

Texas A&M University at Galveston

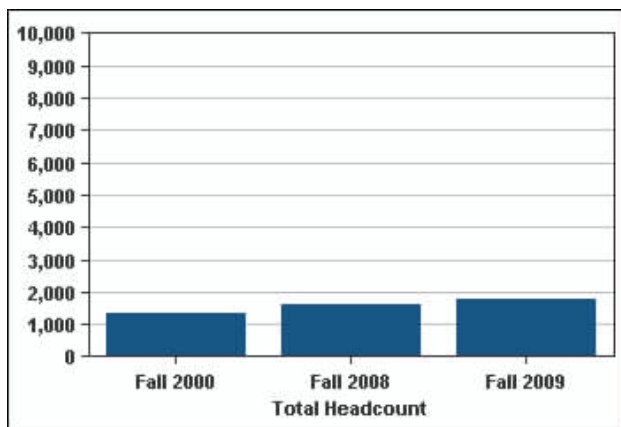
Accountability Report

January 2010

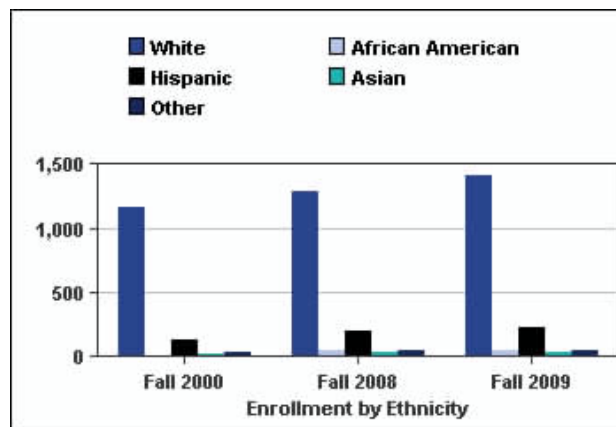
Participation - Key Measures

Enrollment

1. Fall headcount (unduplicated)							
	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to Fall 2009	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion	
Total	1,363	1,612	1,774	30.2%	1,850	96%	
White	1,164 (85.4%)	1,285 (79.7%)	1,411 (79.5%)	21.2%	1,565	90%	
African American	11 (0.8%)	45 (2.8%)	48 (2.7%)	336.4%	60	80%	
Hispanic	125 (9.2%)	200 (12.4%)	226 (12.7%)	80.8%	225	100%	
Asian	26 (1.9%)	39 (2.4%)	38 (2.1%)	46.2%			
Other	37 (2.7%)	43 (2.7%)	51 (2.9%)	37.8%			



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

Fall 2009 our campus achieved an official record high headcount enrollment of 1774. However, it is important to keep in mind that our Fall 2008 pre-Ike headcount enrollment had increased to 1776 due to new recruiting initiatives. Due to Hurricane Ike, our Fall 2008 enrollment dipped to 1612. Considering the unique situation, we retained around 90% of our Galveston students through the transition to College Station. Many of these students returned to the Galveston campus the following semester, including the 10% of the pre-Ike student population that could not continue their classes at the main campus due to extenuating circumstances. This contributed heavily to our current enrollment spike. Also, a new engineering complex opened January 2005 that continues to allow further growth. This expansion is coupled with a new science complex that will open sometime during the Summer 2010 semester. This will allow us to continue high recruiting and retention efforts.

Full-Time Equivalent Enrollment

2. Fall semester credit hours (SCH) includes undergraduate(15), master's(12), doctoral(9), special-professional(12), and optometry(17).				
	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to Fall 2009
Total	1,288	1,473	1,652	28.3%
White	1,098 (85.3%)	1,182 (80.2%)	1,315 (79.6%)	19.7%
African American	10 (0.8%)	40 (2.7%)	45 (2.7%)	350.0%
Hispanic	119 (9.2%)	180 (12.2%)	209 (12.6%)	75.2%
Asian	25 (1.9%)	34 (2.3%)	35 (2.1%)	42.1%
Other	36 (2.8%)	37 (2.5%)	48 (2.9%)	35.5%

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 has grown and is starting to keep pace with the same growth rate of our headcount enrollment. During this time our Master of Marine Resource degree has a firm foundation and a new Master and PHD in Marine Biology has been implemented and will continue to grow in future semesters. However, the graduate program is targeted specifically to part-time students.

Participation - Contextual Measures

	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
3. First-time undergraduates from Texas top 10%	9.1%	6.9%	8.2%	- 0.9
4. First-time entering applicants accepted	89.5%	91.1%	97.3%	7.8
5. First-time accepted, enrolled	48.2%	46%	51.1%	2.9

	FY 2000	FY 2007	FY 2008	Point Change FY 2000 to FY 2008
6. Racial and Ethnic composition of Texas public high school graduates				
White	51.5%	47.2%	47.0%	-4.5
African American	12.9%	13.7%	13.4%	0.5
Hispanic	32.1%	35.3%	35.5%	3.4
Asian	3.2%	3.5%	3.8%	0.6
Other	0.3%	0.3%	0.3%	0.0

	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
7. Transfers from Texas 2-year colleges with at least 30 semester credit hours	156 (11.6%)	239 (15.4%)	196 (11.5%)	25.6%
8. Semester Credit Hours				
Total undergraduate semester credit hours	19,108	21,484	24,111	26.2%
Total graduate semester credit hours	166	475	517	211.4%
Percentage graduate SCH to total SCH	0.9 %	2.2 %	2.1%	1.2

Participation - Out-of-State Peers

	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	
Texas A&M University at Galveston						
Headcount Enrollment						
Total	1,612	10,204	9,373	875	893	1,166
White	1,285	7,808	7,067	535	869	1,095
African American	45	443	347	26	1	13
Hispanic	200	1,207	830	76	9	18
Asian	39	181	410	85	4	21
Other	43	565	719	153	10	19
Full-Time Equivalent Enrollment						
Total	1,488	8,485	7,089	807	879	1,107

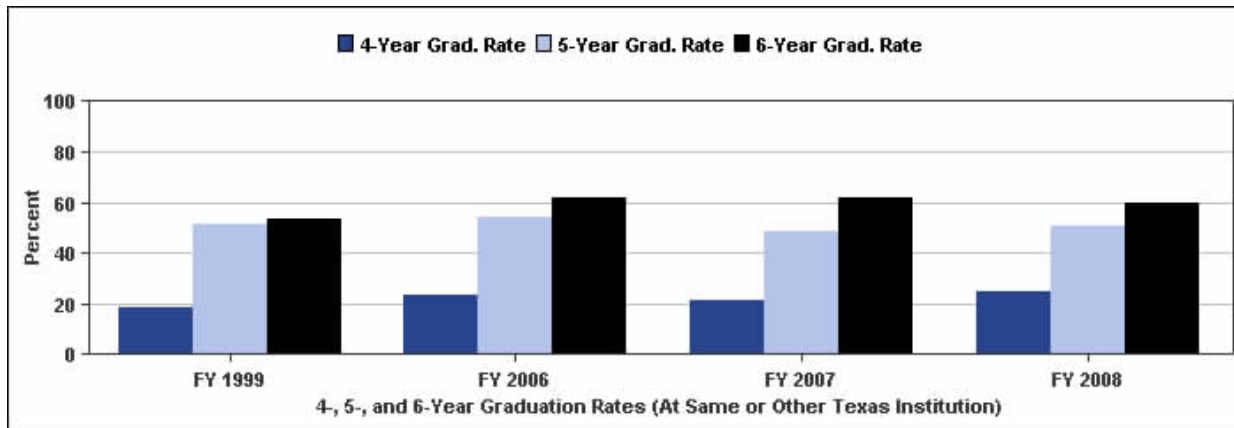
Source: IPEDS Fall 2008

Success - Key Measures

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

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

	FY 1999			FY 2006			FY 2007			FY 2008			Point Change FY 1999 to FY 2008
	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	
4-Year graduation rate	1995	262	18.7%	2002	409	23.7%	2003	406	21.4%	2004	377	24.7%	6.0
Same institution			15.6%			15.6%			13.5%			18.0%	2.4
Other institutions			3.1%			8.1%			7.9%			6.6%	3.5
5-Year graduation rate	1994	236	51.3%	2001	347	54.5%	2002	409	48.9%	2003	406	50.5%	- 0.8
Same institution			35.6%			33.7%			29.3%			28.8%	- 6.8
Other institutions			15.7%			20.7%			19.6%			21.7%	6.0
6-Year graduation rate	1993	261	53.3%	2000	423	61.9%	2001	347	61.7%	2002	406	59.9%	6.6
Same institution			31.8%			29.3%			36.0%			32.8%	1.0
Other institutions			21.5%			32.6%			25.6%			27.1%	5.6

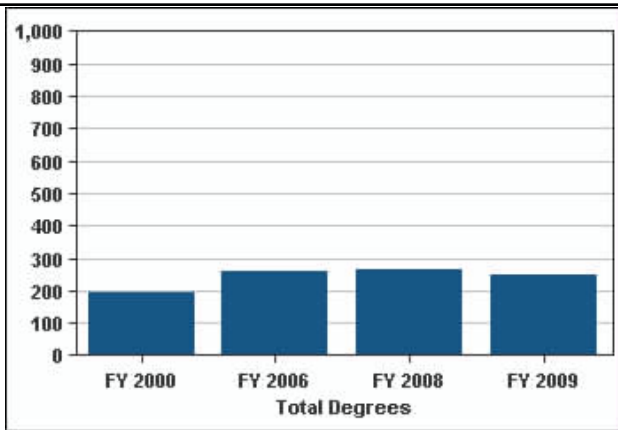


Source: CBM001, CBM002 and CBM009

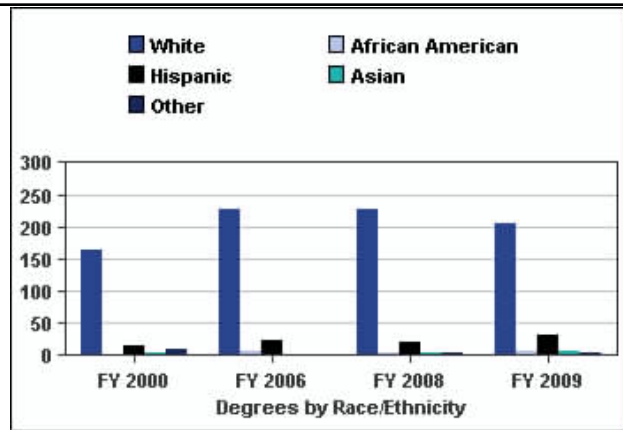
Persistence and graduation are key concerns for the Galveston campus. As a special purpose institution, a student who might change majors on another campus often chooses to leave Galveston. Although this measure does include other Texas institutions, it may not accurately reflect approximately 20% of the incoming freshman that are non-residents.

Degrees Awarded

10. Number of degrees awarded.						
	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion
Total Degrees	196	263	250	27.6%		
White	165	228	204	23.6%		
African American	2	4	6	200.0%		
Hispanic	16	22	31	93.8%		
Asian	3	5	6	100.0%		
Other	10	4	3	-70.0%		
Level						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	196	258	239	21.9%	283	84%
Master's	N/A	5	11	N/A		
Doctoral	N/A	N/A	N/A	N/A	0	N/A
Professional	N/A	N/A	N/A	N/A		
Gender						
Male	116	145	140	20.7%		
Female	80	118	110	37.5%		



Source: CBM009



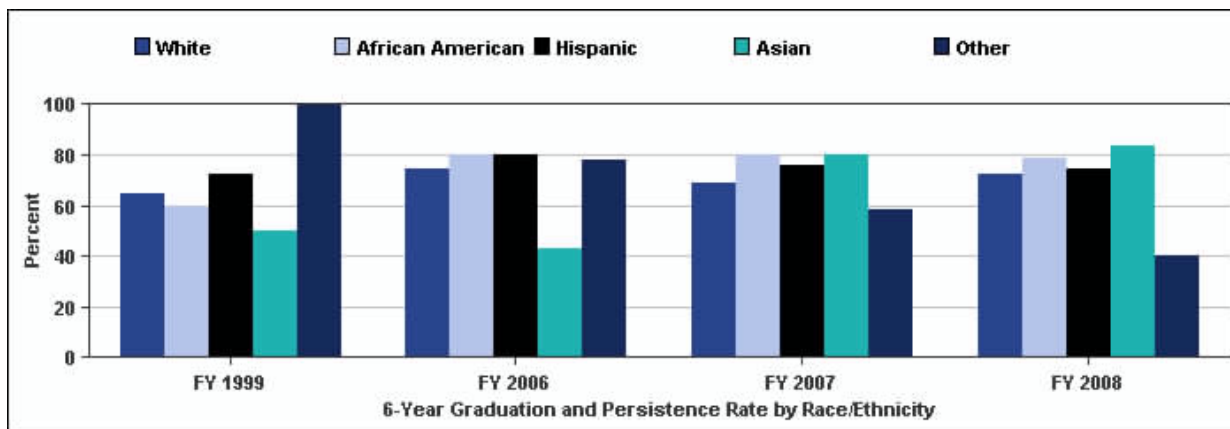
Source: CBM009

The number of degrees did slightly decreased from our all time high of 263 in 2008 to 250 in 2009. However, every effort is being made to continue an upward trend. Due to the nature of the marine and maritime industry, TAMUG degrees require a minimum of 120 semester credit hours to a maximum of 160. Enrollment growth began in 1997, had slight decrease in 2006, rebounded to previous counts 2007, took a slight dip with the occurrence of Ike, and escalated significantly in 2009 with a record enrollment. We believe the number of degrees conferred should track with campus enrollment growth.

Graduation and Persistence Rate: 6-Year

11. First-time, full-time students enrolled in a minimum of 12 SCH their first fall semester who have graduated or are still enrolled at the same institution or another Texas public or independent institution.

	FY 1999			FY 2006			FY 2007			FY 2008			Point Change FY 1999 to FY 2008
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
Total	1993	261	65.1%	2000	423	74.5%	2001	347	69.2%	2002	406	72.7%	7.6
Same institution			33.7%			31.4%			37.5%			35.7%	2.0
Other institutions			31.4%			43.0%			31.7%			36.9%	5.5
White	1993	235	64.7%	2000	367	74.4%	2001	296	68.6%	2002	326	72.4%	7.7
Same institution			35.7%			32.4%			38.5%			34.7%	- 1.0
Other institutions			28.9%			42.0%			30.1%			37.7%	8.8
African American	1993	5	60.0%	2000	5	80.0%	2001	5	80.0%	2002	14	78.6%	18.6
Same institution			20.0%			20.0%			20.0%			64.3%	44.3
Other institutions			40.0%			60.0%			60.0%			14.3%	- 25.7
Hispanic	1993	18	72.2%	2000	35	80.0%	2001	29	75.9%	2002	55	74.5%	2.3
Same institution			16.7%			22.9%			41.4%			34.5%	17.8
Other institutions			55.6%			57.1%			34.5%			40.0%	- 15.6
Asian	1993	2	50.0%	2000	7	42.9%	2001	5	80.0%	2002	6	83.3%	33.3
Same institution			0.0%			28.6%			40.0%			50.0%	50.0
Other institutions			50.0%			14.3%			40.0%			33.3%	- 16.7
Other	1993	1	100.0%	2000	9	77.8%	2001	12	58.3%	2002	5	40.0%	- 60.0
Same institution			0.0%			33.3%			8.3%			20.0%	20.0
Other institutions			100.0%			44.4%			50.0%			20.0%	- 80.0



Source: CBM001, CBM001, and CBM009

Overall, graduation and persistence rates have increased. The "Other" population has been very small and percentage measures are often distorted. Fall 1999 was a low point in enrollment. Although this measure does include other Texas institutions, it may not accurately reflect approximately 20% of the incoming freshman that are non-residents.

Closing the Gaps Critical Fields

12. Degrees awarded in STEM fields.

	FY 2000	FY 2007	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target-Fall 2010*	Closing the Gaps Completion*
Computer Science*	0	0	0	0	N/A	0	N/A
Engineering*	27	34	30	22	- 18.5%	38	58%
Math*	0	0	0	0	N/A	0	N/A
Physical Science*	28	10	6	4	- 85.7%	12	33%
Level							
Associates	0	0	0	0	N/A		
Baccalaureate	55	44	36	26	- 52.7%	50	52%
Master's	0	0	0	0	N/A		
Doctoral	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees.

With the opening of a new engineering building in 2005 and a science building opening in 2010, every effort is being made to expand and enhance all of curriculums. We have every expectation that engineering and science graduates will continue to increase in the future.

Nursing and Allied Health

13. Degrees and certificates awarded in nursing.							
	FY 2000	FY 2007	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target-FY 2010*	Closing the Gaps Completion*
Total Nursing Degrees	0	0	0	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	0	0	0	N/A	0	N/A
Master's	0	0	0	0	N/A		
Doctoral	0	0	0	0	N/A		
Professional	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees and certificates.

14. Degrees and certificates awarded in allied health.							
	FY 2000	FY 2007	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target-FY 2010*	Closing the Gaps Completion*
Out-Of-State Peers							
Total Allied Health Degrees	0	0	0	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	0	0	0	N/A	0	N/A
Master's	0	0	0	0	N/A		
Doctoral	0	0	0	0	N/A		
Professional	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees and certificates.

Teacher Production and Certification

15. Students taking and passing the certification exams for teacher education.				
	FY 2006	FY 2007	FY 2008	
Total number taking exam	N/A	N/A	N/A	N/A
Race/Ethnicity				
White	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A
Gender				
Male				
Female				
Total percent passing exam	%	%	%	%
Race/Ethnicity				
White	%	%	%	%
African American	%	%	%	%
Hispanic	%	%	%	%
Other	%	%	%	%
Gender				
Male	%	%	%	%
Female	%	%	%	%

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.

Not Applicable

Success - Contextual Measures

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
16. Enrollment: Percent of first-time students 19 and under	97.7%	98.6%	98%	0.3

	FY 2000	FY 2007	FY 2008	Point Change Fall 2000 to Fall 2008
17. Financial Aid: Percent of students receiving Pell Grants	16.3%	19.1%	17.7%	1.4

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
18. Part-time first-time, degree seeking, undergraduates	1.2%	5.2%	0.8%	- 0.4

	Entering Cohort Fall 2000		Entering Cohort Fall 2007		Entering Cohort Fall 2008		Point Change Fall 2000 to Fall 2008
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
19. Persistence rate of first-time, degree-seeking undergraduates: One-Year							
Total	423	85.1%	438	82.6%	491	91.0%	5.9
Same institution		50.4%		53.4%		54.0%	3.6
Other institutions		34.8%		29.2%		37.1%	2.3
White	367	86.1%	341	83.3%	374	90.6%	4.5
Same institution		50.1%		54.3%		53.2%	3.1
Other institutions		36.0%		29.0%		37.4%	1.4
African American	5	40.0%	11	72.7%	14	85.7%	45.7
Same institution		40.0%		63.6%		78.6%	38.6
Other institutions		0.0%		9.1%		7.1%	7.1
Hispanic	35	94.3%	58	81.0%	73	91.8%	- 2.5
Same institution		60.0%		55.2%		53.4%	- 6.6
Other institutions		34.3%		25.9%		38.4%	4.1
Asian	7	71.4%	11	90.9%	16	100.0%	28.6
Same institution		42.9%		0.0%		50.0%	7.1
Other institutions		28.6%		90.9%		50.0%	21.4
Other	9	44.4%	17	76.5%	14	92.9%	48.5
Same institution		33.3%		58.8%		57.1%	23.8
Other institutions		11.1%		17.6%		35.7%	24.6

	Entering Cohort Fall 2000		Entering Cohort Fall 2006		Entering Cohort Fall 2007		Point Change Fall 2000 to Fall 2007
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
20. Persistence rate of first-time, degree-seeking undergraduates: Two-Year							
Total	423	78.5%	412	77.4%	438	78.8%	0.3
Same institution		35.2%		33.0%		42.0%	6.8
Other institutions		43.3%		44.4%		36.8%	- 6.5
White	367	79.0%	330	78.2%	341	80.9%	1.9
Same institution		36.2%		34.5%		43.7%	7.5
Other institutions		42.8%		43.6%		37.2%	- 5.6
African American	5	80.0%	9	33.3%	11	54.5%	- 25.5
Same institution		20.0%		11.1%		36.4%	16.4
Other institutions		60.0%		22.2%		18.2%	- 41.8
Hispanic	35	82.9%	45	86.7%	58	74.1%	- 8.8
Same institution		28.6%		28.9%		39.7%	11.1
Other institutions		54.3%		57.8%		34.5%	- 19.8
Asian	7	57.1%	15	86.7%	11	63.6%	6.5
Same institution		28.6%		40.0%		0.0%	- 28.6
Other institutions		28.6%		46.7%		63.6%	35.0
Other	9	55.6%	13	46.2%	17	76.5%	20.9
Same institution		33.3%		15.4%		47.1%	13.8
Other institutions		22.2%		30.8%		29.4%	7.2

Developmental Education

	Fall 2005 Cohort						
	Total	Received Credit pre-matriculation	Number attempting college level course	Percent attempting college level course	College level course completion (grade A, B, or C)	College level course completion (grade A, B, C) (percent of those attempting college level)	College level course completion(grade A, B,C) or pre-matriculation credit (percent of total)
21. Students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Under-prepared students are given 3 years.							
Number of FTIC students	466						
Met state standards in all areas							
Math	402	57	335	83.3%	212	63.3%	52.7%
Reading	402	5	371	92.3%	343	92.5%	85.3%
Writing	402	16	268	66.7%	227	84.7%	56.5%
All students below state standard							
Math	20	N/A	13	65%	7	53.8%	35%
Reading	16	N/A	16	100%	14	87.5%	87.5%
Writing	27	N/A	22	81.5%	19	86.4%	70.4%
Not met state standards:							
In all three areas							
Math	0	N/A	0	0%	0	0%	0%
Reading	0	N/A	0	0%	0	0%	0%
Writing	0	N/A	0	0%	0	0%	0%
Math							
Not requiring developmental education	26	5	21	80.8%	14	66.7%	53.8%
Requiring developmental education	20	N/A	13	65%	7	53.8%	35%
Unknown / Not tested	18	N/A	18	100%	12	66.7%	66.7%
Reading							
Not requiring developmental education	30	5	25	83.3%	22	88%	73.3%
Requiring developmental education	16	N/A	16	100%	14	87.5%	87.5%
Unknown / Not tested	18	N/A	18	100%	18	100%	100%
Writing							
Not requiring developmental education	19	2	11	57.9%	8	72.7%	42.1%
Requiring developmental education	27	N/A	22	81.5%	19	86.4%	70.4%
Unknown / Not tested	18	N/A	17	94.4%	14	82.4%	77.8%

	Fall 2005 Cohort						
	Total	Number attempting developmental education	Percent attempting developmental education	TSI obligations met (of those attempting developmental education)	TSI obligations met (of total)	TSI obligations met (percent of those attempting developmental education)	TSI obligations met (percent of total)
22. Underprepared students who satisfied TSI obligation within 2 years.							
Number of FTIC students	466						
Met state standards in all areas							
Math	402	0	0%	N/A	N/A	N/A	N/A
Reading	402	0	0%	N/A	N/A	N/A	N/A
Writing	402	0	0%	N/A	N/A	N/A	N/A
All students below state standard							
Math	20	2	10%	2	15	100%	75%
Reading	16	0	0%	0	15	0%	93.8%
Writing	27	0	0%	0	25	0%	92.6%
Not met state standards:							
In all three areas							
Math	0	0	0%	0	0	0%	0%
Reading	0	0	0%	0	0	0%	0%
Writing	0	0	0%	0	0	0%	0%
Math							
Not requiring developmental education	26	0	0%	N/A	N/A	N/A	N/A
Requiring developmental education	20	2	10%	2	15	100%	75%
Unknown / Not tested	18	0	0%	0	18	0%	100%
Reading							
Not requiring developmental education	30	0	0%	N/A	N/A	N/A	N/A
Requiring developmental education	16	0	0%	0	15	0%	93.8%
Unknown / Not tested	18	0	0%	0	18	0%	100%
Writing							
Not requiring developmental education	19	0	0%	N/A	N/A	N/A	N/A
Requiring developmental education	27	0	0%	0	25	0%	92.6%
Unknown / Not tested	18	0	0%	0	18	0%	100%

23. Percent of students who return the following fall.	Fall 2005 Cohort		
	Total	Number returning (Fall 2006)	Percent returning (Fall 2006)
Number of FTIC students	466		
Met state standards in all areas	402	369	91.8%
Not met state standards:			
In all three areas	0	0	0%
Math			
Not requiring developmental education	26	23	88.5%
Requiring developmental education	20	15	75%
Unknown / Not tested	18	18	100%
Reading			
Not requiring developmental education	30	25	83.3%
Requiring developmental education	16	13	81.3%
Unknown / Not tested	18	18	100%
Writing			
Not requiring developmental education	19	14	73.7%
Requiring developmental education	27	24	88.9%
Unknown / Not tested	18	18	100%

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
24. Graduation of two-year college students completing at least 30 SCH	18 (45%)	23 (44.2%)	28 (43.8%)	- 1.2
25. Baccalaureate graduates completing at least 30 SCH	17.7%	16.7%	22.8%	5.1

26. Graduation Rates	Cohort	Rate	Cohort	Rate	Cohort	Rate
Master's	Fall 1995	%	Fall 2003	61.5%	Fall 2004	100%
Doctoral	FY 1991	%	FY 1999	%	FY 2000	%

Baccalaureate Graduate Success	FY 2006	FY 2007	FY 2008	Point Change FY 2006 to FY 2008
27. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school	72.8%	67.2%	70.8%	- 2.0

Baccalaureate Graduates Employment/Enrollment Status	FY 2006	FY 2007	FY 2008	Point Change FY 2006 to FY 2008
28. Employed in 4th quarter in which program year ends	67.1%	59.6%	63.4%	- 3.7
29. In graduate or professional school in Texas in fall of the next FY	2.4%	2%	3.1%	0.7
30. Employed in Texas and enrolled in a graduate or professional school in Texas	3.3%	5.6%	4.3%	1.0

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.

31. Course Completion Rate for Undergraduate State Funded Credit Hours	Fall 2000	Fall 2007	Fall 2008	%/Point Change Fall 2000 to Fall 2008
Beginning semester credit hours	19,039	21,630	21,190	11.3%
Ending semester credit hours	17,456	20,583	20,336	16.5%
Completion rate	91.7%	95.2%	96.0%	4.3

It is positive that the Hispanic and African American populations are exceeding or mirroring the general population. Ethnic populations have been very small and percentage measures are often distorted due to size. Significant efforts are being made to strengthen persistence and success.

Success - Out-of-State Peers

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						
4-Year Rate	16%	21%	25%	43%	51%	40%
5-Year Rate	30%	35%	40%	57%	53%	52%
6-Year Rate	33%	41%	46%	62%	53%	55%
Degrees Awarded						
Total Degrees	262	1,666	1,668	161	179	213
White	227	1,316	1,320	100	174	205
African American	4	90	53	3	0	2
Hispanic	22	172	121	13	0	2
Asian	5	26	75	22	0	3
Other	4	62	99	23	5	1
Level						
Associates	0	184	0	0	4	0
Bachelors	257	1,214	1,166	161	166	190
Master's	5	268	495	0	9	23
Doctoral	0	0	7	0	0	0
Professional	0	0	0	0	0	0
Gender						
Male	145	501	636	139	146	184
Female	117	1,165	1,032	22	33	29
Graduation Rate						
Total	33%	41%	46%	62%	54%	55%
White	32%	41%	45%	67%	53%	55%
African American	57%	49%	48%	20%	100%	0%
Hispanic	32%	36%	42%	58%	50%	100%
Asian	33%	40%	55%	60%	N/A%	67%
American Indian or Alaska Native	25%	0%	40%	100%	50%	0%
Unknown	N/A%	33%	53%	42%	N/A%	N/A%
Nonresident Alien	0%	0%	67%	100%	N/A%	0%
Graduates in Key Fields						
Computer Science	N/A	6	32	N/A	N/A	N/A
Engineering	29	0	104	64	101	108
Math	N/A	6	24	N/A	N/A	N/A
Physical Science	6	2	54	0	0	0
Nursing and Allied-Health Graduates						
Total Degrees	0	146	183	0	0	0
Certificate	0	0	0	0	0	0
Associates	0	0	0	0	0	0
Bachelors	0	119	149	0	0	0
Master's	0	27	34	0	0	0
Doctoral	0	0	0	0	0	0

Source: IPEDS Fall 2008

Excellence - Key Measures

Faculty Teaching

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2006 to Fall 2009
32. Tenured/tenure-track faculty teaching lower division SCH	29.9%	33.2%	31.1%	1.1

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

33. Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty.

	Fall 2000			Fall 2006			Fall 2008			Fall 2009			% Change Fall 2006 to Fall 2009
	FTSE	FTE	Ratio	FTSE	FTE	Ratio	FTSE	FTE	Ratio	FTSE	FTE	Ratio	
FTSE/FTE Ratio	1,291	70	19:1	1,430	94	15:1	1,470	99	15:1	1,650	106	16:1	2.9%

With recent budget reductions, every effort was made to reduce administrative costs and not harm the teaching and learning environment. If our enrollment continues to grow and resources decline, the student/faculty ratio will be further impacted. However, our ratio currently remains steady.

State and National Exams Success

34. Certification and licensure rates

	FY 2007	FY 2008	FY 2009	Point Change FY 2007 to FY 2009
Law	N/A	N/A	N/A	N/A
Pharmacy	N/A	N/A	N/A	N/A
Nursing	N/A	N/A	N/A	N/A
Engineering	N/A	N/A	N/A	N/A

Not Applicable

Tenured/Tenure-Track FTE Faculty

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
35. Percent of FTE teaching faculty who are tenure/tenure-track	40.3%	47.4%	48.8%	8.5

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.

Excellence - Contextual Measures

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
36. FTE tenured/tenure-track faculty demographics				
Ethnicity				
White	40.5%	47.8%	46.7%	6.2
African American	0%	100%	50%	50.0
Hispanic	36.9%	31.5%	30.2%	- 6.7
Asian	100%	42.3%	66.4%	- 33.6
Other	0%	100%	74.5%	74.5
Gender				
Male	48.3%	54%	56.6%	8.3
Female	6.7%	30.6%	28.8%	22.1

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
37. Faculty Rank (Fall 2009)						
Teaching Faculty Ethnicity						
White	33	69	0	7	17	22
African American	0	1	0	1	0	0
Hispanic	4	6	0	1	1	0
Asian	0	4	0	4	0	2
Other	4	3	0	3	0	1
Teaching Faculty Gender						
Male	21	57	0	10	16	24
Female	20	26	0	6	2	1

	FY 2003	FY 2009	FY 2010	% Change FY 2003 to FY 2010	National Average (FY 2009)	% National Average
38. Faculty Salary Comparisons						
Professor	\$73,644	\$91,047	\$92,674	25.8%	\$106,271	87%
Associate Professor	\$51,596	\$61,386	\$64,117	24.3%	\$76,236	84%
Assistant Professor	\$43,552	\$56,090	\$61,135	40.4%	\$64,280	95%
Instructor			\$0	N/A	\$44,463	0%

	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
39. Endowed Professorships and Chairs				
Percent unfilled	NA	4	4	N/A
Percent of total tenured/tenure-track faculty	NA%	50%	75%	N/A
	NA %	100%	100%	N/A

40. Nobel Prize Winners and National Academies	0	0	0	N/A
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Excellence - Out-of-State Peers

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	
Percent of Tenured/Tenure-Track faculty	52%	4%	65%	75%	0%	100%

* The previous year survey was used for these institutions.

Source: IPEDS Fall 2008

Research - Key Measures

Federal and Private Research

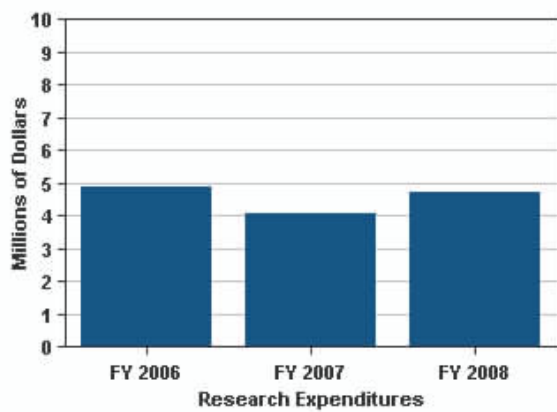
	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
41. Research expenditures per FTE faculty	\$88,893	\$60,030	\$63,969	- 28.0%

Research Expenditures

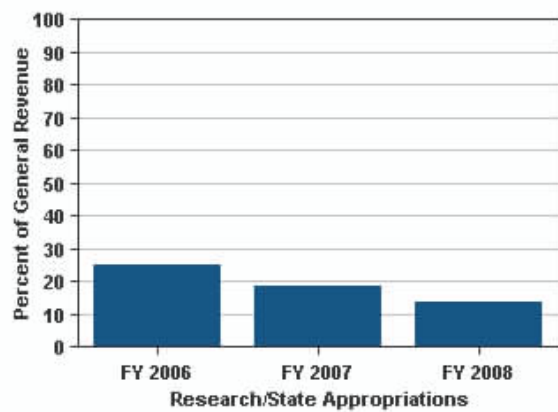
	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
42. Research expenditures (\$ Million)	\$ 4.889	\$ 4.079	\$ 4.716	- 3.5%	\$ 4.200	112.3%

Sponsored Research Funds

	FY 2006	FY 2007	FY 2008	Point Change FY 2006 to FY 2008
43. Federal and private (sponsored) research funds per appropriations.	25.29%	18.65%	14.03%	- 11.3



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 (while ranked 33rd in size). 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.

Research - Contextual Measures

	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
44. Research Expenditures by Source (\$ Millions)	\$4.889	\$4.079	\$4.716	- 3.5%
Federal	\$2.974	\$2.076	\$2.169	- 27.1%
State	\$0.995	\$1.076	\$1.633	64.1%
Private	\$0.657	\$0.566	\$0.589	- 10.4%
Institutional	\$0.263	\$0.361	\$0.325	23.6%

	FY 2006	FY 2007	FY 2008	FY 2009	% Change FY 2006 to FY 2009
45. Faculty holding extramural research grants					
Number	24	27	28	27	12.5%
Percent	53%	51%	71%	47%	- 6.0

	FY 2001	FY 2007	FY 2008	FY 2009	% Change FY 2001 to FY 2009
Patents					
Number of patents	0	0	0	0	N/A
Number of new patent applications	1	0	0	0	- 1.0

Research - Out-of-State Peers

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 (\$ million)	\$3,719,225	\$5,538,036	\$5,244,185	\$327,279	\$7,147	\$0
Federal Research Funds (\$ millions)	\$2,248,971	\$6,866,999	\$5,432,858	\$573,803	\$519,762	\$983,696

Source: IPEDS Fall 2008

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

	FY 2000	FY 2008	FY 2009	Point Change FY 2006 to FY 2009
47. Administrative costs as a percent of operating budget	14%	10.48%	10.7%	- 0.4

As one the smallest institutions in Texas, it is difficult to significantly reduce administrative costs. Texas A&M continues to provide invaluable resources to support administrative structures and provide efficiencies. Significant efforts have been made to reduce administrative costs and not harm the teaching and learning environment.

Space Usage Efficiency (SUE)

48. Space usage efficiency measure of the effectiveness and efficiency of existing teaching space utilization. Classroom and lab passing score is 75 and overall passing score is 150.

	Fall 2009
Classroom space use efficiency	76
Lab space use efficiency	92
Overall space use efficiency	168

Although the utilization rate has increased when comparing to recent semesters, we are pleased that we met all required utilization scores. However, we will continue to look for new ways to improve the classroom utilization score of 76, class lab utilization score of 92, and overall score of 168 (ranked 8th in the State for Universities).

Appropriated Funds per FTE Faculty and FTE Student

49. State appropriations divided by full-time equivalent students and annual full-time equivalent teaching faculty.

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
Appropriated funds per FTE student	\$9,517	\$12,847	\$16,291	71.2%
Appropriated funds per FTE faculty	\$67,334	\$90,127	\$112,561	67.2%

Historically Underutilized Business (HUB)

	FY 2000	FY 2008	FY 2009	%/Point Change FY 2000 to FY 2009
50. HUB Expenditures without construction (Millions)	\$ 0.267	\$ 1.158	\$ 0.984	268.7%
Percent of total expenditures	4.6%	16.3%	16%	11.4
HUB Expenditures with construction (Millions)	\$ 0.279	\$ 1.158	\$ 1.000	258.1%
Percent of total expenditures	4.8%	16.3%	16.2%	11.4

HUB expenditures have continued to improve and have exceeded the State averages in every period.

Operating Expenses per FTE Student

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
51. Operating expenses per FTE student	\$19,977	\$20,054	\$24,060	20.4%

Total Revenue per FTE Student and FTE teaching Faculty

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
52. Total revenue				
Per FTE student	\$20,145	\$24,209	\$31,774	57.7%
Per FTE faculty	\$142,529	\$169,830	\$219,543	54.0%

66% 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 operating the Texas Clipper 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 2008	Fall 2009	% Change Fall 2000 to Fall 2009
Class Size				
53. Average lower-division class size	23	28	29	26.1%
54. Undergraduate classes with less than 20 students	68.5%	49.1%	48.6%	- 19.9
55. Undergraduate classes with more than 50 students	5.2%	6.4%	8.6%	3.4

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 2009	FY 2010	% Change FY 2000 to FY 2010
56. Average cost of resident undergraduate tuition and fees for 30 SCH.	\$3,650	\$6,511	\$7,063	93.5%

	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to Fall 2009	
57. E&GSquare footage					
E&G classroom per FTE student		10.58	14.95	13.32	25.9%
E&G lab per FTE student		14.62	11.15	9.94	- 32.0%

	FY 2006	FY 2007	FY 2008	FY 2009	% Change FY 2006 to FY 2009
58. True and Term Endowment (\$ millions)	N/A	N/A	N/A	\$1	
59. Quasi Endowment (\$ millions)	N/A	N/A	N/A	\$0	
60. Total Endowment (\$ millions)	\$2,047	\$2,342	\$2,228	\$1	- 51.1%
61. Total Endowment - Per FTE student	\$1,300	\$1,573	\$1,456	\$632	N/A

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
62. Total Revenue	\$29,990,900	\$37,048,462	\$50,279,830	67.7%
Tuition and fees	\$9,329,352	\$10,110,169	\$10,709,519	14.8%
State appropriations (General Revenue)	\$14,168,360	\$19,661,251	\$25,778,650	81.9%
Federal funds	\$2,775,135	\$3,155,209	\$8,792,140	216.8%
Institutional funds	\$3,718,053	\$4,121,833	\$4,999,521	34.5%

Institutional Efficiency and Effectiveness - Out-of-State Peers

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	
Administrative costs as a percent of operating budget	12%	14%	11%	24%	22%	17%
Appropriations per FTE student	\$12,205	\$7,265	NA	\$21,089	\$9,635	\$14,168
Instruction expenses per FTE student	\$7,523	\$4,714	\$5,348	\$10,143	\$6,545	\$8,193
Tuition and Fee Revenue per FTE student	\$6,582	\$3,277	\$7,861	\$5,109	\$11,730	\$6,903

Source: IPEDS Fall 2008