

Texas A&M University at Galveston

Accountability Report

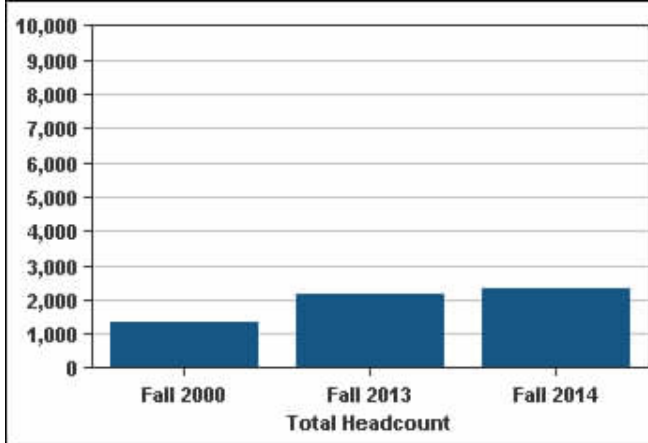
January 2015

Participation - Key Measures

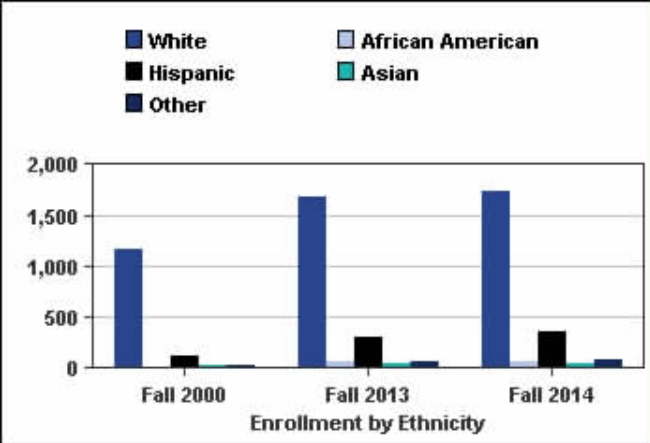
Enrollment

1. Fall headcount (unduplicated)

	Fall 2000	Fall 2013	Fall 2014	% Change Fall 2000 to Fall 2014	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total*	1,363	2,174	2,305	69.1%	2,300	100.2%
White	1,164 (85.4%)	1,685 (77.5%)	1,736 (75.3%)	49.1%	1,650	105.2%
African American	11 (0.8%)	57 (2.6%)	58 (2.5%)	427.3%	70	82.9%
Hispanic	125 (9.2%)	309 (14.2%)	350 (15.2%)	180.0%	290	120.7%
Asian	26 (1.9%)	38 (1.7%)	51 (2.2%)	96.2%		
International	11 (0.8%)	22 (1.0%)	26 (1.1%)	136.4%		
Other	26 (1.9%)	63 (2.9%)	84 (3.6%)	223.1%		
Flex Entry	0	0	0	N/A		



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

The Fall 2014 enrollment increased by 6% over Fall 2013. A concerted effort at enrollment expansion proved successful. The increase in enrollment also brought about an increase in total credit hours.

Full-Time Equivalent Enrollment

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

	Fall 2000	Fall 2013	Fall 2014	% Change Fall 2000 to Fall 2014
Total FTSEs	1,291	1,988	2,103	62.9%
State-Funded FTSEs	1,280	1,937	2,050	60.2%

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

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

Participation - Contextual Measures

	Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
3. First-time undergraduates from Texas top 10% and Texas top 11-25%				
Students in Texas top 10%	9.1%	7.3%	12.4%	3.3
Students in Texas top 11-25%	N/A	28.6%	23.9%	N/A
4. First-time entering applicants accepted	89.5%	74.1%	74.1%	- 15.4
5. First-time accepted, enrolled	48.2%	54.2%	51.5%	3.3

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

FY 2000	FY 2012	FY 2013	Point Change FY 2000 to FY 2013
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6. Racial and ethnic composition of Texas public high school graduates

White	51.5%	36.1%	34.7%	-16.8
African American	12.9%	13.1%	12.9%	0.0
Hispanic	32.1%	44.8%	46.4%	14.3
Asian	3.2%	3.9%	4.0%	0.8
Other	0.3%	2.1%	2.1%	1.8

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

	Fall 2000		Fall 2013		Fall 2014		Point Change Fall 2000 to Fall 2014
	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	
UG Students	1,345	(100%)	2,027	(100%)	2,166	(100%)	
0-12 hours	318	(23.6%)	478	(23.6%)	492	(22.7%)	- 0.9
13-24 hours	99	(7.4%)	311	(15.3%)	283	(13.1%)	5.7
25-29 hours	26	(1.9%)	74	(3.7%)	95	(4.4%)	2.5
30-42 hours	49	(3.6%)	114	(5.6%)	133	(6.1%)	2.5
43-59 hours	40	(3.0%)	86	(4.2%)	100	(4.6%)	1.6
60-66 hours	14	(1.0%)	34	(1.7%)	48	(2.2%)	1.2
67+ hours	57	(4.2%)	130	(6.4%)	135	(6.2%)	2.0
All Students with SCH at TX 2-Yr college	603	(44.8%)	1,227	(60.5%)	1,286	(59.4%)	14.6
Awarded Core	0	(0.0%)	20	(1.0%)	16	(0.7%)	0.7
Associate Degree	23	(1.7%)	100	(4.9%)	128	(5.9%)	4.2

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

	Fall 2000	Fall 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
8. Semester credit hours				
Total undergraduate semester credit hours	19,366	28,701	30,394	56.9%
Total graduate semester credit hours	0	838	857	N/A
Percentage graduate SCH to total SCH	0.0 %	2.8 %	2.7%	N/A

As a result of increased enrollment, overall semester credit hours increased by 5.89 percent. Increases occurred in both undergraduate and graduate level credit hours.



Participation - Out-of-State Peers

Out-of-state peer data is from the Fall 2013 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](#)
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[Out-of-State Peer Measures and Definitions](#)

	Master's Group Out-of-State Peers			Institution's Out-of-State Peers		
	Texas A&M University at Galveston	FLORIDA GULF COAST UNIVERSITY	UNIVERSITY OF COLORADO AT COLORADO SPRINGS	CALIFORNIA MARITIME ACADEMY	MAINE MARITIME ACADEMY	MASSACHUSETTS MARITIME ACADEMY
Headcount Enrollment Headcount enrolled for credit, disaggregated by race/ethnicity.						
Total	N/A	14,077	11,321	1,045	1,018	1,476
White	N/A	9,565	7,708	604	970	1,329
African American	N/A	980	414	25	9	28
Hispanic	N/A	2,528	1,480	163	7	20
Asian	N/A	259	404	93	9	39
Other	N/A	745	1,315	160	23	60
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	N/A	11,934	8,945	1,023	1,008	1,387

Fall 2014 Enrollment Detail - Texas A&M University at Galveston

Participation

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

By Level, Age:

Age Group	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post- Baccalaureate	Total
Under 18	11	0	0	0	0	11
18 to 21	1,480	2	0	0	0	1,482
22 to 24	399	42	1	0	0	442
25 to 29	166	30	11	0	0	207
30 to 34	52	20	9	0	0	81
35 and over	58	13	9	0	2	82
Total	2,166	107	30	0	2	2,305

By Level, Race/Ethnicity:

Ethnicity	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post- Baccalaureate	Total
White	1,634	82	19	0	1	1,736
African American	53	4	0	0	1	58
Hispanic	344	5	1	0	0	350
Asian	49	2	0	0	0	51
International	9	8	9	0	0	26
Other	77	6	1	0	0	84
Total	2,166	107	30	0	2	2,305

By Level, Gender:

Gender	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post- Baccalaureate	Total
Male	1,359	65	15	0	1	1,440

Female	807	42	15	0	1	865
Total	2,166	107	30	0	2	2,305

By Undergraduate Status:

	Undergraduate	Full-time	Part-time	White	African American	Hispanic	Asian	Other	Male	Female
First-Time in College	502	499	3	354	9	95	21	23	293	209
First-Time Transfer (from two- and four-year institutions)	220	201	19	171	9	27	4	9	136	84
Other Undergraduate	1,444	1,279	165	1,109	35	222	24	54	930	514
Total	2,166	1,979	187	1,634	53	344	49	86	1,359	807

Fall 2014 Enrollment Detail - Texas A&M University at Galveston**Participation**

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

	Lower-Division SCH	Upper Division SCH	Undergraduate SCH	Master's SCH	Doctor's Research/Scholarship SCH	Professional Specialty SCH	Optometry SCH	Total SCH	FTSE
Total	20,009	10,385	30,394	657	200	0	0	31,251	2,103
State-Funded	19,521	10,081	29,602	657	200	0	0	30,459	2,050

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	337	99	436	81	3	0	0	520	36

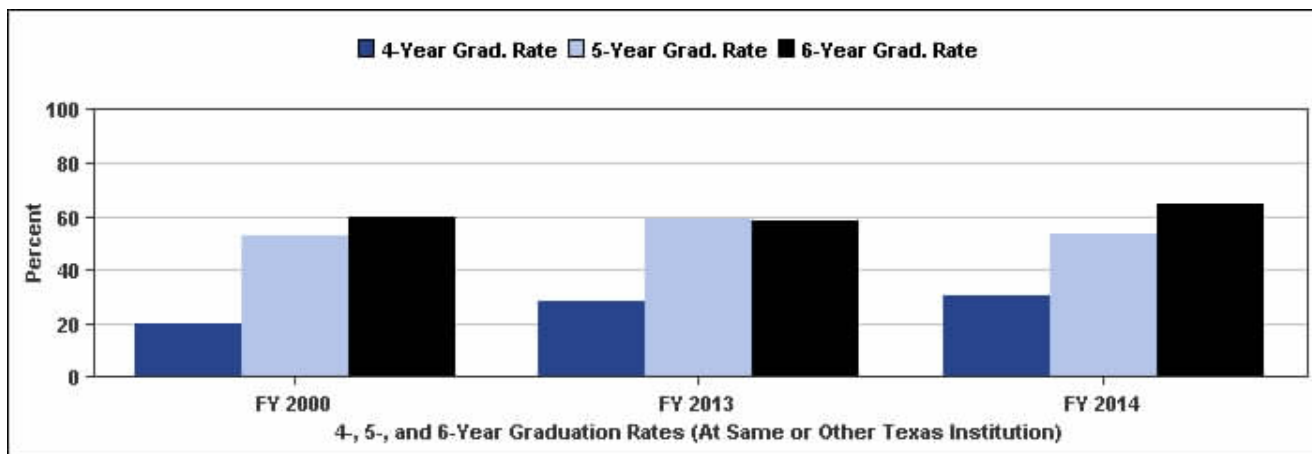
Success - Key Measures

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 2012			FY 2013			FY 2014			Point Change FY 2000 to FY 2014
	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	246	19.9%	2008	491	31.6%	2009	493	28.0%	2010	586	30.5%	10.6
Same institution			15.9%			18.9%			16.8%			15.4%	- 0.5
Other TX institutions			4.1%			12.6%			11.2%			15.2%	11.1
5-Year graduation rate	1995	262	53.1%	2007	438	48.9%	2008	491	58.9%	2009	493	53.8%	0.7
Same institution			33.2%			30.6%			29.3%			26.2%	- 7.0
Other TX institutions			19.8%			18.3%			29.5%			27.6%	7.8
6-Year graduation rate	1994	236	59.7%	2006	412	62.6%	2007	438	58.4%	2008	491	65.0%	5.3
Same institution			38.6%			29.9%			34.9%			32.0%	- 6.6
Other TX institutions			21.2%			32.8%			23.5%			33.0%	11.8

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



Source: CBM001, CBM002, and CBM009

Persistence and graduation are key concerns for the Galveston campus. As a special purpose institution, a student who may pursue a different major often chooses to leave Galveston. Although this measure does include other Texas institutions, it may not accurately reflect approximately 13% of the incoming freshman that are non-residents.

Degrees and certificates awarded

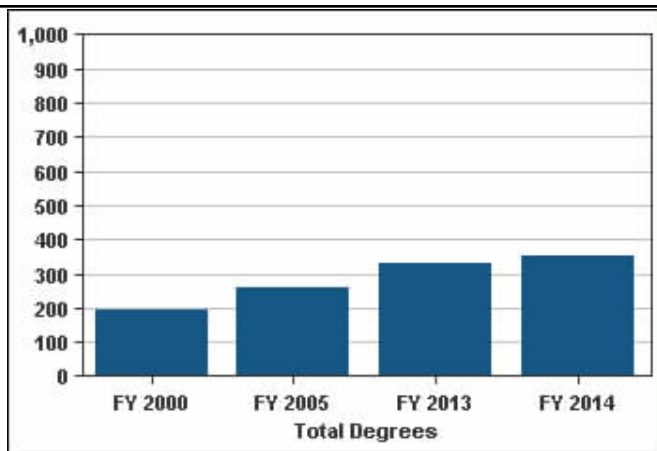
10. Number of degrees and certificates awarded.

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total Degrees*	196	328	353	80.1%		
White	165	253	278	68.5%		
African American	2	13	9	350.0%		
Hispanic	16	37	47	193.8%		
Asian	3	4	9	200.0%		
International	2	6	1	- 50.0%		
Other	8	15	9	12.5%		
Level						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	196	309	322	64.3%	300	107.3%
Master's	N/A	19	31	N/A		
Doctor's Research/Scholarship	N/A	N/A	N/A	N/A	15	0.0%
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	N/A	N/A	N/A		

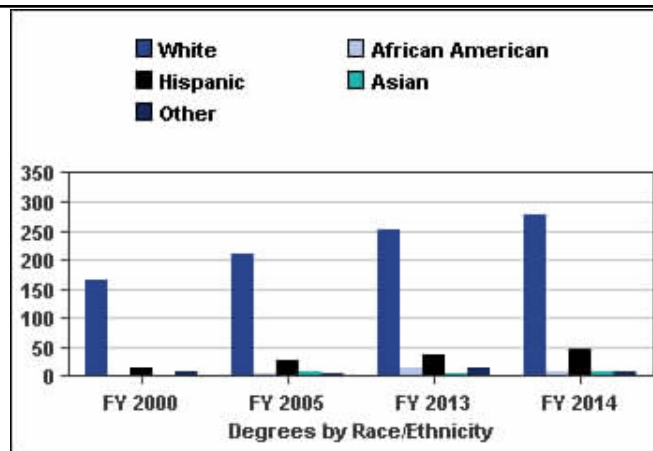
*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and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

Gender

Male	116	172	213	83.6%
Female	80	156	140	75.0%



Source: CBM009



Source: CBM009

The number of degrees awarded for 2013-2014 increased to 353 from last year at 328. The continued increase in enrollment will translate to increased graduation numbers over the next few years. Of significance, due to the type of degrees offered (marine and maritime industry), TAMUG degrees require a minimum of 120 semester credit hours to a maximum of 151. We hope our emphasis on transfer students will impact degree production.

11. Undergraduate degrees to at-risk students

	FY 2000	FY 2013	FY 2014	Change FY 2000 to FY 2014
Undergraduate Degrees to At-Risk Students	79	181	197	118

Closing the Gaps Critical Fields: STEM Awards

12. Degrees awarded in STEM fields.

	FY 2000	FY 2012	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
Computer Science*	0	0	0	0	N/A	0	N/A
Engineering*	27	46	45	48	77.8%	41	117.1%
Math*	0	0	0	0	N/A	0	N/A
Physical Science*	28	0	0	0	-100.0%	23	0.0%
Level							
Associate's	0	0	0	0	N/A		
Baccalaureate	55	46	45	48	- 12.7%	64	75.0%
Master's	0	0	0	0	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees.

All TAMUG programs relate to key fields and include at least two semesters of calculus and beyond, as well as strong science backgrounds. Engineering and science are cornerstones of the special purpose designation.

Nursing and Allied Health

13. Degrees and certificates awarded in nursing.

	FY 2000	FY 2012	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
Total Nursing Degrees	0	0	0	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	0	0	0	N/A	0	N/A
Master's	0	0	0	0	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		
Doctor's Professional Practice	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees and certificates.

14. Degrees and certificates awarded in allied health.

	FY 2000	FY 2012	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
Total Allied Health Degrees	0	0	0	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		

Baccalaureate	0	0	0	0	N/A	0	N/A
Master's	0	0	0	0	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		
Doctor's Professional Practice	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees and certificates.

Not Applicable

Teacher Production and Certification

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

	FY 2011	FY 2012	FY 2013
Total number taking exam	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male			
Female			
Total percent passing exam	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A

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

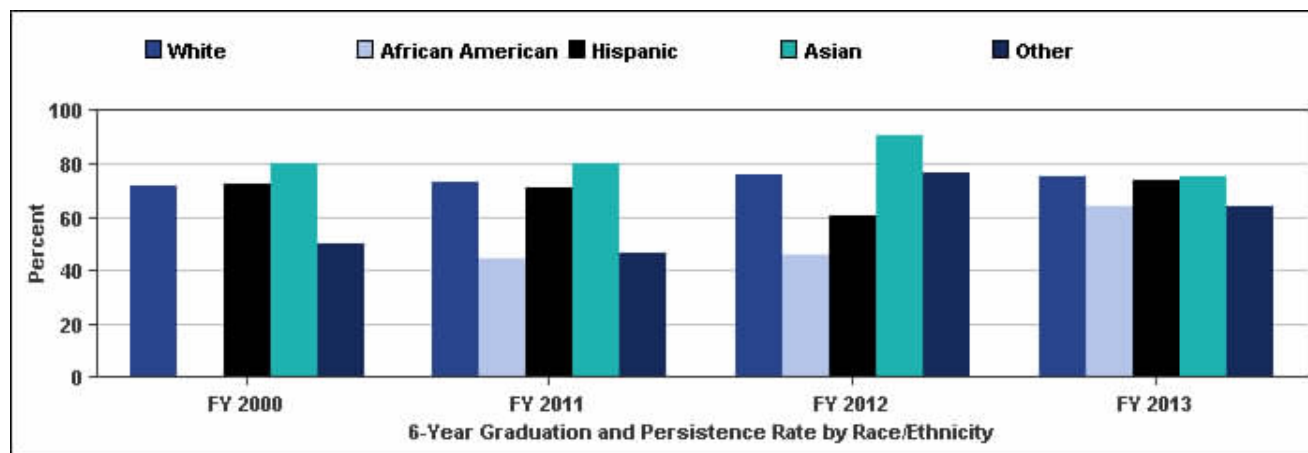
Not Applicable

Graduation and Persistence Rate: 6-Year

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

	FY 2000			FY 2012			FY 2013			FY 2014			Point Change FY 2000 to FY 2014
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
Total	1994	236	71.6%	2006	412	71.8%	2007	438	73.3%	2008	491	74.3%	2.7
Same institution			41.1%			30.3%			38.6%			34.6%	- 6.5
Other TX institutions			30.5%			41.5%			34.7%			39.7%	9.2
White	1994	218	71.6%	2006	330	73.3%	2007	341	75.7%	2008	374	75.1%	3.5
Same institution			41.3%			32.4%			40.5%			36.6%	- 4.7
Other TX institutions			30.3%			40.9%			35.2%			38.5%	8.2
African American	1994	0	N/A	2006	9	44.4%	2007	11	45.5%	2008	14	64.3%	N/A
Same institution			N/A			11.1%			18.2%			42.9%	N/A
Other TX institutions			N/A			33.3%			27.3%			21.4%	N/A
Hispanic	1994	11	72.7%	2006	45	71.1%	2007	58	60.3%	2008	73	74.0%	1.3
Same institution			45.5%			24.4%			32.8%			24.7%	- 20.8
Other TX institutions			27.3%			46.7%			27.6%			49.3%	22.0
Asian	1994	5	80.0%	2006	15	80.0%	2007	11	90.9%	2008	16	75.0%	- 5.0
Same institution			20.0%			26.7%			9.1%			25.0%	5.0
Other TX institutions			60.0%			53.3%			81.8%			50.0%	- 10.0
Other	1994	2	50.0%	2006	13	46.2%	2007	17	76.5%	2008	14	64.3%	14.3
Same institution			50.0%			15.4%			52.9%			35.7%	- 14.3
Other TX institutions			0.0%			30.8%			23.5%			28.6%	28.6

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



Source: CBM001, CBM002 and CBM009

Overall, graduation and persistence rates have increased. Although this measure does include persistence to other Texas institutions, it may not accurately reflect approximately 13% of the incoming freshman that are non-residents. Additionally, we have a number of students who start their program at Galveston but pursue their majors at the main campus.

Success - Contextual Measures

	Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
17. Enrollment: Percent of first-time students 19 and under	97.7%	99.8%	99.0%	1.3

	Fall 2000	Fall 2011	Fall 2012	Point Change Fall 2000 to Fall 2012
18. Financial Aid: Percent of students receiving Pell Grants	16.6%	24.7%	23.5%	6.9

	Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
19. Part-time first-time, degree seeking, undergraduates	1.2%	1.5%	0.6%	- 0.6

20. Persistence rate of first-time, degree-seeking undergraduates: One-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	423	85.1%	511	90.2%	523	90.8%	5.7
Same institution		50.4%		54.6%		58.1%	7.7
Other TX institutions		34.8%		35.6%		32.7%	- 2.1
White	367	86.1%	397	90.2%	402	91.3%	5.2
Same institution		50.1%		55.4%		58.5%	8.4
Other TX institutions		36.0%		34.8%		32.8%	- 3.2
African American	5	40.0%	9	88.9%	12	83.3%	43.3
Same institution		40.0%		44.4%		33.3%	- 6.7
Other TX institutions		0.0%		44.4%		50.0%	50.0
Hispanic	35	94.3%	79	88.6%	86	88.4%	- 5.9
Same institution		60.0%		55.7%		59.3%	- 0.7
Other TX institutions		34.3%		32.9%		29.1%	- 5.2
Asian	7	71.4%	12	100.0%	11	100.0%	28.6
Same institution		42.9%		41.7%		63.6%	20.7
Other TX institutions		28.6%		58.3%		36.4%	7.8
Other	9	44.4%	14	92.9%	12	91.7%	47.3
Same institution		33.3%		42.9%		58.3%	25.0
Other TX institutions		11.1%		50.0%		33.3%	22.2

21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year	Entering Cohort Fall 2000		Entering Cohort Fall 2011		Entering Cohort Fall 2012		Point Change Fall 2000 to Fall 2012
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
Total	423	78.5%	593	85.2%	511	87.1%	8.6
Same institution		35.2%		35.2%		42.3%	7.1
Other TX institutions		43.3%		49.9%		44.8%	1.5
White	367	79.0%	432	85.2%	397	87.4%	8.4
Same institution		36.2%		38.0%		43.6%	7.4
Other TX institutions		42.8%		47.2%		43.8%	1.0
African American	5	80.0%	14	71.4%	9	88.9%	8.9
Same institution		20.0%		14.3%		33.3%	13.3
Other TX institutions		60.0%		57.1%		55.6%	- 4.4
Hispanic	35	82.9%	107	86.0%	79	83.5%	0.6
Same institution		28.6%		29.9%		40.5%	11.9
Other TX institutions		54.3%		56.1%		43.0%	- 11.3
Asian	7	57.1%	13	84.6%	12	83.3%	26.2

Same institution		28.6%		15.4%		25.0%		- 3.6
Other TX institutions		28.6%		69.2%		58.3%		29.7
Other	9	55.6%	27	88.9%	14	100.0%		44.4
Same institution		33.3%		33.3%		35.7%		2.4
Other TX institutions		22.2%		55.6%		64.3%		42.1

Developmental Education	Fall 2010 Cohort			
	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)
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	588			
Met state standards in all three areas	580			
Did not meet state standards in one, two, or all three areas (at entry)	7			
Unknown* (unduplicated)	1			
Data by Subject Area				
Met Standard				
Math	583	83	352	74.6%
Reading	586	88	432	88.7%
Writing	585	171	284	77.8%
Did Not Meet Standard				
Math	4	N/A	2	50.0%
Reading	1	N/A	1	100.0%
Writing	2	N/A	1	50.0%
Unknown** (waived or military exemption)				
Math**	1	N/A	0	0.0%
Reading**	1	N/A	1	100.0%
Writing**	1	N/A	0	0.0%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	580	83	351	74.8%
Reading	580	86	429	88.8%
Writing	580	170	281	77.8%
Did Not Meet Standard in All Three Areas				
Math	0	N/A	0	0.0%
Reading	0	N/A	0	0.0%
Writing	0	N/A	0	0.0%

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

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

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

23. Underprepared students who satisfied TSI obligation within 2 years.	Fall 2010 Cohort							
	Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†/(a)
Summary Data								
Number of FTIC students	588							
Met state standards in all three areas	580							
Did not meet state standards in one, two, or all three areas (at entry)	7							
Unknown* (unduplicated)	1							
Data by Subject Area								
Met Standard								
Math	583	2	0.3%	N/A	N/A	N/A	N/A	N/A
Reading	586	0	0.0%	N/A	N/A	N/A	N/A	N/A
Writing	585	1	0.2%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	4	1	25.0%	1	4	100.0%	100.0%	100.0%
Reading	1	0	0.0%	0	1	0.0%	100.0%	100.0%
Writing	2	0	0.0%	0	2	0.0%	100.0%	100.0%

Unknown** (waived or military exemption)								
Math**	1	0	0.0%	N/A	N/A	N/A	N/A	N/A
Reading**	1	0	0.0%	N/A	N/A	N/A	N/A	N/A
Writing**	1	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	580	2	0.3%	N/A	N/A	N/A	N/A	N/A
Reading	580	0	0.0%	N/A	N/A	N/A	N/A	N/A
Writing	580	1	0.2%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	0	0	0.0%	0	0	0.0%	0.0%	0.0%
Reading	0	0	0.0%	0	0	0.0%	0.0%	0.0%
Writing	0	0	0.0%	0	0	0.0%	0.0%	0.0%

*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.

				Fall 2010 Cohort		
				Total (a)	Number returning (Fall 2011) (b)	Percent returning (Fall 2011) (b/a)
24. Percent of students who return the following fall.						
Summary Data						
Number of FTIC students				588	525	89
Met state standards in all areas				580	518	89.3%
Did not meet state standards in one, two, or all three areas				7	7	100.0%
Did not meet state standards in all three areas				0	0	0.0%
Unknown* (unduplicated)				1	0	0.0%
Data by Subject Area						
Met Standard by Area						
Math				583	521	89.4%
Reading				586	524	89.4%
Writing				585	523	89.4%
Did Not Meet Standard by Area						
Math				4	4	100.0%
Reading				1	1	100.0%
Writing				2	2	100.0%
Unknown** by Area (waived or military exemption)						
Math				1	0	0.0%
Reading				1	0	0.0%
Writing				1	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 2013	FY 2014	Point Change FY 2000 to FY 2014
25. Graduation of two-year college students				
1-29 SCH (before transfer)	3 (10.7%)	12 (42.9%)	8 (33.3%)	22.6
30 SCH or more (before transfer)	18 (43.9%)	32 (56.1%)	23 (39.7%)	- 4.2
Source: CBM001 and CBM009.				
26. Percentage of baccalaureate graduates by SCH completed at two-year colleges:				
1-29 SCH (at any time)	56.8%	61.8%	55.9%	- 0.9
30 SCH or more (at any time)	17.7%	20.9%	25.6%	7.9
Source: CBM001 and CBM009.				

	Cohort	Rate	Cohort	Rate	Cohort	Rate
27. Graduation Rates						
Master's	Fall 1995	N/A	Fall 2008	62.5%	Fall 2009	50.0%
Doctoral	Fall 1990	N/A	Fall 2003	N/A	Fall 2004	N/A
		FY 2010	FY 2012	FY 2013	Point Change FY 2010 to FY 2013	
Baccalaureate graduate success						
28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school		60.3%	65.8%	69.4%	9.1	

	FY 2010	FY 2012	FY 2013	Point Change FY 2010 to FY 2013
Baccalaureate Graduates Employment/Enrollment Status				
29. Employed in 4th quarter in which program year ends	52.3%	59.9%	61.5%	9.2
30. In graduate or professional school in Texas in fall of the next FY	2.3%	2.0%	3.7%	1.4
31. Employed in Texas and enrolled in a graduate or professional school in Texas	5.7%	3.9%	4.3%	- 1.4

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

TAMUG provides a unique service to the State of Texas in the marine and maritime industries. Our non-resident population has varied from 17% to 26% of the total student body. While many will choose to reside in Texas, graduates are often sought along the Gulf Coast, nationally, and internationally.

	Fall 2000 FTSE/ FY 2001 UG Degrees	Fall 2012 FTSE/ FY 2013 UG Degrees	Fall 2013 FTSE/ FY 2014 UG Degrees
32. Undergraduate efficiency ratio			
Ratio of Undergraduate FTSE to Undergraduate Baccalaureate Degrees Awarded	N/A	5.74	5.94

TAMUG will continue to strive for a high ratio of undergraduate FTSE to degrees awarded. Within the context of our special purpose mission, the increased Fall 2014 enrollment provides encouragement that we will increase number of degrees issued over the next two to three years.

	Texas A&M University at Galveston	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
		FLORIDA GULF COAST UNIVERSITY	UNIVERSITY OF COLORADO AT COLORADO SPRINGS	CALIFORNIA MARITIME ACADEMY	MAINE MARITIME ACADEMY	MASSACHUSETTS MARITIME ACADEMY
Graduation Rate: Four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates.						
4-Year Rate	N/A%	22.0%	26.0%	43.0%	53.0%	49.0%
5-Year Rate	N/A%	38.0%	42.0%	57.0%	72.0%	64.0%
6-Year Rate	N/A%	44.0%	46.0%	59.0%	74.0%	67.0%
Degrees Awarded: Number of graduates by level, race/ethnicity and gender.						
Total Degrees	N/A	2,540	1,851	187	190	332
White	N/A	1,835	1,338	105	184	285
African American	N/A	154	70	4	0	2
Hispanic	N/A	410	188	24	3	9
Asian	0	48	89	12	1	3
Other	0	93	166	42	2	33
Level						
Associates	N/A	299	N/A	N/A	6	N/A
Bachelors	N/A	1,875	1,334	174	173	284
Master's	N/A	334	491	13	11	48
Doctor's Research/Scholarship	N/A	10	23	N/A	N/A	N/A
Doctor's Professional Practice	N/A	22	3	N/A	N/A	N/A
Gender						
Male	N/A	968	824	161	161	295
Female	N/A	1,572	1,027	26	29	37
Graduation Rate: Percent of first-time, degree-seeking undergraduates who have graduated after six academic years.						
Total	N/A	44.0%	46.0%	59.0%	75.0%	67.0%
White	N/A	45.0%	48.0%	58.0%	76.0%	69.0%
African American	N/A	36.0%	42.0%	75.0%	50.0%	0.0%
Hispanic	N/A	43.0%	42.0%	53.0%	100.0%	67.0%
Asian	N/A	37.0%	37.0%	69.0%	100.0%	60.0%
American Indian or Alaska Native	N/A	29.0%	100.0%	50.0%	50.0%	50.0%
Unknown	N/A	9.0%	41.0%	58.0%	0.0%	67.0%
Nonresident Alien	N/A	57.0%	33.0%	50.0%	N/A	100.0%
Graduates in Key Fields: Number of degrees awarded in specific fields by level.						
Computer Science	N/A	12	45	N/A	N/A	N/A
Engineering	0	67	141	64	100	149
Math	N/A	18	19	N/A	N/A	N/A
Physical Science	0	11	65	0	0	0
Nursing and Allied-Health Graduates: Number of degrees awarded in nursing/allied-health by level.						
Total Degrees	0	178	137	0	0	0
Certificate	0	10	0	0	0	0
Associates	0	0	0	0	0	0
Bachelors	0	87	106	0	0	0
Master's	0	59	28	0	0	0
Doctor's Research/Scholarship	0	0	0	0	0	0

Graduates Detail (FY 2014)- Texas A&M University at Galveston**Success**

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

By Level, Race/Ethnicity:

Race/Ethnicity	Associate's	Bachelor's	Master's	Doctor's Research/ Scholarship	Doctor's Professional Practice	Total
White	0	249	29	0	0	278
African American	0	9	0	0	0	9
Hispanic	0	45	2	0	0	47
Asian	0	9	0	0	0	9
International	0	1	0	0	0	1
Other	0	9	0	0	0	9

Excellence - Key Measures**Faculty Teaching**

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
33. Tenured/tenure-track faculty teaching lower-division SCH	29.9%	30.6%	31.4%	1.5

Strong efforts have been made to ensure high quality education especially at the lower levels where incoming students can experience difficult transition issues. On the TAMUG campus, tenure reflects a high level of commitment and quality of research. Tenure may not be an effective proxy for quality teaching and learning. Full-time faculty members with terminal degrees in their disciplines and excellent teaching records are not included in this measure. Faculty members teaching in the maritime program are not considered for tenure. No graduate teaching assistants teach academic courses (although they may teach laboratory sections).

Student/Faculty Ratio**34. Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty.**

	Fall 2000			Fall 2012			Fall 2013			% Change Fall 2000 to Fall 2013
	FTSE	FTE	Ratio	FTSE	FTE	Ratio	FTSE	FTE	Ratio	
FTSE/FTE Ratio	1,291	70	19:1	1,838	109	17:1	1,988	104	19:1	3.3%

With recent budget reductions, every effort was made to reduce administrative costs and not harm the teaching and learning environment. However, if our enrollment continues to grow and resources decline, the student/faculty ratio will be impacted. Despite the reductions, our faculty to student ratio provides for excellent learning opportunities.

State and National Exams Success**35. Certification and licensure rates**

	FY 2000	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
Law	N/A	N/A	N/A	N/A
Pharmacy	N/A	N/A	N/A	N/A
Nursing	N/A	N/A	N/A	N/A
Engineering	N/A	N/A	N/A	N/A

Not Applicable

Tenured/Tenure-Track FTE Faculty

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
36. Percent of FTE teaching faculty who are tenured/tenure-track	40.3%	48.4%	46.6%	6.3

On the TAMUG campus, tenure reflects a high level of commitment and quality of research. Tenure may not be an effective proxy for quality teaching and learning. Faculty members teaching in the maritime program in both transportation and engineering are not considered for tenure.

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

TAMUG as a branch campus of TAMU has developed a QEP and did very well during our 2013 SACSCOC visit. The QEP can be reviewed by visiting the following link:
<http://provost.tamu.edu/initiatives/quality-enhancement-plan>.

Excellent Programs**38. Excellent Programs****Highlighted Excellent Programs 1**

Texas A&M University at Galveston's Waterfront is an energetic hub of activity. The campus community uses a unique mix of education, training, and recreational vessels, which are available seven days a week. The waterfront hosts numerous waterborne research projects, labs, training opportunities, continuing education programs, and Sea Camps. The W.A.V.E. Living Learning Community is an exclusive mix of talented freshmen. Community members from across all majors will live together and attend regularly scheduled activities associated with the navigation, operation and maintenance of the university's small vessels. At the conclusion of this one year program all members will become certified small vessel operators. This program will challenge three crews of six people in a mix of activities designed to give the participants hands-on knowledge of small vessels, teamwork, life skills and academic development. The W.A.V.E. Community is supported by the Waterfront Operations Department with maintenance facilities, docks, boats, and administrative spaces for students and their families, former students, faculty, staff, the TAMU system, and the Galveston community.

Highlighted Excellent Programs 2

Texas A&M University at Galveston developed two living learning communities to augment classroom education. Waterborne Activities and Vessel Experience (WAVE) centered on boating. In its first year, the program challenged three crews of six people in activities

designed to provide hands-on knowledge of small vessels and the Galveston Maritime Community. In year two, 16 freshmen and 12 returning students met weekly to learn how to operate various vessels, and the rules of operating watercraft to become certified small boat operators, with returning students in a leadership/mentoring role. The experience provided hands on active instruction to students pursuing marine related careers. Another Living learning community established was LEAD LLC, which focused on personal leadership. Ten students participating in this activity met formally every week to assess their personal leadership, assess how that leadership impacted others, eventually working together to take on a campus-wide leadership program addressing world hunger. These students will use their interpersonal, networking, and leadership skills they have developed to accomplish a broad variety of projects.

Excellence - Contextual Measures

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
39. FTE tenured/tenure-track faculty demographics				
Ethnicity				
Total	40.3%	48.4%	46.6%*	6.3
White	40.5%	43.5%	41.3%	0.8
African American	0.0%	100.0%	100.0%	100.0
Hispanic	36.9%	29.2%	33.5%	- 3.4
Asian	100.0%	77.4%	79.1%	- 20.9
International	N/A	83.3%	66.7%	N/A
Other	0.0%	66.7%	89.3%	89.3
Gender				
Male	48.3%	55.5%	53.5%	5.2
Female	6.7%	29.5%	30.8%	24.1

*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 2013)						
Faculty Ethnicity						
Total*	55	102	0	19	23	26
White	41	78	0	7	20	24
African American	1	3	0	2	0	0
Hispanic	2	7	0	1	1	0
Asian	0	3	0	5	1	2
International	6	4	0	3	1	0
Other	5	7	0	1	0	0
Faculty Gender						
Male	28	66	0	12	16	25
Female	27	36	0	7	7	1

*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 2013	FY 2014	% Change FY 2002 to FY 2014	National Average (FY 2014)	% National Average
41. Faculty Salary Comparisons						
Professor	\$73,644	\$103,714	\$106,018	44.0%	\$112,199	94%
Associate Professor	\$51,596	\$70,123	\$68,868	33.5%	\$79,575	87%
Assistant Professor	\$43,552	\$67,425	\$71,271	63.6%	\$68,318	104%
Instructor		\$0	\$0	N/A	\$47,289	0%

	Fall 2000	Fall 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
42. Endowed Professorships and Chairs				
Percent unfilled	NA	5	5	N/A
Percent of total tenured/tenure-track faculty	NA	0.0%	0.0%	N/A
	NA	8.8%	7.9%	N/A

43. Nobel Prize Winners and National Academies

	FY 2012	FY 2013	FY 2014	% Change FY 2012 to FY 2014

44. Other Faculty Awards

	FY 2012	FY 2013	FY 2014	% Change FY 2012 to FY 2014
Fulbright American Scholars	0	1	0	N/A

	Master's Group Out-of-State Peers			Institution's Out-of-State Peers		
	Texas A&M University at Galveston	FLORIDA GULF COAST UNIVERSITY	UNIVERSITY OF COLORADO AT COLORADO SPRINGS	CALIFORNIA MARITIME ACADEMY	MAINE MARITIME ACADEMY	MASSACHUSETTS MARITIME ACADEMY
Tenure/Tenure-Track Faculty Percentage of all full-time faculty members who are tenured or tenure-track.						
Percent of Tenured/Tenure-Track faculty	N/A	2%	55%	80%	0%	100%

Research - Key Measures**Federal and Private Research**

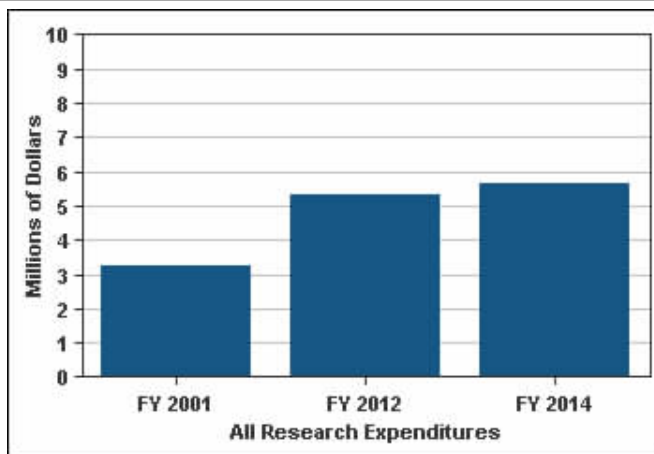
	FY 2001	FY 2013	FY 2014	% Change FY 2001 to FY 2014
45. Federal and private research expenditures per FTE faculty	\$71,385	\$65,613	\$69,304	- 2.9%

Research Expenditures

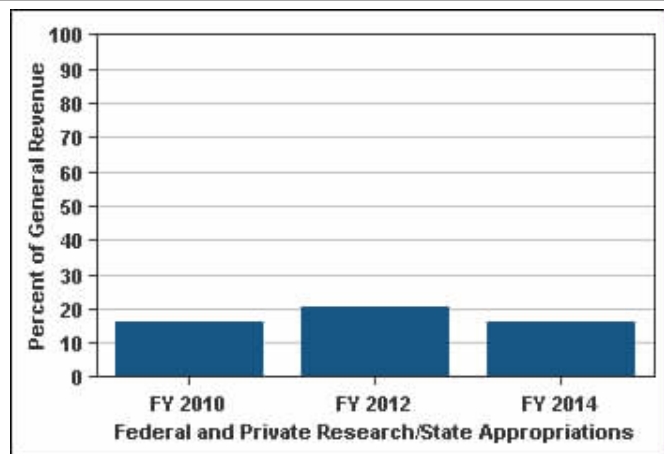
	FY 2001	FY 2013	FY 2014	% Change FY 2001 to FY 2014	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million)	\$3.252	\$5.279	\$5.634	73.2%	\$5.300	106.3%

Sponsored Research Funds

	FY 2010	FY 2013	FY 2014	Point Change FY 2010 to FY 2014
47. Federal and private (sponsored) research funds per revenue appropriations.	16.2%	18.2%	16.2%	0.0



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

TAMUG is ranked high in expenditures per tenure/tenure track faculty in the State. Since Fall 2003, university resources have been dedicated to replace aging equipment and increase research capabilities. Especially in a coastal environment that decreases the life expectancy of equipment by nearly half, future funds are needed to replace and maintain research equipment if this measure is to improve. Some fluctuation in research funding is expected due gaps between completion of multi-year projects and start of new grants and to our aging faculty. Current retiring faculty are being replaced by new assistant professors.

Research - Contextual Measures

	FY 2001	FY 2013	FY 2014	% Change FY 2001 to FY 2014
48. Research Expenditures by Source (\$ Millions)	\$3.252	\$5.279	\$5.634	73.2%
Federal	\$1.568	\$2.424	\$1.998	27.5%
State	\$1.031	\$1.476	\$1.750	69.8%
Private	\$0.444	\$1.036	\$1.362	206.6%
Institutional	\$0.210	\$0.344	\$0.524	149.6%
Restricted Research Expenditures (amount shown is a subset of the categories above)	\$1.654	\$3.066	\$3.262	97.2%

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

	FY 2008	FY 2012	FY 2013	FY 2014	% Change FY 2008 to FY 2014
49. Faculty holding extramural research grants					
Number	28	28	27	30	7.1%
Percent	71%	50%	53%	51%	- 20.0

	FY 2001	FY 2012	FY 2013	FY 2014	% Change FY 2001 to FY 2014
Patents					
50. Number of new U.S. patents issued or reissued.	0	0	0	0	N/A
51. Number of new patent applications	1	0	0	1	0.0%

The number of faculty holding extramural grants remains consistent. There was a slight decrease in the percentage due to a slight increase in total faculty as a result of new hires.

	Texas A&M University at Galveston	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
		FLORIDA GULF COAST UNIVERSITY	UNIVERSITY OF COLORADO AT COLORADO SPRINGS	CALIFORNIA MARITIME ACADEMY	MAINE MARITIME ACADEMY	MASSACHUSETTS MARITIME ACADEMY
Research Expenditures Current year research expenditures.						
Research Expenditures	N/A	\$3,648,793	\$4,326,516	\$2,905,251	\$563,055	\$-
Research Funds Amount of sponsored (external/federal) research funds.						
Federal Research Funds	N/A	\$5,494,395	\$5,462,545	\$2,505,015	\$616,014	\$1,053,634

Source: IPEDS Fall 2013

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

	FY 2000	FY 2013	FY 2014	Point Change FY 2000 to FY 2014
52. Administrative costs as a percent of operating budget	14.0%	10.4%	13.7%	- 0.3

During this past year dining services and maintenance were outsourced as a means of overhead reductions. However, costs associated with the outsourcing agreement were slightly higher than anticipated.

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 2013	Fall 2014
Classroom space use efficiency	76	76
Lab space use efficiency	83	92
Overall space use efficiency	159	168

Texas A&M University at Galveston is committed to good stewardship of resources. With the opening of the Ocean and Coastal Resources Building in the last biennia, more laboratory space was available for current courses and growth. In addition, anticipated building of a housing and classroom complex over the next two years will add much needed space.

Appropriated Funds per FTE Faculty

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

	FY 2001	FY 2013	FY 2014	% Change FY 2001 to FY 2014
Appropriated funds per FTE student	\$10,034	\$10,166	\$10,066	0.3%
Appropriated funds per FTE faculty	\$77,807	\$77,357	\$83,664	7.5%

Historically Underutilized Business (HUB)

	FY 2000	FY 2013	FY 2014	%/Point Change FY 2000 to FY 2014
55. HUB Expenditures without construction (Millions)	\$ 0.267	\$ 0.872	\$ 0.972	264.0%
Percent of total expenditures	4.6%	10.5%	8.2%	3.6
HUB Expenditures with construction (Millions)	\$ 0.279	\$ 1.157	\$ 1.699	508.5%
Percent of total expenditures	4.8%	14.0%	14.4%	9.6

HUB expenditures, in terms of both total dollars and percentage, have slightly increased from the previous year(\$0.87 to \$0.97). The percent of expenditures continue to exceed the state average of 12.58%.

Operating Expenses per FTE Student

	FY 2001	FY 2013	FY 2014	% Change FY 2001 to FY 2014
56. Operating expenses per FTE student	\$18,231	\$21,208	\$20,904	14.7%

Total Revenue per FTE Student and FTE teaching Faculty

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
57. Total revenue				
Per FTE student	\$19,447	\$24,601	\$26,546	36.5%
Per FTE faculty	\$151,240	\$187,189	\$220,634	45.9%

A majority of TAMUG students major in either marine science or engineering. These disciplines tend to be more costly due to faculty costs, small classes, laboratory facilities and equipment needs. The coastal environment and the nature of marine fieldwork further increase these costs. The Texas State Maritime Academy and operation of the General Rudder pose unique funding issues such as dredging, fuel costs, staffing professional mariners, port fees, and cruise support services.

Institutional Efficiency and Effectiveness - Contextual Measures

	Fall 2000	Fall 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
Class Size				
58. Average class size	23	32	31	34.8%
Median class size	24	21	20	- 16.7%
59. Percentage of undergraduate classes with less than 20 students	31.5%	43.3%	48.4%	16.9

60. Percentage of undergraduate classes with 50 students or more

11.4%

14.0%

15.7%

4.3

Maritime courses are often limited in size due to federal regulations. Hands-on training and small classes are a hallmark of high quality instruction in the maritime fields. Although some general education classes have been expanded for economic reasons, we have reduced class sizes in mathematics to promote student engagement and success.

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
61. Average cost of resident undergraduate tuition and fees for 30 SCH.	\$3,650	\$7,805	\$9,630	163.8%

	Fall 2000	Fall 2013	Fall 2014	% Change Fall 2000 to Fall 2014
62. E&G Square footage				
E&G classroom per FTE student	10.58	14.00	13.55	28.1%
E&G lab per FTE student	14.62	10.26	9.89	- 32.4%

Endowment	FY 2010	FY 2012	FY 2013	FY 2014	% Change FY 2010 to FY 2014
63. True and Term Endowment (\$ millions)	N/A	\$9.6	\$10.0	\$12.0	
64. Quasi Endowment (\$ millions)	N/A	\$0.0	\$0.0	\$0.0	
65. Total Endowment (\$ millions)	N/A	\$9.7	\$10.0	\$12.0	N/A
66. Total Endowment - Per FTE student	N/A	\$5,129	\$5,351	\$5,840	N/A

	FY 2001	FY 2013	FY 2014	% Change FY 2001 to FY 2014
67. Total Revenue*	\$25,763,463	\$45,977,286	\$54,547,392	111.7%
State appropriations	\$12,993,834	\$19,000,351	\$20,684,253	59.2%
Tuition and fees	\$5,558,913	\$16,003,426	\$17,891,709	221.9%
Federal grants and contracts	\$3,956,708	\$4,814,397	\$5,230,452	32.2%
Institutional resources	\$3,254,008	\$6,159,112	\$10,740,978	230.1%
Constitutional funds	\$0	\$0	\$0	N/A
Total Revenue with Constitutional Funds	\$25,763,463	\$45,977,286	\$54,547,392	111.7%

*Does not include Constitutional Funds

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

	Master's Group Out-of-State Peers			Institution's Out-of-State Peers		
	Texas A&M University at Galveston	FLORIDA GULF COAST UNIVERSITY	UNIVERSITY OF COLORADO AT COLORADO SPRINGS	CALIFORNIA MARITIME ACADEMY	MAINE MARITIME ACADEMY	MASSACHUSETTS MARITIME ACADEMY
Administrative Cost Ratio Amount expended for administrative costs as a percent of operative expenses						
Administrative costs as a percent of operating budget	N/A	6%	7%	9%	16%	7%
Appropriations State and local government appropriation revenues per FTE student.						
Appropriations per FTE student	N/A	\$3,739	\$-	\$18,564	\$8,312	\$10,207
Expenditures Instruction expenses per FTE student.						
Instruction expenses per FTE student	N/A	\$6,606	\$6,820	\$13,827	\$9,613	\$9,178
Tuition and Fees Tuition and Fee revenue per FTE student.						
Tuition and Fee Revenue per FTE student	N/A	\$4,700	\$9,413	\$8,025	\$15,845	\$8,929