

Sam Houston State University

Accountability Report

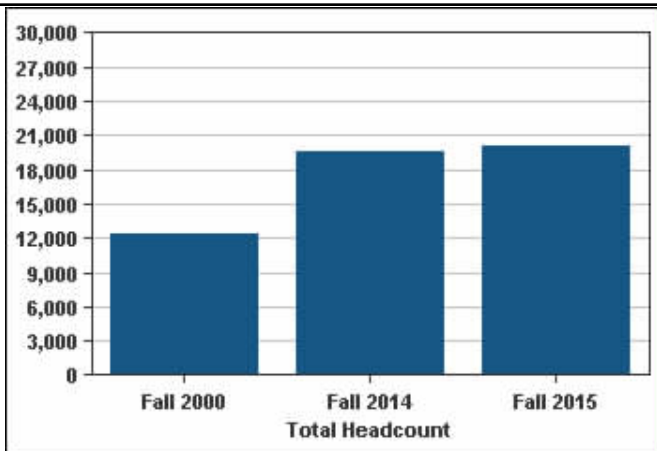
January 2016

Participation - Key Measures

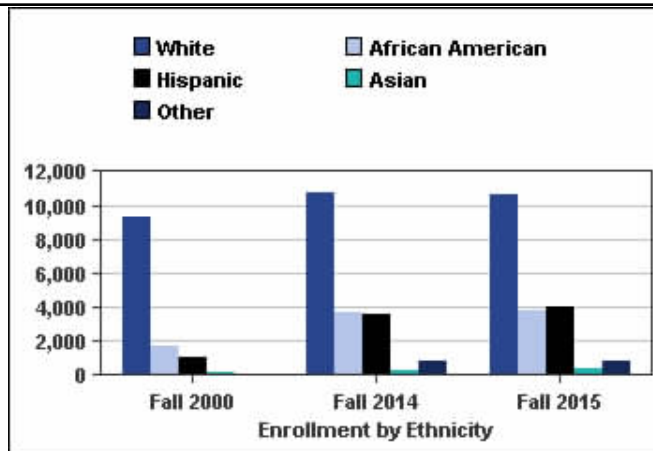
Enrollment

1. Fall headcount (unduplicated)

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total*	12,348	19,573	20,031	62.2%	19,591	102.2%
White	9,302 (75.3%)	10,714 (54.7%)	10,662 (53.2%)	14.6%	11,042	96.6%
African American	1,691 (13.7%)	3,740 (19.1%)	3,810 (19.0%)	125.3%	3,204	118.9%
Hispanic	1,085 (8.8%)	3,611 (18.4%)	4,039 (20.2%)	272.3%	3,275	123.3%
Asian	129 (1.0%)	306 (1.6%)	336 (1.7%)	160.5%		
International	78 (0.6%)	379 (1.9%)	359 (1.8%)	360.3%		
Other	63 (0.5%)	823 (4.2%)	825 (4.1%)	1209.5%		
Flex Entry	0	7	8	N/A		



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

SHSU continues to pursue strategies to support growth in recruitment, enrollment and retention.

Full-Time Equivalent Enrollment

2. Fall semester credit hours (SCH) includes undergraduate(15), master's(12), doctoral(9), special-professional(12), and optometry(17).

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
Total FTSEs	9,973	15,617	16,143	61.9%
State-Funded FTSEs	9,955	15,342	15,911	59.8%


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
3. First-time undergraduates from Texas top 10% and Texas top 11-25%				
Students in Texas top 10%	0.0%	11.0%	12.9%	12.9
Students in Texas top 11-25%	N/A	31.6%	36.1%	N/A
4. First-time entering applicants accepted	81.1%	73.7%	73.3%	- 7.8
5. First-time accepted, enrolled	49.7%	37.9%	31.8%	- 17.9

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

FY 2000	FY 2013	FY 2014	Point Change FY 2000 to FY 2014

6. Racial and ethnic composition of Texas public high school graduates 

White	51.5%	34.7%	34.2%	-17.3
African American	12.9%	12.9%	12.6%	-0.3
Hispanic	32.1%	46.4%	46.8%	14.7
Asian	3.2%	4.0%	4.2%	1.0
Other	0.3%	2.1%	2.2%	1.9


UG Students by SCH taken at 2-year colleges

7. UG Students by SCH taken at 2-year colleges 

	Fall 2000		Fall 2014		Fall 2015		Point Change Fall 2000 to Fall 2015
	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	
UG Students	10,848	(100%)	16,819	(100%)	17,401	(100%)	
0-12 hours	1,824	(16.8%)	2,977	(17.7%)	2,966	(17.0%)	0.2
13-24 hours	807	(7.4%)	1,865	(11.1%)	1,814	(10.4%)	3.0
25-29 hours	305	(2.8%)	553	(3.3%)	589	(3.4%)	0.6
30-42 hours	683	(6.3%)	1,195	(7.1%)	1,221	(7.0%)	0.7
43-59 hours	838	(7.7%)	1,560	(9.3%)	1,624	(9.3%)	1.6
60-66 hours	483	(4.5%)	828	(4.9%)	916	(5.3%)	0.8
67+ hours	1,436	(13.2%)	2,244	(13.3%)	2,288	(13.1%)	-0.1
All Students with SCH at TX 2-Yr college	6,376	(58.8%)	11,222	(66.7%)	11,418	(65.6%)	6.8
Awarded Core	0	(0.0%)	345	(2.1%)	286	(1.6%)	1.6
Associate Degree	630	(5.8%)	1,991	(11.8%)	2,372	(13.6%)	7.8

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
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8. Semester credit hours 

Total undergraduate semester credit hours	140,292	213,408	221,801	58.1%
Total graduate semester credit hours	7,230	16,265	15,828	118.9%
Percentage graduate SCH to total SCH	4.9 %	7.1 %	6.7%	1.8

The significant application and enrollment increases that we have experienced since 2000, along with increased admission requirements have contributed to the fluctuations in our accepted and enrolled percentages. From 2012 to 2013, SHSU experienced a 10% increase in first time freshman applicants.



Higher Education Accountability System

Participation - Out-of-State Peers

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

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

	Sam Houston State University	Doctoral Group	Institution's Out-of-State Peers			
		Out-of-State Peers	Georgia Southern University	Illinois State University	Middle Tennessee State University	University of North Carolina at Greensboro
Headcount Enrollment						
Headcount enrolled for credit, disaggregated by race/ethnicity.						
Total	19,573	14,434	20,517	20,615	22,729	18,647
White	10,714	11,967	12,516	15,968	14,973	10,370
African American	3,500	860	5,249	1,454	4,407	4,558
Hispanic	3,611	290	1,235	1,711	917	1,128
Asian	306	241	302	452	611	793
Other	1,442	1,076	1,215	1,030	1,821	1,798
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	16,322	12,565	18,302	19,132	19,535	15,859

Fall 2015 Enrollment Detail - Sam Houston State University

Participation

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

By Level, Age:

Age Group	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
Under 18	98	0	0	0	0	98
18 to 21	10,517	36	0	0	1	10,554
22 to 24	3,944	520	11	0	13	4,488
25 to 29	1,473	565	64	0	24	2,126
30 to 34	534	358	47	0	25	964
35 and over	835	756	154	0	56	1,801
Total	17,401	2,235	276	0	119	20,031

By Level, Race/Ethnicity:

Ethnicity	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
White	9,143	1,279	168	0	72	10,662
African American	3,469	272	49	0	20	3,810
Hispanic	3,556	435	25	0	23	4,039
Asian	270	58	6	0	2	336
International	223	118	18	0	0	359
Other	740	73	10	0	2	825
Total	17,401	2,235	276	0	119	20,031

By Level, Gender:

Gender	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
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Male	6,761	773	69	0	38	7,641
Female	10,640	1,462	207	0	81	12,390
Total	17,401	2,235	276	0	119	20,031

By Undergraduate Status:

	Undergraduate	Full-time	Part-time	White	African American	Hispanic	Asian	Other	Male	Female
First-Time in College	2,637	2,514	123	1,143	578	789	42	85	914	1,723
First-Time Transfer (from two- and four-year institutions)	2,569	1,870	699	1,464	408	448	42	207	1,034	1,535
Other Undergraduate	12,195	9,733	2,462	6,536	2,483	2,319	186	671	4,813	7,382
Total	17,401	14,117	3,284	9,143	3,469	3,556	270	963	6,761	10,640

Fall 2015 Enrollment Detail - Sam Houston State University

Participation

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

	Lower-Division SCH	Upper Division SCH	Undergraduate SCH	Master's SCH	Doctor's Research/Scholarship SCH	Professional Specialty SCH	Optometry SCH	Total SCH	FTSE
Total	136,926	84,875	221,801	14,482	1,346	0	0	237,629	16,143
State-Funded	135,365	82,961	218,326	14,482	1,346	0	0	234,154	15,911

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	23,082	15,844	38,926	7,788	150	0	0	46,864	3,261

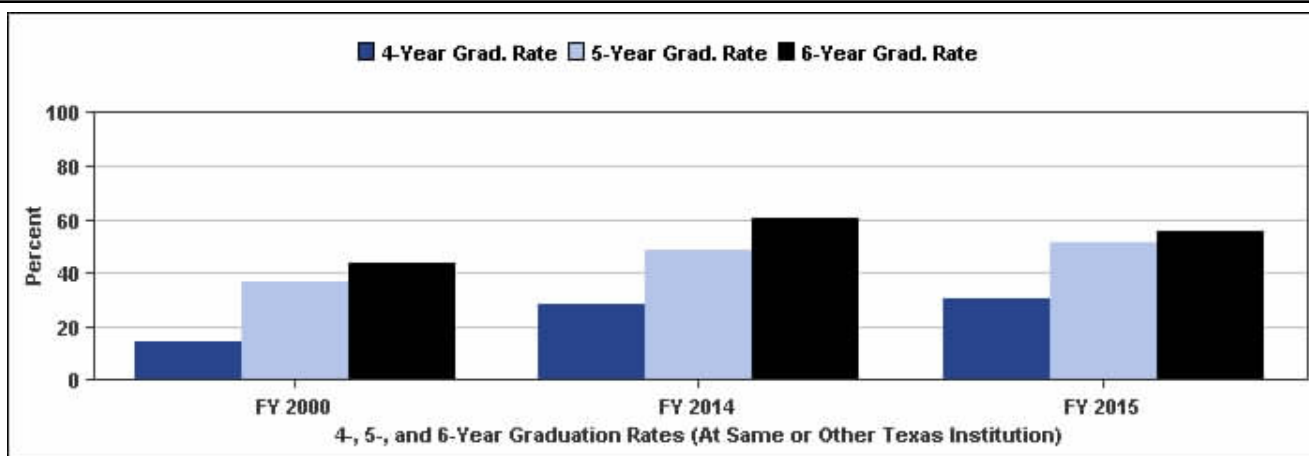
Success - Key Measures

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

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

	FY 2000			FY 2013			FY 2014			FY 2015			Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
4-Year graduation rate	1996	1,791	14.3%	2009	2,122	28.2%	2010	2,211	28.6%	2011	2,005	30.7%	16.4
Same institution			13.3%			26.1%			26.1%			28.8%	15.5
Other TX institutions			1.1%			2.1%			2.5%			1.9%	0.8
5-Year graduation rate	1995	1,615	36.5%	2008	2,090	52.9%	2009	2,122	48.9%	2010	2,211	51.4%	14.9
Same institution			30.5%			47.2%			44.0%			45.6%	15.1
Other TX institutions			6.0%			5.7%			4.9%			5.8%	- 0.2
6-Year graduation rate	1994	1,614	43.9%	2007	2,213	59.5%	2008	2,090	60.6%	2009	2,122	55.8%	11.9
Same institution			34.3%			50.6%			53.1%			49.2%	14.9
Other TX institutions			9.6%			8.9%			7.6%			6.6%	- 3.0

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



Source: CBM001, CBM002, and CBM009

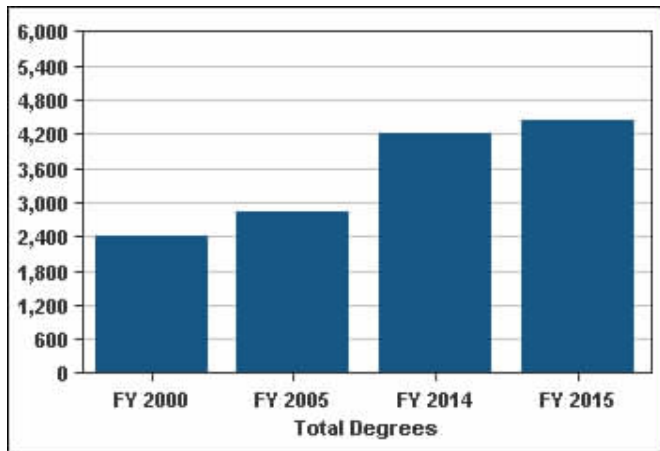
Degrees and certificates awarded

10. Number of degrees and certificates awarded.

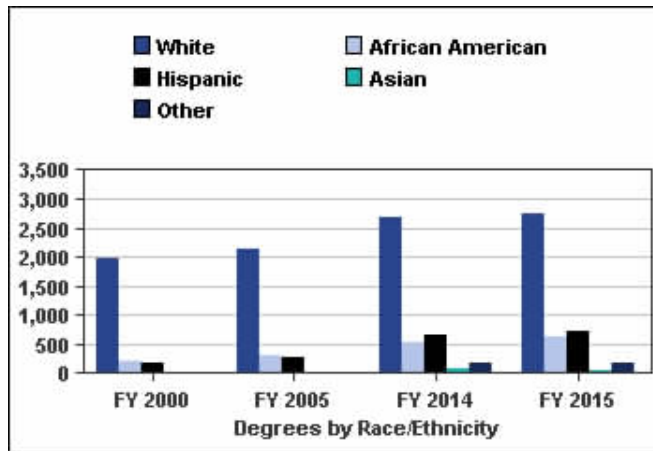
	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total Degrees*	2,420	4,217	4,432	83.1%		
White	1,968	2,691	2,730	38.7%		
African American	206	534	629	205.3%		
Hispanic	183	672	718	292.3%		
Asian	26	65	56	115.4%		
International	24	85	122	408.3%		
Other	13	170	177	1261.5%		
Level						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	2,103	3,255	3,438	63.5%	3,183	108.0%
Master's	304	898	936	207.9%		
Doctor's Research/Scholarship	13	64	58	346.2%	46	126.1%
Doctor's Professional Practice	N/A	N/A	N/A	N/A		
Certificates						
Upper-level certificates	N/A	N/A	N/A	N/A		
Post-baccalaureate certificates	N/A	1	13	N/A		

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

Gender	FY 2000	FY 2014	FY 2015	% Change
Male	1,017	1,641	1,746	71.7%
Female	1,403	2,576	2,686	91.4%



Source: CBM009



Source: CBM009

SHSU continues to meet overall degree completion goals and is making a valuable contribution toward Closing the Gaps objectives with completions among Hispanic and African American students.

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	921	2,461	2,487	1,566

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*	25	37	26	45	80.0%	32	140.6%
Engineering*	26	62	47	56	115.4%	62	90.3%
Math*	15	21	17	15	0.0%	16	93.8%
Physical Science*	23	53	58	62	169.6%	62	100.0%
Level							
Associate's	0	0	0	0	N/A		
Baccalaureate	89	173	148	178	100.0%	172	103.5%
Master's	22	40	27	60	172.7%		
Doctor's Research/Scholarship	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees.

In Math, SHSU is ahead of schedule in meeting its 2015 Closing the Gaps target. Goals for degrees in Computer Science, Engineering and Physical Science are near target for FY14.

Nursing and Allied Health

13. Degrees and certificates awarded in nursing.

	FY 2000	FY 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
Total Nursing Degrees	0	32	24	67	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	32	24	67	N/A	30	223.3%
Master's	0	0	0	0	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		
Doctor's Professional Practice	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees and certificates.

14. Degrees and certificates awarded in allied health.

	FY 2000	FY 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
Total Allied Health Degrees	3	18	21	22	633.3%		
Certificate	0	0	0	0	N/A		

Associates	0	0	0	0	N/A		
Baccalaureate	3	9	11	12	300.0%	9	133%
Master's	0	9	10	10	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 SHSU Department of Nursing graduated 24 students in FY14 and expects to produce 65-75 Bachelors of Science in Nursing Degrees, annually, upon program maturity.

Teacher Production and Certification

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

	FY 2012	FY 2013	FY 2014
Total number taking exam	652	601	674
Race/Ethnicity			
White	489	454	462
African American	53	35	57
Hispanic	89	102	140
Other	21	10	15
Gender			
Male	113	86	111
Female	538	515	563
Total percent passing exam	91.0%	93.0%	92.0%
Race/Ethnicity			
White	92.0%	95.0%	95.0%
African American	84.0%	84.0%	82.0%
Hispanic	89.0%	89.0%	88.0%
Other	95.0%	94.0%	91.0%
Gender			
Male	94.0%	91.0%	92.0%
Female	90.0%	94.0%	92.0%

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.

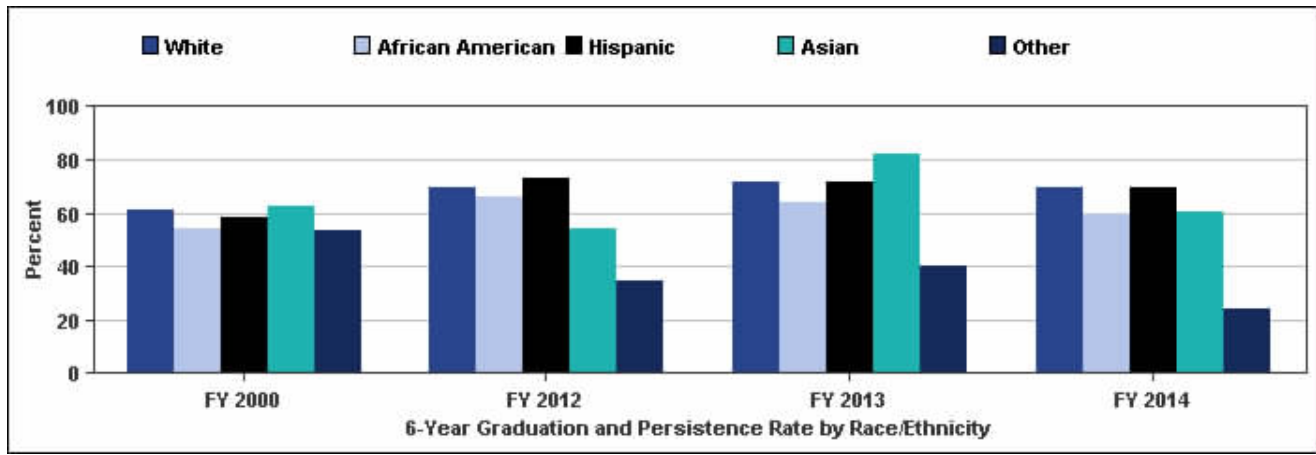
Recent revisions in Texas Administrative Code changed the pass/fail calculation protocol. Under the new method, completers within an academic year were counted as "passing" or "failing" on the best attempt for any certification test that was taken prior to August 31 of the completion year. If a candidate failed a test prior to August 31, that candidate was counted as a failure, even if the candidate subsequently passed and became certified after August 31. Additionally, if candidates never attempted the test, the scores would not be included in the pass rate calculation, even if they passed and became certified later. Thus, fewer candidates were included in the calculation and pass-rates were also affected, since many re-tests were not considered.

Graduation and Persistence Rate: 6-Year

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

	FY 2000			FY 2013			FY 2014			FY 2015			Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
Total	1994	1,614	59.9%	2007	2,213	69.0%	2008	2,090	69.9%	2009	2,122	66.3%	6.4
Same institution			40.1%			54.0%			56.3%			53.1%	13.0
Other TX institutions			19.8%			15.0%			13.6%			13.2%	- 6.6
White	1994	1,176	61.4%	2007	1,456	69.8%	2008	1,354	71.5%	2009	1,202	69.4%	8.0
Same institution			41.4%			54.1%			57.5%			55.7%	14.3
Other TX institutions			20.0%			15.7%			14.0%			13.6%	- 6.4
African American	1994	263	54.4%	2007	392	66.3%	2008	382	64.1%	2009	461	60.1%	5.7
Same institution			36.9%			52.3%			53.7%			46.4%	9.5
Other TX institutions			17.5%			14.0%			10.5%			13.7%	- 3.8
Hispanic	1994	146	58.2%	2007	306	72.9%	2008	301	71.4%	2009	384	69.3%	11.1
Same institution			36.3%			59.2%			55.5%			56.5%	20.2
Other TX institutions			21.9%			13.7%			15.9%			12.8%	- 9.1
Asian	1994	16	62.5%	2007	33	54.5%	2008	28	82.1%	2009	33	60.6%	- 1.9
Same institution			31.3%			36.4%			67.9%			45.5%	14.2
Other TX institutions			31.3%			18.2%			14.3%			15.2%	- 16.1
Other	1994	13	53.8%	2007	26	34.6%	2008	25	40.0%	2009	42	23.8%	- 30.0
Same institution			46.2%			34.6%			32.0%			23.8%	- 22.4
Other TX institutions			7.7%			0.0%			8.0%			0.0%	- 7.7

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



Source: CBM001, CBM002 and CBM009

Success - Contextual Measures

	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
17. Enrollment: Percent of first-time students 19 and under	97.0%	98.6%	99.0%	2.0

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
18. Financial Aid: Percent of students receiving Pell Grants	22.8%	40.2%	39.8%	17.0

	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
19. Part-time first-time, degree seeking, undergraduates	3.8%	3.7%	4.7%	0.9

20. Persistence rate of first-time, degree-seeking undergraduates: One-Year	Entering Cohort Fall 2000		Entering Cohort Fall 2013		Entering Cohort Fall 2014		Point Change Fall 2000 to Fall 2014
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
Total	1,648	84.8%	2,375	87.8%	2,449	89.4%	4.6
Same institution		67.2%		77.9%		79.2%	12.0
Other TX institutions		17.7%		9.9%		10.2%	- 7.5
White	1,100	85.9%	1,066	87.3%	1,073	89.3%	3.4
Same institution		68.2%		77.2%		79.4%	11.2
Other TX institutions		17.7%		10.1%		9.9%	- 7.8
African American	329	81.5%	569	87.7%	637	91.2%	9.7
Same institution		65.7%		79.4%		81.8%	16.1
Other TX institutions		15.8%		8.3%		9.4%	- 6.4
Hispanic	178	85.4%	614	89.1%	612	88.2%	2.8
Same institution		65.7%		76.9%		76.8%	11.1
Other TX institutions		19.7%		12.2%		11.4%	- 8.3
Asian	24	95.8%	32	93.8%	32	90.6%	- 5.2
Same institution		66.7%		87.5%		71.9%	5.2
Other TX institutions		29.2%		6.3%		18.8%	- 10.4
Other	17	58.8%	94	84.0%	95	86.3%	27.5
Same institution		47.1%		80.9%		77.9%	30.8
Other TX institutions		11.8%		3.2%		8.4%	- 3.4

21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year	Entering Cohort Fall 2000		Entering Cohort Fall 2012		Entering Cohort Fall 2013		Point Change Fall 2000 to Fall 2013
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
Total	1,648	77.8%	2,338	80.9%	2,366	79.8%	2.0
Same institution		55.5%		65.7%		65.7%	10.2
Other TX institutions		22.3%		15.2%		14.1%	- 8.2
White	1,100	79.5%	1,137	81.0%	1,066	79.0%	- 0.5
Same institution		57.1%		66.1%		65.9%	8.8
Other TX institutions		22.4%		15.0%		13.1%	- 9.3
African American	329	73.3%	546	80.0%	566	79.0%	5.7
Same institution		52.6%		63.4%		65.2%	12.6
Other TX institutions		20.7%		16.7%		13.8%	- 6.9
Hispanic	178	79.2%	548	82.5%	612	82.8%	3.6
Same institution		54.5%		67.5%		66.2%	11.7
Other TX institutions		24.7%		15.0%		16.7%	- 8.0
Asian	24	75.0%	27	74.1%	32	87.5%	12.5
Same institution		45.8%		59.3%		65.6%	19.8

Other TX institutions		29.2%		14.8%		21.9%		- 7.3
Other	17	47.1%	80	76.3%	90	71.1%		24.0
Same institution		29.4%		66.3%		64.4%		35.0
Other TX institutions		17.6%		10.0%		6.7%		- 10.9

Developmental Education

Fall 2011 Cohort

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

Underprepared students are given 3 years. 

Total/Area Counts (a)	Received credit pre-matriculation (b)	College level course completion (grade A, B, or C) (c)	College level course completion (grade A, B, C) including pre-matriculation credit (percent of total) (b+c)/(a)
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Summary Data

Number of FTIC students	2,070
Met state standards in all three areas	1,797
Did not meet state standards in one, two, or all three areas (at entry)	241
Unknown* (unduplicated)	32

Data by Subject Area

Met Standard

Math	1,927	197	850	54.3%
Reading	1,967	56	501	28.3%
Writing	1,916	526	1,049	82.2%

Did Not Meet Standard

Math	110	N/A	45	40.9%
Reading	72	N/A	56	77.8%
Writing	123	N/A	91	74.0%

Unknown** (waived or military exemption)

Math**	33	N/A	8	24.2%
Reading**	31	N/A	12	38.7%
Writing**	31	N/A	11	35.5%

Most- and Least-Prepared Populations

Met State Standard in All Three Areas

Math	1,797	195	807	55.8%
Reading	1,797	53	469	29.0%
Writing	1,797	506	974	82.4%


Did Not Meet Standard in All Three Areas

Math	11	N/A	4	36.4%
Reading	11	N/A	7	63.6%
Writing	11	N/A	8	72.7%

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

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

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

23. Underprepared students who satisfied TSI obligation within 2 years. 

Fall 2011 Cohort

Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†(a)
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Summary Data

Number of FTIC students	2,070
Met state standards in all three areas	1,797
Did not meet state standards in one, two, or all three areas (at entry)	241
Unknown* (unduplicated)	32

Data by Subject Area

Met Standard

Math	1,927	1,019	52.9%	N/A	N/A	N/A	N/A	N/A
Reading	1,967	23	1.2%	N/A	N/A	N/A	N/A	N/A
Writing	1,916	34	1.8%	N/A	N/A	N/A	N/A	N/A

Did Not Meet Standard

Math	110	104	94.5%	80	82	76.9%	74.5%	75.5%
Reading	72	61	84.7%	55	61	90.2%	84.7%	87.5%
Writing	123	111	90.2%	93	102	83.8%	82.9%	85.4%

Unknown** (waived or military exemption)

Math**	33	9	27.3%	N/A	N/A	N/A	N/A	N/A
Reading**	31	0	0.0%	N/A	N/A	N/A	N/A	N/A
Writing**	31	0	0.0%	N/A	N/A	N/A	N/A	N/A

Most- and Least-Prepared Populations

Met state standards in all areas

Math	1,797	913	50.8%	N/A	N/A	N/A	N/A	N/A
Reading	1,797	9	0.5%	N/A	N/A	N/A	N/A	N/A
Writing	1,797	25	1.4%	N/A	N/A	N/A	N/A	N/A

Did Not Meet Standards in All Three Areas

Math	11	7	63.6%	4	5	57.1%	45.5%	54.5%
Reading	11	5	45.5%	4	6	80.0%	54.5%	72.7%
Writing	11	7	63.6%	5	6	71.4%	54.5%	72.7%

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

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

†Passed is the number of students who passed a first college-level course as shown on measure #22.

24. Percent of students who return the following fall.

Fall 2011 Cohort		
Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)

Summary Data

Number of FTIC students	2,070	1,783	86
Met state standards in all areas	1,797	1,577	87.8%
Did not meet state standards in one, two, or all three areas	241	195	80.9%
Did not meet state standards in all three areas	11	8	72.7%
Unknown* (unduplicated)	32	11	34.4%

Data by Subject Area

Met Standard by Area

Math	1,927	1,688	87.6%
Reading	1,967	1,713	87.1%
Writing	1,916	1,674	87.4%

Did Not Meet Standard by Area

Math	110	83	75.5%
Reading	72	60	83.3%
Writing	123	99	80.5%

Unknown by Area (waived or military exemption)**

Math	33	12	36.4%
Reading	31	10	32.3%
Writing	31	10	32.3%

*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.

25. Graduation of two-year college students

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
1-29 SCH (before transfer)	116 (37.3%)	172 (49.4%)	176 (50.0%)	12.7
30 SCH or more (before transfer)	475 (53.7%)	975 (61.7%)	942 (60.6%)	6.9

Source: CBM001 and CBM009.

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

	FY 2000	FY 2014	FY 2015	Point Change
1-29 SCH (at any time)	30.0%	33.0%	34.7%	4.7
30 SCH or more (at any time)	39.2%	44.6%	41.9%	2.7




Source: CBM001 and CBM009.

27. Graduation Rates

	Cohort	Rate	Cohort	Rate	Cohort	Rate
Master's	Fall 1995	54.5%	Fall 2009	75.9%	Fall 2010	73.1%
Doctoral	Fall 1990	53.3%	Fall 2004	60.9%	Fall 2005	65.7%


Baccalaureate graduate success

	FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school	81.2%	82.7%	82.6%	1.4

	FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
Baccalaureate Graduates Employment/Enrollment Status				
29. Employed in 4th quarter in which program year ends 	70.7%	74.3%	74.3%	3.6
30. In graduate or professional school in Texas in fall of the next FY 	5.2%	4.4%	3.7%	- 1.5
31. Employed in Texas and enrolled in a graduate or professional school in Texas 	5.2%	4.0%	4.7%	- 0.5

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

The most recent data published by Texas Workforce Commission and THECB (2012) ranks SHSU in the top four public 4-year institutions, whose students obtain employment within one year of graduation.

	Fall 2000 FTSE/ FY 2001 UG Degrees	Fall 2013 FTSE/ FY 2014 UG Degrees	Fall 2014 FTSE/ FY 2015 UG Degrees
32. Undergraduate efficiency ratio			
Ratio of Undergraduate FTSE to Undergraduate			
Baccalaureate Degrees Awarded 	N/A	4.28	4.14

	Sam Houston State University	Institution's Out-of-State Peers				
		Doctoral Group Out-of-State Peers	Georgia Southern University	Illinois State University	Middle Tennessee State University	University of North Carolina at Greensboro
		East Tennessee State University				
Graduation Rate: Four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates.						
4-Year Rate	29%	20.0%	27.0%	46.0%	20.0%	31.0%
5-Year Rate	47%	37.0%	47.0%	68.0%	39.0%	50.0%
6-Year Rate	53%	43.0%	51.0%	72.0%	46.0%	56.0%

Degrees Awarded: Number of graduates by level, race/ethnicity and gender.						
Total Degrees	4,267	3,269	3,847	5,092	4,916	4,100
White	2,716	2,834	2,524	4,200	3,670	2,668
African American	516	145	800	242	729	815
Hispanic	685	59	245	272	163	136
Asian	70	56	53	101	120	142
Other	280	175	225	277	234	339
Level						
Associates	0	0	0	0	0	0
Bachelors	3,310	2,320	2,973	4,313	4,012	3,037
Master's	900	644	722	689	794	881
Doctor's Research/Scholarship	56	114	61	54	32	131
Doctor's Professional Practice	0	145	0	7	0	0
Gender						
Male	1,683	1,298	1,670	2,183	2,162	1,310
Female	2,584	1,971	2,177	2,909	2,754	2,790

Graduation Rate: Percent of first-time, degree-seeking undergraduates who have graduated after six academic years.						
Total	53.0%	43.0%	51.0%	72.0%	46.0%	56.0%
White	54.0%	44.0%	52.0%	73.0%	46.0%	55.0%
African American	51.0%	28.0%	53.0%	57.0%	46.0%	58.0%
Hispanic	52.0%	37.0%	51.0%	63.0%	49.0%	47.0%
Asian	64.0%	71.0%	46.0%	64.0%	49.0%	61.0%
American Indian or Alaska Native	27.0%	17.0%	29.0%	76.0%	50.0%	50.0%
Unknown	N/A	10.0%	45.0%	77.0%	50.0%	56.0%
Nonresident Alien	29.0%	64.0%	53.0%	80.0%	13.0%	67.0%

Graduates in Key Fields: Number of degrees awarded in specific fields by level.						
Computer Science	32	79	122	144	84	118
Engineering	43	74	217	89	115	0
Math	37	27	31	108	43	20
Physical Science	33	58	48	56	58	23

Nursing and Allied-Health Graduates: Number of degrees awarded in nursing/allied-health by level.						
Total Degrees	43	660	165	416	256	342
Certificate	0	7	0	2	3	2
Associates	0	0	0	0	0	0
Bachelors	33	474	137	342	194	188
Master's	10	128	24	60	59	144
Doctor's Research/Scholarship	0	51	4	5	0	8

Graduates Detail (FY 2015)- Sam Houston State University

Success


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

By Level, Race/Ethnicity:

Race/Ethnicity	Associate's	Bachelor's	Master's	Doctor's Research/ Scholarship	Doctor's Professional Practice	Total
White	0	2,120	573	37	0	2,730
African American	0	527	99	3	0	629
Hispanic	0	559	150	9	0	718
Asian	0	40	16	0	0	56
International	0	47	69	6	0	122
Other	0	145	29	3	0	177


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 	65.0%	40.1%	41.3%	- 23.7

SHSU has experienced rapid growth at both the undergraduate and doctoral levels. The rapid growth at the freshman level necessitated the hiring of pool faculty. In addition, the development of new doctoral programs has led to the use of more doctoral teaching assistants in lower division courses.

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	9,973	411	24:1	15,426	641	24:1	15,617	659	24:1	- 2.4%

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 	72.0%	58.1%	59.5%	- 12.5


Rapid new growth and increased undergraduate, masters and doctoral programs have resulted in the need to increase pool faculty and doctoral teaching assistants. SHSU is developing plans to convert some pool faculty to tenure-track faculty in order to meet its growing needs.

Quality Enhancement Plan

37. Quality Enhancement Plan, Including Reaffirmation Year 

The SHSU QEP aims to improve critical thinking and scientific reasoning in non-science majors, through a new General Education (GE) science course called Foundations of Science (FOS). In 2008 science faculty thought that SHSU students did not understand the nature of science sufficiently to think scientifically. Needs assessment revealed poor student performance in GE science courses. Scores on the Critical Thinking Assessment Test [CAT] and a locally developed Foundations of Science Exam [FSE] reinforced the need to enhance critical thinking and scientific reasoning skills. The FOS teaches students to critically evaluate information and make informed decisions on the basis of reasoned evaluation. It introduces basic scientific facts from a variety of scientific disciplines while emphasizing critical thinking, as embodied in the scientific method. Assessment data reveal that students who have taken the FOS course have significantly improved their critical thinking and scientific literacy. <http://www.shsu.edu/~qep/index.html>

Excellent Programs

38. Excellent Programs 

Highlighted Excellent Programs 1

Academic Community Engagement (ACE) is a teaching method that combines community engagement with academic instruction. The ACE initiative allows students to use skills and knowledge gained in the classroom to make a difference and improve life in the community by understanding their roles as community members. At SHSU students are working to make a difference in communities at the local, state, national, and international levels and are connecting these actions to course objectives. Through course-related service in the last year, SHSU contributed over 800,000 hours, equating to \$17 million dollars to community service in fiscal year 2013. Student organizations and student athletes contributed over 16,125 additional hours of service and raised over \$36,000 to assist charities. Through initiatives, courses, and volunteer opportunities, SHSU will continue to be a model of how community engagement is incorporated into a learning culture. Currently over 200 courses carry ACE designations. <http://www.shsu.edu/academics/cce/ace/index.html>

Highlighted Excellent Programs 2

Sam Houston State University recognizes the value of undergraduate scholarship—both for our students and our faculty members. The SHSU Center for Enhancing Undergraduate Research Experiences and Creative Activities (EURECA) advances the culture of scholarly and creative excellence by cultivating and developing faculty-mentored, discipline-specific inquiry among undergraduate students. The Center also educates undergraduate students about how discipline-specific inquiry enriches the academic experience and helps them realize professional goals. No matter what the student's major, SHSU provides many opportunities for undergraduate students to participate in faculty-mentored projects specific to their area of study and encourages students to begin actively engaging in research and creative activities as early as possible in their academic career. Through the EURECA program, SHSU prepares undergraduate students to compete successfully for outstanding graduate and professional programs and equips them to join a globally engaged professional and creative community. <http://www.shsu.edu/centers/eureca/index.html>

Excellence - Contextual Measures

	Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
39. FTE tenured/tenure-track faculty demographics				
Ethnicity				
Total	72.0%	58.1%	59.5%*	- 12.5
White	72.0%	58.1%	59.0%	- 13.0
African American	100.0%	41.3%	46.2%	- 53.8
Hispanic	58.3%	100.0%	76.9%	18.6
Asian	81.4%	71.3%	65.7%	- 15.7
International	N/A	57.1%	77.1%	N/A
Other	61.9%	50.9%	51.9%	- 10.0
Gender				
Male	79.7%	67.7%	69.8%	- 9.9
Female	59.3%	48.1%	48.8%	- 10.5

*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
40. Faculty Rank (Fall 2014)						
Faculty Ethnicity						
Total*	63	485	1	182	194	167
White	41	406	1	133	154	153
African American	2	29	0	10	3	2
Hispanic	0	9	0	8	9	3
Asian	1	22	0	16	17	8
International	15	3	0	6	5	0
Other	4	16	0	9	6	1
Faculty Gender						
Male	24	187	0	90	109	116
Female	39	298	1	92	85	51

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


Faculty Salary by Rank

	FY 2002	FY 2014	FY 2015	% Change FY 2002 to FY 2015	National Average (FY 2015)	% National Average
41. Faculty Salary Comparisons						
Professor	\$68,312	\$94,401	\$94,811	38.8%	\$117,155	81%
Associate Professor	\$54,430	\$73,158	\$74,000	36.0%	\$83,243	89%
Assistant Professor	\$46,296	\$62,248	\$63,585	37.3%	\$71,840	89%
Instructor	\$41,940	\$57,960	\$60,282	43.7%	\$49,231	122%

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
42. Endowed Professorships and Chairs				
Percent unfilled			3	N/A
Percent of total tenured/tenure-track faculty	33.0%	40.0%	5	N/A
	0.9%	0.9%		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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American Council of Learned Societies (ACLS) Fellows	0	1	0	N/A
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In addition to the award categories listed above, SHSU faculty members received NEH grants, with Dr. Robert Donahoo, Professor of English, being awarded a grant to direct the NEH Summer Institute during FY2014.

	Sam Houston State University	Institution's Out-of-State Peers				
		Doctoral Group Out-of-State Peers East Tennessee State University	Georgia Southern University	Illinois State University	Middle Tennessee State University	University of North Carolina at Greensboro
Tenure/Tenure-Track Faculty Percentage of all full-time faculty members who are tenured or tenure-track.						
Percent of Tenured/Tenure-Track faculty	74%	73%	71%	77%	79%	72%

Research - Key Measures

Federal and Private Research

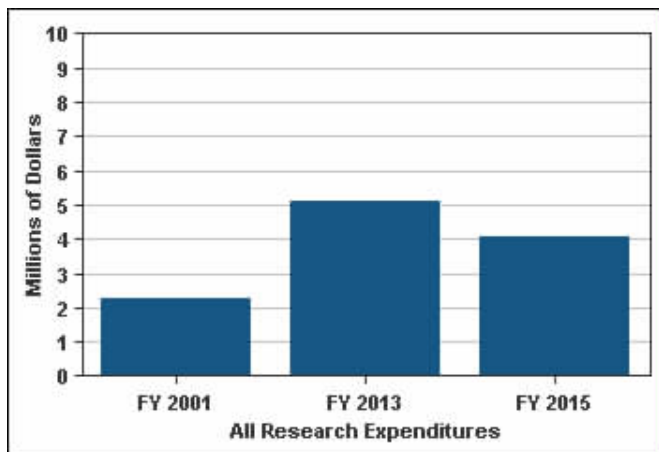
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
45. Federal and private research expenditures per FTE faculty i	\$7,207	\$6,459	\$3,997	- 44.5%

Research Expenditures

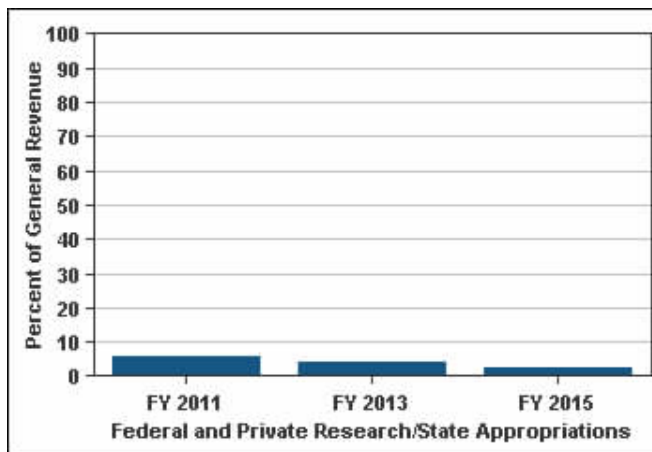
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million) i	\$2.281	\$4.423	\$4.091	79.4%	\$9.000	45.5%

Sponsored Research Funds

	FY 2011	FY 2014	FY 2015	Point Change FY 2011 to FY 2015
47. Federal and private (sponsored) research funds per revenue appropriations. i	5.8%	3.6%	2.3%	- 3.5



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

Research - Contextual Measures

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
48. Research Expenditures by Source (\$ Millions) i	\$2.281	\$4.423	\$4.091	79.3%
Federal	\$1.803	\$2.200	\$1.353	- 25.0%
State	\$0.151	\$0.252	\$0.158	4.9%
Private	\$0.328	\$0.207	\$0.213	- 35.0%
Institutional	\$0.000	\$1.764	\$2.368	N/A
Restricted Research Expenditures (amount shown is a subset of the categories above)	\$1.074	\$2.419	\$2.306	114.8%

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

	FY 2009	FY 2013	FY 2014	FY 2015	% Change FY 2009 to FY 2015
49. Faculty holding extramural research grants i					
Number	45	79	65	N/A	N/A
Percent	10.01%	15.4%	12.1%	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. i	0	0	3	N/A	N/A
51. Number of new patent applications i	0	4	7	N/A	N/A


Research activity conducted by SHSU faculty and the number of extramural contracts and grants have been increasing.

	Sam Houston State University	Doctoral Group Out-of-State Peers	Institution's Out-of-State Peers			
		East Tennessee State University	Georgia Southern University	Illinois State University	Middle Tennessee State University	University of North Carolina at Greensboro
Research Expenditures Current year research expenditures.						
Research Expenditures	\$4,631,132	\$10,696,086	\$19,396,882	\$23,180,601	\$8,245,989	\$16,069,120
Research Funds Amount of sponsored (external/federal) research funds.						
Federal Research Funds	\$6,151,194	\$19,278,386	\$5,362,527	\$11,278,952	\$10,093,474	\$10,404,426

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 	12.2%	7.7%	8.2%	- 4.0

SHSU continues to seek opportunities to increase efficiency and reduce administrative costs while maintaining effective services focused on student success.


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	66	66
Lab space use efficiency	92	83
Overall space use efficiency	158	149


SHSU has exceeded lab utilization targets and realized increases in classroom space use efficiency as a result of the implementation of new measures to improve the scheduling and tracking of demand, fill and utilization rates.

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	\$4,583	\$4,079	\$4,087	- 10.8%
Appropriated funds per FTE faculty	\$58,689	\$49,895	\$50,226	- 14.4%


Historically Underutilized Business (HUB)

	FY 2000	FY 2014	FY 2015	%/Point Change FY 2000 to FY 2015
55. HUB Expenditures without construction (Millions) 	\$ 1.813	\$ 7.871	\$ 8.533	370.7%
Percent of total expenditures	7.7%	13.7%	13.5%	5.8
HUB Expenditures with construction (Millions)	\$ 2.298	\$ 13.176	\$ 15.243	563.3%
Percent of total expenditures	9.8%	23.0%	24.1%	14.3


Operating Expenses per FTE Student

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
56. Operating expenses per FTE student 	\$8,367	\$12,324	\$13,399	60.1%

Total Revenue per FTE Student and FTE teaching Faculty

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
57. Total revenue 				
Per FTE student	\$8,712	\$12,207	\$14,803	69.9%
Per FTE faculty	\$106,047	\$149,312	\$181,930	71.6%

Institutional Efficiency and Effectiveness - Contextual Measures

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
Class Size				
58. Average class size 	37	35	36	- 2.7%
Median class size	29	26	26	- 10.3%

59. Percentage of undergraduate classes with less than 20 students	23.4%	26.6%	25.4%	2.0
60. Percentage of undergraduate classes with 50 students or more	13.7%	11.6%	11.9%	- 1.8

	FY 2000	FY 2015	FY 2016	% Change FY 2000 to FY 2016
61. Average cost of resident undergraduate tuition and fees for 30 SCH.	\$2,660	\$8,932	\$9,336	251.0%

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
62. E&G Square footage				
E&G classroom per FTE student	11.04	8.98	8.71	- 21.1%
E&G lab per FTE student	8.89	5.09	5.48	- 38.4%

Endowment	FY 2011	FY 2013	FY 2014	FY 2015	% Change FY 2011 to FY 2015
63. True and Term Endowment (\$ millions)	\$46.9	\$68.0	\$84.0	N/A	
64. Quasi Endowment (\$ millions)	\$6.1	\$6.0	\$7.0	N/A	
65. Total Endowment (\$ millions)	\$53.0	\$74.0	\$91.0	N/A	N/A
66. Total Endowment - Per FTE student	\$3,449	\$4,678	\$5,592	N/A	-100.0%

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
67. Total Revenue*	\$99,797,541	\$198,652,453	\$246,791,254	147.3%
State appropriations	\$51,435,888	\$66,383,452	\$68,132,512	32.5%
Tuition and fees	\$26,761,207	\$113,966,816	\$121,674,996	354.7%
Federal grants and contracts	\$9,656,006	\$0	\$36,228,148	275.2%
Institutional resources	\$11,944,440	\$18,302,185	\$20,755,598	73.8%
Constitutional funds	\$5,864,608	\$11,893,110	\$11,893,110	102.8%
Total Revenue with Constitutional Funds	\$105,662,149	\$210,545,563	\$258,684,364	144.8%

*Does not include Constitutional Funds

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

Of the 38 Texas public 4-year institutions of higher education, SHSU receives the second-lowest amount of state appropriations per FTSE (\$3,742 per FTSE in FY 2013 and \$3,791 per FTSE in FY 2012) and must rely on tuition, fees and alternative forms of funding in order to serve its students, while meeting Closing the Gaps goals and institutional and program-specific accreditation criteria. Statewide average appropriation per FTSE in FY 2013 is \$5,873.

	Sam Houston State University	Doctoral Group Out-of-State Peers East Tennessee State University	Georgia Southern University	Institution's Out-of-State Peers Illinois State University	Middle Tennessee State University	University of North Carolina at Greensboro
Administrative Cost Ratio Amount expended for administrative costs as a percent of operative expenses						
Administrative costs as a percent of operating budget	4%	4%	5%	6%	4%	5%
Appropriations State and local government appropriation revenues per FTE student.						
Appropriations per FTE student	\$3,283	\$6,563	\$4,289	\$4,467	\$4,038	\$9,379
Expenditures Instruction expenses per FTE student.						

Instruction expenses per FTE student	\$5,925	\$12,995	\$6,032	\$9,858	\$8,512	\$8,999
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Tuition and Fees						
Tuition and Fee revenue per FTE student.						
Tuition and Fee Revenue per FTE student	\$7,273	\$7,690	\$5,686	\$9,747	\$6,180	\$5,658