	0	0	0	N/A		
Baccalaureate	55	45	48	61	10.9%	64	95.3%
Master's	0	0	0	0	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees.

All TAMUG programs relate to key fields and include at least two semesters of calculus and beyond, as well as strong science backgrounds. Engineering and science are cornerstones of the special purpose designation.

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	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*
Total Allied Health Degrees	0	0	0	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	0	0	0	N/A	0	N/A
Master's	0	0	0	0	N/A		
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.

Not Applicable

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	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male			
Female			
Total percent passing exam	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A

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.

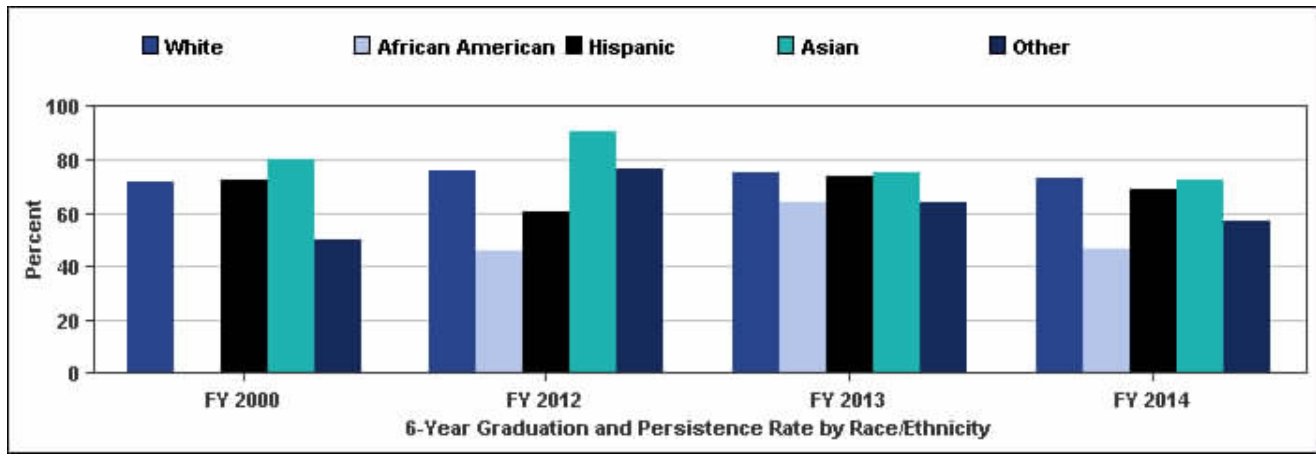
Not Applicable

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	236	71.6%	2007	438	73.3%	2008	491	74.3%	2009	493	71.2%	- 0.4
Same institution			41.1%			38.6%			34.6%			30.6%	- 10.5
Other TX institutions			30.5%			34.7%			39.7%			40.6%	10.1
White	1994	218	71.6%	2007	341	75.7%	2008	374	75.1%	2009	379	73.1%	1.5
Same institution			41.3%			40.5%			36.6%			32.7%	- 8.6
Other TX institutions			30.3%			35.2%			38.5%			40.4%	10.1
African American	1994	0	N/A	2007	11	45.5%	2008	14	64.3%	2009	15	46.7%	N/A
Same institution			N/A			18.2%			42.9%			20.0%	N/A
Other TX institutions			N/A			27.3%			21.4%			26.7%	N/A
Hispanic	1994	11	72.7%	2007	58	60.3%	2008	73	74.0%	2009	74	68.9%	- 3.8
Same institution			45.5%			32.8%			24.7%			21.6%	- 23.9
Other TX institutions			27.3%			27.6%			49.3%			47.3%	20.0
Asian	1994	5	80.0%	2007	11	90.9%	2008	16	75.0%	2009	11	72.7%	- 7.3
Same institution			20.0%			9.1%			25.0%			36.4%	16.4
Other TX institutions			60.0%			81.8%			50.0%			36.4%	- 23.6
Other	1994	2	50.0%	2007	17	76.5%	2008	14	64.3%	2009	14	57.1%	7.1
Same institution			50.0%			52.9%			35.7%			28.6%	- 21.4
Other TX institutions			0.0%			23.5%			28.6%			28.6%	28.6

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



Source: CBM001, CBM002 and CBM009

Overall, graduation and persistence rates have decreased slightly. Although this measure does include persistence to other Texas institutions, it may not accurately reflect approximately 13% of the incoming freshman that are non-residents. Additionally, we have a number of students who start their program at Galveston but pursue their majors at the main campus.

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	97.7%	99.0%	99.3%	1.6

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
18. Financial Aid: Percent of students receiving Pell Grants	16.6%	23.5%	24.8%	8.2

	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
19. Part-time first-time, degree seeking, undergraduates	1.2%	0.6%	1.1%	- 0.1

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	423	85.1%	523	90.8%	499	93.4%	8.3
Same institution		50.4%		58.1%		58.9%	8.5
Other TX institutions		34.8%		32.7%		34.5%	- 0.3
White	367	86.1%	402	91.3%	354	94.9%	8.8
Same institution		50.1%		58.5%		60.7%	10.6
Other TX institutions		36.0%		32.8%		34.2%	- 1.8
African American	5	40.0%	12	83.3%	9	66.7%	26.7
Same institution		40.0%		33.3%		22.2%	- 17.8
Other TX institutions		0.0%		50.0%		44.4%	44.4
Hispanic	35	94.3%	86	88.4%	92	89.1%	- 5.2
Same institution		60.0%		59.3%		56.5%	- 3.5
Other TX institutions		34.3%		29.1%		32.6%	- 1.7
Asian	7	71.4%	11	100.0%	21	95.2%	23.8
Same institution		42.9%		63.6%		57.1%	14.2
Other TX institutions		28.6%		36.4%		38.1%	9.5
Other	9	44.4%	12	91.7%	23	95.7%	51.3
Same institution		33.3%		58.3%		56.5%	23.2
Other TX institutions		11.1%		33.3%		39.1%	28.0

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	423	78.5%	511	87.1%	523	84.7%	6.2
Same institution		35.2%		42.3%		47.2%	12.0
Other TX institutions		43.3%		44.8%		37.5%	- 5.8
White	367	79.0%	397	87.4%	402	83.6%	4.6
Same institution		36.2%		43.6%		47.8%	11.6
Other TX institutions		42.8%		43.8%		35.8%	- 7.0
African American	5	80.0%	9	88.9%	12	75.0%	- 5.0
Same institution		20.0%		33.3%		25.0%	5.0
Other TX institutions		60.0%		55.6%		50.0%	- 10.0

Hispanic	35	82.9%	79	83.5%	86	88.4%	5.5
Same institution		28.6%		40.5%		46.5%	17.9
Other TX institutions		54.3%		43.0%		41.9%	- 12.4
Asian	7	57.1%	12	83.3%	11	100.0%	42.9
Same institution		28.6%		25.0%		45.5%	16.9
Other TX institutions		28.6%		58.3%		54.5%	25.9
Other	9	55.6%	14	100.0%	12	91.7%	36.1
Same institution		33.3%		35.7%		58.3%	25.0
Other TX institutions		22.2%		64.3%		33.3%	11.1

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	595
Met state standards in all three areas	591
Did not meet state standards in one, two, or all three areas (at entry)	3
Unknown* (unduplicated)	1

Data by Subject Area

Met Standard

Math	592	121	368	82.6%
Reading	593	163	385	92.4%
Writing	592	183	279	78.0%

Did Not Meet Standard

Math	2	N/A	1	50.0%
Reading	1	N/A	0	0.0%
Writing	2	N/A	1	50.0%

Unknown** (waived or military exemption)

Math**	1	N/A	1	100.0%
Reading**	1	N/A	1	100.0%
Writing**	1	N/A	1	100.0%

Most- and Least-Prepared Populations

Met State Standard in All Three Areas

Math	591	121	368	82.7%
Reading	591	162	384	92.4%
Writing	591	182	279	78.0%


Did Not Meet Standard in All Three Areas

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

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	595
Met state standards in all three areas	591
Did not meet state standards in one, two, or all three areas (at entry)	3
Unknown* (unduplicated)	1

Data by Subject Area

Met Standard

Math	592	5	0.8%	N/A	N/A	N/A	N/A	N/A
Reading	593	1	0.2%	N/A	N/A	N/A	N/A	N/A
Writing	592	0	0.0%	N/A	N/A	N/A	N/A	N/A

Did Not Meet Standard

Math	2	0	0.0%	0	1	0.0%	50.0%	50.0%
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Reading	1	0	0.0%	0	0	0.0%	0.0%	0.0%
Writing	2	0	0.0%	0	1	0.0%	50.0%	50.0%
Unknown** (waived or military exemption)								
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
Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	591	5	0.8%	N/A	N/A	N/A	N/A	N/A
Reading	591	1	0.2%	N/A	N/A	N/A	N/A	N/A
Writing	591	0	0.0%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	1	0	0.0%	0	0	0.0%	0.0%	0.0%
Reading	1	0	0.0%	0	0	0.0%	0.0%	0.0%
Writing	1	0	0.0%	0	0	0.0%	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.
 †Passed is the number of students who passed a first college-level course as shown on measure #22.




24. Percent of students who return the following fall.	Fall 2011 Cohort		
	Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)
Summary Data			
Number of FTIC students	595	546	92
Met state standards in all areas	591	543	91.9%
Did not meet state standards in one, two, or all three areas	3	2	66.7%
Did not meet state standards in all three areas	1	0	0.0%
Unknown* (unduplicated)	1	1	100.0%
Data by Subject Area			
Met Standard by Area			
Math	592	544	91.9%
Reading	593	545	91.9%
Writing	592	544	91.9%
Did Not Meet Standard by Area			
Math	2	1	50.0%
Reading	1	0	0.0%
Writing	2	1	50.0%
Unknown** by Area (waived or military exemption)			
Math	1	1	100.0%
Reading	1	1	100.0%
Writing	1	1	100.0%

*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)	3 (10.7%)	8 (33.3%)	13 (43.3%)	32.6
30 SCH or more (before transfer)	18 (43.9%)	23 (39.7%)	40 (55.6%)	11.7
Source: CBM001 and CBM009.				
26. Percentage of baccalaureate graduates by SCH completed at two-year colleges:				
1-29 SCH (at any time)	56.8%	55.9%	51.9%	- 4.9
30 SCH or more (at any time)	17.7%	25.6%	26.8%	9.1
Source: CBM001 and CBM009.				


	Cohort	Rate	Cohort	Rate	Cohort	Rate
27. Graduation Rates						
Master's	Fall 1995	N/A	Fall 2009	50.0%	Fall 2010	88.2%
Doctoral	Fall 1990	N/A	Fall 2004	N/A	Fall 2005	N/A

	FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
Baccalaureate graduate success				
28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school 	65.3%	69.4%	63.3%	- 2.0

	FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
Baccalaureate Graduates Employment/Enrollment Status				
29. Employed in 4th quarter in which program year ends 	61.3%	61.5%	56.9%	- 4.4
30. In graduate or professional school in Texas in fall of the next FY 	2.4%	3.7%	4.2%	1.8
31. Employed in Texas and enrolled in a graduate or professional school in Texas 	1.6%	4.3%	2.2%	0.6

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

TAMUG provides a unique service to the State of Texas in the marine and maritime industries. Our non-resident population has varied from 17% to 26% of the total student body. While many will choose to reside in Texas, graduates are often sought along the Gulf Coast, nationally, and internationally.

	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	5.94	5.42

TAMUG will continue to strive for a high ratio of undergraduate FTSE to degrees awarded. Within the context of our special purpose mission, although reflecting a slight increase the Fall 2015 enrollment provides encouragement that we will increase number of degrees issued over the next two to three years as occurred this year.

	Texas A&M University at Galveston	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
		UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	OREGON STATE UNIVERSITY	UNIVERSITY OF DELAWARE	UNIVERSITY OF RHODE ISLAND
Graduation Rate: Four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates.						
4-Year Rate	N/A%	33.0%	7.0%	31.0%	68.0%	39.0%
5-Year Rate	N/A%	45.0%	18.0%	56.0%	79.0%	55.0%
6-Year Rate	N/A%	49.0%	22.0%	63.0%	81.0%	59.0%

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

Total Degrees	N/A	1,283	559	6,269	5,031	3,572
White	N/A	893	141	4,399	3,563	2,583
African American	N/A	123	14	51	227	145
Hispanic	N/A	51	256	345	255	219
Asian	N/A	64	8	438	228	103
Other	N/A	152	140	1,036	758	522
Level						
Associates	N/A	0	120	0	281	0
Bachelors	N/A	690	199	4,467	3,749	2,798
Master's	N/A	565	150	806	762	544
Doctor's Research/Scholarship	N/A	1	0	186	207	101
Doctor's Professional Practice	N/A	0	0	138	32	129
Gender						
Male	N/A	602	257	3,086	2,159	1,581
Female	N/A	681	302	3,183	2,872	1,991

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

Total	N/A	49.0%	21.0%	63.0%	79.0%	59.0%
White	N/A	57.0%	20.0%	65.0%	81.0%	62.0%
African American	N/A	41.0%	24.0%	42.0%	59.0%	49.0%
Hispanic	N/A	24.0%	21.0%	56.0%	79.0%	43.0%
Asian	N/A	13.0%	20.0%	64.0%	76.0%	54.0%
American Indian or Alaska Native	N/A	0.0%	0.0%	49.0%	67.0%	40.0%
Unknown	N/A	50.0%	0.0%	56.0%	77.0%	56.0%
Nonresident Alien	N/A	33.0%	33.0%	62.0%	73.0%	24.0%

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

Computer Science	N/A	239	4	192	85	35
Engineering	0	0	16	765	414	257
Math	N/A	27	0	64	80	30
Physical Science	0	6	3	93	58	30

Nursing and Allied-Health Graduates: Number of degrees awarded in nursing/allied-health by level.

Total Degrees	0	11	74	35	359	473
Certificate	0	0	1	17	0	0
Associates	0	0	42	0	0	0
Bachelors	0	11	16	18	281	370
Master's	0	0	15	0	46	70
Doctor's Research/Scholarship	0	0	0	0	0	5

Graduates Detail (FY 2015)- Texas A&M University at Galveston

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	289	30	2	0	321
African American	0	10	1	0	0	11
Hispanic	0	50	2	1	0	53
Asian	0	3	0	0	0	3
International	0	2	1	0	0	3
Other	0	20	0	0	0	20


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 	29.9%	31.4%	26.5%	- 3.4

Strong efforts have been made to ensure high quality education especially at the lower levels where incoming students can experience difficult transition issues. On the TAMUG campus, tenure reflects a high level of commitment and quality of research. Tenure may not be an effective proxy for quality teaching and learning. Full-time faculty members with terminal degrees in their disciplines and excellent teaching records are not included in this measure. Faculty members teaching in the maritime program are not considered for tenure. No graduate teaching assistants teach academic courses (although they may teach laboratory sections).


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	1,291	70	19:1	1,988	104	19:1	2,103	107	20:1	5.9%

With recent budget reductions, every effort was made to reduce administrative costs and not harm the teaching and learning environment. However, if our enrollment continues to grow and resources decline, the student/faculty ratio will be impacted. Despite the reductions, our faculty to student ratio provides for excellent learning opportunities.


State and National Exams Success

35. Certification and licensure rates 

	FY 2000	FY 2014	FY 2015	Point Change FY 2012 to FY 2015
Law	N/A	N/A	N/A	N/A
Pharmacy	N/A	N/A	N/A	N/A
Nursing	N/A	N/A	N/A	N/A
Engineering	N/A	N/A	N/A	N/A

Not Applicable

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 	40.3%	46.6%	47.9%	7.6

On the TAMUG campus, tenure reflects a high level of commitment and quality of research. Tenure may not be an effective proxy for quality teaching and learning. Faculty members teaching in the maritime program in both transportation and engineering are not considered for tenure.

Quality Enhancement Plan

37. Quality Enhancement Plan, Including Reaffirmation Year 

TAMUG as a branch campus of TAMU has developed a QEP and did very well during our 2013 SACSCOC visit. The QEP and can be review by visiting the following link:
<http://provost.tamu.edu/initiatives/quality-enhancement-plan>.

Excellent Programs

38. Excellent Programs 

Highlighted Excellent Programs 1

Texas A&M University at Galveston's Waterfront is an energetic hub of activity. The campus community uses a unique mix of education, training, and recreational vessels, which are available seven days a week. The waterfront hosts numerous waterborne research projects, labs, training opportunities, continuing education programs, and Sea Camps. The W.A.V.E. Living Learning Community is an exclusive mix of talented freshmen. Community members from across all majors will live together and attend regularly scheduled activities associated with the navigation, operation and maintenance of the university's small vessels. At the conclusion of this one year program all members will become certified small vessel operators. This program will challenge three crews of six people in a mix of activities designed to give the participants hands-on knowledge of small vessels, teamwork, life skills and academic development. The W.A.V.E. Community

is supported by the Waterfront Operations Department with maintenance facilities, docks, boats, and administrative spaces for students and their families, former students, faculty, staff, the TAMU system, and the Galveston community.

Highlighted Excellent Programs 2

Texas A&M University at Galveston developed two living learning communities to augment classroom education. Waterborne Activities and Vessel Experience (WAVE) centered on boating. In its first year, the program challenged three crews of six people in activities designed to provide hands-on knowledge of small vessels and the Galveston Maritime Community. In year two, 16 freshmen and 12 returning students met weekly to learn how to operate various vessels, and the rules of operating watercraft to become certified small boat operators, with returning students in a leadership/mentoring role. The experience provided hands on active instruction to students pursuing marine related careers. Another Living learning community established was LEAD LLC, which focused on personal leadership. Ten students participating in this activity met formally every week to assess their personal leadership, assess how that leadership impacted others, eventually working together to take on a campus-wide leadership program addressing world hunger. These students will use their interpersonal, networking, and leadership skills they have developed to accomplish a broad variety of projects.

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	Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
Total	40.3%	46.6%	47.9%*	7.6
White	40.5%	41.3%	45.3%	4.8
African American	0.0%	100.0%	100.0%	100.0
Hispanic	36.9%	33.5%	34.1%	- 2.8
Asian	100.0%	79.1%	85.2%	- 14.8
International	N/A	66.7%	28.6%	N/A
Other	0.0%	89.3%	0.0%	0.0
Gender				
Male	48.3%	53.5%	51.6%	3.3
Female	6.7%	30.8%	39.9%	33.2

*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	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
Total*	56	96	0	16	17	29
White	36	77	0	8	12	27
African American	1	2	0	2	0	0
Hispanic	4	6	0	1	1	0
Asian	1	2	0	4	3	2
International	8	7	0	1	1	0
Other	6	2	0	0	0	0
Faculty Gender						
Male	26	63	0	10	12	25
Female	30	33	0	6	5	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 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	\$73,644	\$106,018	\$110,172	49.6%	\$117,155	94%
Associate Professor	\$51,596	\$68,868	\$72,378	40.3%	\$83,243	87%
Assistant Professor	\$43,552	\$71,271	\$70,658	62.2%	\$71,840	98%
Instructor		\$0	\$0	N/A	\$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	NA	5	5	N/A
Percent of total tenured/tenure-track faculty	NA	0.0%	20.0%	N/A
	NA	7.9%	6.8%	N/A

43. Nobel Prize Winners and National Academies

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

FY 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015
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Fulbright American Scholars	1	0	0	-100.0%
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	Texas A&M University at Galveston	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
		UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	OREGON STATE UNIVERSITY	UNIVERSITY OF DELAWARE	UNIVERSITY OF RHODE ISLAND
Tenure/Tenure-Track Faculty Percentage of all full-time faculty members who are tenured or tenure-track.						
Percent of Tenured/Tenure-Track faculty	N/A	78%	86%	69%	75%	77%

Research - Key Measures

Federal and Private Research

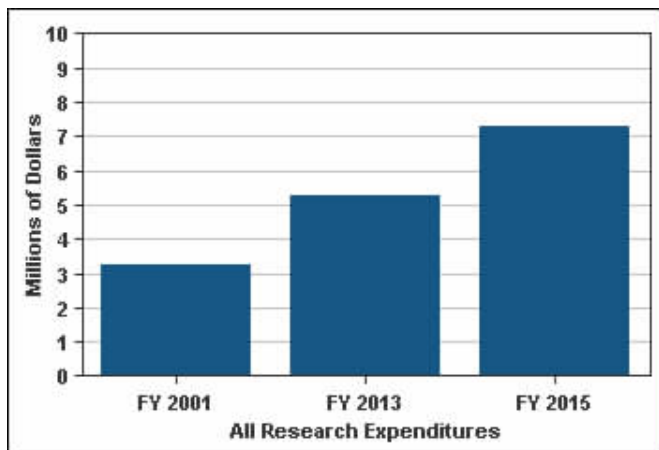
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
45. Federal and private research expenditures per FTE faculty i	\$71,385	\$69,304	\$86,060	20.6%

Research Expenditures

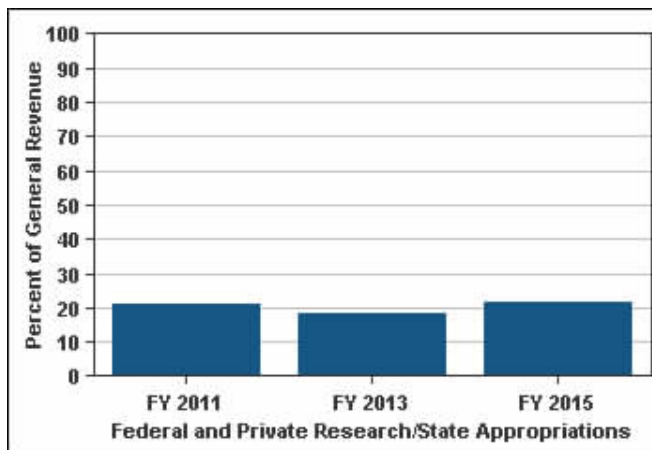
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million) i	\$3.252	\$5.634	\$7.280	123.9%	\$5.300	137.4%

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	20.9%	16.2%	21.5%	0.6



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses



TAMUG is ranked high in expenditures per tenure/tenure track faculty in the State. Since Fall 2003, university resources have been dedicated to replace aging equipment and increase research capabilities. Especially in a coastal environment that decreases the life expectancy of equipment by nearly half, future funds are needed to replace and maintain research equipment if this measure is to improve. Some fluctuation in research funding is expected due gaps between completion of multi-year projects and start of new grants and to our aging faculty. Current retiring faculty are being replaced by new assistant professors.

Research - Contextual Measures

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
48. Research Expenditures by Source (\$ Millions) i	\$3.252	\$5.634	\$7.280	123.9%
Federal	\$1.568	\$1.998	\$2.292	46.2%
State	\$1.031	\$1.750	\$2.136	107.3%
Private	\$0.444	\$1.362	\$2.136	381.1%
Institutional	\$0.210	\$0.524	\$0.716	241.1%
Restricted Research Expenditures (amount shown is a subset of the categories above)	\$1.654	\$3.262	\$4.326	161.5%

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	27	27	30	30	11.1%
Percent	47%	53%	51%	50%	3.0


	FY 2001	FY 2013	FY 2014	FY 2015	% Change FY 2001 to FY 2015
Patents					
50. Number of new U.S. patents issued or reissued. 	0	0	0	0	N/A
51. Number of new patent applications 	1	0	1	0	-100.0%

The number of faculty holding extramural grants has remained consistent between FY 2014 to FY 2015.

	Texas A&M University at Galveston	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
		UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	OREGON STATE UNIVERSITY	UNIVERSITY OF DELAWARE	UNIVERSITY OF RHODE ISLAND
Research Expenditures Current year research expenditures.						
Research Expenditures	N/A	\$1,963,774	\$205,480	\$201,591,994	N/A	\$92,847,171
Research Funds Amount of sponsored (external/federal) research funds.						
Federal Research Funds	N/A	\$2,954,612	\$800,331	\$156,481,407	N/A	\$68,313,523

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 	14.0%	13.7%	12.6%	- 1.4

Cost increases from last year are primarily associated with the closing of several Construction projects 3.3m; along with Restricted fund increases as more research projects came on board and others were closed 2.7m and finally an increase in the costs associated with Auxiliary Enterprises 200k. The size of this campus does not allow for the economy of scale needed to meet the 10.5% Institutional Support expense goal at this time; as we continue to grow this number will continue to fluctuate and go down.

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	76	76
Lab space use efficiency	92	92
Overall space use efficiency	168	168


Texas A&M University at Galveston is committed to good stewardship of resources, the consistent scores for lab and classroom utilization is indicative of this commitment. The opening of the housing and classroom complex in the spring of 2016 will add much needed space.

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	\$10,034	\$10,066	\$9,452	- 5.8%
Appropriated funds per FTE faculty	\$77,807	\$83,664	\$79,851	2.6%

Historically Underutilized Business (HUB)


	FY 2000	FY 2014	FY 2015	%/Point Change FY 2000 to FY 2015
55. HUB Expenditures without construction (Millions) 	\$ 0.267	\$ 0.972	\$ 0.977	266.1%
Percent of total expenditures	4.6%	8.2%	7.3%	2.7
HUB Expenditures with construction (Millions)	\$ 0.279	\$ 1.699	\$ 1.065	281.5%
Percent of total expenditures	4.8%	14.4%	8.0%	3.2

HUB expenditures continue to increase slightly for those expenses outside of construction costs. This is a direct result of continued efforts from our departments to utilize HUB vendors. HUB expenditures for construction shows a marked decrease. This is directly related to only one construction project occurring during FY2015 and it was a P-3 project using outside vendors which did not employ as many HUB sub-contractors as the previous year. We will begin construction on two construction projects during FY2016 which we hope will improve these numbers.

Operating Expenses per FTE Student




	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
56. Operating expenses per FTE student 	\$18,231	\$20,904	\$22,252	22.1%

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	\$19,447	\$26,546	\$25,613	31.7%
Per FTE faculty	\$151,240	\$220,634	\$216,378	43.1%


A majority of TAMUG students major in either marine science or engineering. These disciplines tend to be more costly due to faculty costs, small classes, laboratory facilities and equipment needs. The coastal environment and the nature of marine fieldwork further increase these costs. The Texas A&M Maritime Academy and operation of the General Rudder pose unique funding issues such as dredging, fuel costs, staffing professional mariners, port fees, and cruise support services.





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	31	30	30.4%
Median class size	24	20	20	- 16.7%
59. Percentage of undergraduate classes with less than 20 students 	31.5%	48.4%	50.7%	19.2
60. Percentage of undergraduate classes with 50 students or more 	11.4%	15.7%	16.1%	4.7

Maritime courses are often limited in size due to federal regulations. Hands-on training and small classes are a hallmark of high quality instruction in the maritime fields. Although some general education classes have been expanded for economic reasons, we have reduced class sizes in mathematics to promote student engagement and success.

	FY 2000	FY 2015	FY 2016	% Change FY 2000 to FY 2016
61. Average cost of resident undergraduate tuition and fees for 30 SCH. 	\$3,650	\$9,630	\$10,052	175.4%

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
62. E&G Square footage 				
E&G classroom per FTE student	10.58	13.55	12.79	20.9%
E&G lab per FTE student	14.62	9.89	9.84	- 32.7%

Endowment	FY 2011	FY 2013	FY 2014	FY 2015	% Change FY 2011 to FY 2015
63. True and Term Endowment (\$ millions) 	\$9.2	\$10.0	\$12.0	\$12.0	
64. Quasi Endowment (\$ millions) 	\$0.0	\$0.0	\$0.0	\$0.0	
65. Total Endowment (\$ millions) 	\$9.2	\$10.0	\$12.0	\$12.0	30.1%
66. Total Endowment - Per FTE student 	\$5,109	\$5,351	\$5,840	\$5,515	7.9%

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
67. Total Revenue* 	\$25,763,463	\$54,547,392	\$55,734,606	116.3%
State appropriations	\$12,993,834	\$20,684,253	\$20,568,038	58.3%
Tuition and fees	\$5,558,913	\$17,891,709	\$20,812,561	274.4%
Federal grants and contracts	\$3,956,708	\$5,230,452	\$5,825,378	47.2%
Institutional resources	\$3,254,008	\$10,740,978	\$8,528,629	162.1%
Constitutional funds	\$0	\$0	\$0	N/A
Total Revenue with Constitutional Funds	\$25,763,463	\$54,547,392	\$55,734,606	116.3%

*Does not include Constitutional Funds

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

Texas A&M University at Galveston	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	OREGON STATE UNIVERSITY	UNIVERSITY OF DELAWARE	UNIVERSITY OF RHODE ISLAND
Administrative Cost Ratio					
Amount expended for administrative costs as a percent of operative expenses					
Administrative costs as a percent of operating budget	N/A	6%	6%	4%	N/A
					5%

Administrative Cost Ratio
Amount expended for administrative costs as a percent of operative expenses

Administrative costs as a percent of operating budget

AppropriationsState and local government
appropriation revenues per
FTE student.

Appropriations per FTE student	\$-	\$4,923	\$8,194	\$6,081	\$-	\$4,153
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ExpendituresInstruction expenses per FTE
student.

Instruction expenses per FTE student	N/A	\$10,299	\$8,111	\$10,914	N/A	\$8,202
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Tuition and FeesTuition and Fee revenue per
FTE student.

Tuition and Fee Revenue per FTE student	N/A	\$6,750	\$3,374	\$10,540	N/A	\$12,695
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