

Texas A&M University-Texarkana

Accountability Report

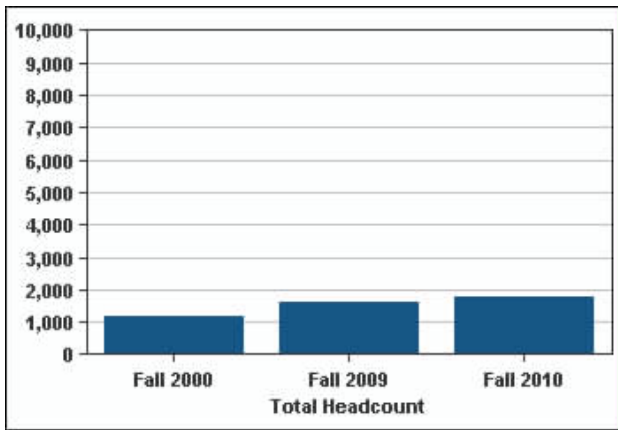
January 2011

Participation - Key Measures

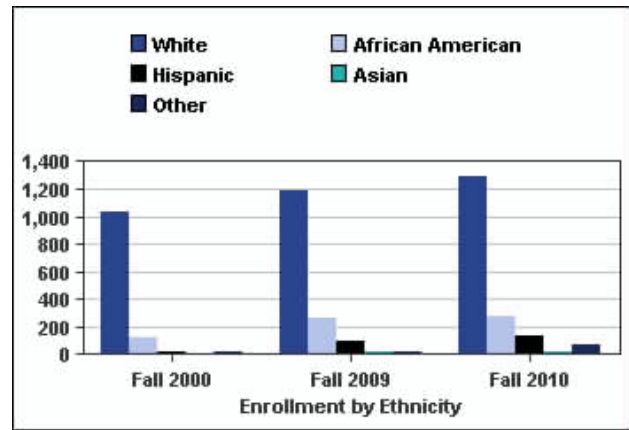
Enrollment

1. Fall headcount (unduplicated)							
	Fall 2000	Fall 2009	Fall 2010	% Change Fall 2000 to Fall 2010	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion	
Total*	1,195	1,597	1,803	50.9%	2,775	65%	
White	1,029 (86.1%)	1,188 (74.4%)	1,290 (71.5%)	25.4%	1,804	72%	
African American	124 (10.4%)	267 (16.7%)	275 (15.3%)	121.8%	694	40%	
Multi-racial one of which is African American	0 (0.0%)	0 (0.0%)	6 (0.3%)	N/A	N/A	0%	
Hispanic	23 (1.9%)	98 (6.1%)	133 (7.4%)	478.3%	194	69%	
Asian	4 (0.3%)	16 (1.0%)	20 (1.1%)	400.0%			
International	1 (0.1%)	7 (0.4%)	11 (0.6%)	1000.0%	N/A	0%	
Other	14 (1.2%)	21 (1.3%)	68 (3.8%)	385.7%			

*Federal reporting of race/ethnicity categories changed effective fall 2010. The new reporting categories will make longitudinal comparisons problematic. Hispanics are identified by an ethnicity question that is separate from the racial question. Hispanic students, except international ones, are identified by the ethnicity question. In addition to the "African American" non-Hispanic category, there is a listing for "Multi-Racial one of which is African American." "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 separately and excluded from the race/ethnicity breakdowns.



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

Total fall headcount enrollment increased by 50.9 percent from 2000 to 2010.

URRS

2. Uniform Recruitment and Retention Strategy (URRS)

We extended a partnership with Jarvis Christian College and captured 10% of their graduating class in 2010. We are offering a bridge course in the spring to acclimate students to A&M-Texarkana, expecting to increase this number to more than 30% of the graduating class of 2011. We hosted multiple focus groups which generated a great deal of interest in the university. The majority of students from the focus groups enrolled at Texas A&M University-Texarkana. Also, we hosted Financial Aid workshops at 9 local school districts and set up the Eagle Express, the university Mobile Go Center, at feeder campuses assisting students in filling out admissions and financial aid apps, which was a huge factor in the increased number of minority students. Lastly, we visited multiple minority faith-based organizations which helped increase traditional and non-traditional minority student recruitment numbers.

Full-Time Equivalent Enrollment

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

	Fall 2000	Fall 2009	Fall 2010	% Change Fall 2000 to Fall 2010
Total FTSEs	640	914	1,132	77.0%
State-Funded FTSEs	640	909	1,120	75.1%

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

FTE enrollment increased 77 percent from Fall 2000 to Fall 2010. Increases were seen across ethnicity groups.

Participation - Contextual Measures

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
4. First-time undergraduates from Texas top 10%	%	%	6.2%	N/A
5. First-time entering applicants accepted	%	%	68.2%	N/A
6. First-time accepted, enrolled	%	%	83.6%	N/A

	FY 2000	FY 2008	FY 2009	Point Change FY 2000 to FY 2009
7. 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

UG Students by SCH taken at 2-year colleges

8. UG Students by SCH taken at 2-year colleges										
	FY 2000			FY 2009			FY 2010			Point Change FY 2000 to FY 2010
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
Cohort	1994			2002			2003			
0-12 hours	111	(14.3%)		109	(10.6%)		134	(10.9%)		- 3.4
13-24 hours	62	(8.0%)		88	(8.6%)		114	(9.3%)		1.3
25-29 hours	27	(3.5%)		24	(2.3%)		42	(3.4%)		- 0.1
30-42 hours	70	(9.0%)		86	(8.4%)		76	(6.2%)		- 2.8
43+ hours	406	(52.4%)		580	(56.4%)		654	(53.2%)		0.8
All Transfers Total	676	(87.2%)		887	(86.2%)		1,020	(82.9%)		- 4.3
Awarded Core	0	(0.0%)		243	(23.6%)		334	(27.2%)		27.2

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
9. Semester Credit Hours				
Total undergraduate semester credit hours	7,416	10,500	13,367	80.2%
Total graduate semester credit hours	1,743	2,568	2,890	65.8%
Percentage graduate SCH to total SCH	19.0 %	19.7 %	17.8%	- 1.2

Until A&M-Texarkana begins accepting freshman level undergraduate students, "transfers from Texas two year colleges with at least 30 SCH" will most likely remain within the 60-70 percent range.

Participation - Out-of-State Peers

	Master's Group Out-of-State Peers			Institution's Out-of-State Peers		
	GOVERNORS STATE UNIVERSITY	UNIVERSITY OF ILLINOIS AT SPRINGFIELD		LOUISIANA STATE UNIVERSITY-SHREVEPORT	NORTHWESTERN OKLAHOMA STATE UNIVERSITY	SOUTHERN ARKANSAS UNIVERSITY MAIN CAMPUS
Texas A&M University-Texarkana						
Headcount Enrollment						
Total	1,653	5,674	4,977	4,667	2,210	3,226
White	1,230	2,712	3,579	3,033	1,762	2,060
African American	278	1,981	555	977	95	927
Hispanic	100	492	135	113	88	54
Asian	17	85	168	91	15	42
Other	28	358	540	453	250	143

**Full-Time
Equivalent
Enrollment**

Total	1,003	3,188	3,414	3,444	1,859	2,780
--------------	-------	-------	-------	-------	-------	-------

Source: IPEDS Fall 2009

Success - Key Measures

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

10. 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 2007			FY 2008			FY 2009			Point Change FY 1999 to FY 2009
Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	

No first-time entering undergraduates for this institution for the years mentioned.

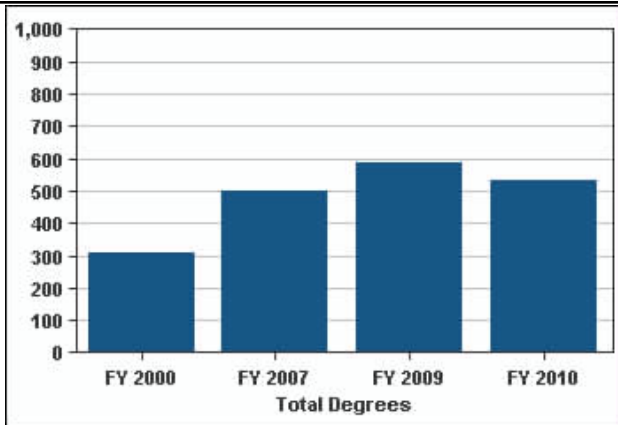
A&M-Texarkana began admitting first-time, full-time, degree seeking undergraduates in Fall 2010. Data is not yet available.

Degrees Awarded

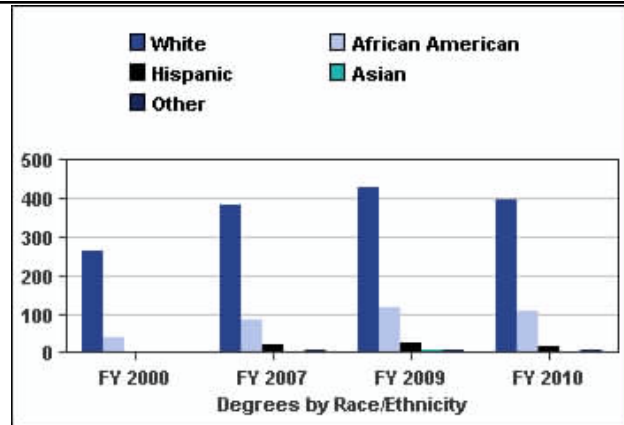
11. Number of degrees awarded.						
	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees*	308	588	534	73.4%		
White	264	429	395	49.6%		
African American	39	117	110	182.1%		
Hispanic	1	23	17	1600.0%		
Asian	1	9	2	100.0%		
Other	3	7	5	66.7%		
Level						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	243	346	326	34.2%	676	48%
Master's	65	242	208	220.0%		
Doctoral	N/A	N/A	N/A	N/A	18	0%
Professional	N/A	N/A	N/A	N/A		

*Federal reporting of race/ethnicity categories changed effective fall 2010. The new reporting categories will make longitudinal comparisons problematic. Hispanics are identified by an ethnicity question that is separate from the racial question. Hispanic students, except international ones, are identified by the ethnicity question. In addition to the "African American" non-Hispanic category, there is a listing for "Multi-Racial one of which is African American." "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 separately and excluded from the race/ethnicity breakouts.

Gender				
Male	93	163	146	57.0%
Female	215	425	388	80.5%



Source: CBM009



Source: CBM009

From FY2000 to FY2010, total degrees awarded increased 73.4 percent.

12. Undergraduate Degrees to At-Risk Students

	FY 2000	FY 2009	FY 2010	Change FY 2000 to FY 2010
Undergraduate Degrees to At-Risk Students	133	257	235	102

Closing the Gaps Critical Fields: STEM Awards

13. Degrees awarded in STEM fields.

	FY 2000	FY 2008	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target- Fall 2015*	Closing the Gaps Completion*
Computer Science*	0	1	5	3	N/A	15	20%
Engineering*	0	0	0	0	N/A	15	0%
Math*	1	8	6	10	900.0%	10	100%
Physical Science*	0	0	0	0	N/A	0	N/A
Level							
Associates	0	0	0	0	N/A		
Baccalaureate	1	9	11	13	1200.0%	40	33%
Master's	0	0	0	0	N/A		
Doctoral	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees.

Growth in degrees awarded is a direct outcome of newly developed programs in the critical fields.

Nursing

14. Degrees and certificates awarded in nursing.							
	FY 2000	FY 2008	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
Total Nursing Degrees	0	19	31	19	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	19	31	17	N/A	35	49%
Master's	0	0	0	2	N/A		
Doctoral	0	0	0	0	N/A		
Professional	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees and certificates.

During FY10, the MS-Nursing program saw its first graduates.

15. Degrees and certificates awarded in allied health.							
	FY 2000	FY 2008	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
Total Allied Health Degrees	0	0	0	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	0	0	0	N/A	0	N/A
Master's	0	0	0	0	N/A		
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

16. Students taking and passing the certification exams for teacher education.			
	FY 2007	FY 2008	FY 2009
Total number taking exam	184	164	218
Race/Ethnicity			
White	158	135	177
African American	19	13	29
Hispanic	*	15	*
Other	*	*	*
Gender			
Male	26	15	20
Female	158	149	198
Total percent passing exam	97.6%	97%	93%
Race/Ethnicity			
White	98.3%	98%	94%
African American	90.6%	86%	82%
Hispanic	100.0%	90%	88%
Other	100.0%	100%	100%
Gender			
Male	95.3%	91%	73%
Female	98.0%	97%	94%

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.

A&M-Texarkana continues to have high passing rates for students in teacher education.

Graduation and Persistence Rate: 6-Year

17. 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 2007			FY 2008			FY 2009			Point Change FY 1999 to FY 2009
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
Upper division institution. No first-time entering undergraduates for this institution.													

The first freshman class was admitted in fall 2010. Data is not yet available.

Success - Contextual Measures

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
--	-----------	-----------	-----------	---

17. 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. Upper Division Institution. No first-time entering undergraduates for this institution.

	Fall 2000	Fall 2007	Fall 2008	Point Change Fall 2000 to Fall 2008
19. Financial Aid: Percent of students receiving Pell Grants	27.4%	32.6%	32.7%	5.3

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
--	-----------	-----------	-----------	---

20. Part-time first-time, degree seeking, undergraduates

	Entering Cohort Fall 2000		Entering Cohort Fall 2008		Entering Cohort Fall 2009		Point Change Fall 2000 to Fall 2009
	Cohort	Rate	Cohort	Rate	Cohort	Rate	

21. Persistence rate of first-time, degree-seeking undergraduates: One-Year
 Total 0 N/A 0 N/A 0 N/A N/A
 Same institution N/A N/A N/A N/A
 Other institutions N/A N/A N/A N/A

Upper division institution. No first-time entering undergraduates for this institution.

	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	

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

Upper division institution. No first-time entering undergraduates for this institution.

Developmental Education

	Fall 2006 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)
23. 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	N/A						
Met state standards in all areas							
Math	N/A	N/A	N/A	%	N/A	%	%
Reading	N/A	N/A	N/A	%	N/A	%	%
Writing	N/A	N/A	N/A	%	N/A	%	%
All students below state standard							
Math	N/A	N/A	N/A	%	N/A	%	%
Reading	N/A	N/A	N/A	%	N/A	%	%
Writing	N/A	N/A	N/A	%	N/A	%	%
Not met state standards:							
In all three areas							
Math	N/A	N/A	N/A	%	N/A	%	%
Reading	N/A	N/A	N/A	%	N/A	%	%
Writing	N/A	N/A	N/A	%	N/A	%	%
Math							
Not requiring developmental education	N/A	N/A	N/A	%	N/A	%	%
Requiring developmental education	N/A	N/A	N/A	%	N/A	%	%
Unknown / Not tested	N/A	N/A	N/A	%	N/A	%	%
Reading							
Not requiring developmental education	N/A	N/A	N/A	%	N/A	%	%
Requiring developmental education	N/A	N/A	N/A	%	N/A	%	%
Unknown / Not tested	N/A	N/A	N/A	%	N/A	%	%
Writing							
Not requiring developmental education	N/A	N/A	N/A	%	N/A	%	%
Requiring developmental education	N/A	N/A	N/A	%	N/A	%	%
Unknown / Not tested	N/A	N/A	N/A	%	N/A	%	%

	Fall 2006 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)
24. Underprepared students who satisfied TSI obligation within 2 years.							
Number of FTIC students	N/A						
Met state standards in all areas							
Math	N/A	N/A	%	N/A	N/A	N/A	N/A
Reading	N/A	N/A	%	N/A	N/A	N/A	N/A
Writing	N/A	N/A	%	N/A	N/A	N/A	N/A
All students below state standard							
Math	N/A	N/A	%	N/A		%	%
Reading	N/A	N/A	%	N/A		%	%
Writing	N/A	N/A	%	N/A		%	%
Not met state standards:							
In all three areas							
Math	N/A	N/A	%	N/A	N/A	%	%
Reading	N/A	N/A	%	N/A	N/A	%	%
Writing	N/A	N/A	%	N/A	N/A	%	%
Math							
Not requiring developmental education	N/A	N/A	%	N/A	N/A	N/A	N/A
Requiring developmental education	N/A	N/A	%	N/A	N/A	%	%
Unknown / Not tested	N/A	N/A	%	N/A	N/A	%	%
Reading							
Not requiring developmental education	N/A	N/A	%	N/A	N/A	N/A	N/A
Requiring developmental education	N/A	N/A	%	N/A	N/A	%	%
Unknown / Not tested	N/A	N/A	%	N/A	N/A	%	%
Writing							
Not requiring developmental education	N/A	N/A	%	N/A	N/A	N/A	N/A
Requiring developmental education	N/A	N/A	%	N/A	N/A	%	%
Unknown / Not tested	N/A	N/A	%	N/A	N/A	%	%

25. Percent of students who return the following fall.	Fall 2006 Cohort		
	Total	Number returning (Fall 2007)	Percent returning (Fall 2007)
Number of FTIC students	0		
Met state standards in all areas	0	0	%
Not met state standards:			
In all three areas	0	0	%
Math			
Not requiring developmental education	N/A	N/A	%
Requiring developmental education	N/A	N/A	%
Unknown / Not tested	N/A	N/A	%
Reading			
Not requiring developmental education	N/A	N/A	%
Requiring developmental education	N/A	N/A	%
Unknown / Not tested	N/A	N/A	%
Writing			
Not requiring developmental education	N/A	N/A	%
Requiring developmental education	N/A	N/A	%
Unknown / Not tested	N/A	N/A	%

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
26. Graduation of two-year college students				
Less than 30 SCH	15 (37.5%)	13 (41.9%)	13 (43.3%)	5.8
30 SCH or more	65 (57.5%)	129 (66.8%)	101 (67.3%)	9.8
Source: CBM001 and CBM009.				
27. Percentage of baccalaureate graduates by SCH completed at two-year colleges:				
1-29 SCH	35%	30.1%	28.2%	- 6.8
30 SCH or more	58%	65%	65.6%	7.6

	Cohort	Rate	Cohort	Rate	Cohort	Rate
28. Graduation Rates						
Master's	Fall 1996	13.7%	Fall 2004	59.6%	Fall 2005	46.3%
Doctoral	Fall 1991	%	Fall 1999	%	Fall 2000	%

	FY 2006	FY 2008	FY 2009	Point Change FY 2006 to FY 2009
Baccalaureate graduate success				
29. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school	75.8%	75.4%	75.4%	2.3

	FY 2007	FY 2008	FY 2009	Point Change FY 2007 to FY 2009
Baccalaureate Graduates Employment/Enrollment Status				
30. Employed in 4th quarter in which program year ends	56.4%	60.5%	57.8%	1.4
31. In graduate or professional school in Texas in fall of the next FY	2.8%	4.2%	3.2%	0.4
32. Employed in Texas and enrolled in a graduate or professional school in Texas	14%	10.7%	14.5%	0.5

Since Texarkana is made up of Texarkana, TX and Texarkana, AR, percent of graduates employed in Texas appears somewhat skewed. Graduates may remain in the area and find employment in Texarkana, AR.

	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
33. Course Completion Rate for State-Funded Semester Credit Hours				
UG Beginning semester credit hours	7,416	9,655	10,419	40.5%
UG Ending semester credit hours	7,065	9,263	9,979	41.2%
UG Completion rate	95.3%	95.9%	95.8%	0.5
Graduate beginning SCH	1,743	2,567	2,568	47.3%
Graduate ending SCH	1,701	2,464	2,400	41.1%
Graduate Completion rate	97.6%	96.0%	93.5%	- 4.1

As an upper-level institution, A&M-Texarkana does not admit first-time, full-time, degree seeking undergraduates.

Success - Out-of-State Peers

Texas A&M University-Texarkana	Master's Group Out-of-State Peers		Institution's Out-of-State Peers			
	GOVERNORS STATE UNIVERSITY	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	LOUISIANA STATE UNIVERSITY-SHREVEPORT	NORTHWESTERN OKLAHOMA STATE UNIVERSITY	SOUTHERN ARKANSAS UNIVERSITY MAIN CAMPUS	
Graduation Rate						
4-Year Rate	N/A%	N/A%	47%	5%	15%	13%
5-Year Rate	N/A%	N/A%	64%	12%	28%	26%
6-Year Rate	N/A%	N/A%	67%	20%	31%	31%
Degrees Awarded						
Total Degrees	608	1,768	1,170	629	396	528
White	433	916	895	445	356	385
African American	126	508	88	112	9	102
Hispanic	28	147	17	29	8	7
Asian	8	25	25	0	1	2
Other	13	154	145	43	22	32
Level						
Associates	0	0	0	0	0	45
Bachelors	336	767	618	529	339	370
Master's	272	1,001	546	100	57	113
Doctoral	0	0	N/A	0	0	0
Professional	0	0	N/A	0	0	0
Gender						
Male	181	585	471	207	114	176
Female	427	1,183	699	422	282	352
Graduation Rate						
Total	N/A%	N/A%	67%	20%	31%	32%
White	N/A%	N/A%	71%	26%	32%	32%
African American	N/A%	N/A%	20%	11%	40%	24%
Hispanic	N/A%	N/A%	67%	10%	27%	40%
Asian	N/A%	N/A%	50%	20%	100%	80%
American Indian or Alaska Native	N/A%	N/A%	N/A%	50%	38%	67%
Unknown	N/A%	N/A%	33%	9%	N/A%	N/A%
Nonresident Alien	N/A%	N/A%	100%	N/A%	9%	42%
Graduates in Key Fields						
Computer Science	1	100	388	13	4	10
Engineering	0	0	0	0	0	2
Math	7	1	20	3	1	4
Physical Science	0	30	3	3	2	7
Nursing and Allied-Health Graduates						
Total Degrees	25	184	7	14	20	54
Certificate	0	0	0	0	0	0
Associates	0	0	0	0	0	36
Bachelors	25	67	7	0	20	18
Master's	0	117	0	14	0	0
Doctoral	0	0	0	0	0	0

Source: IPEDS Fall 2009

Excellence - Key Measures

Faculty Teaching

Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2007 to Fall 2010
-----------	-----------	-----------	---

Upper division institution. No first-time entering undergraduates for this institution.

The first freshman class was admitted in fall 2010. Data is not yet available.

Student/Faculty Ratio

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

	Fall 2000			Fall 2007			Fall 2009			Fall 2010			% Change Fall 2007 to Fall 2010
	FTSE	FTE	Ratio	FTSE	FTE	Ratio	FTSE	FTE	Ratio	FTSE	FTE	Ratio	
FTSE/FTE Ratio	640	41	15:1	875	62	14:1	914	63	14:1	1,132	64	17.6:1	24.1%

A 77 percent increase in FTSE drives the 14.4 percent increase in the student to faculty ratio.

State and National Exams Success

34. Certification and licensure rates

	FY 2008	FY 2009	FY 2010	Point Change FY 2008 to FY 2010
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 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
-----------	-----------	-----------	---

35. Percent of FTE teaching faculty who are tenure/tenure-track

72.8% 75.9% 74.3% 1.5

As A&M-Texarkana aims to become more research oriented, tenured and tenured-track research faculty will continue to increase.

Excellence - Contextual Measures

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
36. FTE tenured/tenure-track faculty demographics				
Ethnicity				
White	73.2%	72.6%	73.9%	0.7
African American	87%	67.6%	74.5%	- 12.5
Hispanic	0%	0%	83.3%	83.3
Asian	%	100%	100%	N/A
Other	%	0%	0%	N/A
Gender				
Male	84%	89.8%	84.9%	0.9
Female	57.7%	59.3%	61.4%	3.7

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
37. Faculty Rank (Fall 2010)						
Teaching Faculty Ethnicity						
White	0	68	0	10	18	21
African American	0	4	0	0	0	2
Hispanic	0	1	0	1	0	0
Asian	0	0	0	0	1	2
Other	0	7	0	0	0	0
Teaching Faculty Gender						
Male	0	27	0	9	14	14
Female	0	54	0	4	7	11

	FY 2004	FY 2010	FY 2011	% Change FY 2004 to FY 2011	National Average (FY 2010)	% National Average
38. Faculty Salary Comparisons						
Professor	\$65,123	\$81,661	\$81,299	24.8%	\$106,271	77%
Associate Professor	\$61,759	\$57,306	\$61,113	- 1.0%	\$76,236	80%
Assistant Professor	\$46,332	\$62,917	\$58,449	26.2%	\$64,280	91%
Instructor	\$60,000	\$0	\$0	-100.0%	\$44,463	0%

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
39. Endowed Professorships and Chairs				
Percent unfilled	%	0%	%	N/A
Percent of total tenured/tenure-track faculty	%	6%	%	N/A
40. Nobel Prize Winners and National Academies	0	0		N/A

Percent employed at time of graduation averages 80 percent or higher for those receiving a baccalaureate degree. Although percent employed within one year in Texas is low, this figure is a result of our location on the 4-state border.

Excellence - Out-of-State Peers

Texas A&M University-Texarkana	Master's Group Out-of-State Peers		Institution's Out-of-State Peers			
	GOVERNORS STATE UNIVERSITY	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	LOUISIANA STATE UNIVERSITY-SHREVEPORT	NORTHWESTERN OKLAHOMA STATE UNIVERSITY	SOUTHERN ARKANSAS UNIVERSITY MAIN CAMPUS	
Percent of Tenured/Tenure-Track faculty	88%	75%	85%	78%	54%	65%

* The previous year survey was used for these institutions.

Source: IPEDS Fall 2009

Research - Key Measures

Federal and Private Research

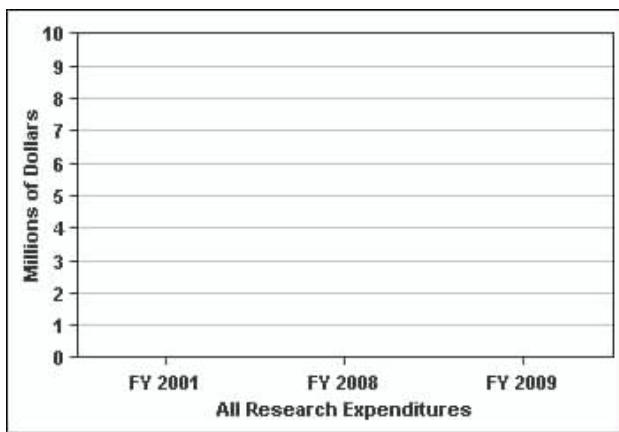
	FY 2001	FY 2008	FY 2009	% Change FY 2001 to FY 2009
45. Federal and private research expenditures per FTE faculty	\$0	\$0	\$0	N/A

Research Expenditures

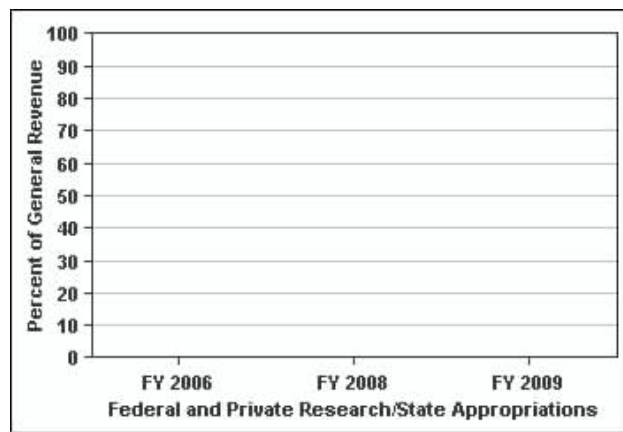
	FY 2001	FY 2008	FY 2009	% Change FY 2001 to FY 2009	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million)	\$ 0.000	\$ 0.000	\$ 0.000	N/A	\$ 1.500	0.0%

Sponsored Research Funds

	FY 2006	FY 2008	FY 2009	Point Change FY 2006 to FY 2009
47. Federal and private (sponsored) research funds per revenue appropriations.	0.48%	0.00%	0.00%	- 0.5



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

A&M-Texarkana is on target to meet the Closing the Gaps 2015 goals.

Research - Contextual Measures

	FY 2001	FY 2008	FY 2009	% Change FY 2001 to FY 2009
48. Research Expenditures by Source (\$ Millions)	\$0.000	\$0.000	\$0.000	N/A
Federal	\$0.000	\$0.000	\$0.000	N/A
State	\$0.000	\$0.000	\$0.000	N/A
Private	\$0.000	\$0.000	\$0.000	N/A
Institutional	\$0.000	\$0.000	\$0.000	N/A

	FY 2004	FY 2008	FY 2009	FY 2010	% Change FY 2004 to FY 2010
49. Faculty holding extramural research grants					
Number	1	9	9		N/A
Percent	2%	14.5%	14.5%	%	N/A

	FY 2001	FY 2008	FY 2009	FY 2010	% Change FY 2001 to FY 2010
Patents					
50. Patents issued	0	0		0	N/A
51. Number of new patent applications	0	0		0	N/A

A&M-Texarkana is encouraging grant writing and research. A total of 39 grants were held for FY08.

Research - Out-of-State Peers

	Texas A&M University-Texarkana	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
		GOVERNORS STATE UNIVERSITY	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	LOUISIANA STATE UNIVERSITY-SHREVEPORT	NORTHWESTERN OKLAHOMA STATE UNIVERSITY	SOUTHERN ARKANSAS UNIVERSITY MAIN CAMPUS
Research Expenditures (\$ million)	\$708	\$1,663,614	\$1,864,254	\$964,774	\$96,382	\$311,395
Federal Research Funds (\$ millions)	\$1,074,580	\$4,728,201	\$3,042,475	\$1,699,509	\$2,063,803	\$2,588,807

Source: IPEDS Fall 2009

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

	FY 2000	FY 2009	FY 2010	Point Change FY 2000 to FY 2010
52. Administrative costs as a percent of operating budget	26.4%	14%	18.56%	- 7.8

Overall, administrative costs as a percent of operating budget have declined by 7.8 percent from FY 2000 to FY 2010.

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 2009	Fall 2010
Classroom space use efficiency	33	33
Lab space use efficiency	33	41
Overall space use efficiency	66	74

Classroom usage has a direct inverted relationship to distance education. With increases in distance education, classroom usage will decline.

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 2001	FY 2009	FY 2010	% Change FY 2001 to FY 2010
Appropriated funds per FTE student	\$9,011	\$15,971	\$14,534	61.3%
Appropriated funds per FTE faculty	\$87,268	\$136,998	\$125,703	44.0%

Historically Underutilized Business (HUB)

	FY 2000	FY 2009	FY 2010	%/Point Change FY 2000 to FY 2010
55. HUB Expenditures without construction (Millions)	\$ 0.218	\$ 0.806	\$ 0.332	52.7%
Percent of total expenditures	15.9%	34.7%	15%	- 0.9
HUB Expenditures with construction (Millions)	\$ 0.218	\$ 0.806	\$ 0.332	52.7%
Percent of total expenditures	15.9%	34.7%	15%	- 0.9

A&M- Texarkana has successfully increased HUB expenditures since 2000.

Operating Expenses per FTE Student

	FY 2001	FY 2009	FY 2010	% Change FY 2001 to FY 2010
56. Operating expenses per FTE student	\$16,555	\$16,015	\$16,654	0.6%

Total Revenue per FTE Student and FTE teaching Faculty

	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010
57. Total revenue				
Per FTE student	\$17,822	\$22,920	\$24,395	36.9%
Per FTE faculty	\$172,593	\$196,600	\$211,000	22.3%

Total revenue per FTE Student has increased 36.9 percent since FY 2000.

Institutional Efficiency and Effectiveness - Contextual Measures

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
Class Size				
Upper Division Institution. No first-time entering undergraduates for this institution.				
59. Percentage of undergraduate classes with less than 20 students	49.2%	69.7%	60%	10.8
60. Percentage of undergraduate classes with more than 50 students	0%	0.5%	1.3%	1.3

	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
61. Average cost of resident undergraduate tuition and fees for 30 SCH.	\$2,308	\$4,538	\$4,866	110.8%

	Fall 2000	Fall 2009	Fall 2010	% Change Fall 2000 to Fall 2010
62. E&G Square footage				
E&G classroom per FTE student	16.80	12.44	23.05	37.2%
E&G lab per FTE student	9.97	10.64	7.72	- 22.6%

Endowment	FY 2006	FY 2008	FY 2009	FY 2010	% Change FY 2006 to FY 2010
63. True and Term Endowment (\$ millions)	N/A	N/A	\$0	\$0	
64. Quasi Endowment (\$ millions)	N/A	N/A	\$0	\$0	
65. Total Endowment (\$ millions)	\$2	\$3	\$0	\$0	-100.0%
66. Total Endowment - Per FTE student	\$1,787	\$2,511	\$0	\$0	-100.0%

	FY 2001	FY 2009	FY 2010	% Change FY 2001 to FY 2010
67. Total Revenue*	\$14,729,084	\$26,633,382	\$29,487,201	100.2%
Tuition and fees	\$1,971,280	\$3,628,826	\$4,827,628	144.9%
State appropriations (General Revenue)	\$10,574,177	\$18,559,087	\$17,567,013	66.1%
Federal funds	\$1,621,956	\$2,266,141	\$5,271,620	225.0%
Institutional funds	\$561,671	\$2,179,328	\$1,820,940	224.2%
Constitutional funds	\$1,027,070	\$1,684,587	\$1,684,587	64.0%
Revenue Total with Const. Funds	\$15,756,154	\$28,317,969	\$31,171,788	97.8%

*Does not include Constitutional Funds

With focus on growth, fundraising has focused on increasing the endowment. This growth will support the funding for new programs and downward expansion.

Institutional Efficiency and Effectiveness - Out-of-State Peers

Texas A&M University-Texarkana	Master's Group Out-of-State Peers		Institution's Out-of-State Peers			
	GOVERNORS STATE UNIVERSITY	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	LOUISIANA STATE UNIVERSITY-SHREVEPORT	NORTHWESTERN OKLAHOMA STATE UNIVERSITY	SOUTHERN ARKANSAS UNIVERSITY MAIN CAMPUS	
Administrative costs as a percent of operating budget	15%	15%	7%	N/A	7%	9%
Appropriations per FTE student	\$15,058	\$6,486	\$6,465	\$5,617	\$6,263	\$6,043
Instruction expenses per FTE student	\$7,509	\$9,065	\$7,290	\$4,691	\$4,980	\$5,146
Tuition and Fee Revenue per FTE student	\$3,306	\$6,403	\$5,430	\$2,871	\$2,776	\$3,220

Source: IPEDS Fall 2009