

The University of Texas-Pan American

Accountability Report

January 2011

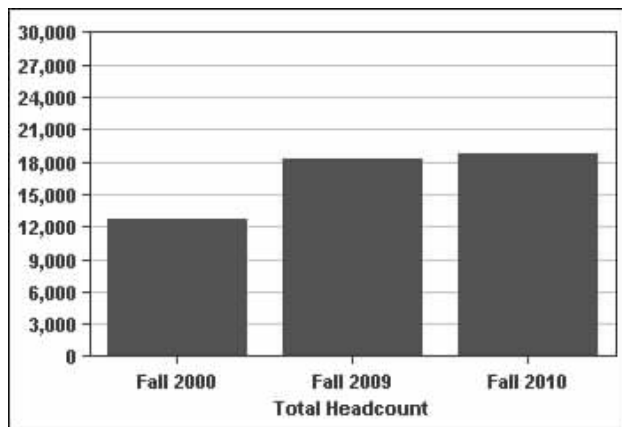
FALL 2010 Report

Participation - Key Measures

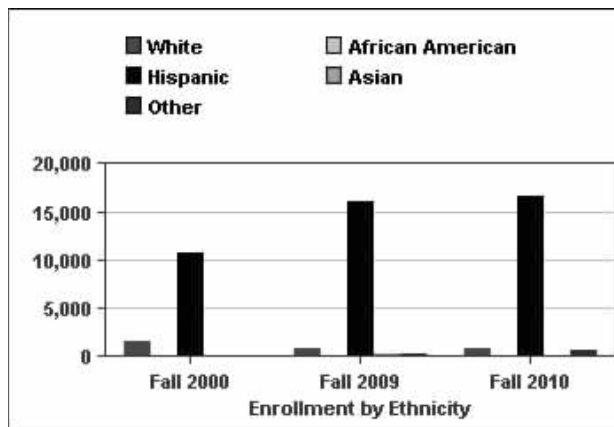
Enrollment

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*	12,760	18,337	18,744	46.9%	22,000	85%	
White	1,571 (12.3%)	874 (4.8%)	860 (4.6%)	-45.3%	902	95%	
African American	64 (0.5%)	132 (0.7%)	97 (0.5%)	51.6%	153	63%	
Multi-racial one of which is African American	0 (0.0%)	0 (0.0%)	13 (0.1%)	N/A	N/A	0%	
Hispanic	10,695 (83.8%)	16,081 (87.7%)	16,596 (88.5%)	55.2%	19,338	86%	
Asian	136 (1.1%)	262 (1.4%)	141 (0.8%)	3.7%			
International	279 (2.2%)	682 (3.7%)	465 (2.5%)	66.7%	N/A	0%	
Other	15 (0.1%)	306 (1.7%)	572 (3.1%)	3713.3%			

*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.



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

URRS

2. Uniform Recruitment and Retention Strategy (URRS)

Entering freshmen students with an ACT score ≤ 18 or not graduating in the top 25% from high school are required to enroll in a Learning Framework course. The retention rate for Fall 2009 entering freshmen cohort was 72.5% and students who earned a C or better in the Learning Framework course was 79.5%. The Sophomore Academic Mentoring (SAM) Program is a peer mentoring initiative that supports second year and sophomore students in making progress toward the third year. Among the AY 2009-2010 SAM proteges, 78.3% were retained to Fall 2010. The Concurrent Enrollment program recruits highly qualified high school juniors and seniors who attend university courses and on average 90% demonstrate academic success and have a 6 year graduation rate of 66%. In FY10, Supplemental Instruction (SI) was available in 74 sections of 44 courses. Students who participate in SI have a mean GPA difference almost 1 grade point higher than students in the same courses who did not participate in SI.

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	9,203	14,103	14,420	56.7%
State-Funded FTSEs	9,179	13,956	13,966	52.2%

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.

Participation - Contextual Measures

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
4. First-time undergraduates from Texas top 10%	0.0%	15.1%	19.8%	19.8
5. First-time entering applicants accepted	100.0%	67.9%	69.6%	- 30.4
6. First-time accepted, enrolled	98.7%	65%	56.3%	- 42.4

	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	10,564	(100%)	2002	15,574	(100%)	2003	15,815	(100%)	
0-12 hours		1,401	(13.3%)		3,372	(21.7%)		3,236	(20.5%)	7.2
13-24 hours		654	(6.2%)		2,295	(14.7%)		2,578	(16.3%)	10.1
25-29 hours		219	(2.1%)		580	(3.7%)		631	(4.0%)	1.9
30-42 hours		413	(3.9%)		945	(6.1%)		1,022	(6.5%)	2.6
43+ hours		1,616	(15.3%)		2,899	(18.6%)		3,154	(19.9%)	4.6
All Transfers Total		4,303	(40.7%)		10,091	(64.8%)		10,621	(67.2%)	26.5
Awarded Core		0	(0.0%)		1,359	(8.7%)		1,682	(10.6%)	10.6

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
9. Semester Credit Hours				
Total undergraduate semester credit hours	127,086	190,803	194,294	52.9%
Total graduate semester credit hours	8,633	16,391	17,369	101.2%
Percentage graduate SCH to total SCH	6.4 %	7.9 %	8.2%	1.8

Participation - Out-of-State Peers

	Comprehensive Group Out-of-State Peers			Institution's Out-of-State Peers		
	ARKANSAS STATE UNIVERSITY - MAIN CAMPUS	CENTRAL MISSOURI STATE UNIVERSITY	CALIFORNIA STATE UNIVERSITY - LOS ANGELES	CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	CUNY LEHMAN COLLEGE	
The University of Texas-Pan American						
Headcount Enrollment						
Total	18,337	12,156	11,191	20,619	35,198	12,195
White	874	8,399	8,911	2,477	10,897	2,011
African American	132	1,918	768	1,420	2,617	3,473
Hispanic	16,081	107	199	9,132	10,382	5,700
Asian	262	69	113	3,674	4,086	589
Other	988	1,443	1,200	3,916	7,216	422
Full-Time Equivalent Enrollment						
Total	14,823	9,791	9,042	16,472	28,674	8,561

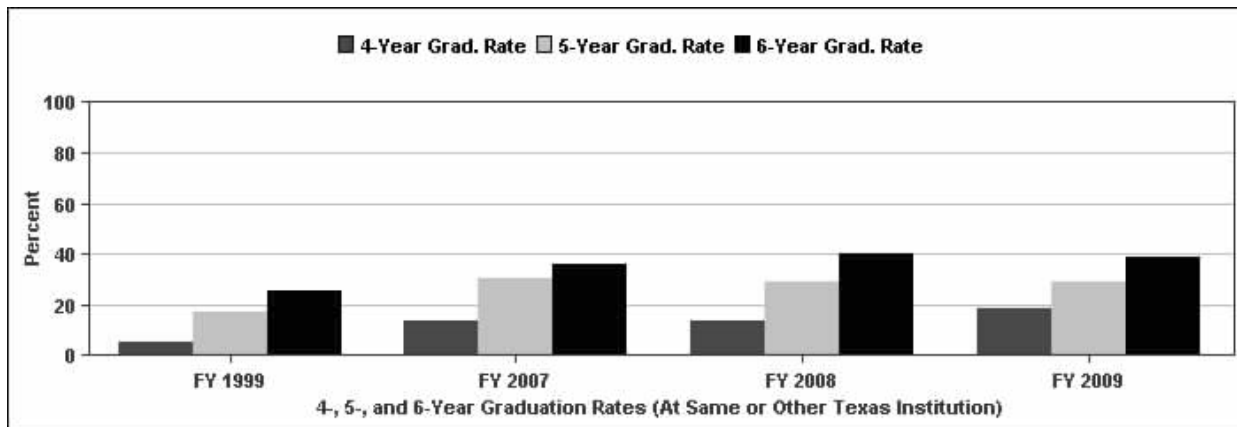
Source: IPEDS Fall 2009

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	
4-Year graduation rate	1995	1,651	5.5%	2003	2,485	13.9%	2004	2,620	13.6%	2005	2,279	18.3%	12.8
Same institution			5.2%			13.2%			12.7%			17.1%	11.9
Other institutions			0.3%			0.7%			1.0%			1.3%	1.0
5-Year graduation rate	1994	1,644	17.3%	2002	2,082	30.4%	2003	2,485	29.2%	2004	2,620	28.9%	11.6
Same institution			15.5%			27.6%			27.1%			25.8%	10.3
Other institutions			1.9%			2.7%			2.1%			3.0%	1.1
6-Year graduation rate	1993	1,614	25.2%	2001	1,945	36.3%	2002	2,071	40.2%	2003	2,485	38.7%	13.5
Same institution			22.1%			32.2%			35.9%			34.9%	12.8
Other institutions			3.1%			4.1%			4.3%			3.8%	0.7



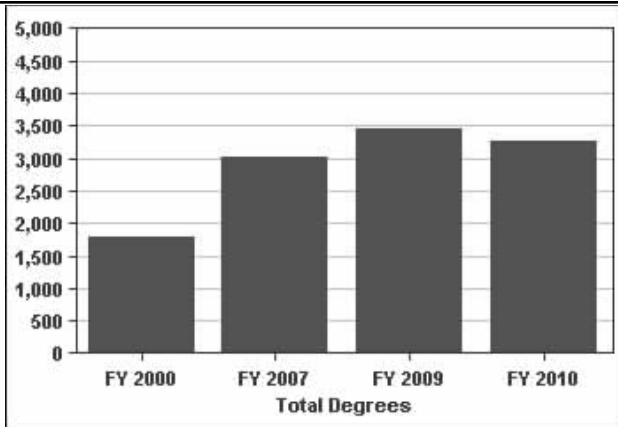
Source: CBM001, CBM002 and CBM009

Degrees Awarded

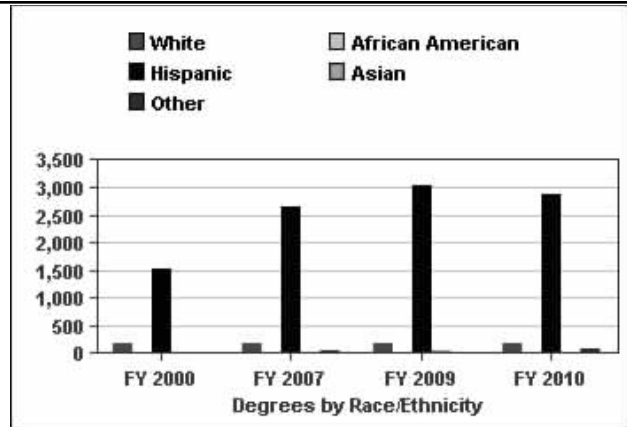
11. Number of degrees awarded.						
	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees*	1,780	3,468	3,272	83.8%		
White	177	185	184	4.0%		
African American	5	18	20	300.0%		
Hispanic	1,514	3,034	2,862	89.0%		
Asian	20	45	0	-100.0%		
Other	12	26	76	533.3%		
Level						
Associates	21	N/A	N/A	-100.0%	0	N/A
Baccalaureate	1,340	2,705	2,620	95.5%	3481	75%
Master's	412	742	643	56.1%		
Doctoral	7	21	9	28.6%	30	30%
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	665	1,214	1,193	79.4%	
Female	1,115	2,254	2,079	86.5%	



Source: CBM009



Source: CBM009

UTPA no longer awards Associate's degrees.

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	1,046	2,419	2,353	1,307

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*	17	21	29	21	23.5%	37	57%
Engineering*	59	118	96	116	96.6%	160	73%
Math*	20	24	27	36	80.0%	41	88%
Physical Science*	11	12	20	21	90.9%	32	66%
Level							
Associates	0	0	0	0	N/A		
Baccalaureate	107	175	172	194	81.3%	270	72%
Master's	10	61	63	71	610.0%		
Doctoral	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees.

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	82	81	100	111	35.4%		
Certificate	0	0	0	0	N/A		
Associates	21	0	0	0	-100.0%		
Baccalaureate	56	68	83	95	69.6%	130	73%
Master's	5	13	17	16	220.0%		
Doctoral	0	0	0	0	N/A		
Professional	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees and certificates.

UTPA no longer offers an Associate's Degree.

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	80	262	371	278	247.5%		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	58	197	238	191	229.3%	250	76%
Master's	22	65	133	87	295.5%		
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

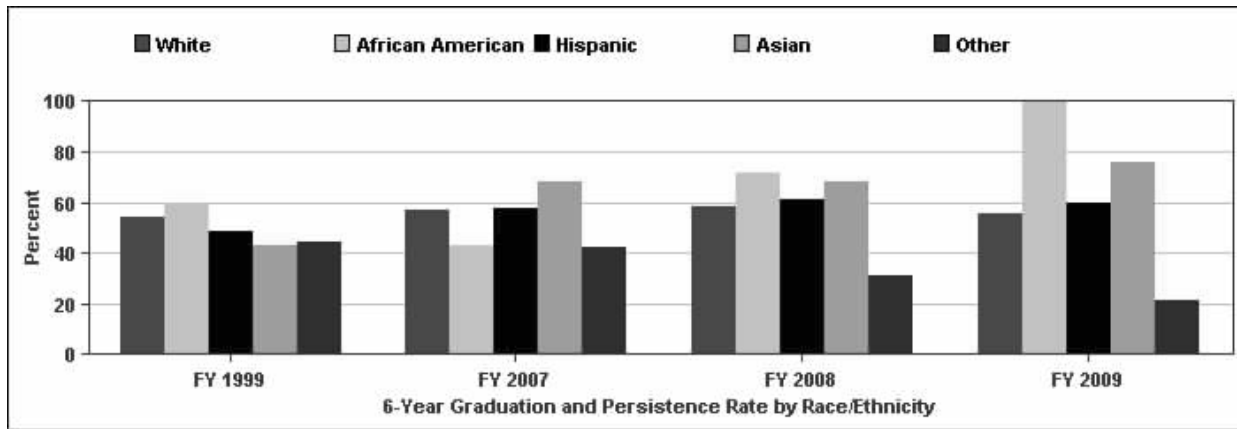
16. Students taking and passing the certification exams for teacher education.			
	FY 2007	FY 2008	FY 2009
Total number taking exam	491	688	764
Race/Ethnicity			
White	17	40	38
African American	*	*	N/A
Hispanic	466	637	717
Other	*	*	*
Gender			
Male	92	131	162
Female	399	557	602
Total percent passing exam	90.0%	94%	91%
Race/Ethnicity			
White	96.6%	100%	93%
African American	0.0%	100%	%
Hispanic	90.0%	94%	91%
Other	80.0%	100%	86%
Gender			
Male	88.8%	94%	89%
Female	90.2%	95%	91%

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.

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	
Total	1993	1,614	49.3%	2001	1,945	57.1%	2002	2,071	60.6%	2003	2,485	58.9%	9.6
Same institution			34.7%			44.1%			46.7%			45.2%	10.5
Other institutions			14.6%			13.0%			13.9%			13.7%	- 0.9
White	1993	103	54.4%	2001	110	57.3%	2002	128	58.6%	2003	113	55.8%	1.4
Same institution			29.1%			42.7%			39.1%			31.9%	2.8
Other institutions			25.2%			14.5%			19.5%			23.9%	- 1.3
African American	1993	10	60.0%	2001	7	42.9%	2002	0	N/A	2003	1	100.0%	40.0
Same institution			30.0%			42.9%			N/A			0.0%	- 30.0
Other institutions			30.0%			0.0%			N/A			100.0%	70.0
Hispanic	1993	1,485	48.9%	2001	1,758	57.4%	2002	1,886	61.1%	2003	2,277	59.9%	11.0

Same institution		35.0%		44.1%		47.6%		46.4%	11.4
Other institutions		13.9%		13.3%		13.6%		13.5%	- 0.4
Asian	1993	7 42.9%	2001	25 68.0%	2002	22 68.2%	2003	29 75.9%	33.0
Same institution		42.9%		52.0%		50.0%		58.6%	15.7
Other institutions		0.0%		16.0%		18.2%		17.2%	17.2
Other	1993	9 44.4%	2001	45 42.2%	2002	35 31.4%	2003	65 21.5%	- 22.9
Same institution		44.4%		42.2%		25.7%		21.5%	- 22.9
Other institutions		0.0%		0.0%		5.7%		0.0%	0.0



Source: CBM001, CBM001, and CBM009

Success - Contextual Measures

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
18. Enrollment: Percent of first-time students 19 and under	93.1%	95.9%	97.5%	4.4

	Fall 2000	Fall 2007	Fall 2008	Point Change Fall 2000 to Fall 2008
19. Financial Aid: Percent of students receiving Pell Grants	55%	58.2%	58.6%	3.6

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
20. Part-time first-time, degree seeking, undergraduates	15%	6.6%	7%	- 8.0

	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	1,771	78.8%	2,520	84.6%	2,691	81.2%	2.4
Same institution		61.0%		74.3%		72.1%	11.1
Other institutions		17.8%		10.3%		9.1%	- 8.7
White	257	70.8%	82	76.8%	81	75.3%	4.5
Same institution		53.7%		63.4%		64.2%	10.5
Other institutions		17.1%		13.4%		11.1%	- 6.0
African American	11	72.7%	17	70.6%	18	77.8%	5.1
Same institution		72.7%		47.1%		61.1%	- 11.6
Other institutions		0.0%		23.5%		16.7%	16.7
Hispanic	1,444	80.7%	2,293	84.7%	2,485	81.2%	0.5
Same institution		62.0%		74.3%		72.1%	10.1
Other institutions		18.8%		10.5%		9.1%	- 9.7
Asian	20	95.0%	34	91.2%	52	92.3%	- 2.7
Same institution		95.0%		82.4%		82.7%	- 12.3
Other institutions		0.0%		8.8%		9.6%	9.6
Other	39	51.3%	94	89.4%	55	80.0%	28.7
Same institution		51.3%		87.2%		76.4%	25.1
Other institutions		0.0%		2.1%		3.6%	3.6

	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							
Total	1,771	71.7%	2,524	75.1%	2,520	77.1%	5.4
Same institution		51.1%		58.5%		61.9%	10.8
Other institutions		20.6%		16.6%		15.2%	- 5.4
White	257	68.1%	74	70.3%	82	69.5%	1.4
Same institution		45.9%		43.2%		51.2%	5.3
Other institutions		22.2%		27.0%		18.3%	- 3.9
African American	11	90.9%	21	61.9%	17	58.8%	- 32.1
Same institution		63.6%		52.4%		35.3%	- 28.3
Other institutions		27.3%		9.5%		23.5%	- 3.8
Hispanic	1,444	72.7%	2,200	75.4%	2,293	77.5%	4.8
Same institution		51.8%		57.7%		62.1%	10.3
Other institutions		20.9%		17.6%		15.4%	- 5.5
Asian	20	95.0%	32	90.6%	34	91.2%	- 3.8
Same institution		80.0%		75.0%		67.6%	- 12.4
Other institutions		15.0%		15.6%		23.5%	8.5
Other	39	41.0%	197	73.1%	94	72.3%	31.3
Same institution		41.0%		70.6%		68.1%	27.1
Other institutions		0.0%		2.5%		4.3%	4.3

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	2,789						
Met state standards in all areas							
Math	1,828	335	639	34.96%	452	70.74%	24.73%
Reading	1,828	232	1,388	75.93%	1,105	79.61%	60.45%
Writing	1,828	384	1,128	61.71%	936	82.98%	51.2%
All students below state standard							
Math	195	N/A	83	42.56%	66	79.52%	33.85%
Reading	138	N/A	100	72.46%	78	78%	56.52%
Writing	153	N/A	115	75.16%	106	92.17%	69.28%
Not met state standards:							
In all three areas							
Math	46	N/A	16	34.78%	13	81.25%	28.26%
Reading	46	N/A	30	65.22%	21	70%	45.65%
Writing	46	N/A	30	65.22%	29	96.67%	63.04%
Math							
Not requiring developmental education	339	3	147	43.36%	85	57.82%	25.07%
Requiring developmental education	149	N/A	67	44.97%	53	79.1%	35.57%
Unknown / Not tested	427	N/A	153	35.83%	120	78.43%	28.1%
Reading							
Not requiring developmental education	527	11	408	77.42%	257	62.99%	48.77%
Requiring developmental education	92	N/A	70	76.09%	57	81.43%	61.96%
Unknown / Not tested	296	N/A	210	70.95%	160	76.19%	54.05%
Writing							
Not requiring developmental education	521	17	424	81.38%	316	74.53%	60.65%
Requiring developmental education	107	N/A	85	79.44%	77	90.59%	71.96%
Unknown / Not tested	287	N/A	196	68.29%	170	86.73%	59.23%

	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	2,789						
Met state standards in all areas							
Math	1,828	450	24.6%	N/A	N/A	N/A	N/A
Reading	1,828	16	0.9%	N/A	N/A	N/A	N/A
Writing	1,828	53	2.9%	N/A	N/A	N/A	N/A
All students below state standard							
Math	195	175	89.7%	92	102	52.6%	52.3%
Reading	138	84	60.9%	67	108	79.8%	78.3%
Writing	153	133	86.9%	112	120	84.2%	78.4%
Not met state standards:							
In all three areas							
Math	46	41	89.1%	16	17	39%	37%
Reading	46	29	63%	21	29	72.4%	63%
Writing	46	38	82.6%	31	31	81.6%	67.4%
Math							
Not requiring developmental education	339	174	51.3%	N/A	N/A	N/A	N/A
Requiring developmental education	149	134	89.9%	76	85	56.7%	57%
Unknown / Not tested	427	401	93.9%	84	96	20.9%	22.5%
Reading							
Not requiring developmental education	527	8	1.5%	N/A	N/A	N/A	N/A
Requiring developmental education	92	55	59.8%	46	79	83.6%	85.9%
Unknown / Not tested	296	170	57.4%	116	193	68.2%	65.2%
Writing							
Not requiring developmental education	521	21	4%	N/A	N/A	N/A	N/A
Requiring developmental education	107	95	88.8%	81	89	85.3%	83.2%
Unknown / Not tested	287	244	85%	157	165	64.3%	57.5%

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	2,789		
Met state standards in all areas	1,828	1,538	84.1%
Not met state standards:			
In all three areas	46	30	65.2%
Math			
Not requiring developmental education	339	258	76.1%
Requiring developmental education	149	102	68.5%
Unknown / Not tested	427	284	66.5%
Reading			
Not requiring developmental education	527	367	69.6%
Requiring developmental education	92	66	71.7%
Unknown / Not tested	296	211	71.3%
Writing			
Not requiring developmental education	521	365	70.1%
Requiring developmental education	107	76	71%
Unknown / Not tested	287	203	70.7%

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
26. Graduation of two-year college students				
Less than 30 SCH	54 (23.5%)	25 (21.6%)	37 (26.6%)	3.1
30 SCH or more	68 (32.9%)	355 (62.7%)	337 (60.1%)	27.2
Source: CBM001 and CBM009.				
27. Percentage of baccalaureate graduates by SCH completed at two-year colleges:				
1-29 SCH	33.7%	32.6%	33.5%	- 0.2
30 SCH or more	21.6%	36.3%	33.3%	11.7

28. Graduation Rates	Cohort	Rate	Cohort	Rate	Cohort	Rate
Master's	Fall 1996	42.1%	Fall 2004	56.1%	Fall 2005	54.5%
Doctoral	Fall 1991	%	Fall 1999	70.6%	Fall 2000	50%

Baccalaureate graduate success	FY 2006	FY 2008	FY 2009	Point Change FY 2006 to FY 2009
29. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school	87.3%	84.3%	81.6%	- 7.1

Baccalaureate Graduates Employment/Enrollment Status	FY 2007	FY 2008	FY 2009	Point Change FY 2007 to FY 2009
30. Employed in 4th quarter in which program year ends	68.1%	68.8%	66.9%	- 1.2
31. In graduate or professional school in Texas in fall of the next FY	4.6%	5.5%	5.8%	1.2
32. Employed in Texas and enrolled in a graduate or professional school in Texas	13.2%	9.9%	8.9%	- 4.3

33. Course Completion Rate for State-Funded Semester Credit Hours	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
UG Beginning semester credit hours	126,726	178,269	188,585	48.8%
UG Ending semester credit hours	110,711	166,159	181,012	63.5%
UG Completion rate	87.4%	93.2%	96.0%	8.6
Graduate beginning SCH	8,633	14,753	16,391	89.9%
Graduate ending SCH	8,118	14,270	15,912	96.0%
Graduate Completion rate	94.0%	96.7%	97.1%	3.0

Success - Out-of-State Peers

	The University of Texas-Pan American	Comprehensive Group Out-of-State Peers		Institution's Out-of-State Peers		
		ARKANSAS STATE UNIVERSITY - MAIN CAMPUS	CENTRAL MISSOURI STATE UNIVERSITY	CALIFORNIA STATE UNIVERSITY - LOS ANGELES	CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	CUNY LEHMAN COLLEGE
Graduation Rate						
4-Year Rate	14%	16%	24%	9%	12%	11%
5-Year Rate	28%	30%	44%	25%	33%	24%
6-Year Rate	36%	37%	48%	34%	44%	31%
Degrees Awarded						
Total Degrees	3,424	2,141	2,198	4,044	7,965	2,120
White	198	1,734	1,718	576	2,869	493
African American	18	275	107	275	508	634
Hispanic	2,976	26	35	1,430	1,755	766
Asian	40	17	67	751	917	94
Other	192	89	271	1,012	1,916	133
Level						
Associates	0	284	2	0	0	0
Bachelors	2,660	1,414	1,666	2,890	6,416	1,458
Master's	734	431	530	1,154	1,549	662
Doctoral	30	12	N/A	0	0	0
Professional	0	0	N/A	0	0	0
Gender						
Male	1,210	798	992	1,421	3,038	548
Female	2,214	1,343	1,206	2,623	4,927	1,572
Graduation Rate						
Total	36%	37%	48%	34%	44%	31%
White	27%	39%	50%	31%	52%	42%
African American	0%	30%	47%	24%	31%	29%
Hispanic	36%	38%	47%	31%	41%	29%
Asian	55%	46%	36%	46%	43%	42%
American Indian or Alaska Native	N/A%	0%	50%	0%	47%	N/A%
Unknown	N/A%	20%	45%	35%	48%	N/A%
Nonresident Alien	61%	71%	9%	29%	46%	37%
Graduates in Key Fields						
Computer Science	38	38	16	70	147	52
Engineering	120	72	193	192	321	0
Math	27	9	5	36	41	18
Physical Science	22	23	14	35	35	11
Nursing and Allied-Health Graduates						
Total Degrees	456	469	152	283	197	414
Certificate	0	3	0	0	0	2
Associate	0	156	0	0	0	0
Bachelors	306	203	115	184	81	316
Master's	150	107	37	99	116	96
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
32. Tenured/tenure-track faculty teaching lower division SCH	45.1%	45.5%	47.4%	9.3

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	FTFE	Ratio	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	
FTSE/FTFE Ratio	9,203	455	20:1	13,349	507	26:1	14,103	562	25:1	14,420	570	25.3:1	- 3.8%

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	96.67%	93.6%	98.6%	1.9
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	61.4%	62.6%	61.4%	0.0

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	67.5%	69.3%	65.9%	- 1.6
African American	74.6%	85.2%	79.8%	5.2
Hispanic	45.6%	43%	41.1%	- 4.5
Asian	75.6%	84.5%	73.4%	- 2.2
Other	42.1%	20%	70.1%	28.0
Gender				
Male	70.1%	68.1%	67.8%	- 2.3
Female	45.8%	53.8%	51.5%	5.7

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
37. Faculty Rank (Fall 2010)						
Teaching Faculty Ethnicity						
White	1	98	0	73	70	53
African American	0	3	0	5	7	1
Hispanic	8	153	0	37	34	30
Asian	1	15	0	18	18	15
Other	11	50	0	37	36	27
Teaching Faculty Gender						
Male	10	165	0	118	112	99
Female	11	159	0	86	57	27

	FY 2004	FY 2010	FY 2011	% Change FY 2004 to FY 2011	National Average (FY 2010)	% National Average
38. Faculty Salary Comparisons						
Professor	\$67,792	\$86,527	\$90,410	33.4%	\$106,271	85%
Associate Professor	\$56,850	\$69,937	\$72,500	27.5%	\$76,236	95%
Assistant Professor	\$48,214	\$58,409	\$60,581	25.7%	\$64,280	94%
Instructor		\$0	\$0	N/A	\$44,463	0%

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
39. Endowed Professorships and Chairs	8	11	12	50.0%
Percent unfilled	25%	54.5%	41.7%	16.7
Percent of total tenured/tenure-track faculty	3%	2.2%	2.4%	- 0.6

40. Nobel Prize Winners and National Academies	0	3	0	N/A
---	---	---	---	-----

Excellence - Out-of-State Peers

The University of Texas-Pan American	Comprehensive Group Out-of-State Peers		Institution's Out-of-State Peers			
	ARKANSAS STATE UNIVERSITY - MAIN CAMPUS	CENTRAL MISSOURI STATE UNIVERSITY	CALIFORNIA STATE UNIVERSITY - LOS ANGELES	CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	CUNY LEHMAN COLLEGE	
Percent of Tenured/Tenure-Track faculty	73%	39%	78%	91%	86%	90%

* The previous year survey was used for these institutions.

Source: IPEDS Fall 2009

Research - Key Measures

Federal and Private Research

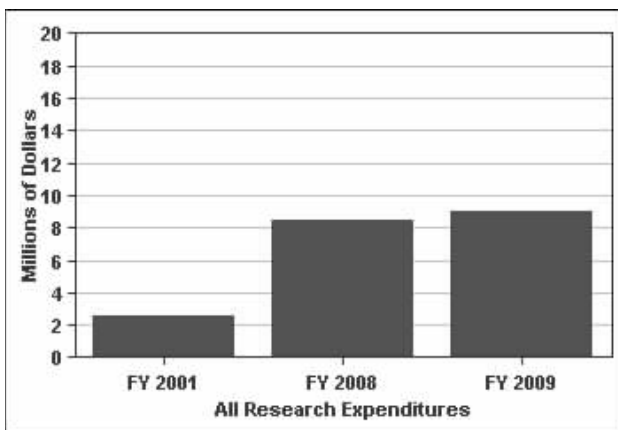
	FY 2001	FY 2008	FY 2009	% Change FY 2001 to FY 2009
45. Federal and private research expenditures per FTE faculty	\$5,321	\$20,167	\$22,408	321.1%

Research Expenditures

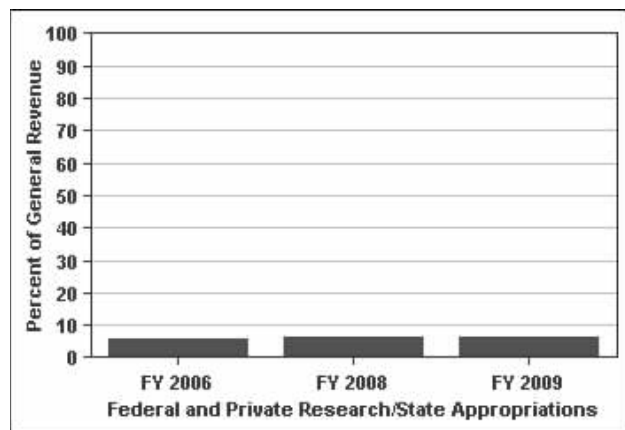
	FY 2001	FY 2008	FY 2009	% Change FY 2001 to FY 2009	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million)	\$ 2.602	\$ 8.479	\$ 8.971	244.8%	\$ 12.500	71.8%

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.	5.65%	6.09%	6.36%	0.7



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

Research - Contextual Measures

	FY 2001	FY 2008	FY 2009	% Change FY 2001 to FY 2009
48. Research Expenditures by Source (\$ Millions)	\$2.602	\$8.479	\$8.971	244.8%
Federal	\$1.324	\$4.731	\$5.508	316.0%
State	\$0.993	\$2.397	\$2.153	116.8%
Private	\$0.163	\$1.051	\$1.017	523.9%
Institutional	\$0.122	\$0.299	\$0.292	139.3%

	FY 2004	FY 2008	FY 2009	FY 2010	% Change FY 2004 to FY 2010
49. Faculty holding extramural research grants					
Number	84	84	87	72	- 14.3%
Percent	22%	18.1%	18.0%	14.6%	- 7.4

	FY 2001	FY 2008	FY 2009	FY 2010	% Change FY 2001 to FY 2010
Patents					
50. Patents issued	0	0	1	0	N/A
51. Number of new patent applications	0	9	7	4	N/A

Research - Out-of-State Peers

	The University of Texas-Pan American	Comprehensive Group Out-of-State Peers		Institution's Out-of-State Peers		
		ARKANSAS STATE UNIVERSITY - MAIN CAMPUS	CENTRAL MISSOURI STATE UNIVERSITY	CALIFORNIA STATE UNIVERSITY - LOS ANGELES	CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	CUNY LEHMAN COLLEGE
Research Expenditures (\$ million)	\$6,962,607	\$13,200,861	\$1,488,482	\$343,130	\$2,440,936	\$4,390,788
Federal Research Funds (\$ millions)	\$22,202,439	\$11,190,196	\$1,209,292	\$-	\$-	\$12,866,864

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	12.1%	10.9%	9.4%	- 2.7

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	100	100
Lab space use efficiency	100	100
Overall space use efficiency	200	200

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	\$4,240	\$6,749	\$6,369	50.2%
Appropriated funds per FTE faculty	\$49,543	\$99,851	\$75,980	53.4%

Historically Underutilized Business (HUB)

	FY 2000	FY 2009	FY 2010	%/Point Change FY 2000 to FY 2010
55. HUB Expenditures without construction (Millions)	\$ 2.630	\$ 3.020	\$ 3.583	36.2%
Percent of total expenditures	23.8%	14.4%	15.5%	- 8.3
HUB Expenditures with construction (Millions)	\$ 2.813	\$ 3.107	\$ 4.458	58.5%
Percent of total expenditures	25.4%	14.9%	19.3%	- 6.1

Operating Expenses per FTE Student

	FY 2001	FY 2009	FY 2010	% Change FY 2001 to FY 2010
56. Operating expenses per FTE student	\$10,192	\$13,430	\$13,861	36.0%

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	\$11,211	\$14,270	\$15,140	35.0%
Per FTE faculty	\$131,003	\$211,130	\$180,618	37.9%

Institutional Efficiency and Effectiveness - Contextual Measures

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
Class Size				
58. Class size	35	36	39	11.4%
59. Percentage of undergraduate classes with less than 20 students	26.9%	28.1%	27.7%	0.8
60. Percentage of undergraduate classes with more than 50 students	11.4%	14.3%	17.3%	5.9

	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
61. Average cost of resident undergraduate tuition and fees for 30 SCH.	\$2,398	\$5,425	\$5,699	137.7%

	Fall 2000	Fall 2009	Fall 2010	% Change Fall 2000 to Fall 2010
62. E&G Square footage				
E&G classroom per FTE student	13.78	9.43	9.19	- 33.3%
E&G lab per FTE student	11.83	4.58	4.56	- 61.4%

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	\$41	\$35	
64. Quasi Endowment (\$ millions)	N/A	N/A	\$13	\$17	
65. Total Endowment (\$ millions)	\$18	\$19	\$54	\$52	187.3%
66. Total Endowment - Per FTE student	\$1,234	\$1,273	\$3,533	\$3,201	159.4%

	FY 2001	FY 2009	FY 2010	% Change FY 2001 to FY 2010
67. Total Revenue*	\$122,710,822	\$216,845,331	\$245,958,393	100.4%
Tuition and fees	\$26,154,723	\$43,673,114	\$44,501,009	70.1%
State appropriations (General Revenue)	\$61,095,489	\$102,554,353	\$103,465,856	69.4%
Federal funds	\$26,561,830	\$56,170,202	\$82,135,664	209.2%
Institutional funds	\$8,898,780	\$14,447,662	\$15,855,864	78.2%
Constitutional funds	\$6,081,112	\$13,176,800	\$13,176,800	116.7%
Revenue Total with Const. Funds	\$128,791,934	\$230,022,131	\$259,135,193	101.2%

*Does not include Constitutional Funds

Institutional Efficiency and Effectiveness - Out-of-State Peers

The University of Texas-Pan American	Comprehensive Group Out-of-State Peers		Institution's Out-of-State Peers			
	ARKANSAS STATE UNIVERSITY - MAIN CAMPUS	CENTRAL MISSOURI STATE UNIVERSITY	CALIFORNIA STATE UNIVERSITY - LOS ANGELES	CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	CUNY LEHMAN COLLEGE	
Administrative costs as a percent of operating budget	10%	N/A	N/A	N/A	N/A	
Appropriations per FTE student	\$4,790	\$6,247	\$5,456	\$5,352	\$4,774	\$7,343
Instruction expenses per FTE student	\$5,103	\$4,003	\$5,173	\$5,586	\$5,234	\$7,373
Tuition and Fee Revenue per FTE student	\$3,231	\$3,579	\$5,209	\$3,559	\$3,501	\$3,530

Source: IPEDS Fall 2009