

# Texas A&M University-Texarkana

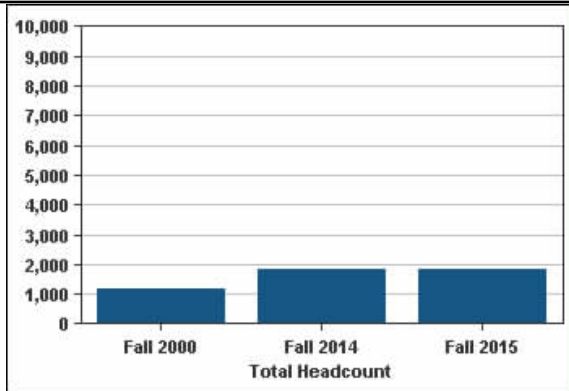
## Accountability Report

January 2016

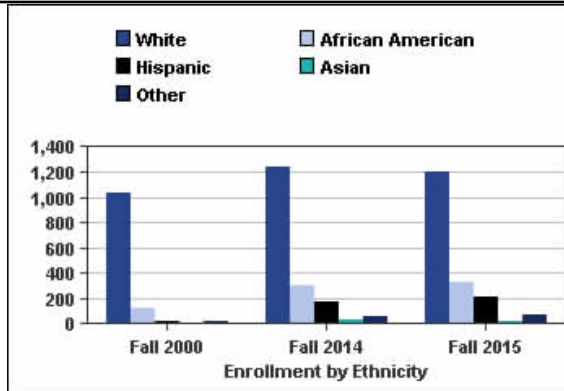
Participation - Key Measures

Enrollment

1. Fall headcount (unduplicated) <span style="float:right">i</span>							
	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion	
<b>Total*</b>	1,195	1,812	1,839	53.9%	2,775	66.3%	
White	1,029 (86.1%)	1,238 (68.3%)	1,199 (65.2%)	16.5%	1,859	64.5%	
African American	124 (10.4%)	301 (16.6%)	325 (17.7%)	162.1%	500	65.0%	
Hispanic	23 (1.9%)	175 (9.7%)	206 (11.2%)	795.7%	333	61.9%	
Asian	4 (0.3%)	28 (1.5%)	21 (1.1%)	425.0%			
International	1 (0.1%)	13 (0.7%)	18 (1.0%)	1700.0%			
Other	14 (1.2%)	57 (3.1%)	70 (3.8%)	400.0%			
<b>Flex Entry</b>	0	41	40	N/A			



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

Overall headcount showed a small increase. Likewise, African American and Hispanic headcount shows a 1% and 2% increase, respectively. The two categories, "International" and "Other" show slight increases as well.

Full-Time Equivalent Enrollment

2. Fall semester credit hours (SCH) includes undergraduate(15), master's(12), doctoral(9), special-professional(12), and optometry(17). <span style="float:right">i</span>				
	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
<b>Total FTSEs</b>	640	1,232	1,242	94.1%
<b>State-Funded FTSEs</b>	640	1,186	1,208	88.8%

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


Participation - Contextual Measures

	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
<b>3. First-time undergraduates from Texas top 10% and Texas top 11-25%</b> <span style="float:right">i</span>				
Students in Texas top 10%	N/A	0.0%	4.3%	N/A
Students in Texas top 11-25%	N/A	0.0%	16.0%	N/A
<b>4. First-time entering applicants accepted</b> <span style="float:right">i</span>	N/A	100.0%	70.4%	N/A
<b>5. First-time accepted, enrolled</b> <span style="float:right">i</span>	N/A	66.2%	16.3%	N/A


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

	FY 2000	FY 2013	FY 2014	Point Change FY 2000 to FY 2014
<b>6. Racial and ethnic composition of Texas public high school graduates</b> <span style="float:right">i</span>				
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	775	(100%)	1,363	(100%)	1,382	(100%)	
0-12 hours	111	(14.3%)	177	(13.0%)	155	(11.2%)	- 3.1
13-24 hours	62	(8.0%)	178	(13.1%)	173	(12.5%)	4.5
25-29 hours	27	(3.5%)	57	(4.2%)	54	(3.9%)	0.4
30-42 hours	70	(9.0%)	107	(7.9%)	120	(8.7%)	- 0.3
43-59 hours	103	(13.3%)	134	(9.8%)	120	(8.7%)	- 4.6
60-66 hours	71	(9.2%)	52	(3.8%)	82	(5.9%)	- 3.3
67+ hours	232	(29.9%)	263	(19.3%)	244	(17.7%)	- 12.2
All Students with SCH at TX 2-Yr college	676	(87.2%)	968	(71.0%)	948	(68.6%)	- 18.6
Awarded Core	0	(0.0%)	59	(4.3%)	42	(3.0%)	3.0
Associate Degree	168	(21.7%)	319	(23.4%)	375	(27.1%)	5.4

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	7,416	15,615	15,811	113.2%
Total graduate semester credit hours	1,743	2,289	2,245	28.8%
Percentage graduate SCH to total SCH	19.0 %	12.8 %	12.4%	- 6.6



# 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
<a href="#">Return to the Participation Page</a>
<a href="#">Download Excel Version</a>
<a href="#">Out-of-State Peer Measures and Definitions</a>

### Master's Group Out-of-State Peers

### Institution's Out-of-State Peers

	Texas A&M University-Texarkana	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	GOVERNORS STATE UNIVERSITY	LOUISIANA STATE UNIVERSITY-SHREVEPORT	SOUTHERN ARKANSAS UNIVERSITY MAIN CAMPUS
<b>Headcount Enrollment</b> Headcount enrolled for credit, disaggregated by race/ethnicity.						
<b>Total</b>	1,865	5,431	3,557	5,776	4,186	3,546
White	1,265	3,220	993	2,278	2,393	2,233
African American	296	634	145	2,222	953	945
Hispanic	176	262	1,442	488	153	77
Asian	31	203	51	125	82	53
Other	97	1,112	926	663	605	238
<b>Full-Time Equivalent Enrollment</b> Full-time equivalent for the institution. The full-time equivalent of part-time enrollment is estimated by multiplying the part-time enrollment by factors that vary by control and level of institution and level of student.						
<b>Total</b>	1,372	3,844	2,505	3,740	2,981	2,983

## Fall 2015 Enrollment Detail - Texas A&M University-Texarkana

**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	5	0	0	0	0	5
18 to 21	560	3	0	0	0	563
22 to 24	278	64	0	0	0	342
25 to 29	188	79	1	0	10	278
30 to 34	130	72	2	0	12	216
35 and over	221	195	3	0	16	435
<b>Total</b>	<b>1,382</b>	<b>413</b>	<b>6</b>	<b>0</b>	<b>38</b>	<b>1,839</b>

### By Level, Race/Ethnicity:

Ethnicity	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post-Baccalaureate	Total
White	869	301	2	0	27	1,199
African American	245	71	3	0	6	325
Hispanic	180	22	0	0	4	206
Asian	19	2	0	0	0	21
International	13	5	0	0	0	18
Other	56	12	1	0	1	70
<b>Total</b>	<b>1,382</b>	<b>413</b>	<b>6</b>	<b>0</b>	<b>38</b>	<b>1,839</b>

### By Level, Gender:

Gender	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post-Baccalaureate	Total
Male	550	122	4	0	7	683
Female	832	291	2	0	31	1,156
<b>Total</b>	<b>1,382</b>	<b>413</b>	<b>6</b>	<b>0</b>	<b>38</b>	<b>1,839</b>

### By Undergraduate Status:

	Undergraduate	Full-time	Part-time	White	African American	Hispanic	Asian	Other	Male	Female
First-Time in College	161	133	28	80	29	41	2	9	73	88
First-Time Transfer (from two- and four-year institutions)	290	190	100	171	54	42	1	22	108	182
Other Undergraduate	931	567	364	618	162	97	16	38	369	562
<b>Total</b>	<b>1,382</b>	<b>890</b>	<b>492</b>	<b>869</b>	<b>245</b>	<b>180</b>	<b>19</b>	<b>69</b>	<b>550</b>	<b>832</b>

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

**Participation**

By 2015, close the gaps in participation rates across Texas to add 630,000 more students.

	Lower-Division SCH	Upper Division SCH	Undergraduate SCH	Master's SCH	Doctor's Research/Scholarship SCH	Professional Specialty SCH	Optometry SCH	Total SCH	FTSE
<b>Total</b>	7,420	8,391	15,811	2,227	18	0	0	18,056	1,242
<b>State-Funded</b>	7,352	7,948	15,300	2,227	18	0	0	17,545	1,208

**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	851	3,043	3,894	1,212	0	0	0	5,106	361

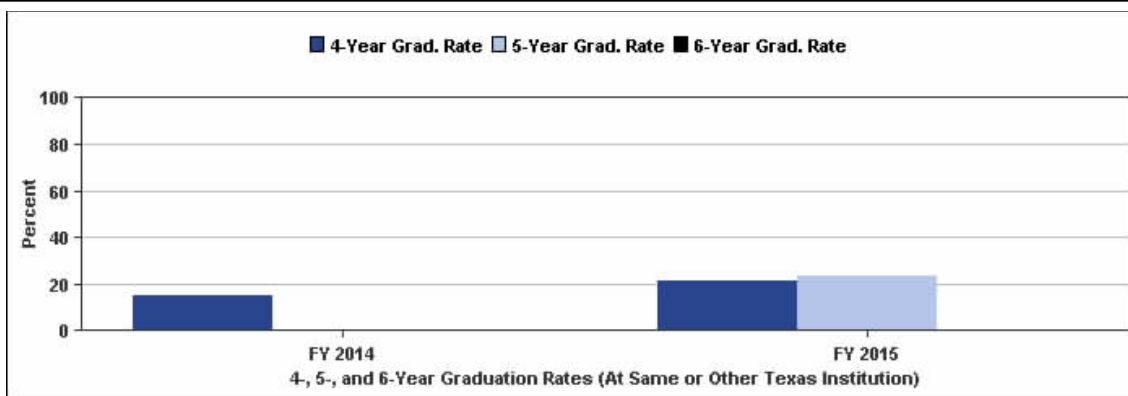
Success - Key Measures

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. **1**

	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	0	N/A	2009	0	N/A	2010	86	15.1%	2011	210	21.0%	N/A
Same institution			N/A			N/A			15.1%			17.6%	N/A
Other TX institutions			N/A			N/A			0.0%			3.3%	N/A
5-Year graduation rate	1995	0	N/A	2008	0	N/A	2009	0	N/A	2010	86	23.3%	N/A
Same institution			N/A			N/A			N/A			22.1%	N/A
Other TX institutions			N/A			N/A			N/A			1.2%	N/A
6-Year graduation rate	1994	0	N/A	2007	0	N/A	2008	0	N/A	2009	0	N/A	N/A
Same institution			N/A			N/A			N/A			N/A	N/A
Other TX institutions			N/A			N/A			N/A			N/A	N/A

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



Source: CBM001, CBM002, and CBM009

The four year graduation rate for the 2010 cohort compared to the 2011 cohort has increased from 15.1% to 21.0%.

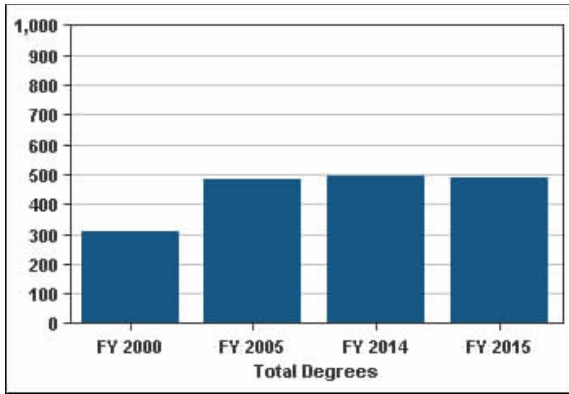
Degrees and certificates awarded

10. Number of degrees and certificates awarded. **1**

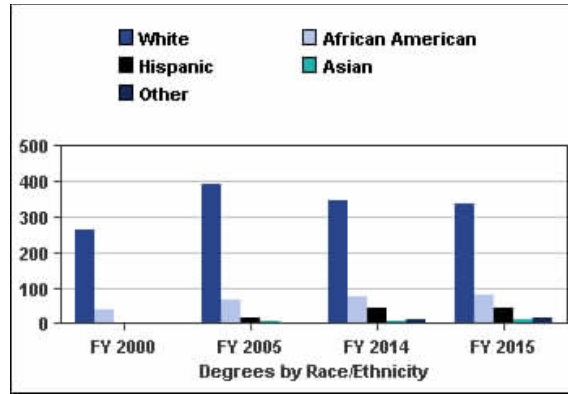
	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
<b>Total Degrees*</b>	308	495	489	58.8%		
White	264	348	335	26.9%		
African American	39	76	79	102.6%		
Hispanic	1	45	42	4100.0%		
Asian	1	7	10	900.0%		
International	0	7	5	N/A		
Other	3	12	18	500.0%		
<b>Level</b>						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	243	350	346	42.4%	677	51.1%
Master's	65	145	143	120.0%		
Doctor's Research/Scholarship	N/A	N/A	N/A	N/A	18	0.0%
Doctor's Professional Practice	N/A	N/A	N/A	N/A		
<b>Certificates</b>						
Upper-level certificates	N/A	N/A	N/A	N/A		
Post-baccalaureate certificates	N/A	N/A	N/A	N/A		

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

<b>Gender</b>						
Male	93	115	156	67.7%		
Female	215	380	333	54.9%		



Source: CBM009



Source: CBM009

After a drop in both undergraduate and graduate degrees in FY14, we anticipate increases in both in FY15.

**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	128	252	230	102

**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	4	4	5	N/A	15	33.3%
Engineering*	0	1	9	4	N/A	15	26.7%
Math*	1	7	10	11	1000.0%	10	110.0%
Physical Science*	0	0	0	0	N/A	0	N/A
<b>Level</b>							
Associate's	0	0	0	0	N/A		
Baccalaureate	1	12	23	20	1900.0%	40	50.0%
Master's	0	0	0	0	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		

\* Includes baccalaureate and associate degrees.

Mathematics has surpassed the goal for the number of graduates this year.

**Nursing and Allied Health**

**13. Degrees and certificates awarded in nursing.**

	FY 2000	FY 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
<b>Total Nursing Degrees</b>	<b>0</b>	<b>36</b>	<b>29</b>	<b>32</b>	<b>N/A</b>		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	23	20	29	N/A	35	82.9%
Master's	0	13	9	3	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		
Doctor's Professional Practice	0	0	0	0	N/A		

\* Includes baccalaureate and associate degrees and certificates.

**14. Degrees and certificates awarded in allied health.**

	FY 2000	FY 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
<b>Total Allied Health Degrees</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>N/A</b>		
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.

The Nursing goal of 35 was not met; however, the number was increased from 20 to 29 from FY 14 to FY 15.

Teacher Production and Certification

15. Students taking and passing the certification exams for teacher education.

	FY 2012	FY 2013	FY 2014
<b>Total number taking exam</b>	184	145	138
<b>Race/Ethnicity</b>			
White	142	112	116
African American	21	15	*
Hispanic	15	14	13
Other	*	*	*
<b>Gender</b>			
Male	18	15	18
Female	166	130	120
<b>Total percent passing exam</b>	90.0%	91.0%	86.0%
<b>Race/Ethnicity</b>			
White	94.0%	93.0%	91.0%
African American	76.0%	77.0%	83.0%
Hispanic	73.0%	88.0%	54.0%
Other	100.0%	100.0%	75.0%
<b>Gender</b>			
Male	97.0%	91.0%	78.0%
Female	90.0%	91.0%	87.0%

Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are suppressed. Data for the most recent year shown may be incomplete.

The admission standards for all teacher preparation programs has been modified to insure success rates on all certification examinations in the future. The dip in enrollment (from 145 to 138) is indicative of the overall increase of the admission standards.

Graduation and Persistence Rate: 6-Year

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

	FY 2000			FY 2013			FY 2014			FY 2015			Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
<b>Total</b>	1994	0	N/A	2007	0	N/A	2008	0	N/A	2009	0	N/A	N/A
Same institution			N/A			N/A			N/A			N/A	N/A
Other TX institutions			N/A			N/A			N/A			N/A	N/A
<b>White</b>	1994	0	N/A	2007	0	N/A	2008	0	N/A	2009	0	N/A	N/A
Same institution			N/A			N/A			N/A			N/A	N/A
Other TX institutions			N/A			N/A			N/A			N/A	N/A
<b>African American</b>	1994	0	N/A	2007	0	N/A	2008	0	N/A	2009	0	N/A	N/A
Same institution			N/A			N/A			N/A			N/A	N/A
Other TX institutions			N/A			N/A			N/A			N/A	N/A
<b>Hispanic</b>	1994	0	N/A	2007	0	N/A	2008	0	N/A	2009	0	N/A	N/A
Same institution			N/A			N/A			N/A			N/A	N/A
Other TX institutions			N/A			N/A			N/A			N/A	N/A
<b>Asian</b>	1994	0	N/A	2007	0	N/A	2008	0	N/A	2009	0	N/A	N/A
Same institution			N/A			N/A			N/A			N/A	N/A
Other TX institutions			N/A			N/A			N/A			N/A	N/A
<b>Other</b>	1994	0	N/A	2007	0	N/A	2008	0	N/A	2009	0	N/A	N/A
Same institution			N/A			N/A			N/A			N/A	N/A
Other TX institutions			N/A			N/A			N/A			N/A	N/A

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

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	0.0%	96.6%	96.3%	96.3

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
18. Financial Aid: Percent of students receiving Pell Grants	27.4%	48.5%	45.6%	18.2

	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
19. Part-time first-time, degree seeking, undergraduates	N/A	5.2%	17.2%	N/A

	Entering Cohort Fall 2000	Entering Cohort Fall 2013	Entering Cohort Fall 2014	Point Change Fall 2000 to Fall 2014
20. Persistence rate of first-time, degree-seeking undergraduates: One-Year				



20. Persistence rate of first-time, degree-seeking undergraduates: One Year

	Cohort	Rate	Cohort	Rate	Cohort	Rate	Fall 2014
<b>Total</b>	0	N/A	151	72.2%	165	64.8%	N/A
Same institution		N/A		57.0%		48.5%	N/A
Other TX institutions		N/A		15.2%		16.4%	N/A
<b>White</b>	0	N/A	93	76.3%	104	71.2%	N/A
Same institution		N/A		62.4%		53.8%	N/A
Other TX institutions		N/A		14.0%		17.3%	N/A
<b>African American</b>	0	N/A	21	71.4%	28	50.0%	N/A
Same institution		N/A		61.9%		35.7%	N/A
Other TX institutions		N/A		9.5%		14.3%	N/A
<b>Hispanic</b>	0	N/A	28	57.1%	19	47.4%	N/A
Same institution		N/A		35.7%		36.8%	N/A
Other TX institutions		N/A		21.4%		10.5%	N/A
<b>Asian</b>	0	N/A	2	100.0%	5	100.0%	N/A
Same institution		N/A		100.0%		80.0%	N/A
Other TX institutions		N/A		0.0%		20.0%	N/A
<b>Other</b>	0	N/A	7	71.4%	9	55.6%	N/A
Same institution		N/A		42.9%		33.3%	N/A
Other TX institutions		N/A		28.6%		22.2%	N/A

21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year

	Entering Cohort Fall 2000		Entering Cohort Fall 2012		Entering Cohort Fall 2013		Point Change Fall 2000 to Fall 2013
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
<b>Total</b>	0	N/A	194	49.5%	151	56.3%	N/A
Same institution		N/A		34.0%		40.4%	N/A
Other TX institutions		N/A		15.5%		15.9%	N/A
<b>White</b>	0	N/A	114	49.1%	93	55.9%	N/A
Same institution		N/A		35.1%		46.2%	N/A
Other TX institutions		N/A		14.0%		9.7%	N/A
<b>African American</b>	0	N/A	39	56.4%	21	52.4%	N/A
Same institution		N/A		41.0%		38.1%	N/A
Other TX institutions		N/A		15.4%		14.3%	N/A
<b>Hispanic</b>	0	N/A	31	48.4%	28	53.6%	N/A
Same institution		N/A		25.8%		17.9%	N/A
Other TX institutions		N/A		22.6%		35.7%	N/A
<b>Asian</b>	0	N/A	1	100.0%	2	100.0%	N/A
Same institution		N/A		100.0%		100.0%	N/A
Other TX institutions		N/A		0.0%		0.0%	N/A
<b>Other</b>	0	N/A	9	22.2%	7	71.4%	N/A
Same institution		N/A		11.1%		42.9%	N/A
Other TX institutions		N/A		11.1%		28.6%	N/A

## Developmental Education

22. The percent of underprepared and prepared students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Underprepared students are given 3 years.

### Summary Data

Number of FTIC students	214
Met state standards in all three areas	155
Did not meet state standards in one, two, or all three areas (at entry)	57
Unknown* (unduplicated)	2

### Data by Subject Area


	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)
<b>Met Standard</b>				
Math	167	59	49	64.7%
Reading	185	96	41	74.1%
Writing	180	72	59	72.8%
<b>Did Not Meet Standard</b>				
Math	45	N/A	6	13.3%
Reading	27	N/A	6	22.2%
Writing	32	N/A	11	34.4%
<b>Unknown** (waived or military exemption)</b>				
Math**	2	N/A	0	0.0%
Reading**	2	N/A	0	0.0%
Writing**	2	N/A	0	0.0%
<b>Most- and Least-Prepared Populations</b>				
<b>Met State Standard in All Three Areas</b>				
Math	155	52	48	64.5%
Reading	155	87	38	80.6%
Writing	155	68	51	76.8%
<b>Did Not Meet Standard in All Three Areas</b>				
Math	17	N/A	1	5.9%
Reading	17	N/A	2	11.8%
Writing	17	N/A	2	11.8%

The data for this accountability measure is tracked for one year for students who met TSI and for one, two, and three years for students who did not meet TSI for this report.

\*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

\*\*Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

Fall 2011 Cohort

23. Underprepared students who satisfied TSI obligation within 2 years. 	Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†(a)
<b>Summary Data</b>								
Number of FTIC students	214							
Met state standards in all three areas	155							
Did not meet state standards in one, two, or all three areas (at entry)	57							
Unknown* (unduplicated)	2							
<b>Data by Subject Area</b>								
<b>Met Standard</b>								
Math	167	3	1.8%	N/A	N/A	N/A	N/A	N/A
Reading	185	8	4.3%	N/A	N/A	N/A	N/A	N/A
Writing	180	9	5.0%	N/A	N/A	N/A	N/A	N/A
<b>Did Not Meet Standard</b>								
Math	45	44	97.8%	9	9	20.5%	20.0%	20.0%
Reading	27	26	96.3%	18	18	69.2%	66.7%	66.7%
Writing	32	31	96.9%	19	19	61.3%	59.4%	59.4%
<b>Unknown** (waived or military exemption)</b>								
Math**	2	0	0.0%	N/A	N/A	N/A	N/A	N/A
Reading**	2	0	0.0%	N/A	N/A	N/A	N/A	N/A
Writing**	2	0	0.0%	N/A	N/A	N/A	N/A	N/A
<b>Most- and Least-Prepared Populations</b>								
<b>Met state standards in all areas</b>								
Math	155	2	1.3%	N/A	N/A	N/A	N/A	N/A
Reading	155	4	2.6%	N/A	N/A	N/A	N/A	N/A
Writing	155	4	2.6%	N/A	N/A	N/A	N/A	N/A
<b>Did Not Meet Standards in All Three Areas</b>								
Math	17	17	100.0%	1	1	5.9%	5.9%	5.9%
Reading	17	16	94.1%	10	10	62.5%	58.8%	58.8%
Writing	17	17	100.0%	9	9	52.9%	52.9%	52.9%

\*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)
<b>Summary Data</b>			
Number of FTIC students	214	126	59
Met state standards in all areas	155	104	67.1%
Did not meet state standards in one, two, or all three areas	57	22	38.6%
Did not meet state standards in all three areas	17	3	17.6%
Unknown* (unduplicated)	2	0	0.0%
<b>Data by Subject Area</b>			
<b>Met Standard by Area</b>			
Math	167	113	67.7%
Reading	185	116	62.7%
Writing	180	115	63.9%
<b>Did Not Meet Standard by Area</b>			
Math	45	13	28.9%
Reading	27	10	37.0%
Writing	32	11	34.4%
<b>Unknown** by Area (waived or military exemption)</b>			
Math	2	0	0.0%
Reading	2	0	0.0%
Writing	2	0	0.0%

\*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.


\*\*Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
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25. Graduation of two-year college students 				
1-29 SCH (before transfer)	15 (37.5%)	33 (47.8%)	36 (42.4%)	4.9
30 SCH or more (before transfer)	65 (57.5%)	179 (66.5%)	210 (66.2%)	8.7
Source: CBM001 and CBM009.				

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

				
1-29 SCH (at any time)	35.0%	27.7%	32.7%	- 2.3
30 SCH or more (at any time)	58.0%	56.0%	48.8%	- 9.2
Source: CBM001 and CBM009.				

	Cohort	Rate	Cohort	Rate	Cohort	Rate
<b>27. Graduation Rates</b> 						
Master's	Fall 1995	25.6%	Fall 2009	89.3%	Fall 2010	44.4%
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
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<b>Baccalaureate graduate success</b>				
28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school 	70.1%	75.1%	75.7%	5.6

	FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
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<b>Baccalaureate Graduates Employment/Enrollment Status</b>				
29. Employed in 4th quarter in which program year ends 	57.0%	60.2%	63.1%	6.1
30. In graduate or professional school in Texas in fall of the next FY 	3.9%	5.1%	3.1%	- 0.8
31. Employed in Texas and enrolled in a graduate or professional school in Texas 	9.3%	9.9%	9.4%	0.1

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

	Fall 2000 FTSE/ FY 2001 UG Degrees	Fall 2013 FTSE/ FY 2014 UG Degrees	Fall 2014 FTSE/ FY 2015 UG Degrees
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<b>32. Undergraduate efficiency ratio</b>			
Ratio of Undergraduate FTSE to Undergraduate Baccalaureate Degrees Awarded 	N/A	2.90	3.01



	Master's Group Out-of-State Peers			Institution's Out-of-State Peers		
Texas A&M University-Texarkana	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	GOVERNORS STATE UNIVERSITY	LOUISIANA STATE UNIVERSITY-SHREVEPORT	SOUTHERN ARKANSAS UNIVERSITY MAIN CAMPUS	
<b>Graduation Rate:</b> Four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates.						
4-Year Rate	N/A%	33.0%	7.0%	N/A	12.0%	18.0%
5-Year Rate	N/A%	45.0%	18.0%	N/A	23.0%	28.0%
6-Year Rate	N/A%	49.0%	22.0%	N/A	31.0%	32.0%

<b>Degrees Awarded:</b> Number of graduates by level, race/ethnicity and gender.						
<b>Total Degrees</b>	471	1,283	559	1,647	579	741
White	338	893	141	744	377	511
African American	66	123	14	595	97	168
Hispanic	35	51	256	143	17	12
Asian	5	64	8	33	13	10
Other	27	152	140	132	75	40
<b>Level</b>						
Associates	0	0	120	0	0	152
Bachelors	328	690	199	976	448	439
Master's	143	565	150	588	127	150
Doctor's Research/Scholarship	0	1	0	4	0	0
Doctor's Professional Practice	0	0	0	28	0	0
<b>Gender</b>						
Male	106	602	257	473	237	240
Female	365	681	302	1,174	342	501

<b>Graduation Rate:</b> Percent of first-time, degree-seeking undergraduates who have graduated after six academic years.						
<b>Total</b>	N/A	49.0%	21.0%	N/A	31.0%	31.0%
White	N/A	57.0%	20.0%	N/A	35.0%	37.0%
African American	N/A	41.0%	24.0%	N/A	23.0%	20.0%
Hispanic	N/A	24.0%	21.0%	N/A	22.0%	45.0%
Asian	N/A	13.0%	20.0%	N/A	25.0%	20.0%
American Indian or Alaska Native	N/A	0.0%	0.0%	N/A	33.0%	50.0%
Unknown	N/A	50.0%	0.0%	N/A	24.0%	N/A
Nonresident Alien	N/A	33.0%	33.0%	N/A	14.0%	16.0%

<b>Graduates in Key Fields:</b> Number of degrees awarded in specific fields by level.						
Computer Science	4	239	4	37	36	13
Engineering	9	0	16	0	0	0
Math	10	27	0	15	6	4
Physical Science	0	6	3	10	3	17

<b>Nursing and Allied-Health Graduates:</b> Number of degrees awarded in nursing/allied-health by level.						
<b>Total Degrees</b>	32	11	74	357	13	103
Certificate	0	0	1	10	0	0
Associates	0	0	42	0	0	44
Bachelors	20	11	16	158	0	59
Master's	12	0	15	136	13	0
Doctor's Research/Scholarship	0	0	0	0	0	0

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

**Success**

By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

**By Level, Race/Ethnicity:**

<b>Race/Ethnicity</b>	<b>Associate's</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctor's Research/ Scholarship</b>	<b>Doctor's Professional Practice</b>	<b>Total</b>
White	0	243	92	0	0	335
African American	0	49	30	0	0	79
Hispanic	0	35	7	0	0	42
Asian	0	7	3	0	0	10
International	0	1	4	0	0	5
Other	0	11	7	0	0	18

**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	N/A	64.6%	66.4%	N/A

The FT faculty teaching lower division SCH continues to show a slight increase.

**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	640	41	15:1	1,205	77	16:1	1,232	83	15:1	- 3.1%

The addition of one new faculty line and a small drop in enrollment resulted in a slightly higher faculty to student ratio.

**State and National Exams Success**

**35. Certification and licensure rates**

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

**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	72.8%	74.5%	71.2%	- 1.6

**Quality Enhancement Plan**

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

The Quality Enhancement Plan at Texas A&M University-Texarkana seeks to transform the quality of student learning by focusing on student engagement as a means to prepare students for leadership roles in society. The plan is the result of nearly a "two-year evolutionary process" according to both the narrative of the plan and several members of the Quality Enhancement Plan Leadership Team (QEPLT), the committee responsible for the development of the plan. After much review and participation by outside groups (i.e., stakeholders), the QEPLT proposed a theme of "Student Engagement in Preparation for Leadership Roles." The plan contains four major initiatives: (1) the development of a Student Leadership Development Center; (2) the development of leadership courses within the various disciplinary areas on campus; (3) faculty engagement in leadership knowledge and skills for engaged pedagogy; and (4) increased levels of leadership learning experiences in students' field of study and community engagement activities. For more information, visit <http://www.tamut.edu/Administration/QEP%20Report%20Final.pdf>.

**Excellent Programs**

**38. Excellent Programs**

**Highlighted Excellent Programs 1**

The MS in Counseling has received CACREP Accreditation in 2014. The degree program consists of 60 SCH for the mental health practitioners and 39 SCH for school counselors; both include an intensive and practical internship course whereby the students demonstrate knowledge and skills learned through the course content. More information about the MS in Counseling may be accessed at <http://tamut.edu/Academics/Colleges-and-Departments/CELA/Academic-Programs/Counseling%20Program%20and%20Psychology%20Program/counseling.html>.

**Highlighted Excellent Programs 2**

The College of Business has recently been named as one of the top ten "Best Values" in America by bestvalues.com for delivering a high quality education at an affordable price. Currently, the College of Business is applying for AACSB accreditation. Within the College of Business, the MBA program provides access to a fully online 36 SCH degree program. The MBA program also includes an Energy Leadership track and has partnered with the American Association of Petroleum Geologists to provide this content to individuals in the energy industry. More information is available at <http://tamut.edu/Academics/Colleges-and-Departments/COB/index.php>.

**Excellence - Contextual Measures**

	Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
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39. FTE tenured/tenure-track faculty demographics				
Ethnicity				
Total	72.8%	74.5%	71.2%*	- 1.6
White	73.2%	73.0%	69.5%	- 3.7
African American	87.0%	62.5%	71.4%	- 15.6
Hispanic	0.0%	69.0%	71.4%	71.4
Asian	N/A	100.0%	100.0%	N/A
International	N/A	100.0%	100.0%	N/A
Other	N/A	42.6%	61.3%	N/A

<b>Gender</b>				
Male	84.0%	90.5%	89.0%	5.0
Female	57.7%	58.0%	53.2%	-4.5

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

**Faculty Rank**

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
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**40. Faculty Rank (Fall 2014)**

Faculty Ethnicity						
Total*	1	69	0	22	22	25
White	1	54	0	16	16	22
African American	0	4	0	0	0	1
Hispanic	0	2	0	1	0	0
Asian	0	0	0	2	2	1
International	0	0	0	0	2	0
Other	0	9	0	3	2	1

Faculty Gender						
Male	0	14	0	15	14	13
Female	1	55	0	7	8	12

\*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	\$65,123	\$85,655	\$91,333	40.2%	\$117,155	78%
Associate Professor	\$61,759	\$69,335	\$71,672	16.1%	\$83,243	86%
Assistant Professor	\$46,332	\$59,407	\$62,553	35.0%	\$71,840	87%
Instructor	\$60,000	\$0	\$0	-100.0%	\$49,231	0%

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

Percent unfilled		N/A	N/A	N/A
Percent of total tenured/tenure-track faculty		N/A	N/A	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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A faculty committee has been formed to evaluate procedures for searching for qualified minority candidates and has made recommendations on venues for future faculty searches that would attract minority candidates.

**Master's Group Out-of-State Peers**

**Institution's Out-of-State Peers**

Texas A&M University-Texarkana	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	GOVERNORS STATE UNIVERSITY	LOUISIANA STATE UNIVERSITY-SHREVEPORT	SOUTHERN ARKANSAS UNIVERSITY MAIN CAMPUS
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**Tenure/Tenure-Track Faculty**  
Percentage of all full-time faculty members who are tenured or tenure-track.

Percent of Tenured/Tenure-Track faculty	Texas A&M University-Texarkana	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	GOVERNORS STATE UNIVERSITY	LOUISIANA STATE UNIVERSITY-SHREVEPORT	SOUTHERN ARKANSAS UNIVERSITY MAIN CAMPUS
	45%	78%	86%	68%	78%	N/A



**Research - Key Measures**

**Federal and Private Research**

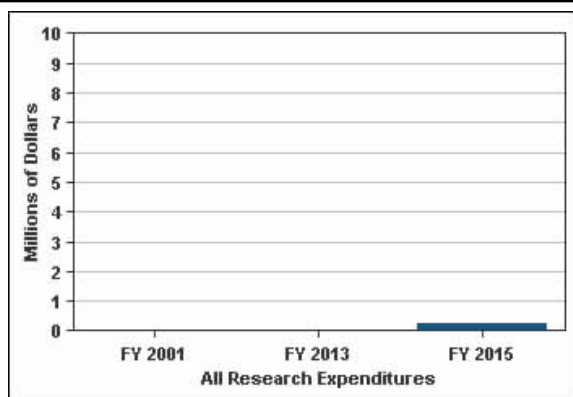
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
45. Federal and private research expenditures per FTE faculty <span style="float:right">i</span>	\$0	\$519	\$0	N/A

**Research Expenditures**

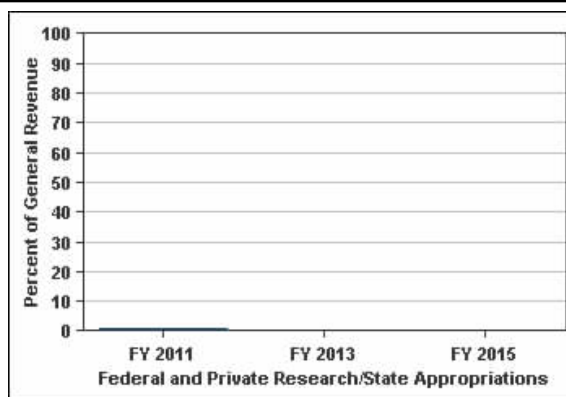
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million) <span style="float:right">i</span>	\$0.000	\$0.159	\$0.238	N/A	\$1.250	19.1%

**Sponsored Research Funds**

	FY 2011	FY 2014	FY 2015	Point Change FY 2011 to FY 2015
47. Federal and private (sponsored) research funds per revenue appropriations. <span style="float:right">i</span>	0.8%	0.2%	0.0%	- 0.8



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

**Research - Contextual Measures**

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
48. Research Expenditures by Source (\$ Millions) <span style="float:right">i</span>	\$0.000	\$0.159	\$0.238	N/A
Federal	\$0.000	\$0.000	\$0.000	N/A
State	\$0.000	\$0.116	\$0.213	N/A
Private	\$0.000	\$0.030	\$0.000	N/A
Institutional	\$0.000	\$0.013	\$0.025	N/A
Restricted Research Expenditures (amount shown is a subset of the categories above)	\$0.000	\$0.030	\$0.000	N/A

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

	FY 2009	FY 2013	FY 2014	FY 2015	% Change FY 2009 to FY 2015
49. Faculty holding extramural research grants <span style="float:right">i</span>					
Number	9	0	N/A	N/A	N/A
Percent	14.5%	0%	N/A	N/A	N/A

	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. <span style="float:right">i</span>	0	0		N/A	N/A
51. Number of new patent applications <span style="float:right">i</span>	0	0		N/A	N/A

Since January 2014 we have aggressively pursued extramural research funds and expect to see a significant increase in all of the research measures.

	University-Texarkana	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	GOVERNORS STATE UNIVERSITY	LOUISIANA STATE UNIVERSITY-SHREVEPORT	SOUTHERN ARKANSAS UNIVERSITY MAIN CAMPUS
<b>Research Expenditures</b> Current year research expenditures.						
<b>Research Expenditures</b>	\$260,703	\$1,963,774	\$205,480	\$676,275	\$670,608	\$363,835
<b>Research Funds</b> Amount of sponsored (external/federal) research funds.						
<b>Federal Research Funds</b>	\$202,658	\$2,954,612	\$800,331	\$5,113,272	\$1,183,577	\$2,719,504

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	26.4%	12.9%	14.8%	- 11.6

Decrease resulted from NACUBO function reclassification.

**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	41	41
Lab space use efficiency	41	41
Overall space use efficiency	82	82

**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	\$11,038	\$14,092	\$14,159	28.3%
Appropriated funds per FTE faculty	\$106,834	\$119,260	\$118,973	11.4%

**Historically Underutilized Business (HUB)**

	FY 2000	FY 2014	FY 2015	%/Point Change FY 2000 to FY 2015
55. HUB Expenditures without construction (Millions)	\$ 0.218	\$ 0.517	\$ 0.491	125.5%
Percent of total expenditures	15.9%	10.0%	7.2%	- 8.7
HUB Expenditures with construction (Millions)	\$ 0.218	\$ 0.742	\$ 0.537	146.5%
Percent of total expenditures	15.9%	14.4%	7.9%	- 8.0

**Operating Expenses per FTE Student**

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
56. Operating expenses per FTE student	\$17,717	\$18,197	\$20,010	12.9%

**Total Revenue per FTE Student and FTE teaching Faculty**

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
57. Total revenue				
Per FTE student	\$15,261	\$24,031	\$24,616	61.3%
Per FTE faculty	\$155,168	\$203,375	\$206,847	33.3%

**Institutional Efficiency and Effectiveness - Contextual Measures**

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
<b>Class Size</b>				
58. Average class size	N/A	22	23	N/A
Median class size	N/A	22	20	N/A
59. Percentage of undergraduate classes with less than 20 students	49.2%	55.0%	57.5%	8.3
60. Percentage of undergraduate classes with 50 students or more	0.0%	1.8%	1.7%	1.7

	FY 2000	FY 2015	FY 2016	% Change FY 2000 to FY 2016
61. Average cost of resident undergraduate tuition and fees for 30 SCH.	\$2,308	\$6,622	\$7,036	204.9%

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
62. E&G Square footage				

E&G classroom per FTE student	16.80	12.93	12.72	- 24.3%
E&G lab per FTE student	9.97	7.49	7.37	- 26.1%

Endowment	FY 2011	FY 2013	FY 2014	FY 2015	% Change FY 2011 to FY 2015
63. True and Term Endowment (\$ millions)	\$0.0	\$3.5	\$4.5	\$4.5	
64. Quasi Endowment (\$ millions)	\$0.0	\$0.7	\$0.9	\$1.0	
65. Total Endowment (\$ millions)	\$0.0	\$4.2	\$5.5	\$5.5	N/A
66. Total Endowment - Per FTE student	\$0	\$3,033	\$4,055	\$4,018	N/A

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
67. Total Revenue*	\$13,272,145	\$32,373,260	\$33,693,313	153.9%
State appropriations	\$9,117,238	\$18,983,877	\$19,379,590	112.6%
Tuition and fees	\$1,971,280	\$5,659,395	\$7,671,840	289.2%
Federal grants and contracts	\$1,621,956	\$4,097,551	\$3,412,452	110.4%
Institutional resources	\$561,671	\$3,632,437	\$3,229,431	475.0%
Constitutional funds	\$1,027,070	\$1,307,907	\$1,307,907	27.3%
<b>Total Revenue with Constitutional Funds</b>	<b>\$14,299,215</b>	<b>\$33,681,167</b>	<b>\$35,001,220</b>	<b>144.8%</b>

\*Does not include Constitutional Funds

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

In 2010 the university expanded to include freshman and sophomore programs and moved to a new campus. This move resulted in more students, faculty, tuition, and appropriations.

**Master's Group  
Out-of-State Peers**

**Institution's Out-of-State Peers**

Texas A&M University-Texarkana	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	GOVERNORS STATE UNIVERSITY	LOUISIANA STATE UNIVERSITY-SHREVEPORT	SOUTHERN ARKANSAS UNIVERSITY MAIN CAMPUS
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**Administrative Cost Ratio**  
Amount expended for administrative costs as a percent of operative expenses

**Administrative costs as a percent of operating budget**

7%	6%	6%	8%	7%	5%
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**Appropriations**

State and local government appropriation revenues per FTE student.

<b>Appropriations per FTE student</b>	\$13,659	\$4,923	\$8,194	\$601	\$2,927	\$5,448
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**Expenditures**

Instruction expenses per FTE student.

<b>Instruction expenses per FTE student</b>	\$9,992	\$10,299	\$8,111	\$14,573	\$6,256	\$6,436
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**Tuition and Fees**

Tuition and Fee revenue per FTE student.

<b>Tuition and Fee Revenue per FTE student</b>	\$4,813	\$6,750	\$3,374	\$7,798	\$4,180	\$3,602
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