

Texas A&M University at Galveston

Accountability Report

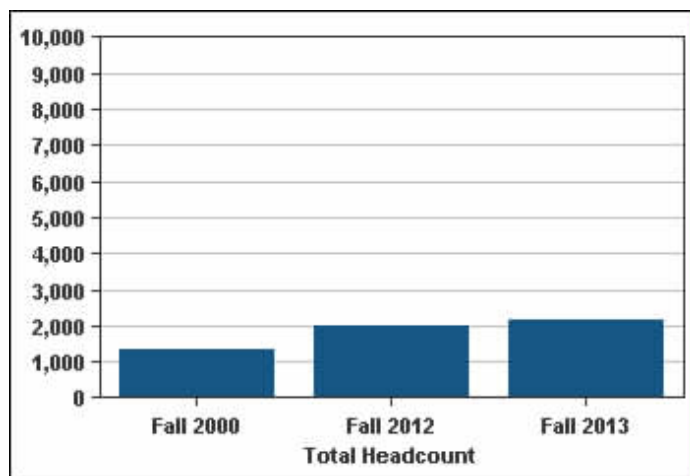
January 2014

Participation - Key Measures

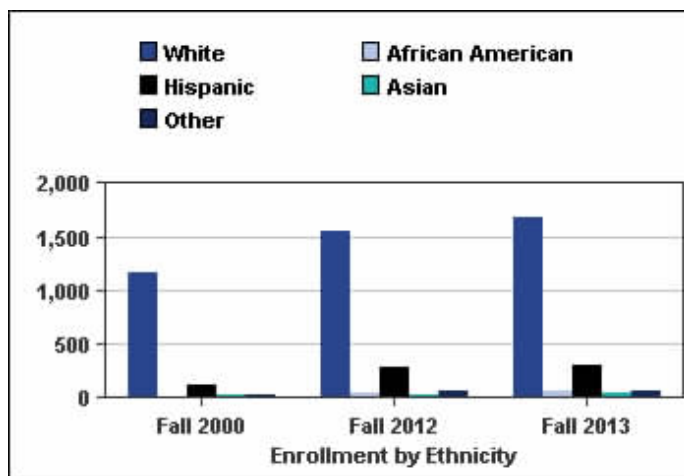
Enrollment

1. Fall headcount (unduplicated)						
	Fall 2000	Fall 2012	Fall 2013	% Change Fall 2000 to Fall 2013	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total*	1,363	2,014	2,174	59.5%	2,300	94.5%
White	1,164 (85.4%)	1,544 (76.7%)	1,685 (77.5%)	44.8%	1,650	102.1%
African American	11 (0.8%)	53 (2.6%)	57 (2.6%)	418.2%	70	81.4%
Hispanic	125 (9.2%)	287 (14.3%)	309 (14.2%)	147.2%	290	106.6%
Asian	26 (1.9%)	35 (1.7%)	38 (1.7%)	46.2%		
International	11 (0.8%)	23 (1.1%)	22 (1.0%)	100.0%		
Other	26 (1.9%)	72 (3.6%)	63 (2.9%)	142.3%		

*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.



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

The Fall 2014 enrollment increased by 6% over Fall 2013. A concerted effort at enrollment expansion proved successful. The increase in enrollment also brought about an 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 2012	Fall 2013	% Change Fall 2000 to Fall 2013
Total FTSEs	1,291	1,838	1,988	54.0%
State-Funded FTSEs	1,280	1,788	1,937	51.3%

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.

FTE enrollment increased by 115 as a result of increased enrollment. TAMUG reflects a highly residential, full-time, traditional student population, however, enrollment increased at all levels. There was also a slight increase in out of state students as a result of the overall enrollment increase.

Participation - Contextual Measures

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
3. First-time undergraduates from Texas top 10% and Texas top 11-25%				
Students in Texas top 10%	9.1%	8.8%	7.3%	- 1.8
Students in Texas top 11-25%	N/A	25.6%	28.6%	N/A

4. First-time entering applicants accepted	89.5%	72.7%	74.1%	- 15.4
5. First-time accepted, enrolled	48.2%	47.5%	54.2%	6.0

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

	FY 2000	FY 2011	FY 2012	Point Change FY 2000 to FY 2012
6. Racial and ethnic composition of Texas public high school graduates				
White	51.5%	37.0%	36.1%	-15.4
African American	12.9%	13.3%	13.1%	0.2
Hispanic	32.1%	44.0%	44.8%	12.7
Asian	3.2%	3.7%	3.9%	0.7
Other	0.3%	1.9%	2.1%	1.8

UG Students by SCH taken at 2-year colleges

7. UG Students by SCH taken at 2-year colleges							
	Fall 2000		Fall 2012		Fall 2013		Point Change Fall 2000 to Fall 2013
	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	
UG Students	1,345	(100%)	1,886	(100%)	2,027	(100%)	
0-12 hours	318	(23.6%)	509	(27.0%)	478	(23.6%)	0.0
13-24 hours	99	(7.4%)	262	(13.9%)	311	(15.3%)	7.9
25-29 hours	26	(1.9%)	61	(3.2%)	74	(3.7%)	1.8
30-42 hours	49	(3.6%)	104	(5.5%)	114	(5.6%)	2.0
43-59 hours	40	(3.0%)	81	(4.3%)	86	(4.2%)	1.2
60-66 hours	14	(1.0%)	24	(1.3%)	34	(1.7%)	0.7
67+ hours	57	(4.2%)	115	(6.1%)	130	(6.4%)	2.2
All Students with SCH at TX 2-Yr college	603	(44.8%)	1,156	(61.3%)	1,227	(60.5%)	15.7
Awarded Core	0	(0.0%)	13	(0.7%)	20	(1.0%)	1.0
Associate Degree	23	(1.7%)	72	(3.8%)	100	(4.9%)	3.2

For data about SCHs taken for dual credit by institution, go to <http://www.txhighereddata.org/interactive/HSCollLink2.cfm>

	Fall 2000	Fall 2012	Fall 2013	%/Point Change Fall 2000 to Fall 2013
8. Semester credit hours				
Total undergraduate semester credit hours	19,366	26,623	28,701	48.2%
Total graduate semester credit hours	0	708	838	N/A
Percentage graduate SCH to total SCH	0.0 %	2.6 %	2.8%	N/A

As a result of increased enrollment, overall semester credit hours increased by 5.78 percent. Increases occurred in both undergraduate and graduate level credit hours.

	Master's Group	Institution's Out-of-State Peers
Texas A&M University at Galveston	Out-of-State Peers	
	FLORIDA GULF COAST UNIVERSITY	UNIVERSITY OF COLORADO AT COLORADO SPRINGS
		CALIFORNIA MARITIME ACADEMY
		MAINE MARITIME ACADEMY
		MASSACHUSETTS MARITIME ACADEMY

Headcount Enrollment

Headcount enrolled for credit, disaggregated by race/ethnicity.

Total	2,014	13,445	10,612	973	993	1,415
White	1,544	9,289	7,423	562	959	1,285
African American	42	898	382	26	7	26
Hispanic	287	2,314	1,246	144	10	27
Asian	35	248	432	87	6	31
Other	106	696	1,129	154	11	46

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	1,907	11,440	8,341	960	979	1,324
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Fall 2013 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	22	0	0	0	0	22
18 to 21	1,425	1	0	0	0	1,426
22 to 24	328	31	0	0	4	363
25 to 29	167	37	18	0	8	230
30 to 34	41	19	5	0	3	68
35 and over	44	14	4	0	3	65
Total	2,027	102	27	0	18	2,174

By Level, Race/Ethnicity:

Ethnicity	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
White	1,566	88	16	0	15	1,685
African American	53	3	0	0	1	57
Hispanic	302	5	1	0	1	309
Asian	36	1	0	0	1	38
International	9	4	9	0	0	22
Other	61	1	1	0	0	63
Total	2,027	102	27	0	18	2,174

By Level, Gender:

Gender	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
Male	1,277	61	12	0	14	1,364
Female	750	41	15	0	4	810
Total	2,027	102	27	0	18	2,174

By Undergraduate Status:

	Undergraduate	Full-time	Part-time	White	African American	Hispanic	Asian	Other	Male	Female
First-Time in College	531	523	8	408	12	87	11	13	318	213
First-Time Transfer (from two- and four-year institutions)	232	206	26	184	6	29	4	9	154	78
Other Undergraduate	1,264	1,142	122	974	35	186	21	48	805	459

Total	2,027	1,871	156	1,566	53	302	36	70	1,277	750
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Fall 2013 FTE 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	19,492	9,209	28,701	668	170	0	0	29,539	1,988
State-Funded	19,043	8,895	27,938	668	170	0	0	28,776	1,937

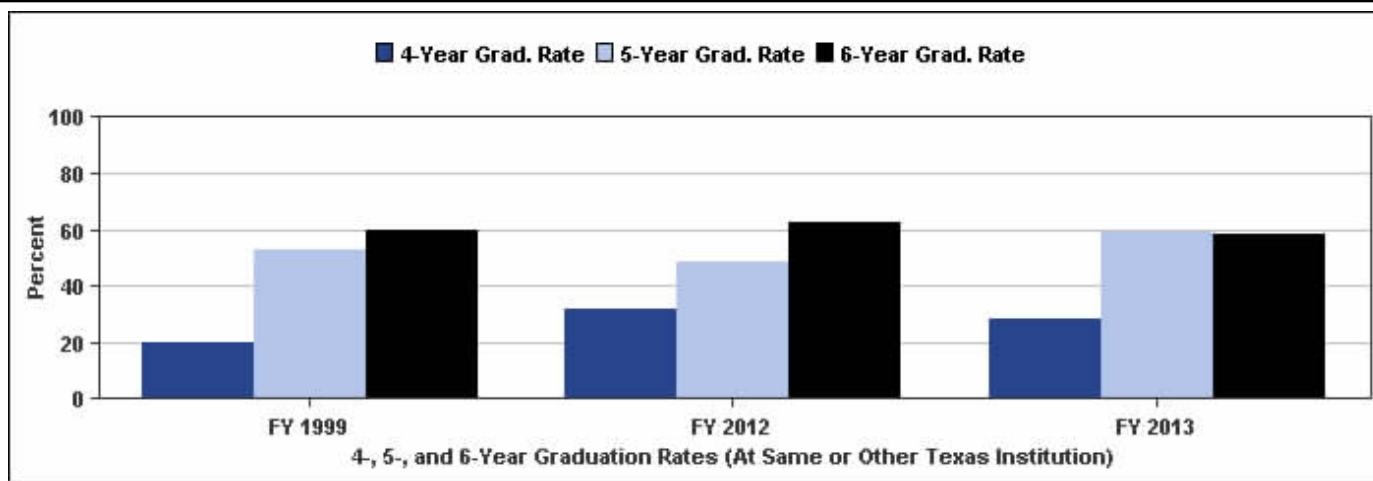
Success - Key Measures

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

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

	FY 1999			FY 2011			FY 2012			FY 2013			Point Change FY 1999 to FY 2013
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
4-Year graduation rate	1995	262	18.7%	2007	438	23.7%	2008	491	31.6%	2009	493	28.0%	8.1
Same institution			15.6%			17.8%			18.9%			16.8%	0.9
Other TX institutions			3.1%			5.9%			12.6%			11.2%	7.1
5-Year graduation rate	1994	236	51.3%	2006	412	55.8%	2007	438	48.9%	2008	491	58.9%	5.8
Same institution			35.6%			27.7%			30.6%			29.3%	- 3.9
Other TX institutions			15.7%			28.2%			18.3%			29.5%	9.7
6-Year graduation rate	1993	261	53.3%	2005	461	66.4%	2006	412	62.6%	2007	438	58.4%	- 1.3
Same institution			31.8%			29.1%			29.9%			34.9%	- 3.7
Other TX institutions			21.5%			37.3%			32.8%			23.5%	2.3

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 awarded

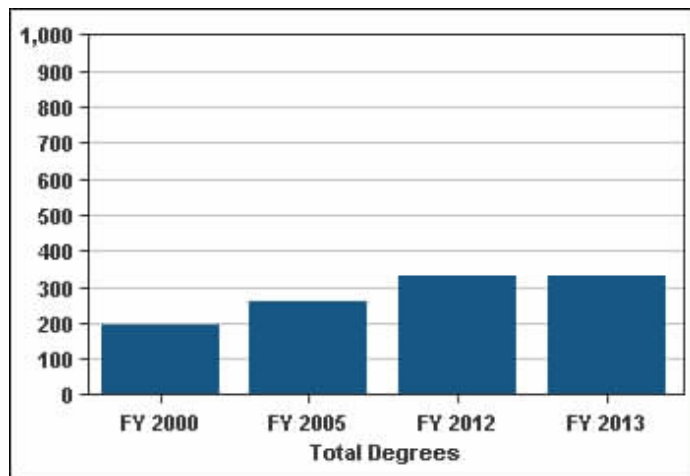
10. Number of degrees awarded.

	FY 2000	FY 2012	FY 2013	% Change FY 2000 to FY 2013	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total Degrees*	196	328	328	67.3%		
White	165	264	253	53.3%		
African American	2	8	13	550.0%		
Hispanic	16	36	37	131.3%		
Asian	3	3	4	33.3%		
International	2	3	6	200.0%		
Other	8	14	15	87.5%		
Level						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	196	314	309	57.7%	300	103.0%
Master's	N/A	12	19	N/A		
Doctor's Research/Scholarship	N/A	2	N/A	N/A	15	0.0%
Doctor's Professional Practice	N/A	N/A	N/A	N/A		

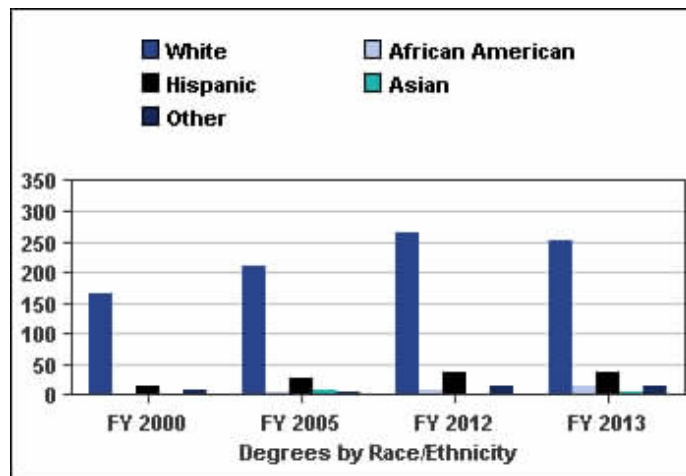
*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and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

Gender

Male	116	177	172	48.3%
Female	80	151	156	95.0%



Source: CBM009



Source: CBM009

The number of degrees awarded for 2013-2014 increased to 353 from last year at 328. Increased enrollment in Fall 2014 should 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 2012	FY 2013	Change FY 2000 to FY 2013
Undergraduate Degrees to At-Risk Students	79	186	181	102

Closing the Gaps Critical Fields: STEM Awards

12. Degrees awarded in STEM fields.

	FY 2000	FY 2011	FY 2012	FY 2013	% Change FY 2000 to FY 2013	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
Computer Science*	0	0	0	0	N/A	0	N/A
Engineering*	27	35	46	45	66.7%	41	109.8%
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	35	46	45	-18.2%	64	70.3%
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 2011	FY 2012	FY 2013	% Change FY 2000 to FY 2013	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 2011	FY 2012	FY 2013	% Change FY 2000 to FY 2013	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 2010	FY 2011	FY 2012
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.

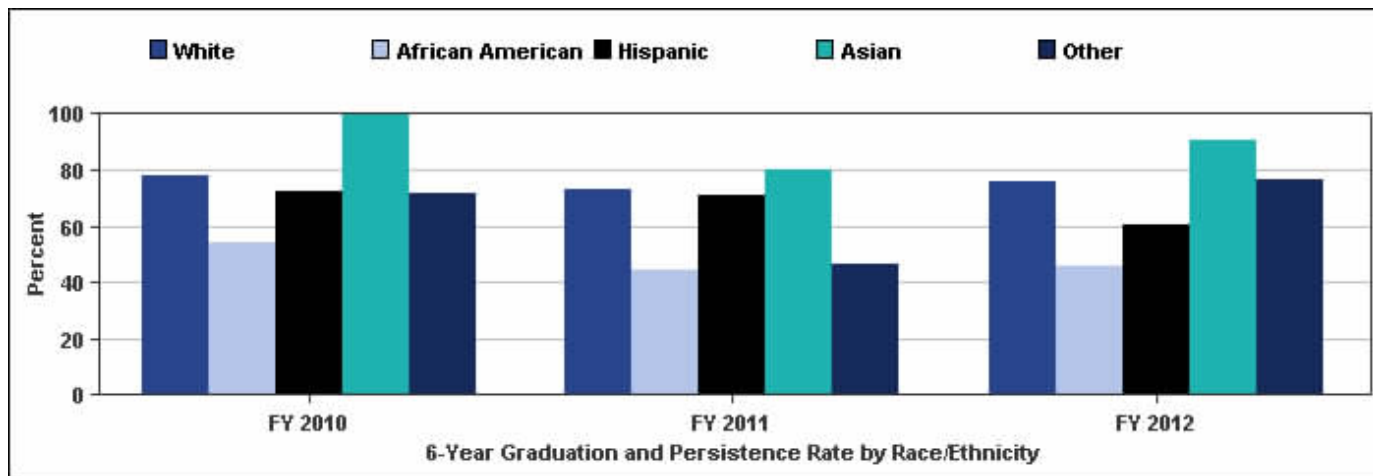
Not Applicable

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 1999			FY 2011			FY 2012			FY 2013			Point Change FY 1999 to FY 2013
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
Total	1993	261	65.1%	2005	461	77.0%	2006	412	71.8%	2007	438	73.3%	8.2
Same institution			33.7%			31.0%			30.3%			38.6%	4.9
Other TX institutions			31.4%			46.0%			41.5%			34.7%	3.3
White	1993	235	64.7%	2005	379	77.8%	2006	330	73.3%	2007	341	75.7%	11.0
Same institution			35.7%			31.4%			32.4%			40.5%	4.8
Other TX institutions			28.9%			46.4%			40.9%			35.2%	6.3
African American	1993	5	60.0%	2005	11	54.5%	2006	9	44.4%	2007	11	45.5%	-14.5
Same institution			20.0%			18.2%			11.1%			18.2%	-1.8
Other TX institutions			40.0%			36.4%			33.3%			27.3%	-12.7
Hispanic	1993	18	72.2%	2005	47	72.3%	2006	45	71.1%	2007	58	60.3%	-11.9
Same institution			16.7%			27.7%			24.4%			32.8%	16.1
Other TX institutions			55.6%			44.7%			46.7%			27.6%	-28.0
Asian	1993	2	50.0%	2005	10	100.0%	2006	15	80.0%	2007	11	90.9%	40.9
Same institution			0.0%			40.0%			26.7%			9.1%	9.1
Other TX institutions			50.0%			60.0%			53.3%			81.8%	31.8
Other	1993	1	100.0%	2005	14	71.4%	2006	13	46.2%	2007	17	76.5%	-23.5
Same institution			0.0%			35.7%			15.4%			52.9%	52.9
Other TX institutions			100.0%			35.7%			30.8%			23.5%	-76.5

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



Source: CBM001, CBM002 and CBM009

Overall, graduation and persistence rates increased. 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 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
17. Enrollment: Percent of first-time students 19 and under	97.7%	98.6%	99.8%	2.1

	Fall 2000	Fall 2010	Fall 2011	Point Change Fall 2000 to Fall 2011
18. Financial Aid: Percent of students receiving Pell Grants	16.6%	24.6%	24.7%	8.1

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
19. Part-time first-time, degree seeking, undergraduates	1.2%	0.2%	1.5%	0.3

20. Persistence rate of first-time, degree-seeking undergraduates: One-Year	Entering Cohort Fall 2000		Entering Cohort Fall 2011		Entering Cohort Fall 2012		Point Change Fall 2000 to Fall 2012
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
Total	423	85.1%	593	91.7%	511	90.2%	5.1
Same institution		50.4%		44.2%		54.6%	4.2
Other TX institutions		34.8%		47.6%		35.6%	0.8
White	367	86.1%	432	91.0%	397	90.2%	4.1
Same institution		50.1%		45.6%		55.4%	5.3
Other TX institutions		36.0%		45.4%		34.8%	- 1.2
African American	5	40.0%	14	92.9%	9	88.9%	48.9
Same institution		40.0%		28.6%		44.4%	4.4
Other TX institutions		0.0%		64.3%		44.4%	44.4
Hispanic	35	94.3%	107	92.5%	79	88.6%	- 5.7
Same institution		60.0%		41.1%		55.7%	- 4.3
Other TX institutions		34.3%		51.4%		32.9%	- 1.4
Asian	7	71.4%	13	92.3%	12	100.0%	28.6
Same institution		42.9%		23.1%		41.7%	- 1.2
Other TX institutions		28.6%		69.2%		58.3%	29.7
Other	9	44.4%	27	100.0%	14	92.9%	48.5
Same institution		33.3%		51.9%		42.9%	9.6
Other TX institutions		11.1%		48.1%		50.0%	38.9

21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year	Entering Cohort Fall 2000		Entering Cohort Fall 2010		Entering Cohort Fall 2011		Point Change Fall 2000 to Fall 2011
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
Total	423	78.5%	586	82.6%	593	85.2%	6.7
Same institution		35.2%		32.6%		35.2%	0.0
Other TX institutions		43.3%		50.0%		49.9%	6.6
White	367	79.0%	440	82.7%	432	85.2%	6.2
Same institution		36.2%		34.1%		38.0%	1.8
Other TX institutions		42.8%		48.6%		47.2%	4.4
African American	5	80.0%	16	75.0%	14	71.4%	- 8.6
Same institution		20.0%		25.0%		14.3%	- 5.7
Other TX institutions		60.0%		50.0%		57.1%	- 2.9
Hispanic	35	82.9%	92	82.6%	107	86.0%	3.1

Same institution		28.6%		26.1%		29.9%		1.3
Other TX institutions		54.3%		56.5%		56.1%		1.8
Asian	7	57.1%	9	100.0%	13	84.6%		27.5
Same institution		28.6%		22.2%		15.4%		- 13.2
Other TX institutions		28.6%		77.8%		69.2%		40.6
Other	9	55.6%	29	79.3%	27	88.9%		33.3
Same institution		33.3%		37.9%		33.3%		0.0
Other TX institutions		22.2%		41.4%		55.6%		33.4

Developmental Education

Fall 2009 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)
Summary Data				
Number of FTIC students	497			
Met state standards in all three areas	474			
Did not meet state standards in one, two, or all three areas (at entry)	20			
Unknown* (unduplicated)	3			
Data by Subject Area				
Met Standard				
Math	479	63	257	66.8%
Reading	492	76	367	90.0%
Writing	489	155	232	79.1%
Did Not Meet Standard				
Math	15	N/A	5	33.3%
Reading	2	N/A	2	100.0%
Writing	5	N/A	3	60.0%
Unknown** (waived or military exemption)				
Math**	3	N/A	2	66.7%
Reading**	3	N/A	2	66.7%
Writing**	3	N/A	2	66.7%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	474	63	254	66.9%
Reading	474	76	353	90.5%
Writing	474	149	227	79.3%
Did Not Meet Standard in All Three Areas				
Math	0	N/A	0	0.0%
Reading	0	N/A	0	0.0%
Writing	0	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 2009 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)
Summary Data								
Number of FTIC students	497							
Met state standards in all three areas	474							
Did not meet state standards in one, two, or all three areas (at entry)	20							
Unknown* (unduplicated)	3							
Data by Subject Area								
Met Standard								
Math	479	5	1.0%	N/A	N/A	N/A	N/A	N/A
Reading	492	0	0.0%	N/A	N/A	N/A	N/A	N/A
Writing	489	3	0.6%	N/A	N/A	N/A	N/A	N/A

Did Not Meet Standard									
Math	15	3	20.0%	3	11	100.0%	73.3%	73.3%	
Reading	2	0	0.0%	0	2	0.0%	100.0%	100.0%	
Writing	5	0	0.0%	0	5	0.0%	100.0%	100.0%	
Unknown** (waived or military exemption)									
Math**	3	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Reading**	3	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Writing**	3	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations									
Met state standards in all areas									
Math	474	5	1.1%	N/A	N/A	N/A	N/A	N/A	N/A
Reading	474	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Writing	474	3	0.6%	N/A	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas									
Math	0	0	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
Reading	0	0	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
Writing	0	0	0.0%	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 2009 Cohort		
	Total (a)	Number returning (Fall 2010) (b)	Percent returning (Fall 2010) (b/a)
Summary Data			
Number of FTIC students	497	446	90
Met state standards in all areas	474	429	90.5%
Did not meet state standards in one, two, or all three areas	20	15	75.0%
Did not meet state standards in all three areas	0	0	0.0%
Unknown* (unduplicated)	3	2	66.7%
Data by Subject Area			
Met Standard by Area			
Math	479	433	90.4%
Reading	492	442	89.8%
Writing	489	440	90.0%
Did Not Meet Standard by Area			
Math	15	11	73.3%
Reading	2	2	100.0%
Writing	5	4	80.0%
Unknown** by Area (waived or military exemption)			
Math	3	2	66.7%
Reading	3	2	66.7%
Writing	3	2	66.7%

*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.

	FY 2000	FY 2012	FY 2013	Point Change FY 2000 to FY 2013
25. Graduation of two-year college students				
1-29 SCH	3 (10.7%)	6 (33.3%)	12 (42.9%)	32.2
30 SCH or more	18 (43.9%)	40 (54.1%)	32 (56.1%)	12.2
Source: CBM001 and CBM009.				
26. Percentage of baccalaureate graduates by SCH completed at two-year colleges:				
1-29 SCH	56.8%	58.3%	61.8%	5.0
30 SCH or more	17.7%	24.4%	20.9%	3.2
Source: CBM001 and CBM009.				

27. Graduation Rates	Cohort	Rate	Cohort	Rate	Cohort	Rate
Master's	Fall 1995	N/A	Fall 2007	57.1%	Fall 2008	62.5%
Doctoral	Fall 1990	N/A	Fall 2002	N/A	Fall 2003	N/A

	FY 2009	FY 2011	FY 2012	Point Change FY 2009 to FY 2012
Baccalaureate graduate success				
28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school	65.8%	65.3%	65.8%	0.0

	FY 2009	FY 2011	FY 2012	Point Change FY 2009 to FY 2012
Baccalaureate Graduates Employment/Enrollment Status				
29. Employed in 4th quarter in which program year ends	59.9%	61.3%	59.9%	0.0
30. In graduate or professional school in Texas in fall of the next FY	3.8%	2.4%	2.0%	- 1.8
31. Employed in Texas and enrolled in a graduate or professional school in Texas	2.1%	1.6%	3.9%	1.8

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 2011 FTSE/ FY 2012 UG Degrees	Fall 2012 FTSE/ FY 2013 UG Degrees
32. Undergraduate efficiency ratio			
Ratio of Undergraduate FTSE to Undergraduate Baccalaureate Degrees Awarded	N/A	5.74	5.74

TAMUG will continue to strive for a high ratio of undergraduate FTSE to degrees awarded. Within the context of our special purpose mission, the increased Fall 2013 enrollment provides encouragement that we will increase number of degrees issued over the next two to three years.

Texas A&M University at Galveston	Master's Group Out-of-State Peers		Institution's Out-of-State Peers			
	FLORIDA GULF COAST UNIVERSITY	UNIVERSITY OF COLORADO AT COLORADO SPRINGS	CALIFORNIA MARITIME ACADEMY	MAINE MARITIME ACADEMY	MASSACHUSETTS MARITIME ACADEMY	

Graduation Rate: Four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates.

4-Year Rate	19%	22.0%	24.0%	39.0%	60.0%	44.0%
5-Year Rate	28%	39.0%	42.0%	52.0%	69.0%	57.0%
6-Year Rate	30%	45.0%	47.0%	58.0%	74.0%	61.0%

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

Total Degrees	328	2,482	1,921	168	179	302
White	264	1,915	1,461	110	176	273
African American	7	110	69	4	1	3
Hispanic	36	327	158	10	0	3
Asian	3	50	90	16	2	5
Other	18	80	143	28	0	18
Level						
Associates	0	306	0	0	5	0
Bachelors	314	1,744	1,405	168	158	259
Master's	12	371	500	0	16	43
Doctor's Research/Scholarship	2	0	11	0	0	0
Doctor's Professional Practice	0	19	5	0	0	0
Gender						
Male	177	929	805	147	141	263
Female	151	1,553	1,116	21	38	39

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

Total	30.0%	45.0%	47.0%	58.0%	77.0%	61.0%
White	32.0%	46.0%	47.0%	66.0%	75.0%	61.0%
African American	11.0%	42.0%	36.0%	60.0%	0.0%	67.0%
Hispanic	24.0%	43.0%	52.0%	21.0%	100.0%	100.0%
Asian	27.0%	36.0%	45.0%	45.0%	N/A	50.0%
American Indian or Alaska Native	25.0%	50.0%	33.0%	100.0%	0.0%	N/A
Unknown	13.0%	5.0%	39.0%	56.0%	100.0%	50.0%
Nonresident Alien	0.0%	75.0%	0.0%	50.0%	N/A	N/A

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

Computer Science	N/A	11	50	N/A	N/A	N/A
Engineering	46	68	120	59	75	143
Math	N/A	16	27	N/A	N/A	N/A
Physical Science	0	3	65	0	0	0

Nursing and Allied-Health

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

Total Degrees	0	168	144	0	0	0
Certificate	0	17	0	0	0	0
Associates	0	0	0	0	0	0
Bachelors	0	84	113	0	0	0
Master's	0	48	26	0	0	0

Doctor's
Research/Scholarship

0

0

0

0

0

0

Graduates Detail (FY 2013)- 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	236	17	0	0	253
African American	0	13	0	0	0	13
Hispanic	0	37	0	0	0	37
Asian	0	3	1	0	0	4
International	0	6	0	0	0	6
Other	0	14	1	0	0	15

Excellence - Key Measures

Faculty Teaching

	Fall 2000	Fall 2011	Fall 2012	Point Change Fall 2000 to Fall 2012
33. Tenured/tenure-track faculty teaching lower-division SCH	29.9%	36.9%	30.6%	0.7

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 2011			Fall 2012			% Change Fall 2000 to Fall 2012
	FTSE	FTE	Ratio	FTSE	FTE	Ratio	FTSE	FTE	Ratio	
FTSE/FTE Ratio	1,291	70	19:1	1,849	109	17:1	1,838	109	17:1	-8.7%

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 2012	FY 2013	Point Change FY 2010 to FY 2013
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 2011	Fall 2012	Point Change Fall 2000 to Fall 2012
36. Percent of FTE teaching faculty who are tenured/tenure-track	40.3%	48.5%	48.4%	8.1

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 roles 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 2011	Fall 2012	Point Change Fall 2000 to Fall 2012
39. FTE tenured/tenure-track faculty demographics				
Ethnicity				
Total	40.3%	48.5%	48.4%*	8.1
White	40.5%	45.6%	43.5%	3.0
African American	0.0%	50.0%	100.0%	100.0
Hispanic	36.9%	32.0%	29.2%	- 7.7
Asian	100.0%	77.4%	77.4%	- 22.6
International	N/A	66.7%	83.3%	N/A
Other	0.0%	75.2%	66.7%	66.7
Gender				
Male	48.3%	55.1%	55.5%	7.2
Female	6.7%	30.0%	29.5%	22.8

*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 2012)						
Faculty Ethnicity						
Total*	46	97	0	17	15	28
White	36	79	0	6	13	25
African American	1	2	0	1	0	0
Hispanic	2	7	0	1	1	0
Asian	0	3	0	4	1	2
International	7	3	0	4	0	1
Other	0	3	0	1	0	0
Faculty Gender						
Male	25	64	0	13	11	26
Female	21	33	0	4	4	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 Salary by Rank

	FY 2002	FY 2012	FY 2013	% Change FY 2002 to FY 2013	National Average (FY 2013)	% National Average
41. Faculty Salary Comparisons						
Professor	\$73,644	\$98,514	\$103,714	40.8%	\$112,199	92%
Associate Professor	\$51,596	\$65,941	\$70,123	35.9%	\$79,575	88%
Assistant Professor	\$43,552	\$65,165	\$67,425	54.8%	\$68,318	99%
Instructor		\$0	\$0	N/A	\$47,289	0%

	Fall 2000	Fall 2012	Fall 2013	%/Point Change Fall 2000 to Fall 2013
42. Endowed Professorships and Chairs	NA	5	5	N/A
Percent unfilled	NA	0.0%	0.0%	N/A
Percent of total tenured/tenure-track faculty	NA	8.5%	8.8%	N/A

43. Nobel Prize Winners and National Academies

	FY 2011	FY 2012	FY 2013	% Change FY 2011 to FY 2013
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44. Other Faculty Awards

	FY 2011	FY 2012	FY 2013	% Change FY 2011 to FY 2013
Fulbright American Scholars	0	0	1	N/A
NSF CAREER Award winners (excluding those who are also PECASE winners)	1	0	0	-100.0%

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	Master's Group Out-of-State Peers			Institution's Out-of-State Peers		
Texas A&M University at Galveston	FLORIDA GULF COAST UNIVERSITY	UNIVERSITY OF COLORADO AT COLORADO SPRINGS	CALIFORNIA MARITIME ACADEMY	MAINE MARITIME ACADEMY	MASSACHUSETTS MARITIME ACADEMY	

Tenure/Tenure-Track Faculty
 Percentage of all full-time faculty members who are tenured or tenure-track.

Percent of Tenured/Tenure-Track faculty	53%	2%	59%	80%	N/A	100%
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Research - Key Measures

Federal and Private Research

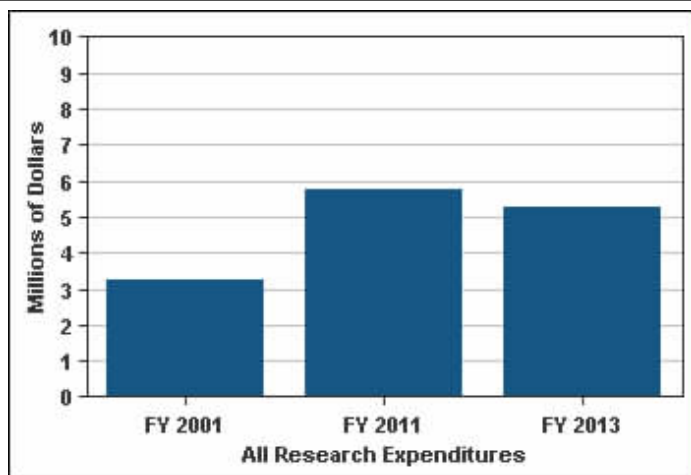
	FY 2001	FY 2012	FY 2013	% Change FY 2001 to FY 2013
45. Federal and private research expenditures per FTE faculty	\$71,385	\$73,619	\$65,613	- 8.1%

Research Expenditures

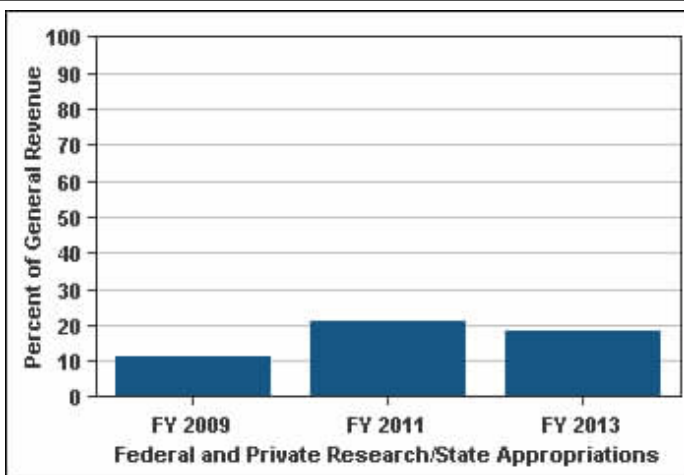
	FY 2001	FY 2012	FY 2013	% Change FY 2001 to FY 2013	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million)	\$3.252	\$5.342	\$5.279	62.3%	\$5.300	99.6%

Sponsored Research Funds

	FY 2009	FY 2012	FY 2013	Point Change FY 2009 to FY 2013
47. Federal and private (sponsored) research funds per revenue appropriations.	11.1%	20.6%	18.2%	7.1



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

TAMUG is ranked well in total research expenditures and high in expenditures per tenure/tenure track faculty in the State. Since Fall 2003, university resources have been dedicated to replace research enhancement funds. 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 as well as provide matching funds if this measure is to improve. Some fluctuation in research funding is expected due to our aging faculty. Current retiring faculty are being replaced by new assistant professors.

Research - Contextual Measures

	FY 2001	FY 2012	FY 2013	% Change FY 2001 to FY 2013
48. Research Expenditures by Source (\$ Millions)	\$3.252	\$5.342	\$5.279	62.3%
Federal	\$1.568	\$2.883	\$2.424	54.6%
State	\$1.031	\$1.143	\$1.476	43.2%
Private	\$0.444	\$0.997	\$1.036	133.3%
Institutional	\$0.210	\$0.318	\$0.344	63.7%
Restricted Research Expenditures (amount shown is a subset of the categories above)	\$1.654	\$3.161	\$3.066	85.3%

For information on restricted research expenditures, go to <http://www.thecb.state.tx.us/RDE>

	FY 2007	FY 2011	FY 2012	FY 2013	% Change FY 2007 to FY 2013
49. Faculty holding extramural research grants					
Number	27	27	28	27	0.0%
Percent	51%	49.1%	50%	53%	2.0

	FY 2001	FY 2011	FY 2012	FY 2013	% Change FY 2001 to FY 2013
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	0	0	-100.0%

The number of faculty holding extramural grants remains consistent. There was a slight increase in the percent due to retirements.

	Texas A&M University at Galveston	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
		FLORIDA GULF COAST UNIVERSITY	UNIVERSITY OF COLORADO AT COLORADO SPRINGS	CALIFORNIA MARITIME ACADEMY	MAINE MARITIME ACADEMY	MASSACHUSETTS MARITIME ACADEMY
Research Expenditures Current year research expenditures in millions of dollars.						
Research Expenditures (\$ million)	\$5,004,518	\$3,827,661	\$4,258,201	\$2,826,095	\$262,652	\$-
Research Funds Amount of sponsored (external/federal) research funds.						
Federal Research Funds (\$ millions)	\$3,113,943	\$5,104,001	\$7,074,621	\$3,394,471	\$1,849,908	\$1,301,733

Source: IPEDS Fall 2012

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

	FY 2000	FY 2012	FY 2013	Point Change FY 2000 to FY 2013
52. Administrative costs as a percent of operating budget	14.0%	13.2%	10.4%	- 3.6

As one the smallest institutions in Texas, it is difficult to significantly reduce administrative costs, despite this, overall administrative cost was reduced. Additionally, during this past year dining services and maintenance were outsourced as a means of overhead reductions. This should also be reflected in next year's data.

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 2012	Fall 2013
Classroom space use efficiency	76	76
Lab space use efficiency	83	83
Overall space use efficiency	159	159

Texas A&M University at Galveston is committed to good stewardship of resources. With the opening of the Ocean and Coastal Resources Building in the last biennia, more laboratory space was available for current courses and growth. In addition, anticipated building of a housing and classroom complex over the next two years 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 2012	FY 2013	% Change FY 2001 to FY 2013
Appropriated funds per FTE student	\$10,034	\$10,024	\$10,166	1.3%
Appropriated funds per FTE faculty	\$77,807	\$77,353	\$77,357	- 0.6%

Historically Underutilized Business (HUB)

	FY 2000	FY 2012	FY 2013	%/Point Change FY 2000 to FY 2013
55. HUB Expenditures without construction (Millions)	\$ 0.267	\$ 1.216	\$ 0.872	226.8%
Percent of total expenditures	4.6%	10.6%	10.5%	5.9
HUB Expenditures with construction (Millions)	\$ 0.279	\$ 1.688	\$ 1.157	314.5%
Percent of total expenditures	4.8%	14.7%	14.0%	9.2

Although HUB expenditures have decreased slightly, overall expenditures have also declined; however the percent of expenditures continue to exceeded the state average of 13.42%.

Operating Expenses per FTE Student

	FY 2001	FY 2012	FY 2013	% Change FY 2001 to FY 2013
56. Operating expenses per FTE student	\$18,231	\$21,234	\$21,207	16.3%

Total Revenue per FTE Student and FTE teaching Faculty

	FY 2000	FY 2012	FY 2013	% Change FY 2000 to FY 2013
57. Total revenue				
Per FTE student	\$19,447	\$23,921	\$24,600	26.5%
Per FTE faculty	\$151,240	\$184,599	\$187,189	23.8%

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 State 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 2012	Fall 2013	%/Point Change Fall 2000 to Fall 2013
Class Size				
58. Average class size	23	30	32	39.1%
Median class size	24	20	21	- 12.5%
59. Percentage of undergraduate classes with less than 20 students	31.5%	46.9%	43.3%	11.8
60. Percentage of undergraduate classes with more than 50 students	11.4%	13.8%	14.0%	2.6

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 2013	FY 2014	% Change FY 2000 to FY 2014
61. Average cost of resident undergraduate tuition and fees for 30 SCH.	\$3,650	\$7,578	\$7,805	113.8%

	Fall 2000	Fall 2012	Fall 2013	% Change Fall 2000 to Fall 2013
62. E&G Square footage				
E&G classroom per FTE student	10.58	15.11	14.00	32.3%
E&G lab per FTE student	14.62	11.10	10.26	- 29.8%

Endowment	FY 2009	FY 2011	FY 2012	FY 2013	% Change FY 2009 to FY 2013
63. True and Term Endowment (\$ millions)	\$1.0	\$9.2	\$9.6	\$10.0	
64. Quasi Endowment (\$ millions)	\$0.0	\$0.0	\$0.0	\$0.0	
65. Total Endowment (\$ millions)	\$1.0	\$9.2	\$9.7	\$10.0	900.0%
66. Total Endowment - Per FTE student	\$632	\$5,109	\$5,129	\$5,350	746.7%

	FY 2001	FY 2012	FY 2013	% Change FY 2001 to FY 2013
67. Total Revenue*	\$25,763,463	\$45,040,236	\$45,977,286	78.5%
State appropriations	\$12,993,834	\$18,873,461	\$19,000,351	46.2%
Tuition and fees	\$5,558,913	\$15,240,304	\$16,003,426	187.9%
Federal grants and contracts	\$3,956,708	\$5,047,500	\$4,814,397	21.7%
Institutional resources	\$3,254,008	\$5,878,971	\$6,159,112	89.3%
Constitutional funds	\$0	\$0	\$0	N/A
Total Revenue with Constitutional Funds	\$25,763,463	\$45,040,236	\$45,977,286	78.5%

*Does not include Constitutional Funds

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

	Master's Group Out-of-State Peers		Institution's Out-of-State Peers			
	Texas A&M University at Galveston	FLORIDA GULF COAST UNIVERSITY	UNIVERSITY OF COLORADO AT COLORADO SPRINGS	CALIFORNIA MARITIME ACADEMY	MAINE MARITIME ACADEMY	MASSACHUSETTS MARITIME ACADEMY
Administrative Cost Ratio						
Amount expended for administrative costs as a percent of operative expenses						
Administrative costs as a percent of operating budget	7%	7%	7%	9%	15%	8%
Appropriations						
State and local government appropriation revenues per FTE student.						
Appropriations per FTE student	\$9,540	\$4,219	\$-	\$19,464	\$8,178	\$10,317
Expenditures						
Instruction expenses per FTE student.						

Instruction expenses per FTE student	\$9,551	\$6,574	\$6,623	\$14,284	\$8,676	\$8,740
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Tuition and Fees						
Tuition and Fee revenue per FTE student.						
Tuition and Fee Revenue per FTE student	\$8,076	\$4,491	\$8,856	\$7,021	\$13,782	\$8,320