

Sul Ross State University

Accountability Report

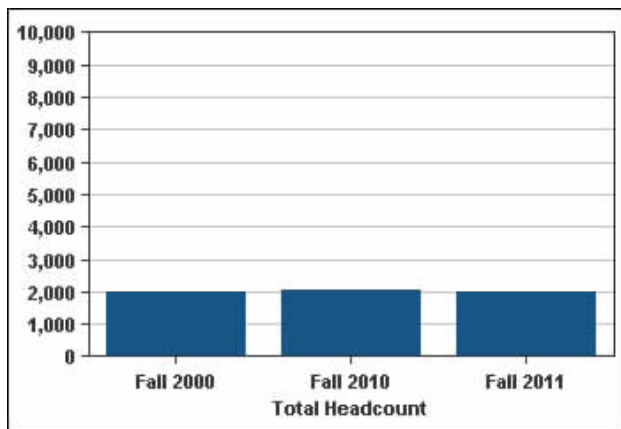
January 2012

Participation - Key Measures

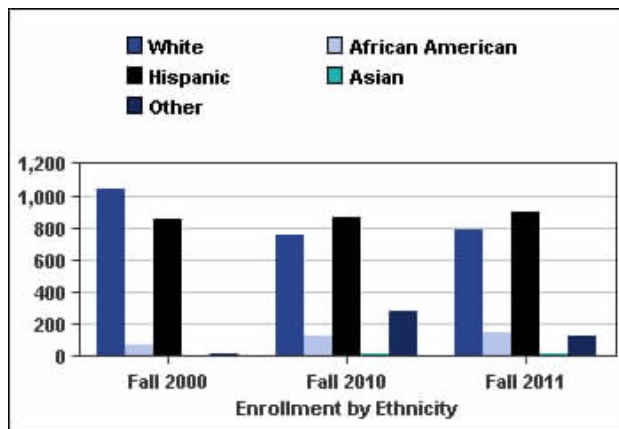
Enrollment

| 1. Fall headcount (unduplicated) | | | | | | |
|---|---------------|--------------|--------------|---------------------------------|---|-----------------------------|
| | Fall 2000 | Fall 2010 | Fall 2011 | % Change Fall 2000 to Fall 2011 | Institutional Closing the Gaps Target-Fall 2015 | Closing the Gaps Completion |
| Total* | 2,010 | 2,047 | 1,985 | - 1.2% | 2,500 | 79% |
| White | 1,045 (52.0%) | 754 (36.8%) | 791 (39.8%) | - 24.3% | 1,206 | 65.6% |
| African American | 71 (3.5%) | 126 (6.2%) | 146 (7.4%) | 105.6% | 195 | 74.9% |
| Multi-racial one of which is African American | 0 (0.0%) | 8 (0.4%) | 12 (0.6%) | N/A | | |
| Hispanic | 856 (42.6%) | 859 (42.0%) | 897 (45.2%) | 4.8% | 1,073 | 83.6% |
| Asian | 10 (0.5%) | 16 (0.8%) | 12 (0.6%) | 20.0% | | |
| International | 13 (0.6%) | 3 (0.1%) | 1 (0.1%) | - 92.3% | | |
| Other | 15 (0.7%) | 281 (13.7%) | 126 (6.3%) | 740.0% | | |

*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

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 2010 | Fall 2011 | % Change Fall 2000 to Fall 2011 |
| Total FTSEs | 1,561 | 1,513 | 1,530 | - 2.0% |
| State-Funded FTSEs | 1,560 | 1,464 | 1,489 | - 4.5% |

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 2010 | Fall 2011 | %/Point Change Fall 2000 to Fall 2011 |
|--|-----------|-----------|-----------|---------------------------------------|
| 3. First-time undergraduates from Texas top 10% | 3.0% | 5.9% | 4.7% | 1.7 |
| 4. First-time entering applicants accepted | 99.6% | 98.3% | 97.2% | - 2.4 |
| 5. First-time accepted, enrolled | 53.2% | 40.6% | 36.0% | - 17.2 |

Additional applicant data is available at: <http://www.txhighereddata.org/Interactive/AppAccEnr.cfm>

| | FY 2000 | FY 2009 | FY 2010 | Point Change FY 2000 to FY 2010 |
|---|---------|---------|---------|---------------------------------------|
| 6. Racial and Ethnic composition of Texas public high school graduates | | | | |
| White | 51.5% | 42.4% | 38.7% | -3.7 |
| African American | 12.9% | 13.6% | 13.2% | -0.4 |
| Hispanic | 32.1% | 39.7% | 42.6% | 2.9 |
| Asian | 3.2% | 4.0% | 3.7% | -0.3 |
| Other | 0.3% | 0.4% | 1.9% | 1.5 |

UG Students by SCH taken at 2-year colleges

| 7. UG Students by SCH taken at 2-year colleges | | | | | | | |
|---|-----------------------|----------------|-----------------------|----------------|-----------------------|----------------|--|
| | Fall 2000 | | Fall 2010 | | Fall 2011 | | Point Change Fall 2000 to Fall 2011 |
| | Fall UG Enrollment | Rate | Fall UG Enrollment | Rate | Fall UG Enrollment | Rate | |
| UG Students | 1,463 | (100%) | 1,435 | (100%) | 1,449 | (100%) | |
| 0-12 hours | 190 | (13.0%) | 220 | (15.3%) | 236 | (16.3%) | 3.3 |
| 13-24 hours | 84 | (5.7%) | 103 | (7.2%) | 108 | (7.5%) | 1.8 |
| 25-29 hours | 32 | (2.2%) | 37 | (2.6%) | 29 | (2.0%) | -0.2 |
| 30-42 hours | 51 | (3.5%) | 61 | (4.3%) | 64 | (4.4%) | 0.9 |
| 43+ hours | 109 | (7.5%) | 151 | (10.5%) | 164 | (11.3%) | 3.8 |
| All Students with SCH at TX 2-Yr college | 466 | (31.9%) | 572 | (39.9%) | 601 | (41.5%) | 9.6 |
| Awarded Core | 0 | (0.0%) | 40 | (2.8%) | 44 | (3.0%) | 3.0 |

| | Fall 2000 | Fall 2010 | Fall 2011 | %/Point Change Fall 2000 to Fall 2011 |
|---|-----------|-----------|-----------|--|
| 8. Semester Credit Hours | | | | |
| Total undergraduate semester credit hours | 20,067 | 18,726 | 19,053 | - 5.1% |
| Total graduate semester credit hours | 2,682 | 3,171 | 3,122 | 16.4% |
| Percentage graduate SCH to total SCH | 11.8 % | 14.5 % | 14.1% | 2.3 |

Participation - Out-of-State Peers

| Sul Ross State University | Master's Group Out-of-State Peers | | Institution's Out-of-State Peers | | | |
|--|--|---|----------------------------------|--------------------------------|--|-------|
| | FLORIDA GULF COAST UNIVERSITY | UNIVERSITY OF COLORADO AT COLORADO SPRINGS | ALABAMA A & M UNIVERSITY | JACKSON STATE UNIVERSITY | WESTERN NEW MEXICO UNIVERSITY | |
| Headcount Enrollment | | | | | | |
| Total | 3,129 | 12,015 | 9,745 | 5,814 | 8,687 | 3,506 |
| White | 812 | 8,842 | 7,096 | 273 | 552 | 1,091 |
| African American | 130 | 655 | 371 | 5,377 | 8,001 | 89 |
| Hispanic | 1,919 | 1,789 | 1,009 | 18 | 42 | 1,746 |
| Asian | 14 | 180 | 441 | 21 | 35 | 34 |
| Other | 254 | 549 | 828 | 125 | 57 | 546 |
| Full-Time Equivalent Enrollment | | | | | | |
| Total | 2,196 | 10,142 | 7,614 | 5,325 | 7,368 | 2,441 |

Source: IPEDS Fall 2010

Fall 2011 Enrollment Detail - Sul Ross State University

Participation

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

By Level, Age:

| Age Group | Undergraduate | Master's | Doctor's Research/ Scholarship | Professional Specialty | Post- Baccalaureate | Total |
|--------------|---------------|------------|-----------------------------------|---------------------------|------------------------|--------------|
| Under 18 | 81 | 0 | 0 | 0 | 0 | 81 |
| 18 to 21 | 853 | 6 | 0 | 0 | 0 | 859 |
| 22 to 24 | 253 | 80 | 0 | 0 | 4 | 337 |
| 25 to 29 | 125 | 123 | 0 | 0 | 12 | 260 |
| 30 to 34 | 42 | 75 | 0 | 0 | 9 | 126 |
| 35 and over | 95 | 196 | 0 | 0 | 31 | 322 |
| Total | 1,449 | 480 | 0 | 0 | 56 | 1,985 |

By Level, Race/Ethnicity:

| Ethnicity | Undergraduate | Master's | Doctor's Research/ Scholarship | Professional Specialty | Post- Baccalaureate | Total |
|--|---------------|------------|-----------------------------------|---------------------------|------------------------|--------------|
| White | 536 | 222 | 0 | 0 | 33 | 791 |
| African American | 128 | 17 | 0 | 0 | 1 | 146 |
| Multi-racial one of which is African American | 12 | 0 | 0 | 0 | 0 | 12 |
| Hispanic | 656 | 221 | 0 | 0 | 20 | 897 |
| Asian | 8 | 3 | 0 | 0 | 1 | 12 |
| International | 0 | 1 | 0 | 0 | 0 | 1 |
| Other | 109 | 16 | 0 | 0 | 1 | 126 |
| Total | 1,449 | 480 | 0 | 0 | 56 | 1,985 |

By Level, Gender:

| Gender | Undergraduate | Master's | Doctor's Research/ Scholarship | Professional Specialty | Post- Baccalaureate | Total |
|--------------|---------------|------------|-----------------------------------|---------------------------|------------------------|--------------|
| Male | 794 | 191 | 0 | 0 | 20 | 1,005 |
| Female | 655 | 289 | 0 | 0 | 36 | 980 |
| Total | 1,449 | 480 | 0 | 0 | 56 | 1,985 |

Fall 2010 FTE Enrollment Detail - Sul Ross State University

Participation

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

| | Lower-Division SCH | Upper Division SCH | Undergraduate SCH | Master's SCH | Doctor's Research/ Scholarship SCH | Professional Specialty SCH | Optometry SCH | Total SCH | FTSE |
|---------------------|-----------------------|-----------------------|----------------------|--------------|---|-------------------------------|------------------|-----------|-------|
| Total | 14,932 | 3,794 | 18,726 | 3,171 | 0 | 0 | 0 | 21,897 | 1,513 |
| State-Funded | 14,430 | 3,572 | 18,002 | 3,171 | 0 | 0 | 0 | 21,173 | 1,464 |

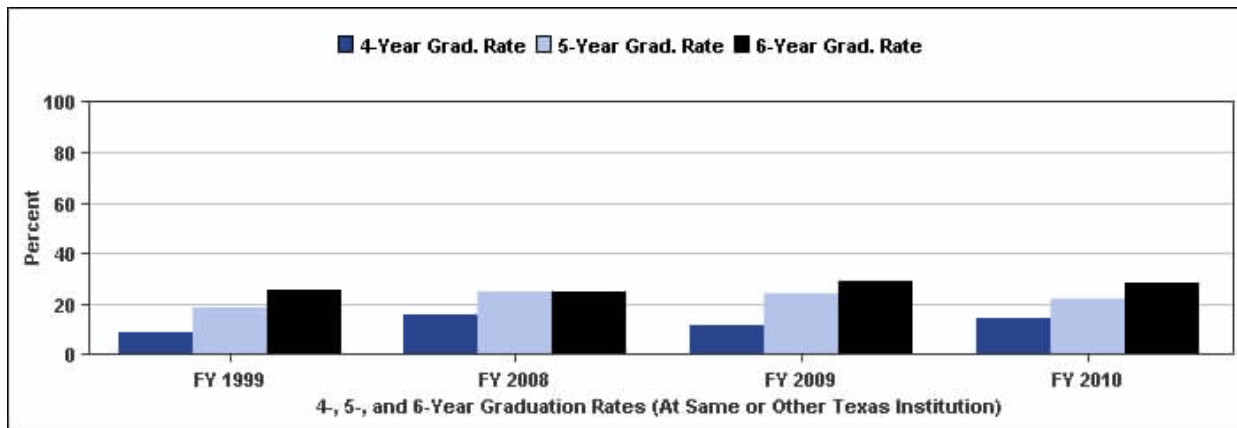
Success - Key Measures

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 1999 | | | FY 2008 | | | FY 2009 | | | FY 2010 | | | Point Change FY 1999 to FY 2010 |
|------------------------|----------------------------|-----|-------|----------------------------|-----|-------|----------------------------|-----|-------|----------------------------|-----|-------|---------------------------------------|
| | 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 | 361 | 8.9% | 2004 | 200 | 15.5% | 2005 | 260 | 11.2% | 2006 | 190 | 14.2% | 5.3 |
| Same institution | | | 8.0% | | | 12.5% | | | 10.4% | | | 11.6% | 3.6 |
| Other institutions | | | 0.8% | | | 3.0% | | | 0.8% | | | 2.6% | 1.8 |
| 5-Year graduation rate | 1994 | 340 | 18.8% | 2003 | 361 | 24.7% | 2004 | 200 | 24.0% | 2005 | 260 | 22.3% | 3.5 |
| Same institution | | | 15.3% | | | 19.9% | | | 19.5% | | | 19.2% | 3.9 |
| Other institutions | | | 3.5% | | | 4.7% | | | 4.5% | | | 3.1% | - 0.4 |
| 6-Year graduation rate | 1993 | 314 | 25.2% | 2002 | 318 | 24.5% | 2003 | 361 | 29.1% | 2004 | 200 | 28.5% | 3.3 |
| Same institution | | | 22.0% | | | 17.9% | | | 22.7% | | | 22.0% | 0.0 |
| Other institutions | | | 3.2% | | | 6.6% | | | 6.4% | | | 6.5% | 3.3 |

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



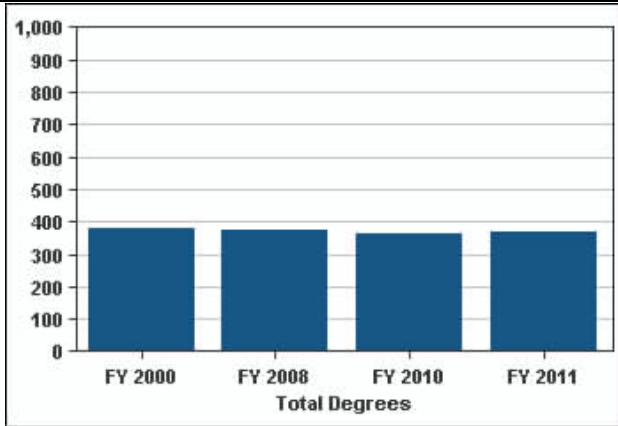
Source: CBM001, CBM002 and CBM009

Degrees Awarded

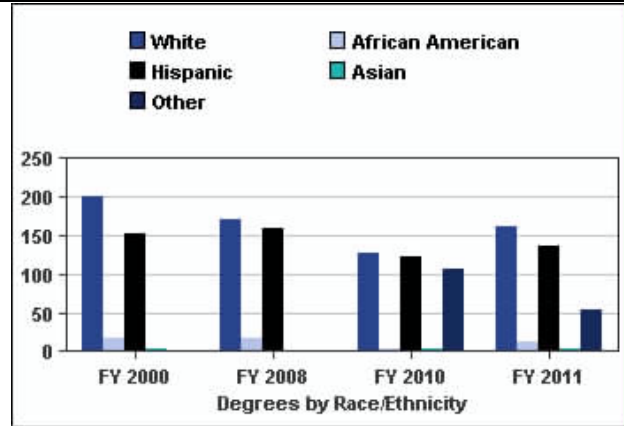
| 10. Number of degrees awarded. | | | | | | |
|---|---------|---------|---------|-----------------------------|---|-----------------------------|
| | FY 2000 | FY 2010 | FY 2011 | % Change FY 2000 to FY 2011 | Institutional Closing the Gaps Target-Fall 2015 | Closing the Gaps Completion |
| Total Degrees* | 378 | 366 | 369 | - 2.4% | | |
| White | 200 | 127 | 162 | - 19.0% | | |
| African American | 17 | 4 | 12 | - 29.4% | | |
| Multi-racial one of which is African American | 0 | 1 | 0 | N/A | | |
| Hispanic | 153 | 122 | 136 | - 11.1% | | |
| Asian | 3 | 3 | 3 | 0.0% | | |
| International | 3 | 3 | 2 | - 33.3% | | |
| Other | 2 | 106 | 54 | 2600.0% | | |
| Level | | | | | | |
| Associates | 10 | 5 | 9 | - 10.0% | 27 | 33.3% |
| Baccalaureate | 189 | 176 | 187 | - 1.1% | 226 | 82.7% |
| Master's | 179 | 185 | 173 | - 3.4% | | |
| Doctor's Research/Scholarship | N/A | N/A | N/A | N/A | 0 | N/A |
| Doctor's Professional Practice | 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 non-international, non-Hispanic students who selected two or more races. 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. In Institutional Targets, "Multi-Racial one of which is African American" are included in the African American target.

| Gender | | | | | | |
|--------|-----|-----|-----|---------|--|--|
| Male | 178 | 175 | 150 | - 15.7% | | |
| Female | 200 | 191 | 219 | 9.5% | | |



Source: CBM009



Source: CBM009

11. Undergraduate Degrees to At-Risk Students

| | FY 2000 | FY 2010 | FY 2011 | Change FY 2000 to FY 2011 |
|---|---------|---------|---------|---------------------------|
| Undergraduate Degrees to At-Risk Students | 155 | 155 | 166 | 11 |

Closing the Gaps Critical Fields: STEM Awards

12. Degrees awarded in STEM fields.

| | FY 2000 | FY 2009 | FY 2010 | FY 2011 | % Change FY 2000 to FY 2011 | Institutional Closing the Gaps Target-Fall 2015* | Closing the Gaps Completion* |
|-------------------------------|---------|---------|---------|---------|-----------------------------|--|------------------------------|
| Computer Science* | 3 | 0 | 0 | 1 | - 66.7% | 10 | 10.0% |
| Engineering* | 4 | 4 | 0 | 2 | - 50.0% | 0 | N/A |
| Math* | 3 | 2 | 2 | 1 | - 66.7% | 11 | 9.1% |
| Physical Science* | 4 | 7 | 7 | 7 | 75.0% | 13 | 53.8% |
| Level | | | | | | | |
| Associates | 0 | 0 | 0 | 0 | N/A | | |
| Baccalaureate | 14 | 13 | 9 | 11 | - 21.4% | 34 | 32.4% |
| Master's | 1 | 3 | 5 | 2 | 100.0% | | |
| Doctor's Research/Scholarship | 0 | 0 | 0 | 0 | N/A | | |

* Includes baccalaureate and associate degrees.

Nursing and Allied Health

| 13. Degrees and certificates awarded in nursing. | | | | | | | |
|--|---------|---------|---------|---------|-----------------------------------|--|------------------------------------|
| | FY 2000 | FY 2009 | FY 2010 | FY 2011 | % Change FY 2000 to FY 2011 | Institutional Closing the Gaps Target- FY 2015* | Closing the Gaps Completion* |
| Total Nursing Degrees | 10 | 8 | 5 | 4 | - 60.0% | | |
| Certificate | 10 | 8 | 5 | 4 | - 60.0% | | |
| 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 2009 | FY 2010 | FY 2011 | % Change FY 2000 to FY 2011 | Institutional Closing the Gaps Target- FY 2015* | Closing the Gaps Completion* |
| Total Allied Health Degrees | 6 | 7 | 1 | 7 | 16.7% | | |
| Certificate | 0 | 0 | 0 | 0 | N/A | | |
| Associates | 6 | 7 | 1 | 7 | 16.7% | | |
| Baccalaureate | 0 | 0 | 0 | 0 | N/A | 10 | 70.0% |
| 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.

Teacher Production and Certification

| 15. Students taking and passing the certification exams for teacher education. | | | |
|--|---------|---------|---------|
| | FY 2008 | FY 2009 | FY 2010 |
| Total number taking exam | 115 | 74 | 64 |
| Race/Ethnicity | | | |
| White | 59 | 40 | 34 |
| African American | * | N/A | N/A |
| Hispanic | 47 | 34 | 27 |
| Other | * | N/A | * |
| Gender | | | |
| Male | 37 | 19 | 25 |
| Female | 78 | 55 | 39 |
| Total percent passing exam | 91.0% | 90.0% | 90.0% |
| Race/Ethnicity | | | |
| White | 97.0% | 89.0% | 88.0% |
| African American | 80.0% | N/A | N/A |
| Hispanic | 84.0% | 92.0% | 91.0% |
| Other | 100.0% | N/A | 100.0% |
| Gender | | | |
| Male | 89.0% | 79.0% | 82.0% |
| Female | 92.0% | 94.0% | 94.0% |

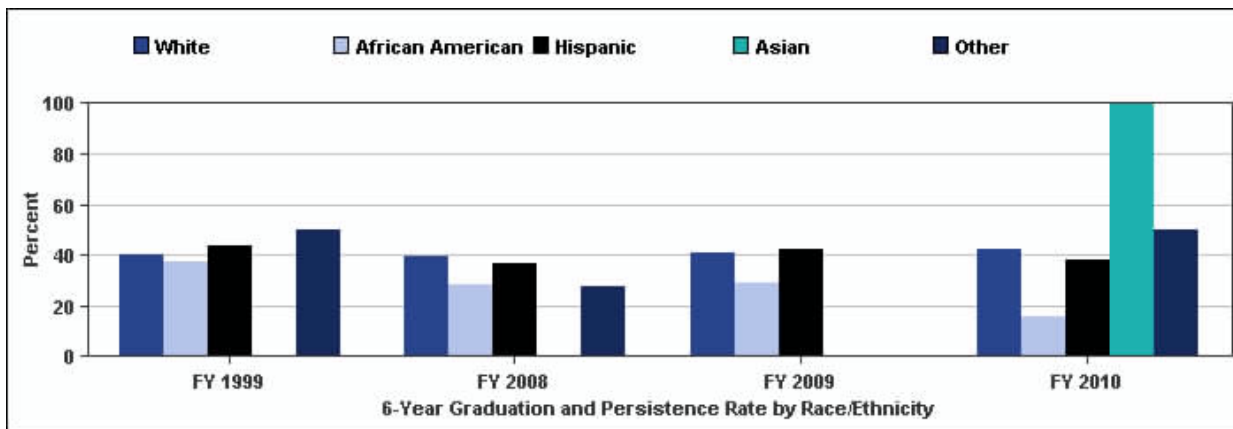
Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are suppressed.

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 1999 | | | FY 2008 | | | FY 2009 | | | FY 2010 | | | Point Change FY 1999 to FY 2010 |
|---------------------------|----------------------|--------|-------|----------------------|--------|-------|----------------------|--------|-------|----------------------|--------|--------|---------------------------------|
| | Entering Fall Cohort | Cohort | Rate | Entering Fall Cohort | Cohort | Rate | Entering Fall Cohort | Cohort | Rate | Entering Fall Cohort | Cohort | Rate | |
| Total | 1993 | 314 | 41.7% | 2002 | 318 | 36.5% | 2003 | 361 | 39.9% | 2004 | 200 | 38.5% | - 3.2 |
| Same institution | | | 29.6% | | | 21.4% | | | 27.7% | | | 24.5% | - 5.1 |
| Other institutions | | | 12.1% | | | 15.1% | | | 12.2% | | | 14.0% | 1.9 |
| White | 1993 | 143 | 39.9% | 2002 | 99 | 39.4% | 2003 | 129 | 41.1% | 2004 | 90 | 42.2% | 2.3 |
| Same institution | | | 24.5% | | | 18.2% | | | 29.5% | | | 27.8% | 3.3 |
| Other institutions | | | 15.4% | | | 21.2% | | | 11.6% | | | 14.4% | - 1.0 |
| African American | 1993 | 16 | 37.5% | 2002 | 14 | 28.6% | 2003 | 31 | 29.0% | 2004 | 19 | 15.8% | - 21.7 |
| Same institution | | | 31.3% | | | 21.4% | | | 19.4% | | | 5.3% | - 26.0 |
| Other institutions | | | 6.3% | | | 7.1% | | | 9.7% | | | 10.5% | 4.2 |
| Hispanic | 1993 | 153 | 43.8% | 2002 | 185 | 36.8% | 2003 | 195 | 42.1% | 2004 | 86 | 38.4% | - 5.4 |
| Same institution | | | 34.0% | | | 23.2% | | | 28.7% | | | 23.3% | - 10.7 |
| Other institutions | | | 9.8% | | | 13.5% | | | 13.3% | | | 15.1% | 5.3 |
| Asian | 1993 | 0 | N/A | 2002 | 2 | 0.0% | 2003 | 1 | 0.0% | 2004 | 1 | 100.0% | N/A |
| Same institution | | | N/A | | | 0.0% | | | 0.0% | | | 100.0% | N/A |
| Other institutions | | | N/A | | | 0.0% | | | 0.0% | | | 0.0% | N/A |
| Other | 1993 | 2 | 50.0% | 2002 | 18 | 27.8% | 2003 | 5 | 0.0% | 2004 | 4 | 50.0% | 0.0 |
| Same institution | | | 50.0% | | | 22.2% | | | 0.0% | | | 50.0% | 0.0 |
| Other institutions | | | 0.0% | | | 5.6% | | | 0.0% | | | 0.0% | 0.0 |

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



Source: CBM001, CBM001, and CBM009

Success - Contextual Measures

| | Fall 2000 | Fall 2010 | Fall 2011 | Point Change Fall 2000 to Fall 2011 |
|--|-----------|-----------|-----------|-------------------------------------|
| 17. Enrollment: Percent of first-time students 19 and under | 84.3% | 91.4% | 88.7% | 4.4 |
| | Fall 2000 | Fall 2008 | Fall 2009 | Point Change Fall 2000 to Fall 2009 |
| 18. Financial Aid: Percent of students receiving Pell Grants | 54.0% | 48.2% | 53.5% | - 0.5 |

| | Fall 2000 | Fall 2010 | Fall 2011 | Point Change Fall 2000 to Fall 2011 |
|--|-----------|-----------|-----------|---|
| 19. Part-time first-time, degree seeking, undergraduates | 6.0% | 2.1% | 3.6% | - 2.4 |

| | Entering Cohort Fall 2009 | | Entering Cohort Fall 2010 | | Entering Cohort Fall 2010 | | Point Change Fall 2000 to Fall 2010 |
|---|------------------------------|--------------|------------------------------|---------------|------------------------------|---------------|---|
| | Cohort | Rate | Cohort | Rate | Cohort | Rate | |
| 20. Persistence rate of first-time, degree-seeking undergraduates: One-Year | | | | | | | |
| Total | 252 | 66.3% | 374 | 66.0% | 330 | 67.6% | 1.3 |
| Same institution | | 47.6% | | 44.4% | | 50.6% | 3.0 |
| Other institutions | | 18.7% | | 21.7% | | 17.0% | - 1.7 |
| White | 124 | 64.5% | 112 | 75.0% | 98 | 71.4% | 6.9 |
| Same institution | | 37.9% | | 46.4% | | 51.0% | 13.1 |
| Other institutions | | 26.6% | | 28.6% | | 20.4% | - 6.2 |
| African American | 20 | 65.0% | 79 | 57.0% | 45 | 51.1% | - 13.9 |
| Same institution | | 50.0% | | 34.2% | | 31.1% | - 18.9 |
| Other institutions | | 15.0% | | 22.8% | | 20.0% | 5.0 |
| Hispanic | 105 | 69.5% | 179 | 64.2% | 176 | 68.2% | - 1.3 |
| Same institution | | 59.0% | | 46.9% | | 54.0% | - 5.0 |
| Other institutions | | 10.5% | | 17.3% | | 14.2% | 3.7 |
| Asian | 2 | 50.0% | 3 | 66.7% | 1 | 100.0% | 50.0 |
| Same institution | | 50.0% | | 66.7% | | 0.0% | - 50.0 |
| Other institutions | | 0.0% | | 0.0% | | 100.0% | 100.0 |
| Other | 1 | 0.0% | 1 | 100.0% | 10 | 90.0% | 90.0 |
| Same institution | | 0.0% | | 100.0% | | 80.0% | 80.0 |
| Other institutions | | 0.0% | | 0.0% | | 10.0% | 10.0 |

| | 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: Two-Year | | | | | | | |
| Total | 252 | 54.4% | 314 | 52.2% | 370 | 51.1% | - 3.3 |
| Same institution | | 32.9% | | 31.8% | | 29.2% | - 3.7 |
| Other institutions | | 21.4% | | 20.4% | | 21.9% | 0.5 |
| White | 124 | 54.0% | 108 | 56.5% | 111 | 58.6% | 4.6 |
| Same institution | | 26.6% | | 32.4% | | 25.2% | - 1.4 |
| Other institutions | | 27.4% | | 24.1% | | 33.3% | 5.9 |
| African American | 20 | 45.0% | 39 | 33.3% | 79 | 38.0% | - 7.0 |
| Same institution | | 30.0% | | 12.8% | | 19.0% | - 11.0 |
| Other institutions | | 15.0% | | 20.5% | | 19.0% | 4.0 |
| Hispanic | 105 | 57.1% | 158 | 55.7% | 176 | 52.3% | - 4.8 |
| Same institution | | 41.0% | | 37.3% | | 35.8% | - 5.2 |
| Other institutions | | 16.2% | | 18.4% | | 16.5% | 0.3 |
| Asian | 2 | 50.0% | 3 | 0.0% | 3 | 33.3% | - 16.7 |
| Same institution | | 50.0% | | 0.0% | | 33.3% | - 16.7 |
| Other institutions | | 0.0% | | 0.0% | | 0.0% | 0.0 |
| Other | 1 | 0.0% | 6 | 33.3% | 1 | 100.0% | 100.0 |
| Same institution | | 0.0% | | 16.7% | | 100.0% | 100.0 |
| Other institutions | | 0.0% | | 16.7% | | 0.0% | 0.0 |

Developmental Education

| | Fall 2007 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) |
| 22. 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 | 258 | | | | | | |
| Met state standards in all areas | | | | | | | |
| Math | 97 | 6 | 42 | 43.3% | 30 | 71.4% | 37.1% |
| Reading | 97 | 6 | 72 | 74.2% | 64 | 88.9% | 72.2% |
| Writing | 97 | 7 | 54 | 55.7% | 43 | 79.6% | 51.5% |
| All students below state standard | | | | | | | |
| Math | 99 | N/A | 35 | 35.4% | 24 | 68.6% | 24.2% |
| Reading | 55 | N/A | 40 | 72.7% | 24 | 60.0% | 43.6% |
| Writing | 50 | N/A | 30 | 60.0% | 17 | 56.7% | 34.0% |
| Not met state standards: | | | | | | | |
| In all three areas | | | | | | | |
| Math | 24 | N/A | 4 | 17 | 2 | 50.0% | 8.3% |
| Reading | 24 | N/A | 16 | 66.7% | 7 | 43.8% | 29.2% |
| Writing | 24 | N/A | 14 | 58.3% | 7 | 50.0% | 29.2% |
| Math | | | | | | | |
| Not requiring developmental education | 9 | 0 | 3 | 33.3% | 2 | 66.7% | 22.2% |
| Requiring developmental education | 75 | N/A | 31 | 41.3% | 22 | 71.0% | 29.3% |
| Unknown / Not tested | 53 | N/A | 20 | 37.7% | 8 | 40.0% | 15.1% |
| Reading | | | | | | | |
| Not requiring developmental education | 67 | 3 | 51 | 76.1% | 40 | 78.4% | 59.7% |
| Requiring developmental education | 31 | N/A | 24 | 77.4% | 17 | 70.8% | 54.8% |
| Unknown / Not tested | 39 | N/A | 18 | 46.2% | 12 | 66.7% | 30.8% |
| Writing | | | | | | | |
| Not requiring developmental education | 68 | 2 | 46 | 67.7% | 31 | 67.4% | 45.6% |
| Requiring developmental education | 26 | N/A | 16 | 61.5% | 10 | 62.5% | 38.5% |
| Unknown / Not tested | 43 | N/A | 15 | 34.9% | 8 | 53.3% | 18.6% |

Link to more detailed data on developmental education: <http://www.txhighereddata.org/reports/performance/devded/>

| | Fall 2007 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) |
| 23. Underprepared students who satisfied TSI obligation within 2 years. | | | | | | | |
| Number of FTIC students | 258 | | | | | | |
| Met state standards in all areas | | | | | | | |
| Math | 97 | 1 | 1.0% | N/A | N/A | N/A | N/A |
| Reading | 97 | 1 | 1.0% | N/A | N/A | N/A | N/A |
| Writing | 97 | 5 | 5.2% | N/A | N/A | N/A | N/A |
| All students below state standard | | | | | | | |
| Math | 99 | 84 | 84.8% | 30 | 37 | 35.7% | 37.4% |
| Reading | 55 | 40 | 72.7% | 26 | 33 | 65.0% | 60.0% |
| Writing | 50 | 40 | 80.0% | 26 | 29 | 65.0% | 58.0% |
| Not met state standards: | | | | | | | |
| In all three areas | | | | | | | |
| Math | 24 | 19 | 79.2% | 6 | 7 | 31.6% | 29.2% |
| Reading | 24 | 19 | 79.2% | 12 | 13 | 63.2% | 54.2% |
| Writing | 24 | 20 | 83.3% | 12 | 12 | 60.0% | 50.0% |
| Math | | | | | | | |
| Not requiring developmental education | 9 | 0 | 0.0% | N/A | N/A | N/A | N/A |
| Requiring developmental education | 75 | 65 | 86.7% | 24 | 30 | 36.9% | 40.0% |
| Unknown / Not tested | 53 | 28 | 52.8% | 9 | 21 | 32.1% | 39.6% |
| Reading | | | | | | | |
| Not requiring developmental education | 67 | 3 | 4.5% | N/A | N/A | N/A | N/A |
| Requiring developmental education | 31 | 21 | 67.7% | 14 | 20 | 66.7% | 64.5% |
| Unknown / Not tested | 39 | 12 | 30.8% | 4 | 19 | 33.3% | 48.7% |
| Writing | | | | | | | |
| Not requiring developmental education | 68 | 5 | 7.4% | N/A | N/A | N/A | N/A |
| Requiring developmental education | 26 | 20 | 76.9% | 14 | 17 | 70.0% | 65.4% |
| Unknown / Not tested | 43 | 13 | 30.2% | 5 | 21 | 38.5% | 48.8% |

Link to more detailed data on developmental education: <http://www.txhighereddata.org/reports/performance/devded/>

| 24. Percent of students who return the following fall. | Fall 2007 Cohort | | |
|--|------------------|------------------------------|-------------------------------|
| | Total | Number returning (Fall 2008) | Percent returning (Fall 2008) |
| Number of FTIC students | 258 | | |
| Met state standards in all areas | 97 | 76 | 78.4% |
| Not met state standards: | | | |
| In all three areas | 24 | 10 | 41.7% |
| Math | | | |
| Not requiring developmental education | 9 | 3 | 33.3% |
| Requiring developmental education | 75 | 49 | 65.3% |
| Unknown / Not tested | 53 | 29 | 54.7% |
| Reading | | | |
| Not requiring developmental education | 67 | 37 | 55.2% |
| Requiring developmental education | 31 | 21 | 67.7% |
| Unknown / Not tested | 39 | 23 | 59.0% |
| Writing | | | |
| Not requiring developmental education | 68 | 45 | 66.2% |
| Requiring developmental education | 26 | 12 | 46.2% |
| Unknown / Not tested | 43 | 24 | 55.8% |

Link to more detailed data on developmental education: <http://www.txhighereddata.org/reports/performance/devded/>

| | FY 2000 | | FY 2010 | | FY 2011 | | Point Change FY 2000 to FY 2011 |
|---|---------|----------|---------|----------|---------|----------|---------------------------------|
| 25. Graduation of two-year college students | | | | | | | |
| Less than 30 SCH | 11 | (16.2%) | 6 | (18.8%) | 9 | (32.1%) | 15.9 |
| 30 SCH or more | 31 | (47.7%) | 26 | (41.3%) | 25 | (46.3%) | - 1.4 |
| Source: CBM001 and CBM009. | | | | | | | |
| 26. Percentage of baccalaureate graduates by SCH completed at two-year colleges: | | | | | | | |
| 1-29 SCH | | 25.9% | | 20.5% | | 26.3% | 0.4 |
| 30 SCH or more | | 20.1% | | 25.0% | | 22.6% | 2.5 |

| 27. Graduation Rates | Cohort | Rate | Cohort | Rate | Cohort | Rate |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Master's | Fall 1986 | 65.2% | Fall 2005 | 44.3% | Fall 2006 |
| Doctor's Research/Scholarship | Fall 1991 | N/A | Fall 2000 | N/A | Fall 2001 | N/A |

| | FY 2007 | FY 2009 | FY 2010 | Point Change FY 2007 to FY 2010 |
|--|---------|---------|---------|---------------------------------|
| Baccalaureate graduate success | | | | |
| 28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school | 81.5% | 83.8% | 85.2% | 2.9 |

| | FY 2007 | FY 2009 | FY 2010 | Point Change FY 2008 to FY 2010 |
|--|---------|---------|---------|---------------------------------|
| Baccalaureate Graduates Employment/Enrollment Status | | | | |
| 29. Employed in 4th quarter in which program year ends | 53.4% | 52.4% | 52.3% | - 1.1 |
| 30. In graduate or professional school in Texas in fall of the next FY | 11.4% | 12.0% | 15.9% | 4.5 |
| 31. Employed in Texas and enrolled in a graduate or professional school in Texas | 21.9% | 19.4% | 17.0% | - 4.9 |

| | Fall 2000 | Fall 2009 | Fall 2010 | %/Point Change Fall 2000 to Fall 2010 |
|--|-----------|-----------|-----------|---------------------------------------|
| 32. Course Completion Rate for State-Funded Semester Credit Hours | | | | |
| UG Beginning semester credit hours | 20,049 | 18,464 | 18,002 | - 10.2% |
| UG Ending semester credit hours | 17,787 | 17,362 | 17,133 | - 3.7% |
| UG Completion rate | 88.7% | 94.0% | 95.2% | 6.5 |
| Graduate beginning SCH | 2,682 | 2,945 | 3,171 | 18.2% |
| Graduate ending SCH | 2,512 | 2,828 | 3,036 | 20.9% |
| Graduate Completion rate | 93.7% | 96.0% | 95.7% | 2.1 |

Success - Out-of-State Peers

| | Sul Ross State University | Master's Group Out-of-State Peers | | Institution's Out-of-State Peers | | |
|--|---------------------------|-----------------------------------|--|----------------------------------|--------------------------|-------------------------------|
| | | FLORIDA GULF COAST UNIVERSITY | UNIVERSITY OF COLORADO AT COLORADO SPRINGS | ALABAMA A & M UNIVERSITY | JACKSON STATE UNIVERSITY | WESTERN NEW MEXICO UNIVERSITY |
| Graduation Rate | | | | | | |
| 4-Year Rate | 13% | 28% | 21% | 12% | 20% | 8% |
| 5-Year Rate | 20% | 42% | 39% | 26% | 34% | 14% |
| 6-Year Rate | 23% | 47% | 45% | 33% | 40% | 17% |
| Degrees Awarded | | | | | | |
| Total Degrees | 600 | 2,126 | 1,741 | 778 | 1,463 | 349 |
| White | 227 | 1,683 | 1,363 | 56 | 119 | 142 |
| African American | 10 | 109 | 55 | 669 | 1,333 | 14 |
| Hispanic | 344 | 244 | 135 | 7 | 6 | 146 |
| Asian | 3 | 40 | 57 | 2 | 4 | 0 |
| Other | 16 | 50 | 131 | 44 | 1 | 47 |
| Level | | | | | | |
| Associates | 5 | 261 | 0 | 0 | 0 | 65 |
| Bachelors | 342 | 1,461 | 1,228 | 533 | 982 | 168 |
| Master's | 242 | 360 | 496 | 219 | 395 | 94 |
| Doctoral | 0 | 0 | 9 | 17 | 70 | 0 |
| Professional | 0 | 0 | 8 | 0 | 0 | 0 |
| Gender | | | | | | |
| Male | 237 | 708 | 668 | 309 | 461 | 104 |
| Female | 363 | 1,418 | 1,073 | 469 | 1,002 | 245 |
| Graduation Rate | | | | | | |
| Total | 23% | 47% | 45% | 33% | 40% | 21% |
| White | 26% | 48% | 48% | 60% | 0% | 27% |
| African American | 6% | 45% | 16% | 33% | 41% | 33% |
| Hispanic | 21% | 41% | 43% | 50% | 0% | 8% |
| Asian | 100% | 35% | 39% | N/A% | 0% | 0% |
| American Indian or Alaska Native | 0% | 0% | 11% | 100% | N/A% | 0% |
| Unknown | 100% | 22% | 29% | N/A% | N/A% | 14% |
| Nonresident Alien | 50% | 67% | 0% | 50% | 28% | 50% |
| Graduates in Key Fields | | | | | | |
| Computer Science | 0 | 9 | 21 | 26 | 35 | 1 |
| Engineering | 0 | 34 | 111 | 76 | 76 | 4 |
| Math | 10 | 9 | 16 | 7 | 3 | 2 |
| Physical Science | 12 | 3 | 60 | 21 | 45 | 1 |
| Nursing and Allied-Health Graduates | | | | | | |
| Total Degrees | 6 | 164 | 144 | 17 | 84 | 31 |
| Certificate | 5 | 16 | 0 | 0 | 0 | 0 |
| Associates | 1 | 0 | 0 | 0 | 0 | 27 |
| Bachelors | 0 | 82 | 112 | 0 | 48 | 4 |
| Master's | 0 | 66 | 24 | 17 | 36 | 0 |
| Doctoral | 0 | 0 | 0 | 0 | 0 | 0 |

Source: IPEDS Fall 2010

Graduates Detail (FY 2011)- Sul Ross State University**Success**

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

By Level, Race/Ethnicity:

| Race/Ethnicity | Associate's | Bachelor's | Master's | Doctor's Research/ Scholarship | Doctor's Professional Practice | Total |
|---|--------------------|-------------------|-----------------|---|---|--------------|
| White | 4 | 70 | 88 | 0 | 0 | 162 |
| African American | 0 | 8 | 4 | 0 | 0 | 12 |
| Multi-racial one of which is African American | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 2 | 73 | 61 | 0 | 0 | 136 |
| Asian | 0 | 2 | 1 | 0 | 0 | 3 |
| International | 0 | 1 | 1 | 0 | 0 | 2 |
| Other | 3 | 33 | 18 | 0 | 0 | 54 |

Excellence - Key Measures

Faculty Teaching

| | Fall 2000 | Fall 2009 | Fall 2010 | Point Change Fall 2000 to Fall 2010 |
|--|-----------|-----------|-----------|---|
| 33. Tenured/tenure-track faculty teaching lower-division SCH | 55.1% | 53.3% | 63.8% | 8.7 |

Student/Faculty Ratio

| 34. Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty. | Fall 2000 | | | Fall 2009 | | | Fall 2010 | | | % Change Fall 2000 to Fall 2011 |
|---|----------------|-------|-------|-----------|-------|-------|-----------|-------|-------|---------------------------------------|
| | FTSE | FTE | Ratio | FTSE | FTE | Ratio | FTSE | FTE | Ratio | |
| | FTSE/FTE Ratio | 1,561 | 114 | 14:1 | 1,525 | 105 | 14:1 | 1,513 | 113 | |

State and National Exams Success

| 35. Certification and licensure rates | | | | |
|---------------------------------------|---------|---------|---------|---------------------------------------|
| | FY 2000 | FY 2010 | FY 2011 | Point Change FY 2009 to FY 2011 |
| 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 |
|--|-----------|-----------|-----------|---|
| 36. Percent of FTE teaching faculty who are tenured/tenure-track | 63.5% | 61% | 65% | 1.5 |

Quality Enhancement Plan

| 37. Quality Enhancement Plan |
|---|
| SRSU Lobos Stars QEP encourages critical thinking practice opportunities for students through 3 strategies: 1) Outdoor Learning: Our location as a border-serving university in far West Texas provides an ideal outdoor laboratory to increase opportunities for hands-on, active learning and cooperative activities. Outdoor learning facilities have been enhanced and regional connections to course work developed. 2) Pilots of Engagement: Small competitive grants are awarded annually to support promising ideas which foster critical thinking. 3) Faculty Support: A Faculty Support and Outdoor Learning Center provides resources and incentives to inspire learning strategies, provide assistance with the logistics of hands-on outdoor activities, and monitor QEP assessment. Interdisciplinary faculty seminars are scheduled monthly and allow faculty to share success stories, help solve each others' problems, and create a community of support leading to improved teamwork. www.sulross.edu/pages/6694.asp |

Excellent Programs

| 38. Excellent Programs |
|------------------------|
|------------------------|

Highlighted Excellent Programs 1

| |
|---|
| The Sul Ross Child Care & Family Support Center is currently funded through the CCAMPIS (Childcare Access Means Parents In School) Grant. This project is designed to address child care and support services needs of student-parents so they may complete higher education degrees with fewer delays and at lower child care rates. This licensed center currently serves children 6 weeks to 12 years of age. A contract with the Upper Rio Grande at Workforce Solutions Child Care Services provides low income families with funding to help pay for child care tuition. The center strives to be a development center, not just a day care. The staff, which includes some students as well as members of the community, receive monthly training with an emphasis on areas of development, setting developmentally appropriate goals and providing positive behavior management. www.sulross.edu/pages/3694.asp |
|---|

Highlighted Excellent Programs 2

| |
|--|
| The Ronald E. McNair Post-Baccalaureate Achievement Program assists low-income, first-generation and under-represented students with the academic skills needed to succeed in earning a doctoral degree. Participating students are matched with a faculty mentor and attend a Summer Research Institute, completing a focused and individualized research project tailored to their specific areas of study. The program provides free room and board, tuition and fees for three semester hours and a stipend of \$2,000 to participating McNair Scholars. www.sulross.edu/pages/6487.asp . Student Support Services is designed to increase the academic performance, retention rates and graduation rates of 160 program participants. The U.S. Department of Education-funded program offers academic advising, career/major counseling, personal support, classroom instruction, academic support programs, computer training, financial aid counseling and social/cultural activities. www.sulross.edu/pages/5222.asp |
|--|

Excellence - Contextual Measures

| | Fall 2000 | Fall 2009 | Fall 2010 | Point Change Fall 2000 to Fall 2010 |
|--|-----------|-----------|-----------|---|
| 39. FTE tenured/tenure-track faculty demographics | | | | |
| Ethnicity | | | | |
| Total | 63.5% | 61.0% | 65.0%* | 1.5 |
| White | 65.8% | 64.8% | 66.3% | 0.5 |
| African American | 0.0% | 0.0% | 0.0% | 0.0 |
| Multi-racial one of which is African-American | N/A | N/A | 0.0% | N/A |
| Hispanic | 46.2% | 31.7% | 44.4% | - 1.8 |
| Asian | 0.0% | 53.3% | 0.0% | 0.0 |
| International | N/A | 0.0% | 100.0% | N/A |
| Other | 59.5% | 100.0% | 72.6% | 13.1 |
| Gender | | | | |
| Male | 72.5% | 67.7% | 72.6% | 0.1 |
| Female | 46.2% | 49.6% | 52.9% | 6.7 |

*Hispanic faculty, except international ones, are counted as Hispanic. Faculty who are "Multi-Racial one of which is African American" are non-international, non-Hispanic faculty who selected two or more races. 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. In Institutional Targets, "Multi-Racial one of which is African American" are included in the African American target.

Faculty Rank

| | Teaching Assistants | Other Faculty | Instructor | Assistant Professor | Associate Professor | Professor |
|---|---------------------|---------------|------------|---------------------|---------------------|-----------|
| 40. Faculty Rank | | | | | | |
| Teaching Faculty Ethnicity | | | | | | |
| Total* | 9 | 64 | 2 | 25 | 19 | 30 |
| White | 4 | 39 | 2 | 14 | 13 | 22 |
| African American | 0 | 0 | 0 | 0 | 0 | 0 |
| Multi-racial one of which is African American | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 3 | 9 | 0 | 3 | 1 | 2 |
| Asian | 0 | 1 | 0 | 0 | 0 | 0 |
| International | 0 | 0 | 0 | 2 | 0 | 0 |
| Other | 2 | 15 | 0 | 6 | 5 | 6 |
| Teaching Faculty Gender | | | | | | |
| Male | 3 | 31 | 1 | 15 | 9 | 27 |
| Female | 6 | 33 | 1 | 10 | 10 | 3 |

Faculty Salary by Rank

| | FY 2002 | FY 2010 | FY 2011 | % Change FY 2002 to FY 2011 | National Average (FY 2011) | % National Average |
|---------------------------------------|----------|----------|----------|-----------------------------------|----------------------------------|-----------------------|
| 41. Faculty Salary Comparisons | | | | | | |
| Professor | \$58,874 | \$72,950 | \$72,938 | 23.9% | \$108,212 | 67% |
| Associate Professor | \$48,695 | \$54,892 | \$52,042 | 6.9% | \$77,386 | 67% |
| Assistant Professor | \$41,152 | \$52,157 | \$49,707 | 20.8% | \$65,612 | 76% |
| Instructor | \$37,442 | \$48,120 | \$29,120 | - 22.2% | \$45,424 | 64% |

| | Fall 2000 | Fall 2010 | Fall 2011 | %/Point Change Fall 2000 to Fall 2011 |
|---|-----------|-----------|-----------|--|
| 42. Endowed Professorships and Chairs | 0 | 0 | | N/A |
| Percent unfilled | | N/A | N/A | N/A |
| Percent of total tenured/tenure-track faculty | | N/A | N/A | N/A |

43. Nobel Prize Winners and National Academies

| | Fall 2009 | Fall 2010 | Fall 2011 | % Change Fall 2009 to Fall 2011 |
|--|-----------|-----------|-----------|---------------------------------------|
| | | | | |

Excellence - Out-of-State Peers

| Sul Ross State University | Master's Group Out-of-State Peers | | Institution's Out-of-State Peers | | |
|---------------------------|-----------------------------------|--|----------------------------------|--------------------------|-------------------------------|
| | FLORIDA GULF COAST UNIVERSITY | UNIVERSITY OF COLORADO AT COLORADO SPRINGS | ALABAMA A & M UNIVERSITY | JACKSON STATE UNIVERSITY | WESTERN NEW MEXICO UNIVERSITY |
| 80% | 3% | 63% | 59% | 66% | 88% |

Percent of Tenured/Tenure-Track faculty

* The previous year survey was used for these institutions.

Source: IPEDS Fall 2010

Research - Key Measures

Federal and Private Research

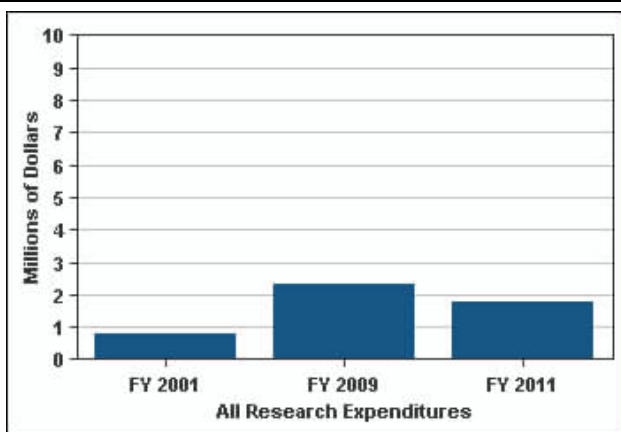
| | FY 2001 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 |
|---|---------|----------|----------|-----------------------------------|
| 44. Federal and private research expenditures per FTE faculty | \$2,606 | \$31,389 | \$17,409 | 568.0% |

Research Expenditures

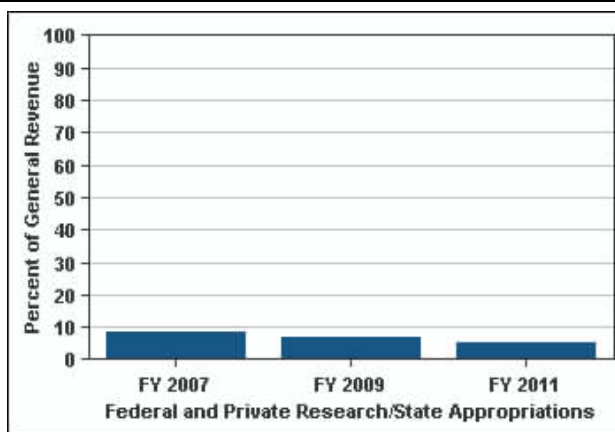
| | FY 2001 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 | Institutional Closing the Gaps Target- Fall 2015 | Closing the Gaps Completion |
|--|----------|----------|----------|-----------------------------------|---|-----------------------------------|
| 45. Research expenditures (\$ Million) | \$ 0.773 | \$ 2.729 | \$ 1.755 | 127.0% | \$ 3.383 | 80.7% |

Sponsored Research Funds

| | FY 2007 | FY 2010 | FY 2011 | Point Change FY 2007 to FY 2011 |
|--|---------|---------|---------|---------------------------------------|
| 46. Federal and private (sponsored) research funds per revenue appropriations. | 8.7% | 7.9% | 5.0% | - 3.7 |



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

Research - Contextual Measures

| | FY 2001 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 |
|---|---------|---------|---------|-----------------------------------|
| 47. Research Expenditures by Source (\$ Millions) | \$0.773 | \$2.729 | \$1.755 | 127.0% |
| Federal | \$0.095 | \$1.596 | \$0.803 | 745.3% |
| State | \$0.585 | \$0.583 | \$0.247 | - 57.8% |
| Private | \$0.093 | \$0.422 | \$0.475 | 410.8% |
| Institutional | \$0.000 | \$0.128 | \$0.230 | N/A |

| | FY 2005 | FY 2009 | FY 2010 | FY 2011 | % Change FY 2005 to FY 2011 |
|--|---------|---------|---------|---------|-----------------------------------|
| 48. Faculty holding extramural research grants | | | | | |
| Number | | 7 | 7 | N/A | N/A |
| Percent | | 9.0% | 10.0% | N/A | N/A |

| | FY 2001 | FY 2009 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 |
|---------------------------------------|---------|---------|---------|---------|-----------------------------------|
| Patents | | | | | |
| 49. Patents issued | 0 | | 0 | | N/A |
| 50. Number of new patent applications | 0 | | 0 | | N/A |

Research - Out-of-State Peers

| Sul Ross State University | Master's Group Out-of-State Peers | | Institution's Out-of-State Peers | | | |
|---|-----------------------------------|--|----------------------------------|--------------------------|-------------------------------|-------------|
| | FLORIDA GULF COAST UNIVERSITY | UNIVERSITY OF COLORADO AT COLORADO SPRINGS | ALABAMA A & M UNIVERSITY | JACKSON STATE UNIVERSITY | WESTERN NEW MEXICO UNIVERSITY | |
| Research Expenditures (\$ million) | \$3,337,660 | \$4,417,677 | \$5,897,141 | \$14,045,654 | \$34,039,354 | \$72,737 |
| Federal Research Funds (\$ millions) | \$7,013,857 | \$5,890,714 | \$9,614,335 | \$27,835 | \$47,053,162 | \$1,532,946 |

Source: IPEDS Fall 2010

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

| | FY 2000 | FY 2010 | FY 2011 | Point Change FY 2000 to FY 2011 |
|---|---------|---------|---------|---------------------------------------|
| 51. Administrative costs as a percent of operating budget | 14.2% | 14.0% | 14.0% | - 0.2 |

Space Usage Efficiency (SUE)

52. 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 2010 | Fall 2011 |
|--------------------------------|-----------|-----------|
| Classroom space use efficiency | 33 | 41 |
| Lab space use efficiency | 33 | 33 |
| Overall space use efficiency | 66 | 74 |

Appropriated Funds per FTE Student and FTE Faculty

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

| | FY 2001 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 |
|------------------------------------|----------|----------|----------|-----------------------------------|
| Appropriated funds per FTE student | \$9,049 | \$10,887 | \$10,812 | 19.5% |
| Appropriated funds per FTE faculty | \$60,954 | \$84,308 | \$83,185 | 36.5% |

Historically Underutilized Business (HUB)

| | FY 2000 | FY 2010 | FY 2011 | %/Point Change FY 2000 to FY 2011 |
|--|----------|----------|----------|--|
| 54. HUB Expenditures without construction (Millions) | \$ 0.711 | \$ 0.937 | \$ 0.856 | 20.4% |
| Percent of total expenditures | 5.7% | 12.0% | 8.9% | 3.2 |
| HUB Expenditures with construction (Millions) | \$ 1.091 | \$ 0.937 | \$ 0.856 | - 21.5% |
| Percent of total expenditures | 8.7% | 12.0% | 8.9% | 0.2 |

Operating Expenses per FTE Student

| | FY 2001 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 |
|--|----------|----------|----------|-----------------------------------|
| 55. Operating expenses per FTE student | \$11,942 | \$20,976 | \$21,918 | 83.5% |

Total Revenue per FTE Student and FTE teaching Faculty

| | FY 2000 | FY 2010 | FY 2011 | % Change FY 2000 to FY 2011 |
|-------------------|-----------|-----------|-----------|-----------------------------------|
| 56. Total revenue | | | | |
| Per FTE student | \$17,886 | \$21,256 | \$23,036 | 28.8% |
| Per FTE faculty | \$145,156 | \$164,611 | \$177,231 | 22.1% |

Institutional Efficiency and Effectiveness - Contextual Measures

| | Fall 2000 | Fall 2010 | Fall 2011 | %/Point Change Fall 2000 to Fall 2011 |
|--|-----------|-----------|-----------|--|
| Class Size | | | | |
| 57. Class size | 19 | 20 | 21 | 10.5% |
| 58. Percentage of undergraduate classes with less than 20 students | 66.5% | 64.7% | 63.6% | - 2.9 |
| 59. Percentage of undergraduate classes with more than 50 students | 2.7% | 1.2% | 2.0% | - 0.7 |
| 60. Average cost of resident undergraduate tuition and fees for 30 SCH. | | | | |
| | FY 2000 | FY 2011 | FY 2012 | % Change FY 2000 to FY 2012 |
| | \$2,480 | \$5,516 | \$5,760 | 132.3% |
| 61. E&G Square footage | | | | |
| | Fall 2000 | Fall 2010 | Fall 2011 | % Change Fall 2000 to Fall 2011 |
| E&G classroom per FTE student | 40.48 | 26.95 | 27.11 | - 33.0% |
| E&G lab per FTE student | 26.15 | 27.27 | 24.05 | - 8.0% |

| Endowment | FY 2007 | FY 2009 | FY 2010 | FY 2011 | % Change FY 2007 to FY 2011 |
|---|---------|---------|---------|---------|-----------------------------------|
| 62. True and Term Endowment (\$ millions) | N/A | N/A | N/A | N/A | |
| 63. Quasi Endowment (\$ millions) | N/A | N/A | N/A | N/A | |
| 64. Total Endowment (\$ millions) | N/A | N/A | N/A | N/A | N/A |
| 65. Total Endowment - Per FTE student | N/A | N/A | N/A | N/A | N/A |

| | FY 2001 | FY 2010 | FY 2011 | % Change FY 2001 to FY 2011 |
|--|--------------|--------------|--------------|-----------------------------------|
| 66. Total Revenue* | \$33,952,635 | \$49,623,679 | \$54,069,678 | 59.3% |
| Tuition and fees | \$4,949,208 | \$6,563,108 | \$10,824,554 | 118.7% |
| State appropriations (General Revenue) | \$23,028,863 | \$25,415,603 | \$25,378,231 | 10.2% |
| Federal funds | \$4,605,801 | \$14,295,912 | \$14,081,428 | 205.7% |
| Institutional funds | \$1,368,763 | \$3,349,056 | \$3,785,465 | 176.6% |
| Constitutional funds | \$1,901,593 | \$2,479,099 | \$2,070,441 | 8.9% |
| Revenue Total with Const. Funds | \$35,854,228 | \$52,102,778 | \$56,140,119 | 56.6% |

*Does not include Constitutional Funds

Link to additional information: <http://www.thecb.state.tx.us/index.cfm?objectid=5026C14D-FD20-B6E6-9AA684EC8FFB08D8>

Institutional Efficiency and Effectiveness - Out-of-State Peers

| | Sul Ross State University | Master's Group Out-of-State Peers | | Institution's Out-of-State Peers | | |
|---|---------------------------------|--------------------------------------|--|----------------------------------|--------------------------------|-------------------------------------|
| | | FLORIDA GULF COAST UNIVERSITY | UNIVERSITY OF COLORADO AT COLORADO SPRINGS | ALABAMA A & M UNIVERSITY | JACKSON STATE UNIVERSITY | WESTERN NEW MEXICO UNIVERSITY |
| Administrative costs as a percent of operating budget | 9% | 8% | 5% | 9% | 9% | 6% |
| Appropriations per FTE student | \$9,944 | \$4,879 | \$- | \$7,639 | \$7,176 | \$8,848 |
| Instruction expenses per FTE student | \$6,214 | \$5,504 | \$6,400 | \$6,601 | \$7,531 | \$7,963 |
| Tuition and Fee Revenue per FTE student | \$3,137 | \$3,698 | \$7,567 | \$6,746 | \$4,214 | \$2,127 |

Source: IPEDS Fall 2010