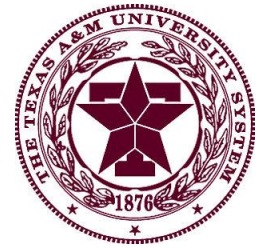


Texas A&M University System
Phase II - Regional Universities
Comprehensive Administrative Review

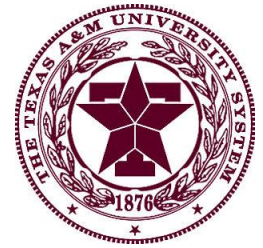
Final Report
March 2015

Table of Contents



	Page
• Executive Summary.....	1
• Project Background and Objectives.....	17
– Cost Comparisons to Peers.....	27
– Cost Comparisons to TAMUS Regional Universities.....	31
– TAMUS Regional University Cost Trends.....	35
– 3-Year Trends.....	36
– 5-Year Trends.....	41
• TAMUS Member Participation.....	47
• Project Scope.....	50
• Summary of Identified Opportunities.....	56
• Findings.....	61
• Recommendations.....	76
• Analyses Performed.....	82
– Activity Analysis Surveys.....	84
– Vacant Position Analyses.....	90
– Staffing Analysis.....	94
– Span of Control Analysis.....	105
– Collaboration Center Analysis.....	115
– User Satisfaction Survey.....	120
• Implementation Roadmap.....	125
• Next Steps.....	145

Table of Contents



APPENDICES

	Page
• Appendix A: Definition of Administrative Cost Components.....	148
• Appendix B: Cost Comparisons to Self-Selected National Peers by Regional University.....	151
• Appendix C: Cost Comparisons to Texas Peers by Regional University.....	200
• Appendix D: Cost Comparisons among TAMUS Regional Universities	232
• Appendix E: 3- and 5-Year Trends by Regional University.....	263
• Appendix F: Summary of Identified Opportunities by Regional University	314
• Appendix G: Vacant Positions by Regional University	345
• Appendix H: Staffing Analysis Opportunities by Regional University.....	357
• Appendix I: Span of Control Analysis by Regional University.....	368
• Appendix J: Collaboration Center Overview.....	433
• Appendix K: Satisfaction Survey Results by Regional University.....	442
• Appendix L: Activity Analysis – Value Distribution by Function by Regional University.....	463

Executive Summary



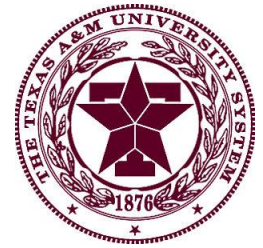
Executive Summary

In spring 2013, Chancellor John Sharp commissioned a Comprehensive Administrative Review (CAR) of Texas A&M University System (TAMUS or System) member universities and agencies. His objective was to develop recommendations to enhance administrative efficiency, effectiveness and execution throughout TAMUS and to identify administrative cost savings that can be redirected into teaching, research and service without sacrificing quality. For the purpose of this review, “administrative costs” are defined to include expenses classified by the National Association of College and University Business Officers (NACUBO) as academic support, student services and institutional support.*

In May 2014, TAMUS accepted the “Combined Phase” CAR report addressing Brazos Valley-based System members and authorized proceeding with the review of the ten TAMUS regional universities. The Combined Phase scope encompassed the flagship Texas A&M University including the Texas A&M Health Science Center (TAMHSC) and Texas A&M University at Galveston (TAMUG), the seven TAMUS agencies and two System service units. This report addresses the ten TAMUS regional universities.

CAR represents a focused, data-driven approach to support TAMUS member leadership in moving forward with decisive actions to re-allocate funding to core mission functions.

**The Project Background and Objectives section of this report and Appendix A provide further definition of expenses classified in this report as “administrative costs.”*

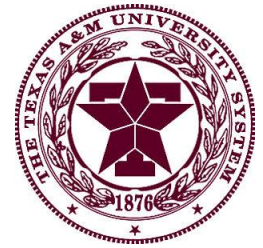


Executive Summary

Nationwide, public universities are under pressure in an era of dwindling resources. State appropriations are diminishing. Federal funding for research is flat. A university's ability to raise tuition and fees is constrained as demographics shift, competition from new entrants increases, and some students and their parents reach the limits of their ability to afford a college education. Yet expenses associated with functions outside their core missions of teaching, research and service continue to rise at a rate that can exceed a university's ability to generate new revenues to offset them. Fiscal sustainability, achieved through either an increase in revenues or constraint on expenses, has gained increasing priority.

Regional Universities are Diverse

TAMUS regional universities vary in their scope and mission, stage of development and proximity to large population centers in Texas. Two are young, burgeoning startups only recently achieving or striving to achieve full accreditation. Another has recently expanded its scope to offer lower division courses; a second plans to. A number focus on first generation students. Others are well-established and seizing new and innovative growth opportunities on campus, in proximate locales and through distance learning. Some are located near the urban centers of Houston and San Antonio while others serve as the educational mecca of their respective regions.



Executive Summary

Costs Comparisons with Peers and Aspirants

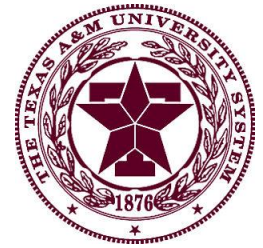
CAR cost comparisons presented in this report are against peer and aspirant universities (collectively, peers) – universities with similar circumstances and characteristics as the respective TAMUS regional university. Peer universities were self-selected by each TAMUS regional university.

The table that follows summarizes the individual TAMUS regional university's standing with respect to its peers, for the following categories of cost:

- Academic support
- Student services
- Institutional support.

As a group, the comparison of academic support, student services and institutional support costs indicates TAMUS regional universities are on par with their respective peers. Comparisons of individual regional universities against their respective peers yield a broad range of results, as indicated on the following pages.

Fiscal year 2011-2012 (FY12) is the latest year for which comparable peer data is currently available and therefore is the fiscal year used for comparative purposes in this report.



Executive Summary

Costs Comparisons with Peers and Aspirants (*continued*)

An additional factor not directly reflected in (1) these peer comparisons and (2) the table that follows also requires consideration. TAMUS regional universities are growing relatively rapidly in comparison to their respective peers. Enrollment growth more rapid than peers will cause TAMUS regional university costs, measured on a full-time student enrollment (FTSE) basis, to compare more favorably against their peers in future years, especially with respect to the two regional universities that are start-ups and the ones expanding to provide lower division courses. The burden of start-up and expansion costs on these universities will decline as they become more established.

Executive Summary –

Costs versus Peers (1 of 2)



Regional University	Cost Category	University Cost/FTSE	Peers Average Cost/FTSE	University % of Average
PVAMU	Academic Support	\$2,958	\$1,840	160.8%
	Student Services	\$1,560	\$1,353	115.3%
	Institutional Support	\$2,987	\$2,174	137.4%
TARLETON	Academic Support	\$1,196	\$1,806	66.2%
	Student Services	\$834	\$1,338	62.3%
	Institutional Support	\$1,365	\$2,094	65.2%
TAMIU	Academic Support	\$2,078	\$1,898	109.5%
	Student Services	\$1,475	\$2,004	73.6%
	Institutional Support	\$1,411	\$1,334	105.8%
TAMU-C	Academic Support	\$1,598	\$1,704	93.8%
	Student Services	\$1,247	\$1,463	85.2%
	Institutional Support	\$1,574	\$1,665	94.5%
TAMU-CC	Academic Support	\$2,397	\$2,086	114.9%
	Student Services	\$1,401	\$1,530	91.6%
	Institutional Support	\$1,445	\$2,012	71.8%

Executive Summary –

Costs versus Peers (2 of 2)

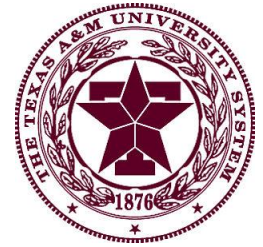


Regional University	Cost Category	University Cost/FTSE	Peers Average Cost/FTSE	University % of Average
TAMU-CT	Academic Support	\$2,496	\$2,212	112.8%
	Student Services	\$2,988	\$1,911	156.4%
	Institutional Support	\$2,105	\$3,115	67.6%
TAMU-K	Academic Support	\$1,799	\$1,795	100.2%
	Student Services	\$1,631	\$1,331	122.5%
	Institutional Support	\$1,943	\$1,700	114.3%
TAMU-SA	Academic Support	\$1,109	\$1,873	59.2%
	Student Services	\$1,545	\$1,351	114.4%
	Institutional Support	\$3,205	\$2,199	145.7%
TAMU-T	Academic Support	\$1,808	\$1,893	95.5%
	Student Services	\$1,738	\$1,892	91.9%
	Institutional Support	\$3,580	\$2,666	134.3%
WTAMU	Academic Support	\$1,475	\$1,537	96.0%
	Student Services	\$636	\$1,526	41.7%
	Institutional Support	\$1,652	\$1,726	95.7%

Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers.

Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. Peers are self-selected by each TAMUS regional university.

Executive Summary



Core Mission Receiving Declining Share of Spend

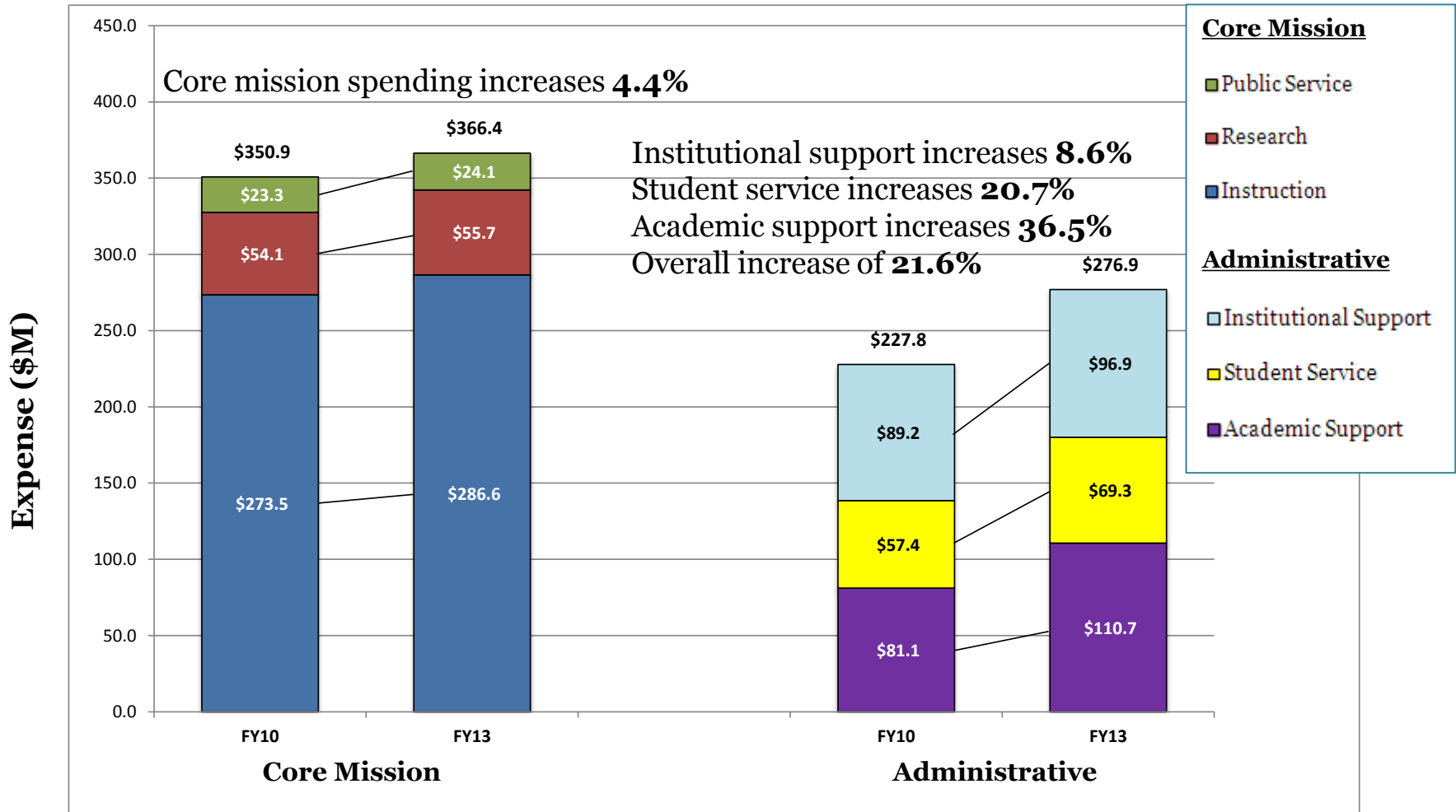
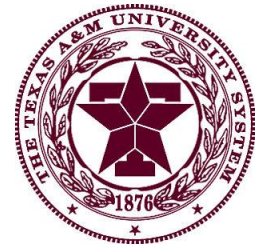
Three- and five-year trends indicate that TAMUS regional university administrative costs have increased at a pace faster than costs associated with core mission functions. This growth of administrative costs, if allowed to continue, has the potential to impair the regional universities' ability to meet their strategic goals.

Cost and related trends are presented in additional detail in the Project Background and Objectives section and in the following appendices:

- Appendix B: Cost Comparisons to Self-selected National Peers by Regional University
- Appendix C: Cost Comparisons to Texas Peers by Regional University
- Appendix D: Cost Comparisons among TAMUS Regional Universities
- Appendix E: 3- and 5-Year Trends.

3-Year Spend Increases - Administrative Exceeds Core Mission

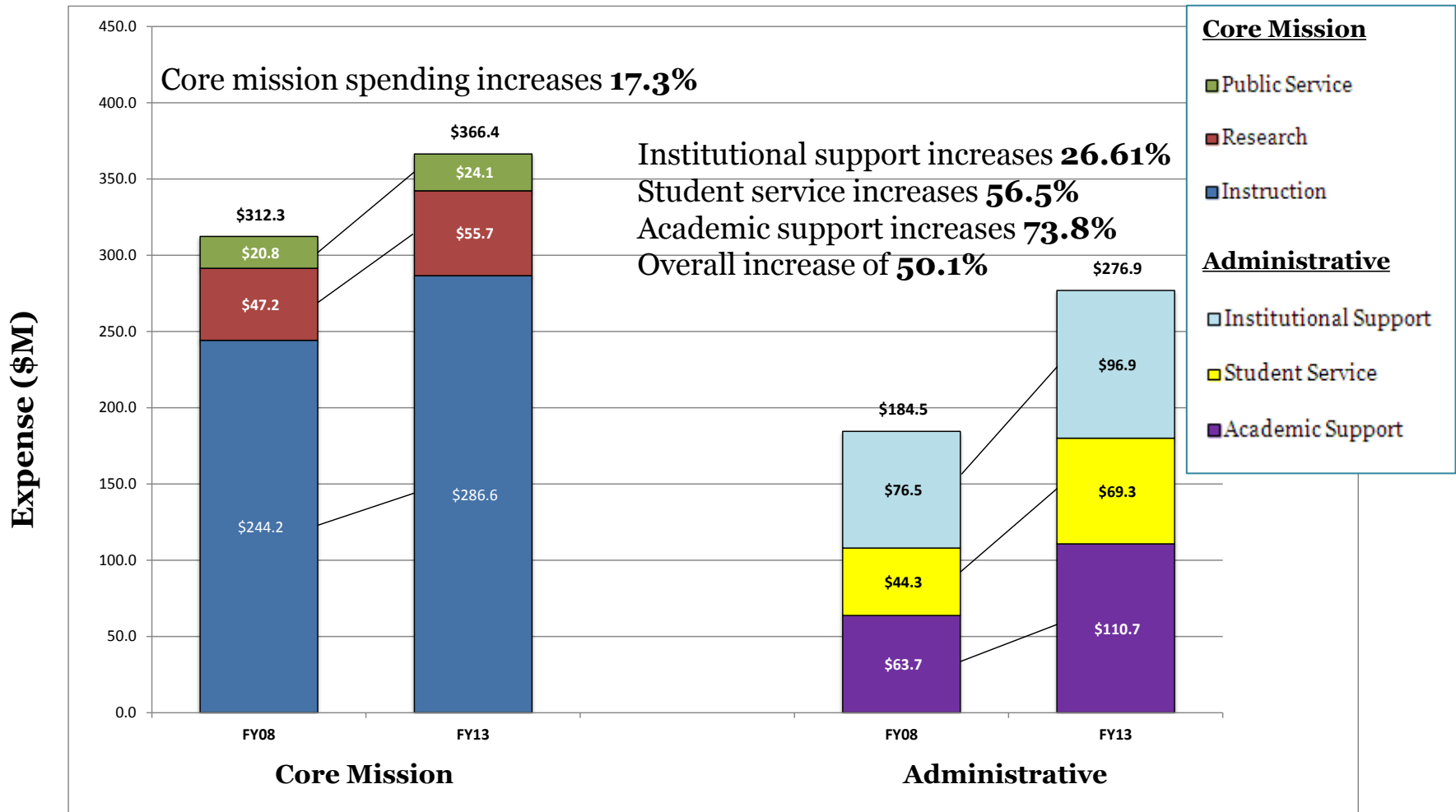
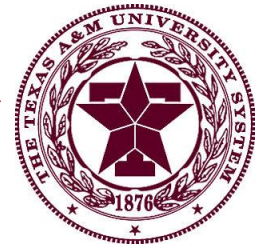
TAMUS Regional Universities



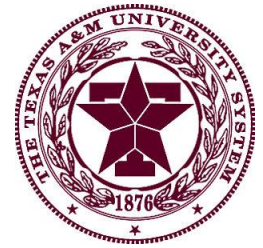
Source: TAMUS unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

5-Year Spend Increases - Administrative Outpaces Core Mission

TAMUS Regional Universities



Source: TAMUS unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.



Executive Summary

Analyses Identify Annual Savings Opportunities

Regional universities provided information regarding mission, objectives, full-time student enrollment, faculty and staff counts, and annual expenses over three- and five-year periods. Surveys provided data regarding functional activities performed by staff and faculty with administrative responsibilities, and regarding faculty, staff and student satisfaction with administrative services provided by the universities. On-site discussions with university Presidents and staff provided insightful perspectives on initial findings.

Opportunities were identified through analyses of:

- Vacancies
- Staffing
- Span of control
- Collaboration centers.

Descriptions of these analytical processes are presented in the *Analyses Performed* section of the report.

Results are summarized for the regional universities on the following page.



Executive Summary

- **\$7.55M** in annual savings* opportunities (**\$27.99M** cumulative over 5 years)
- Factoring in implementation timeline and costs, the realization schedule of annual recurring value is as follows:

Opportunities (Regional university detail)	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
Vacancies – No Intent to Fill (Page 92 for detail)		\$0.62	\$0.70	\$0.70	\$0.70	\$0.70	\$3.42	\$0.72
Staffing Analysis (Page 104 for detail)		\$1.04	\$2.94	\$2.94	\$2.94	\$2.94	\$12.80	\$3.47
Span of Control (Page 112 for detail)		\$0.93	\$2.47	\$2.47	\$2.47	\$2.47	\$10.81	\$3.09
Collaboration Centers (Page 119 for detail)		\$0.00	\$0.15	\$0.27	\$0.27	\$0.27	\$0.96	\$0.27
Total Savings Identified		\$2.59	\$6.26	\$6.38	\$6.38	\$6.38	\$27.99	\$7.55

Estimated Implementation Cost**

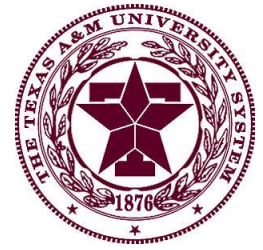
\$4.20

Cumulative Savings	\$2.59	\$8.85	\$15.23	\$21.61	\$27.99
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*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to the universities) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

**Implementation cost is estimated at 15% of savings.

See Summary of Identified Opportunities section for additional opportunity realization assumptions.



Executive Summary

Annual cost saving* opportunities, by regional university, are detailed below:

Opportunities	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
PVAMU		\$0.44	\$1.08	\$1.12	\$1.12	\$1.12	\$4.88	\$1.31
TARLETON		\$0.35	\$0.59	\$0.61	\$0.61	\$0.61	\$2.77	\$0.69
TAMIU		\$0.24	\$0.62	\$0.63	\$0.63	\$0.63	\$2.75	\$0.74
TAMU-C		\$0.31	\$0.74	\$0.75	\$0.75	\$0.75	\$3.30	\$0.88
TAMU-CC		\$0.31	\$0.87	\$0.89	\$0.89	\$0.89	\$3.85	\$1.07
TAMU-CT		\$0.04	\$0.12	\$0.12	\$0.12	\$0.12	\$0.52	\$0.14
TAMU-K		\$0.32	\$0.76	\$0.77	\$0.77	\$0.77	\$3.39	\$0.91
TAMU-SA		\$0.33	\$0.84	\$0.84	\$0.84	\$0.84	\$3.69	\$1.04
TAMU-T		\$0.03	\$0.09	\$0.09	\$0.09	\$0.09	\$0.39	\$0.11
WTAMU		\$0.22	\$0.54	\$0.55	\$0.55	\$0.55	\$2.41	\$0.66
Total Savings Identified		\$2.59	\$6.26	\$6.38	\$6.38	\$6.38	\$27.99	\$7.55

*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to the universities) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

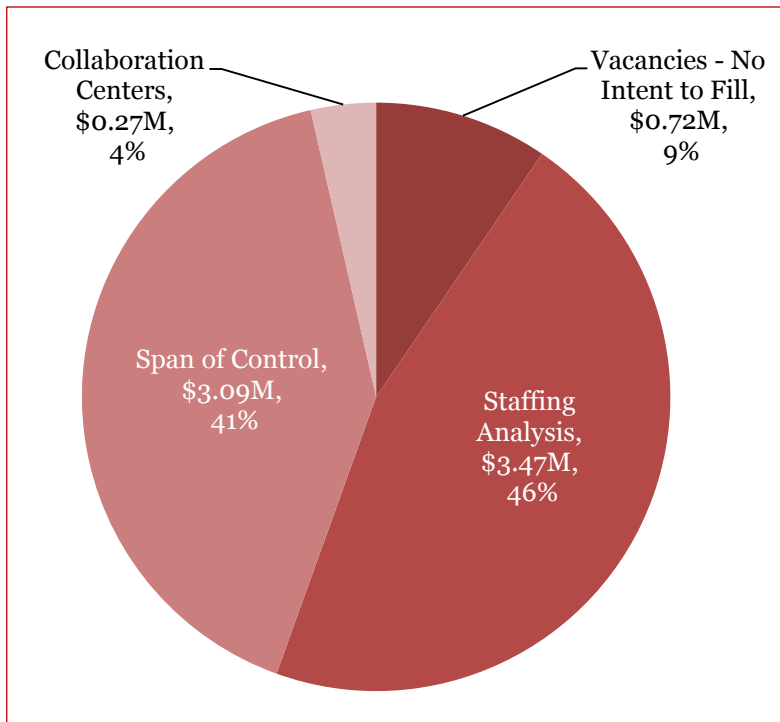
See Summary of Identified Opportunities section for additional opportunity realization assumptions.



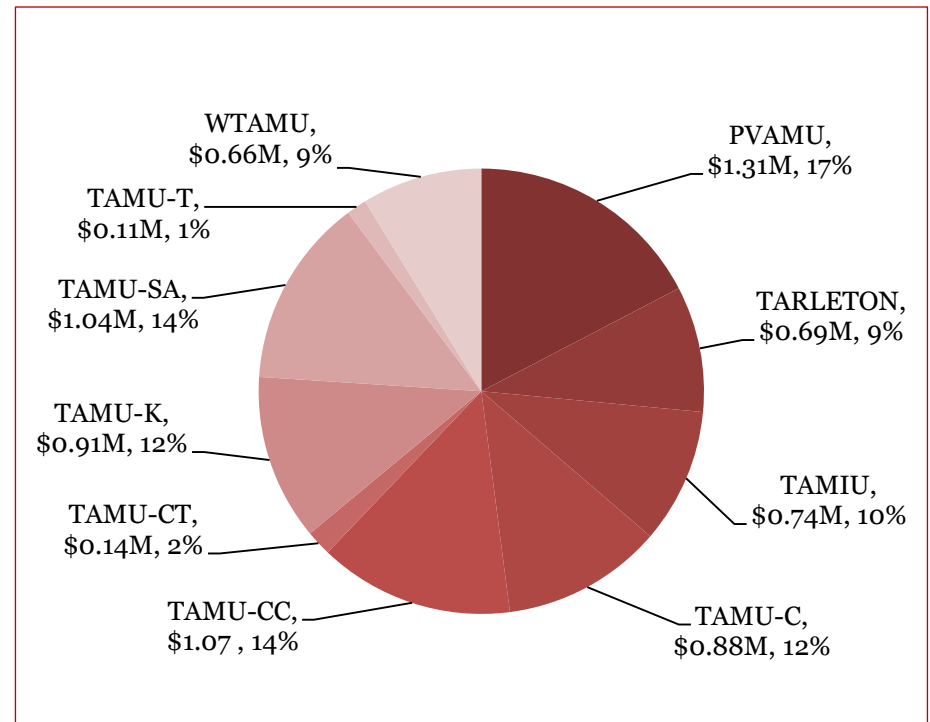
Executive Summary

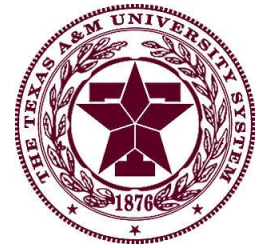
Opportunities resulted from the application of a set of analytical processes described in the report and are distributed about TAMUS regional universities as depicted below. Each TAMUS regional university President will be responsible for evaluation of opportunities in their respective university. All savings opportunities may not be realized.

Opportunities by Type of Analysis



Opportunities by University





Executive Summary

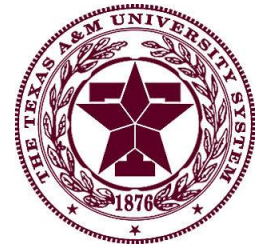
Implementation of accepted opportunities by regional university leadership is recommended in accordance with the timeline below.* TAMUS should assist with coordination across System members to ensure a consistent approach and results.

- A dedicated project governance and management structure should be established to provide ongoing executive leadership and project management.

	2014			2015				2016			
	Oct	Nov	Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec
Set Direction											
<i>Confirm Goals, Sequence & Timing</i>				Plan							
<i>Establish Academic, Research & Service Excellence Fund</i>				Plan							
<i>Establish Leadership Structure & Budget</i>				Plan							
<i>Establish Project Structure</i>				Plan							
Vacancies Opportunity											
<i>No Intent to Fill Vacancies</i>				Plan	Impl.						
<i>Intent to Fill Vacancies</i>				Plan	Impl.						
Direct Reduction Opportunities											
<i>Staffing</i>				Plan	Implement	Review					
<i>Span of Control</i>				Plan	Implement	Review					
Collaboration Centers											
<i>Finance/Purchasing/HR/Payroll/Travel</i>				Plan	Pilot			Review	Deploy Phase 2		
On-going Support				Communications & Change management							
				Transition Support, Legal, HR & Risk Management							
				Technology and Infrastructure							

*The timeline will require modification when integrated with TAMUS HR and IT initiatives which are separate and not within CAR scope.

Executive Summary



Challenges impact regional universities' ability to transform

Infrastructure

- Current Human Resource Information System has limited ability to manage \$1.9B of personnel expenses (52% of total System expenses)
- Financial system is inadequate and antiquated requiring significant re-entry of financial information into shadow systems
- In some cases, local standalone systems and processes are not well integrated with system-wide applications, resulting in incongruent and outdated data
- In many cases, position titles and compensation management are loosely controlled by each member which negatively impacts span of control

Change Management

- Anxiety about change
- Concern about actual and potential future turnover of valued staff perceived to be related to this administrative efficiency initiative
- Negative perception of outsourcing and shared services

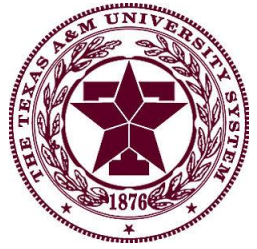
Project Background and Objectives

Leading Public Universities Face Unprecedented Economic Challenges (1 of 2)



- Nationwide, **public university tuition increases over the last decade have outpaced the ability of some students and their parents to pay for a college education.**
 - States, facing funding constraints and demands from other initiatives, have **reduced higher education appropriations, shifting the burden from taxpayers to students and their parents.**
 - The Center on Budget and Policy Priorities reports that states nationwide cut spending for higher education by 28% per student over the 5-year period ending with FY13. The Center reports that **Texas cut spending** at a slightly lower rate of **27%**.
- Moody's Investor Services assigns higher education a negative outlook in its *2014 Outlook – US Higher Education, Not-for-Profits and Independent Schools* report.
 - The report notes that “Fundamental business conditions in US higher education... will remain stressed in 2014, with continued price resistance and a challenged federal budget...”
 - Factors driving the outlook:
 - “slowly growing revenue eclipsed by pressure to increase expenses..., flat to declining government funding..., and heightened political scrutiny and increased regulatory oversight...”
 - Moody's concludes that “public higher education is becoming less affordable” and reports that the ratio of median family income to public net tuition has decreased by 25% since 2008.

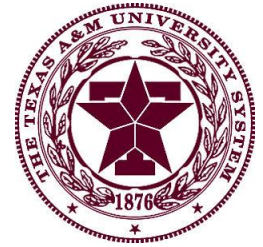
Leading Public Universities Face Unprecedented Economic Challenges (2 of 2)



- **Federal funding for research flattened or declined.** The National Science Foundation reported in November 2013 that “when adjusted for inflation, higher education R&D declined by 1.1% from FY11 to FY12. This represents the first constant-dollar decline since 1974 and ends a period of modest growth during FY09 – FY11, when R&D expenditures increased an average of 5% each year.”

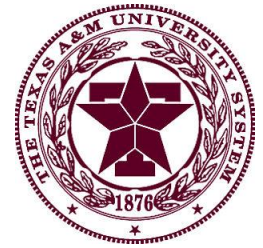
In response to these challenges, universities and in particular public universities nationwide are implementing initiatives to contain administrative cost increases by increasing operational efficiency and effectiveness.

Leading Universities Respond to Challenges

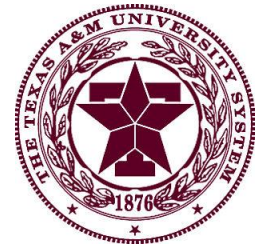


- Leading universities throughout the nation have responded to these economic challenges by identifying opportunities for cost savings and implementing actions to enhance administrative efficiency and effectiveness through:
 - Standardization of administrative processes to reduce complexity and facilitate compliance
 - Elimination of duplication to reduce administrative costs
 - Alignment and clarification of administrative roles and responsibilities with organizational mission and objectives
 - Creation and monitoring of performance standards
 - Adoption of Collaboration Centers to improve quality through specialization
 - Outsourcing to concentrate institutional effort on core capabilities and increase staffing flexibility.

Chancellor Sharp Initiates Comprehensive Administrative Review

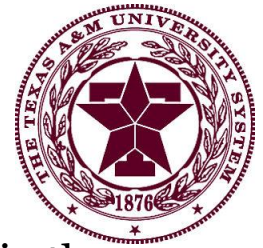


- Chancellor Sharp responded to these challenges by commissioning the Comprehensive Administrative Review (CAR) of TAMUS member universities and agencies.
- CAR objectives:
 - Develop recommendations to enhance administrative efficiency, effectiveness and execution throughout TAMUS
 - Identify administrative cost savings that can be redirected into TAMUS core functions of teaching, research and service.
- CAR represents a focused, data-driven approach to support TAMUS member leadership in moving forward with decisive actions to re-allocate funding to core mission functions.



Project Deliverables

- This phase of the CAR seeks to develop the following:
 - Organizational changes addressing redundancy and de-layering
 - Outline of opportunities with implementation plan, including:
 - Prioritized summary matrix of recommendations and opportunities
 - Recommendations organized by A&M System member.
- **This review evaluated only positions and position characteristics (e.g., number of positions, type of positions). The review did not evaluate the qualifications or performance of individuals serving in these positions.**



The TAMUS Regional Universities

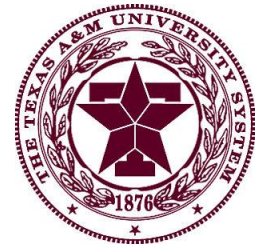
- The Texas A&M University System (TAMUS or System) regional universities in the scope of this phase are:
 - Prairie View A&M University (PVAMU)
 - Tarleton State University (TARLETON)
 - Texas A&M International University (TAMIU)
 - Texas A&M University – Central Texas (TAMU-CT)
 - Texas A&M University – Commerce (TAMU-C)
 - Texas A&M University – Corpus Christi (TAMU-CC)
 - Texas A&M University – Kingsville (TAMU-K)
 - Texas A&M University – San Antonio (TAMU-SA)
 - Texas A&M University – Texarkana (TAMU-T)
 - West Texas A&M University (WTAMU).

Regional Universities Differ Markedly from the Brazos Valley System Members (1 of 3)



- The set of System members reviewed in the earlier Combined Phase – the flagship Texas A&M University (TAMU) including the Texas A&M Health Science Center (TAMHSC) and the TAMU at Galveston (TAMUG) branch campus, the seven TAMUS agencies and the two System service units – differ markedly from the regional universities. As the Combined Phase report noted, the administrative operations of the Brazos Valley-based System members are highly “intertwined.” The regional universities operate more independently.
- TAMUS regional universities vary in their scope and mission, stage of development and proximity to large population centers in Texas. TAMU-CT and TAMU-SA both became independent universities in 2009. TAMU-CT separated from Tarleton; TAMU-SA, more recently from TAMU-K. TAMU-CT gained full accreditation effective January 1, 2013; TAMU-SA anticipates full accreditation in December 2014. TAMU-T has recently expanded its scope to include lower division (i.e., freshman and sophomore) course offerings, an initiative accompanied by additional student service requirements. TAMU-SA plans to do the same. TAMIU, TAMU-CC and TAMU-K focus on first generation students. PVAMU strives to fulfill its mission as an “institution of the first class” as designated by the Texas Constitution. Tarleton, TAMU-C and WTAMU are well-established universities. Several seek new and innovative growth opportunities on campus, in proximate locales and through distance learning. Two are located near the urban centers of Houston and San Antonio while others serve as the educational mecca of their respective regions.

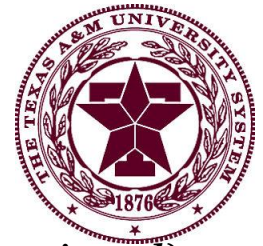
Regional Universities Differ Markedly from the Brazos Valley System Members (2 of 3)



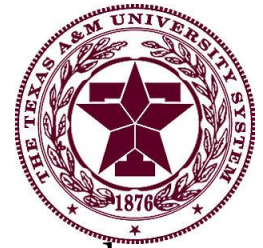
- Unlike the set of Brazos Valley System members, the regional universities:
 - Are located across the entire State of Texas and generally not within commuting distance of one another, the exception being TAMU-CC and TAMU-K which are located within approximately 45 miles of one another
 - Support an average student enrollment head count* of 7,746, ranging from 1,875 at TAMU-T to 12,120 at TAMU-C. Enrollment at TAMU (inclusive of TAMHSC and TAMUG) is 61,281 for the same period, or almost 8 times the average enrollment of the regional universities.
 - Focus resources more heavily on instruction relative to research
 - Provide more limited public support, except PVAMU which supports public service through its Collaborative Extension Program
 - Do not have access to the Permanent University Fund and its capital funding capacity, except for PVAMU, TARLETON, TAMU-CT and TAMU-SA; the six other regional universities have access to Higher Education Funds for this purpose
 - Do not have access to the Available University Fund and its capacity to fund support and maintenance (e.g., faculty and staff salaries, equipment, scholarships), except for PVAMU which receives Excellence Funds from the Available University Fund

*Source: System Office – Fall 2014, preliminary 12th class day report

Regional Universities Differ Markedly from the Brazos Valley System Members (3 of 3)



- Unlike the set of Brazos Valley System members, the regional universities: *(continued)*
 - Maintain administrative operations with fewer administrative positions which are frequently more multi-functional (i.e., less specialized) than those in the Brazos Valley System members
 - Generally speaking, share resources when specialized, relatively expensive expertise (e.g., IT security) is needed and, in some cases, access expertise and transaction processing capabilities from TAMU (e.g., payroll) or TAMUS (e.g., legal services)
 - Include among its members, TAMU-CT, TAMU-SA and TAMU-T – emerging universities with opportunities to shape their respective administrative structures as they grow and mature.



Cost Comparisons to Peers (1 of 2)

- Accordingly, the CAR compares regional university costs against those of peers and aspirants (collectively, “peers”) universities with similar characteristics as the respective TAMUS regional university. National peer universities were self-selected by each TAMUS regional university. Each university’s respective Point of Contact (POC) identified a set. The university also identified a set when reporting cost data to the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS). Both sets were considered for the purpose of the CAR analyses.
- Categories of costs/expenditures* are described as follows:
 - *Academic support* represents “expenses incurred to provide support services for the institution’s primary missions: instruction, research and public service.” Examples include expenses for Dean’s offices, libraries, and course and curriculum development.
 - *Student services* represents “expenses incurred for offices of admissions and the registrar... and activities with the primary purpose of contributing to students’ emotional and physical well-being and intellectual, cultural and social development outside the context of the formal instruction program.”
 - *Institutional support* represents “expenses for central, executive-level activities concerned with management and long-range planning for the entire institution...” Examples include expenses for the governing board, planning and programming, legal services, fiscal operations, administrative data processing, space management and employee personnel and records.
- Appendix A provides more detailed definition of these cost classifications.



Cost Comparisons to Peers (2 of 2)

- Although the CAR project encompasses all three cost categories, CAR recognized institutional support as the most “administrative,” followed by student services and then academic support, which represents the category most closely aligned with core mission function.
- Costs and full-time student enrollment (FTSE) are presented for Fiscal Year 2012, the latest fiscal year for which a comprehensive set of costs are available from IPEDS, the source of the data presented. Recipients of Title IV Federal Funding are responsible for reporting IPEDS data in compliance with well-developed Federal standards. IPEDS is frequently used as a source for peer comparisons.
- The table that follows summarizes the individual TAMUS regional universities’ standing with respect to their peers, for the following categories of cost:
 - Academic support
 - Student services
 - Institutional support.
- Appendix B includes summary data and charts presenting additional detail regarding peer cost comparisons.
- Appendix C presents cost comparisons to Texas peers.
- Appendix D presents costs comparisons among TAMUS regional universities.



Costs versus Peers (1 of 2)

Regional University	Cost Category	University Cost/FTSE	Peers Average Cost/FTSE	University % of Average
PVAMU	Academic Support	\$2,958	\$1,840	160.8%
	Student Services	\$1,560	\$1,353	115.3%
	Institutional Support	\$2,987	\$2,174	137.4%
TARLETON	Academic Support	\$1,196	\$1,806	66.2%
	Student Services	\$834	\$1,338	62.3%
	Institutional Support	\$1,365	\$2,094	65.2%
TAMIU	Academic Support	\$2,078	\$1,898	109.5%
	Student Services	\$1,475	\$2,004	73.6%
	Institutional Support	\$1,411	\$1,334	105.8%
TAMU-C	Academic Support	\$1,598	\$1,704	93.8%
	Student Services	\$1,247	\$1,463	85.2%
	Institutional Support	\$1,574	\$1,665	94.5%
TAMU-CC	Academic Support	\$2,397	\$2,086	114.9%
	Student Services	\$1,401	\$1,530	91.6%
	Institutional Support	\$1,445	\$2,012	71.8%



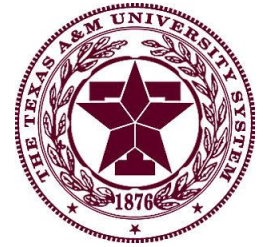
Costs versus Peers (2 of 2)

Regional University	Cost Category	University Cost/FTSE	Peers Average Cost/FTSE	University % of Average
TAMU-CT	Academic Support	\$2,496	\$2,212	112.8%
	Student Services	\$2,988	\$1,911	156.4%
	Institutional Support	\$2,105	\$3,115	67.6%
TAMU-K	Academic Support	\$1,799	\$1,795	100.2%
	Student Services	\$1,631	\$1,331	122.5%
	Institutional Support	\$1,943	\$1,700	114.3%
TAMU-SA	Academic Support	\$1,109	\$1,873	59.2%
	Student Services	\$1,545	\$1,351	114.4%
	Institutional Support	\$3,205	\$2,199	145.7%
TAMU-T	Academic Support	\$1,808	\$1,893	95.5%
	Student Services	\$1,738	\$1,892	91.9%
	Institutional Support	\$3,580	\$2,666	134.3%
WTAMU	Academic Support	\$1,475	\$1,537	96.0%
	Student Services	\$636	\$1,526	41.7%
	Institutional Support	\$1,652	\$1,726	95.7%

Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers .

Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented.

Cost Comparisons to TAMUS Regional Universities

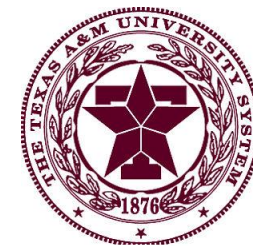


Comparisons among TAMUS Regional Universities

- The three tables that follow present costs for the ten TAMUS regional universities, for the same categories of costs. Regional university data are presented by cost per FTSE in descending order.

Academic Support Costs

TAMUS Regional Universities Comparison



Regional University	Cost / FTSE	% of Regional Median	% of Regional Average
PVAMU	\$2,958	164.0%	156.4%
TAMU-CT	\$2,496	138.4%	132.0%
TAMU-CC	\$2,397	132.9%	126.8%
TAMIU	\$2,078	115.2%	109.9%
TAMU-T	\$1,808	100.2%	95.6%
TAMU-K	\$1,799	99.7%	95.1%
TAMU-C	\$1,598	88.6%	84.5%
WTAMU	\$1,475	81.8%	78.0%
TARLETON	\$1,196	66.3%	63.2%
TAMU-SA	\$1,109	61.5%	58.6%
		Median*	Average*
TAMUS Regional Universities		\$1,804	\$1,891

Source: IPEDS for FY12, the latest year available for comparison across all peers.

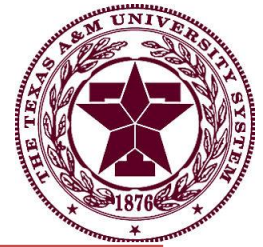
Expense classifications are defined by NACUBO. Only selected expense classification are presented.

*Median and average of the ten TAMUS regional university costs.

See Appendix C for comparisons of regional university costs to Texas peers.

Student Services Costs

TAMUS Regional Universities Comparison



Regional University	Cost / FTSE	% of Regional Median	% of Regional Average
TAMU-CT	\$2,988	197.9%	198.4%
TAMU-T	\$1,738	115.1%	115.4%
TAMU-K	\$1,631	108.0%	108.3%
PVAMU	\$1,560	103.3%	103.6%
TAMU-SA	\$1,545	102.3%	102.6%
TAMU	\$1,475	97.7%	97.9%
TAMU-CC	\$1,401	92.8%	93.0%
TAMU-C	\$1,247	82.6%	82.8%
TARLETON	\$834	55.2%	55.4%
WTAMU	\$636	42.1%	42.2%
		Median*	Average*
TAMUS Regional Universities		\$1,510	\$1,506

Source: IPEDS for FY12, the latest year available for comparison across all peers.

Expense classifications are defined by NACUBO. Only selected expense classification are presented.

*Median and average of the ten TAMUS regional university costs.

See Appendix C for comparisons of regional university costs to Texas peers.

Institutional Support Costs

TAMUS Regional Universities Comparison



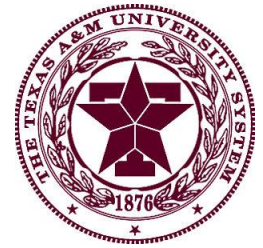
Regional University	Cost / FTSE	% of Regional Median	% of Regional Average
TAMU-T	\$3,580	199.1%	168.3%
TAMU-SA	\$3,205	178.3%	150.7%
PVAMU	\$2,987	166.1%	140.4%
TAMU-CT	\$2,105	117.1%	99.0%
TAMU-K	\$1,943	108.1%	91.3%
WTAMU	\$1,652	91.9%	77.7%
TAMU-C	\$1,574	87.5%	74.0%
TAMU	\$1,445	80.4%	67.9%
TAMU-CC	\$1,411	78.5%	66.3%
TARLETON	\$1,365	75.9%	64.2%
		Median*	Average*
TAMUS Regional Universities		\$1,798	\$2,127

Source: IPEDS for FY12, the latest year available for comparison across all peers.

Expense classifications are defined by NACUBO. Only selected expense classification are presented.

*Median and average of the ten TAMUS regional university costs.

See Appendix C for comparisons of regional university costs to Texas peers.

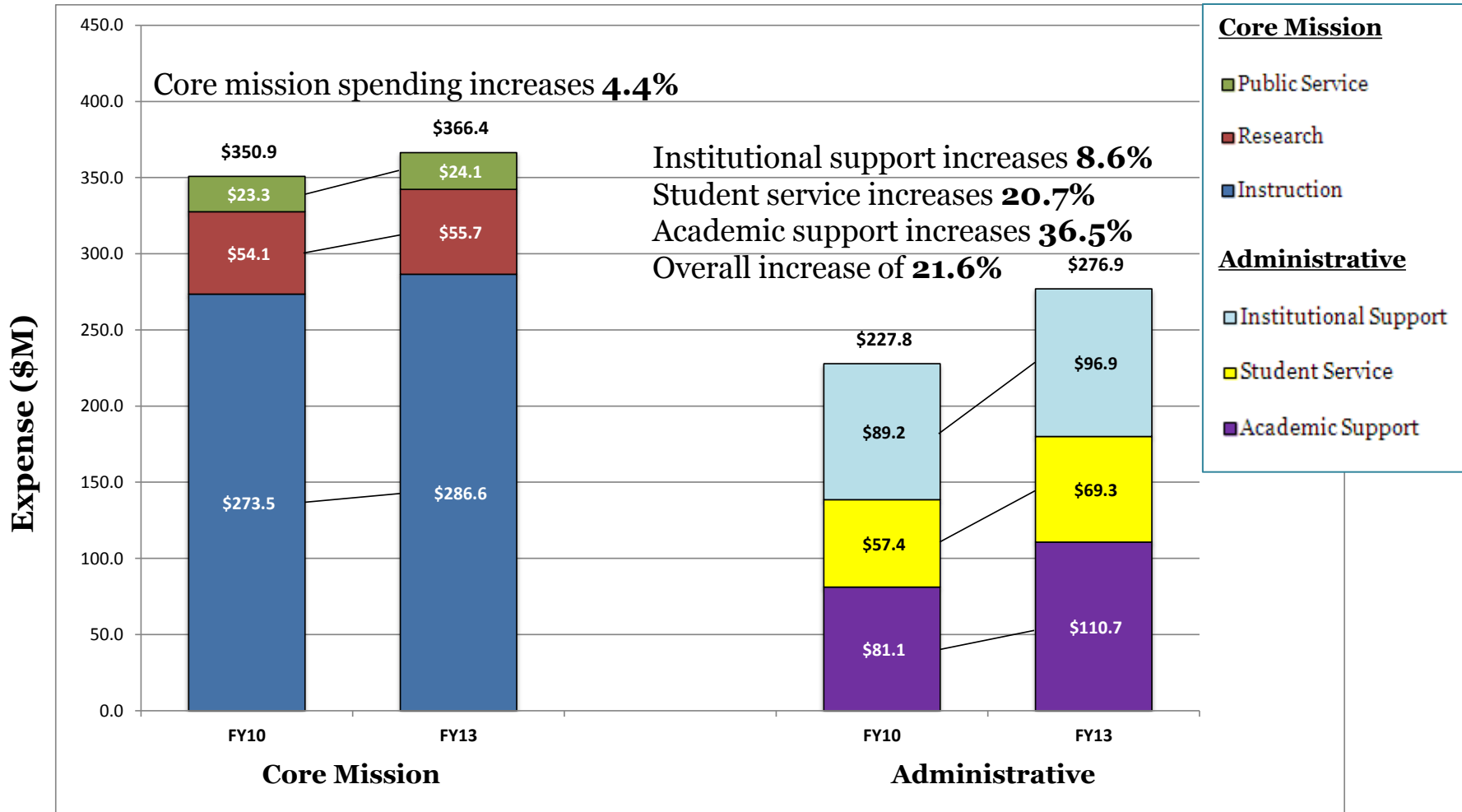
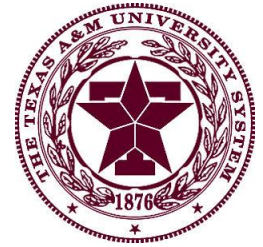


TAMUS Regional University Cost Trends

- TAMUS regional universities have not been immune from the trends impacting universities nationwide and have experienced fluctuations in state appropriations.
- Although TAMUS regional university administrative costs compare reasonably well to peer institutions, increases in administrative costs outpace spending on core mission activities over both a 3-year and 5-year period. Of the costs considered “administrative” in this report, academic support costs have increased at the most rapid pace, followed by student services and then institutional support.
 - Comparison of the rate of increase of institutional support costs to core mission costs indicates that institutional support costs are consuming an increasing share of regional university funding.
- In recent years, growth of administrative costs has also outpaced overall growth in enrollment, semester credit hours, tuition and fees, and appropriations.

3-Year Spend Increases – Administrative Exceeds Core Mission

TAMUS Regional Universities



Source: TAMUS unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

3-Year Trend – Full-time Student Enrollment



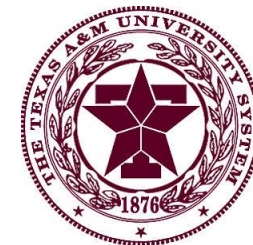
Full-Time Student Enrollment

Regional University	Fall 2010*	Fall 2013*	3-Year Change	Fall 2014**	4-Year Change	F13 – F14 Change
TAMU-SA	1,960	2,810	43.4%	2,733	39.4%	-2.7%
TAMU-K	5,305	6,801	28.2%	6,866	29.4%	1.0%
TARLETON	7,123	8,578	20.4%	9,241	29.7%	7.7%
TAMU-CT	1,044	1,214	16.3%	1,209	15.8%	-0.4%
TAMU-C	6,988	7,728	10.6%	8,304	18.8%	7.5%
WTAMU	6,140	6,706	9.2%	7,086	15.4%	5.7%
TAMU-CC	7,817	8,528	9.1%	8,773	12.2%	2.9%
TAMIU	4,630	5,020	8.4%	5,231	13.0%	4.2%
TAMU-T	1,132	1,205	6.4%	1,313	16.0%	9.0%
PVAMU	7,367	7,045	-4.4%	7,149	-3.0%	1.5%

3-year change with Fall 2010 base year presented to provide comparability to the Combined Phase report. 4-year change presented to include latest information available.

*Source: Texas Higher Education Coordinating Board (THECB) Accountability System

**Fall 2014 data is preliminary 12th class day enrollment count provided by the respective university. Source: System Office - Total Head Count and Semester Credit Hours: Phase II Regionals Academic Data



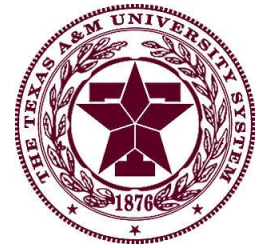
3-Year Trend – Semester Credit Hours

Semester Credit Hours						
Regional University	Fall 2010*	Fall 2013*	3-Year Change	Fall 2014**	4-Year Change	F13 – F14 Change
TAMU-SA	28,093	40,202	43.1%	39,278	39.8%	-2.3%
TAMU-K	77,119	97,882	26.9%	97,672	26.7%	-0.2%
TARLETON	104,742	126,510	20.8%	136,279	30.1%	7.7%
TAMU-CT	14,717	17,303	17.6%	17,267	17.3%	-0.2%
TAMU-C	97,913	108,666	11.0%	115,771	18.2%	6.5%
TAMU-CC	113,674	124,717	9.7%	128,205	12.8%	2.8%
WTAMU	90,202	98,307	9.0%	103,173	14.4%	4.9%
TAMIU	67,997	74,002	8.8%	77,076	13.4%	4.2%
TAMU-T	16,257	17,510	7.7%	19,025	17.0%	8.7%
PVAMU	107,087	102,722	-4.1%	104,197	-2.7%	1.4%

3-year change with Fall 2010 base year presented to provide comparability to the Combined Phase report. 4-year change presented to include latest information available.

*Source: THECB Accountability System

**Fall 2014 data is preliminary 12th class day enrollment count provided by the respective university. Source: System Office - Total Head Count and Semester Credit Hours: Phase II Regionals Academic Data



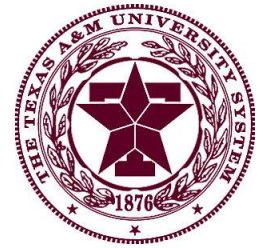
3-Year Trend – Tuition and Fees

Tuition and Fees (Semester)			
Regional University	Fall 2010	Fall 2013	3-Year Change
TAMU-T	\$2,543	\$3,336	31.2%
TAMU-SA	\$2,936	\$3,607	22.9%
TAMU-CC	\$3,304	\$3,909	18.3%
TAMIU	\$3,067	\$3,618	18.0%
PVAMU	\$3,648	\$4,258	16.7%
TARLETON	\$3,146	\$3,502	11.3%
TAMU-C	\$3,021	\$3,360	11.2%
TAMU-K	\$3,207	\$3,557	10.9%
WTAMU	\$3,171	\$3,515	10.8%
TAMU-CT	\$3,029	\$3,240	7.0%

3-year change with Fall 2010 base year presented to provide comparability to the Combined Phase report.

Source: System Office Analysis – Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours

Note: Amounts exclude differential tuition charged by specific academic programs.



3-Year Trend – State Appropriations

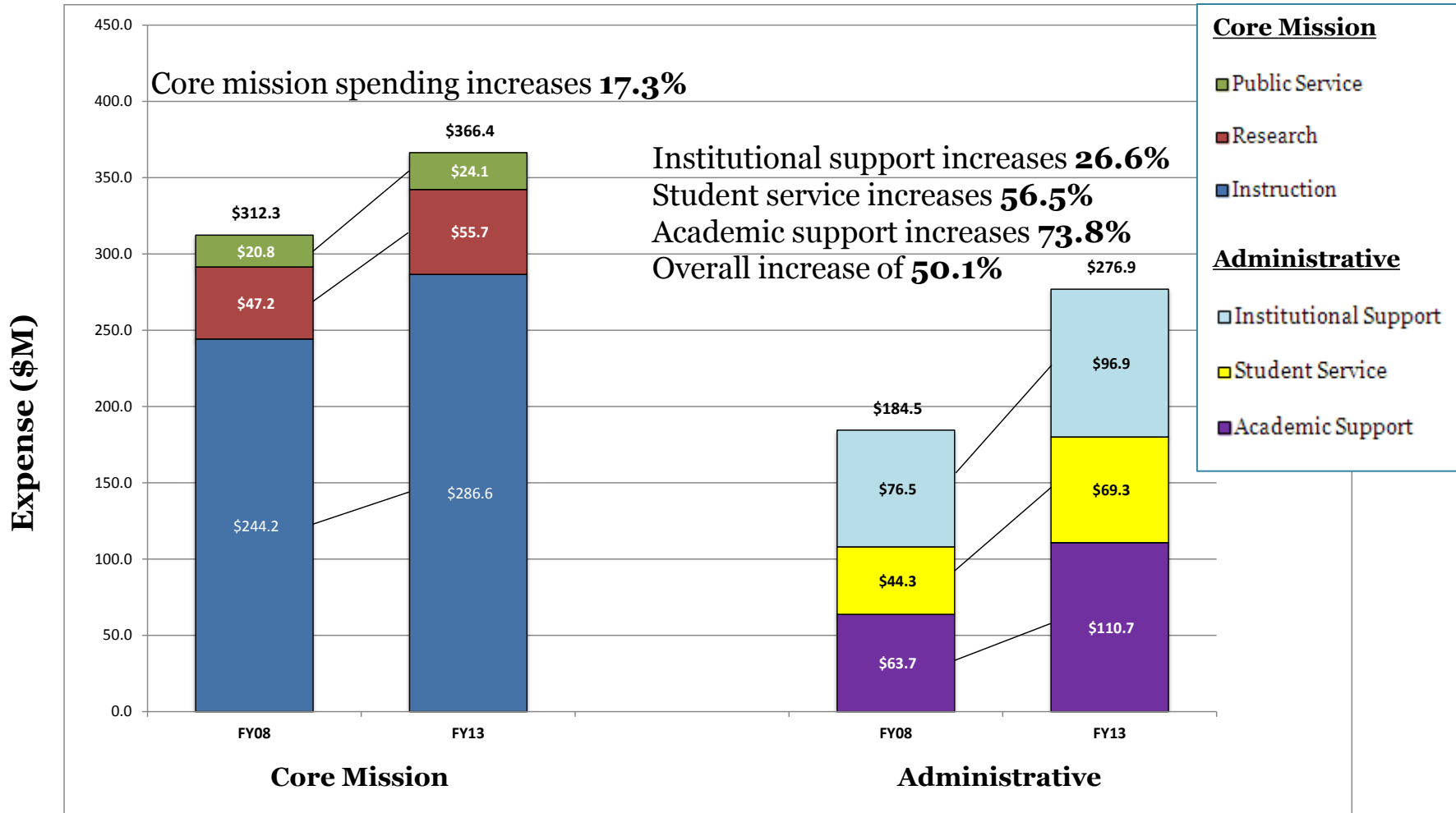
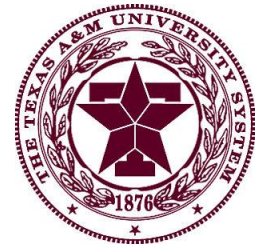
State Appropriations			
Regional University	FY 2010 (\$M)	FY 2013 (\$M)	3-Year Change
TAMU-K	\$49.6	\$33.6	-32.3%*
TARLETON	\$52.2	\$36.2	-30.7%*
TAMIU	\$39.6	\$33.1	-16.4%
TAMU-CC	\$56.4	\$47.3	-16.1%
WTAMU	\$37.3	\$32.3	-13.4%
PVAMU	\$60.4	\$52.4	-13.2%
TAMU-T	\$17.2	\$16.8	-2.3%
TAMU-C	\$42.3	\$41.4	-2.1%
TAMU-SA	\$1.2	\$16.8	1363.4%*
TAMU-CT	\$0.1	\$14.3	16429.6%*

3-year change with Fall 2010 base year presented to provide comparability to the Combined Phase report.

Source: FY10 and FY13 unaudited Annual Financial Reports

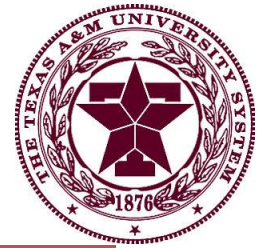
*State appropriations for TAMU-CT and TAMU-SA represents the portion of the TARLETON appropriation and the TAMU-K appropriation, respectively, passed on to TAMU-CT and TAMU-SA, respectively. State appropriations for TARLETON and TAMU-K represent the TARLETON appropriation and TAMU-K appropriation, respectively, less the amount passed on to TAMU-CT and TAMU-SA, respectively. Calculations were provided by the System Office of Budgets and Accounting.

5-Year Spend Increases - Administrative Outpaces Core TAMUS Regional Universities



Source: TAMUS unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

5-Year Trend – Full-time Student Enrollment



Full-Time Student Enrollment

Regional University	Fall 2008*	Fall 2013*	5-Year Change	Fall 2014**	6-Year Change	F13–F14 Change
TAMU-SA***	889	2,810	216.1%	2,733	207.4%	-2.7%
TAMU-K***	4,516	6,801	50.6%	6,866	52.0%	1.0%
TAMU-CT***	815	1,214	49.0%	1,209	48.3%	-0.4%
TARLETON***	6,274	8,578	36.7%	9,241	47.3%	7.7%
TAMU-T	862	1,205	39.8%	1,313	52.3%	9.0%
TAMU-C	6,048	7,728	27.8%	8,304	37.3%	7.5%
TAMIU	3,947	5,020	27.2%	5,231	32.5%	4.2%
TAMU-CC	7,028	8,528	21.3%	8,773	24.8%	2.9%
WTAMU	5,707	6,706	17.5%	7,086	24.2%	5.7%
PVAMU	6,870	7,045	2.5%	7,149	4.1%	1.5%

5-year change with Fall 2008 base year presented to provide comparability to the Combined Phase report. 6-year change presented to include latest information available.

*Source: THECB Accountability System

**Fall 2014 data is preliminary 12th class day enrollment count provided by the respective university. Source: System Office - Total Head Count and Semester Credit Hours: Phase II Regionals Academic Data

***2008 Enrollment Source: System Office



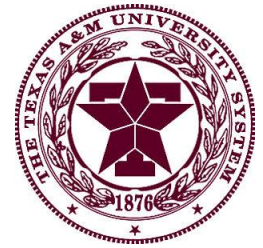
5-Year Trend – Semester Credit Hours

Semester Credit Hours						
Regional University	Fall 2008	Fall 2013	5-Year Change	Fall 2014*	6-Year Change	F13 – F14 Change
TAMU-SA	13,049	40,202	208.1%	39,278	201.0%	-2.3%
TAMU-CT	11,468	17,303	50.9%	17,267	50.6%	-0.2%
TAMU-K	64,899	97,882	50.8%	97,672	50.5%	-0.2%
TAMU-T	12,289	17,510	42.5%	19,025	54.8%	8.7%
TARLETON	92,381	126,510	36.9%	136,279	47.5%	7.7%
TAMU-C	84,422	108,666	28.7%	115,771	37.1%	6.5%
TAMIU	57,668	74,002	28.3%	77,076	33.7%	4.2%
TAMU-CC	102,361	124,717	21.8%	128,205	25.2%	2.8%
WTAMU	83,801	98,307	17.3%	103,173	23.1%	4.9%
PVAMU	99,619	102,722	3.1%	104,197	4.6%	1.4%

5-year change with Fall 2010 base year presented to provide comparability to the Combined Phase report. 6-year change presented to include latest information available.

Source: THECB Accountability System

*Fall 2014 data is preliminary 12th class day enrollment count provided by the respective university. Source: System Office - Total Head Count and Semester Credit Hours: Phase II Regionals Academic Data



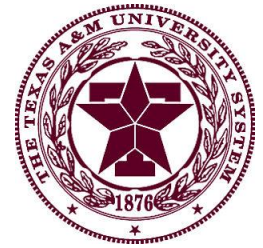
5-Year Trend – Tuition and Fees

Tuition and Fees (Semester)			
Regional University	Fall 2008	Fall 2013	5-Year Change
TAMU-T	\$2,121	\$3,336	57.3%
TAMU-SA	\$2,678	\$3,607	34.7%
TAMIU	\$2,699	\$3,618	34.0%
TAMU-CC	\$2,926	\$3,909	33.6%
WTAMU	\$2,656	\$3,515	32.3%
TAMU-C	\$2,585	\$3,360	30.0%
TAMU-K	\$2,745	\$3,557	29.6%
PVAMU	\$3,411	\$4,258	24.8%
TARLETON	\$2,820	\$3,502	24.2%
TAMU-CT	\$2,756	\$3,240	17.6%

5-year change with Fall 2010 base year presented to provide comparability to the Combined Phase report. 6-year change presented to include latest information available.

Source: System Office Analysis – Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours

Note: Amounts exclude differential tuition charged by specific academic programs.



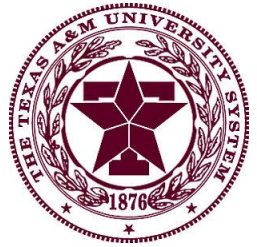
5-Year Trend – State Appropriations

State Appropriations			
Regional University	Fall 2008 (\$M)	Fall 2013 (\$M)	5-Year Change
TAMIU	\$44.4	\$33.1	-25.5%
PVAMU	\$65.6	\$52.4	-20.1%
TAMU-K	\$40.5	\$33.6	-17.0%*
TAMU-CC	\$55.6	\$47.3	-14.9%
WTAMU	\$37.0	\$32.3	-12.7%
TAMU-T	\$18.0	\$16.8	-6.7%
TARLETON	\$38.5	\$36.2	-6.0%*
TAMU-C	\$40.9	\$41.4	1.2%
TAMU-CT	\$9.7	\$14.3	47.4%*
TAMU-SA	\$7.6	\$16.8	121.1%*

5-year change with Fall 2010 base year presented to provide comparability to the Combined Phase report. 6-year change presented to include latest information available. Source: FY08 and FY13 unaudited Annual Financial Reports

**State appropriations for TAMU-CT and TAMU-SA represents the portion of the TARLETON appropriation and the TAMU-K appropriation, respectively, passed on to TAMU-CT and TAMU-SA, respectively. State appropriations for TARLETON and TAMU-K represent the TARLETON appropriation and TAMU-K appropriation, respectively, less the amount passed on to TAMU-CT and TAMU-SA, respectively. Calculations were provided by the System Office of Budgets and Accounting.*

3- and 5-Year Trends by Regional University



- Appendix E presents 3- and 5-year trends for each regional university
 - Enrollment
 - Semester credit hours
 - Tuition
 - Fees
 - State appropriations
 - Pell grants.
- Appendix E also presents 3- and 5-year trends, comparing core mission costs to academic support, student service and institutional support costs.

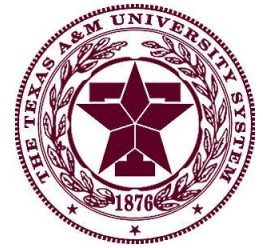
TAMUS Member Participation

Regional University Representatives Participated

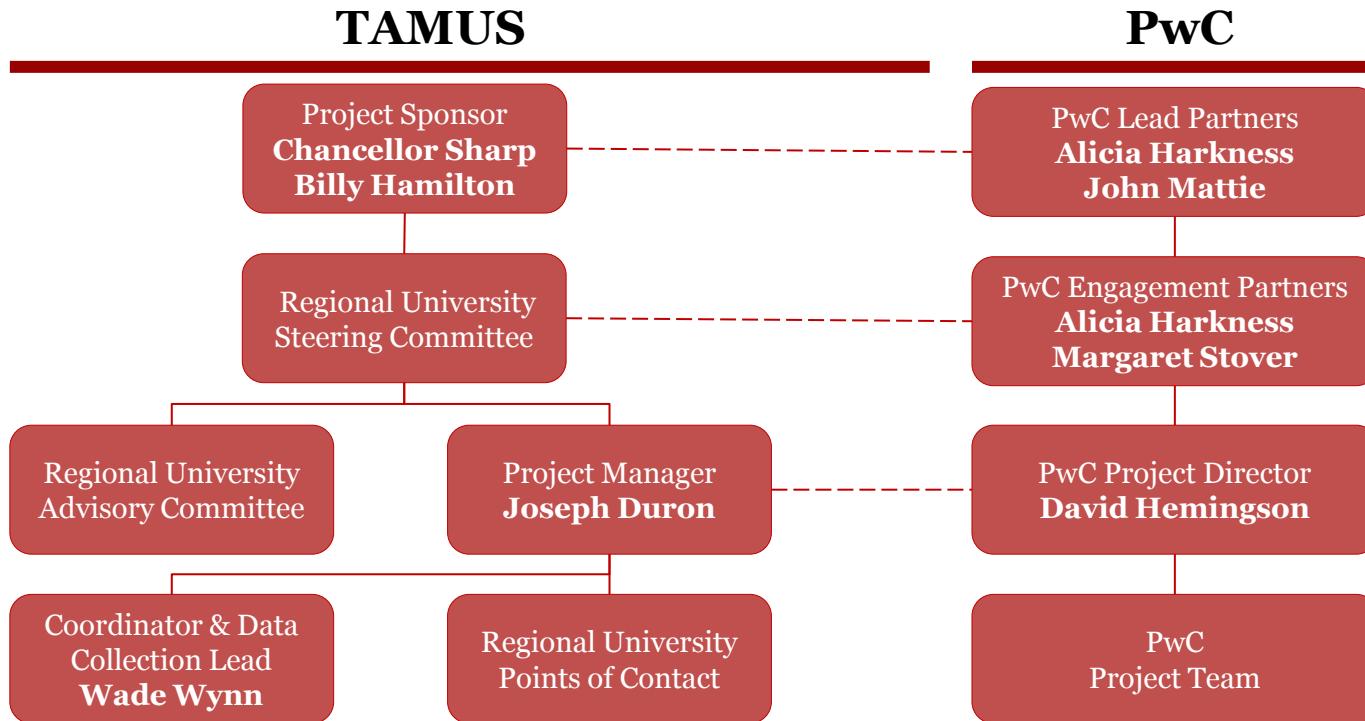


Numerous TAMUS regional university representatives participated in this review:

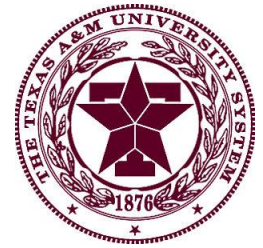
- Executive Sponsor and Steering Committee
 - Met weekly to review progress, findings and recommendations
- Advisory Committee – Regional university leaders
 - Met to review progress and initial findings
- Project Management
 - Met weekly to review status and discuss issues
- Activity Analysis Surveys
 - Engaged supervisors from across all of the regional universities
- Satisfaction Survey
 - Provided students, faculty and staff the opportunity to report their level of satisfaction with administrative services (for most universities)
- On-campus discussions with regional university Presidents and university cabinet members and/or Chief of Staff
 - Provide opportunity for Presidents to review data and provide feedback



Project Structure

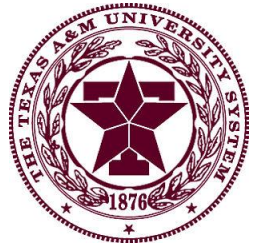


Project Scope



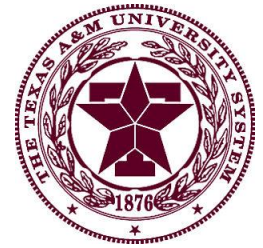
Functional Scope (1 of 2)

- Administrative functions performed by TAMUS member universities and agencies are within CAR scope. Core mission functions of instruction, research and public service are excluded from review.
- Staff and faculty performing administrative functions (e.g., deans, department/unit heads) are within scope.
- Activity Analysis (AA) surveys of 5,054 regional university job positions captured the distribution of effort for budgeted positions across a comprehensive set of functions and activities. Combined with the 10,987 job positions surveyed during the earlier phase, the CAR gathered information regarding 16,041 university and agency positions.
- Satisfaction surveys addressing user satisfaction with a broad set of administrative services provided by university and agency staff were administered to students, faculty and staff to provide insight into users' perceptions of the overall experience, timeliness of turnaround and accuracy of administrative services provided.
 - Satisfaction survey responses were voluntary. Respondents were not tracked to facilitate open and confidential responses.



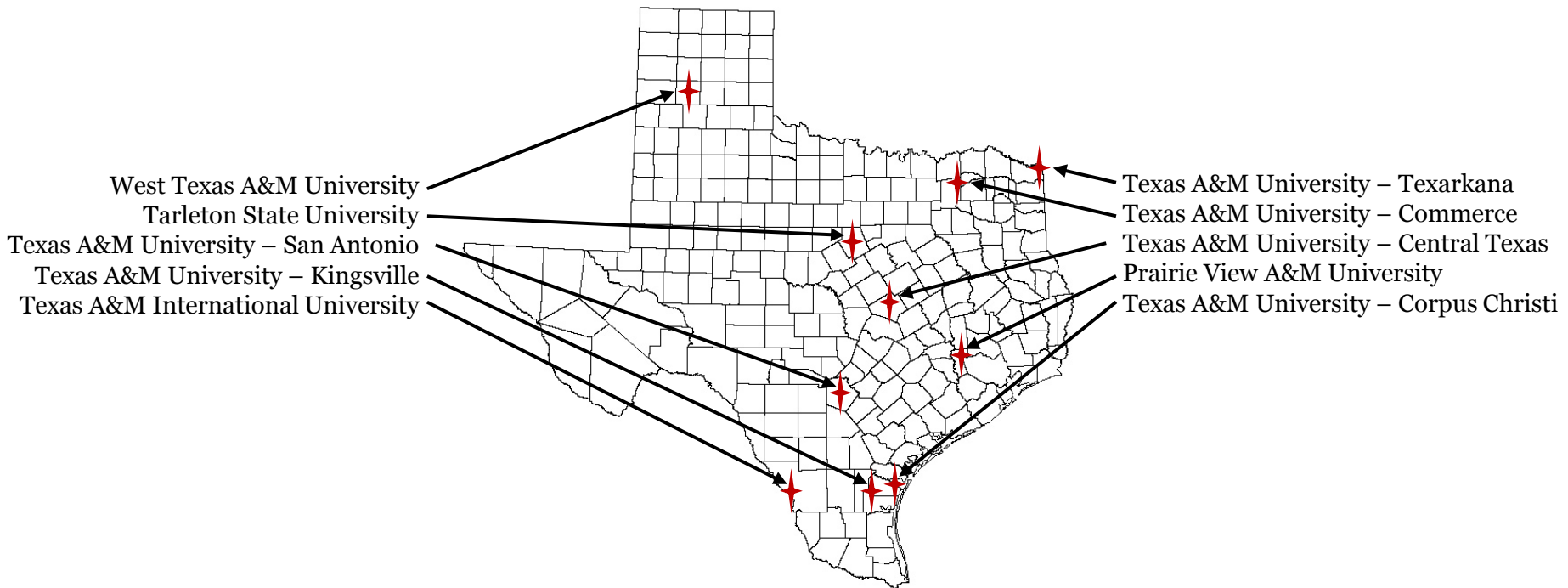
Functional Scope (2 of 2)

- Span of Control analytics were applied broadly.
 - Faculty members supervising only faculty members and/or graduate students were excluded.
- Functional scope recognized similar reviews performed earlier or underway when the CAR project began, specifically:
 - Custodial, dining, facilities and landscape maintenance
 - Human resources
 - Information technology
 - Purchasing
 - Research administration
 - System Office.

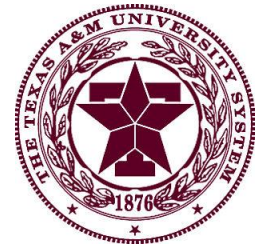


Organizational Scope

Current Phase - The current Regional Universities Phase addresses the ten regional universities, none of which are located in Brazos County.

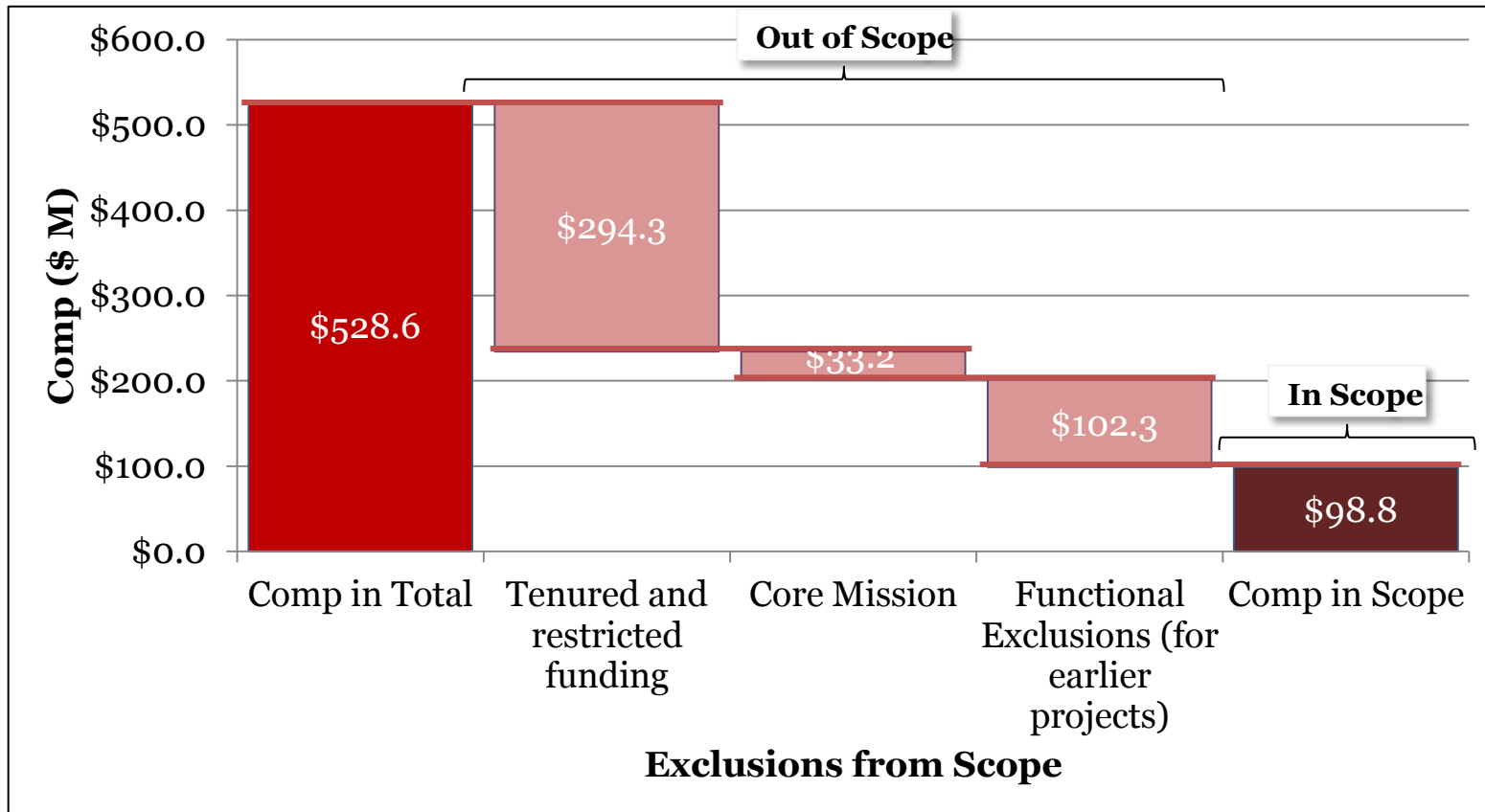


Combined Phase - The earlier Combined Phase linked Phases 1 and 3 of the original plan for the CAR, and recognized the intertwined nature of administrative activities performed by Brazos Valley-based System members – TAMU including TAMHSC and TAMUG, the seven TAMUS agencies and two System service units.

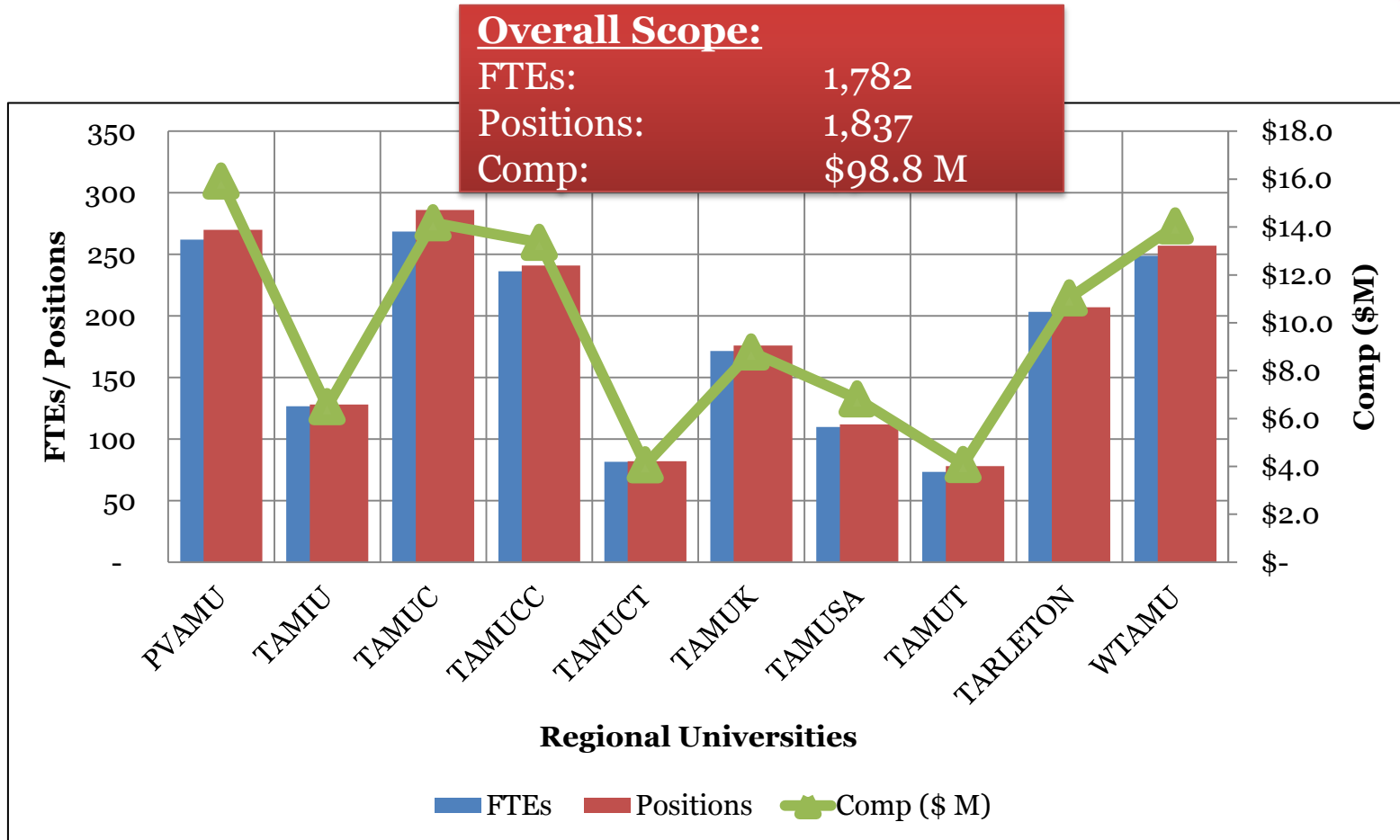
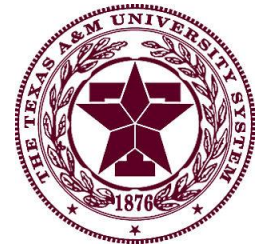


Value of Compensation in Scope

The total compensation associated with TAMUS regional universities is \$98.8 M. (Note: Throughout the report, “Compensation” or “Comp” refers to annual budgeted salary incremented by 28% for fringe benefits. Fringe benefits include those paid by members and by the State.)



Value of Compensation in Scope by Regional University



Regional universities employed 6,968 FTEs across 8,820 positions as of April 30, 2014 – the date position data was extracted from BPP. The 8,820 positions include 5,054 budget positions surveyed in connection with the CAR and 3,766 other positions (e.g., wage workers). Scope exclusions are noted earlier in the report.

Summary of Identified Opportunities



Summary of Identified Opportunities (1 of 4)

- **\$7.55M** in annual savings* opportunities (**\$27.99M** cumulative over 5 years)
- Factoring in implementation timeline and costs, the realization schedule of annual recurring value is as follows:

Opportunities (Regional university detail)	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
Vacancies – No Intent to Fill (Page 92 for detail)		\$0.62	\$0.70	\$0.70	\$0.70	\$0.70	\$3.42	\$0.72
Staffing Analysis (Page 104 for detail)		\$1.04	\$2.94	\$2.94	\$2.94	\$2.94	\$12.80	\$3.47
Span of Control (Page 112 for detail)		\$0.93	\$2.47	\$2.47	\$2.47	\$2.47	\$10.81	\$3.09
Collaboration Centers (Page 119 for detail)		\$0.00	\$0.15	\$0.27	\$0.27	\$0.27	\$0.96	\$0.27
Total Savings Identified		\$2.59	\$6.26	\$6.38	\$6.38	\$6.38	\$27.99	\$7.55

Estimated Implementation Cost**

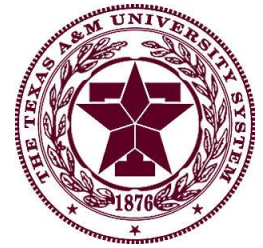
\$4.20

Cumulative Savings	\$2.59	\$8.85	\$15.23	\$21.61	\$27.99
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*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to the universities) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

**Implementation cost is estimated at 15% of savings.

See Summary of Identified Opportunities section for additional opportunity realization assumptions.

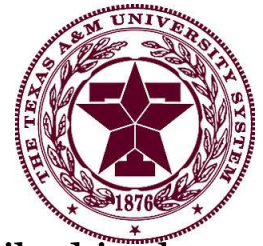


Summary of Identified Opportunities (2 of 4)

Annual cost saving* opportunities, by regional university, are detailed below:

Opportunities	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
PVAMU		\$0.44	\$1.08	\$1.12	\$1.12	\$1.12	\$4.88	\$1.31
TARLETON		\$0.35	\$0.59	\$0.61	\$0.61	\$0.61	\$2.77	\$0.69
TAMIU		\$0.24	\$0.62	\$0.63	\$0.63	\$0.63	\$2.75	\$0.74
TAMU-C		\$0.31	\$0.74	\$0.75	\$0.75	\$0.75	\$3.30	\$0.88
TAMU-CC		\$0.31	\$0.87	\$0.89	\$0.89	\$0.89	\$3.85	\$1.07
TAMU-CT		\$0.04	\$0.12	\$0.12	\$0.12	\$0.12	\$0.52	\$0.14
TAMU-K		\$0.32	\$0.76	\$0.77	\$0.77	\$0.77	\$3.39	\$0.91
TAMU-SA		\$0.33	\$0.84	\$0.84	\$0.84	\$0.84	\$3.69	\$1.04
TAMU-T		\$0.03	\$0.09	\$0.09	\$0.09	\$0.09	\$0.39	\$0.11
WTAMU		\$0.22	\$0.54	\$0.55	\$0.55	\$0.55	\$2.41	\$0.66
Total Savings Identified		\$2.59	\$6.26	\$6.38	\$6.38	\$6.38	\$27.99	\$7.55

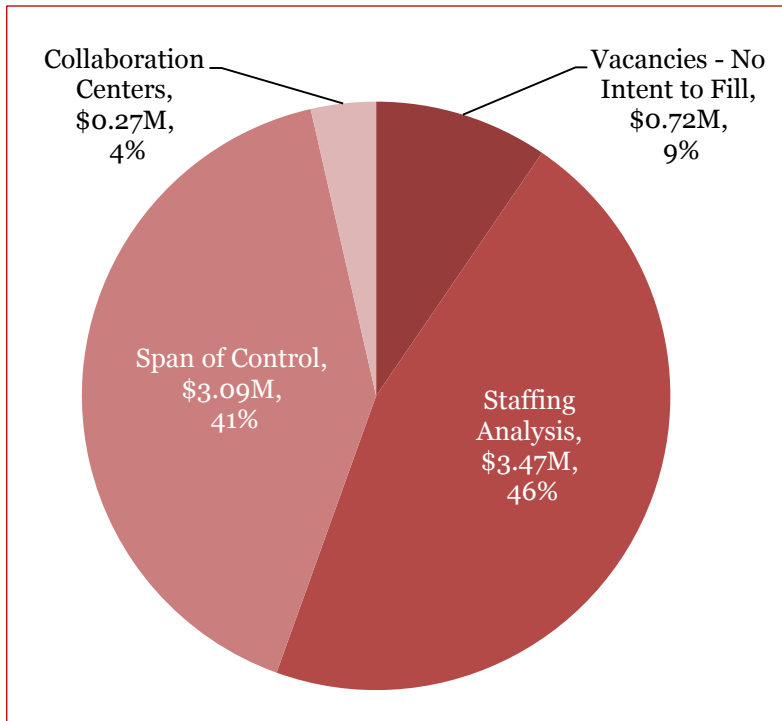
*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to the universities) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees). Total savings varies slightly from sum of regional university savings due to rounding. See Summary of Identified Opportunities section for additional opportunity realization assumptions.



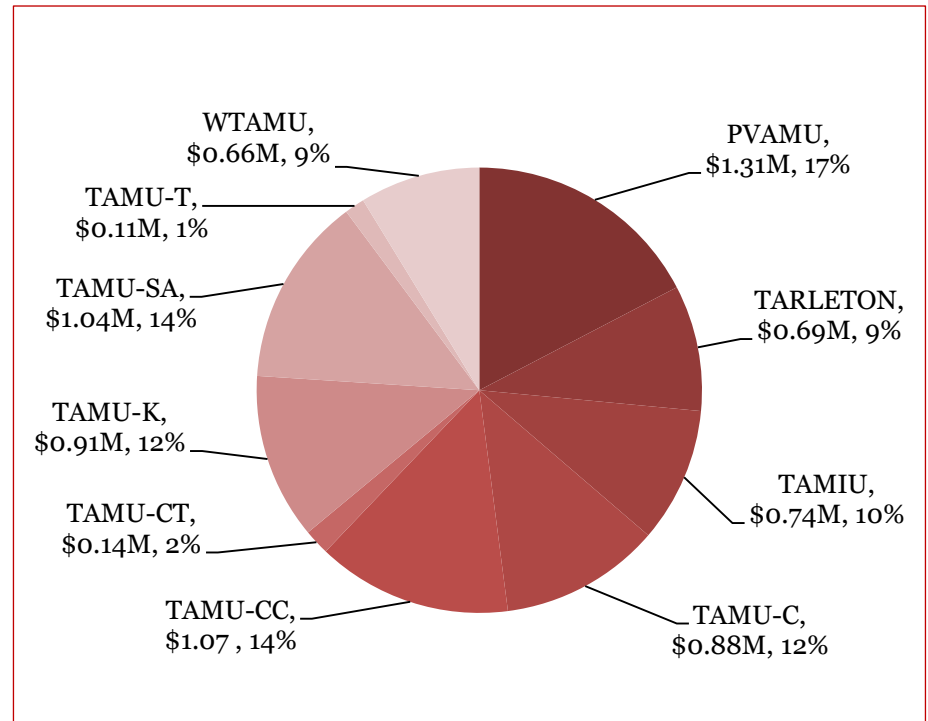
Summary of Identified Opportunities (3 of 4)

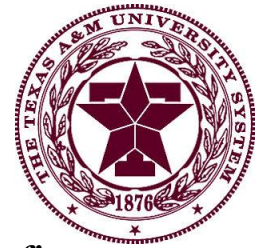
Opportunities resulted from the application of a set of analytical processes described in the report and are distributed about TAMUS regional universities as depicted below. Each TAMUS regional university President will be responsible for evaluation of opportunities in their respective university. All savings opportunities may not be realized.

Opportunities by Type of Analysis



Opportunities by University





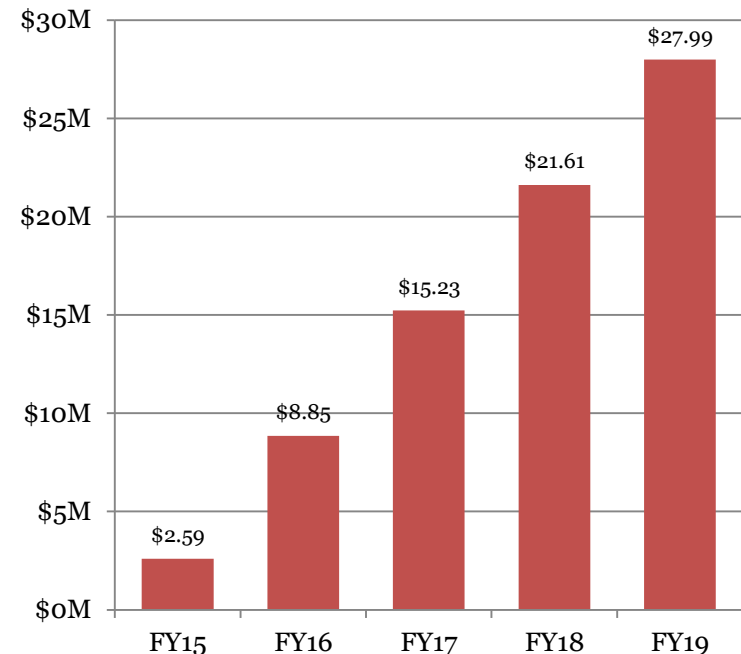
Summary of Identified Opportunities (4 of 4)

- Assuming opportunities will be realized at rates shown below, savings may be first realized in FY15 (September 2014 – August 2015).
- Over the 5-year period from FY15 through FY19, cumulative savings are estimated at **\$27.99M** (before implementation cost).

Realization Schedule Assumptions

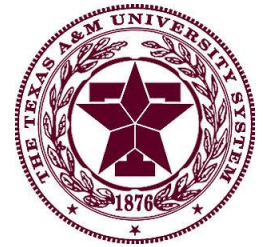
Opportunity Realization Assumptions	FY15 Year 1	FY16 Year 2	FY17 Year 3	FY18 Year 4	FY19 Year 5
Vacancies – No Intent to Fill	85%	95%	95%	95%	95%
Staffing	30%	85%	85%	85%	85%
Span of Control	30%	80%	80%	80%	80%
Collaboration Centers	5%	60%	100%	100%	100%

Cumulative Opportunities



Findings

Findings Indicate Opportunities to Increase Efficiency and Effectiveness Exist



For the period FY10 to FY13, TAMUS regional universities full-time student **enrollment increased 14.8%** on average; **semester credit hours, 15.1%**

In-state tuition and fees (excluding the two start-up universities, TAMU-CT and TAMU-SA) **increased 16.1%** on average; **state appropriations decreased 15.8%**

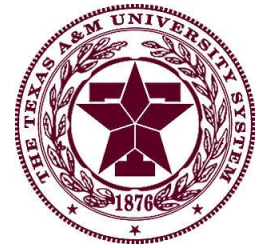
Over the period FY10 to FY13, TAMUS regional universities' **core mission expenditures increased 4.4%**, while **overall administrative expenditures increased more rapidly, 21.6%**: **institutional support, 8.6%**; **student services, 20.7%**; **academic support, 36.5%**

For every dollar spend entering transactions in FAMIS, another \$1.74 is spent entering financial information into local systems and reconciling to FAMIS. Entry of data in local systems and reconciling systems with FAMIS costs the regional universities \$2.7 million each year.

More than **780 positions (88 FTE)** in the regional universities report providing **administrative support for travel**

While the regional university central IT organizations report spending \$1.9 million in Comp annually for **administrative systems**, other departments/units spend an additional \$1.2 million.

The State of Texas has < 1,000 position titles; regional universities have >2,500



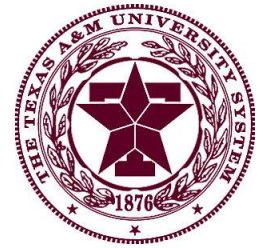
Findings – Activity Analysis (1 of 4)

782 positions throughout the regional universities report providing administrative support for travel for some portion of their time.

Regional University	Positions	FTEs
PVAMU	102	13
TARLETON	88	10
TAMIU	128	12
TAMU-C	94	9
TAMU-CC	93	12
TAMU-CT	30	4
TAMU-K	142	14
TAMU-SA	26	4
TAMU-T	27	4
WTAMU	52	6
Totals	782	88

Regional universities report spending 82% more effort inputting data in financial systems and reconciling them (92 full-time equivalent effort) than they do preparing and analyzing financial results (52 full-time equivalent effort).

Regional University	Input & Reconcile	Prepare & Analyze	Ratio
PVAMU	21	8	263%
TARLETON	9	4	225%
TAMIU	9	4	225%
TAMU-C	9	7	129%
TAMU-CC	13	10	130%
TAMU-CT	3	2	150%
TAMU-K	10	6	167%
TAMU-SA	4	3	133%
TAMU-T	5	2	250%
WTAMU	9	6	150%
Totals	92	52	177%



Findings – Activity Analysis (2 of 4)

Regional universities report 194 positions manage departmental or divisional space for some portion of their time.

Regional University	Positions	FTEs
PVAMU	20	2
TARLETON	11	1
TAMIU	15	2
TAMU-C	37	5
TAMU-CC	36	3
TAMU-CT	0	0
TAMU-K	42	5
TAMU-SA	1	1
TAMU-T	2	0
WTAMU	30	5
Totals	194	24

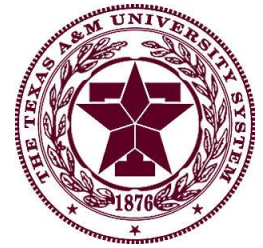


Findings – Activity Analysis (3 of 4)

Administrative systems are designed, developed and maintained by each regional university's central IT organization and also by other departments/units. While the central IT organization reports applying effort to IT activities valued at \$1.9 million in Comp annually, other departments/units spend an additional \$1.2 million. Administrative systems support purchasing, grants, financials, human resources, student services and fundraising.

Regional University	Comp (\$M)	
	Centralized IT	Decentralized IT
PVAMU	\$0.0	\$0.2
TARLETON	\$0.3	\$0.1
TAMIU	\$0.4	\$0.2
TAMU-C	\$0.0	\$0.2
TAMU-CC	\$0.5	\$0.2
TAMU-CT	\$0.2	\$0.0
TAMU-K	\$0.1	\$0.1
TAMU-SA	\$0.0	\$0.1
TAMU-T	\$0.0	\$0.0
WTAMU	\$0.4	\$0.1
Totals	\$1.9	\$1.2

- The regional universities maintain 2,646 unique position titles. Approximately 68%, or 1,818, of those position titles represent only one position.

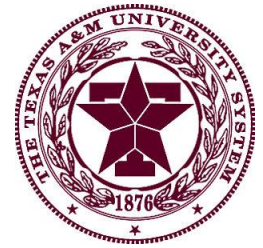


Findings – Activity Analysis (4 of 4)

- While approximately 296 positions enter transactions into FAMIS, the TAMUS financial system, more than 424 positions in the regional universities enter transactions into local departmental or divisional systems. For each dollar spent on entering transactions in FAMIS, another \$1.74 is spent on entering financial information in local systems and reconciling systems with FAMIS. Entry of data in local systems and reconciling systems with FAMIS costs TAMUS System members \$2.7 million each year. (WTAMU uses Colleague rather than FAMIS as its institutional financial system.)

Regional University	Enter into FAMIS*		Enter into local systems and reconcile to FAMIS*	
	Positions	Comp (\$M)	Positions	Comp (\$M)
PVAMU	60	\$0.4	94	\$0.7
TARLETON	16	\$0.1	35	\$0.3
TAMIU	30	\$0.2	41	\$0.2
TAMU-C	48	\$0.2	57	\$0.2
TAMU-CC	51	\$0.2	68	\$0.4
TAMU-CT	10	\$0.1	15	\$0.1
TAMU-K	35	\$0.1	56	\$0.3
TAMU-SA	16	\$0.1	18	\$0.1
TAMU-T	19	\$0.1	24	\$0.1
WTAMU	11	\$0.1	24	\$0.3
Totals	296	\$1.6	432	\$2.7

*WTAMU uses Colleague rather than FAMIS as its institutional financial system.



Findings - Vacancies

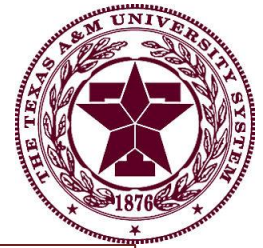
- Activity Analysis survey results indicate that:
 - Supervisors across the participating regional universities do NOT intend to fill 15 vacant positions representing Comp of \$.72 million.*
 - Supervisors reported an intent to fill 397 vacant positions representing Comp of \$21.5 million.
 - Vacancy aging data is incomplete.
 - For 65% of the vacant positions that supervisors indicate they intend to fill, no aging data is available.

**Supervisors responding to the Activity Analysis survey originally identified 150 positions with Comp of \$7.6M as Vacant – No Intent to Fill. During reviews with regional university staff, positions were removed because the funds had already been reallocated, some or all of the funding came from a grant that had expired and/or a restructuring had occurred.*



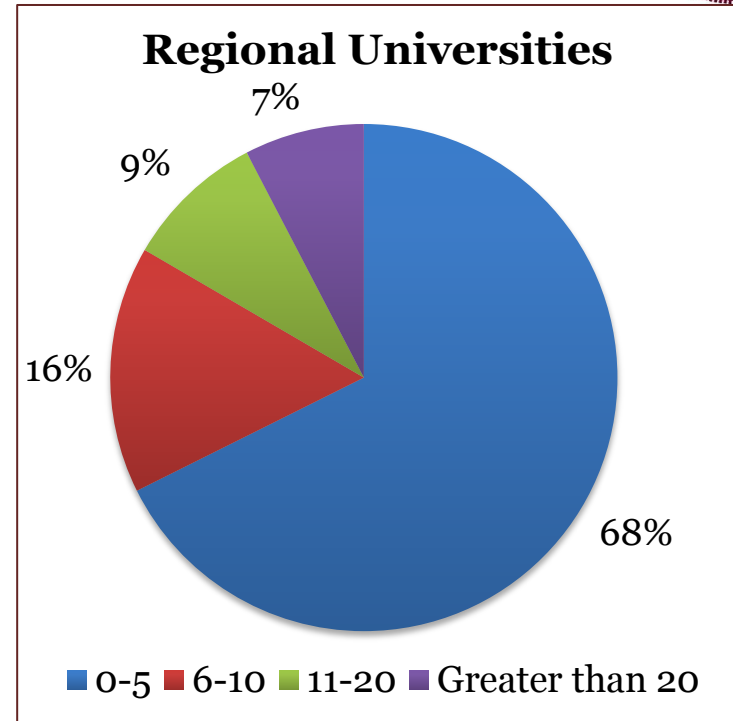
Findings – Staffing Analysis

- Activity Analysis indicates that the total effort expended by a regional university in the functional areas of Academic and Administrative Support, Financial Management and Student Services, when normalized, can be up to 2 times that of the least costly regional university. (Academic and Administrative Support is normalized for total faculty; Financial Management, for faculty and/or staff; Student Services, for student enrollment.)
- Business functions, such as Finance, HR, IT and Purchasing/Travel, are highly fragmented and distributed across TAMUS member units including the regional universities.

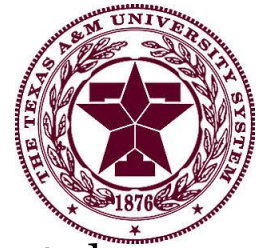


Findings – Span of Control (1 of 2)

- Across the regional universities, 220 positions with a supervisor classification have no reports. 318 have one report. 215 have two reports. 363 have three to five reports. SOC analysis focused on positions with a number of reports below the average for the regional university and layer.
- Refer to the Span of Control Analysis section of this report for additional information regarding the number of supervisors with SOC of less than 6.

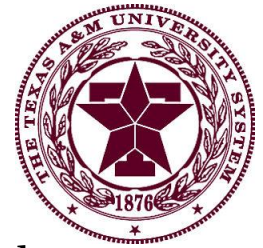


Span of Control	# of Positions	Comp (\$M)
0-5	1,116	\$94.4
6-10	260	\$32.7
11-20	148	\$20.9
> 20	126	\$16.4
Total	1,650	\$164.4



Findings – Span of Control (2 of 2)

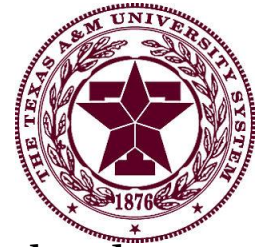
- During the earlier Combined Phase, members of the Advisory Committee reported that supervisor positions in the mid-to-lower layers of departments/units often represented staff promoted to give a raise when no other alternative was available. Some regional university representatives concurred with this observation.
- Among approximately 1,650 supervisor-report groups, SOC analysis identified 39 positions for regional university leadership review due to low SOC. Re-assignment provides an opportunity to re-direct Comp of \$3.09 million to core mission activities.
 - 6% of these positions earn more than \$100,000/year
 - More than 80% of these positions have significant ($\geq 50\%$) functional overlap with one or more other supervisor positions recommended for review



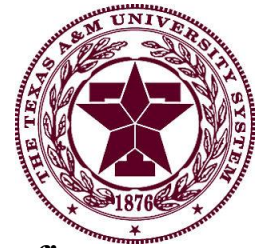
Findings – Collaboration Centers (1 of 3)

- A collaboration centers (CC) represents an alternative organization structure that can provide improved service at reduced cost through specialization – the concentration of functional expertise. In a CC setting:
 - Functions such as purchasing or travel are performed by a fewer total number of service providers. Although the CC service provider performs fewer functions, the functions performed are completed with greater frequency and expertise. This specialization allows the provider to perform associated tasks more rapidly, more accurately and with greater efficiency and effectiveness.
 - Supervisors are knowledgeable of the functions and associated processes the staff reporting to them perform.
 - Processes are more likely to be streamlined, compliant, continually refined and consistently executed. Technology facilitates accurate, controlled and timely execution.
 - CC staff may be co-located with clients and/or centralized, or both.
 - CC generally service multiple units such as departments or universities.
- Collaboration center implementations have produced efficiencies ranging from 10% to 40% in commercial organizations. Efficiencies at the higher end of this range have resulted from the consolidation of multiple units performing similar, redundant functions.

Findings – Collaboration Centers (2 of 3)



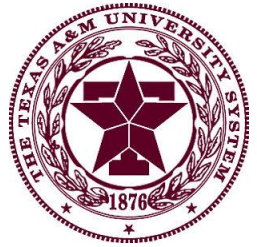
- Activity Analysis survey results indicate that finance, HR, IT, purchasing/travel and clerical activities are being performed in departments/units throughout the regional universities although not in as distributed a fashion as among the Brazos Valley System members.
- CCs represent an unquantified opportunity for the regional universities. Opportunities to pilot and implement CCs across academic and administrative departments exist within the respective universities.
- Separately, System-wide CC planning and implementation initiatives provide regional universities with opportunities to leverage lessons learned from early projects to their benefit. The earlier Combined Phase report recommended the Brazos Valley System members plan and implement a pilot CC providing finance, HR, IT and purchasing/travel services. Regional university representative participation in System-wide CC planning would provide leadership, faculty and staff with an opportunity to better understand collaboration centers and their benefits, and influence the design and timing of post-pilot implementation phases.
- Assuming the Brazos Valley System members implement shared services as recommended in the Combined Phase report, the regional universities will find opportunities to integrate their operations in these functional areas (i.e., finance, HR, IT and purchasing/travel services) as these centers are rolled out.



Findings – Collaboration Centers (3 of 3)

- TAMUS plans to update its Human Capital Management (HCM) system as the first step in administrative system enhancement. The HCM implementation will provide a technology platform sufficiently flexible to support a CC-support configuration.
- During the HCM implementation period, a leading implementation practice is to backfill operational positions and free up staff most knowledgeable of both (1) operating requirements and (2) implementation objectives, to design and implement leading operational practices compatible with the software selected. This investment in backfilling positions, which will likely be a required component of the HCM implementation but is outside the scope of this project, may consume savings that would otherwise be achieved as a result of implementing the recommendation of this report. This effort (i.e., backfilling positions in support of the HCM implementation) is recognized as an important component of the success of the HCM implementation project but estimating the magnitude of the effort, measured in terms of positions and Comp, is an activity of the HCM implementation project and, when developed, should be considered with these recommendations.
- Assuming regional universities initially implement CCs in support of the HR function that is currently centralized at the regional universities and achieve savings of a conservative 10% (or 8 positions of the 80 positions currently providing HR services from central HR units), CCs create an opportunity to re-direct Comp of \$.27 million annually.

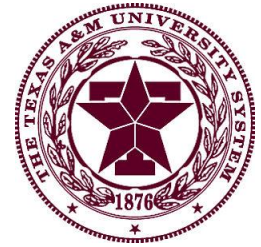
Findings – People, Process, Technology (1 of 2)



People

- Administrative staffing in regional universities is relatively more concentrated in central organizations providing enterprise-wide services than at the flagship campus.
- Staffing levels, measured on a per student, per faculty, or per faculty and staff basis as appropriate, vary appreciably among similar units within some regional universities.
- Staff in some departments report to supervisors who are not professionals in the functions their staff perform. This reporting arrangement occurs more frequently in academic units where supervisors are primarily attentive to core mission functions but require administrative support to carry out their responsibilities.
- TAMUS regional universities maintain a large number of academic and administrative departments with a low position count. This organization structure limits the potential span of control.
- Analysis of AA survey results indicate that the variation among the set of activities performed by positions with similar titles is significant and greater than expected.
- TAMUS regional universities maintain thousands of position titles, some of which relate to one position.
- Vocal dissatisfaction with current shared services and outsourcing could negatively impact implementation planning/stakeholder acceptance of CCs.

Findings – People, Process, Technology (2 of 2)



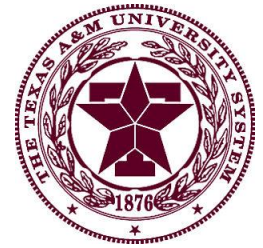
Process

- AA survey results indicate that common activities such as financial management, HR, IT and purchasing/travel are very distributed.
- Inconsistency in procedures across organizational units (e.g., departments, universities) increases compliance risks and operating costs.
- The startup regional universities as well as the more rapidly expanding established universities have opportunities to consider the sourcing of administrative services without the need to replace existing in-house services.
- AA data indicates the potential for operational cost savings.

Technology

- Redundant systems complicate transaction entry, systems support and reporting.
- Enterprise systems and automation support for numerous key processes are reportedly outdated, incomplete and cumbersome, which adds to labor requirements.
- Self-reported Budget/Payroll/Personnel (BPP) data required significant update by several universities during the CAR. As TAMUS considers the adoption of a new HCM, consideration should be given to confirming data quality prior to converting and loading data to the new system.

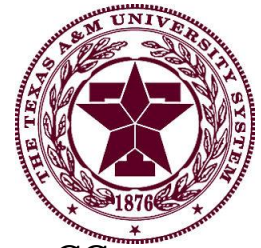
Recommendations



Recommendations (1 of 3)

1. Evaluate positions classified as “vacant with no intent to fill”.
 - Opportunity: 15 positions representing Comp of \$.72 million in annual re-allocation
 - Timing: Short-term
2. Implement procedures to review administrative positions classified as “vacant with intent to fill” for necessity and consistency with System member staffing plans.
 - Implement ongoing procedures as additional positions become vacant to confirm justification and consistency with staffing configuration objectives (e.g., sufficient span of control)
 - Timing: Short-term
3. Evaluate positions exceeding benchmarks based upon results of the staffing analysis.
 - Opportunity: 86 positions representing Comp of \$3.47 million in annual reallocation
 - Timing: Medium-term, following re-assignment of roles and responsibilities
4. Evaluate positions with low span of control.
 - Opportunity: 39 positions representing Comp of \$3.09 million in annual re-allocation
 - Timing: Medium-term, following re-assignment of reporting relationships and roles and responsibilities

Recommendations (2 of 3)



5. Participate in the design, planning and implementation of pilot multi-function CCs with the Brazos Valley System members.
 - Recommended functions in collaboration center scope: Financial, HR, IT and Purchasing/Travel
 - Recommended regional university implementation strategy: track Brazos Valley System member pilot; participate with Brazos Valley System members in evaluation and consideration of costs, benefits and risks of further expansion, and in phased deployments following the initial pilot success
 - Coordinate deployments with existing HR and IT initiatives
 - Phase roll out of HR CC function to System members
 - Evaluate 8 positions representing \$.27M in the HR/payroll function in connection with an HR pilot
 - Timing: Short-term planning with long-term roll-out
6. Continue to monitor outsourcing trends. Continue to evaluate outsourcing for high cost functions requiring highly specialized or intermittently utilized expertise. Incorporate consideration of outsourcing options in the process of assessing and establishing new staff positions, and evaluating the need to fill vacant positions.

Recommendations (3 of 3)

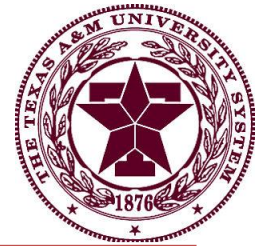


7. Establish formal transformation project office to coordinate initiatives including governance and project management, approach to re-direction of savings, leadership alignment regarding adopted changes, refined implementation plan, outplacement process and plans for future roll-outs. Evaluate options to improve satisfaction in service areas of low satisfaction (e.g., facilities, travel) and in high cost functions (e.g., IT).
8. Closely coordinate technology replacement initiatives with people and process changes.
9. Examine reasons for unit systems that require duplicate data entry in order to incorporate business requirements (e.g., chart of accounts revision) into the software selection criteria to eliminate redundancy.
10. Replace existing HR and financial systems with modern software applications, as recommended in the earlier IT assessment.
11. Incorporate HR and IT initiatives into a unified, coordinated transformation initiative.



Recommendation Priority (1 of 2)

Recommendation	Priority	Timing
1. Redirect funding (by System member) for “vacant with no intent to fill” positions	High	Short-term
2. Implement procedures to review funding for “vacant with intent to fill” positions	High	Short-term
3. Redirect funding (by regional university) for positions based on staffing analysis	Medium	Medium-term
4. Redirect funding (by regional university) for positions with low span of control	Medium	Medium-term
5. Design, plan and implement collaboration center	Medium	Design and plan – short-term Implement – long-term
6. Monitor outsourcing trends	Medium	On-going

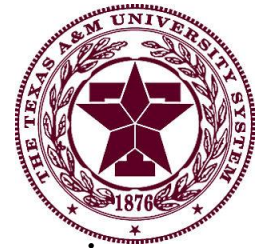


Recommendation Priority (2 of 2)

Recommendation	Priority	Timing
7. Establish transformation project management office	High	Short-term
8. Closely coordinate with technology initiatives	High	On-going
9. Examine reasons for duplicate data entry and incorporate requirements in software selection criteria	High	Short-term
10. Replace existing financial and HR systems as recommended in the earlier IT assessment	High	Medium- to long-term
11. Incorporate HR and IT initiatives into a unified, coordinated transformation initiative	High	Short-term

The Implementation Roadmap section provides additional information regarding recommendation timing.

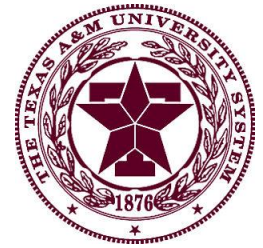
Analyses Performed



Analyses Performed

- To establish the findings and develop the recommendations presented in the previous section, several analytical processes were applied.
- Analyses include:
 - Activity Analysis Surveys
 - Vacant Positions Analysis
 - Staffing Analysis
 - Span of Control Analysis
 - Collaboration Centers
 - User Satisfaction Survey.

Activity Analysis Surveys



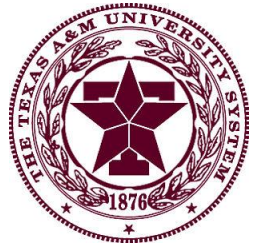
Activity Analysis Surveys

Objective

- Activity Analysis (AA) surveys provided supervisor-reported data regarding the activities performed by staff and faculty with administrative responsibilities at the individual position, department, college/division, System member and System levels.
- AA survey results served as the basis for staffing and collaboration centers analyses and contributed to the SOC analysis.

Process

- TAMUS System Office provided Budget/Payroll/Personnel (BPP) position data as of April 30, 2014. Data include Position Identification Number (PIN), title, EEO classification (e.g., Executive/Administrative/Managerial), annual budgeted salary, supervisor and funding sources, which served as the basis for AA survey distribution.
- Regional university supervisors allocated work effort by position to provide information useful in understanding:
 - The type and extent of work the position performs
 - The member organization for which the work is performed.



Activity Analysis Surveys

Results

- The response rate for the AA surveys was 100% in the Regional Universities Phase. The response rate for the earlier Combined Phase was 98.3%.
- AA survey results have been used to:
 - Establish the Comp dollars in project scope
 - Identify functions within scope deserving attention due to the relatively high magnitude of effort applied to perform them
 - Provide the functional data used in the benchmarking and SOC analyses that led to the identification of opportunities for cost savings
 - Establishing System member effort and cost for use in comparing System member performance to benchmarks
 - Comparing functions performed by supervisors considered in SOC analysis.

Value of Effort Distributed by Function (Comp, \$M)



The information in the following three tables represents all budgeted positions reported in BPP for all regional universities as of April 30, 2014 – both positions surveyed through the Activity Analysis Survey and those not surveyed.

The Comp of BPP positions not surveyed (e.g., faculty without administrative responsibilities and graduate assistants) is included in the Mission function based on the assumption their effort is dedicated full-time to mission-specific work (e.g., instruction, research, service). Faculty with administrative responsibilities were surveyed.

Function	Regional Universities	
	Comp (\$M)	%
Academic Administration	\$20.5	3.8%
Departmental Administration	\$45.3	8.5%
Broadcasting	\$0.8	0.1%
Compliance & Audit	\$7.0	1.3%
Facilities	\$6.5	1.2%
Finance	\$17.6	3.3%
Fundraising	\$7.4	1.4%
Grants/ Awards	\$6.3	1.2%
HR	\$12.0	2.2%
IT	\$23.0	4.3%
Libraries	\$10.1	1.9%
Marketing	\$7.6	1.4%
Mission	\$267.3	49.9%
Outreach	\$10.3	1.9%
Publishing	\$3.7	0.7%
Purchasing	\$11.1	2.1%
Safety	\$10.7	2.0%
Student Services	\$63.3	11.8%
Tech Commercialization	\$0.2	0.1%
Travel	\$4.9	0.9%
Totals	\$535.6	100%

Value of Effort Distributed by Function (Comp, \$M)



Function	TAMU-CC	PVAMU	TARLETON	TAMU-C	TAMU-K	WTAMU	TAMIU	TAMU-SA	TAMU-CT	TAMU-T
Academic Admin	\$2.4	\$3.1	\$2.1	\$3.0	\$2.8	\$2.1	\$1.5	\$1.5	\$1.3	\$0.7
Departmental Admin	\$8.7	\$6.2	\$5.9	\$4.6	\$4.6	\$6.9	\$3.9	\$2.2	\$1.2	\$1.1
Broadcasting	\$0.0	\$0.1	\$0.1	\$0.2	\$0.0	\$0.1	\$0.1	\$0.0	\$0.0	\$0.1
Compliance & Audit	\$1.1	\$1.3	\$0.6	\$1.1	\$1.0	\$0.6	\$0.6	\$0.3	\$0.2	\$0.2
Facilities	\$0.9	\$1.0	\$0.4	\$1.0	\$1.5	\$1.0	\$0.4	\$0.1	\$0.0	\$0.1
Finance	\$2.7	\$3.5	\$1.4	\$2.2	\$1.8	\$1.8	\$1.9	\$1.0	\$0.5	\$0.7
Fundraising	\$1.4	\$0.7	\$1.0	\$1.3	\$0.9	\$1.1	\$0.5	\$0.3	\$0.1	\$0.1
Grants/ Awards	\$1.0	\$1.4	\$0.5	\$0.5	\$1.0	\$0.4	\$1.2	\$0.2	\$0.0	\$0.1
HR	\$2.0	\$2.1	\$1.2	\$1.6	\$1.6	\$0.8	\$1.5	\$0.5	\$0.4	\$0.3
IT	\$4.7	\$1.9	\$4.9	\$1.0	\$2.4	\$2.3	\$2.2	\$1.3	\$1.3	\$0.9
Libraries	\$1.3	\$1.5	\$1.3	\$1.9	\$0.9	\$1.0	\$1.1	\$0.4	\$0.3	\$0.3
Marketing	\$0.9	\$0.8	\$0.7	\$1.1	\$1.1	\$1.1	\$1.1	\$0.3	\$0.3	\$0.2
Mission	\$47.2	\$39.1	\$38.4	\$35.6	\$32.8	\$28.8	\$20.7	\$10.3	\$6.8	\$7.6
Outreach	\$1.1	\$2.0	\$1.1	\$1.0	\$1.4	\$1.4	\$1.2	\$0.5	\$0.4	\$0.2
Publishing	\$0.6	\$0.5	\$0.3	\$0.6	\$0.6	\$0.3	\$0.4	\$0.2	\$0.1	\$0.1
Purchasing	\$1.5	\$2.1	\$1.3	\$1.3	\$1.5	\$0.9	\$1.4	\$0.5	\$0.3	\$0.4
Safety	\$1.3	\$1.8	\$1.0	\$1.5	\$1.0	\$1.1	\$1.6	\$0.7	\$0.4	\$0.3
Student Services	\$8.5	\$10.8	\$7.9	\$8.9	\$7.4	\$6.0	\$6.3	\$3.4	\$2.2	\$1.8
Tech Commercialization	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Travel	\$0.7	\$1.0	\$0.5	\$0.6	\$0.7	\$0.3	\$0.6	\$0.2	\$0.2	\$0.2
Totals	\$88.0	\$80.9	\$70.6	\$69.0	\$65.0	\$58.0	\$48.2	\$23.9	\$16.0	\$15.4

Sequenced by total regional university Comp reported in BPP, highest to lowest.

The information in this table represents all budgeted positions reported in BPP for all regional universities – both positions surveyed through the Activity Analysis Survey and those not surveyed. The compensation of those not surveyed (faculty, staff and graduate assistants) is included in the “Mission” function.

Value of Effort Distributed by Function (Comp, % of Total)

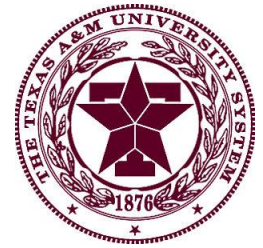


Function	TARLETON	TAMU-CC	TAMU-C	TAMU-K	WTAMU	TAMU-T	PVAMU	TAMU-SA	TAMU-CT	TAMIU
Academic Admin	3%	3%	4%	4%	4%	4%	4%	6%	8%	3%
Departmental Admin	8%	10%	7%	7%	12%	7%	8%	9%	8%	8%
Broadcasting	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Compliance & Audit	1%	1%	2%	2%	1%	1%	2%	2%	1%	2%
Facilities	1%	1%	1%	2%	2%	1%	1%	1%	0%	1%
Finance	2%	3%	3%	3%	3%	5%	4%	4%	3%	4%
Fundraising	1%	2%	2%	1%	2%	1%	1%	1%	0%	1%
Grants/ Awards	1%	1%	1%	2%	1%	1%	2%	1%	0%	2%
HR	2%	2%	2%	2%	1%	2%	3%	2%	2%	3%
IT	7%	5%	1%	4%	4%	6%	2%	5%	8%	5%
Libraries	2%	1%	3%	1%	2%	2%	2%	2%	2%	2%
Marketing	1%	1%	2%	2%	2%	1%	1%	1%	2%	2%
Mission	54%	54%	52%	50%	50%	49%	48%	43%	43%	43%
Outreach	2%	1%	1%	2%	2%	1%	2%	2%	3%	3%
Publishing	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Purchasing	2%	2%	2%	2%	1%	3%	3%	2%	2%	3%
Safety	1%	1%	2%	2%	2%	2%	2%	3%	2%	3%
Student Services	11%	10%	13%	12%	10%	12%	13%	14%	14%	13%
Tech Commercialization	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Travel	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Sequenced by regional university percentage attributable to mission, then by percentage attributable to student services, highest to lowest.

The information in this table represents all budgeted positions reported in BPP for all regional universities – both positions surveyed through the Activity Analysis Survey and those not surveyed. The compensation of those not surveyed (faculty, staff and graduate assistants) is included in the “Mission” function.

Vacant Position Analyses



Vacant Position Analyses

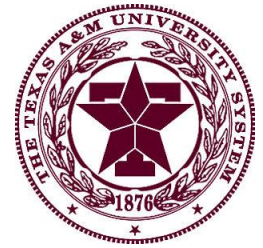
Objective

- AA surveys also identified vacant positions. Respondents identified these positions as:
 - Vacant – No Intent to Fill
 - Vacant – Intent to Fill.

Process

- Corresponding Position Identification Numbers (PINs) were matched to data available in the TAMUS BPP system.
 - BPP data was accessed on April 30, 2014 for regional university positions.
 - During the time that has elapsed since this data was drawn from BPP, changes have occurred in TAMUS member organizational structure and personnel assignments which are not reflected in this analysis.
 - Regional university leadership should review current status against structures and data used in this analysis as one of the first steps in the implementation process.

Vacant Position Analyses – Regional University



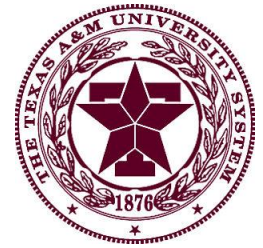
Results

- Regional universities have 15 vacant positions which respondents indicated they have no intent to fill*; 397 vacant positions they intend to fill.

Regional University	Vacant Positions			
	No Intent to Fill		Intent to Fill	
	PINS	Comp (\$M)	PINS	Comp (\$M)
PVAMU	3	\$0.14	63	\$3.28
TARLETON	4	\$0.28	48	\$3.23
TAMIU	2	\$0.04	31	\$1.55
TAMU-CT	0	\$0.00	11	\$0.57
TAMU-C	2	\$0.10	42	\$2.37
TAMU-CC	0	\$0.00	60	\$2.82
TAMU-K	2	\$0.09	66	\$3.07
TAMU-SA	1	\$0.04	23	\$1.63
TAMU-T	0	\$0.00	12	\$0.89
WTAMU	1	\$0.03	41	\$2.10
Total	15	\$0.72	397	\$21.52

**Supervisors responding to the Activity Analysis survey originally identified 150 positions with Comp of \$7.6M as Vacant – No Intent to Fill. During reviews with regional university staff, positions were removed because the funds had already been reallocated, some or all of the funding came from a grant that had expired and/or a restructuring had occurred.*

Vacant Position Analyses – EEO Classification



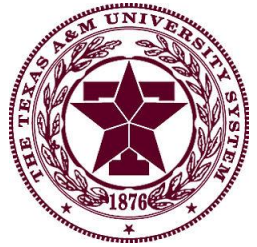
Results

- Approximately 40% of vacant positions “no intent to fill” (51% of Comp) and 60% of vacant positions “intent to fill” (71% of Comp) are in the Executive/Administrative/Managerial and Professional Non-Faculty EEO classifications.

Regional University	Vacant Positions			
	No Intent to Fill		Intent to Fill	
	PINS	Comp (\$M)	PINS	Comp (\$M)
Executive/Administrative/Managerial	2	\$0.19	54	\$5.66
Professional Non-Faculty	4	\$0.18	184	\$9.67
Faculty	0	\$0.00	7	\$0.76
Clerical	5	\$0.19	80	\$2.56
Service/Maintenance	0	\$0.00	29	\$1.06
Skilled Craft	0	\$0.00	1	\$0.03
Technical/Paraprofessional	4	\$0.16	42	\$1.78
Total	15	\$0.72	397	\$21.52

- Appendix G presents the distribution of vacant positions reported by supervisors from each regional university.

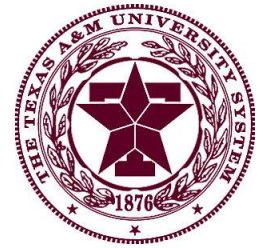
Staffing Analysis



Staffing Analysis Approach

Objective

- Performed a Staffing Analysis in the functional areas where regional universities expend significant effort and costs in order to identify opportunities to increase efficiency.
- The functional areas reviewed included:
 - Academic and Administrative Support
 - Compliance/Risk/Environment Health & Safety (EHS)
 - Financial Management
 - Human Resources
 - Information Technology
 - Purchasing
 - Student Accounting/Bursar
 - Student Services.

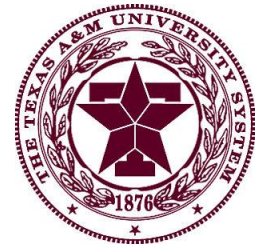


Staffing Analysis Approach

Process

- For the three functional areas (i.e., Academic and Administrative Support, Financial Management and Student Services):
 - For each system member, grouped similar organizational units for internal benchmarking purposes (e.g., colleges/schools were grouped together, administrative units were grouped together)
 - Using the results of the AA, calculated the average level of effort; applied the group's average to the individual unit, normalized for either total FTE faculty and/or staff served or number of students served; then compared the calculated FTE for the activity to the member's actual FTE to identify staffing exceeding the average
- For the remaining functional areas (e.g., IT, HR, Finance (Controller's Office)):
 - Obtained headcount of the functional area at each regional university and calculated an average headcount as a percentage of total faculty and staff served
 - Calculated the projected headcount for the regional university based upon the average and then compared to the actual headcount
- Identified organizational units requiring efficiency improvements and, using professional judgment, identified opportunities for evaluation and cost savings
- Considered the university's costs in comparison to peers, funding source and total potential opportunities from all sources of this analysis in identifying opportunities for regional university leadership evaluation

Staffing Analysis Opportunities – By Functional Area (1 of 3)



Results

- Regional universities have 86 positions recommended for evaluation in the functional areas noted.

Functional Area	# Positions	Comp (\$M)
Academic & Administrative Support	16	\$0.55
Compliance/Risk Management/EHS	1	\$0.06
Financial Management	19	\$0.85
Human Resources	3	\$0.16
Information Technology	8	\$0.29
Purchasing	2	\$0.07
Student Accounting/Bursar	2	\$0.07
Student Services	35	\$1.42
Total	86	\$3.47

Staffing Analysis Opportunities – By Functional Area (2 of 3)



- Positions recommended for evaluation represent a limited percentage of the total evaluated in each area.

Functional Area	Recommended Opportunity		Evaluated		Opportunity as % of Total	
	# Positions	Comp (\$M)	Total FTE	FTE Comp (\$M)	# Positions	Comp (\$M)
Academic & Administrative Support						
Academic Units	8	\$0.28	271	\$21.34	3.0%	1.3%
Administrative Units	8	\$0.27	559	\$44.13	1.4%	0.6%
Subtotal	16	\$0.55	830	\$65.47	1.9%	0.8%
Financial Management						
Academic Units	6	\$0.21	91	\$4.48	6.6%	4.7%
Administrative Units	13	\$0.64	342	\$20.33	3.8%	3.1%
Subtotal	19	\$0.85	433	\$24.81	4.4%	3.4%
Student Services						
Academic Units	11	\$0.37	177	\$11.19	6.2%	3.3%
Administrative Units	24	\$1.05	986	\$52.03	2.4%	2.0%
Subtotal	35	\$1.42	1,163	\$63.22	3.0%	2.2%

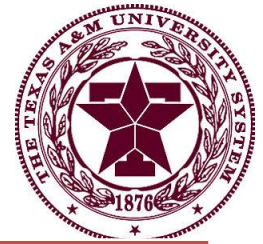
Staffing Analysis Opportunities – By Functional Area (3 of 3)



- Positions recommended for evaluation represent a limited percentage of the total evaluated in each area. *(continued)*

Functional Area	Recommended Opportunity		Evaluated		Opportunity as % of Total	
	# Positions	Comp (\$M)	Headcount	Headcount Comp (\$M)	# Positions	Comp (\$M)
Compliance/Risk Management/EHS	1	\$0.06	46	\$3.10	2.2%	1.9%
Human Resources	3	\$0.16	104	\$6.40	2.9%	2.5%
Information Technology	8	\$0.29	250	\$16.96	3.2%	1.7%
Purchasing	2	\$0.07	85	\$4.54	2.4%	1.5%
Student Accounting/Bursar	2	\$0.07	51	\$2.28	3.9%	3.1%
Total Staffing Analysis	86	\$3.47	2,963	\$186.78	2.9%	1.9%

Regional Universities – Summary Staffing Analysis



Regional University	Total Opportunities		Academic & Administrative Support		Financial Management		Student Services		Other Areas	
	#	Comp (\$M)	#	Comp (\$M)	#	Comp (\$M)	#	Comp (\$M)	#	Comp (\$M)
PVAMU	18	\$0.80	2	\$0.08	6	\$0.30	7	\$0.27	3	\$0.15
TAMIU	15	\$0.55	3	\$0.10	3	\$0.11	3	\$0.12	6	\$0.22
TAMU-CC	11	\$0.46	3	\$0.12	1	\$0.06	6	\$0.25	1	\$0.03
TAMU-C	10	\$0.41	2	\$0.08	3	\$0.12	4	\$0.15	1	\$0.06
TAMU-K	10	\$0.40	1	\$0.03	2	\$0.07	6	\$0.26	1	\$0.04
TARLETON	7	\$0.24	3	\$0.08	1	\$0.04	3	\$0.12	0	\$0.00
WTAMU	6	\$0.25	1	\$0.04	1	\$0.04	4	\$0.17	0	\$0.00
TAMU-SA	5	\$0.18	0	\$0.00	1	\$0.06	1	\$0.03	3	\$0.09
TAMU-T	2	\$0.11	0	\$0.00	1	\$0.05	0	\$0.00	1	\$0.06
TAMU-CT	2	\$0.07	1	\$0.02	0	\$0.00	1	\$0.05	0	\$0.00
Total	86	\$3.47	16	\$0.55	19	\$0.85	35	\$1.42	16	\$0.65

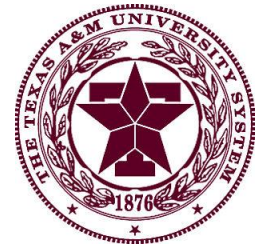
Regional Universities – Academic & Administrative Support Functional Area Detail



- Academic and administrative support positions recommended for evaluation are sourced from academic units and administrative units as noted below.

Regional University	Total Positions	Total Positions from Academic Units	Total Positions from Administrative Units
TARLETON	3	1	2
TAMU-CC	3	2	1
TAMIU	3	2	1
PVAMU	2	0	2
TAMU-C	2	1	1
TAMU-CT	1	0	1
TAMU-K	1	1	0
WTAMU	1	1	0
TAMU-SA	0	0	0
TAMU-T	0	0	0
Total	16	8	8

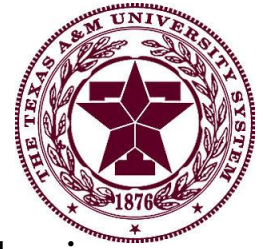
Regional Universities – Financial Management Functional Area Detail



- Financial management positions recommended for evaluation are sourced from academic units and administrative units as noted below.

Regional University	Total Positions	Total Positions from Academic Units	Total Positions from Administrative Units
PVAMU	6	2	4
TAMIU	3	1	2
TAMU-C	3	1	2
TAMU-K	2	1	1
TAMU-CC	1	0	1
TAMU-SA	1	0	1
WTAMU	1	0	1
TAMU-T	1	0	1
TARLETON	1	1	0
TAMU-CT	0	0	0
Total	19	6	13

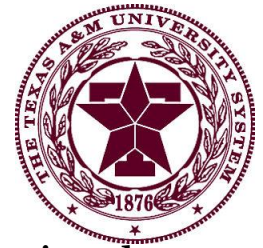
Regional Universities – Student Services Functional Area Detail



- Student service positions recommended for evaluation are sourced from academic units and administrative units as noted below.

Regional University	Total Positions	Total Positions from Academic Units	Total Positions from Administrative Units
PVAMU	7	2	5
TAMU-CC	6	1	5
TAMU-K	6	2	4
TARLETON	3	2	1
TAMU-C	4	1	3
WTAMU	4	1	3
TAMIU	3	1	2
TAMU-CT	1	0	1
TAMU-SA	1	1	0
TAMU-T	0	0	0
Total	35	11	24

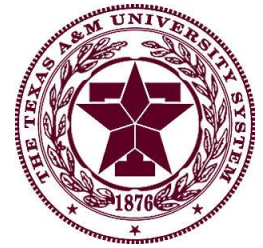
Regional Universities – Staffing Analysis Opportunities



- Comp associated with the positions recommended for evaluation from each regional university is noted below.

Regional University	# Positions	Comp (\$M)
PVAMU	18	\$0.80
TAMIU	15	\$0.55
TAMU-CC	11	\$0.46
TAMU-C	10	\$0.41
TAMU-K	10	\$0.40
TARLETON	7	\$0.24
WTAMU	6	\$0.25
TAMU-SA	5	\$0.18
TAMU-T	2	\$0.11
TAMU-CT	2	\$0.07
Total	86	\$3.47

Span of Control Analysis



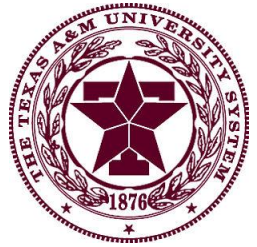
Span of Control Analysis Approach

Objective

- To identify opportunities to better align SOC with industry practice, thus improving administrative efficiencies and resource utilization
- To incorporate the benefits of better and more timely decision-making, enhanced communication and the application of the most talented supervisors more broadly

Process

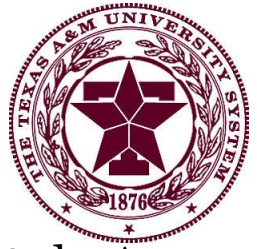
- Reviewed 1,650 supervisory positions (\$164M in Comp) across the regional universities.
 - Each regional university provided an electronic spreadsheet detailing span of control (SOC) data. This effort was made necessary due to the lack of a System-wide Human Capital Management System capable of maintaining supervisor-report relationships.
 - Data from each electronic spreadsheet was imported into a database and used for automated generation of organization charts.
 - Counts of wage workers, graduate students and undergraduate students were provided for supervisors of those positions. These were considered in the SOC analysis.



Span of Control Analysis Approach

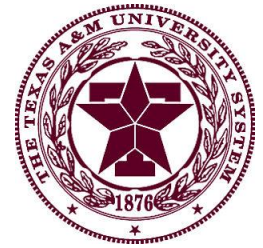
Process (*continued*)

- Counts of wage workers, graduate students and undergraduate students were provided for supervisors of those positions. These were considered in the SOC analysis.
- Supported by AA and SOC analytics, organization charts were reviewed for context and to identify potential positions having designated characteristics including:
 - Positions with an EEO classification of Executive/Administrative/Managerial and no reports
 - Supervisor positions with a low SOC. In all cases, the selected positions had less than the average number of reports for their regional university and layer.
- SOC analysis was not applied to faculty positions when the faculty member supervised only other faculty members.



Recommendations

- For each SOC opportunity, a set of two or more positions (or “pool”) was selected. A recommendation regarding the number of positions within the set to evaluate was developed. Regional university leadership will review positions in these groups and make decisions regarding whether to eliminate positions and re-allocate funding to core mission functions.
- SOC analyses were used in identifying opportunities for reducing redundancies, de-layering and restructuring.
- SOC recommendations focused on upper layers because:
 - (1) the disruption associated with mass changes in lower (i.e., deeper) layers in comparison to the potential Comp to be re-directed to core mission does not appear to justify the change
 - (2) leadership positions should be addressed prior to changes in mid- and lower-layers
 - (3) collaboration centers address mid- and lower-layer positions.

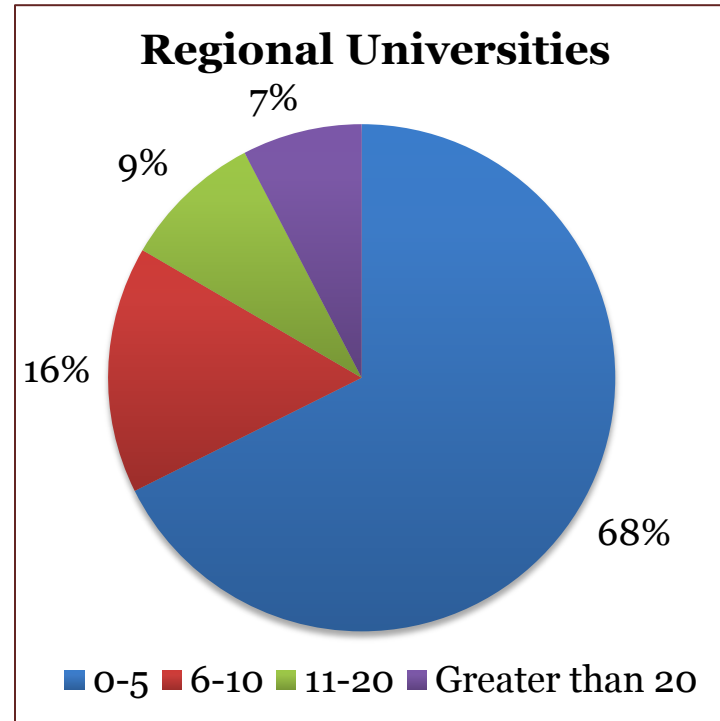


Span of Control Distribution

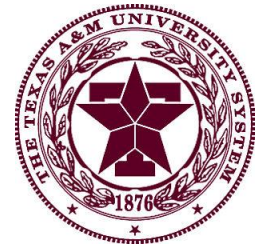
Results

2 of 3 supervisors (1,116 of 1,650) manage fewer than 6 direct reports.

SOC distribution for the regional universities are shown to the right.



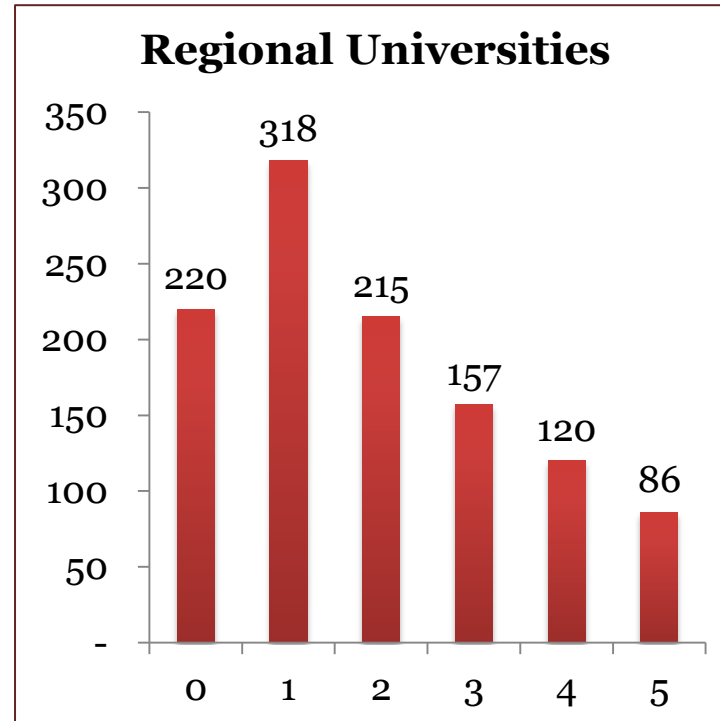
SOC	# of Positions	Comp (\$M)
0-5	1,116	\$94.4
6-10	260	\$32.7
11-20	148	\$20.9
≥20	126	\$16.4
Total	1,650	\$164.4



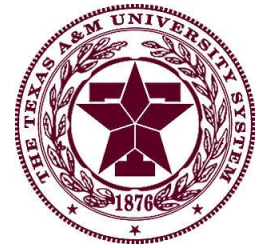
Span of Control Distribution

1 of 5 supervisors (318 of 1,650) supervise only one employee.

For the group with SOCs less than 6, the detailed distributions are shown to the right.



SOC	# of Positions	Comp (\$M)
0	220	\$16.7
1	318	\$24.5
2	215	\$18.2
3	157	\$14.5
4	120	\$11.3
5	86	\$9.2
Total	1,116	\$94.4



Span of Control Opportunities

Findings

- SOC data identifies the opportunity to eliminate up to 39 positions.
 - Approximately 67% of regional university management positions have SOC of less than 6, in some cases as a result of building out infrastructure needed to support expansion as new institutions start up (e.g., TAMU-CT, TAMU-SA), expand course offerings to lower division student (e.g., TAMU-T), and/or expand to serve a larger and more diverse student population
 - 220 positions classified as Executive/Administrative/Managerial do not supervise anyone and have a total of \$16.7M in Comp.

Entities	SOC Recommended Opportunities		Evaluated		Opportunity as % of Total	
	# Positions	Comp (\$M)	# Positions	Comp (\$M)	# Positions	Comp (\$M)
Regional Universities	39	\$3.09	1,650	\$164.41	2.36%	1.88%

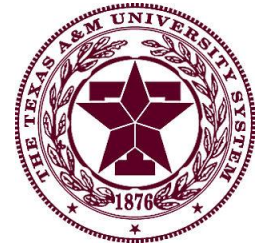
Span of Control Opportunities – Regional Universities



- Opportunities for regional universities are shown below:

Regional University	# Positions	Opportunity Comp (\$M)
TAMU-CC	8	\$0.57
TAMU-K	7	\$0.40
TAMU-SA	6	\$0.82
TAMU-C	5	\$0.34
PVAMU	4	\$0.28
WTAMU	4	\$0.35
TARLETON	2	\$0.13
TAMIU	2	\$0.13
TAMU-CT	1	\$0.07
TAMU-T	0	\$0.00
Total	39	\$3.09

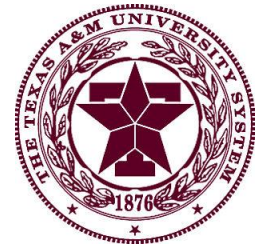
Small Departments



Findings

- Low SOC's are attributable, in some cases, to small departments (i.e., departments with less than a total of six positions). Since SOC's are measured within organizational units, supervisors of these small units will necessarily have lower spans of control. Only re-organization (i.e., changes in reporting structures) will allow supervisors in these departments to expand their SOC's.
- Small departments may exist for a number of reasons, including:
 - *Accreditation and compliance requirements.* Universities are required to maintain certain capabilities to meet accreditation standards and compliance requirements. In some cases, only a limited number of positions are required to meet these requirements and these positions may be organized into a department directed at achieving a standard or meeting a requirement. Start-up and expanding universities are more likely to encounter these circumstances.
 - *Programmatic decisions.* A university may determine that pursuit of an academic, student or administrative program will further its mission and establish an associated department.
 - *Grants and contracts.* Although not necessary in all cases, a university may establish a department to support a grant or contract, and particularly when it is supported with long-term funding.

Analysis of Department – Regional Universities

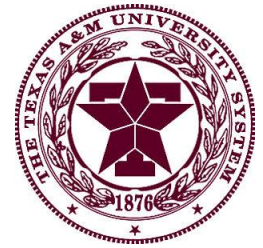


- Small departments are prevalent throughout the regional universities.

Regional University	Total Departments	Departments with ≤ 5 Positions*	Percentage of Departments with ≤ 5
TARLETON	87	33	38%
TAMU-CC	90	33	37%
TAMIU	53	17	32%
PVAMU	74	23	31%
TAMU-CT	22	6	27%
TAMU-C	83	22	27%
TAMU-K	78	20	26%
WTAMU	62	13	21%
TAMU-SA	20	4	20%
TAMU-T	17	3	18%
Total	586	174	30%

*Budgeted, non-Graduate Assistant positions.

Collaboration Center Analysis



Collaboration Center Analysis Approach

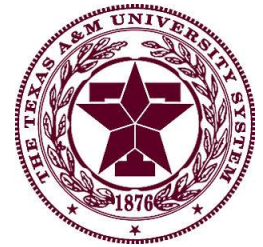
Objective

- Determine viability and potential for a shared business model to drive efficiencies.

Process

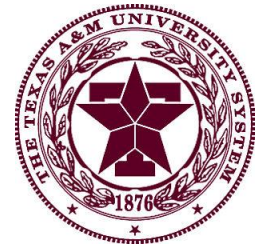
- As noted during the earlier Combined Phase, TAMUS members are already providing some level of shared services (SS), particularly TAMU, AgriLife and Engineering. These initiatives are reported to be collaborative and cost effective.
- Lessons learned from these experiences should inform any collaboration center (CC) initiative. Numerous departments/units also provide central services across System members.
- Centralization of a selected set of services in support of System members headquartered in the Brazos Valley, as recommended in the Combined Phase report, provides an opportunity to:
 - Improve the service recipient experience through specialization of skills and professional management
 - Improve compliance through more consistent application of policy and procedure
 - Increase efficiency and effectiveness through standardization of process
 - Realize opportunities to re-allocate funds to core mission functions.

Collaboration Center Analysis



- **Collaboration Center Analysis**

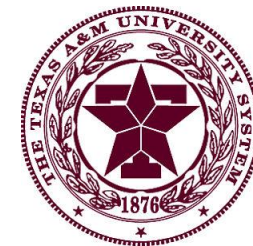
- A CC provides a defined set of services such as finance, human resources/payroll, IT, purchasing/travel or a set of these. Governance is typically provided by a structure that includes organizations receiving the services. A service agreement outlines the roles and responsibilities of the participants and establishes performance benchmarks and other terms.
- A CC would be implemented subsequent to implementation of staffing analysis and SOC recommendations. This would allow for TAMUS and/or TAMUS member evaluation of the impact the accepting and implementing the initial recommendations before CC plans are refined.
- Candidate positions from departments/units throughout the in-scope System members were identified based on Activity Analysis (AA) survey responses. With respect to regional universities, finance, human resources/payroll, IT, purchasing and travel are more centralized than at TAMU and the agencies, taken as a whole. Human resources, being the focus of both an HR initiative and the initial information technology replacement initiative, should serve as the pilot for regional university CC(s). Accordingly, the 80 positions in the Human Resources and Payroll departments of the regional universities served as the source of candidates for CC evaluation.



Observations and Recommendations

- Several administrative business process improvement initiatives are already underway:
 - Research Shared Services: Completed
 - Facilities Outsourcing: Completed
 - HR Initiatives: Underway
 - IT Shared Services: Underway
 - CAR project: Underway.
- Holistic approach to business service redesign is needed, which includes administrative services across TAMUS member universities and agencies.
- Align vision and change management approach to facilitate CC success.
- Consider and begin planning for coordinated, multi-function CC(s) that support Financial, HR, IT, Purchasing/Travel support functions. Place priority on HR and coordinate planning and implementation with the TAMUS HR system replacement initiative.
- Additional information regarding CCs and the adoption of CCs in higher education is presented in Appendix J.

Collaboration Center Opportunities – Regional Universities

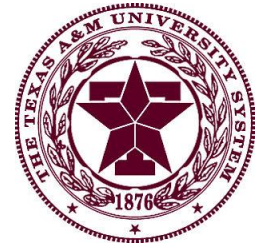


- Opportunities for regional universities are shown below:

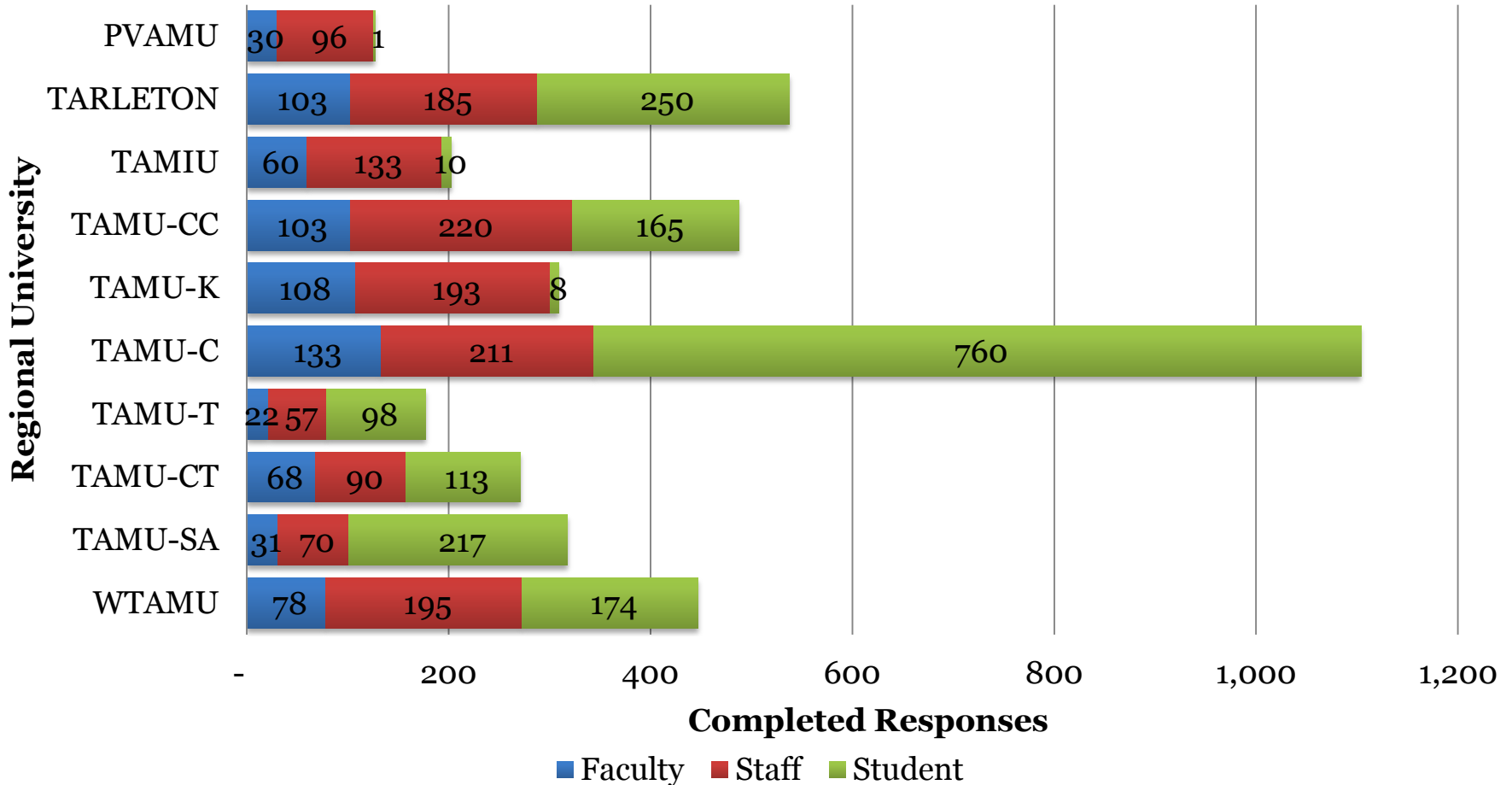
Regional University	# Positions	Opportunity Comp (\$M)
PVAMU	2	\$0.09
TARLETON	1	\$0.04
TAMIU	1	\$0.02
TAMU-C	1	\$0.03
TAMU-CC	1	\$0.04
TAMU-CT	0	\$0.00
TAMU-K	1	\$0.02
TAMU-SA	0	\$0.00
TAMU-T	0	\$0.00
WTAMU	1	\$0.03
Total	8	\$0.27

User Satisfaction Survey

Satisfaction Surveys Captured Faculty, Staff and Student Perceptions of Services



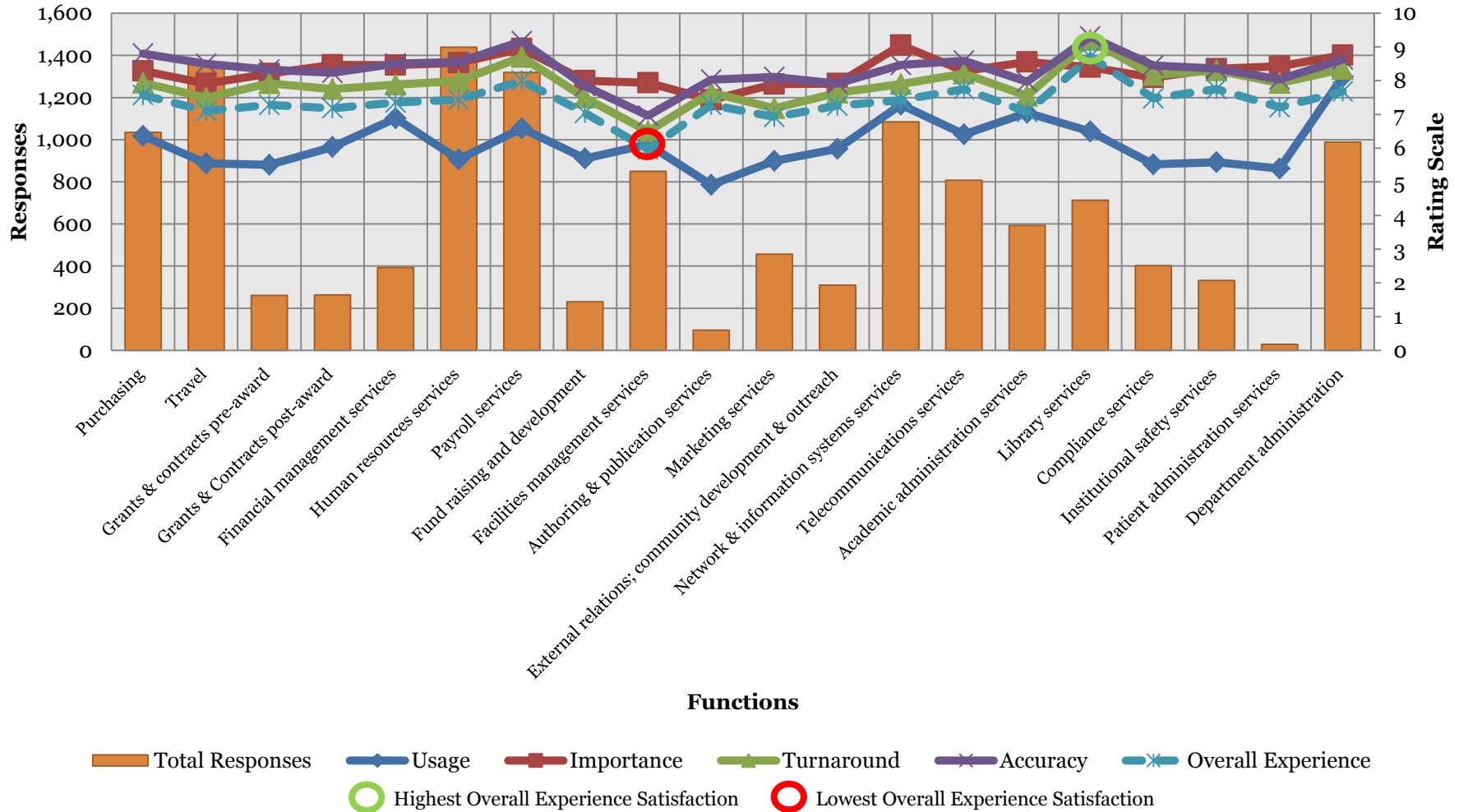
Satisfaction Survey Responses



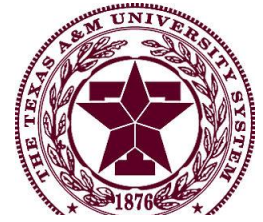
TAMUS Regional Universities Faculty and Staff Satisfaction Survey Results



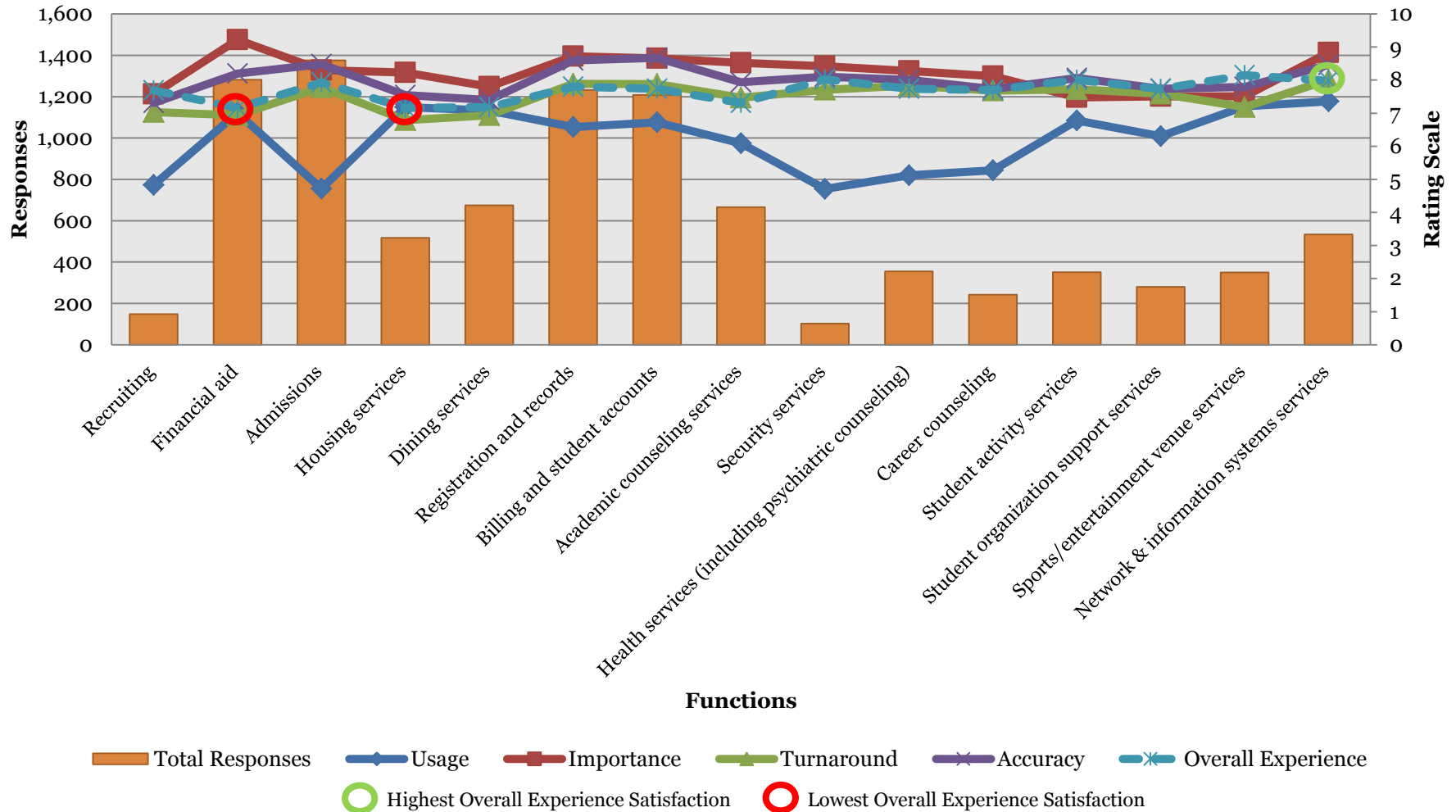
Faculty/ Staff Responses to Satisfaction Survey



TAMUS Regional Universities Student Satisfaction Survey Results



Student Responses to Satisfaction Survey



TAMUS Regional Universities User Satisfaction Survey Summary



Faculty and Staff

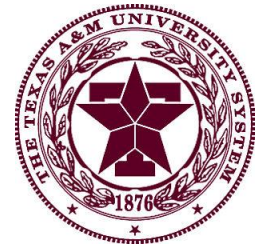
Top 5 rated services		Lowest 5 rated services	
Library	8.71	Facilities Management	5.96
Payroll	8.00	Academic Administration	7.07
Telecommunications	7.75	Travel	7.10
Departmental Administration	7.68	Network & Information Systems	7.42
Purchasing	7.57	Human Resources	7.44

Students

Top 5 rated services		Lowest 5 rated services	
Sports/Entertainment Venue	8.15	Housing	7.16
Student Activities	8.01	Financial Aid	7.16
Network & Info Systems	7.98	Dining	7.18
Admissions	7.93	Academic Counseling	7.31
Registration & Records	7.80	Career Counseling	7.70

Appendix K presents user satisfaction survey results for each regional university.

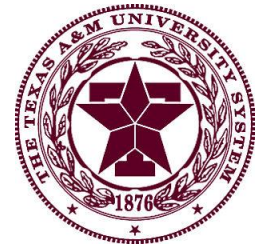
Implementation Roadmap



Critical Success Factors for Implementation

Successful implementations have several factors and elements in common.

Factors	Key Elements
Clear Vision and Strong Leadership	<ul style="list-style-type: none">• Actionable and measurable strategy• Leadership commitment and involvement• Dedicated resources• Clear communication of goals, rationale and responsibilities
Detail Planning	<ul style="list-style-type: none">• Identification of specific opportunities and risks• Detailed comprehensive plan which addresses each opportunity and risk• Prioritization for early value
Value Focus	<ul style="list-style-type: none">• Measurable targets including savings, efficiency and ongoing mission effectiveness• Clear ownership and accountability for targets - performance culture• Effective communication of linkage between actions and achievement of mission goals
Disciplined Program Management	<ul style="list-style-type: none">• Interdependency coordination• Quick resolution of issues• Speed in decision making• On-going value / progress tracking and reporting - scorecard management
Attention to Stakeholders	<ul style="list-style-type: none">• Top priority stakeholders include: Regents, public, State leadership, students, faculty and staff• Early organizational realignment planning and communication• Develop and execute comprehensive communications and change management plans• Proactive talent retention and monitoring of issues impacting institutional effectiveness

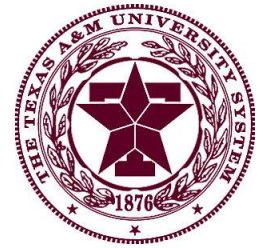


Elements of a Successful Transition Plan

Change Management	Workforce Effectiveness	Organizational Design
<ul style="list-style-type: none"> • Change Readiness and Cultural Assessment • Communication Strategy, Planning and Execution • Leadership and Stakeholder Assessment • Change Implementation • Transition Planning • Education/Training Strategy, Planning and Delivery 	<ul style="list-style-type: none"> • Workforce Planning and Transition • Knowledge and Skill Gap Analysis • Competency Development to Address Potential Gaps • Targeted Talent Retention • Staffing and Human Resources Planning • Knowledge Transfer and Management 	<ul style="list-style-type: none"> • Reference to Leading Practices in Designing Revised Structure • Structured, Distributed Organization Redesign Process involving Department/unit heads

Recommended Practices

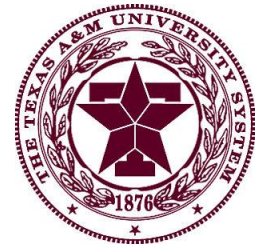
- Establish a common vision for initiative goals and end-state to gain key stakeholders buy-in from the beginning.
- Assess and plan for the political climate and institutional culture in developing transition and communication plans.
- Align the change strategy with the requirements and goals of TAMUS and TAMUS member mission, strategy and goals.
- Develop a clear overall transition plan to build awareness of transition goals, communicate progress, and encourage collective ownership of the process and outcomes.
- Create a measurement and reward system to encourage and reinforce desired goals and behaviors.
- Provide internal stakeholders with the tools and training to support and assist in the transition.

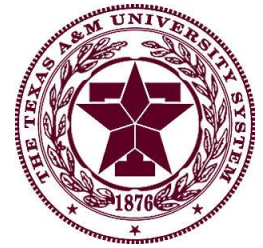


Implementation Roadmap: Overview

- TAMUS and TAMUS System member leadership should manage and direct the implementation of opportunities accepted from this report as a single, unified project across System members to achieve the following objectives:
 - Provide consistent communications with constituents to further understanding of goals, processes and statuses, and reduce confusion and misinformation
 - Provide dedicated, professional change management services needed to reduce service disruptions and detrimental impacts to mission functions
 - Monitor progress against established timelines, objectives and metrics to keep the project on track to achieve goals and the realization of intended benefits
 - Identify and address critical and System-wide issues as efficiently as possible
 - Adhere to System requirements, policies and procedures.
- A dedicated project governance and project management structure should be established to provide ongoing executive leadership, and the levels of project expertise and staffing effort necessary to fulfill implementation objectives.
- The project structure should include:
 - A project management office with a full-time project manager and full-time change management lead
 - Dedicated resources to staff Human Resources, Communications, Legal and IT Workstreams.

Representative Implementation Project Organization Structure





Implementation Timeline

Implementation is recommended to occur primarily over a 9-month period:

	2014			2015				2016			
	Oct	Nov	Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec
Set Direction											
<i>Confirm Goals, Sequence & Timing</i>				Plan							
<i>Establish Academic, Research & Service Excellence Fund</i>				Plan							
<i>Establish Leadership Structure & Budget</i>				Plan							
<i>Establish Project Structure</i>				Plan							
Vacancies Opportunity											
<i>No Intent to Fill Vacancies</i>				Plan	Impl.						
<i>Intent to Fill Vacancies</i>				Plan	Impl.						
Direct Reduction Opportunities											
<i>Staffing</i>				Plan	Implement	Review					
<i>Span of Control</i>				Plan	Implement	Review					
Collaboration Centers											
<i>Finance/Purchasing/HR/Payroll/Travel</i>				Plan	Pilot		Review	Deploy Phase 2			
On-going Support				<i>Communications & Change management</i>							
				<i>Transition Support, Legal, HR & Risk Management</i>							
				<i>Technology and Infrastructure</i>							

Note: The timeline will require modification when integrated with the HR and IT initiatives.

Subsequent pages in this section detail the steps within each area above.



Set Direction: Overview of Project Launch

- As the immediate first step in the initiation of the project, TAMUS and TAMUS member leadership should confirm the overall initiative goals and accept or modify the recommended sequence and timing for implementation of opportunities.
 - For confirmation of goals, leadership should decide on the final financial savings targets for the initiative and how savings are to be directed in order to strengthen support for TAMUS and TAMUS member core mission functions.
 - Specific decisions should also be reached on the scope, sequence and timing of implementation of the proposed opportunities in a manner that can be directly communicated to the governance groups and the PMO for execution.
- Communications planning should also begin immediately so that messaging to internal and external stakeholders and constituent groups is clear and consistent from the launch phase and throughout the project.
- A qualified, full-time project manager should be brought on board as early as possible to manage and direct the establishment of the project structure, inform and guide formulation of the implementation budget and completion of other tasks not the direct responsibility of TAMUS and TAMUS member leadership.
- A qualified, full-time change management lead and track leaders from Human Resources, Communications/Public Affairs, Legal and IT should be identified and brought on board as early as possible.



Launch Decisions/Tasks Checklist (1 of 2)

Responsible Group	Key Item
Leadership	<ul style="list-style-type: none"> ✓ Determine TAMUS-appropriate balance between operational savings and transition risk and potential for organizational disruption ✓ Decide on near-term and long-term targets for total operational savings ✓ Select among recommended opportunities to determine final set to include in implementation plan ✓ Complete necessary communications and/or approvals from Board of Regents ✓ Agree on leadership goals on how transition goals and benefits should be tracked, measured and communicated to key stakeholders ✓ Identify membership in project Steering Committee and any other governance and leadership roles to be defined for the overall implementation project ✓ Identify and on-board project manager and change management lead ✓ Determine leadership, governance and project reporting and communications structure ✓ Develop and fund budget to support overall implementation project
Project Management (PMO)	<ul style="list-style-type: none"> ✓ Produce, vet and confirm initial project management artifacts, including project charter, organizational chart, roles and responsibilities documentation, scope statement, schedule and risk management plan ✓ Coordinate meetings and communications of Steering Committee and advisory groups ✓ Review and confirm project budget, request revisions as needed, establish project financial plan and workstream budgets ✓ Establish internal project communications plan ✓ Produce, vet and confirm detailed project plan ✓ Identify and on-board leadership and resources for workstreams ✓ Assign responsibilities and tasks to workstreams ✓ Establish issue tracking and management procedures
Communication and Change Management	<ul style="list-style-type: none"> ✓ Develop and begin executing immediate, interim communications ✓ Initiate communications planning process and associated planned workforce reduction and organizational transition ✓ Identify communications and change management leadership ✓ Catalog and confirm key stakeholders, constituent groups and audiences for targeted communications



Launch Decisions/Tasks Checklist (2 of 2)

Responsible Group	Key Item
Legal, Human Resources and Risk Management	<ul style="list-style-type: none"> ✓ Identify and brief leadership on policies, procedures and compliance requirements relevant to the planned workforce reduction and organizational transition ✓ Define Leadership, Legal and Human Resources objectives and coordination processes
Transition Support	<ul style="list-style-type: none"> ✓ Identify and documents project requirements for member and departmental transition assistance and support ✓ Begin definition and design of support materials and process for: <ul style="list-style-type: none"> ✓ Process design and process revisions ✓ Departmental organization design ✓ Education and training ✓ Transition management
Technology and Infrastructure	<ul style="list-style-type: none"> ✓ Define proposed processes for gathering, cataloging, prioritizing and managing IT and infrastructure needs ✓ Identify preliminary technology and infrastructure requirements and needs based on information available ✓ Identify likely space and facilities impacts from implementation of opportunities ✓ Prepare for rapid mobilization



Recommended Sequence and Timing

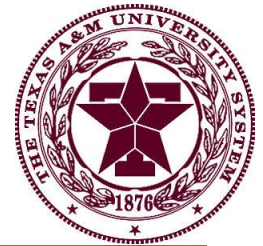
Type of Analysis Opportunities	Timeline		Total		Highlights
	Start	Complete	Count	Value	
1. Vacancies	Jan 2015	Jun 2015			<ul style="list-style-type: none"> Scheduled first to provide quick wins. Results in least impact on current operations. Provides early implementation experience.
No Intent to Fill			15	\$0.72M	
Intent to Fill*					
2. Staffing Analysis	Jan 2015	Sep 2015			<ul style="list-style-type: none"> Unified implementation of two largest opportunities to reduce duplication and transition disruption. Distributed implementation plan enables appropriate departmental input and decisions.
Academic & Admin Support			16	\$0.55M	
Financial Management			19	\$0.85M	
Student Services			35	\$1.42M	
Other			16	\$0.65M	
Staffing Subtotal			86	\$3.47M	
3. Span of Control			39	\$3.09M	
4. Collaboration Centers (CC)	Jan 2015	Dec 2015, Dec 2016 for broader CC deployments	8	\$0.27M	<ul style="list-style-type: none"> Collaboration center opportunities require fundamentally different implementation approach and should be managed separately.

*Vacancy – Intent to Fill savings opportunity not included.



Vacancies: Overview of Implementation

- Permanent removal of positions currently classified as “vacant with no intent to fill” represent both the least disruptive and the least complex staffing opportunity category and should be implemented first.
- The overall timeline, implementation processes and communications for the vacancy opportunity should be defined, driven and monitored by TAMUS and TAMUS member leadership for consistency and conformity to relevant policies and project goals.
- TAMUS member leadership should confirm its decisions regarding the goals, sequencing and timing of opportunities prior to implementation of the vacancies opportunity in order to launch a consistent and unified change and communications plan from the beginning.
- TAMUS member leadership should identify the Steering Committee, project leader and change management leader prior to implementation of the vacancies initiative.
- The central implementation plan should provide sufficient flexibility, including appeals and exceptions processes, to enable individual members and departments/units to avoid disruptions or outages of critical services and other damage to core mission functions.
- The implementation plan should also include procedures to review administrative positions classified as “vacant with intent to fill” for consistency with System member staffing plans.
 - Recommended procedure is to require that department/unit heads submit a form confirming the intent to fill and providing a rationale for continuing the position.



Vacancies: Implementation Task Checklist

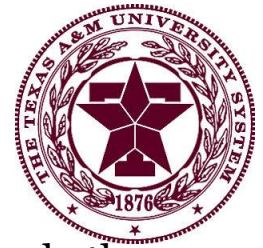
Responsible Group	Key Item
Leadership	<ul style="list-style-type: none"> ✓ Monitor overall project performance against overall goals, project metrics and budget ✓ Periodically evaluate sufficiency of project staffing , budget and resources to achieve goals ✓ Monitor critical issues and respond appropriately, as required ✓ Provide appropriate/requested status reports and updates to TAMUS Regents and State leaders
Project Management Office (PMO)	<ul style="list-style-type: none"> ✓ Produce, vet and confirm initial project management artifacts, including project charter, organizational chart, roles and responsibilities documentation, scope statement, schedule and risk management plan ✓ Coordinate meetings and communications of Steering Committee and advisory groups ✓ Keep Steering Committee and leadership groups advised of : <ul style="list-style-type: none"> ✓ Project performance against schedule and budget ✓ Status of critical issues requiring leadership or external action ✓ High priority risks and risk mitigation actions ✓ Communicate responsibilities, tasks and deadlines assigned to workstreams ✓ Monitor, manage and troubleshoot internal project communication channels ✓ Maintain and update detailed project plan ✓ Monitor overall progress and completion of assignments against schedule ✓ Update, manage and monitor issue tracking system ✓ Check that project stakeholders receive timely and appropriate reports of critical issues and required action
Communication and Change Management	<ul style="list-style-type: none"> ✓ Develop, manage and execute comprehensive internal and external communications plans ✓ Initiate communications planning process, vacancies opportunity implementation and associated planned workforce reduction and organizational transition ✓ Establish timelines for the delivery of communications and training



Vacancies: Implementation Task Checklist

Responsible Group	Key Item
Legal, Human Resources and Risk Management	<ul style="list-style-type: none"> ✓ Coordinate with PMO to develop and finalize the set of PINs, current org charts, procedures and instructions to be distributed to member leadership and department/unit heads ✓ Develop departmental procedures for: <ul style="list-style-type: none"> ✓ Submission of exception requests and appeals ✓ Submission of justification for continuance of vacant position with intent to fill ✓ Submission of revised organizational process ✓ Compliance procedures ✓ Coordinate with PMO and Steering Committee to establish review and notification procedures and finalization for: <ul style="list-style-type: none"> ✓ Appeal and exception requests ✓ Justification statements ✓ Organizational design ✓ Keep department/unit heads informed of applicable regulations, policies and procedures ✓ Develop and deliver departmental packets
Transition Support	<ul style="list-style-type: none"> ✓ Identify and documents project requirements for member and departmental transition assistance and support ✓ Develop and deliver training, support materials and processes for: <ul style="list-style-type: none"> ✓ Process design and process revisions ✓ Departmental organizational assessment and design ✓ Assessing staff education and training needs
Technology and Infrastructure	<ul style="list-style-type: none"> ✓ Coordinate with Communications Workstream and PMO to develop internal technology and infrastructure communications procedures ✓ Monitor and respond to Technology and Infrastructure transition-related requirements and needs ✓ Identify new available space opportunities resulting from position reductions ✓ Prepare for rapid mobilization of next phase

Staffing Analysis and Span of Control: Overview of Implementation



- TAMUS member leadership should implement the accepted recommendations from both the Staffing Analysis and Span of Control opportunities at the same time and in a combined, unified process in order to eliminate repetition of steps common to both processes and to avoid a more protracted time period of transition across the System.
- Both opportunities should be implemented in a process which involves extensive participation by member leadership and individual department/unit heads in the following tasks:
 - Making the final selection of specific PINs for reduction from the departmental-level pools provided by the central project team
 - Identifying specific instances for appeal when implementation of recommended reductions would eliminate the expertise or capacity to fulfil mission functions or otherwise disrupt critical operations
 - Identifying training and education needs
 - Coordinating and delivering internal communications
 - Producing updated organizational charts and departmental plans and documentation.
- The central project team should drive the overall implementation and provide member leadership and department/unit heads with the necessary instructions and direction, standard processes, checklists, internal and external communication materials and other guidance and materials necessary to execute the reductions and organizational changes at the local level in a consistent manner and in compliance with applicable regulations, policies and procedures.

Staffing Analysis and Span of Control: Implementation Checklist (1 of 2)



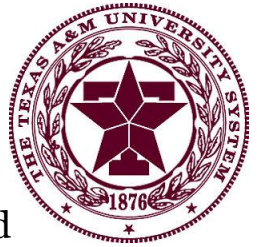
Responsible Group	Key Item
Leadership	<ul style="list-style-type: none"> ✓ Monitor overall project performance against overall goals , project metrics and budget ✓ Periodically evaluate sufficiency of project staffing , budget and resources to achieve goals ✓ Monitor critical issues and respond appropriately, as required ✓ Provide appropriate/requested status reports and updates to TAMUS Regents and State leaders
Project Management Office (PMO)	<ul style="list-style-type: none"> ✓ Produce, vet and confirm initial project management artifacts including project charter, organizational chart, roles and responsibilities documentation, scope statement, schedule and risk management plan ✓ Coordinate meetings and communications of Steering Committee and advisory groups ✓ Keep Steering Committee and leadership groups advised of : <ul style="list-style-type: none"> ✓ Project performance against schedule and budget ✓ Status of critical issues requiring leadership or external action ✓ High priority risks and risk mitigation actions ✓ Communicate responsibilities, tasks and deadlines assigned to workstreams ✓ Monitor, manage and troubleshoot internal project communication channels ✓ Maintain and update detailed project plan ✓ Monitor overall progress and completion of assignments against schedule ✓ Update, manage and monitor issue tracking system ✓ Check that project stakeholders receive timely and appropriate reports of critical issues and required action
Communication and Change Management	<ul style="list-style-type: none"> ✓ Develop, manage and execute comprehensive internal and external communications plans ✓ Initiate communications planning process and associated planned workforce reduction and organizational transition ✓ Set up internal hotlines and request/question submission processes for supervisors and staff ✓ Develop and manage internal communication procedures and vehicles ✓ Coordinate with HR to plan and conduct departmental/unit head and supervisor briefing and Q&A sessions ✓ Establish timelines for the delivery of communications and training ✓ Determine education/training needs including: allocation of training times, training group segmentation, training styles and preferred materials. ✓ Identify/address critical gaps in departmental and staff change, communication and training needs

Staffing Analysis and Span of Control: Implementation Checklist (2 of 2)



Responsible Group	Key Item
Legal, Human Resources and Risk Management	<ul style="list-style-type: none"> ✓ Identify and brief leadership on policies, procedures and compliance requirements relevant to the planned workforce reduction and organizational transition ✓ Coordinate with PMO to develop and finalize the set of PINs, reduction targets, current org charts, procedures and instructions to be distributed to member leadership and department/unit heads ✓ Develop departmental checklists for: <ul style="list-style-type: none"> ✓ Review of alternative candidates for reduction ✓ Communication with staff to be terminated ✓ Communication with staff to be retained ✓ Compliance procedures ✓ Keep department/unit heads informed of applicable regulations, policies and procedures ✓ Develop and deliver departmental packets
Transition Support	<ul style="list-style-type: none"> ✓ Identify and documents project requirements for member and departmental transition assistance and support ✓ Develop and deliver training, support materials and processes for: <ul style="list-style-type: none"> ✓ Process design and process revisions ✓ Departmental organizational assessment and design ✓ Assessing staff education and training needs ✓ Transition management
Technology and Infrastructure	<ul style="list-style-type: none"> ✓ Provide a standard mechanism for member and departmental submission of transition-related technology requests ✓ Implement standard procedures for tracking, prioritizing and addressing technology requests ✓ Coordinate with Communications Workstream and PMO to develop internal technology and infrastructure communications procedures ✓ Monitor and respond to Technology and Infrastructure transition-related requirements and needs ✓ Prepare for rapid mobilization for next phase

Collaboration Center: Overview of Implementation



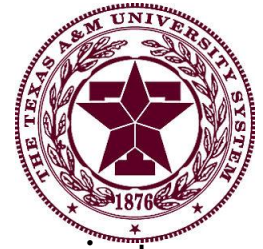
- TAMUS member leadership should employ a staged, iterative approach in the design and implementation of the collaboration centers initiative. To accomplish this a pilot collaboration center should be created in order to gain additional insights into the most effective configuration to meet TAMUS members' specific requirements prior to System-wide implementation. The pilot should be defined by the following criteria:
 - Executive Sponsorship: Active and committed executive leadership and support is a key success factor for both the collaboration center pilot and ongoing programs.
 - Functional Scope: The type and extent of services initially provided by the pilot center should be defined and limited to no more than specific sets of transactional service offerings in Finance, Purchasing, Human Resources and Travel.
 - Geographic and Organizational Boundaries: The pilot should only serve a single geographic location and limited set of TAMUS member organizational units. The geographic and organizational scope should be sufficient for a valid test of pilot operations while allowing the agility and risk mitigation.
 - Time Limitations: A clear, limited time period should be prescribed for the launch of the collaboration center pilot and a specified duration of operation before the first comprehensive assessment is conducted.
 - Budget: The pilot must have sufficient investment funding to seed one-time start-up costs and operational costs through the duration of the initial service phase.
 - Staffing: Qualified management and service delivery personnel must be available to staff collaboration center positions full-time at the start of the pilot. Partial or part time staffing can diminish or value of the pilot as a test case for a full-scale program.
 - Governance: The pilot should have a fully-formed customer governance structure to guide setting priorities, service levels, communications and cost structures.

Collaboration Center: Implementation Checklist



Responsible Group	Key Item
Leadership	<ul style="list-style-type: none"> ✓ Identify Executive Sponsor(s), pilot funding and governance structure and membership ✓ Select departments/units and geographical location for pilot
Project Management and Project Team	<ul style="list-style-type: none"> ✓ Conduct detailed review of current administrative operations across pilot departments/units ✓ Assess and define strategies to reduce costs and improve service in selected support functions ✓ Conduct interviews and surveys to identify and analyze ✓ Develop recommendations and action plan for an operating model including <ul style="list-style-type: none"> ✓ Targeting cost savings in the short and longer term and ✓ Providing for implementation in an efficient and achievable manner ✓ Inclusion of services managed centrally, in a distributed manner and through other configurations specific to the circumstances. ✓ Document current business processes ✓ Compare current business processes to benchmarks to measure performance, refine scope of specific opportunities and narrow processes to be included in initial phase of operation ✓ Develop transformation strategy ✓ Conduct collaborative review sessions with customer department/unit representative to design “to be” processes ✓ Establish a Change Management team to conduct stakeholder impact analyses and tailor change support plans involving communications, training and transition support ✓ Develop target operating models for selected support services ✓ Prepare an integrated Cost and Benefit analysis ✓ Prepare implementation roadmap, detailed project plan and recommendations for implementation

Managing the Change



To successfully implement the changes in each business unit, regional university project teams require the ongoing support of change leaders with respect to:

- Confirming and amending existing change, communications and training plans
- Establishing suitable timelines for the delivery of communications and training
- Determining education/training needs including: allocation of training times, training group segmentation, training styles and preferred materials
- Notification of preferred and previously effective communication deliverables
- Identifying critical gaps in business unit change, communication and training needs
- Maintaining or facilitating reminders within respective business units during initial moratorium on communications to the front line
- Consistently reminding relevant stakeholders of the changes after go-live dates
- Determining methods for feedback and evaluation for specific teams.



Change Management Function Overview

Change Management Component	Key Activities/Dependencies	Sample Deliverables
Change Readiness Assessment	<ul style="list-style-type: none"> • Change Readiness • Organizational Impact • Stakeholder Analysis/Impact 	<ul style="list-style-type: none"> • Readiness Assessment • Stakeholder Assessment • Communication Strategy (timelines, messages, vehicles, owners and target audience) and execution
Organizational Design	<ul style="list-style-type: none"> • Key Current State Processes • Future State Design/Alternatives • Employee and Stakeholder Analysis/Impact 	<ul style="list-style-type: none"> • New Organization Design for Departments and Units – as Needed
Education/Training Design and Delivery	<ul style="list-style-type: none"> • Project Team Integration Plan • Education Audience Identification • Current and Future State Identification • Current and Future Processes 	<ul style="list-style-type: none"> • Educational and training materials • Deployment Plans • Evaluation and Evaluation plans • Train the Trainer and Deployment Kit
Selections and Reductions	<ul style="list-style-type: none"> • Positions to be Eliminated • Positions Targeted for Proactive Retention Efforts • Skills and Competency Analysis 	<ul style="list-style-type: none"> • Reduction and Termination Strategy – Employee Communications and Processes • Workforce Transition Plan
Knowledge Transfer	<ul style="list-style-type: none"> • Key Expertise and Materials at Risk in Reductions • Knowledge Transfer Plans 	<ul style="list-style-type: none"> • Manual, Plans, Templates, Electronic Resources and Sample Communications
Risk Assessment	<ul style="list-style-type: none"> • Risks associated with Change Management in Collaboration Centers 	<ul style="list-style-type: none"> • Risk Assessment and Mitigation Plan

Next Steps

Next Steps

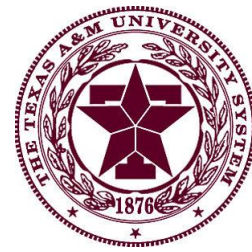


Program Management Office	Regional University Review	Change Management
1. Identify ownership of analysis	1. Opportunities to capture vacancies	1. Develop and implement communication plan
2. Prepare detailed, integrated implementation and operational plan	2. Opportunities to identify collaboration opportunities across the System	2. Identify formal and informal influencers and garner support and public endorsement and assistance
3. Gain buy in into analysis. Conduct roadshow into how recommendations will lead to reinvestment		3. The first 60 days are critical to success; unwavering project champion necessary
4. Evaluate outsourcing opportunities		
5. Implement procedures to analyze “intent to fill” positions prior to soliciting candidates		
6. Identify and design collaboration center pilot		

APPENDICES

*Appendix A -
Definition of Administrative
Cost Components*

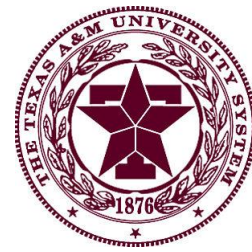
Definition of Administrative Cost Components (1 of 2)



Categories of expenses are defined in the Finance and Accounting Reporting Manual (FARM) by the National Association of College and University Business Officers' Accounting Principles Council and represent the recognized standard for university financial reporting.

- **Academic support** represents “expenses incurred to provide support services for the institution’s primary missions: instruction, research and public service.” These include “retention, preservation, and display of educational materials..., the provision of services that directly assist the academic functions..., media..., academic administration (including academic deans but not departmental chairpersons) and personnel development providing administration support and management direction to the three primary missions, and separately budgeted support for course and curriculum development.”

Definition of Administrative Cost Components (2 of 2)



- **Student services** represent “expenses incurred for offices of admissions and the registrar and activities with the primary purpose of contributing to students’ emotional and physical well-being and intellectual, cultural and social development outside the context of the formal instruction program.” These include “student activities, cultural events, student newspapers, intramural athletics, student organizations..., counselling and career guidance (excluding informal academic counselling by the faculty), student aid administration, and student health service...”
- **Institutional support** represents “expenses for central, executive-level activities concerned with management and long-range planning for the entire institution, such as the governing board, planning and programming operations, and legal services; fiscal operations, including the investment office; administrative data processing; space management; employee personnel and records; logistical activities the provide procurement, storerooms, printing; transportation services..., support services to faculty and staff that are not operated as auxiliary enterprises; and activities concerned with community and alumni relations, including development and fundraising.”

Source: Financial Accounting and Reporting Manual, National Association of College and University Business Officers (“NACUBO”)

***Appendix B:
Cost Comparisons
to Self-Selected National Peers
by Regional University***

PVAMU

Costs versus Peers

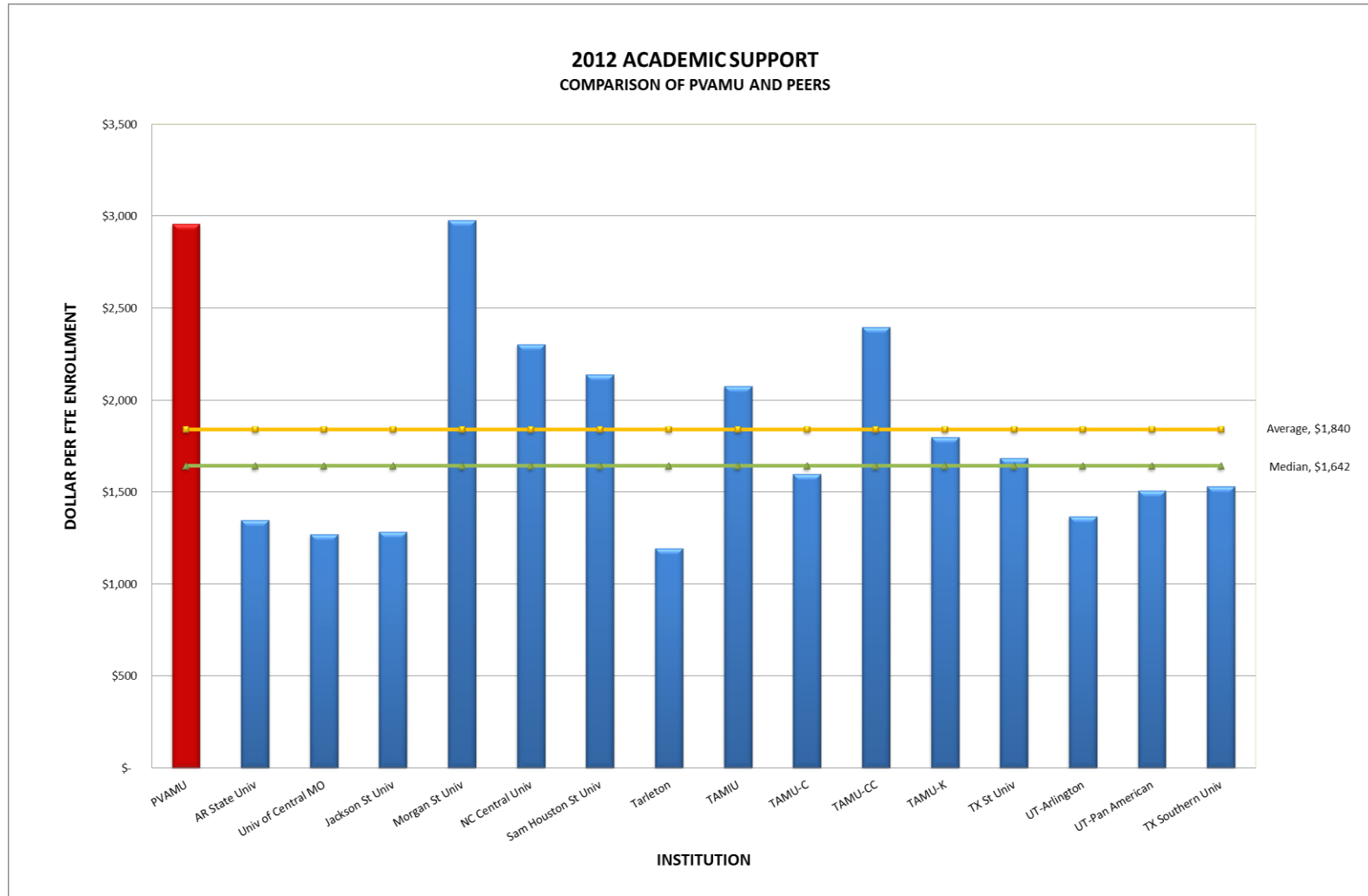
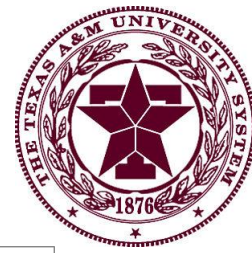


Cost Factor	PVAMU			Peers	
	Cost / FTSE	% of Median	% of Average	Median	Average
Academic Support	\$2,958	180.20%	160.70%	\$1,642	\$1,840
Student Services	\$1,560	117.10%	115.30%	\$1,332	\$1,353
Institutional Support	\$2,987	195.90%	137.40%	\$1,525	\$2,174

Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12
Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.
Note: During the on-site review of preliminary findings, the President indicated that Texas Southern University is the only university comparable to PVAMU for cost comparison purposes. Texas Southern University costs are displayed on the charts that follow and are included in those considered in calculating peer median and average costs.

PVAMU

Academic Support Costs versus Peers

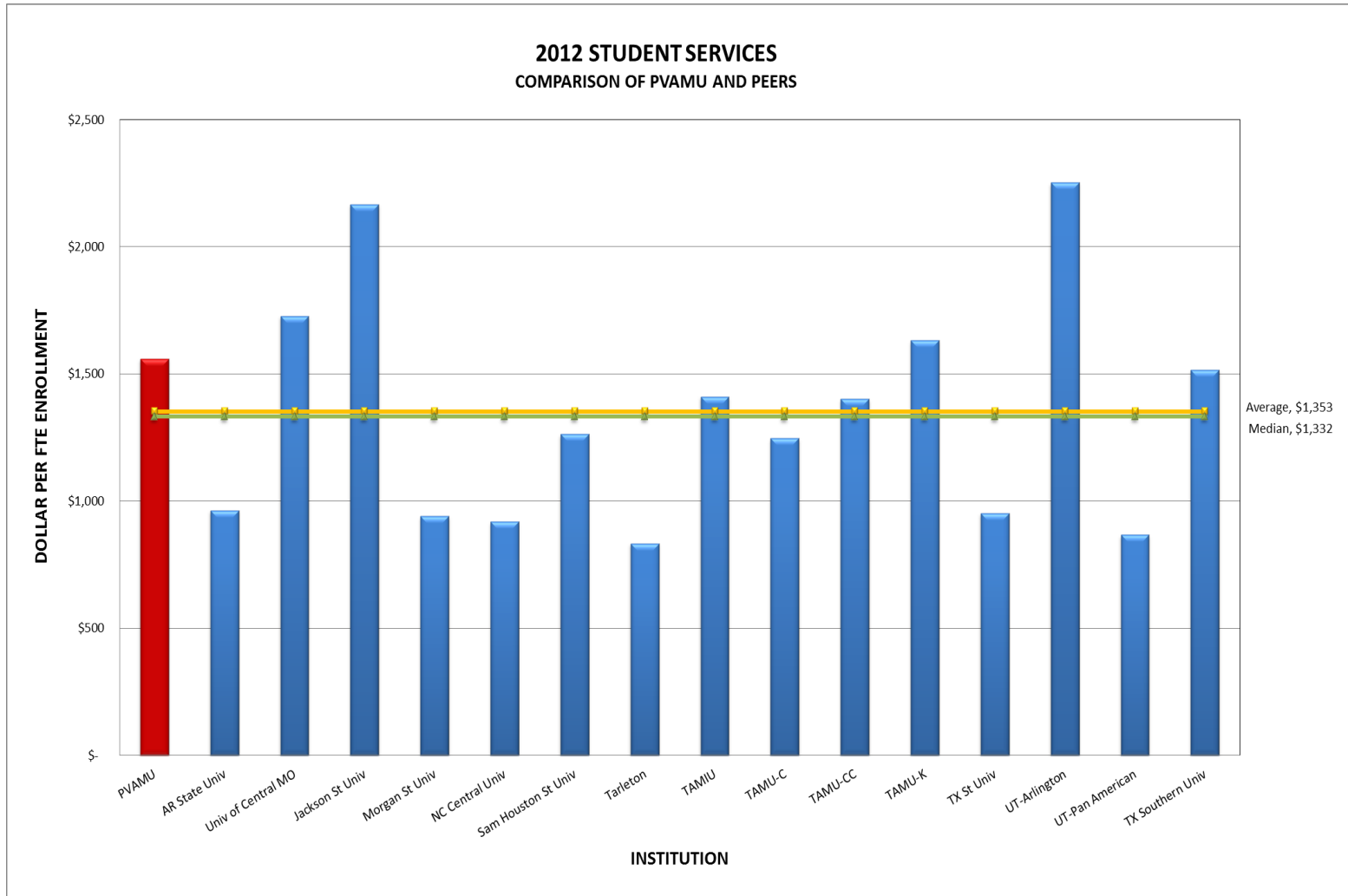
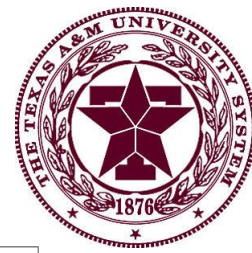


Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

Note: During the on-site review of preliminary findings, PVAMU indicated that Texas Southern University is the only university comparable to PVAMU for cost comparison purposes.

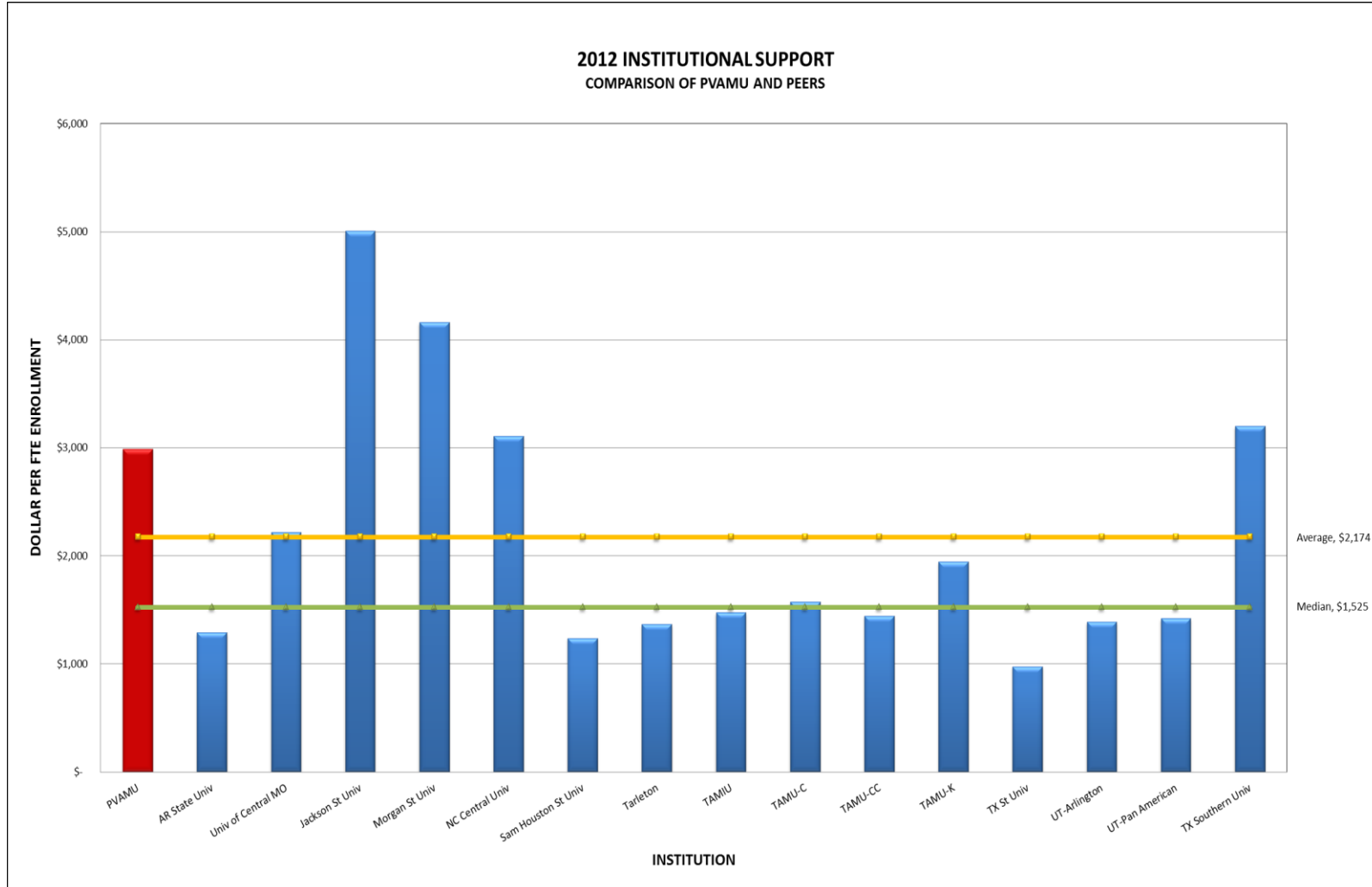
PVAMU

Student Services Costs versus Peers



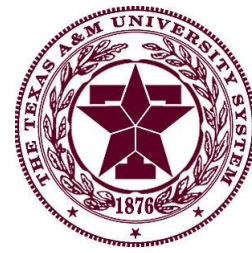
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

Note: During the on-site review of preliminary findings, PVAMU indicated that Texas Southern University is the only university comparable to PVAMU for cost comparison purposes.



Source: U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

Note: During the on-site review of preliminary findings, PVAMU indicated that Texas Southern University is the only university comparable to PVAMU for cost comparison purposes.

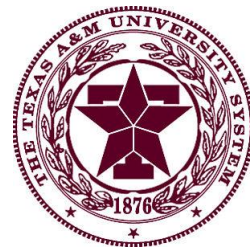


- In response to review of the final draft report, PVAMU presented the following explanation of its administrative costs.

PVAMU's Leadership Steering Committee, appointed by the President and comprised of a representative cross section of Prairie View A&M University (PVAMU) faculty, staff, and administrators, reviewed the "Comprehensive Administrative Review". The collective years of experience of the committee members in higher education in general, and at PVAMU specifically, are extensive. The committee felt it necessary to explain why PVAMU support costs may be higher in comparison to PVAMU's peer institutions. They identified four distinct circumstances that may have contributed to the higher support cost, which include: (1) our land grant mission; (2) OCR Priority Funding; (3) geographical location and (4) the varied academic profile and the demographic range of the students we serve.

PVAMU was authorized as a Land-Grant University by the Second Morrill Act, in 1890, that was created to support a segregated black public university in each of the ex-Confederate States (the first Morrill Act, in 1862, was for pre-dominantly all-white universities). Anchored in a rich tradition in the agricultural and mechanical arts, Prairie View A&M University receives the most federal grant funds appropriated to the 1890 Land Grant Universities. The university receives more than \$10 million per year in federal funds and \$5 million in additional state funds to support its land grant mission in research and extension services.

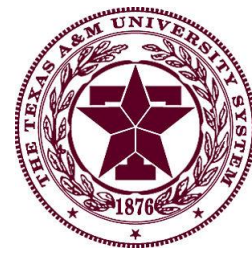
The President has consistently argued that these funds, and the indirect administrative costs associated with our land grant mission, be separated from any state peer cost comparisons.



The committee believes that PVAMU should have the ability to account for its funds similarly to how Texas A&M and the other 1862 Land Grant Universities account for the funding they receive. Unlike PVAMU, their cost (the 1862 Land Grant Universities) are dispersed throughout their various agriculture agencies, and therefore do not show up as University administrative cost. Hence, the failure to exclude this cost in the 1890 Land Grant Universities creates an unfair cost comparison for PVAMU with its non-land grant peers. This discrepancy in accounting for funds should be clearly explained in the report to ensure that PVAMU does not appear excessively out of alignment with the administrative cost of its peers.

- Although explaining discrepancies in the accounting for these funds is not within the scope of the current project, a comparison of PVAMU administrative costs to TAMU administrative costs, both on a full-time equivalent enrollment basis, can be presented. On the page that follows is a comparison of PVAMU costs to TAMU both inclusive and exclusive of the TAMUS agencies. On the subsequent three pages are comparisons of academic support, student services, and institutional support costs of PVAMU and the 1890 land grant universities.

We present these alternative comparisons to provide perspective relevant to PVAMU's comments.



A comparison of PVAMU's administrative costs to those of TAMU *exclusive* of the TAMUS agencies (as those costs are reported in the Comprehensive Administrative Review Combined Phase Final Report of May 2014), is presented below.

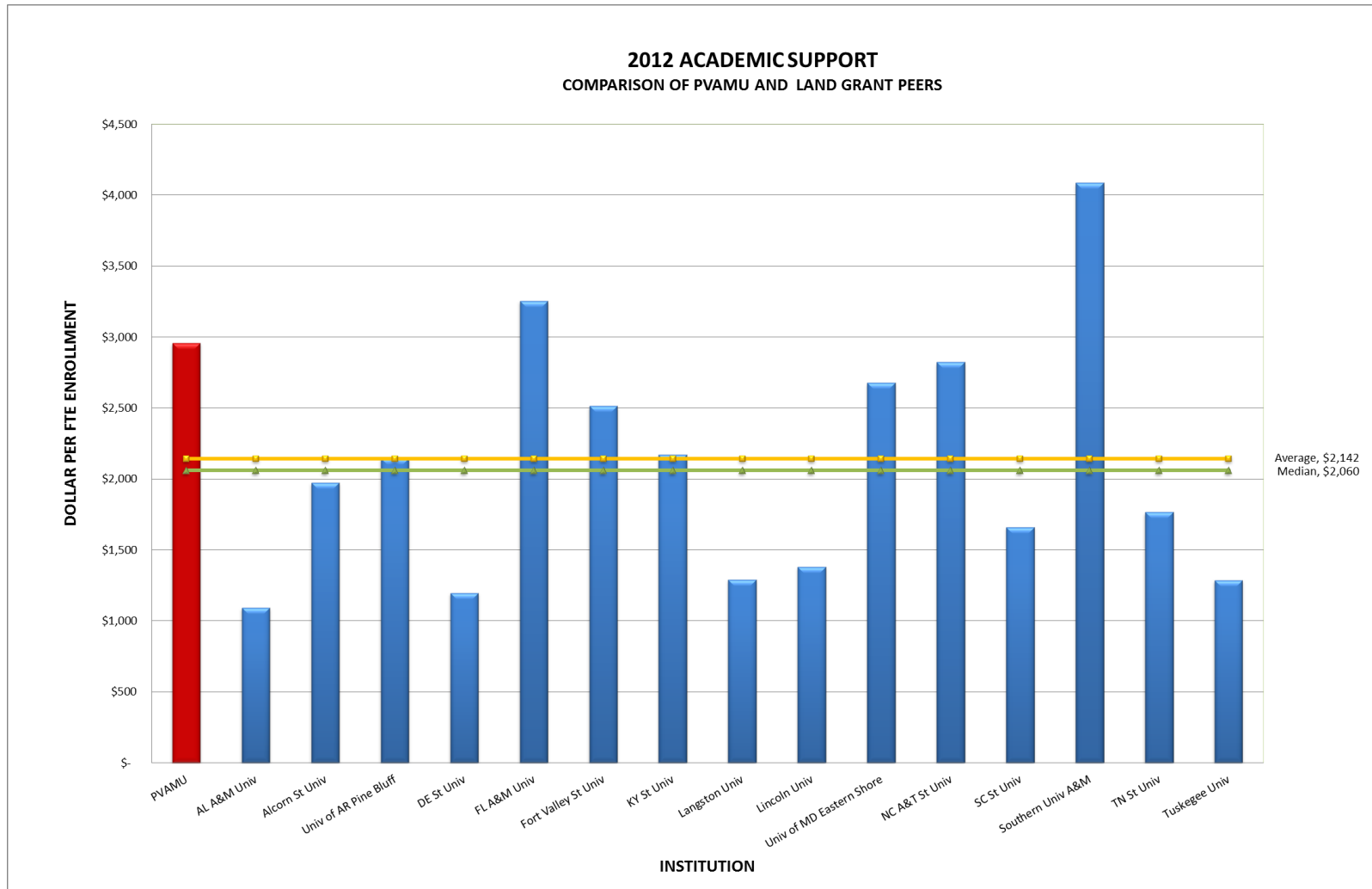
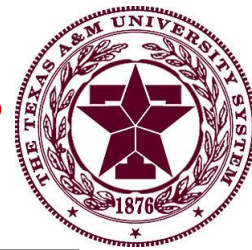
Cost Factor	PVAMU Cost/FTSE	TAMU Cost/FTSE	PVAMU vs TAMU
Academic Support	\$2,958	\$2,987	99.0%
Student Services	\$1,560	\$1,602	97.4%
Institutional Support	\$2,987	\$1,455	205.3%
Overall	\$7,505	\$6,044	124.2%

A comparison of PVAMU's administrative costs to those of TAMU *inclusive* of the TAMUS agencies (as those costs are reported in the Comprehensive Administrative Review Combined Phase Final Report of May 2014), is presented below.

Cost Factor	PVAMU Cost/FTSE	TAMU Cost/FTSE	PVAMU vs TAMU
Academic Support	\$2,958	\$2,987	99.0%
Student Services	\$1,560	\$1,602	97.4%
Institutional Support	\$2,987	\$1,958	152.6%
Overall	\$7,505	\$6,547	114.6%

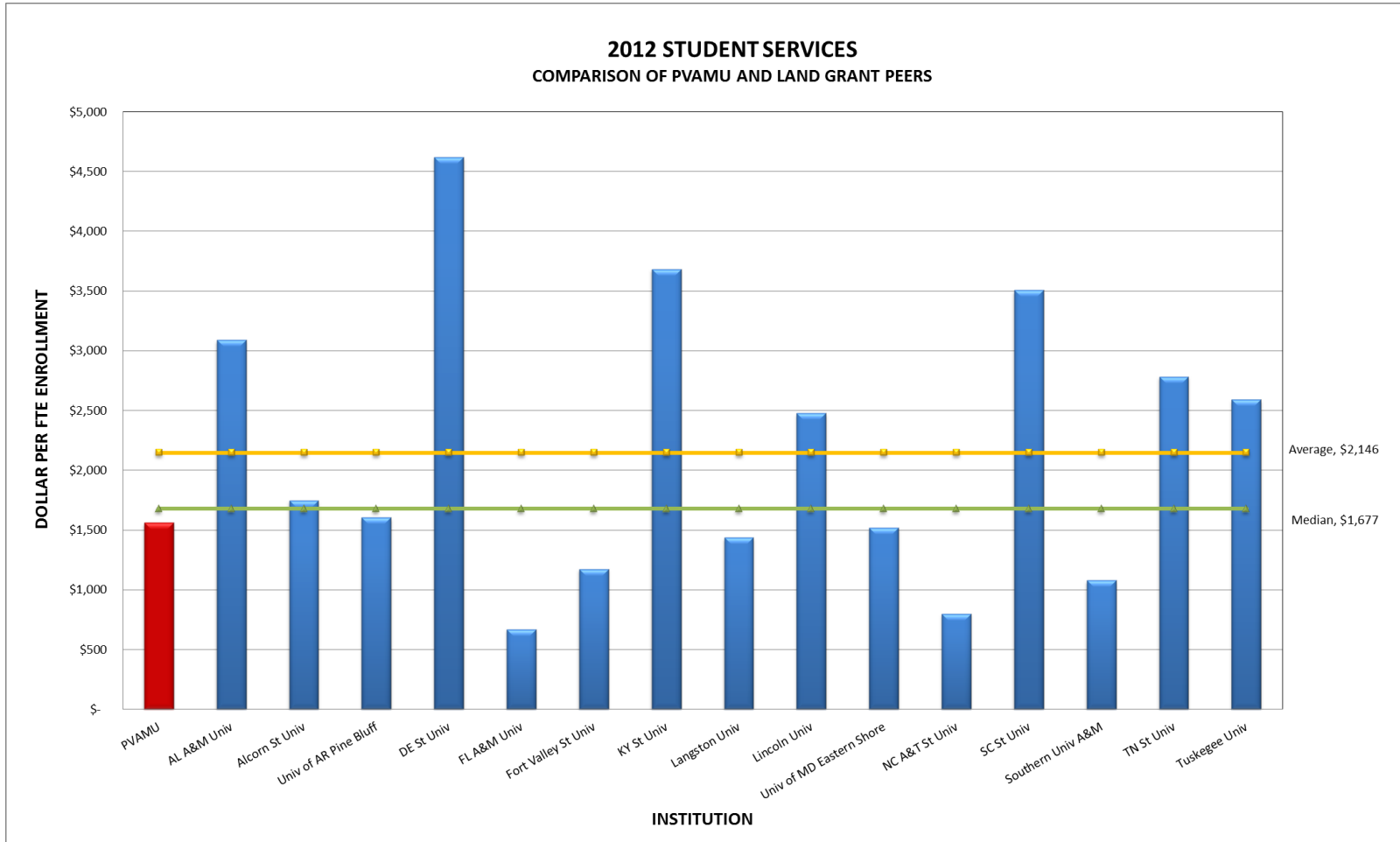
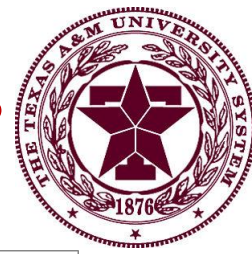
PVAMU-Explanation of Administrative Costs

Academic Support Costs vs 1890 Land Grant Peers (4 of 8)



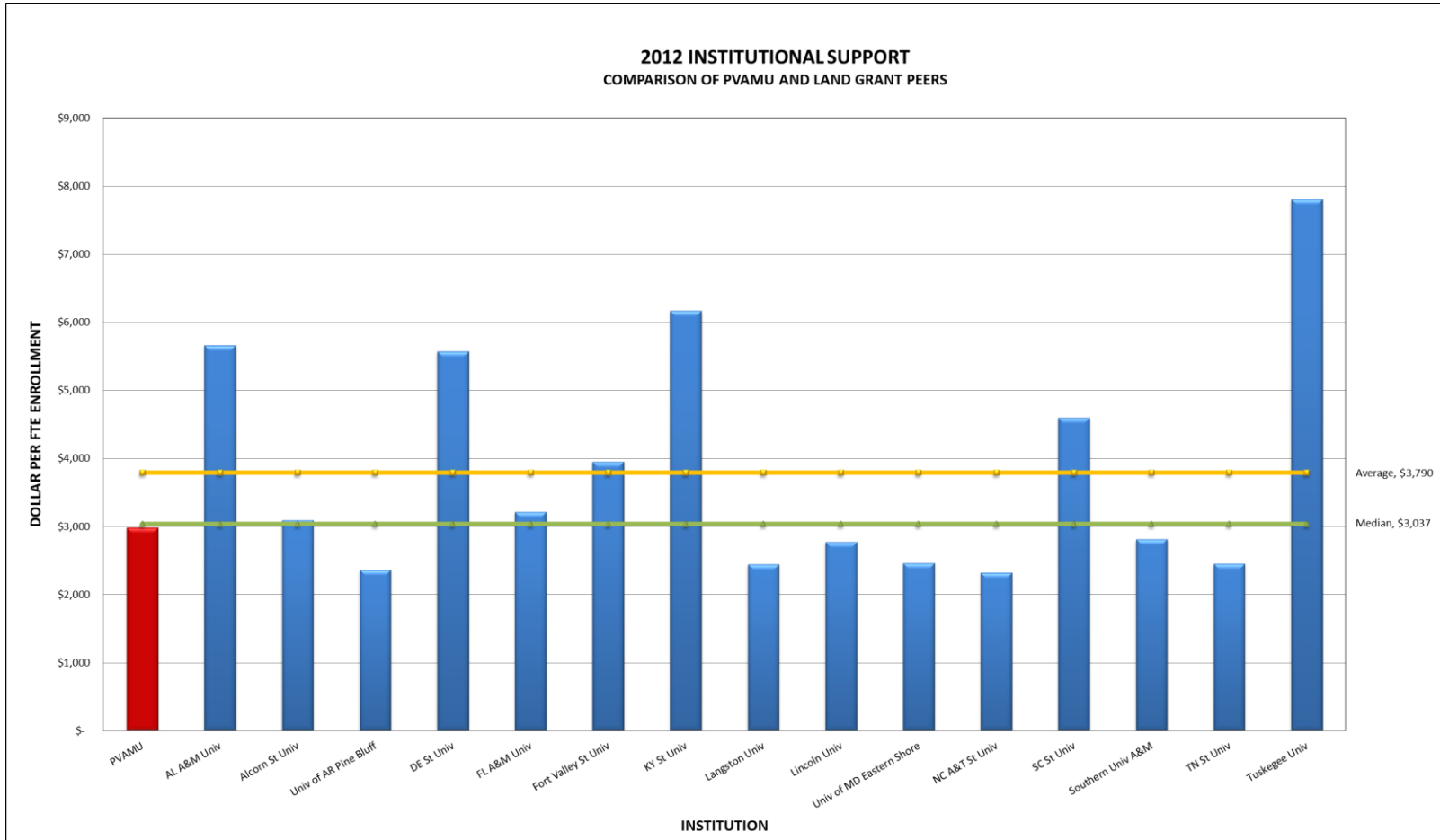
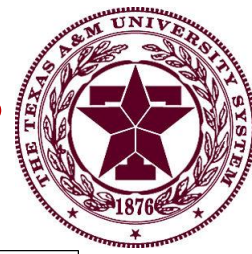
PVAMU-Explanation of Administrative Costs

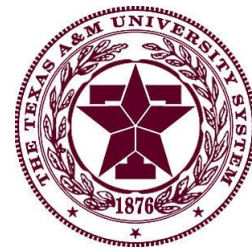
Student Service Costs vs 1890 Land Grant Peers (5 of 8)



PVAMU-Explanation of Administrative Costs

Institutional Support Costs vs 1890 Land Grant Peers (6 of 8)





PVAMU also presented the following explanation of its administrative costs in response to review of the final draft report.

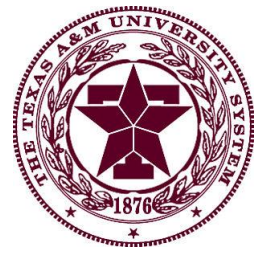
- Unlike the other regional institutions in the Texas A&M System, Prairie View currently receives Academic Development Initiative (ADI) funding to continue meeting the directives outlined by the Texas Priority Plan. From FY 2008-2014, PVAMU received approximately \$78M in ADI funding. Although the majority of the appropriation was spent on instruction, there were associated costs tied directly to the core mission. For example, Enrollment Management hired additional recruiters and program assistants to strengthen, expand, and intensify our recruitment efforts. Additionally, the University increased its investment in student support services i.e. University College, ACCESS summer program, to improve retention rates, and PVAMU formed the Medical Academy (UMA), and reestablished the Honors Program, all designed to increase the academic profile of our students, and activities that support overall student success. These programs are primarily preparatory operations that are vital to the success of our students, and they tie directly to the core mission.

PVAMU is located in a sparsely rural setting with little to no private development and must provide many life services to students, such as counseling, health care, recreational, social entertainment, etc. Furthermore, we compete with the fourth largest city in the nation, Houston, Texas, in attracting and retaining employees of comparable quality. The difference in labor market compared to our peers is significant and can be easily justified.

The Texas Legislature has designated PVAMU as a "special purpose" institution charged with the important responsibility of serving a population with diverse ethnic and socioeconomic backgrounds. PVAMU continues to enroll a large number of students who are considered to be economically disadvantaged; over 90% of the 8,500 students receive financial aid of which 68% receive need based aid.

PVAMU

Explanation of Administrative Costs (8 of 8)



With so many of the University's students receiving financial aid, the University has already implemented many operational efficiencies (salary saving retrievals, outsourcing, and administrators teaching classes) in an effort to keep operating costs as low as possible without passing along cost increases to students. On the other hand, academic and student support costs for such a large population of at-risk students increases PVAMU costs higher than most of its peers given the significant support services needed to help these students graduate from PVAMU.

TARLETON

Costs versus Peers

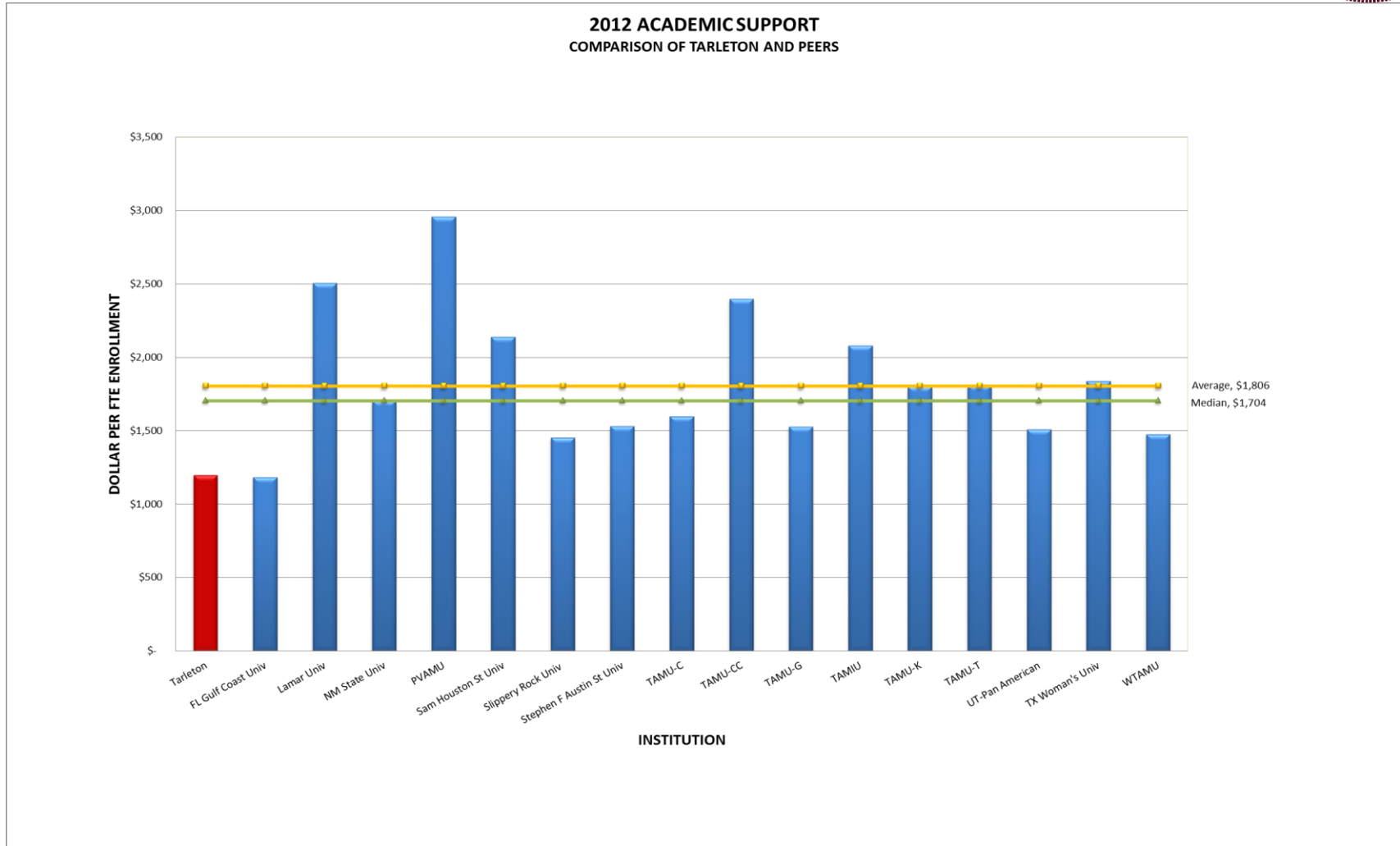
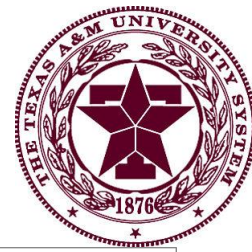


Cost Factor	TARLETON			Peers	
	Cost / FTSE	% of Median	% of Average	Median	Average
Academic Support	\$1,196	70.20%	66.20%	\$1,704	\$1,806
Student Services	\$834	66.00%	62.30%	\$1,263	\$1,338
Institutional Support	\$1,365	76.10%	65.20%	\$1,793	\$2,094

Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12. Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

TARLETON

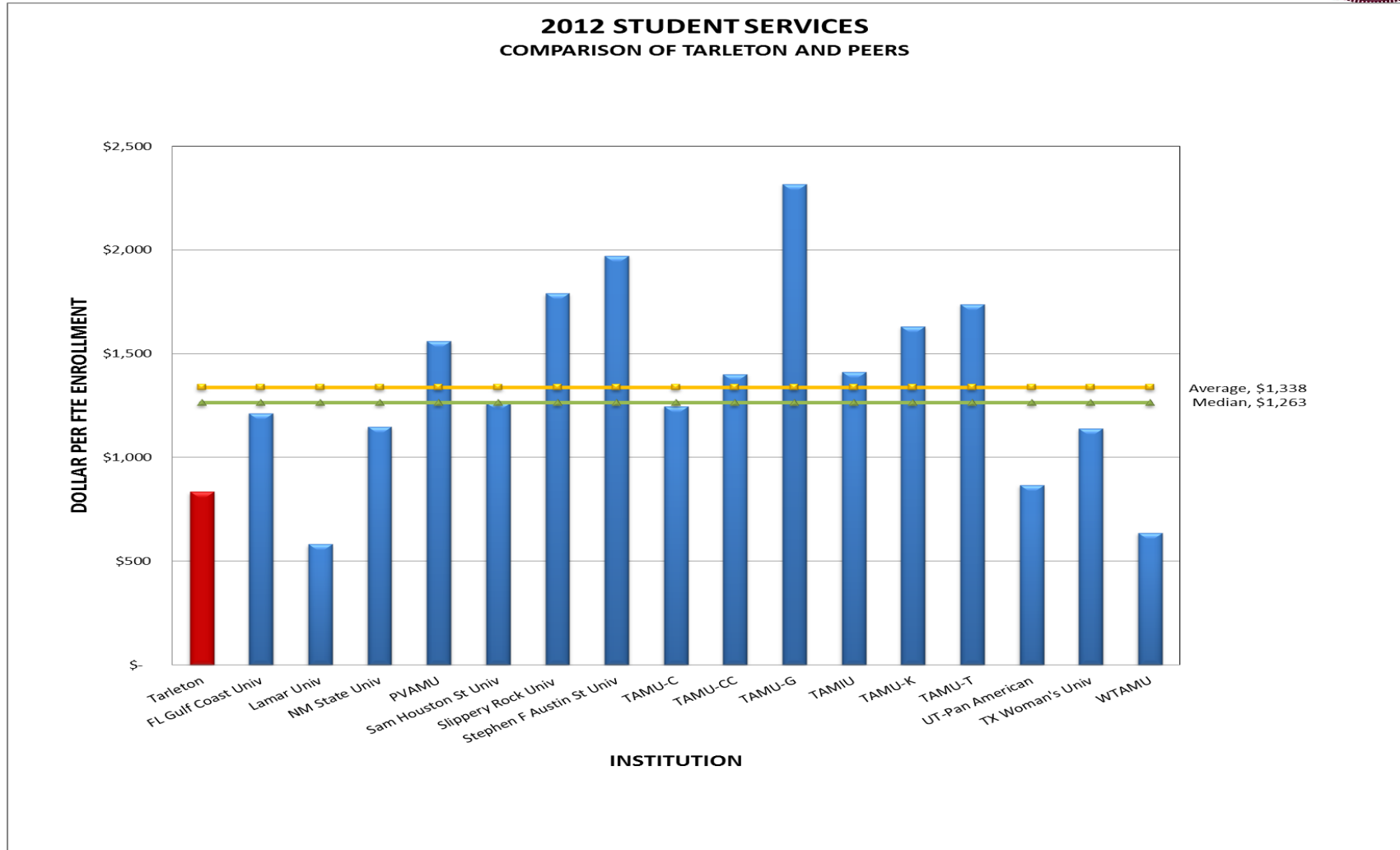
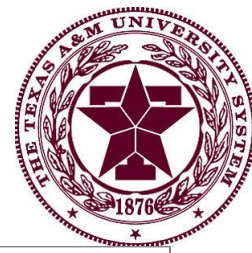
Academic Support Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TARLETON

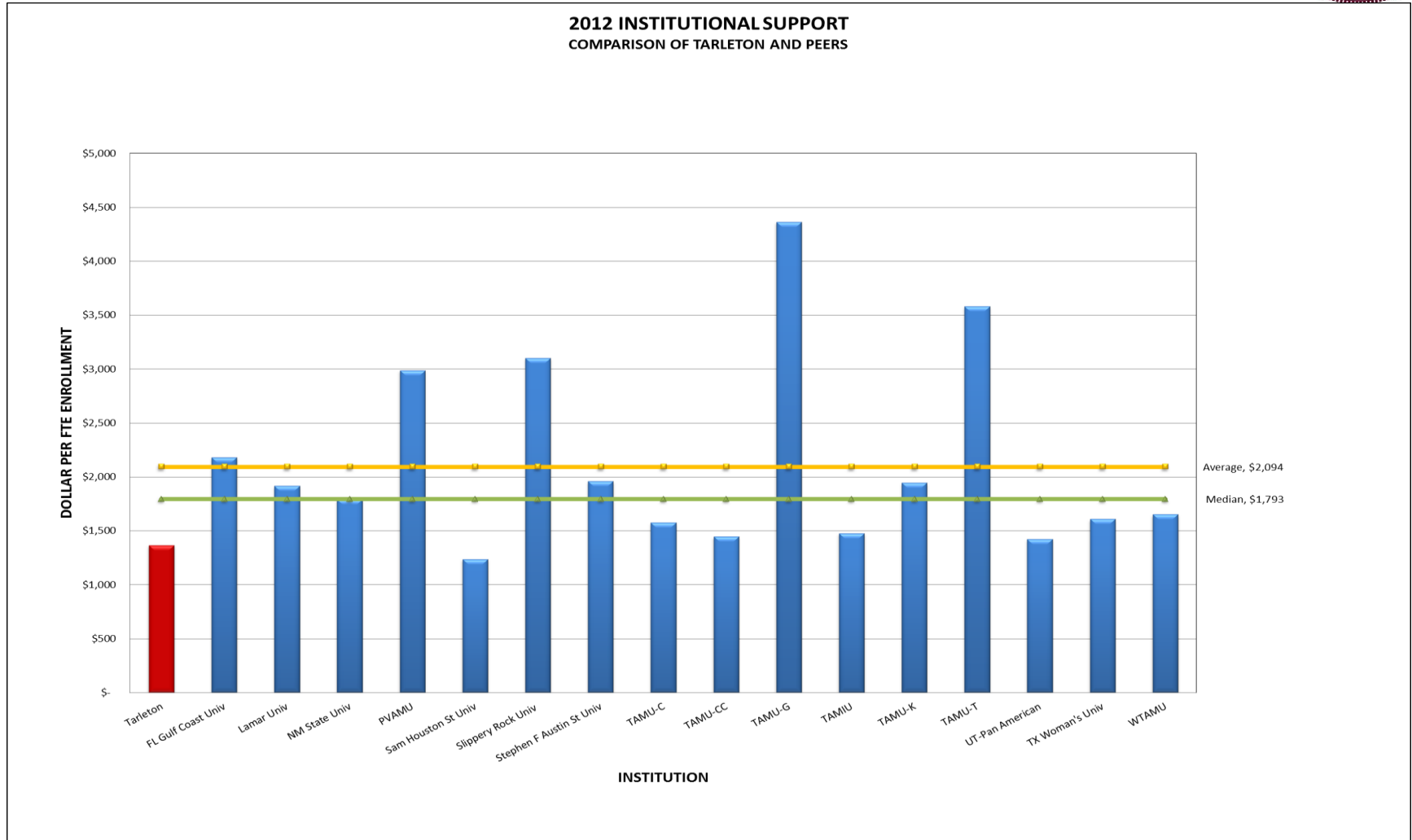
Student Services Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TARLETON

Institutional Support Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

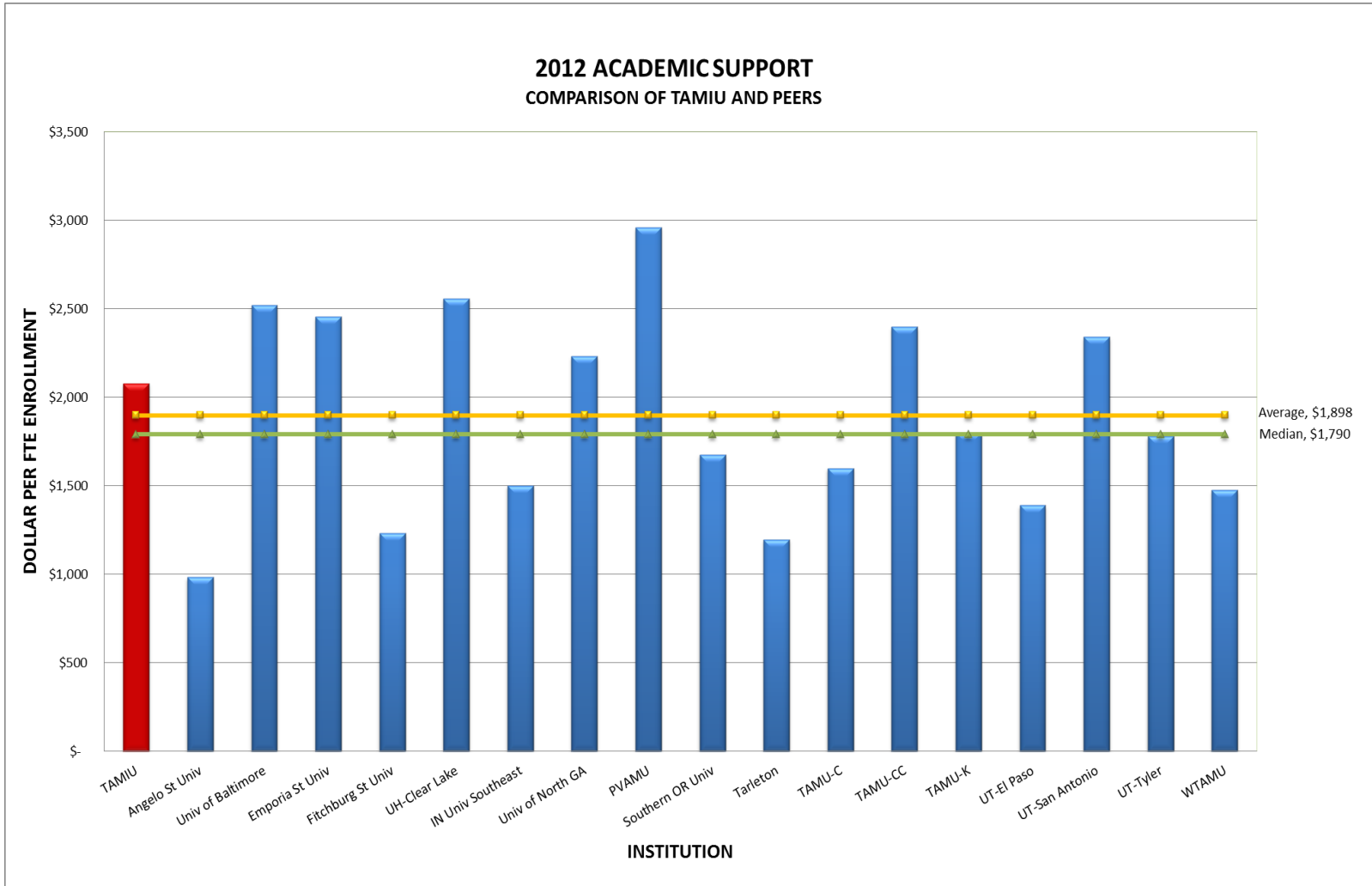
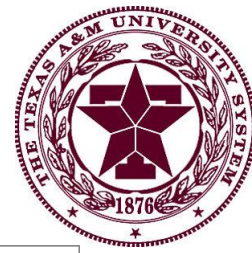
TAMIU

Costs versus Peers



Cost Factor	TAMIU			Peers	
	Cost / FTSE	% of Median	% of Average	Median	Average
Academic Support	\$2,078	109.5%	116.1%	\$1,790	\$1,898
Student Services	\$1,475	87.9%	73.6%	\$1,678	\$2,004
Institutional Support	\$1,411	106.6%	105.7%	\$1,324	\$1,334

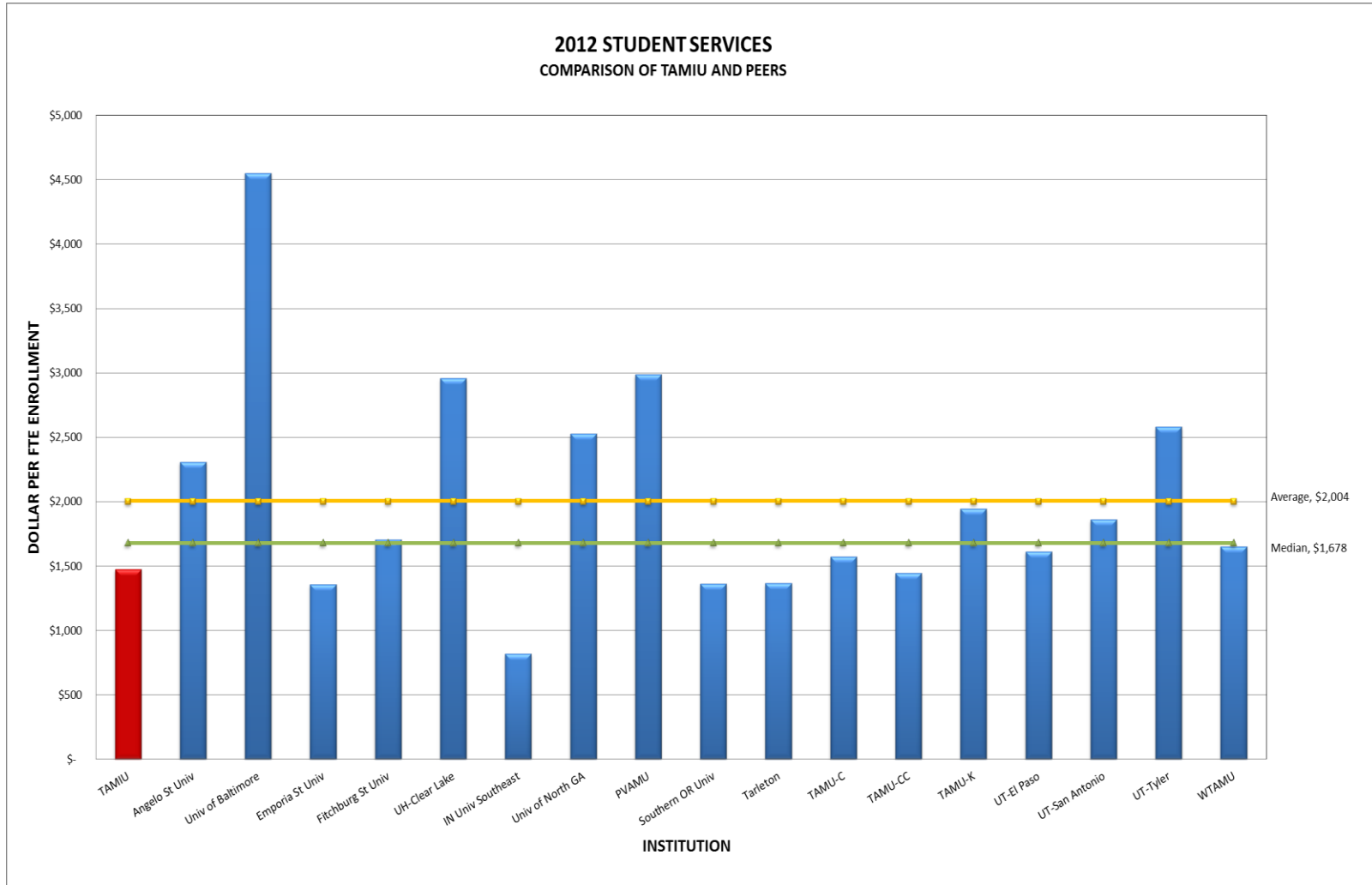
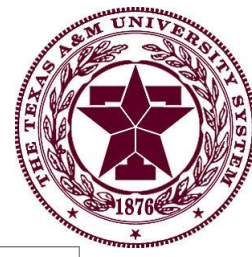
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12
 Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.



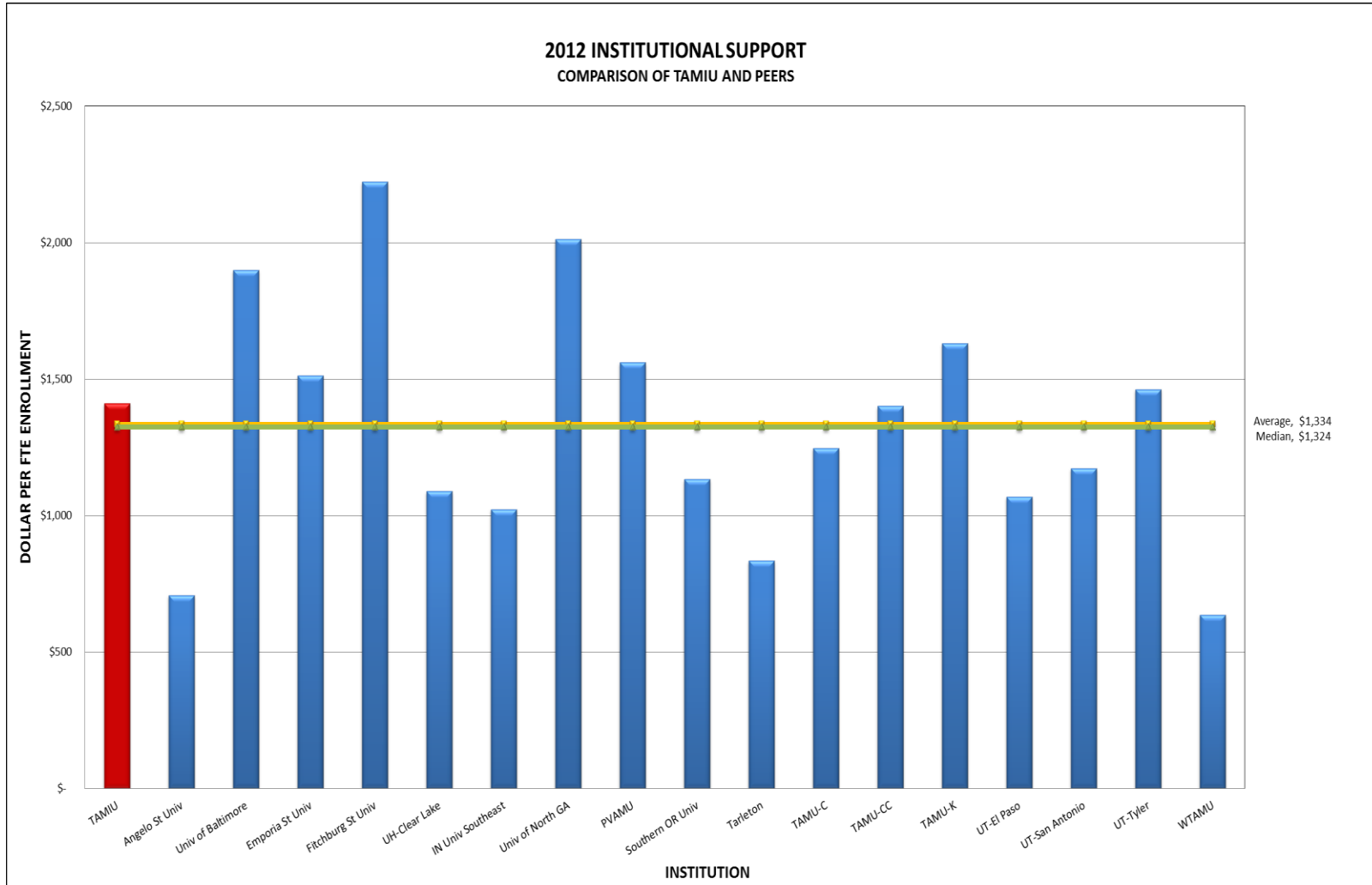
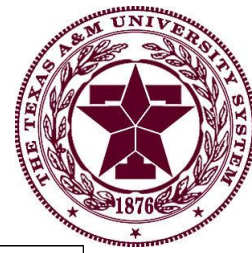
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMIU

Student Services Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

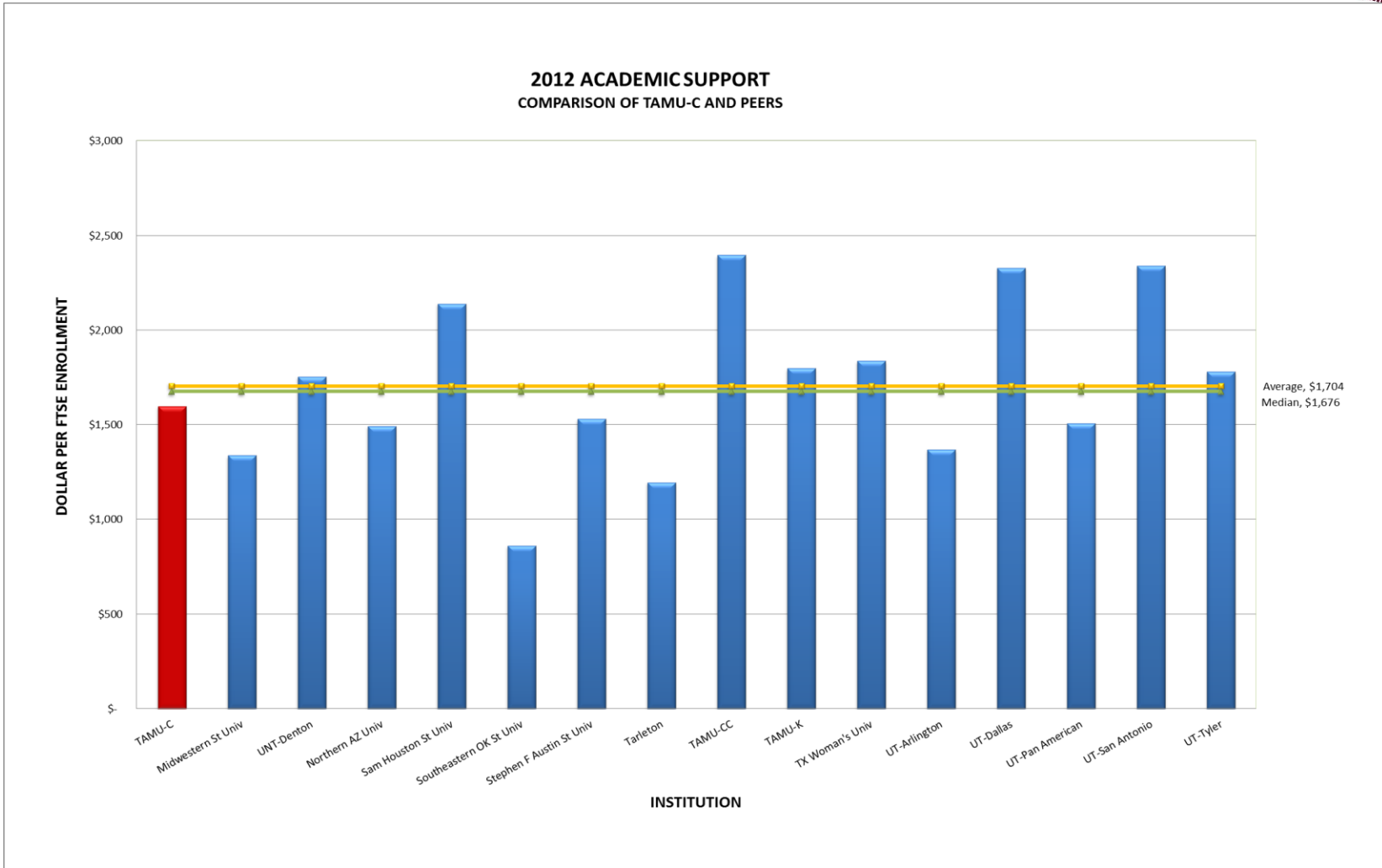
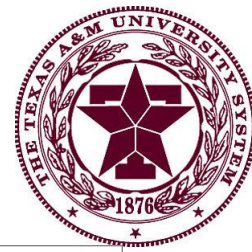
TAMU-C

Costs versus Peers



Cost Factor	TAMU-C			Peers	
	Cost / FTSE	% of Median	% of Average	Median	Average
Academic Support	\$1,598	95.3%	93.8%	\$1,676	\$1,704
Student Services	\$1,247	93.6%	85.2%	\$1,332	\$1,463
Institutional Support	\$1,574	98.9%	94.6%	\$1,591	\$1,665

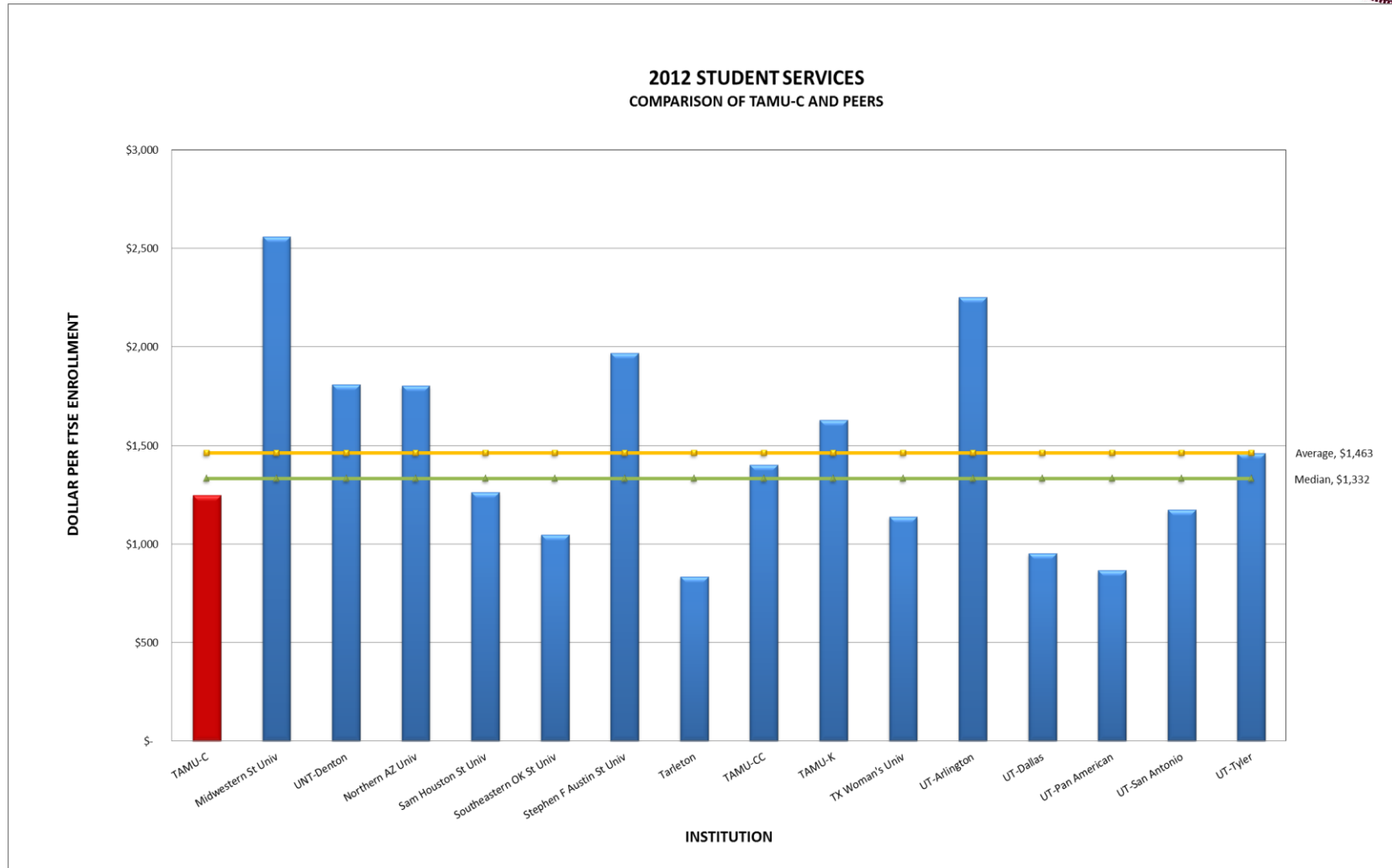
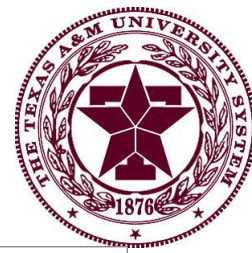
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12
 Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.



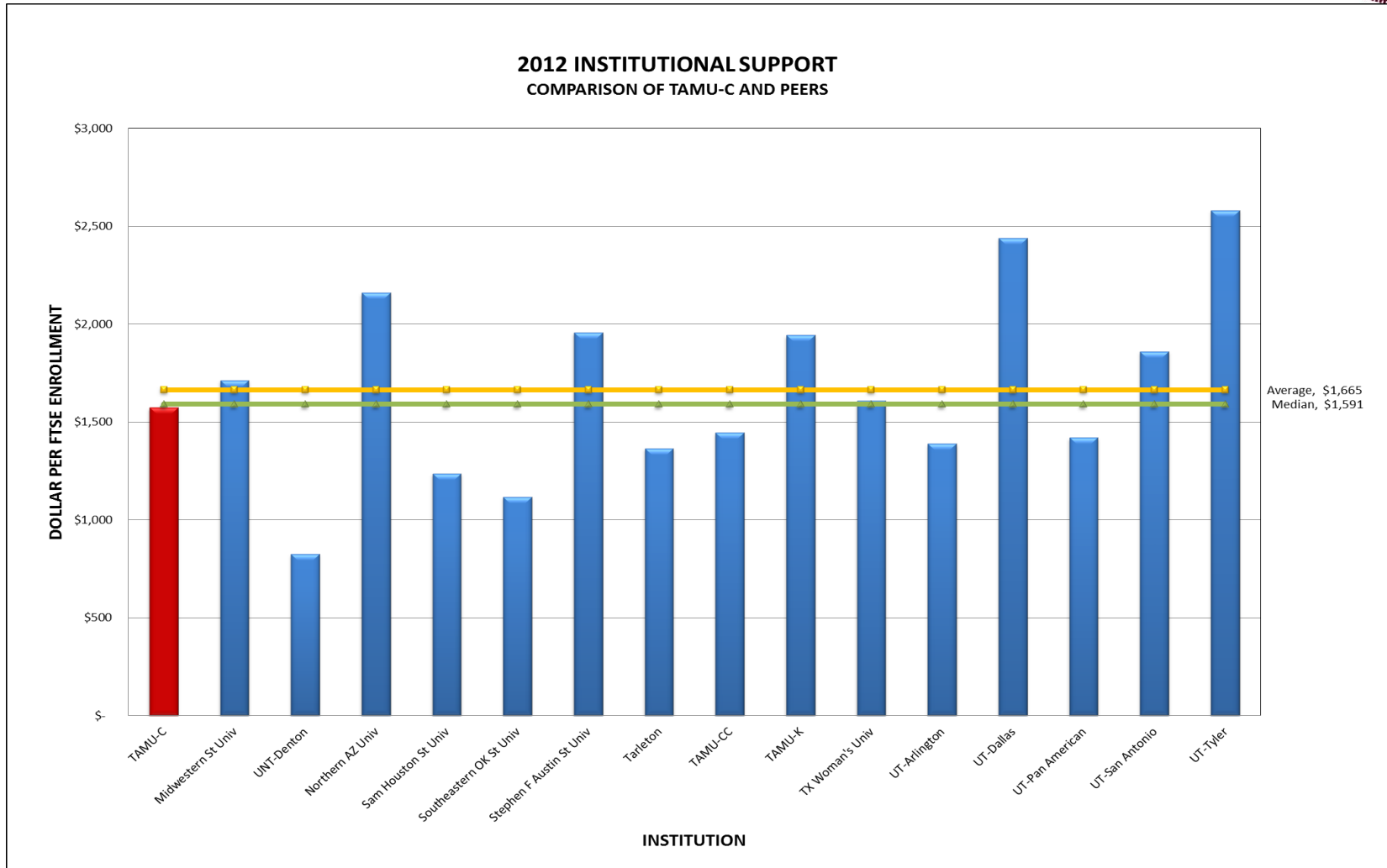
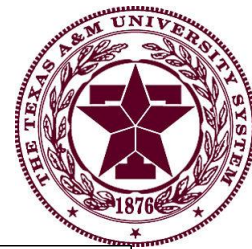
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-C

Student Services Costs versus Peers



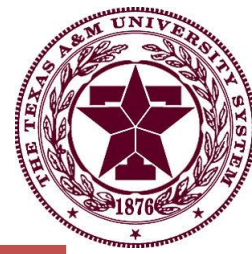
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CC

Costs versus Peers

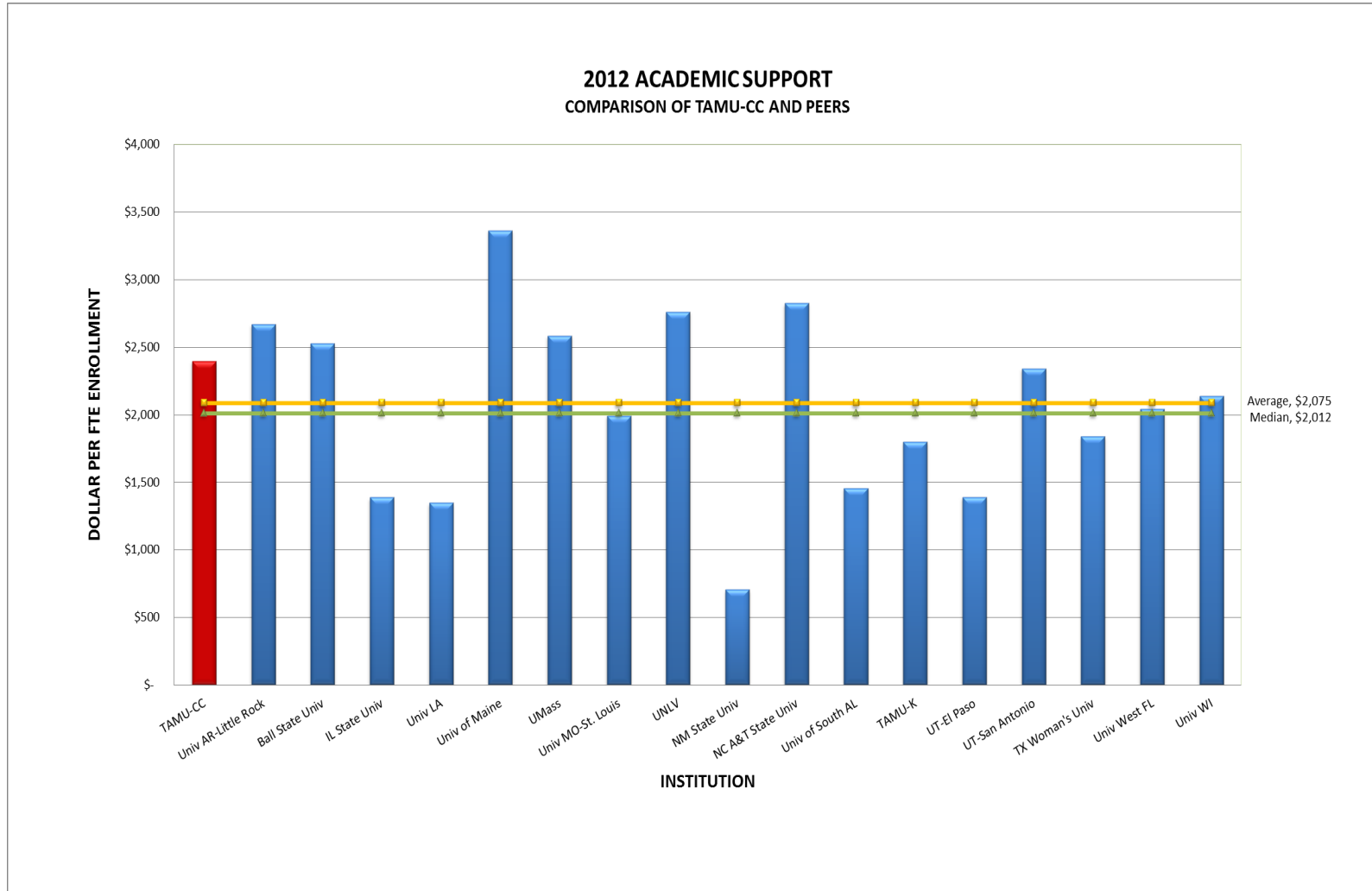
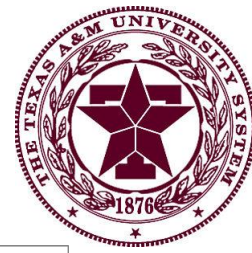


Cost Factor	TAMU-CC			Peers	
	Cost / FTSE	% of Median	% of Average	Median	Average
Academic Support	\$2,397	119.1%	114.9%	\$2,012	\$2,086
Student Services	\$1,401	111.5%	91.5%	\$1,256	\$1,530
Institutional Support	\$1,445	77.4%	71.8%	\$1,868	\$2,012

Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12
Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

TAMU-CC

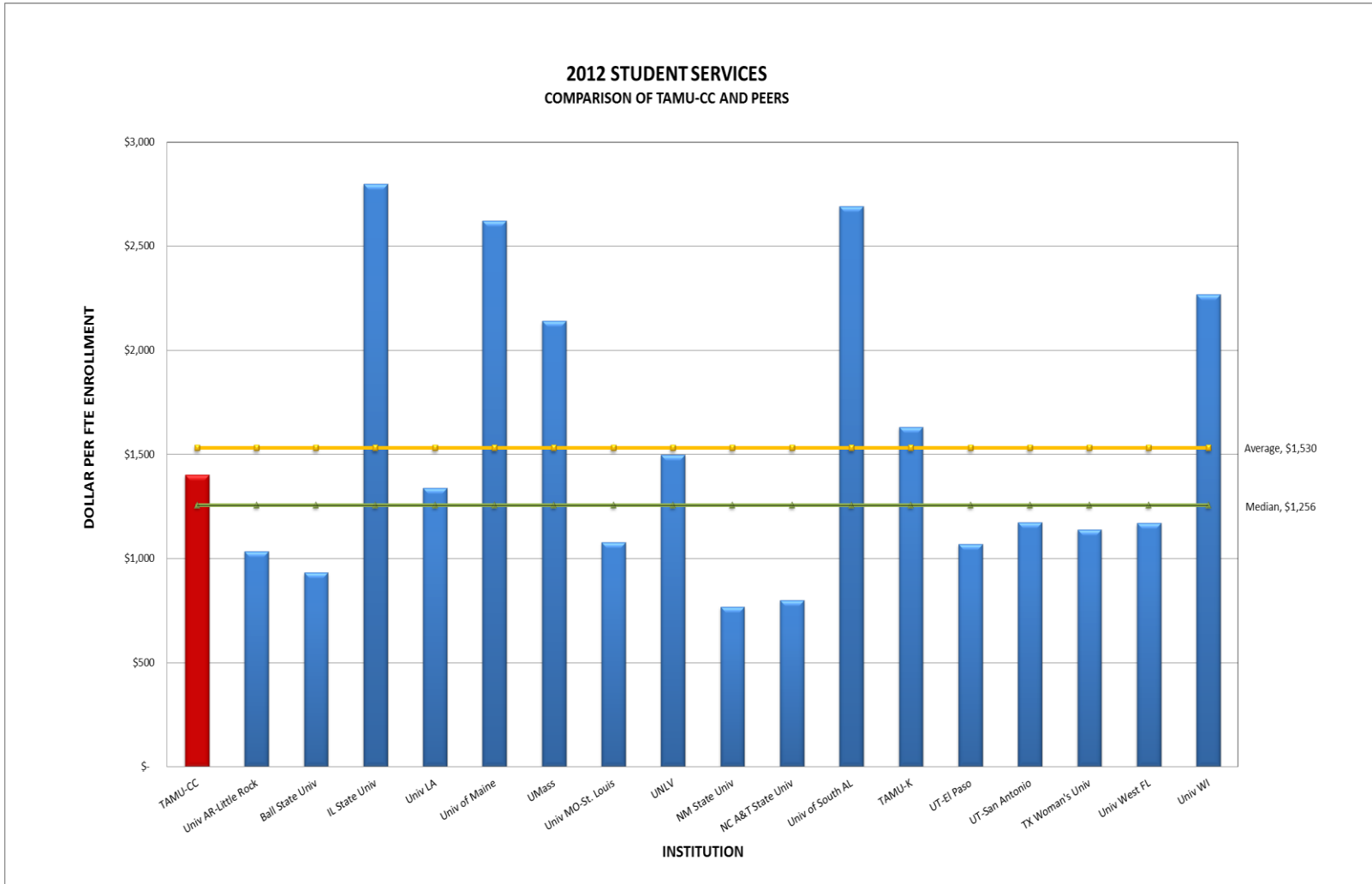
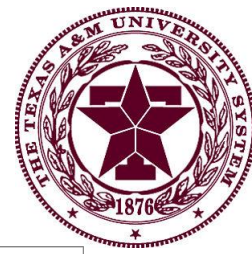
Academic Support Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CC

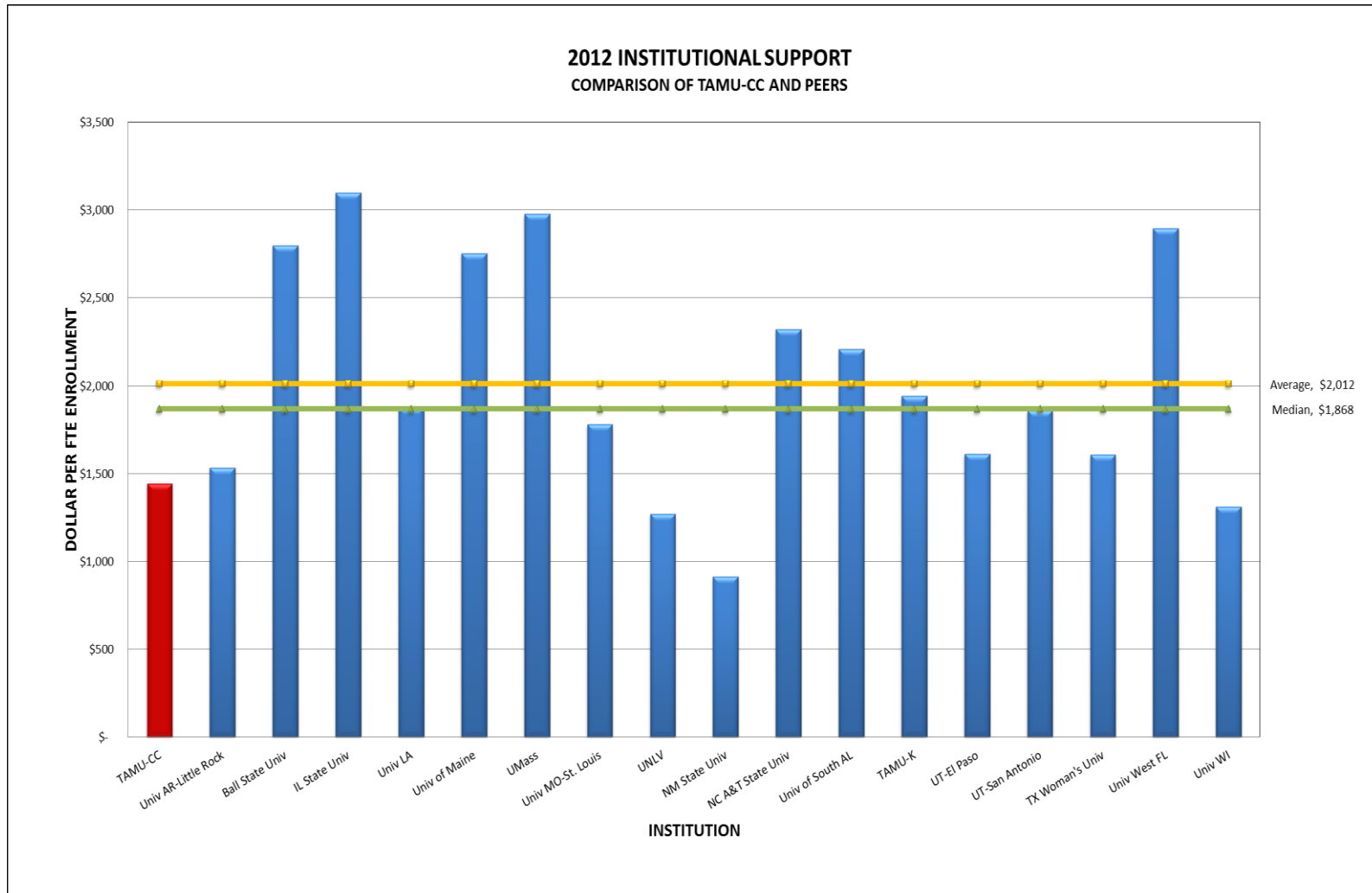
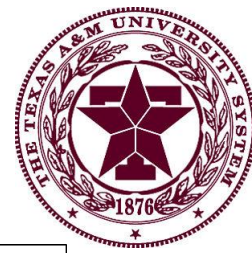
Student Services Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CC

Institutional Support Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CT

Costs versus Peers

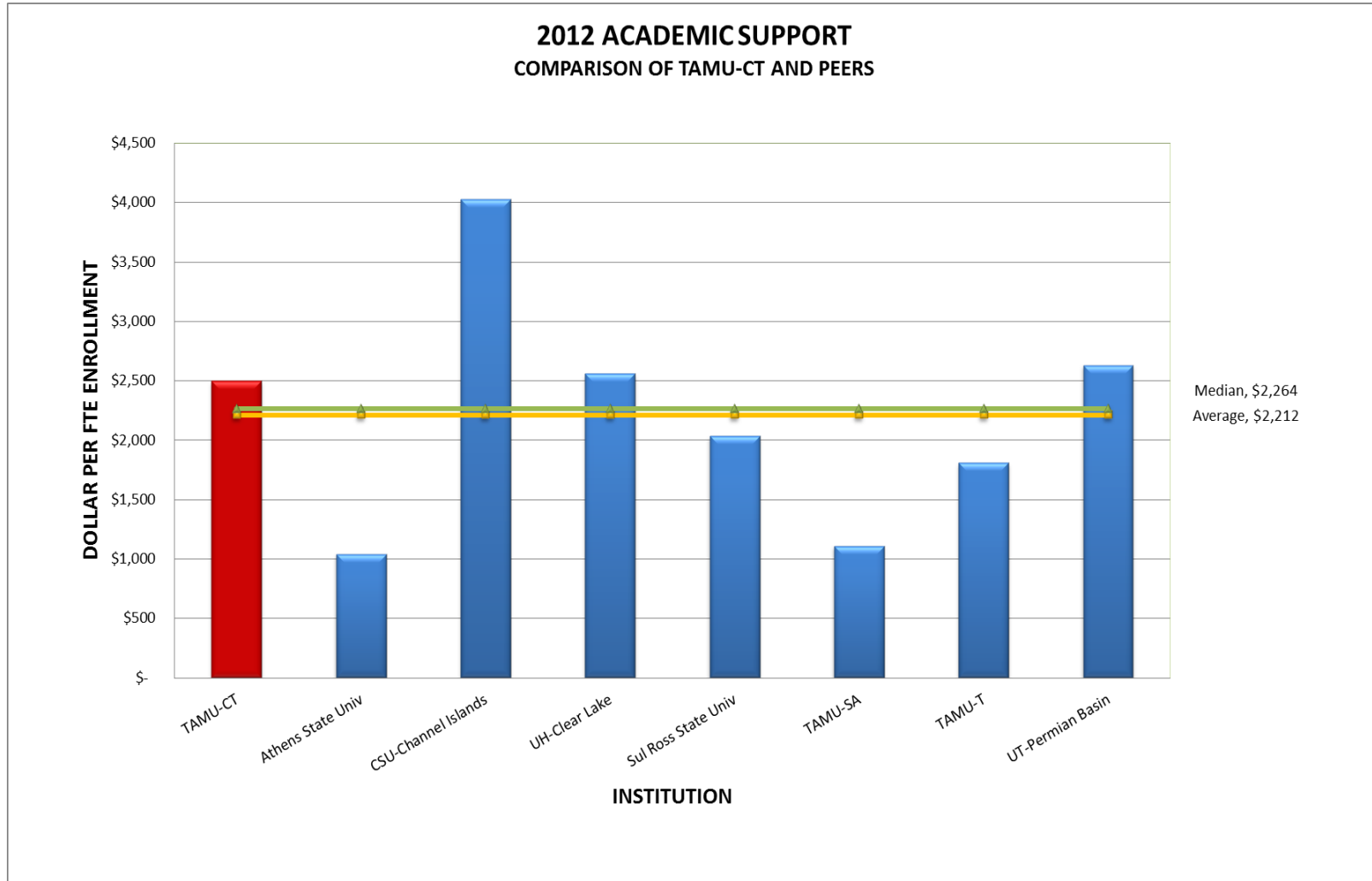
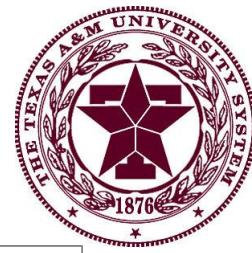


Cost Factor	TAMU-CT			Peers	
	Cost / FTSE	% of Median	% of Average	Median	Average
Academic Support	\$2,496	110.2%	112.8%	\$2,264	\$2,212
Student Services	\$2,988	189.3%	156.4%	\$1,579	\$1,911
Institutional Support	\$2,105	68.3%	67.6%	\$3,081	\$3,115

Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12
 Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

TAMU-CT

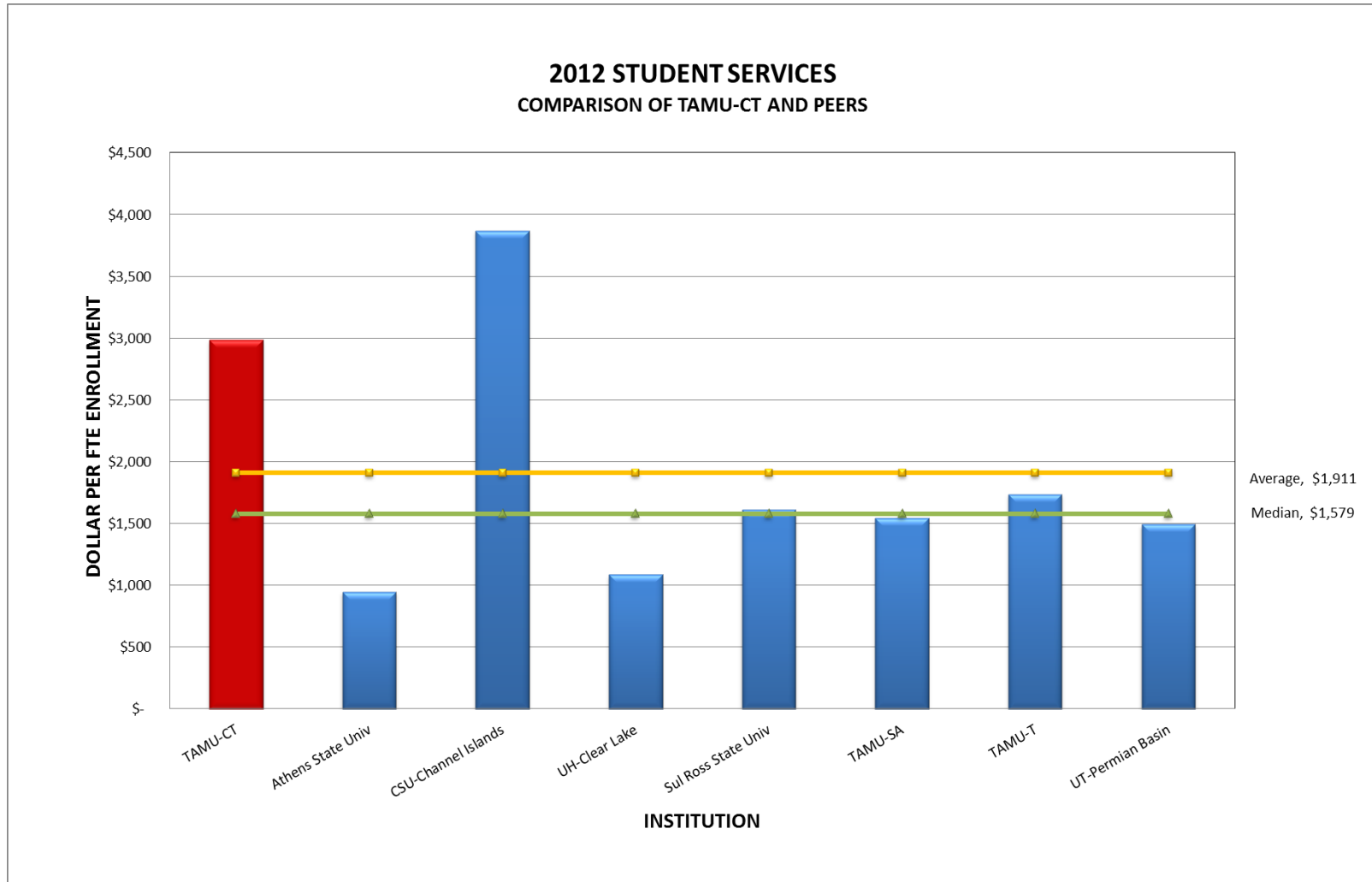
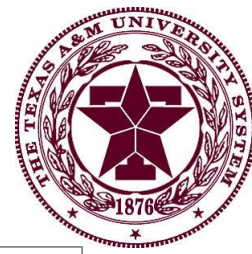
Academic Support Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CT

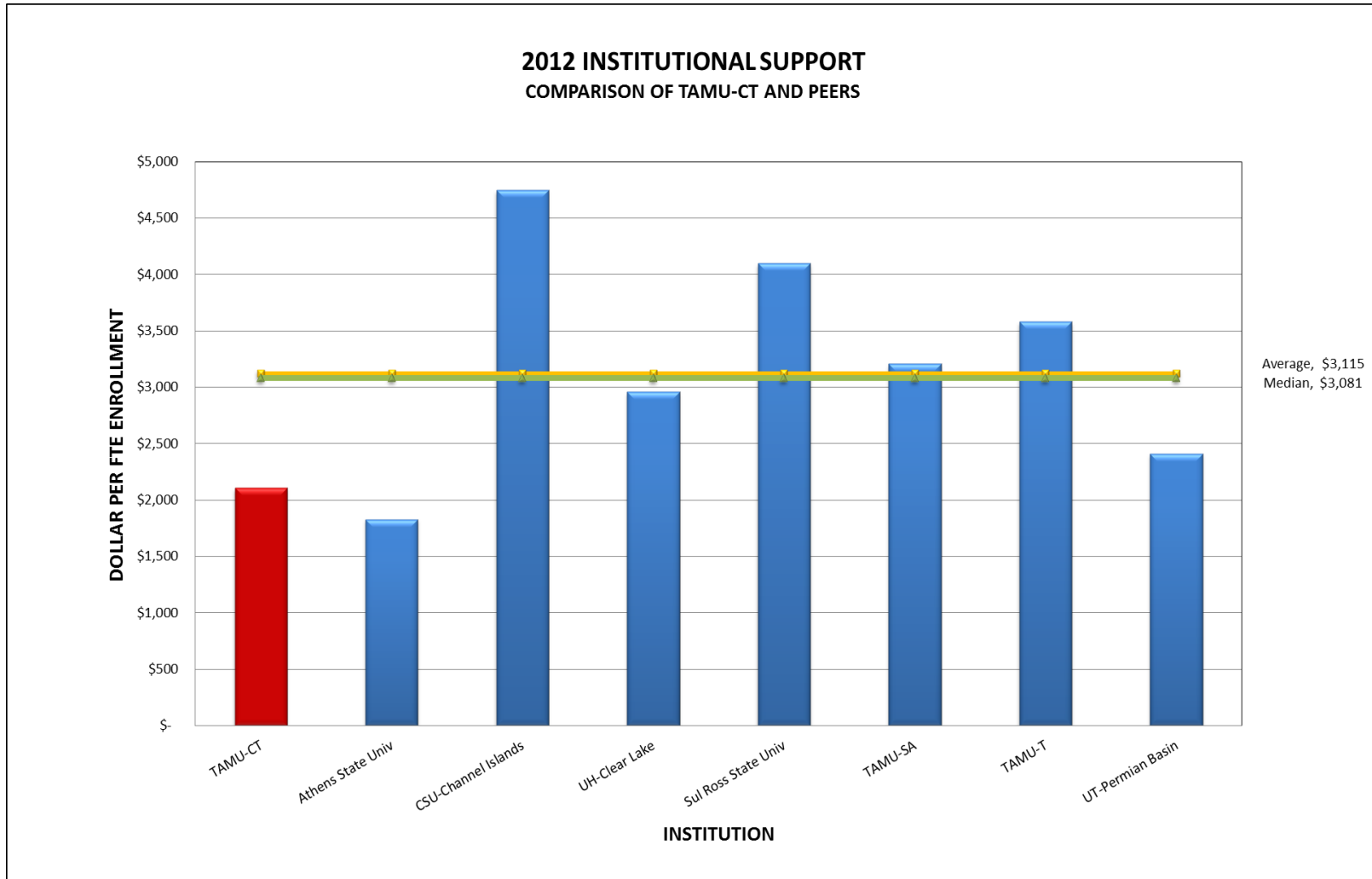
Student Services Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CT

Institutional Support Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-K

Costs versus Peers

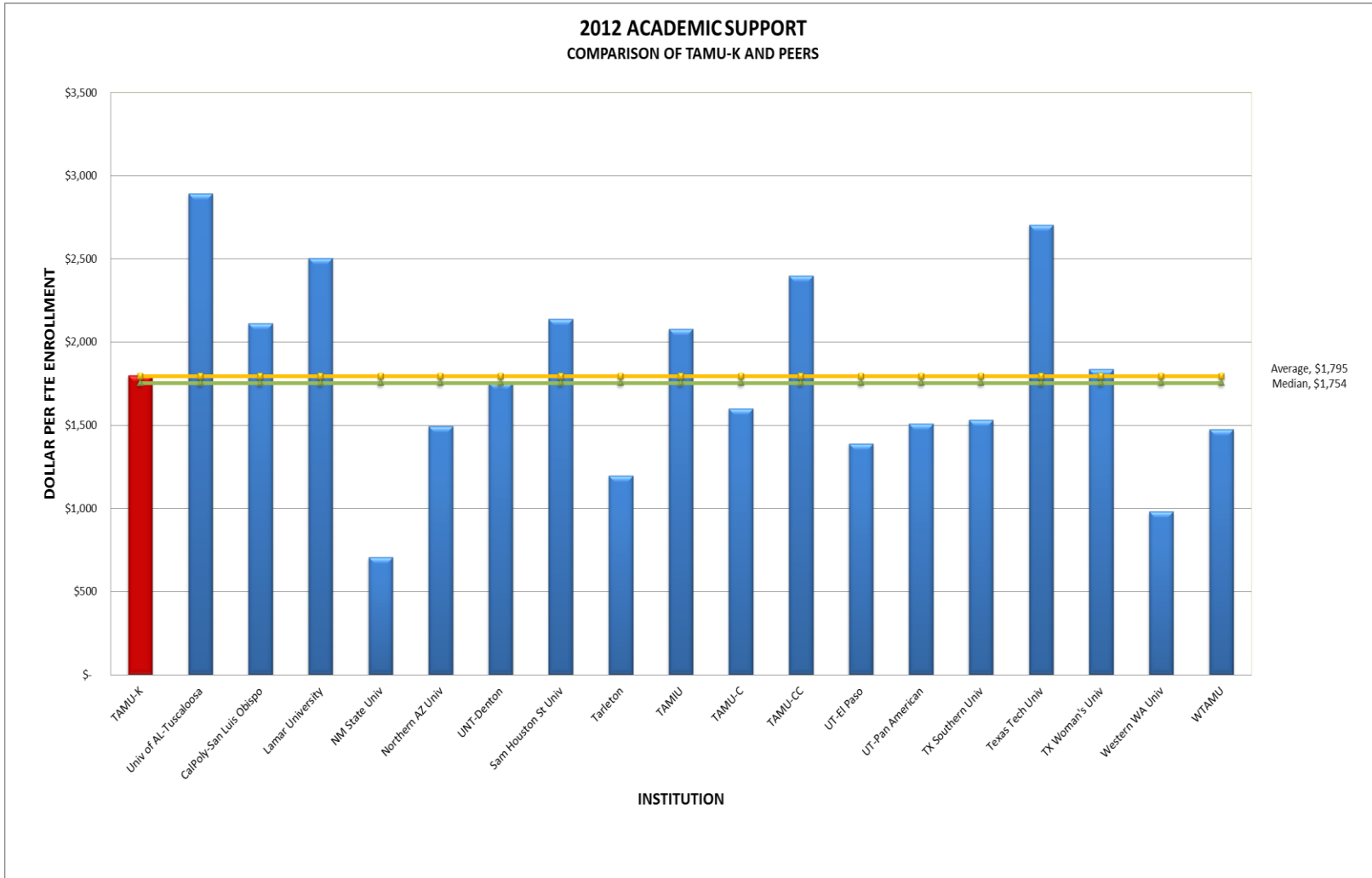
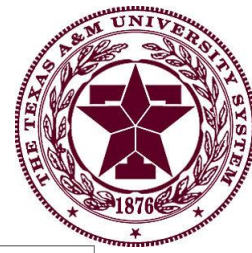


Cost Factor	TAMU-K			Peers	
	Cost / FTSE	% of Median	% of Average	Median	Average
Academic Support	\$1,799	102.6%	100.2%	\$1,754	\$1,795
Student Services	\$1,631	116.5%	122.5%	\$1,400	\$1,331
Institutional Support	\$1,943	120.9%	114.3%	\$1,607	\$1,700

Source: The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-K is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses. Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

TAMU-K

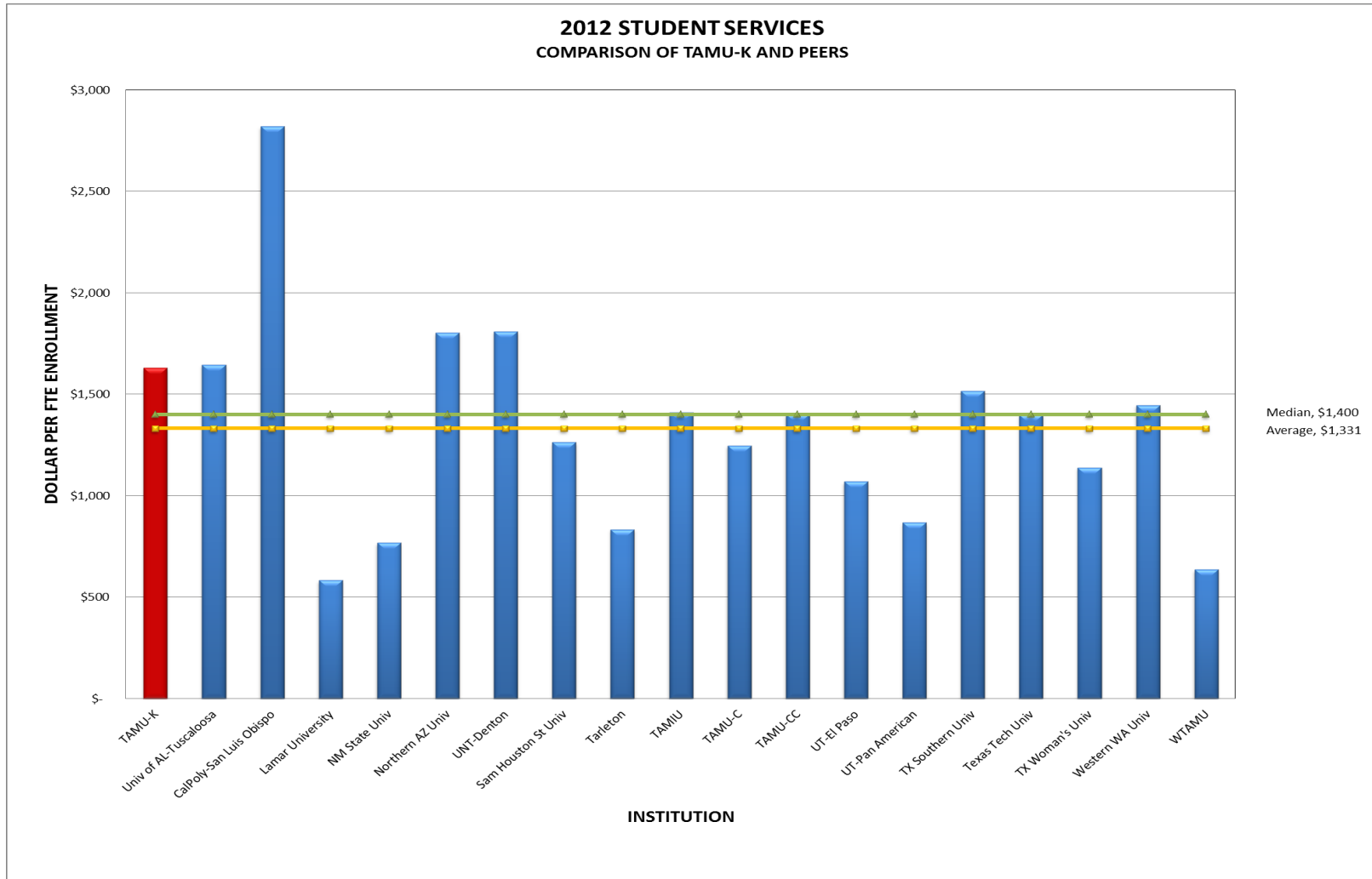
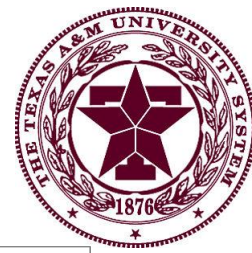
Academic Support Costs versus Peers



Source: The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-K is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses. Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

TAMU-K

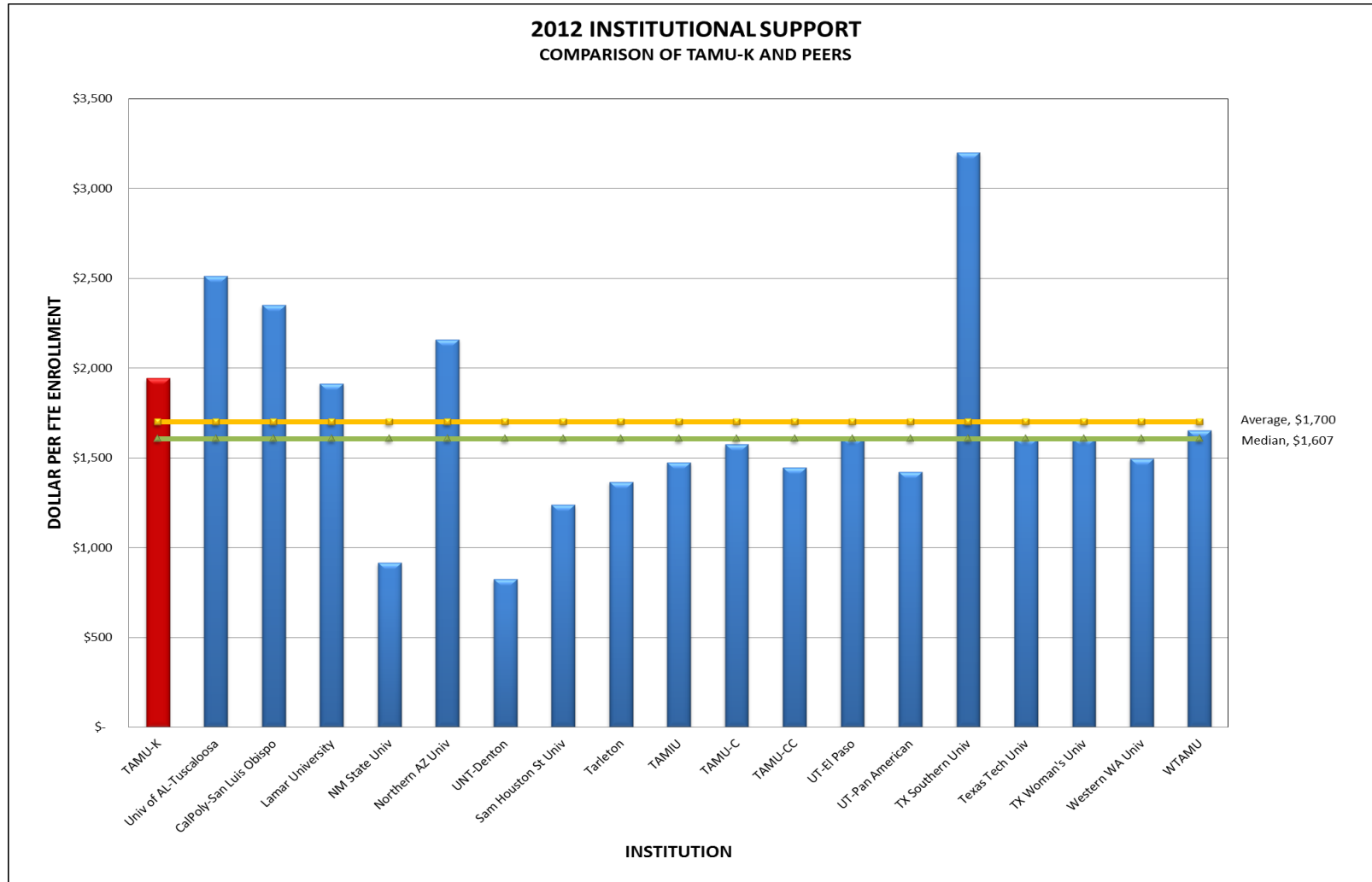
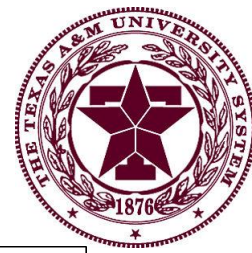
Student Services Costs versus Peers



Source: The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-K is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses. Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

TAMU-K

Institutional Support Costs versus Peers



Source: The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-K is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses. Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

TAMU-SA

Costs versus Peers

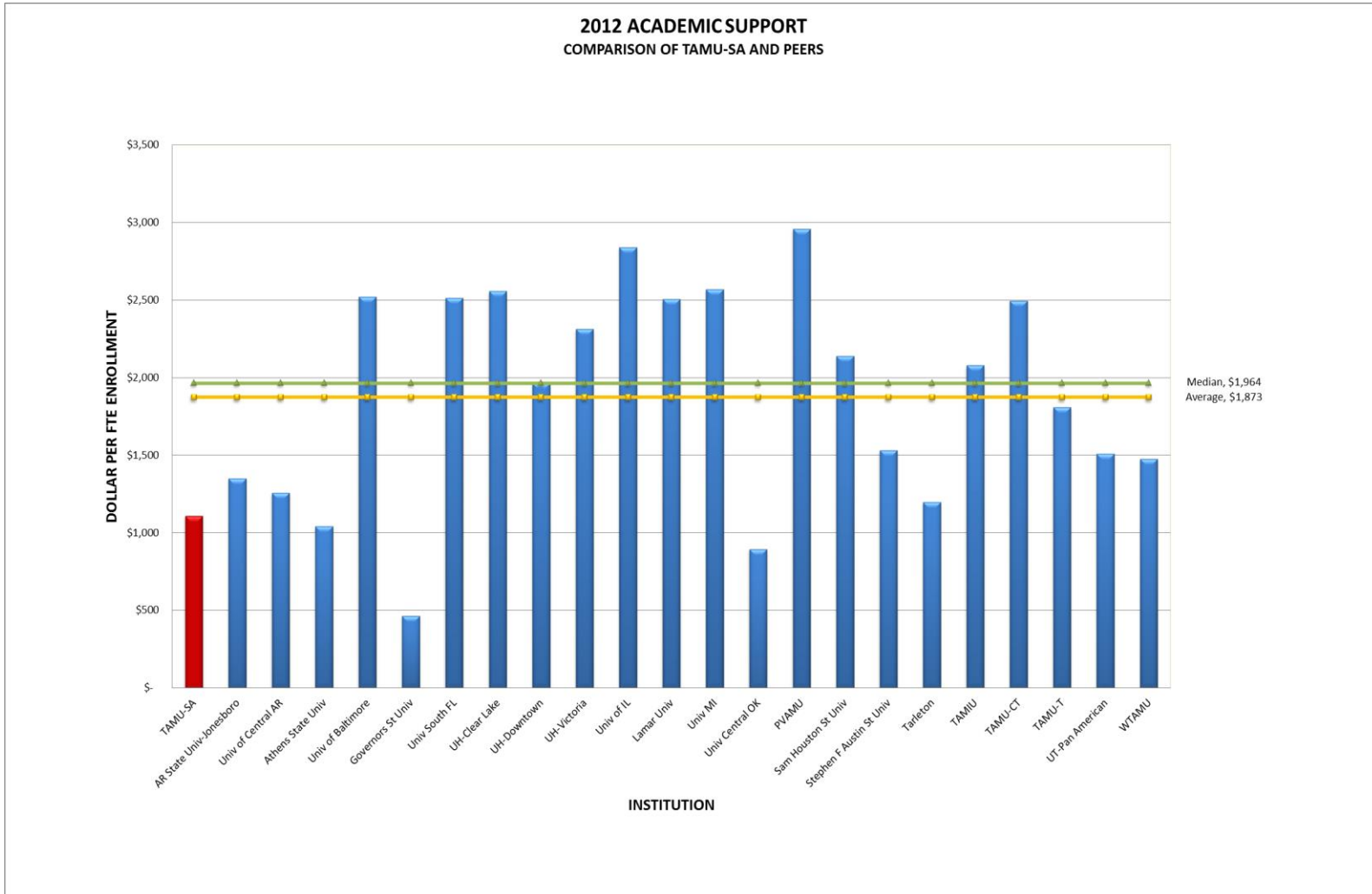
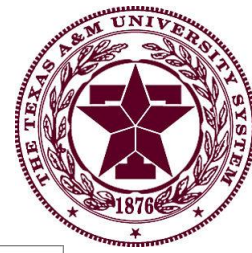


Cost Factor	TAMU-SA			Peers	
	Cost / FTSE	% of Median	% of Average	Median	Average
Academic Support	\$1,109	56.5%	59.2%	\$1,964	\$1,873
Student Services	\$1,545	118.5%	114.3%	\$1,304	\$1,351
Institutional Support	\$3,205	167.5%	145.7%	\$1,914	\$2,199

Source: The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-SA is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses. Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

TAMU-SA

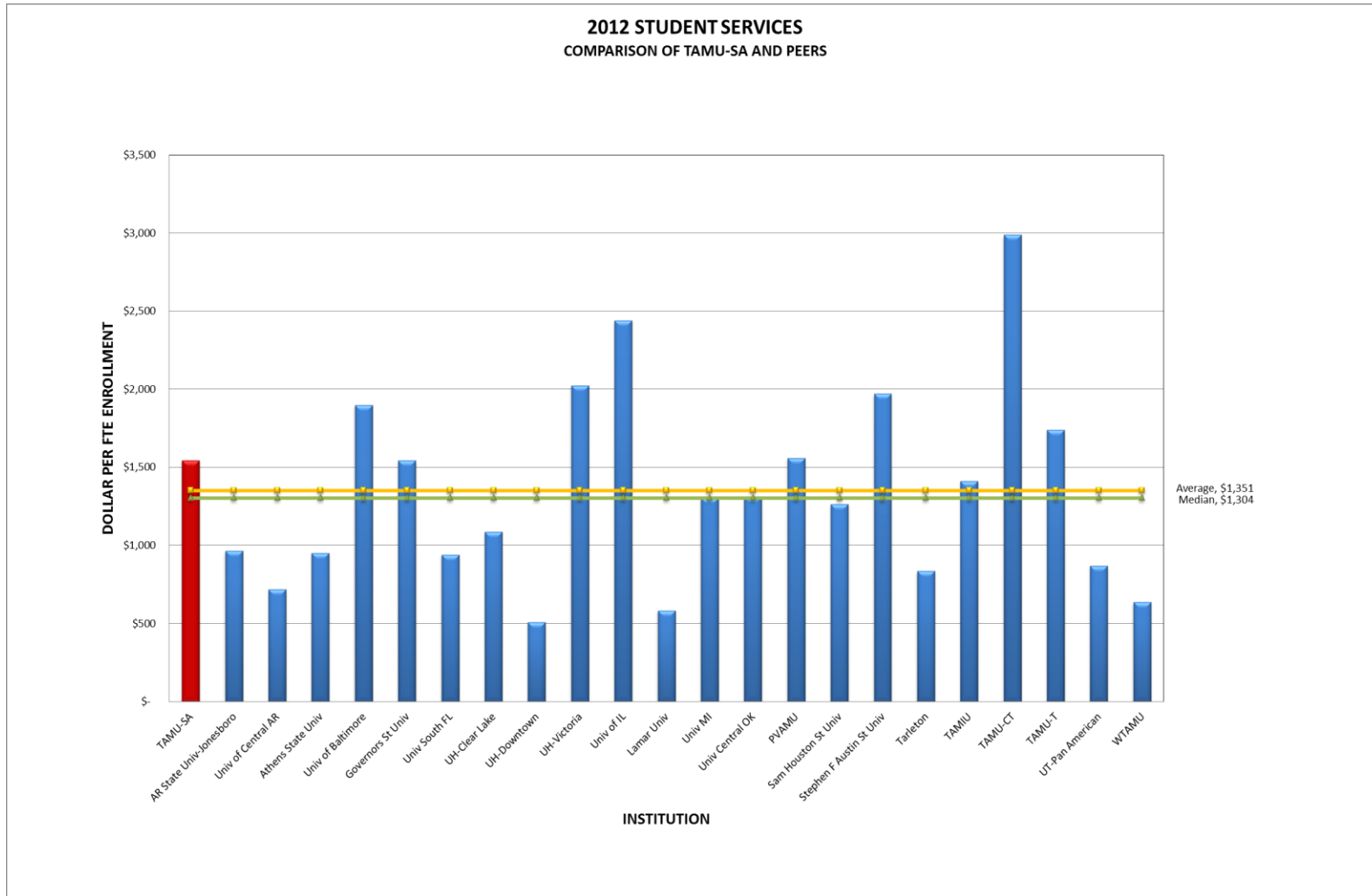
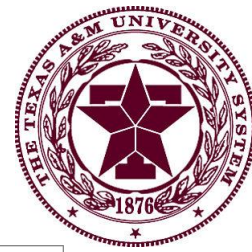
Academic Support Costs versus Peers



Source: The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-SA is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses. Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

TAMU-SA

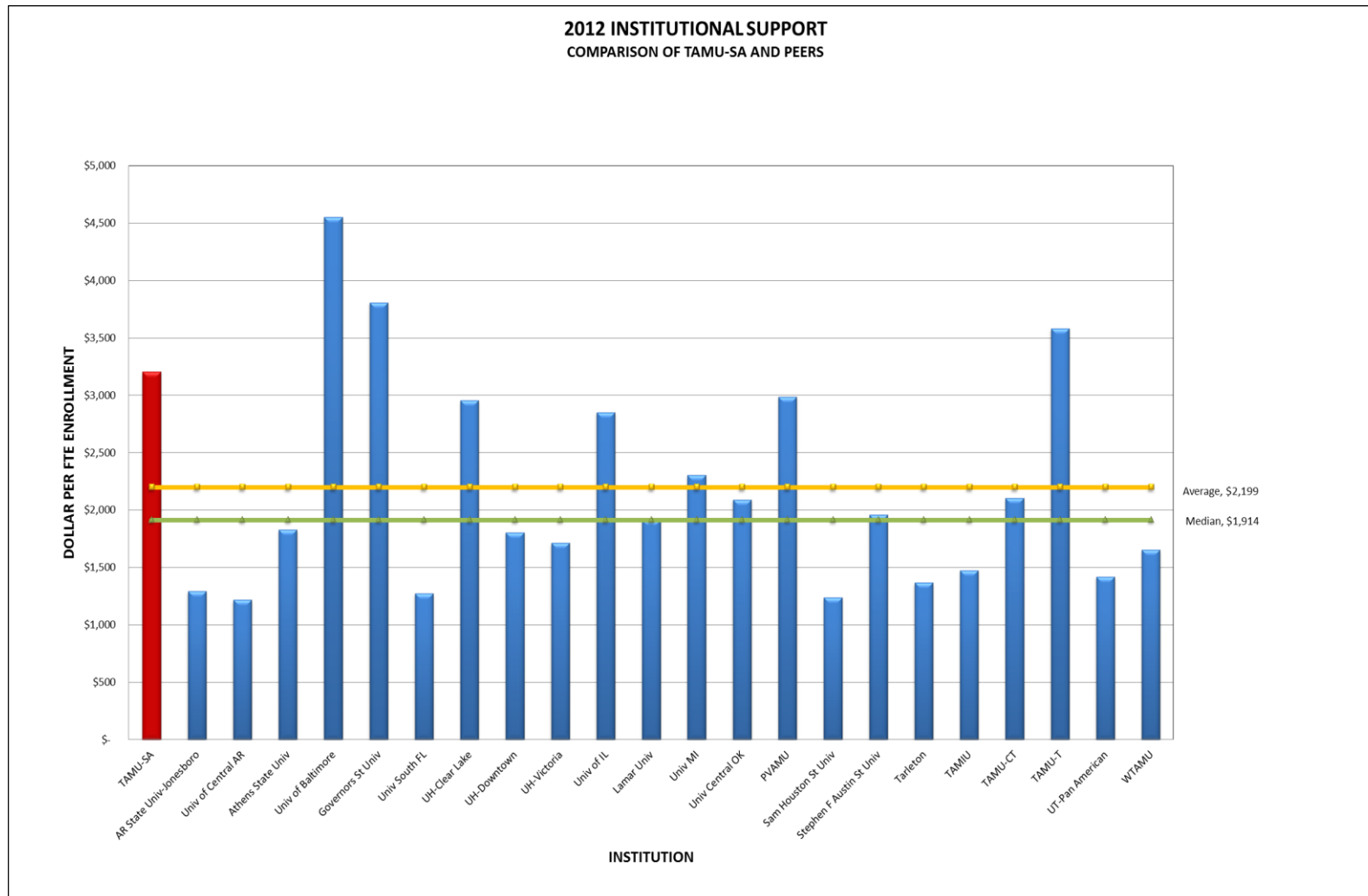
Student Services Costs versus Peers



Source: The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-SA is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses. Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

TAMU-SA

Institutional Support Costs versus Peers



Source: The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-SA is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses. Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

TAMU-T

Costs versus Peers

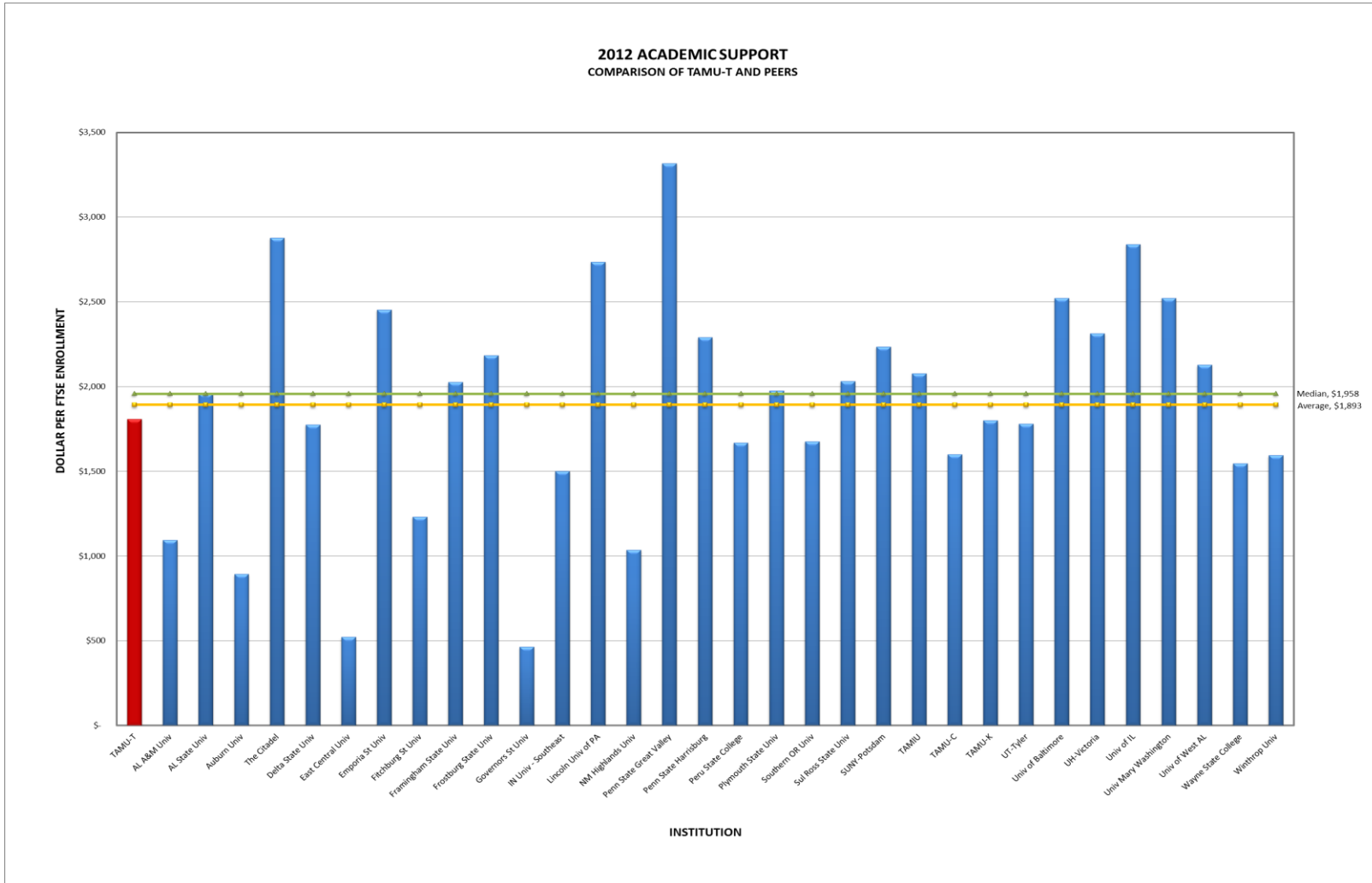
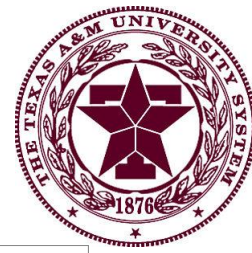


Cost Factor	TAMU-T			Peers	
	Cost / FTSE	% of Median	% of Average	Median	Average
Academic Support	\$1,808	92.3%	95.5%	\$1,958	\$1,893
Student Services	\$1,738	101.4%	91.9%	\$1,714	\$1,892
Institutional Support	\$3,580	154.5%	134.3%	\$2,317	\$2,666

Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12
 Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

TAMU-T

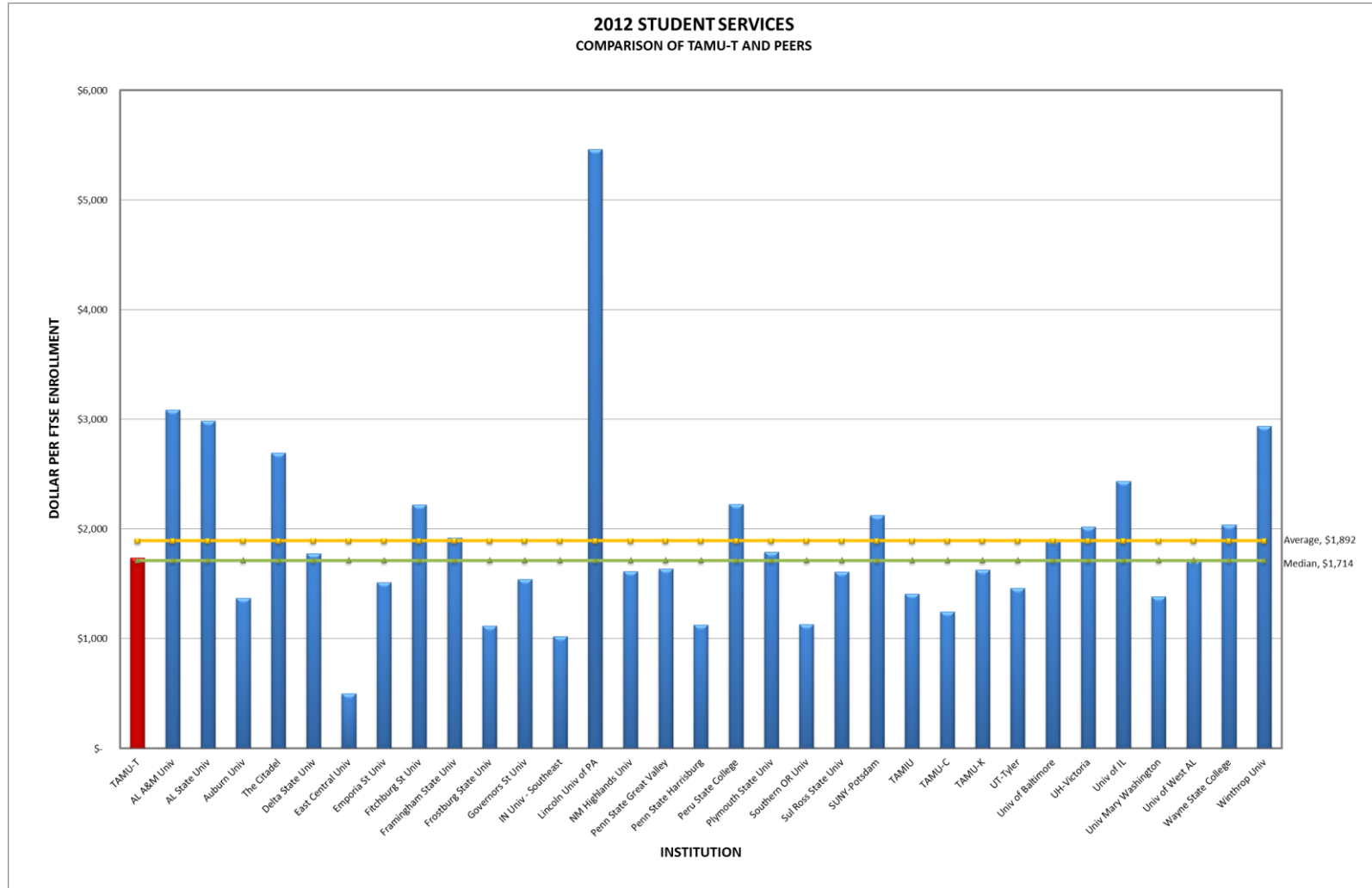
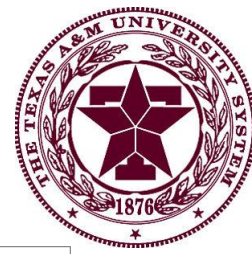
Academic Support Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-T

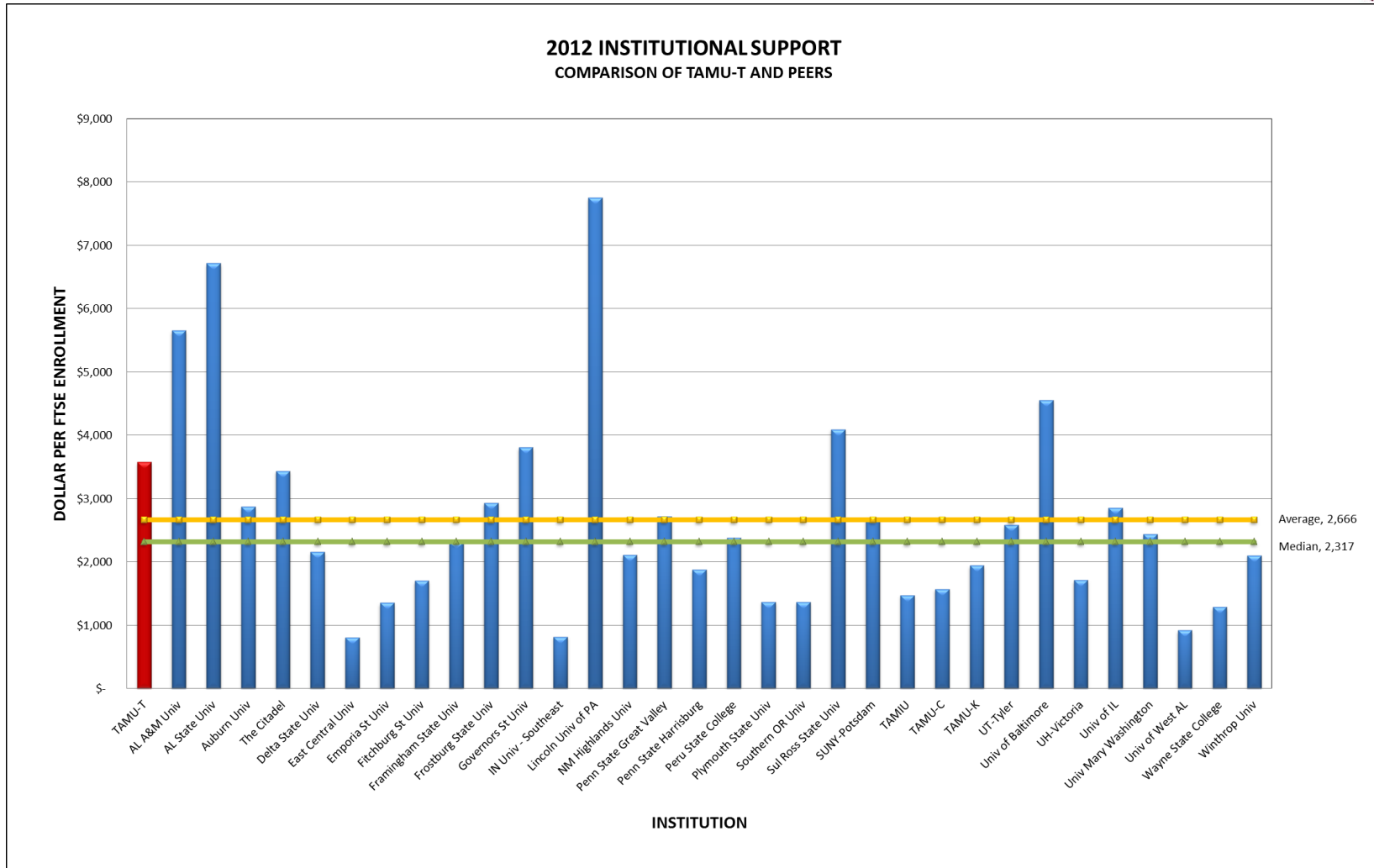
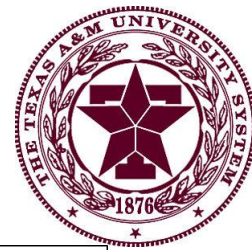
Student Services Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-T

Institutional Support Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

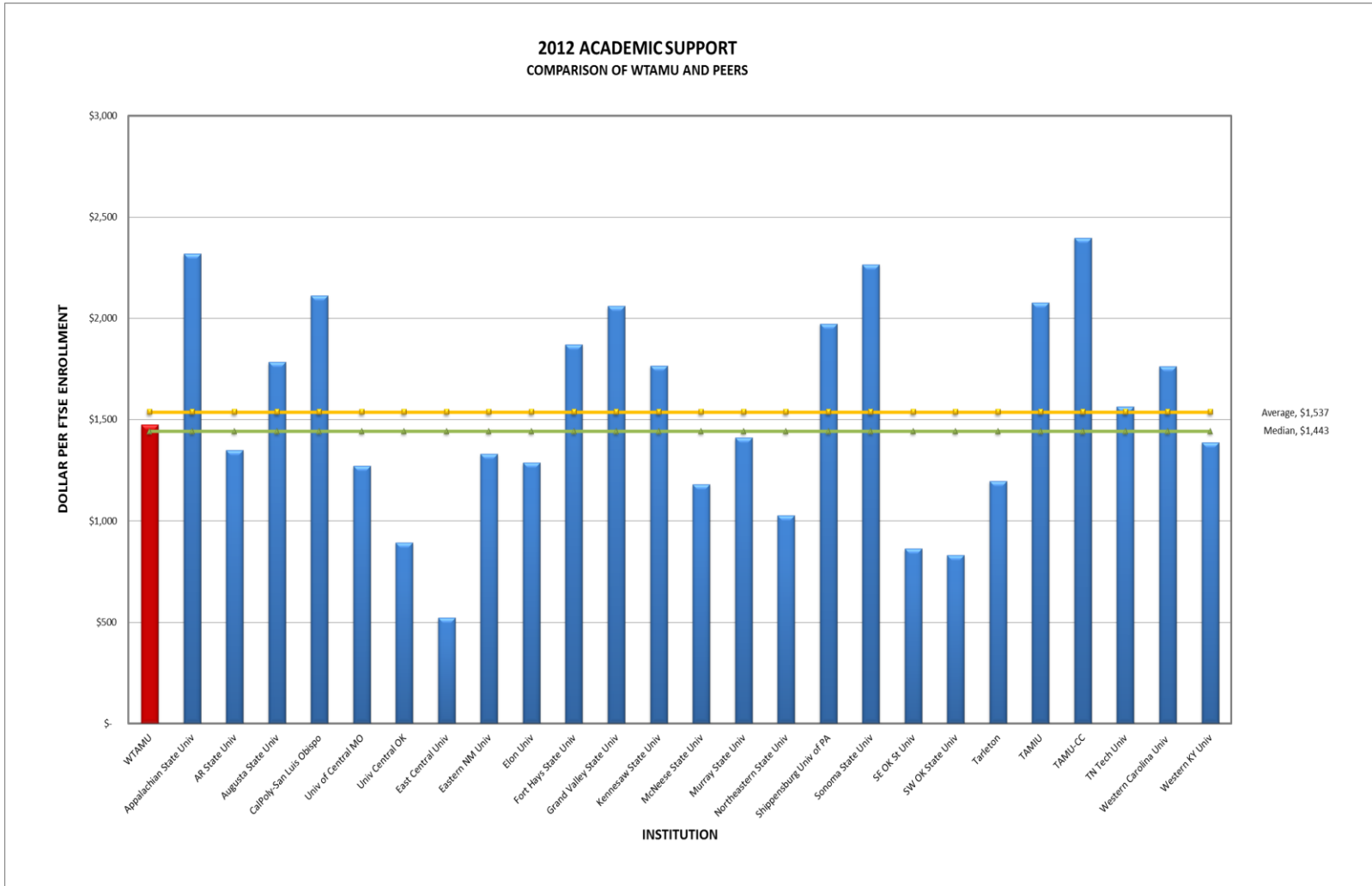
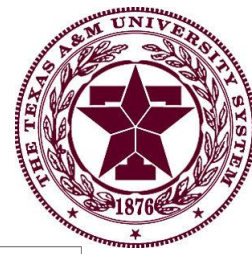
WTAMU

Costs versus Peers

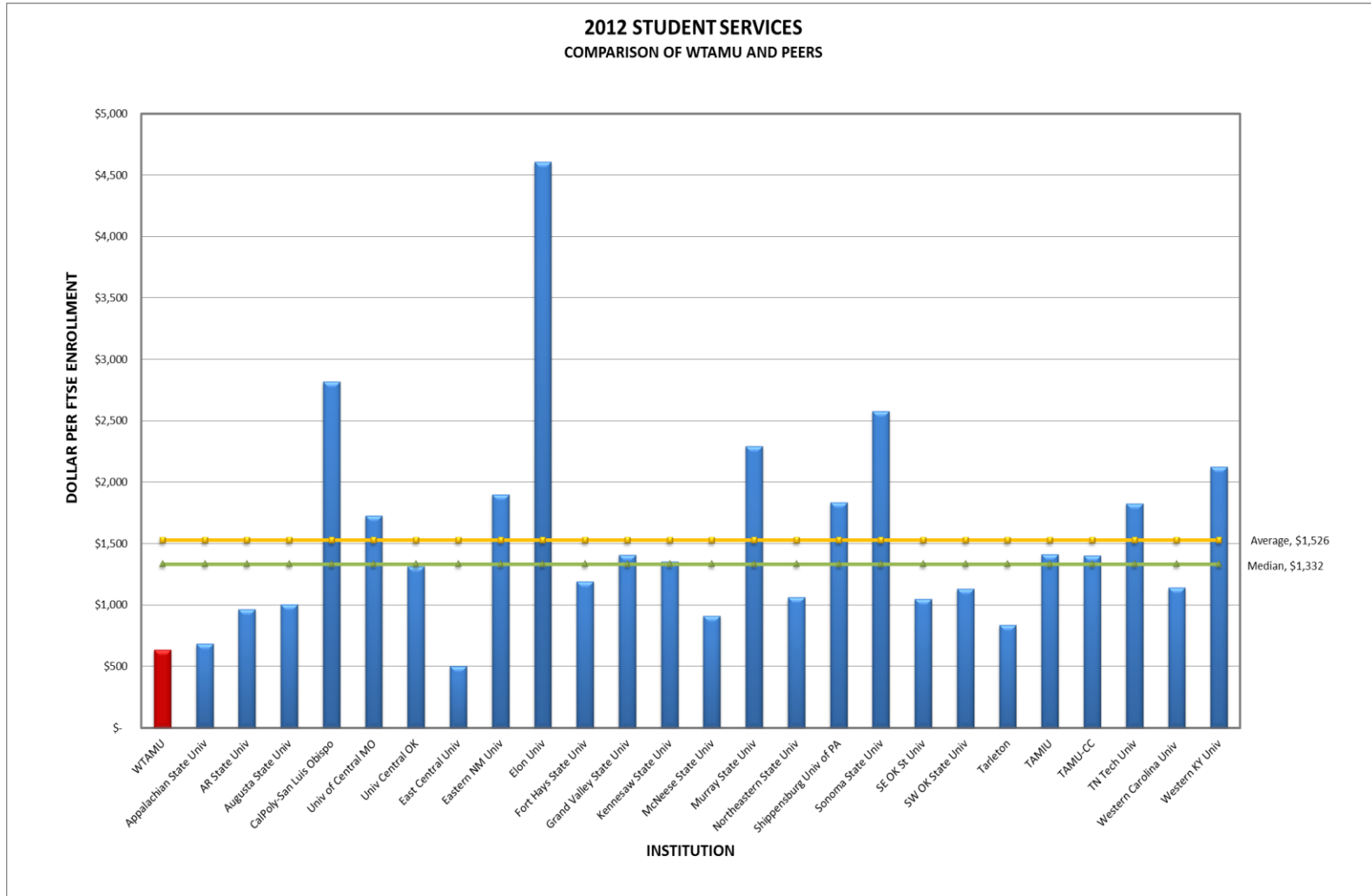
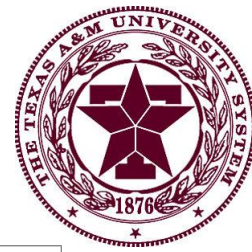


Cost Factor	WTAMU			Peers	
	Cost / FTSE	% of Median	% of Average	Median	Average
Academic Support	\$1,475	102.3%	95.9%	\$1,443	\$1,537
Student Services	\$636	47.7%	41.7%	\$1,332	\$1,526
Institutional Support	\$1,652	109.2%	95.7%	\$1,514	\$1,726

Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12
 Expense classifications are defined by the National Association of College and University Business Officers (NACUBO). Only selected expense classification are presented. National peers and aspirants are self-selected.

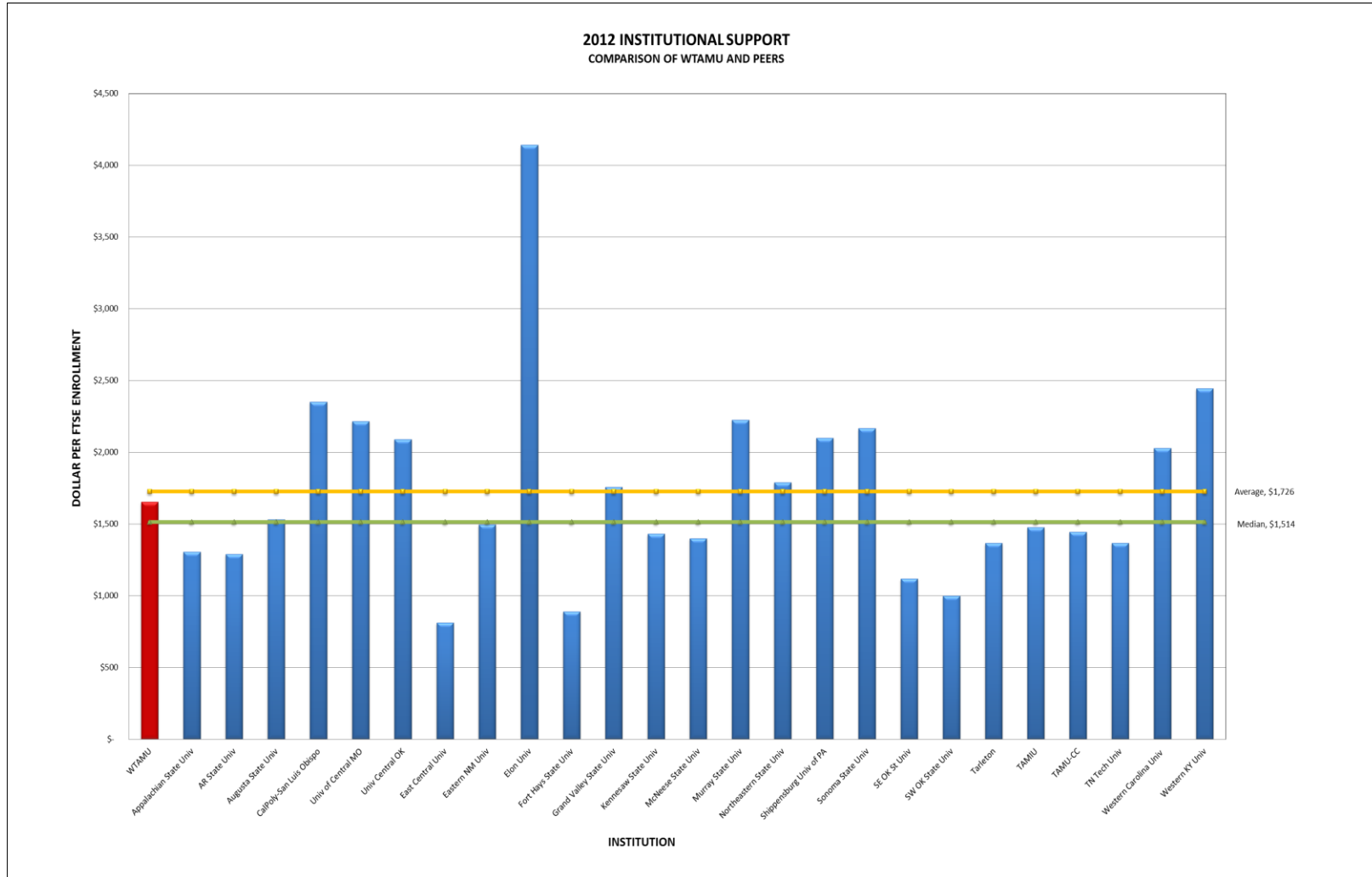


Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.



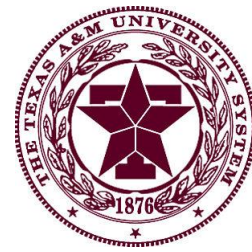
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

Institutional Support Costs versus Peers



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

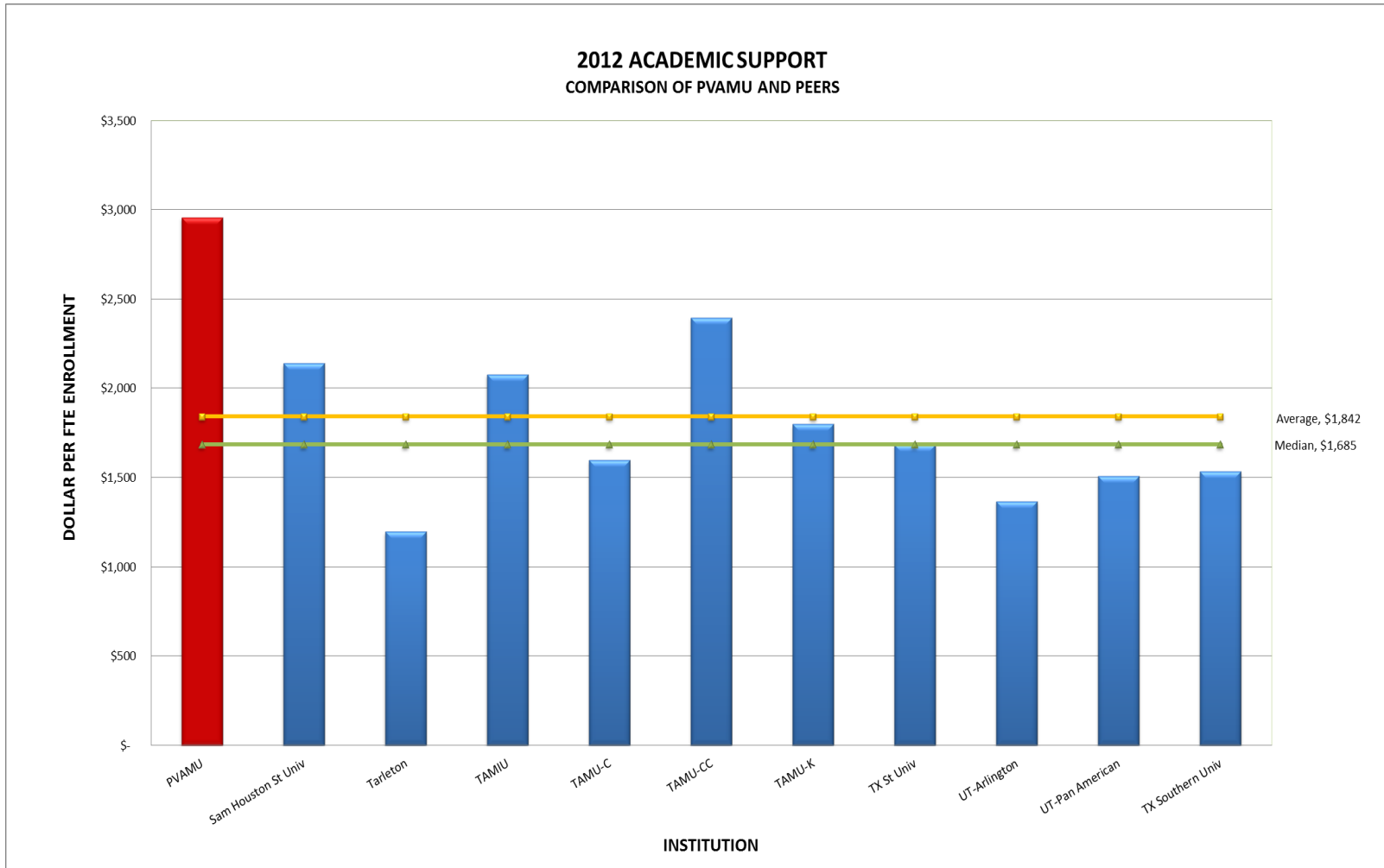
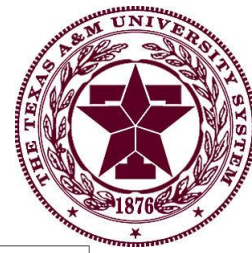
*Appendix C:
Cost Comparisons
to Texas Peers
by Regional University*



Cost Comparisons to Texas Institutions

- Regional university academic support, student services and institutional support costs in comparison to other Texas institutions are presented on the following pages.
- **Costs are presented for Fiscal Year 2012**, the latest fiscal year for which a comprehensive set of costs are available from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS), which is the source of the data presented. IPEDS reporting for recipients of Title IV Federal Funding and is commonly used for peer comparisons.
- Comparisons are based on dollar expenses per enrollment FTE.
- Texas peers are a subset of the peers self-selected by the regional university that are based in Texas.

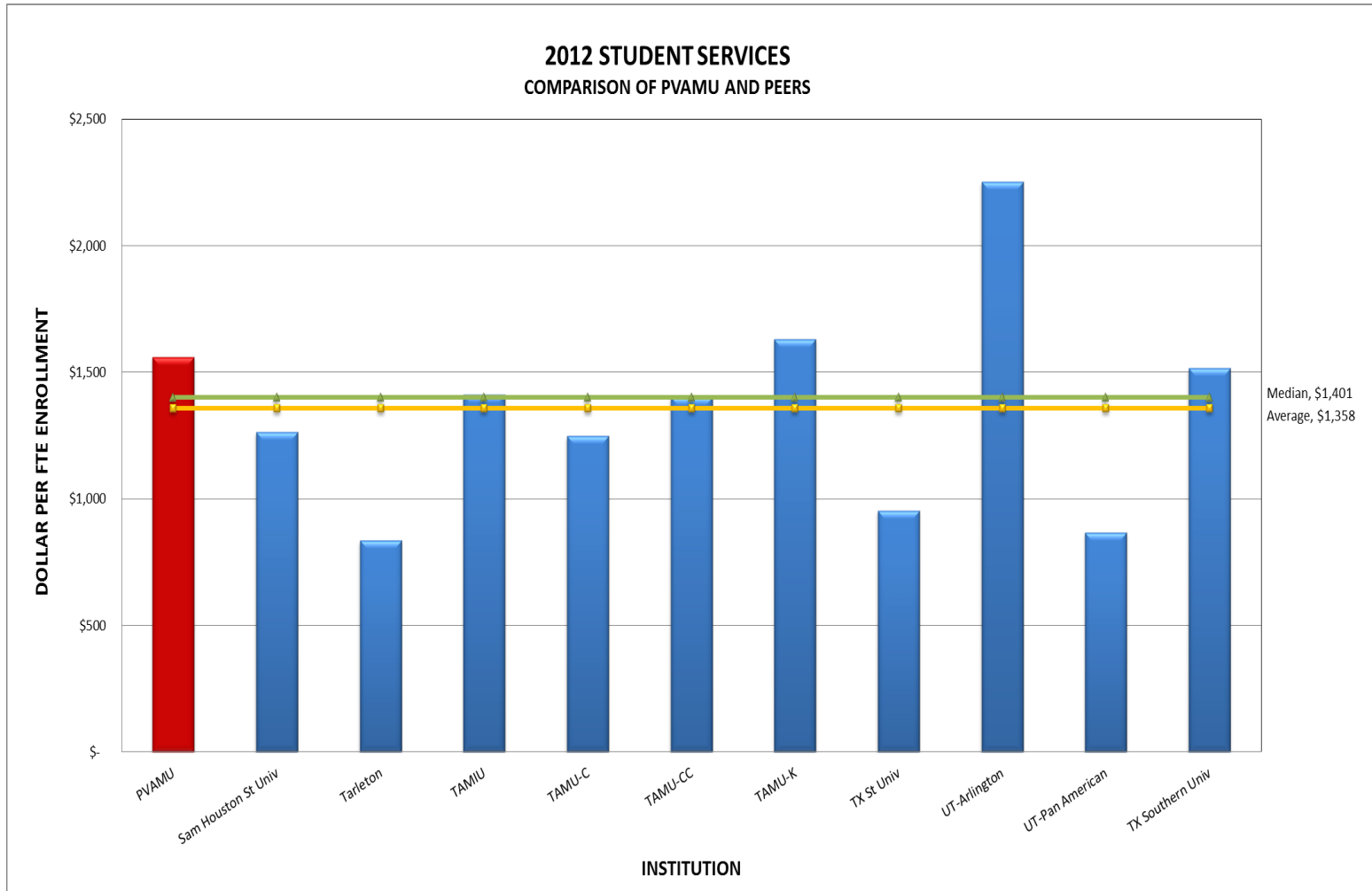
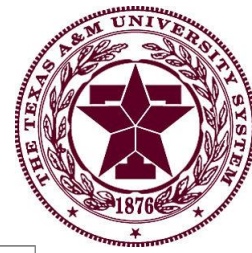
PVAMU Academic Support Costs versus Texas Universities



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

Note: During the on-site review of preliminary findings, PVAMU indicated that Texas Southern University is the only university comparable to PVAMU for cost comparison purposes.

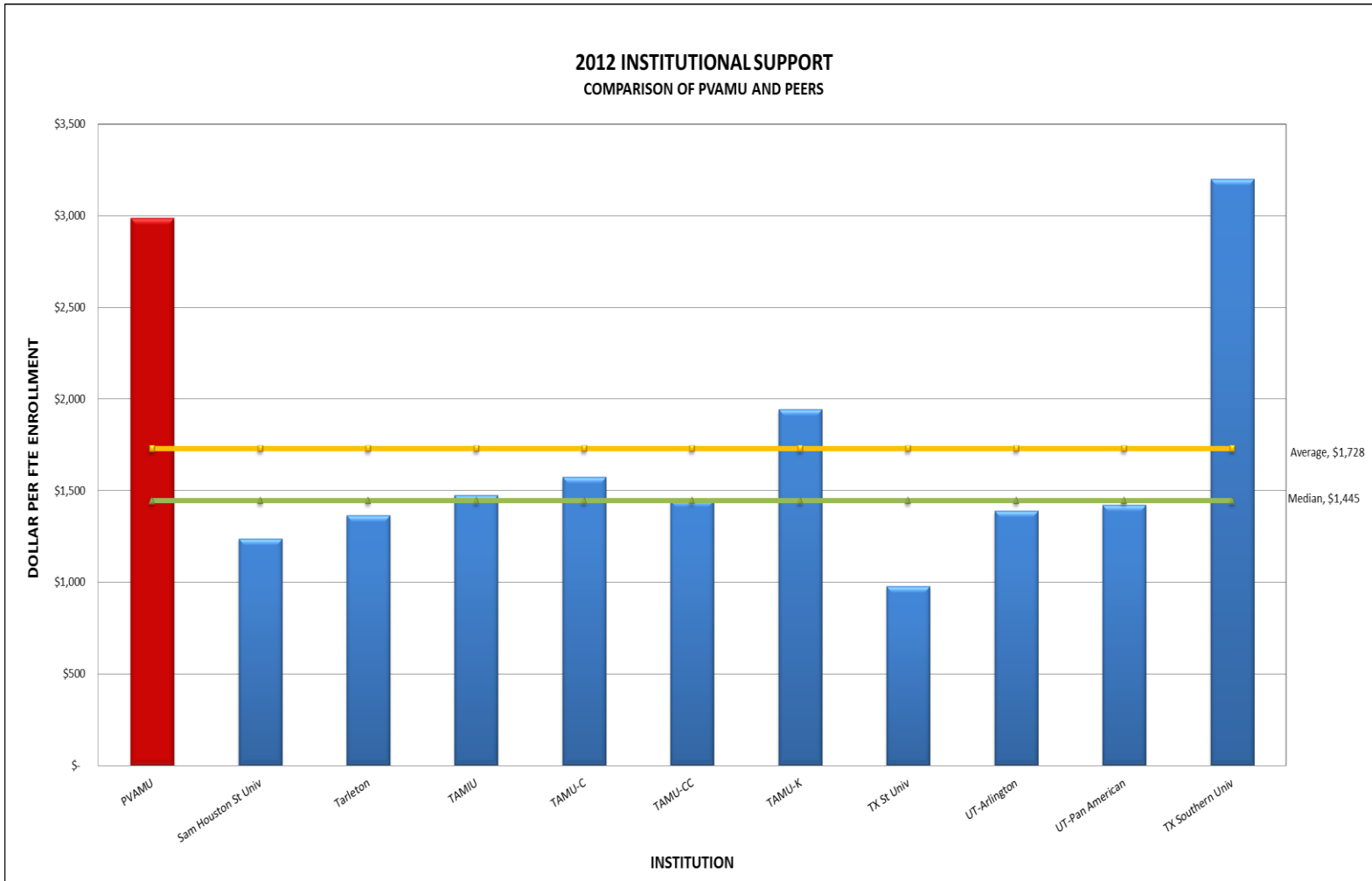
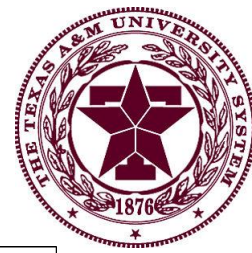
PVAMU Student Services Costs versus Texas Universities



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

Note: During the on-site review of preliminary findings, PVAMU indicated that Texas Southern University is the only university comparable to PVAMU for cost comparison purposes.

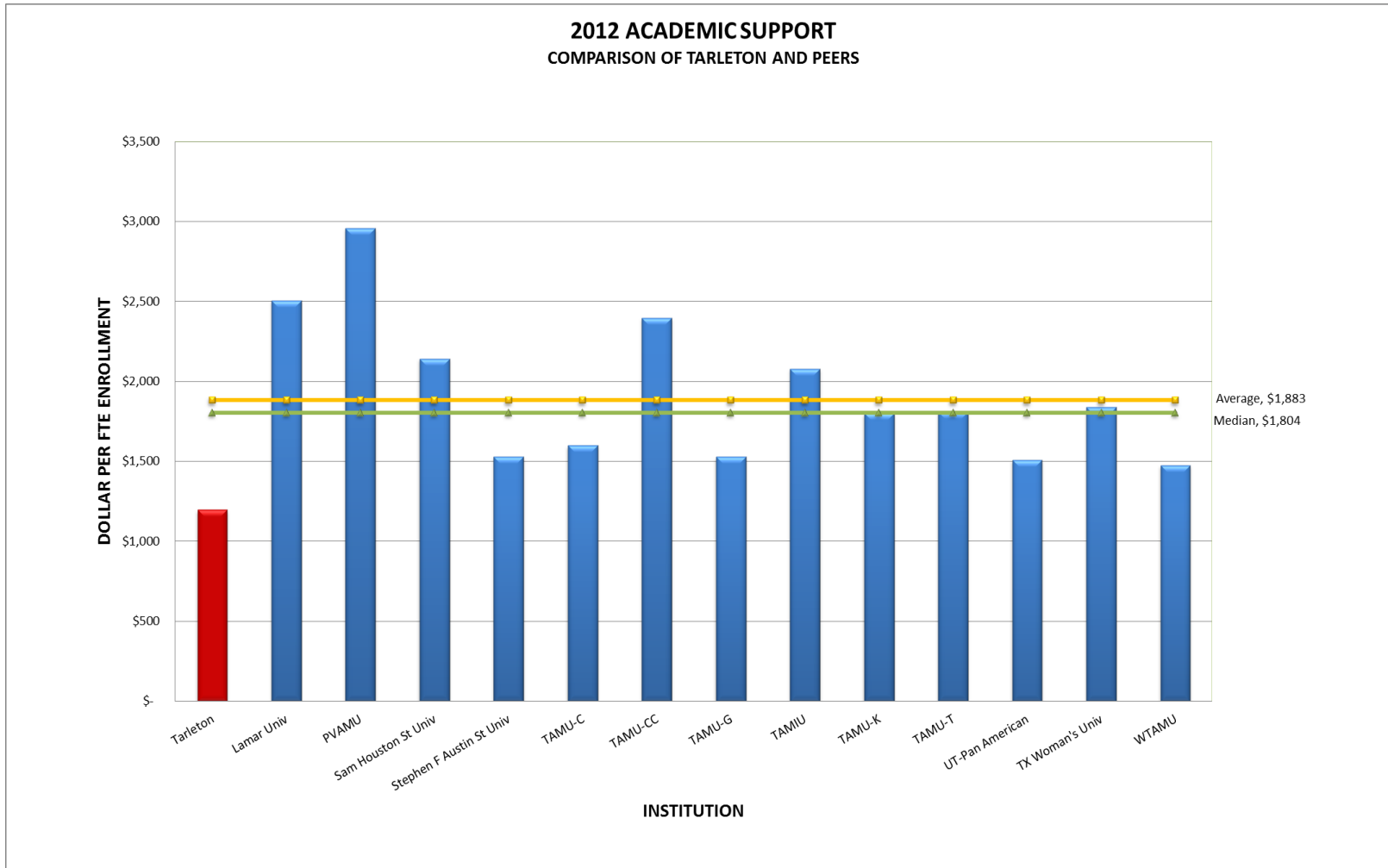
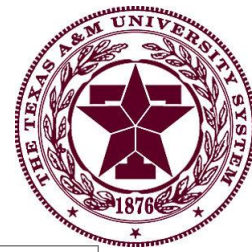
PVAMU Institutional Support Costs versus Texas Universities



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

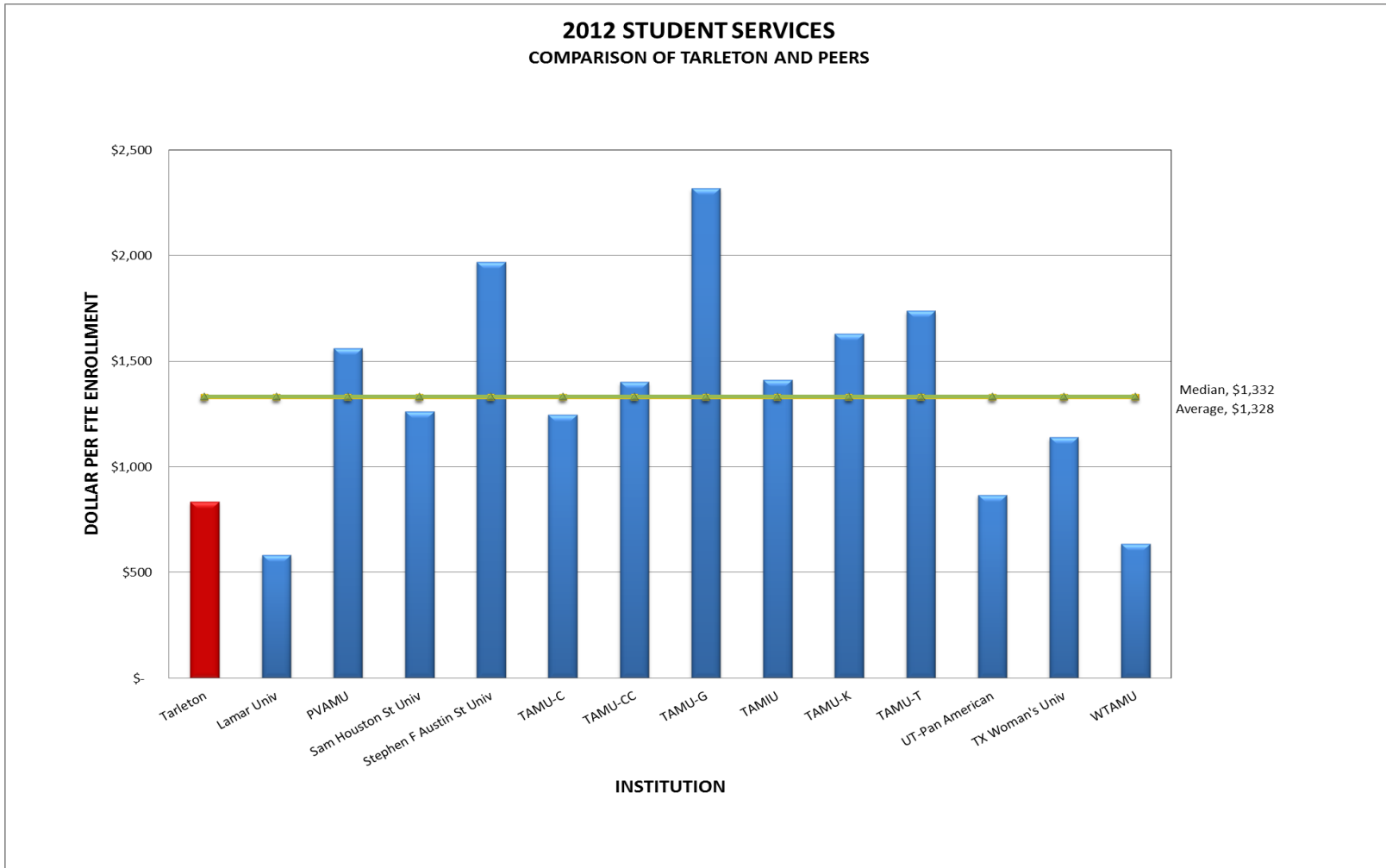
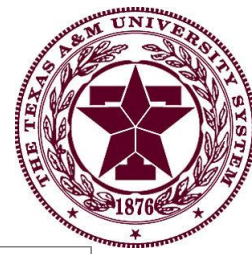
Note: During the on-site review of preliminary findings, PVAMU indicated that Texas Southern University is the only university comparable to PVAMU for cost comparison purposes.

TARLETON Academic Support Costs versus Texas Universities



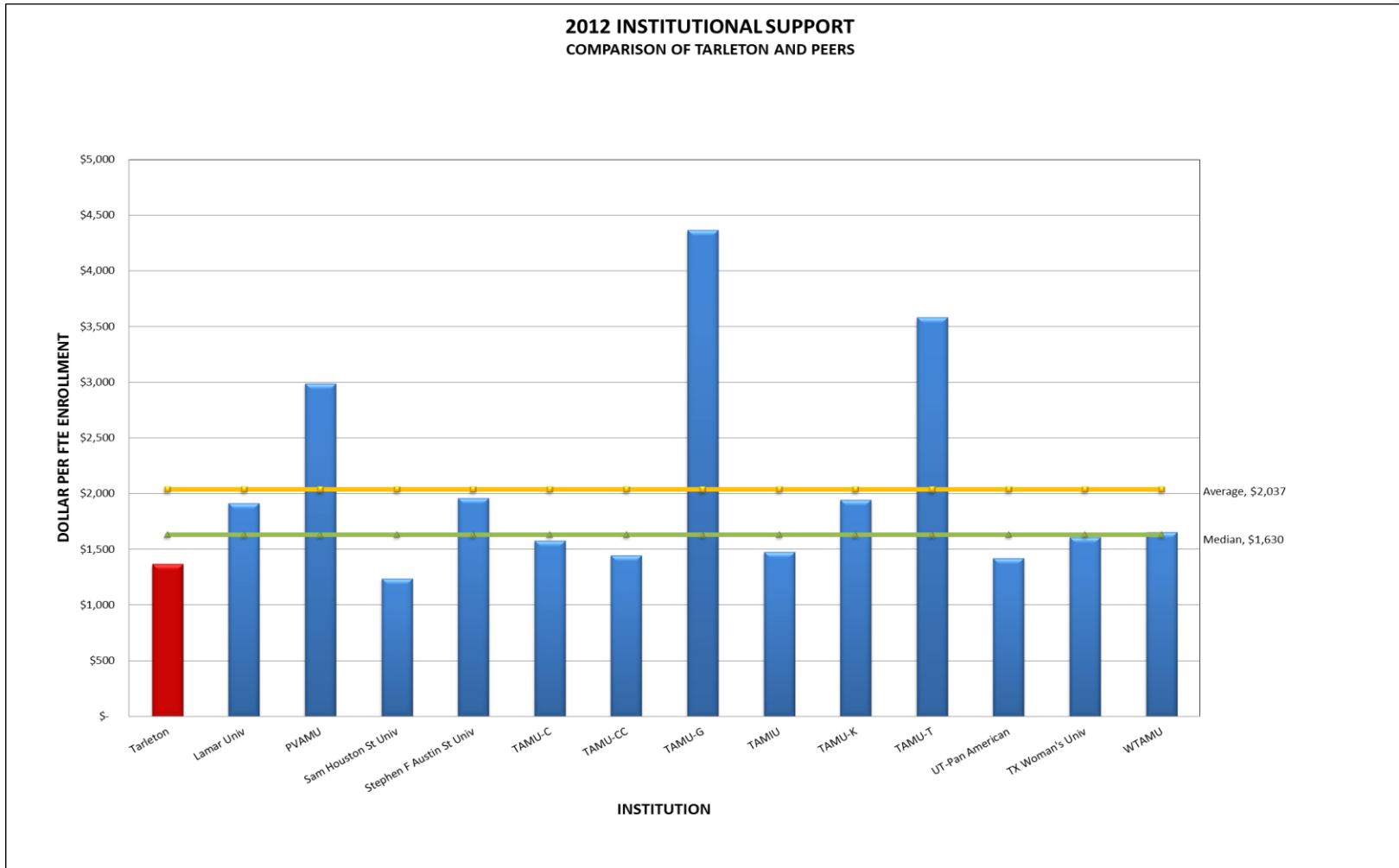
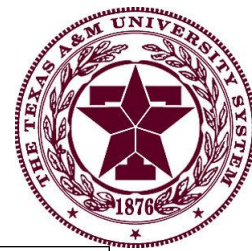
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TARLETON Student Services Costs versus Texas Universities



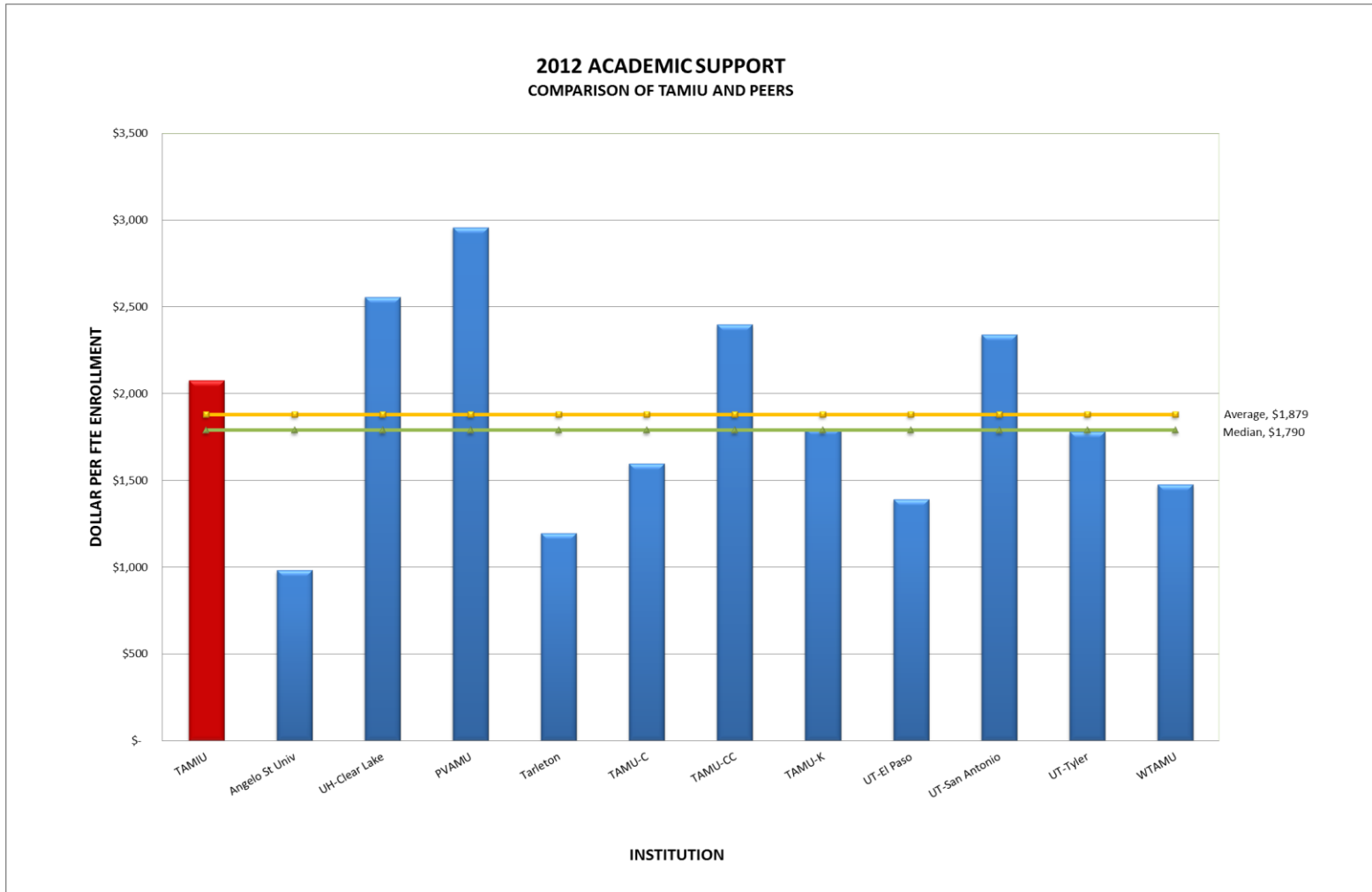
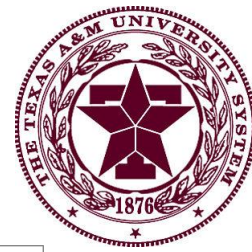
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TARLETON Institutional Support Costs versus Texas Universities



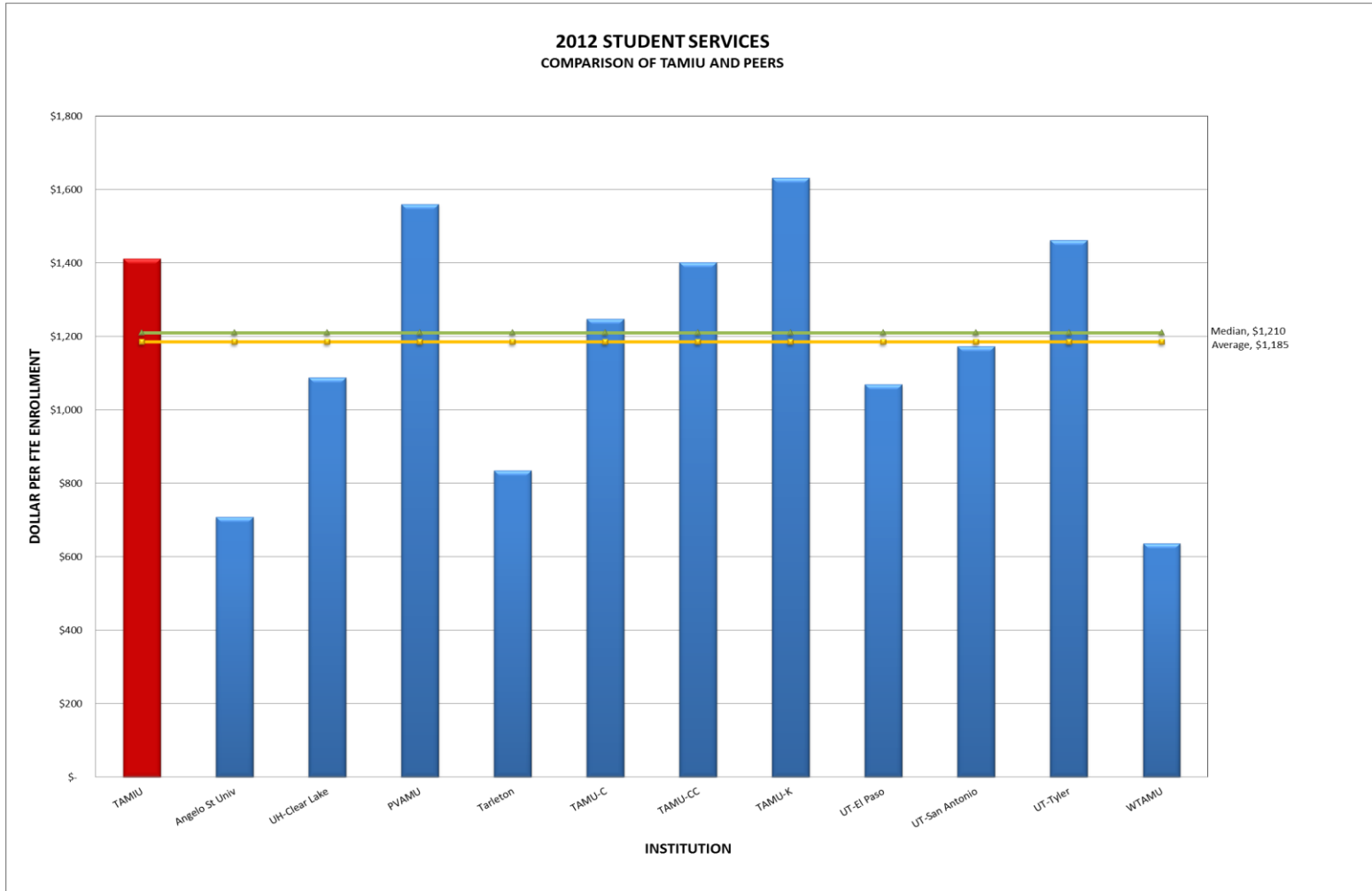
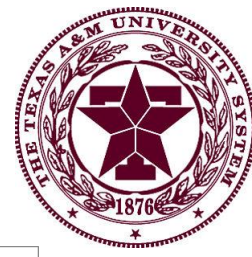
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMIU Academic Support Costs versus Texas Universities



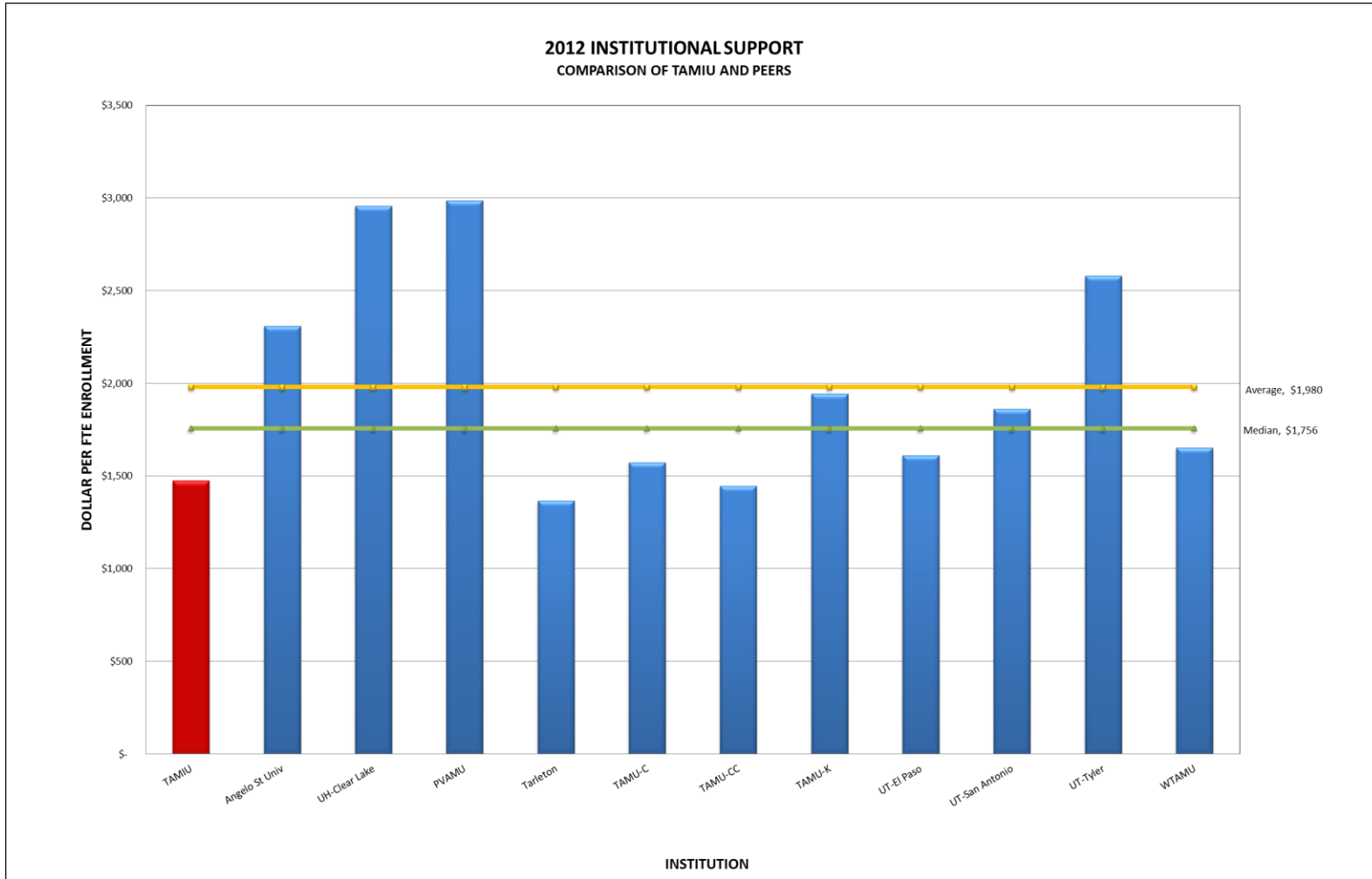
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TAMIU Student Services Costs versus Texas Universities



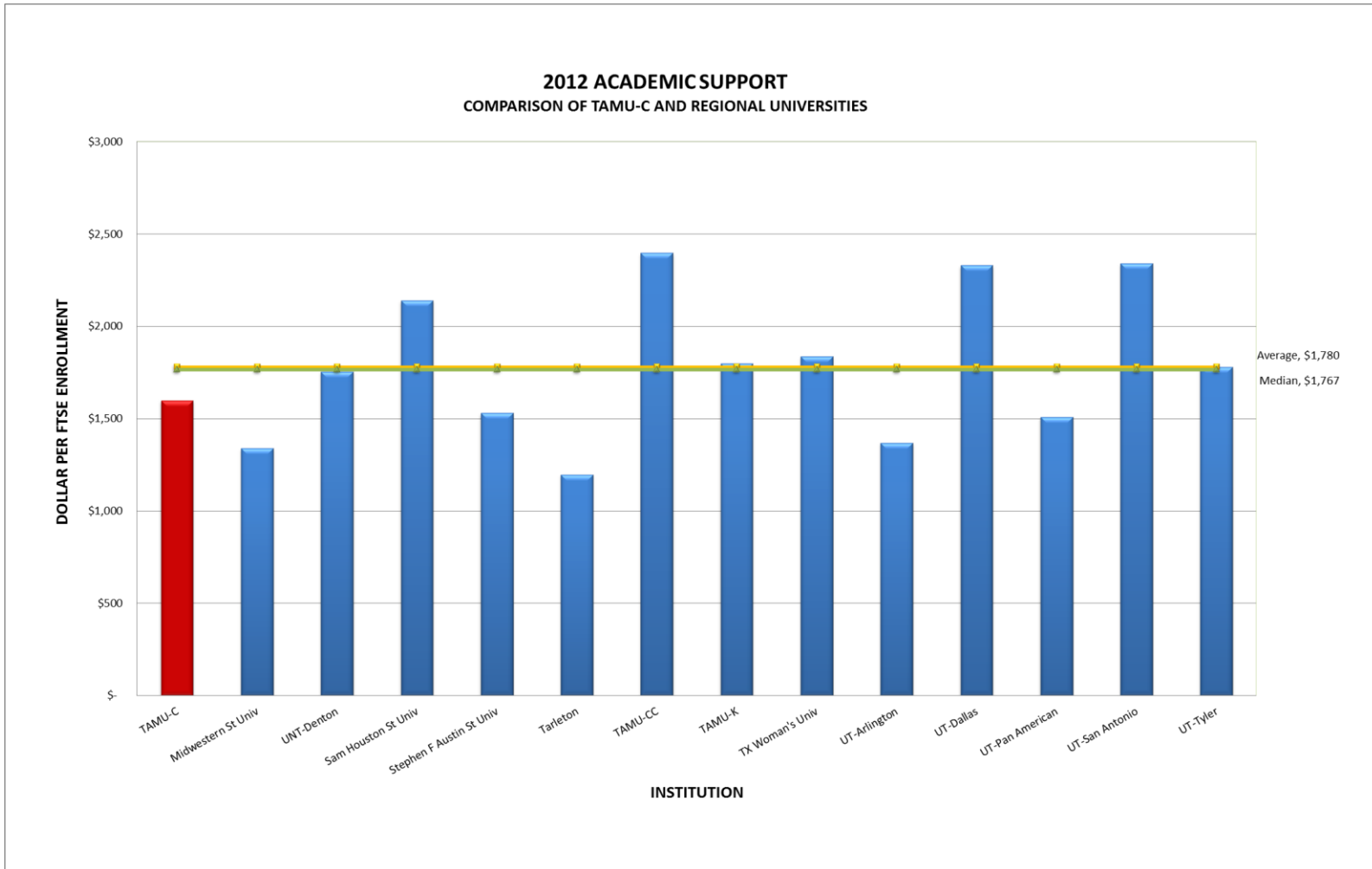
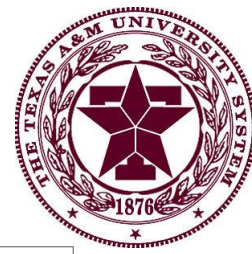
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMIU Institutional Support Costs versus Texas Universities



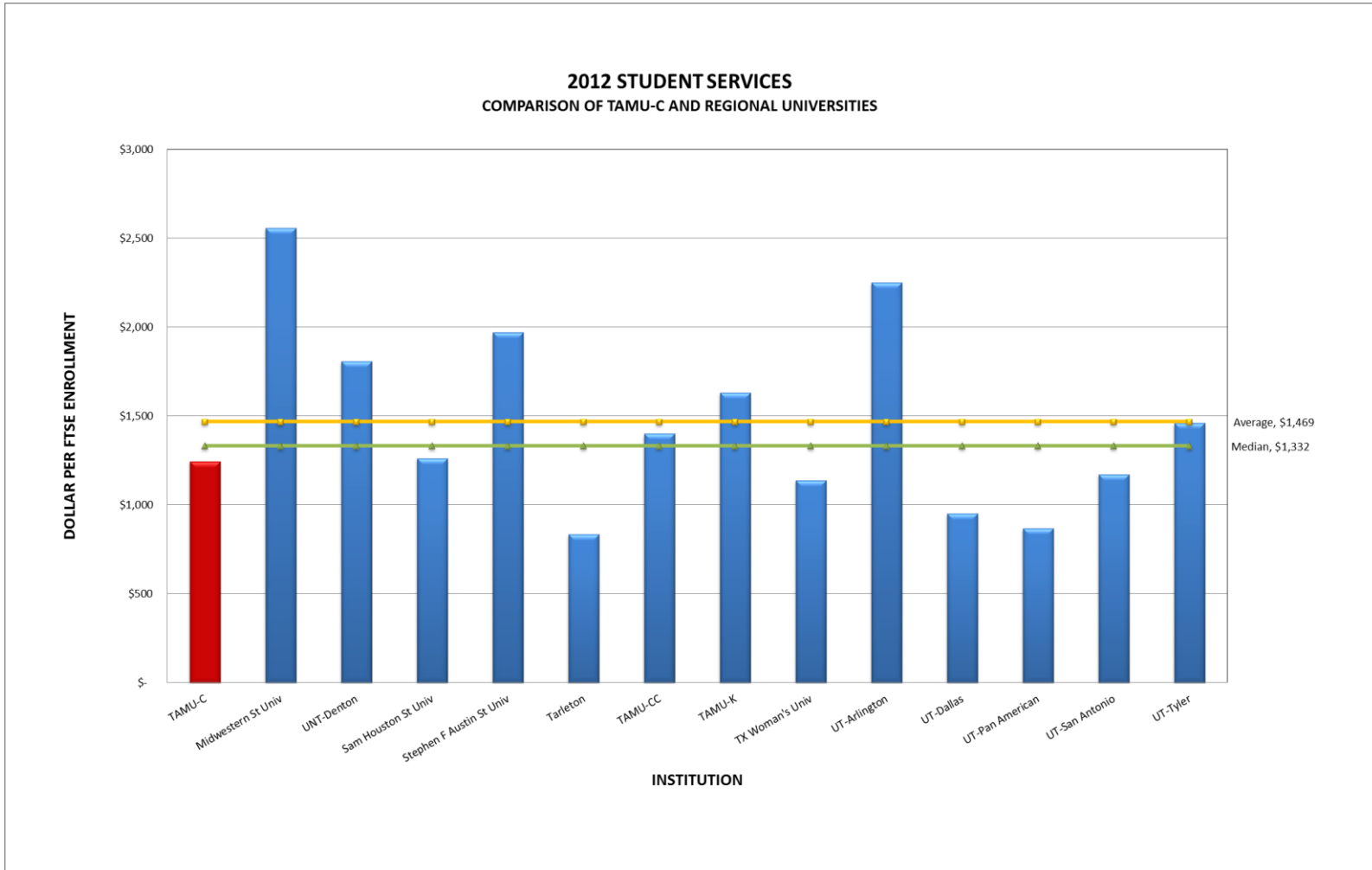
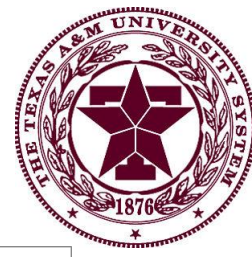
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-C Academic Support Costs versus Texas Universities



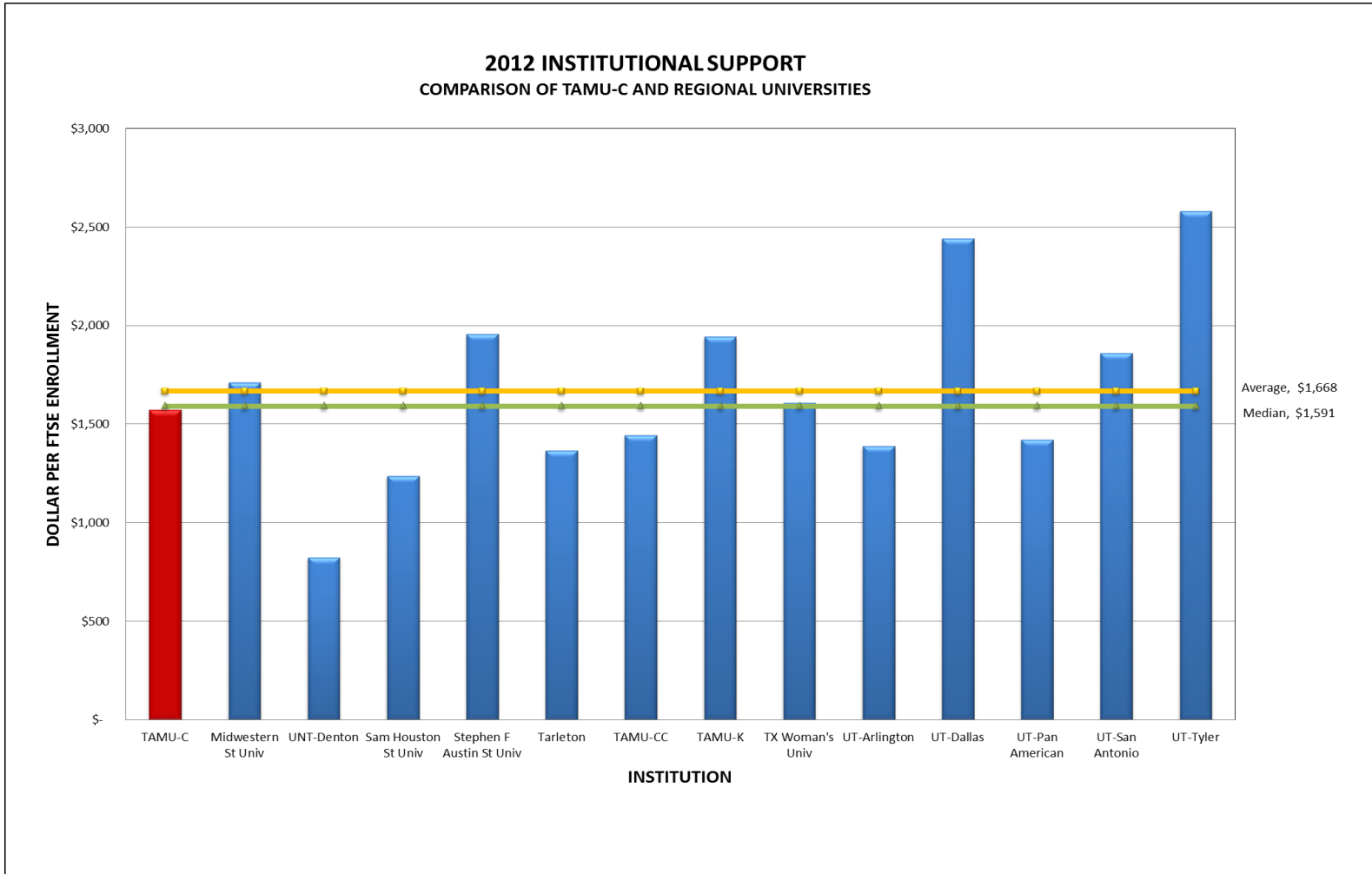
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-C Student Services Costs versus Texas Universities



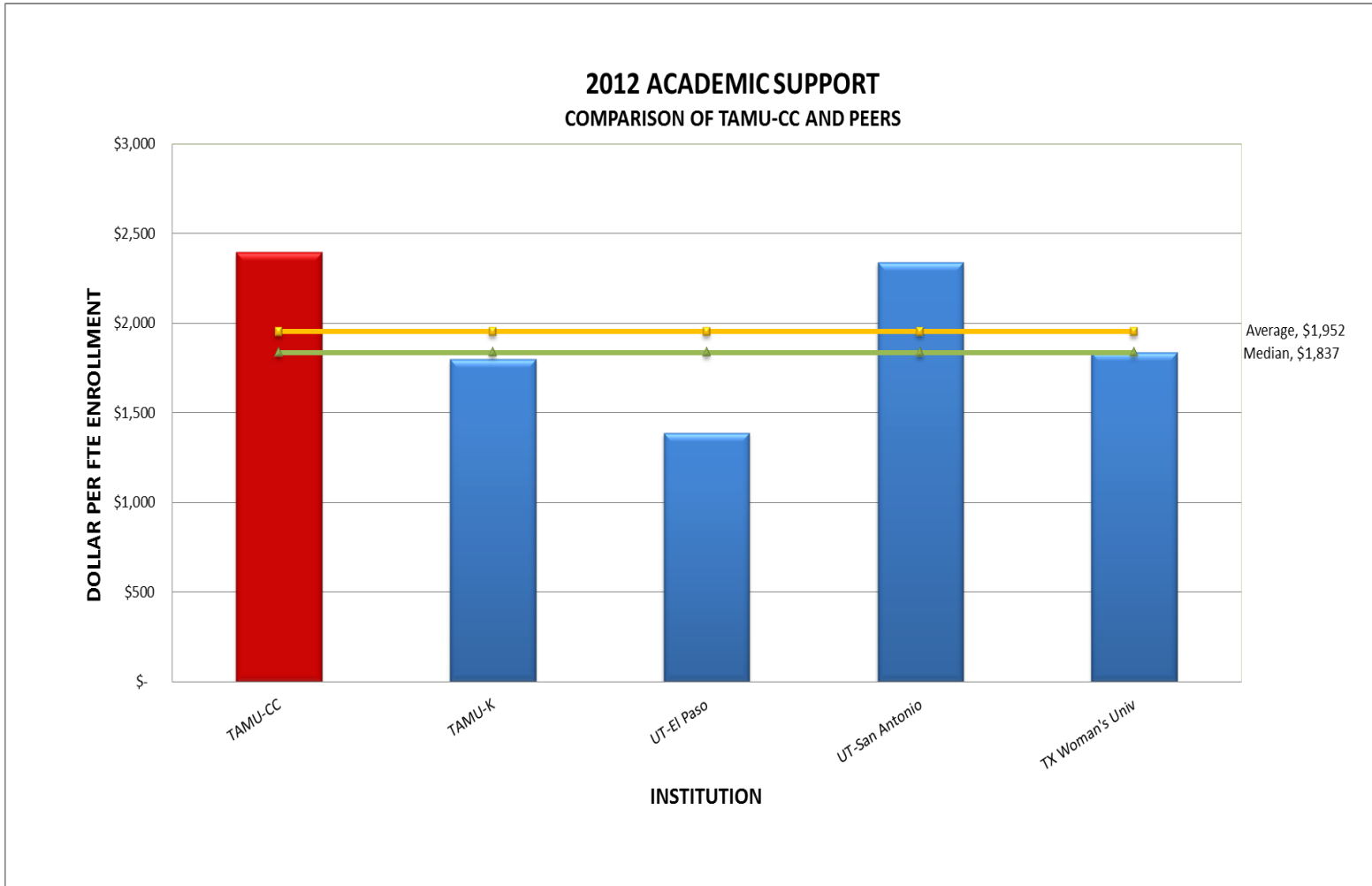
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TAMU-C Institutional Support Costs versus Texas Universities



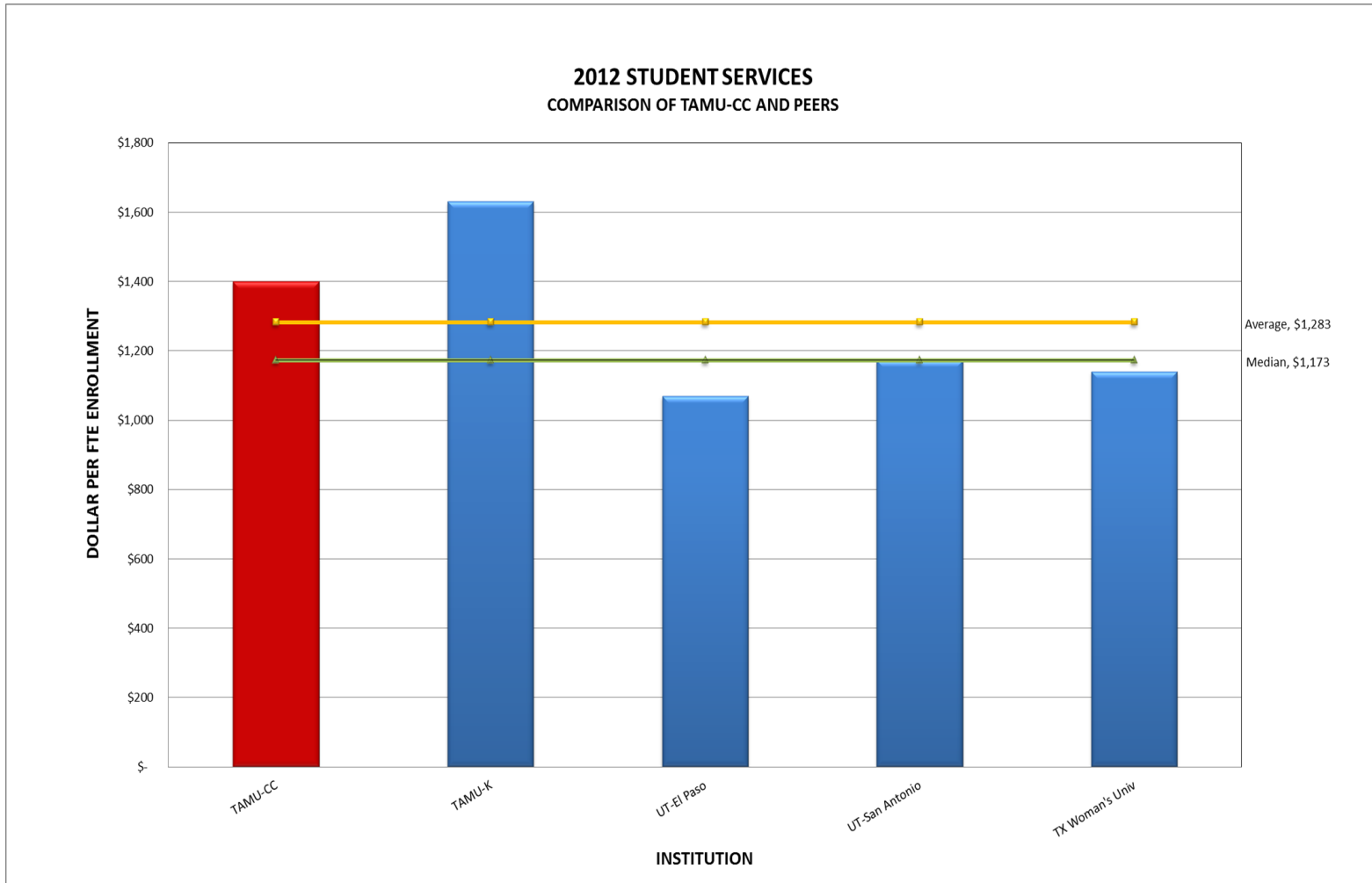
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CC Academic Support Costs versus Texas Universities



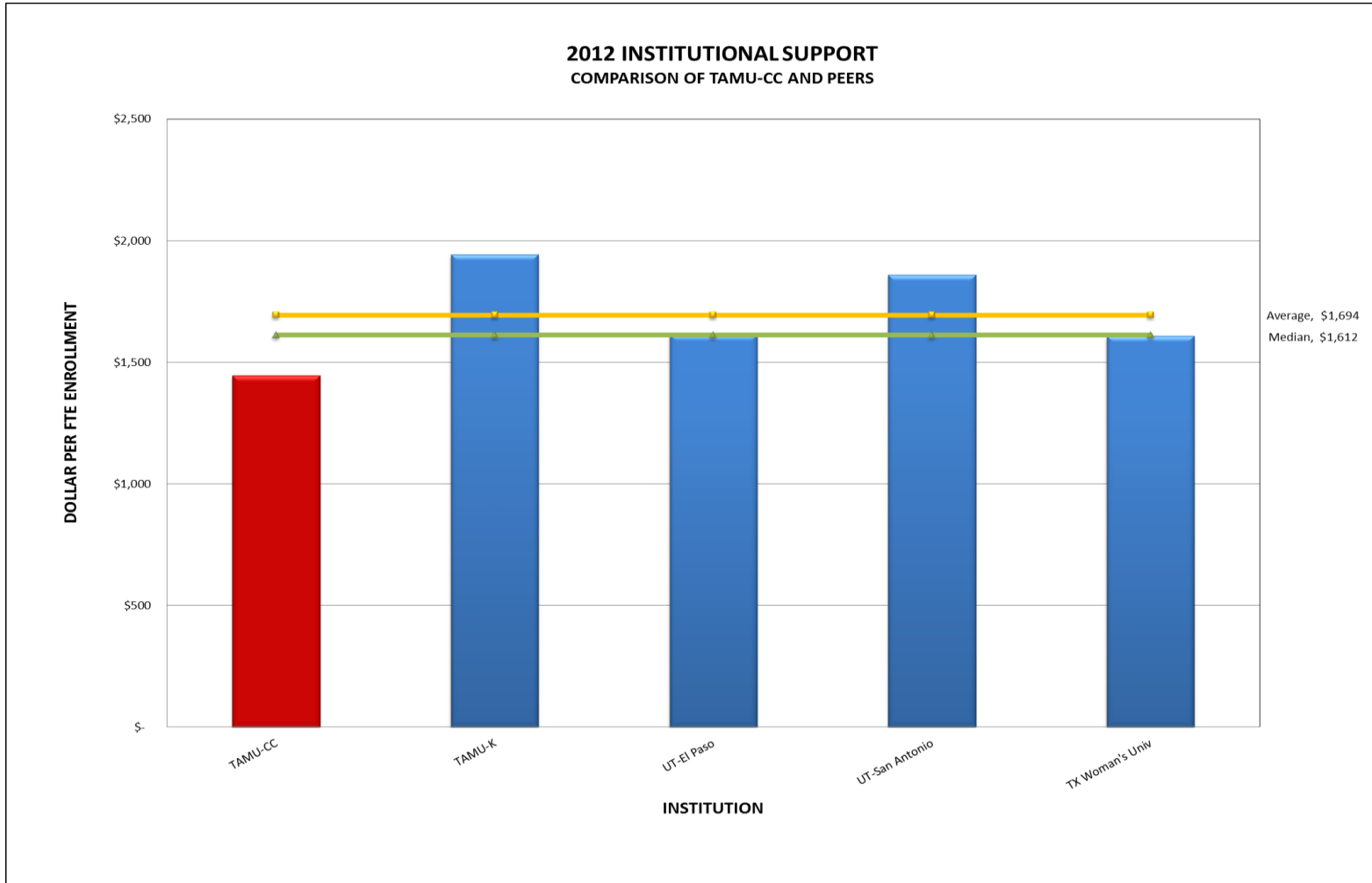
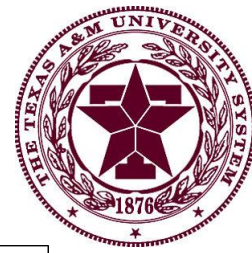
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CC Student Services Costs versus Texas Universities



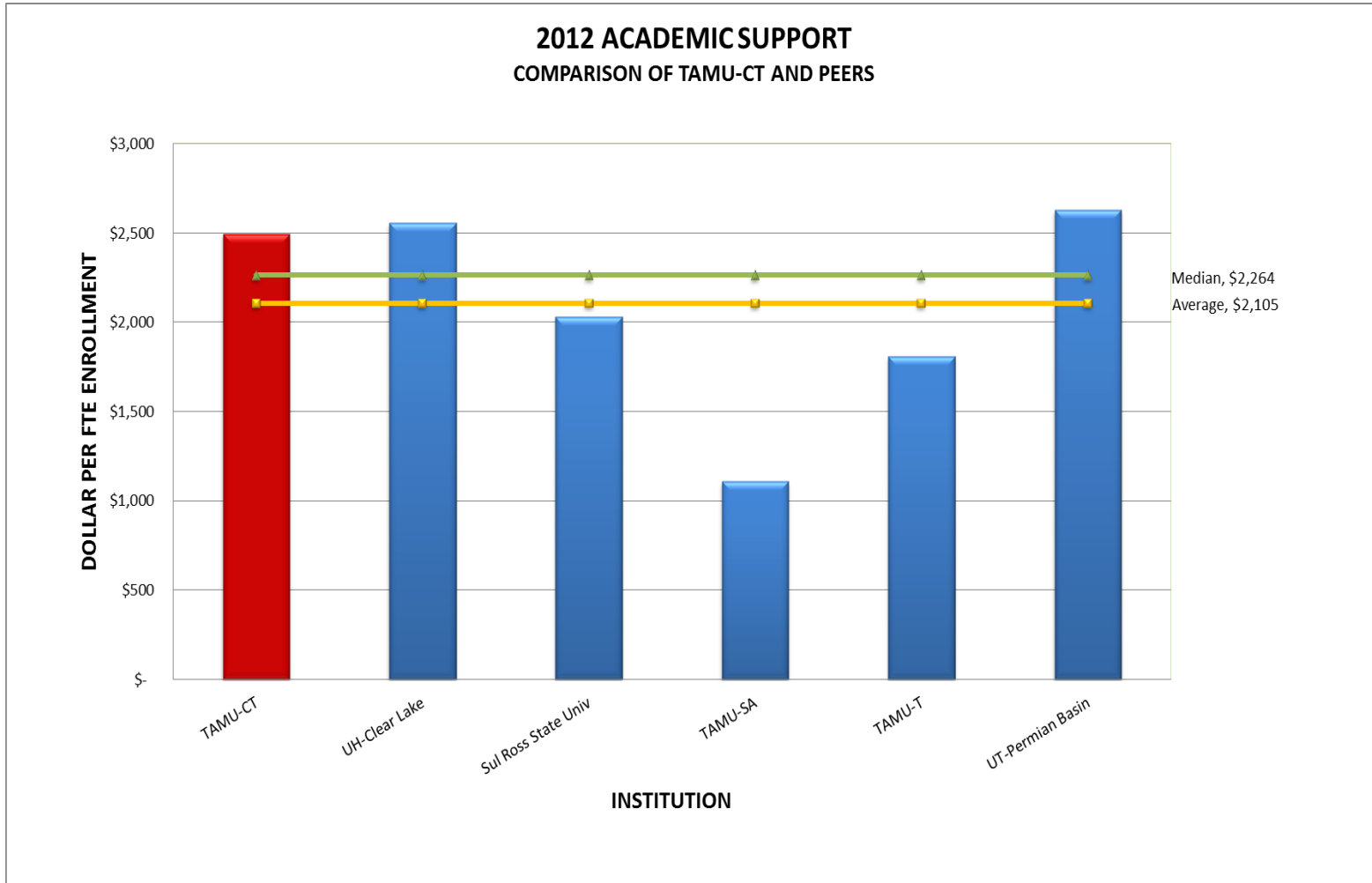
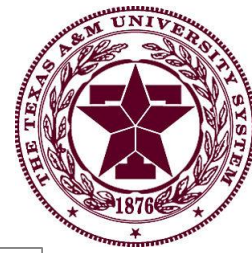
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TAMU-CC Institutional Support Costs versus Texas Universities



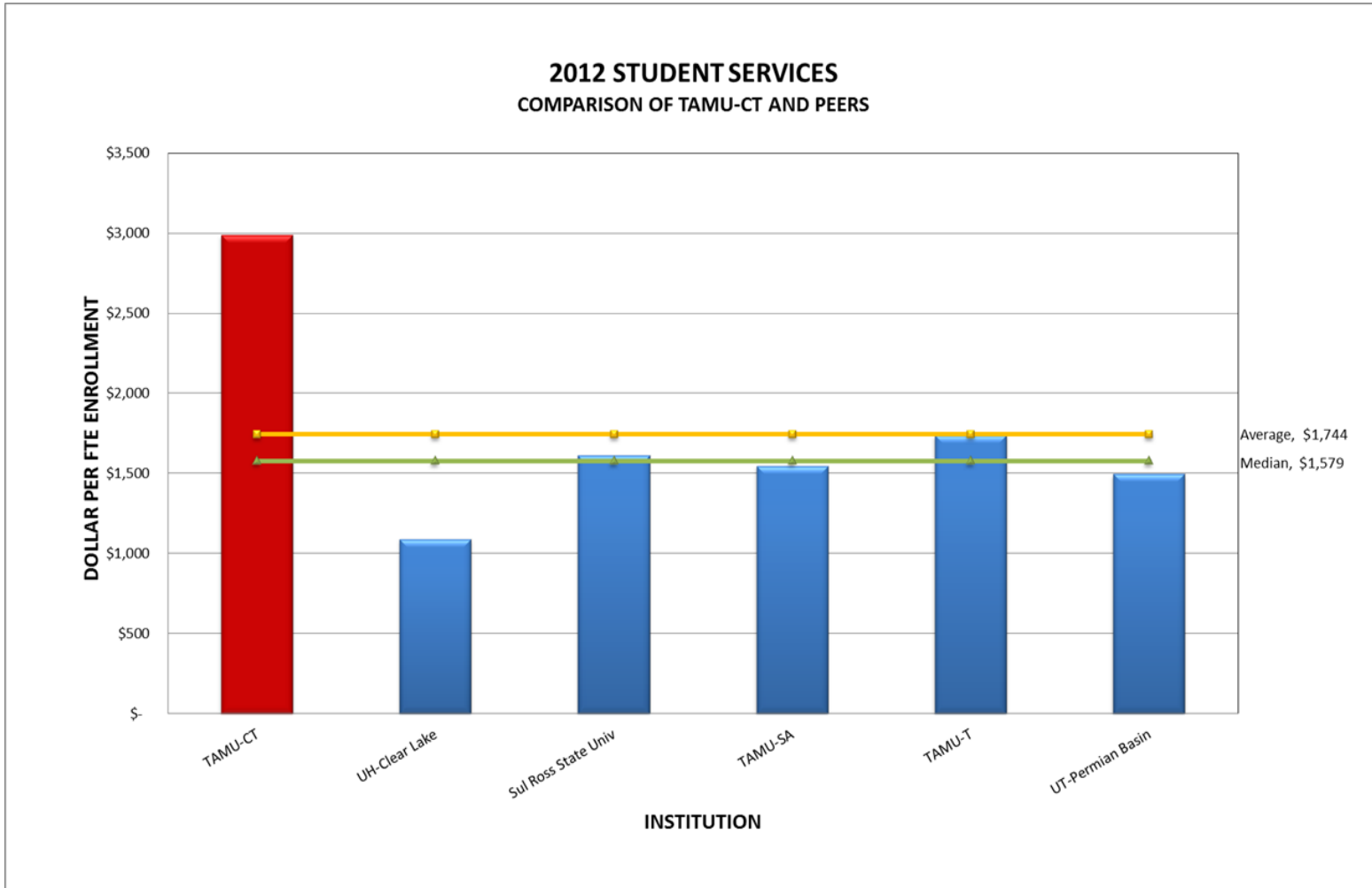
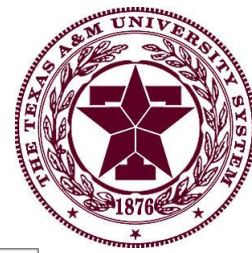
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TAMU-CT Academic Support Costs versus Texas Universities



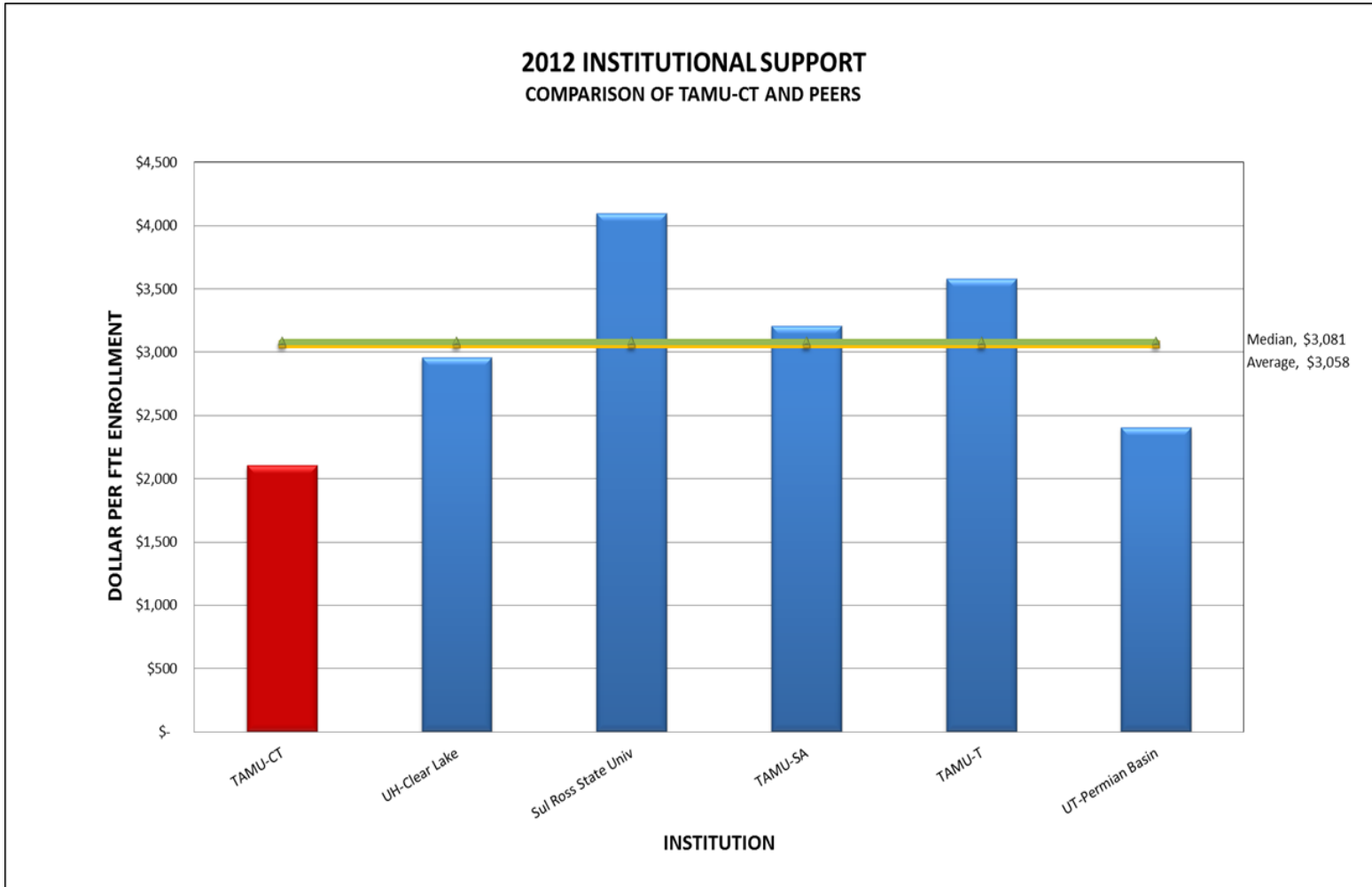
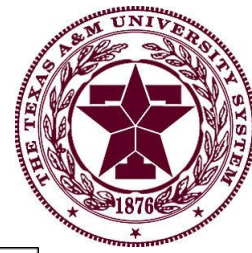
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CT Student Services Costs versus Texas Universities



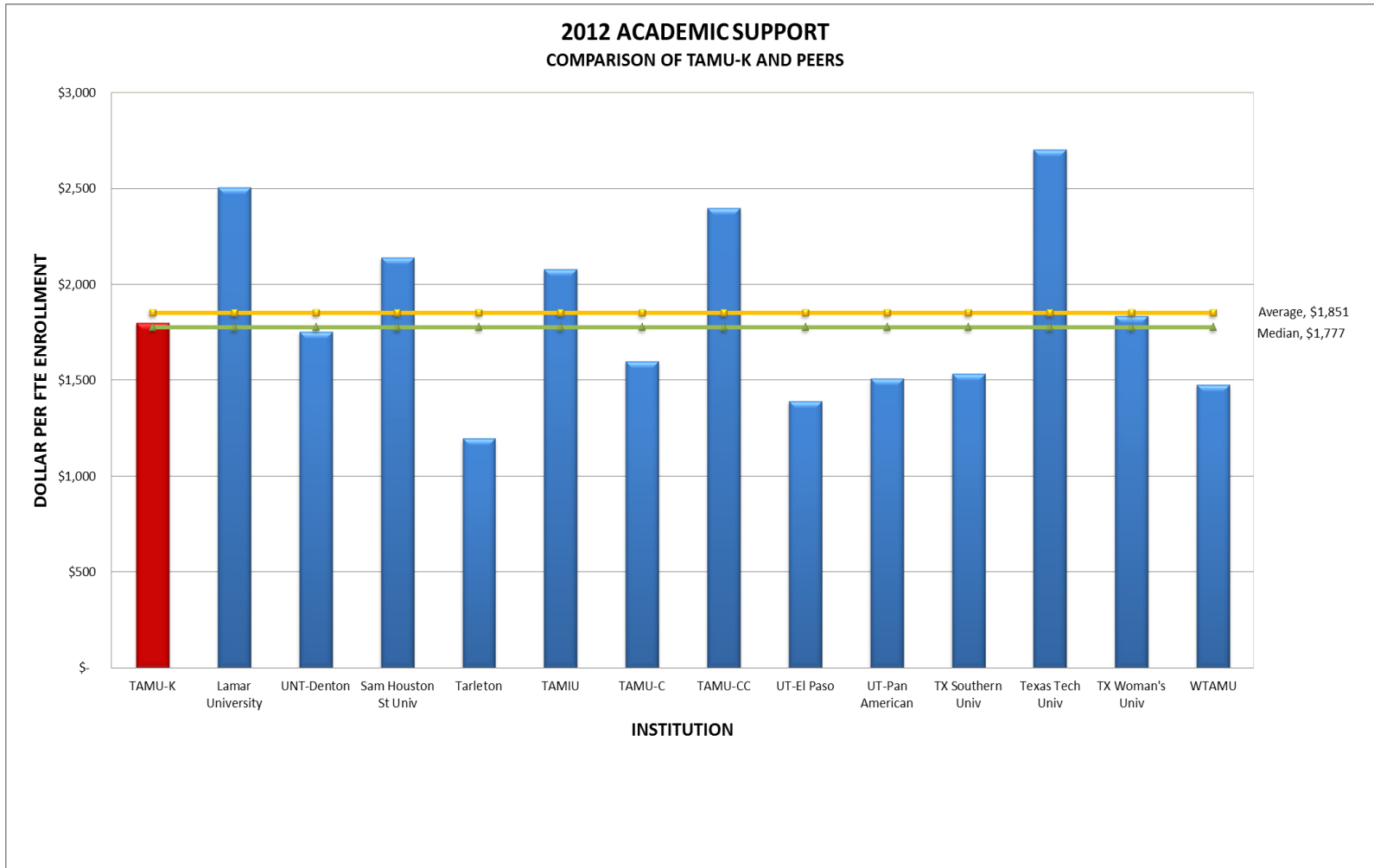
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CT Institutional Support Costs versus Texas Universities



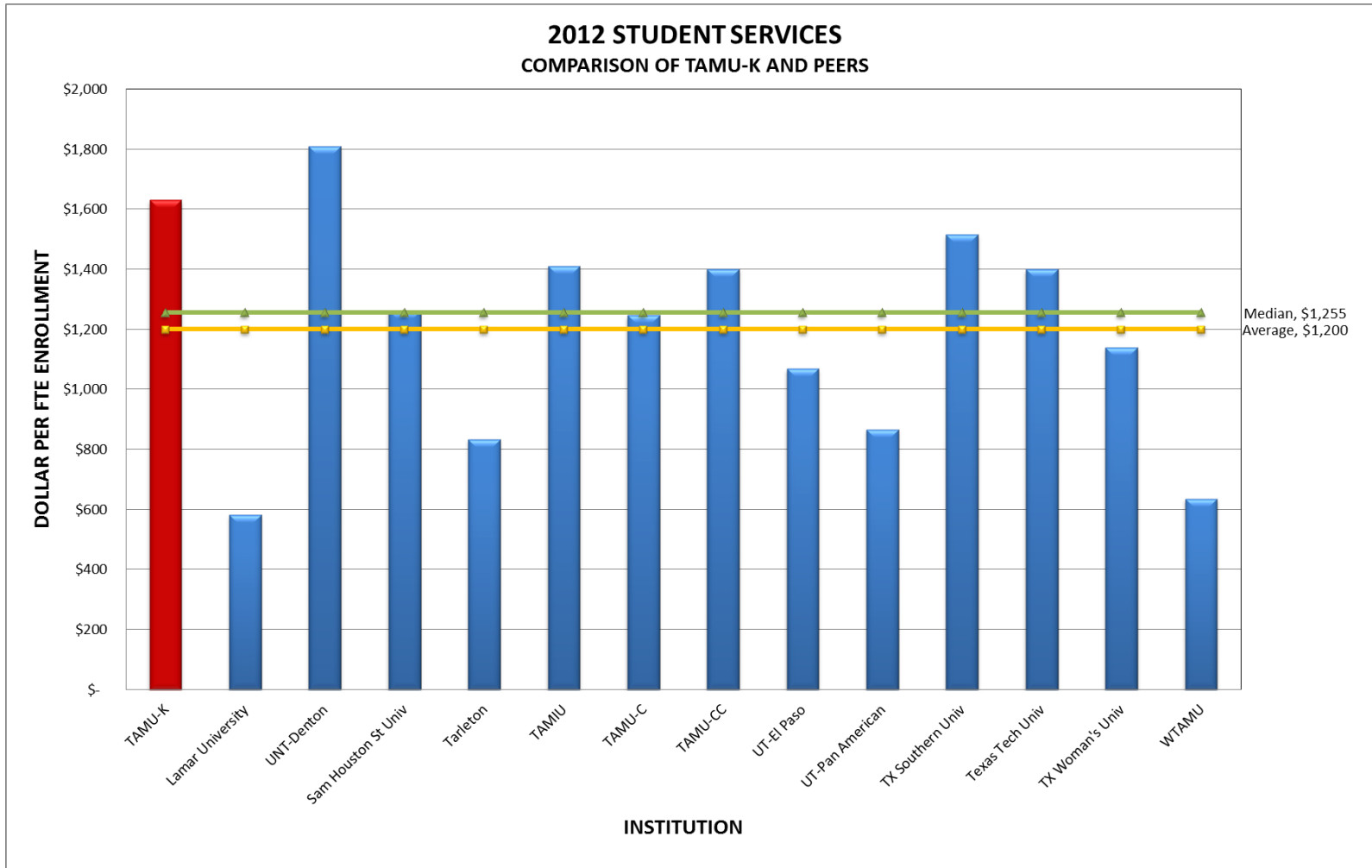
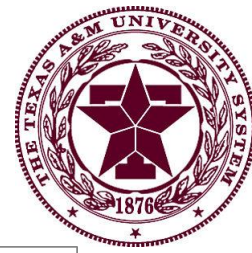
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-K Academic Support Costs versus Texas Universities



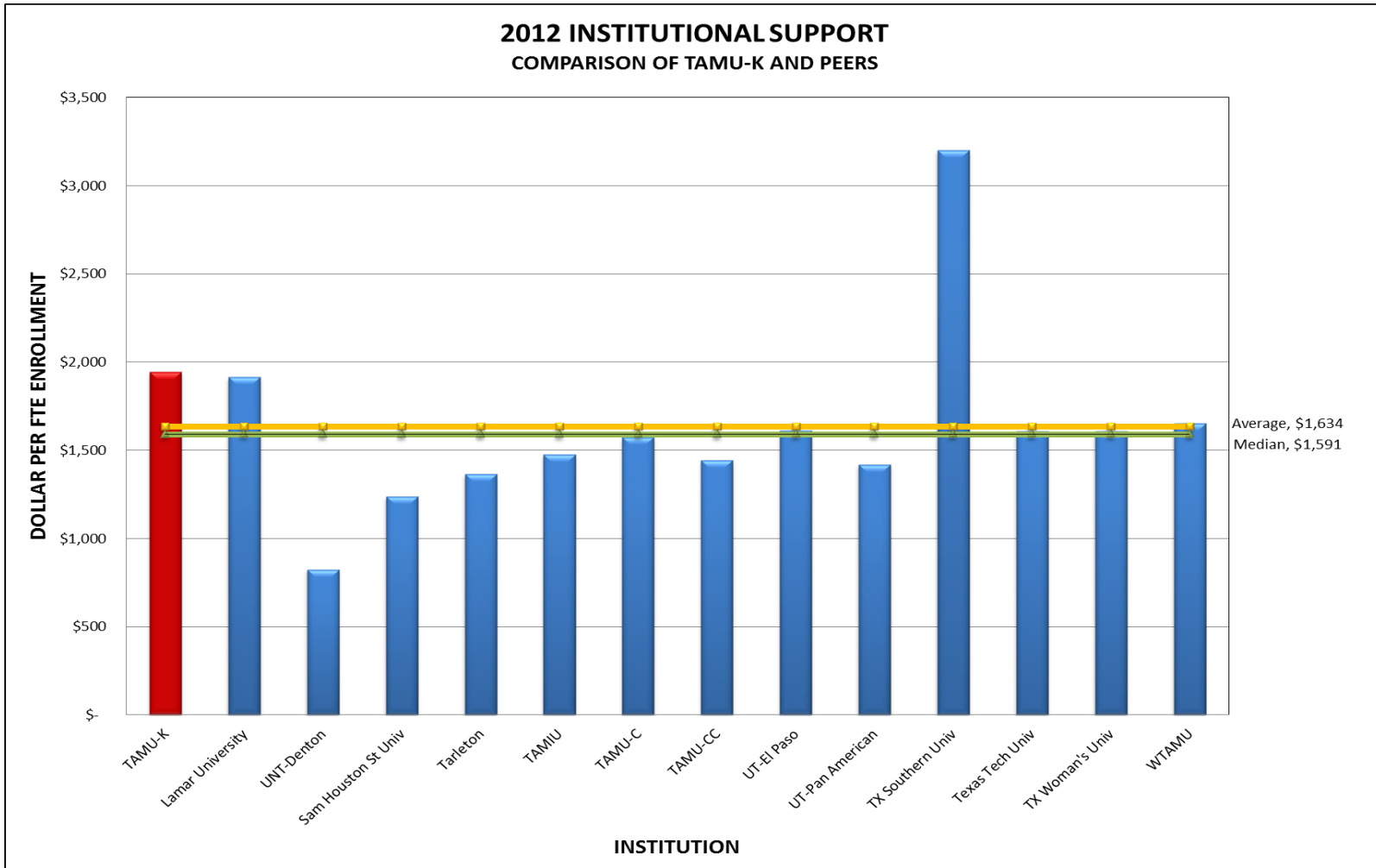
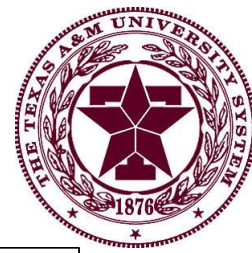
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants. IPEDS does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-K is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses.

TAMU-K Student Services Costs versus Texas Universities



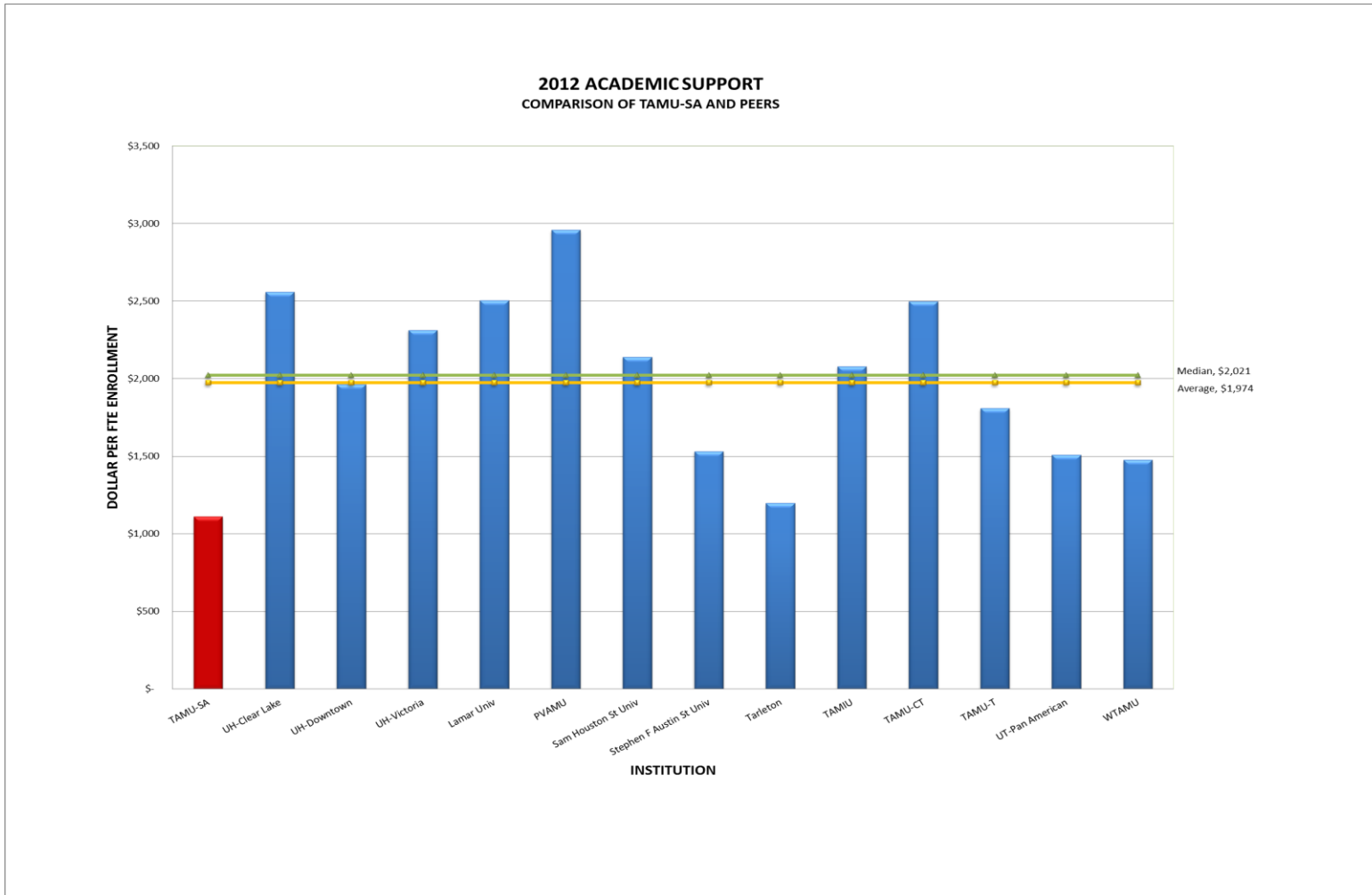
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants. IPEDS does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-K is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses.

TAMU-K Institutional Support Costs versus Texas Universities



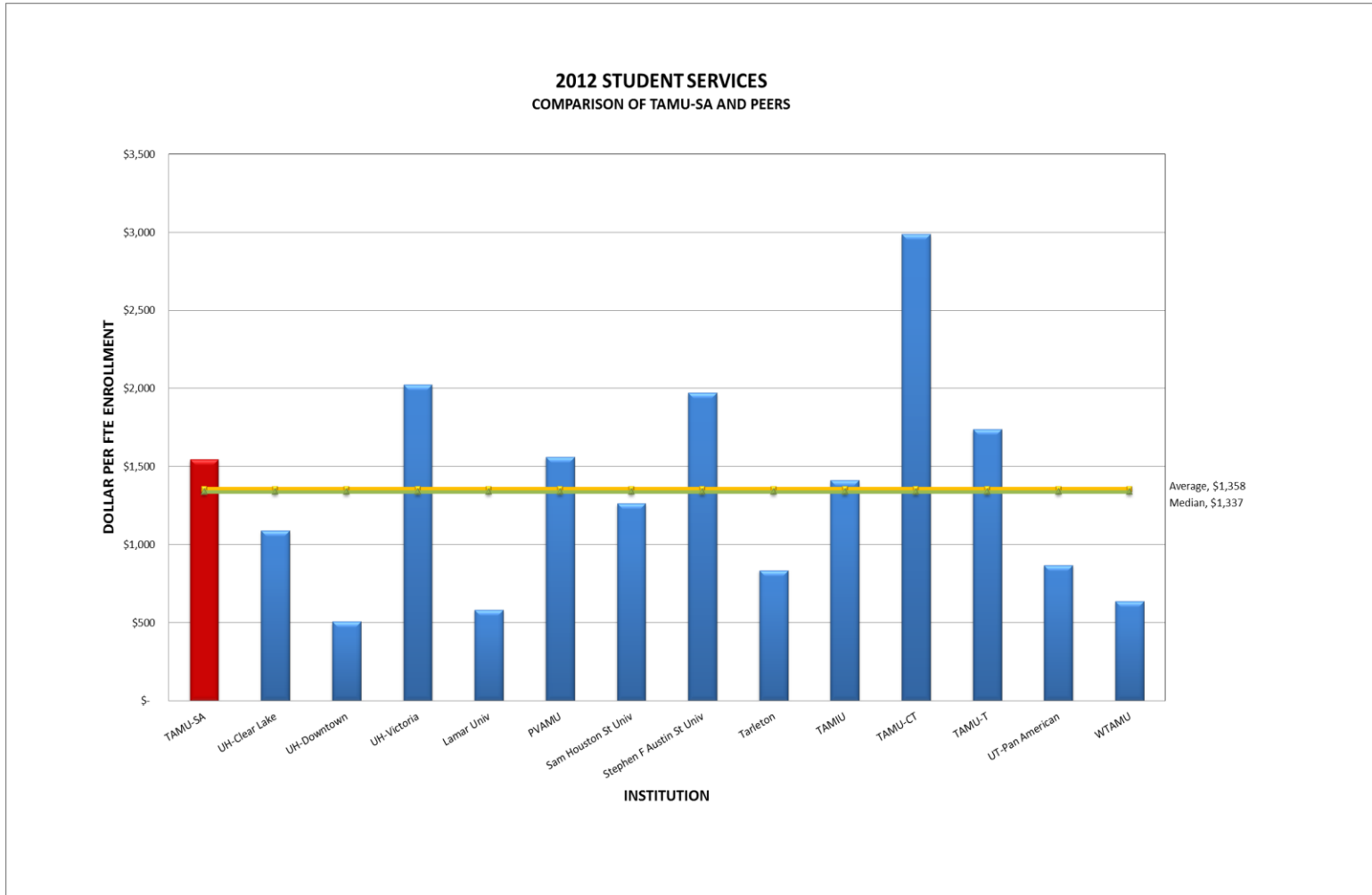
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants. IPEDS does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-K is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses.

TAMU-SA Academic Support Costs versus Texas Universities



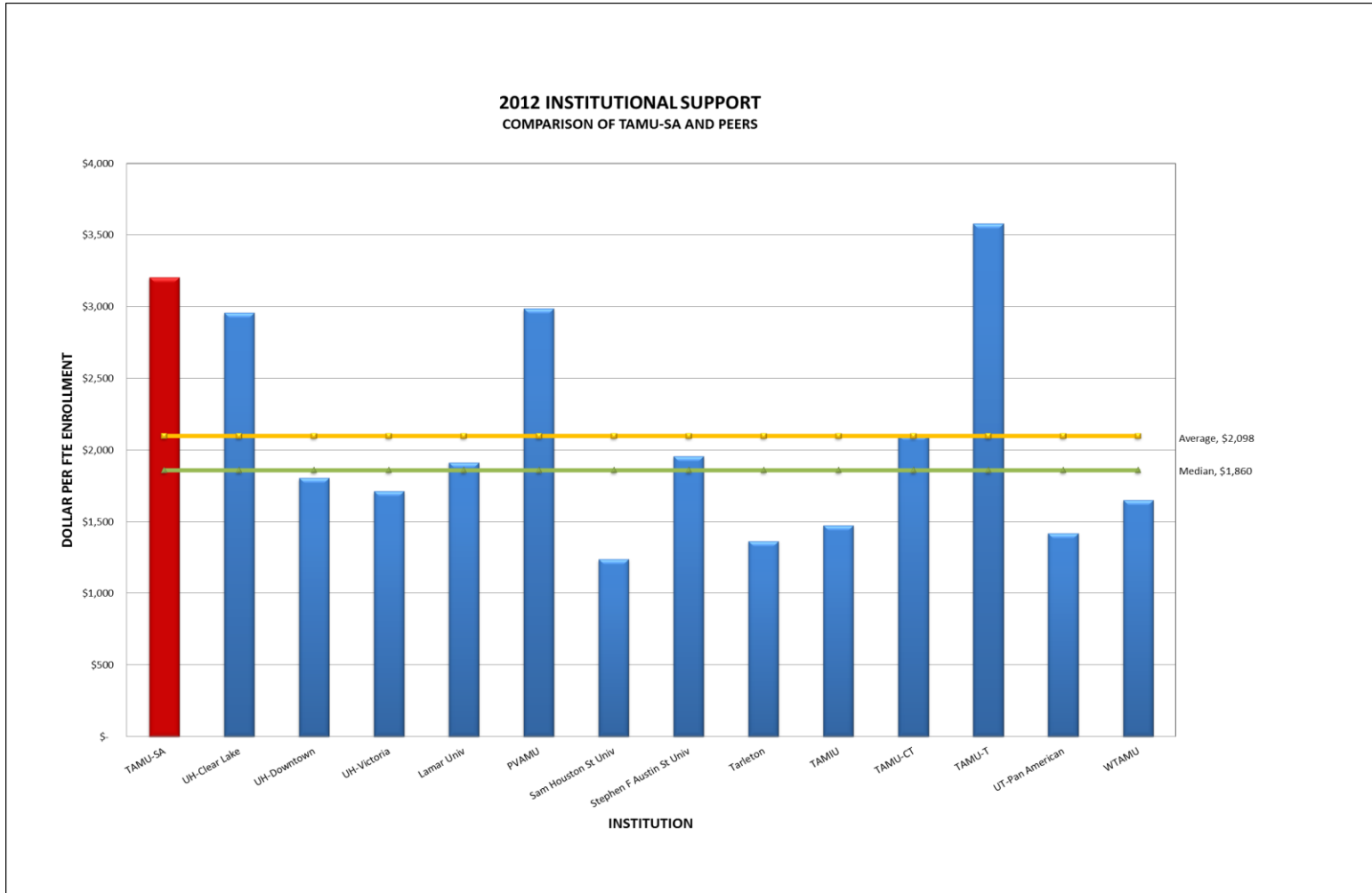
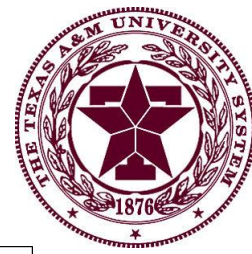
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants. IPEDS does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-SA is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses.

TAMU-SA Student Services Costs versus Texas Universities



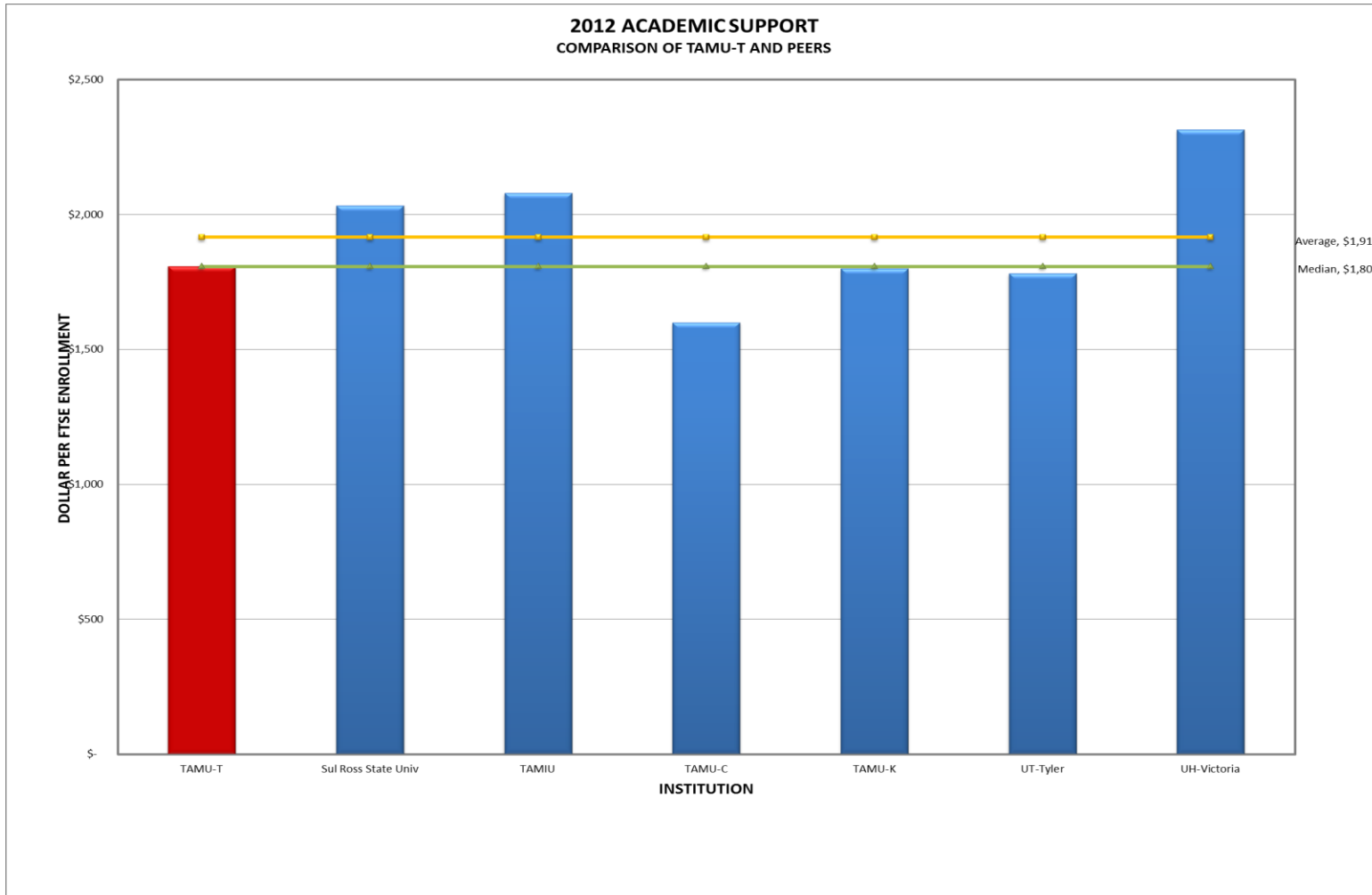
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants. IPEDS does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-SA is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses.

TAMU-SA Institutional Support Costs versus Texas Universities



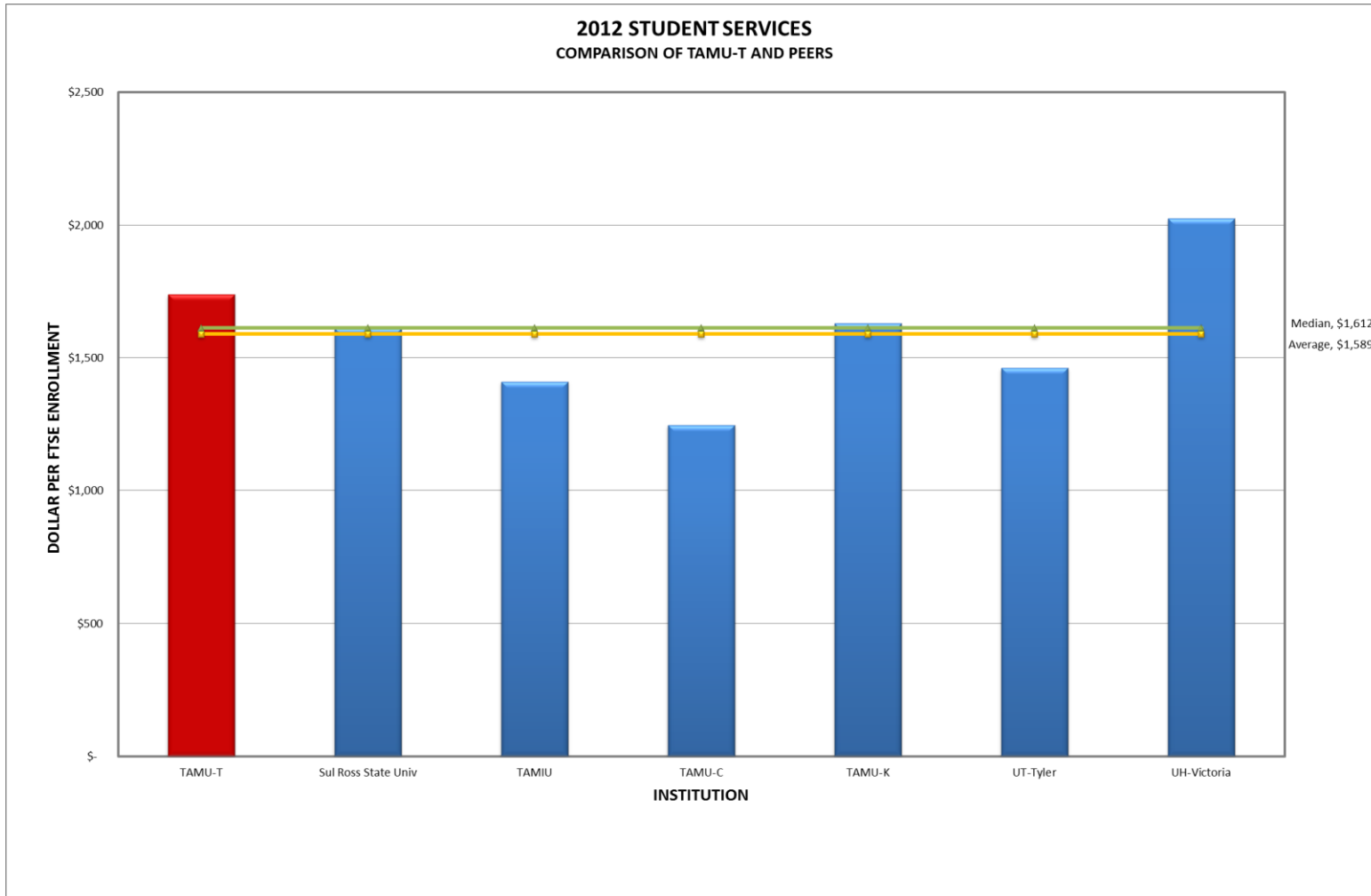
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants. IPEDS does not separate TAMU-SA costs from TAMU-K costs for FY12. Therefore, the source above for TAMU-SA is the unaudited Annual Financial Reports, with an allocation for Operation and Maintenance expenses.

TAMU-T Academic Support Costs versus Texas Universities



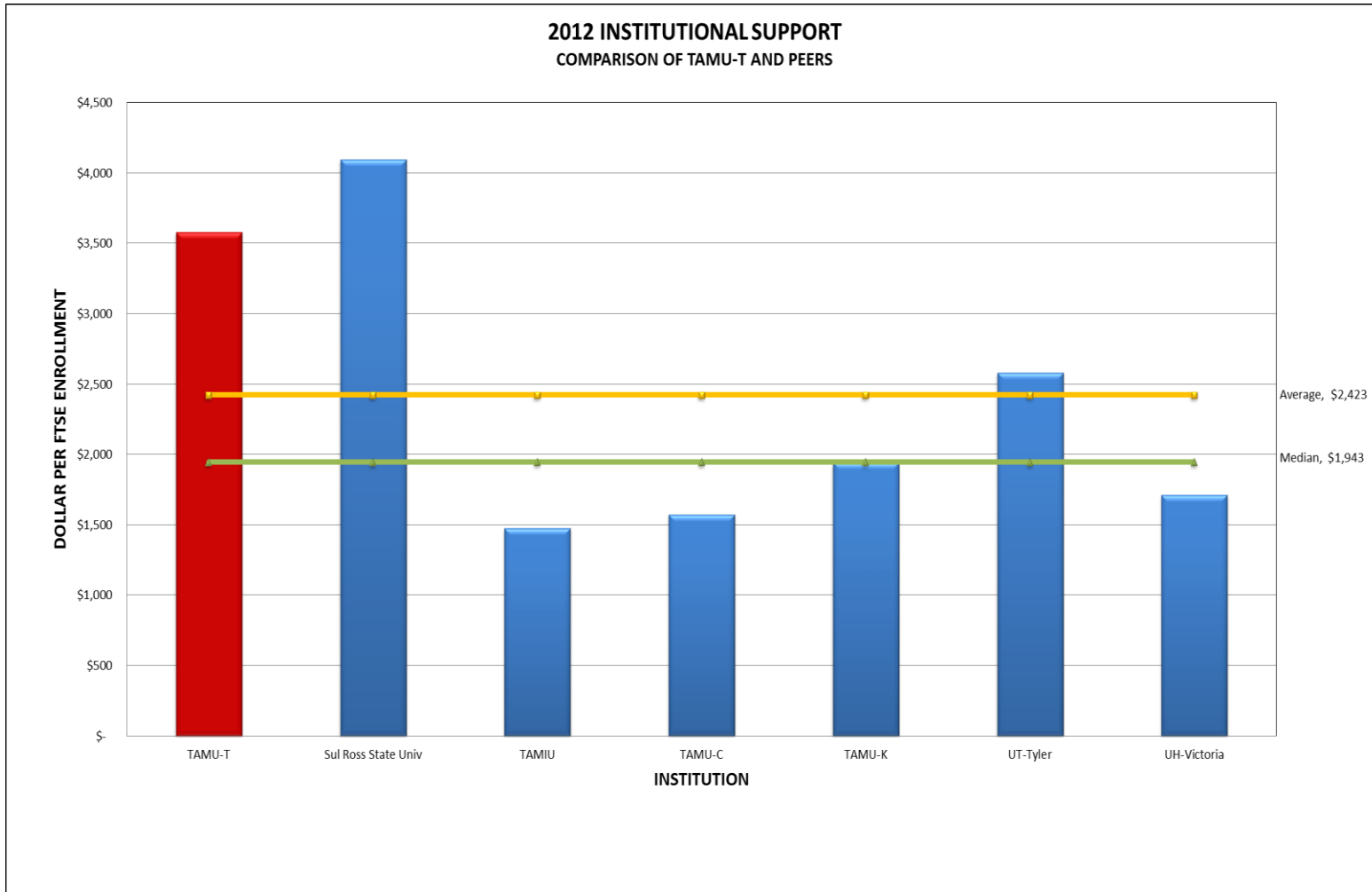
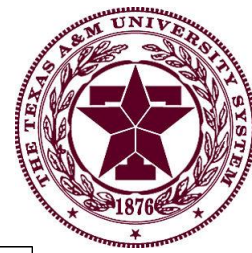
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-T Student Services Costs versus Texas Universities



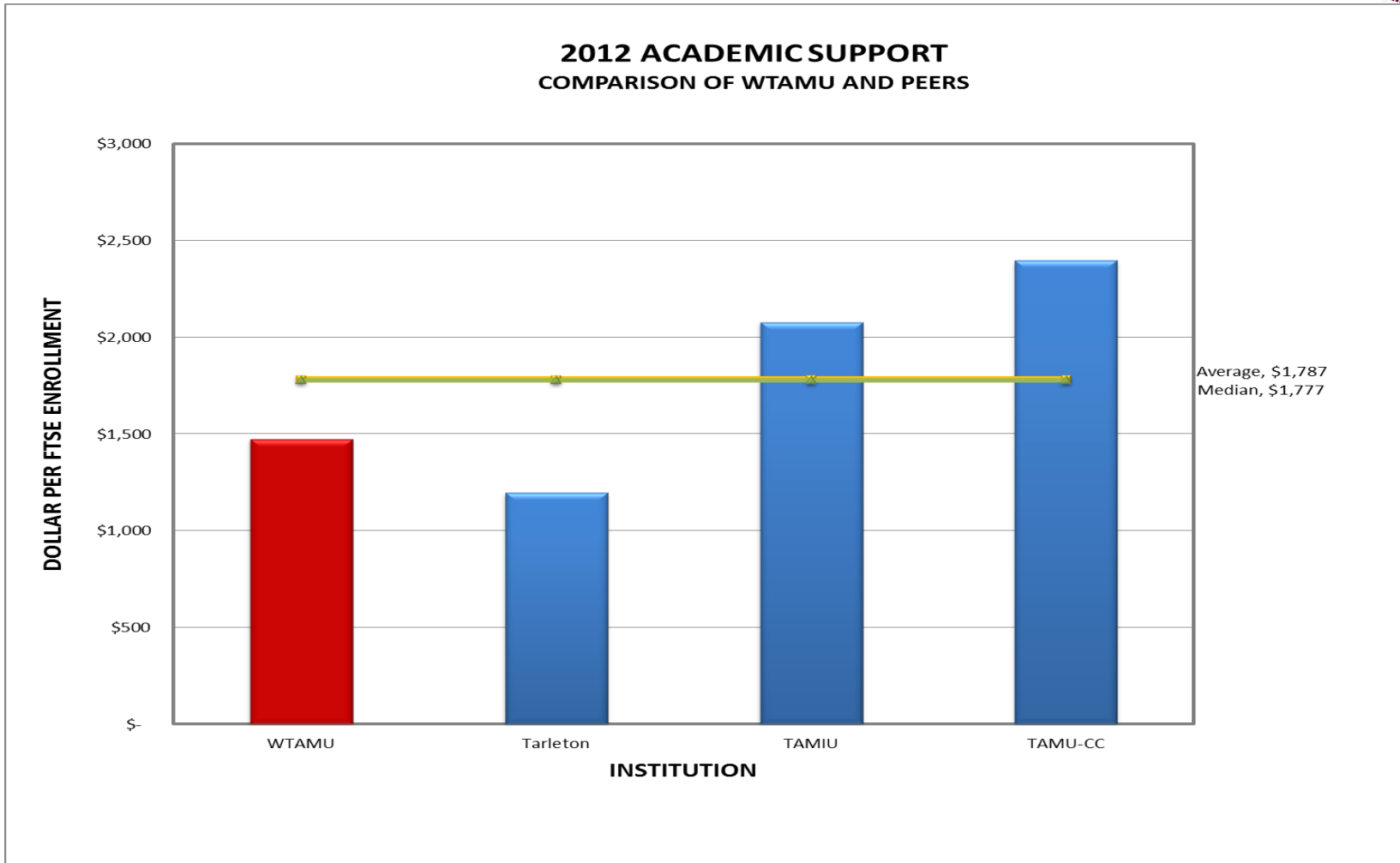
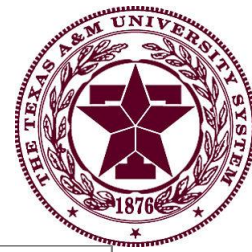
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-T Institutional Support Costs versus Texas Universities



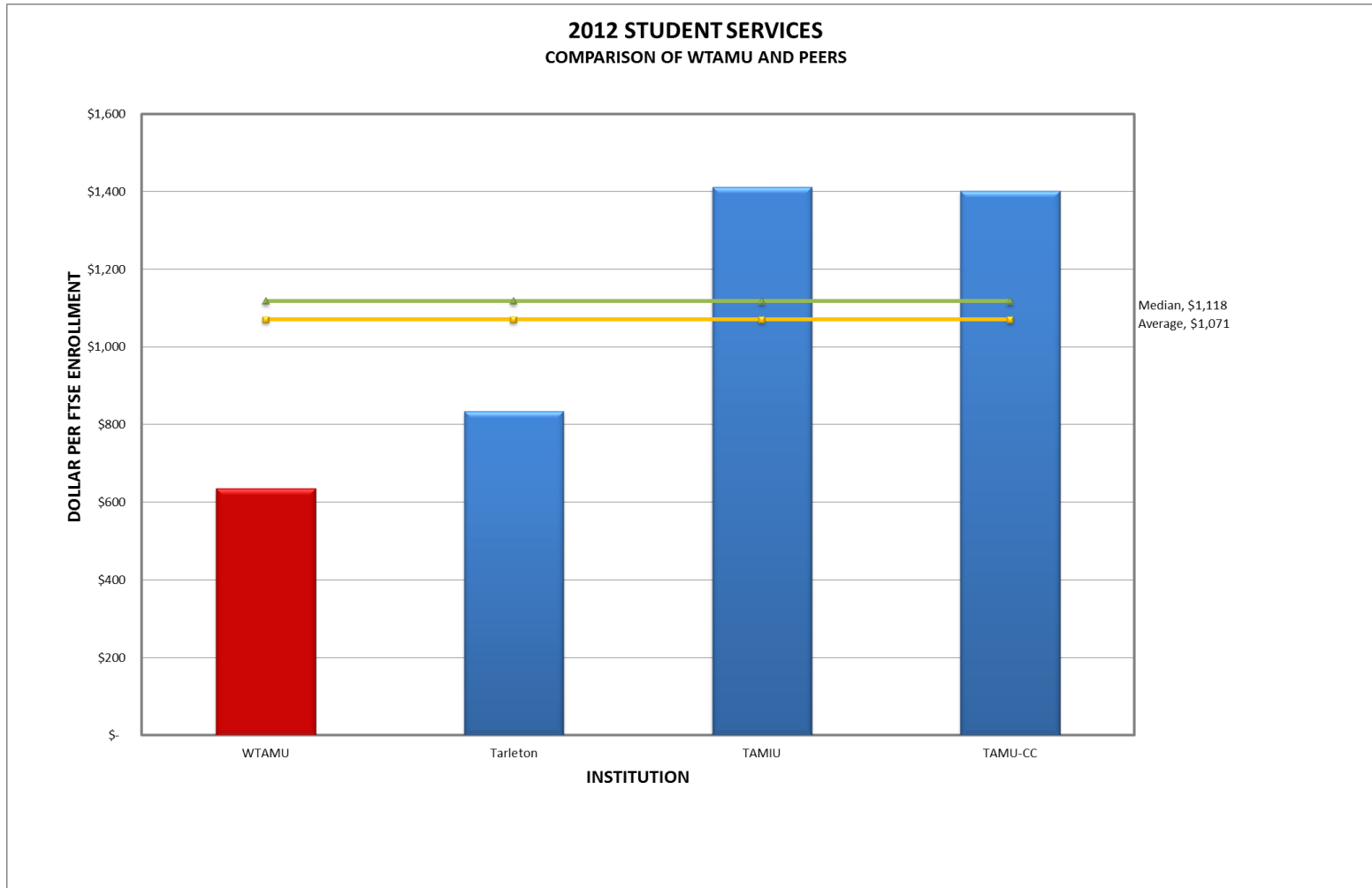
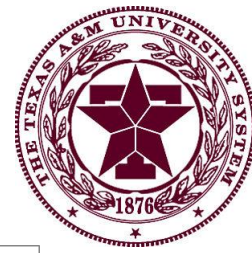
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WTAMU Academic Support Costs versus Texas Universities



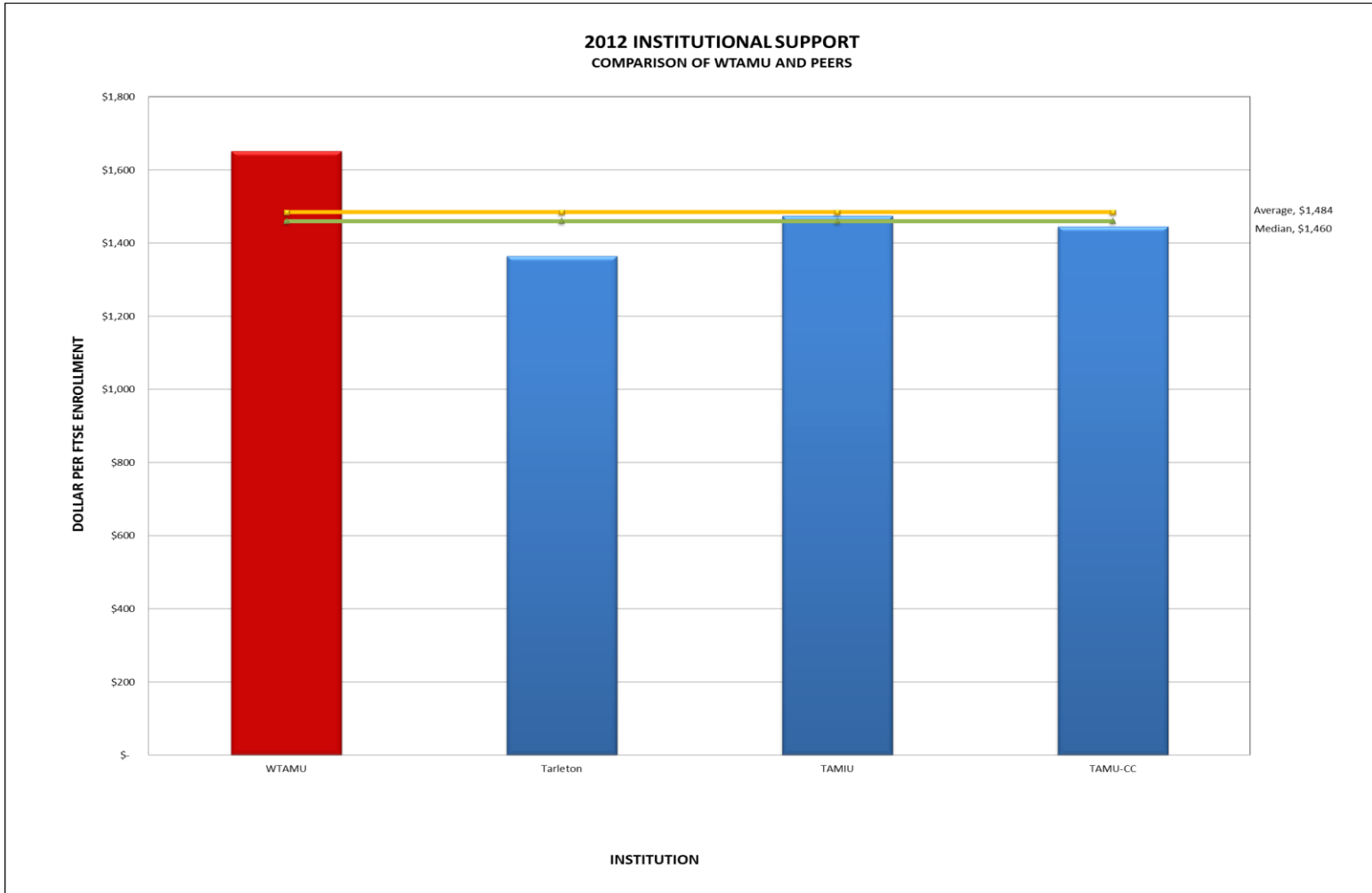
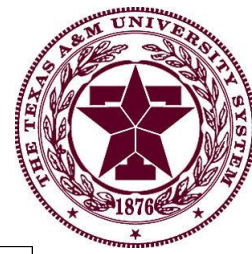
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

WTAMU Student Services Costs versus Texas Universities



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

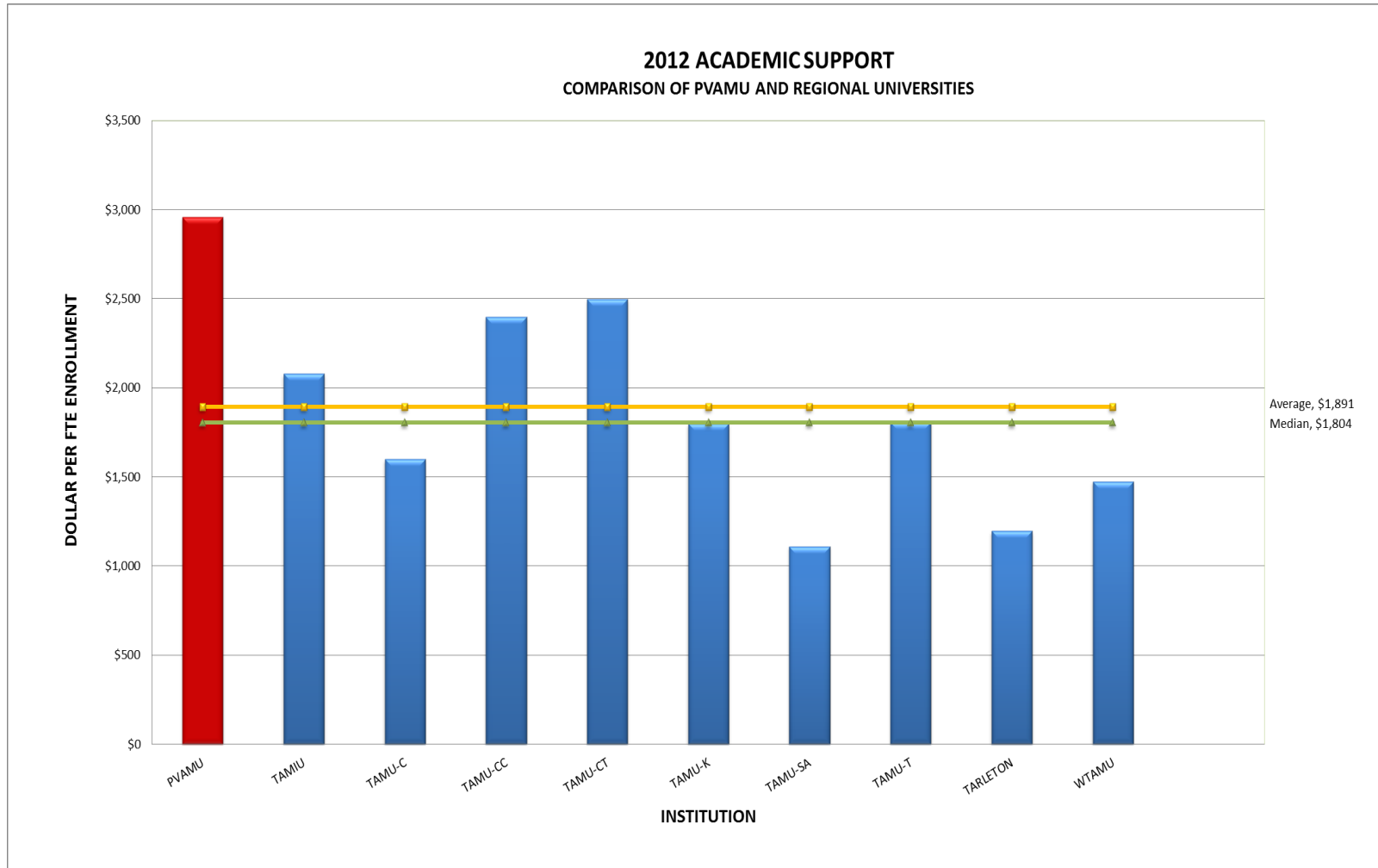
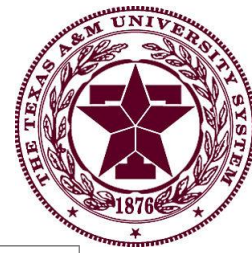
WTAMU Institutional Support Costs versus Texas Universities



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

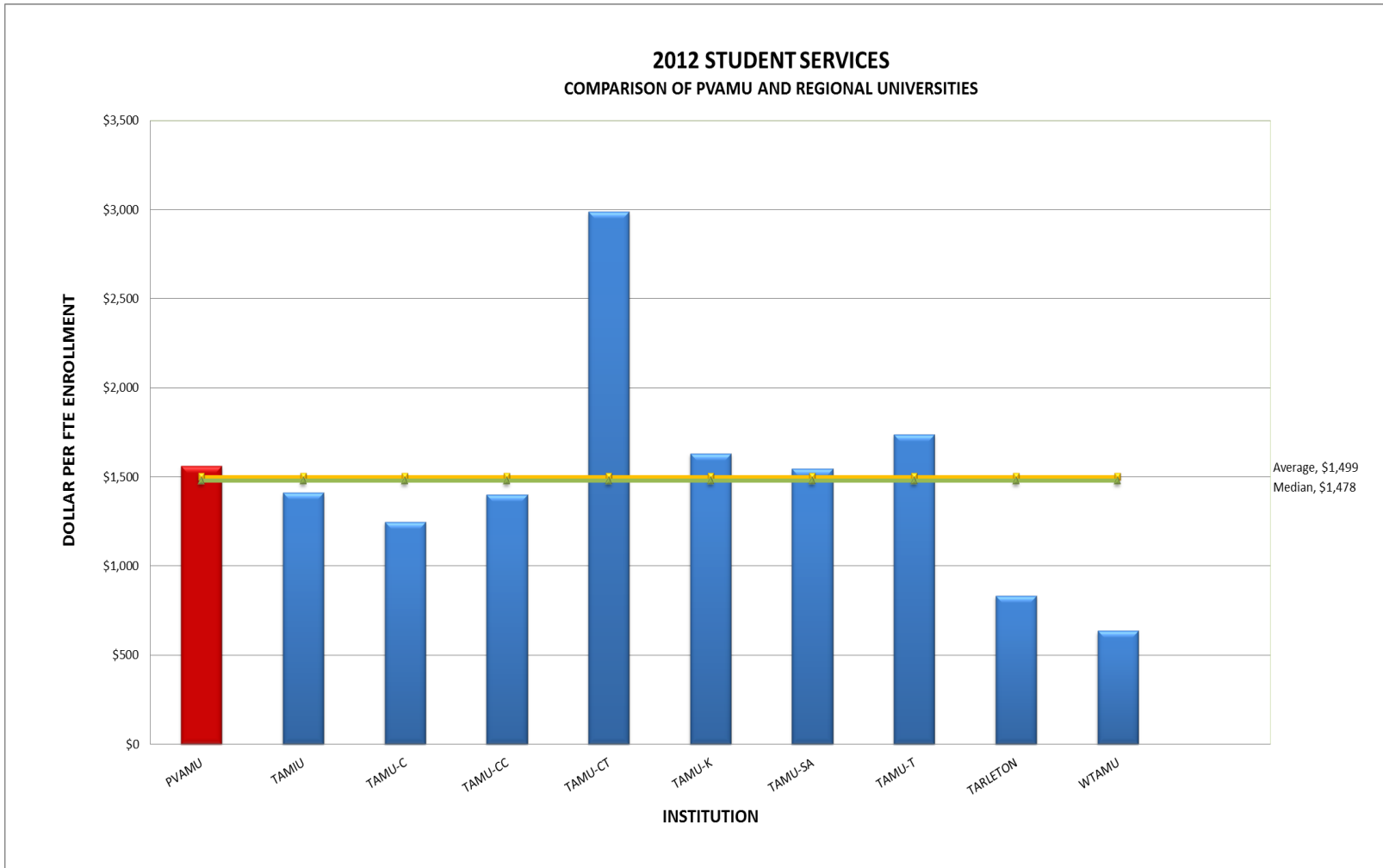
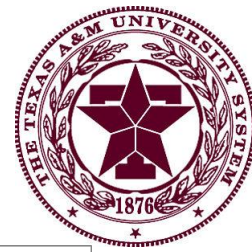
*Appendix D:
Cost Comparisons Among
TAMUS Regional Universities*

PVAMU Academic Support Costs versus Regional Universities



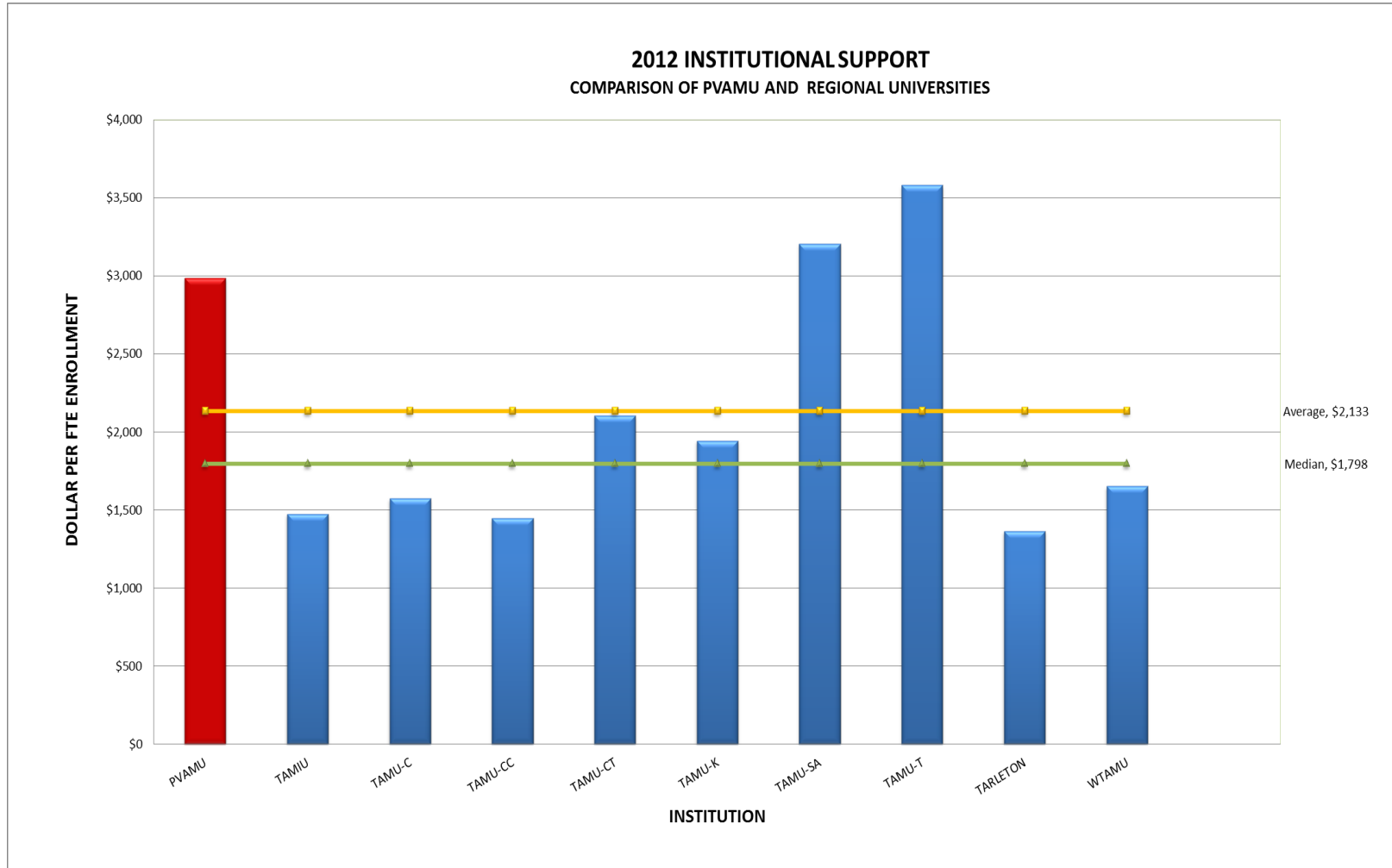
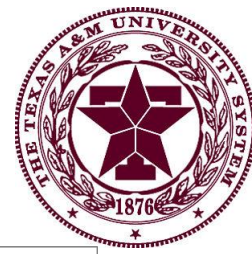
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PVAMU Student Services Costs versus Regional Universities



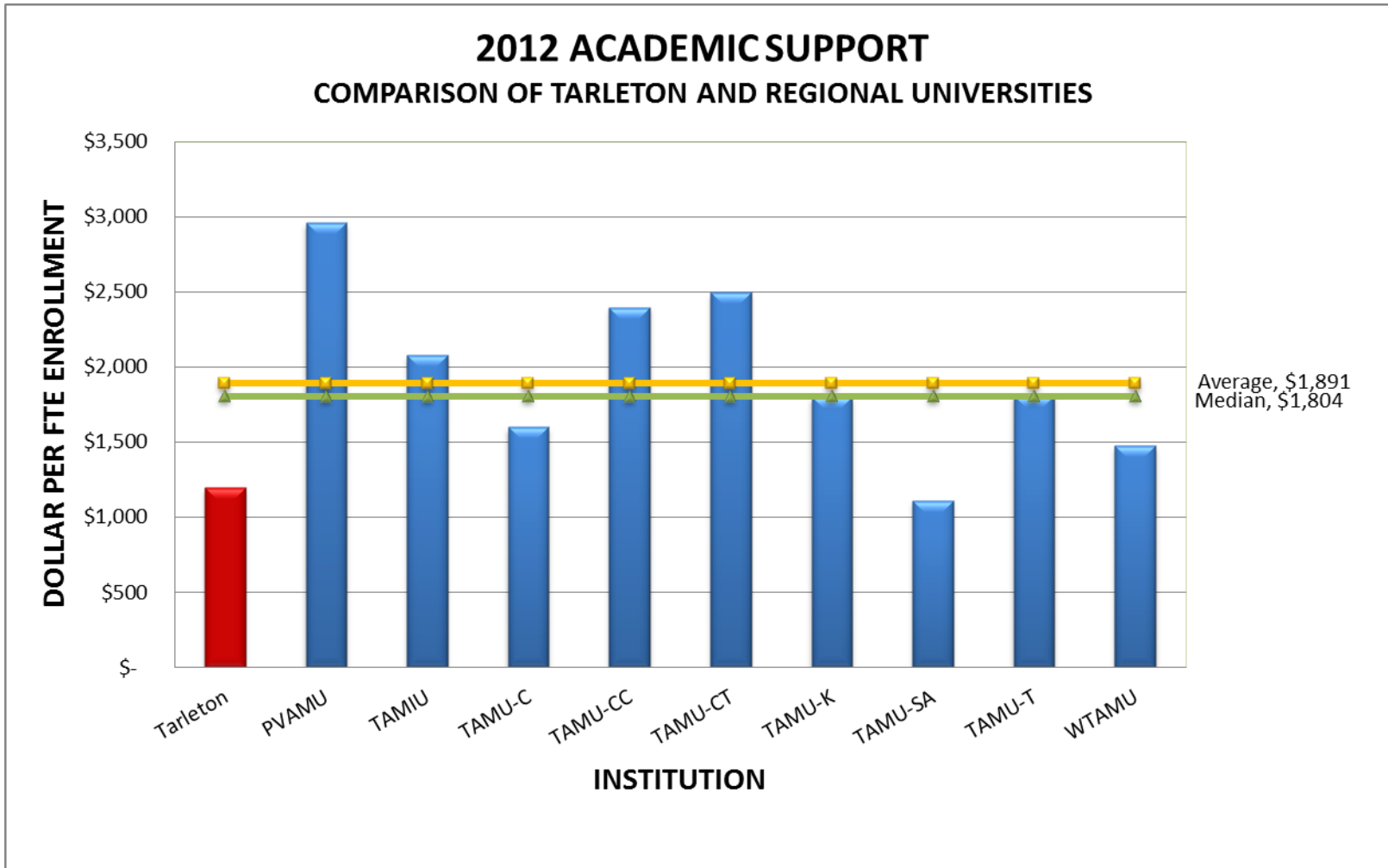
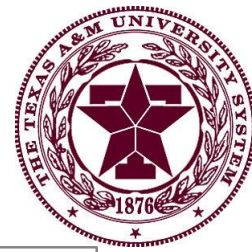
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

PVAMU Institutional Support Costs versus Regional Universities



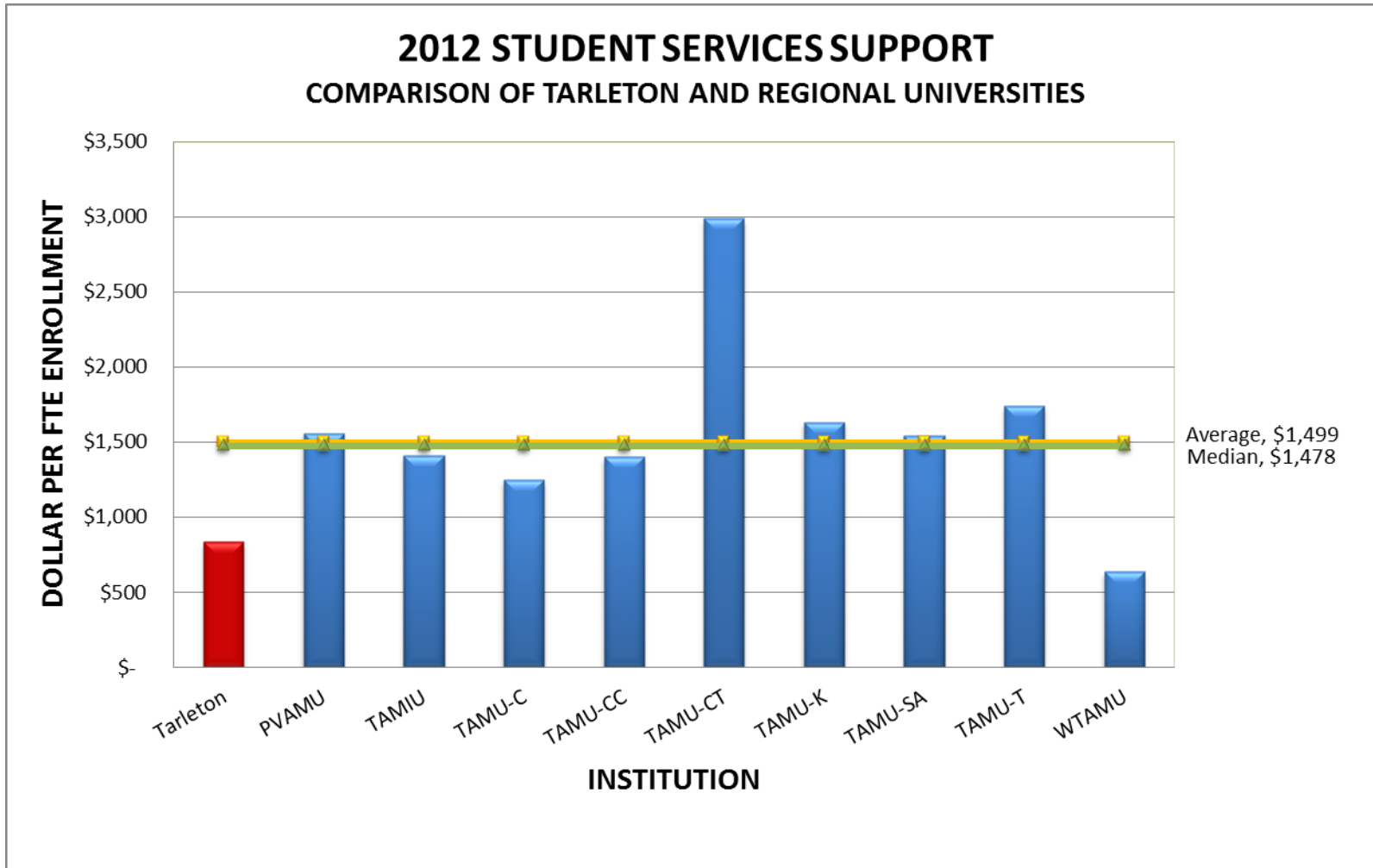
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TARLETON Academic Support Costs versus Regional Universities



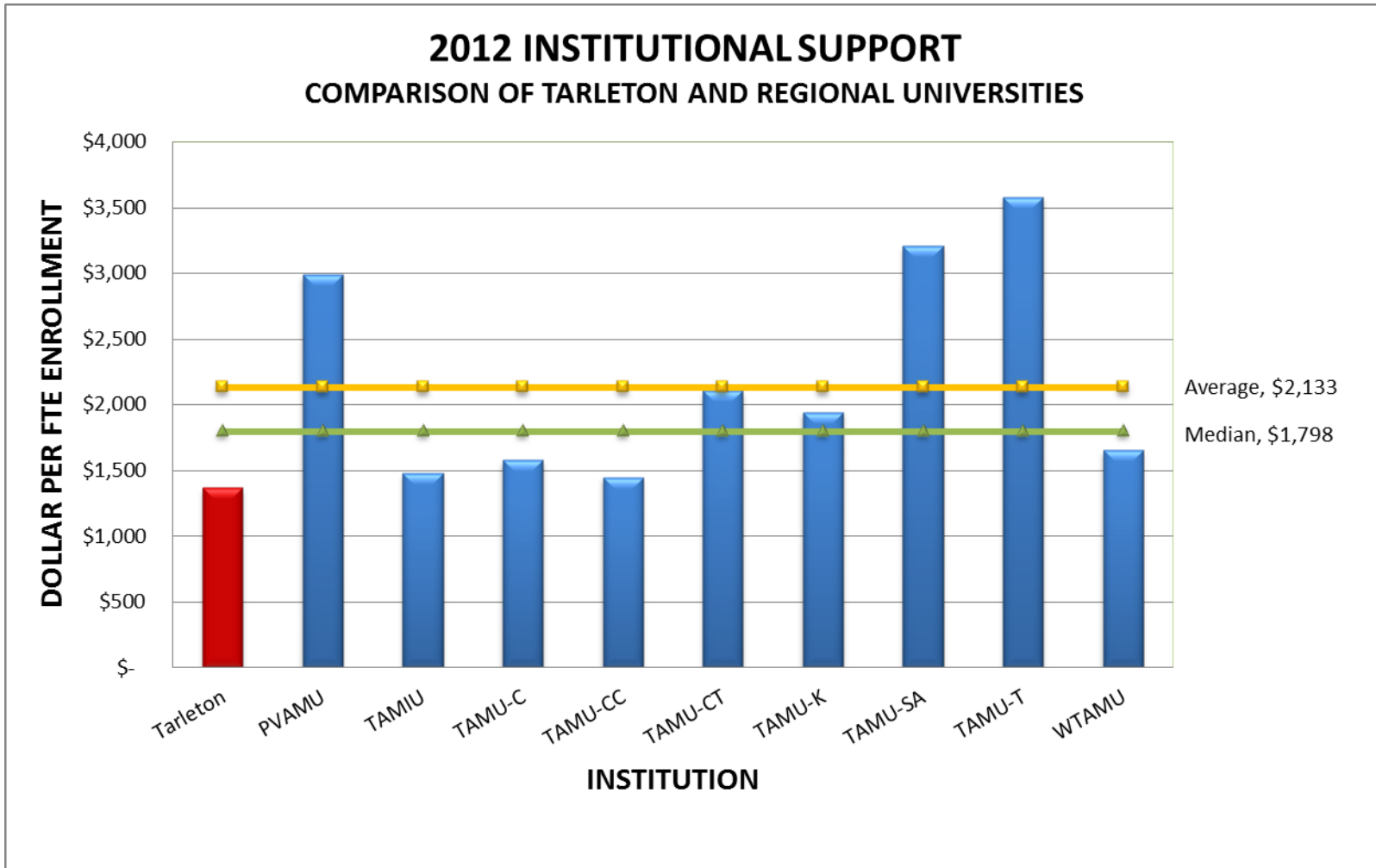
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TARLETON Student Services Costs versus Regional Universities



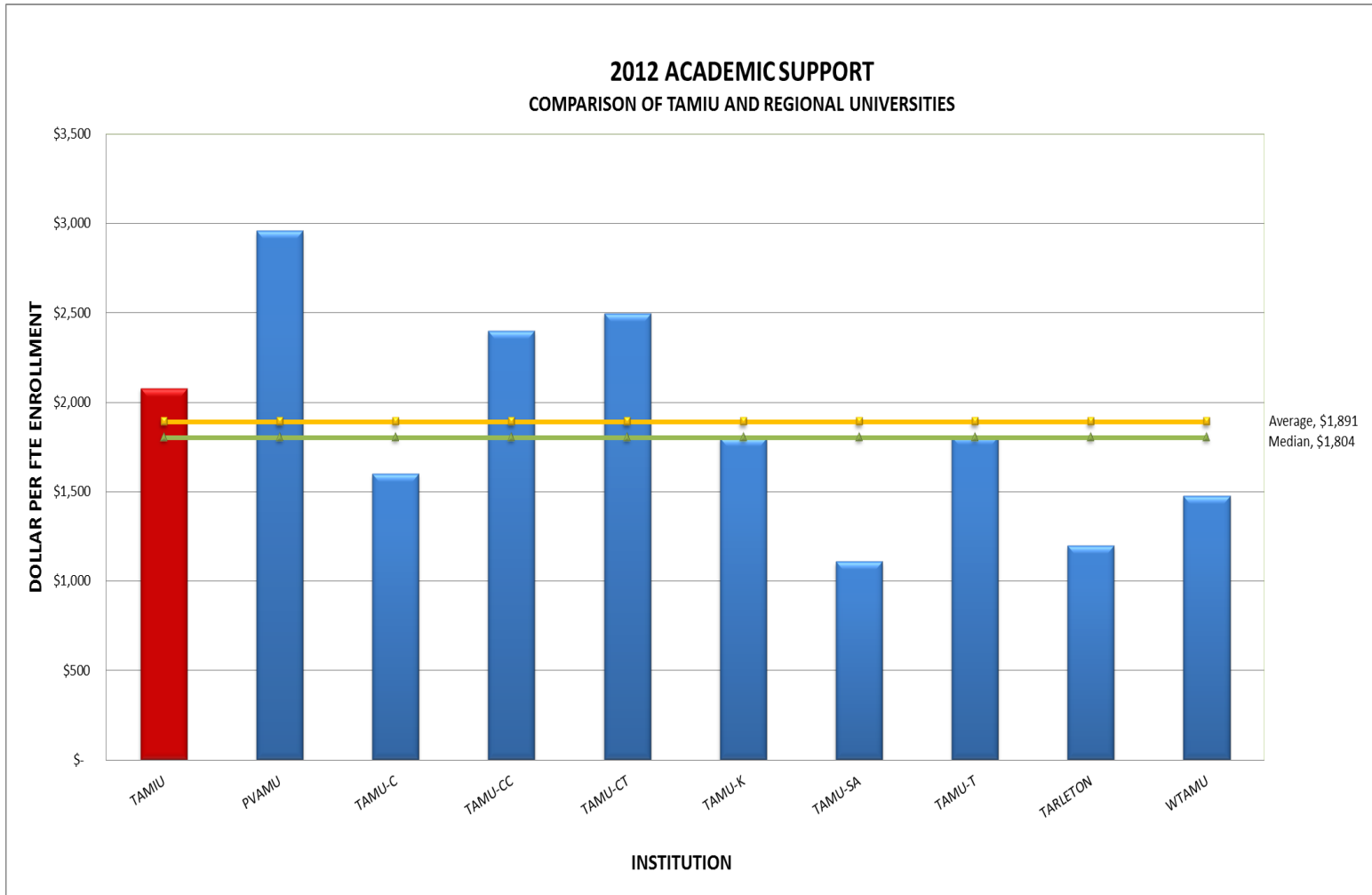
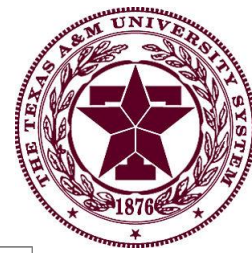
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TARLETON Institutional Support Costs versus Regional Universities



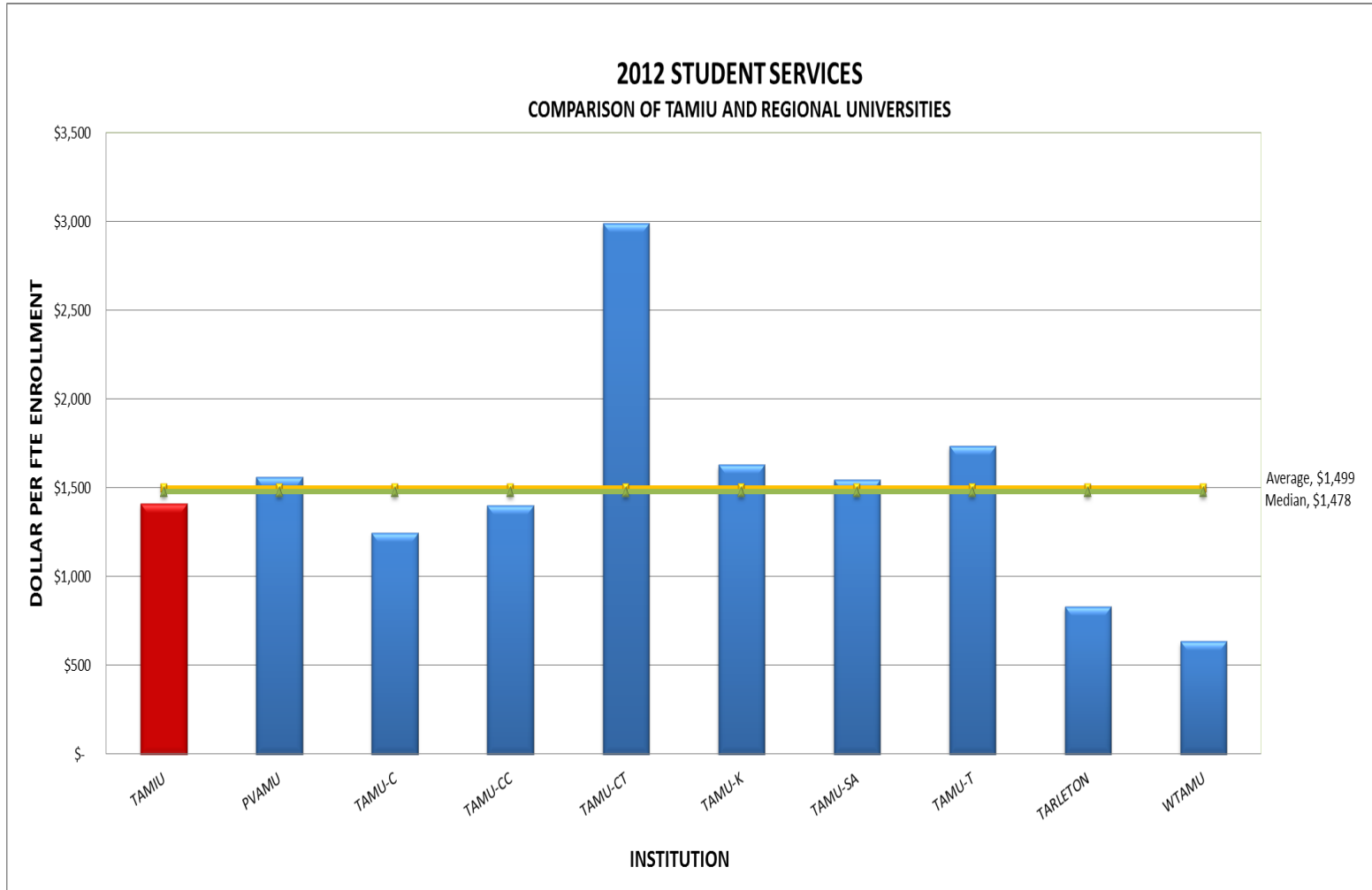
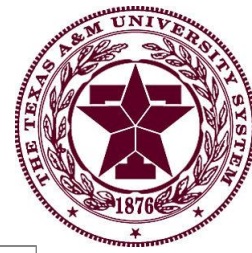
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMIU Academic Support Costs versus Regional Universities



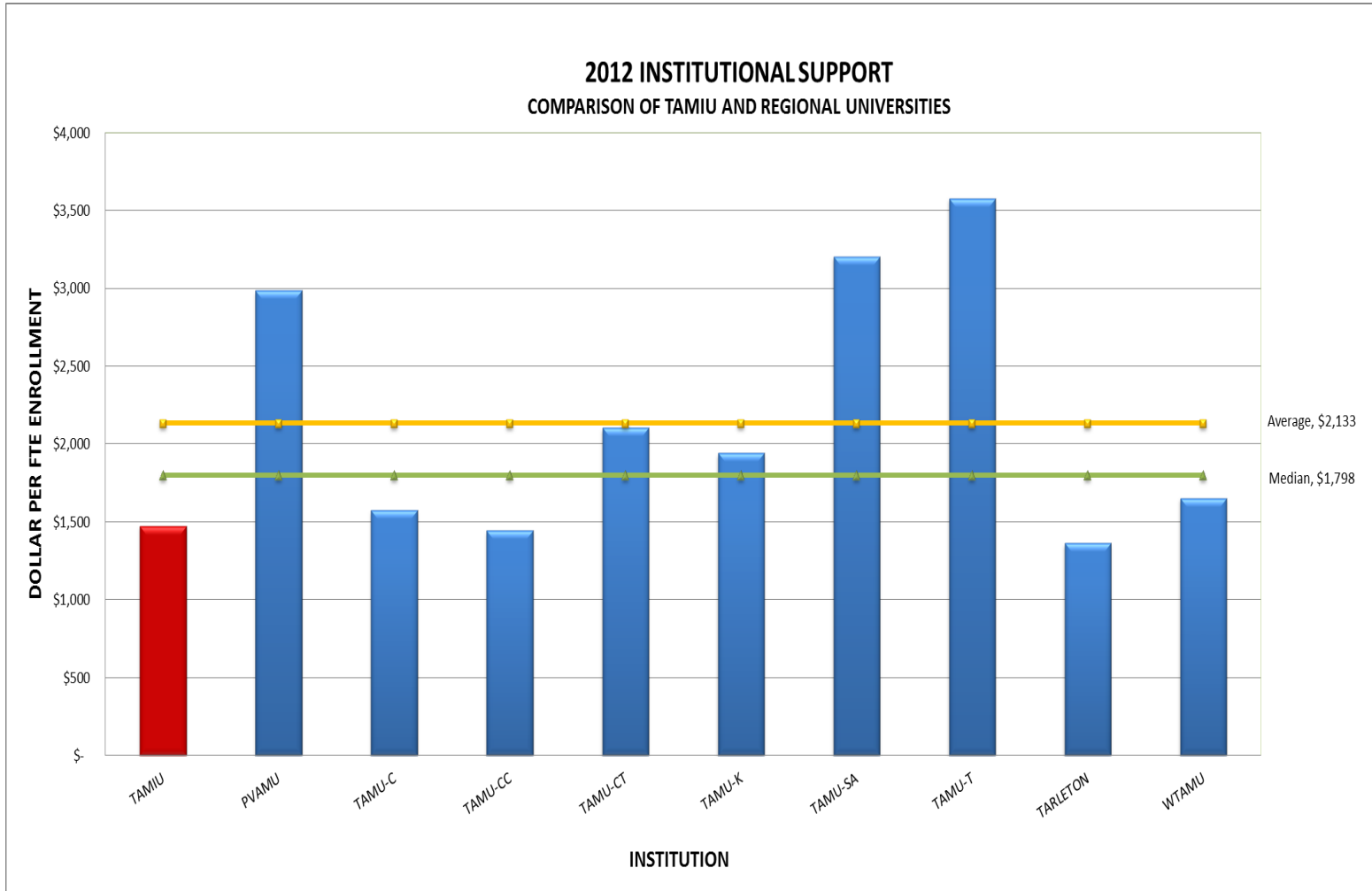
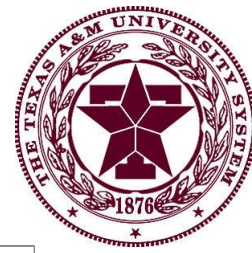
Source: U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMIU Student Services Costs versus Regional Universities



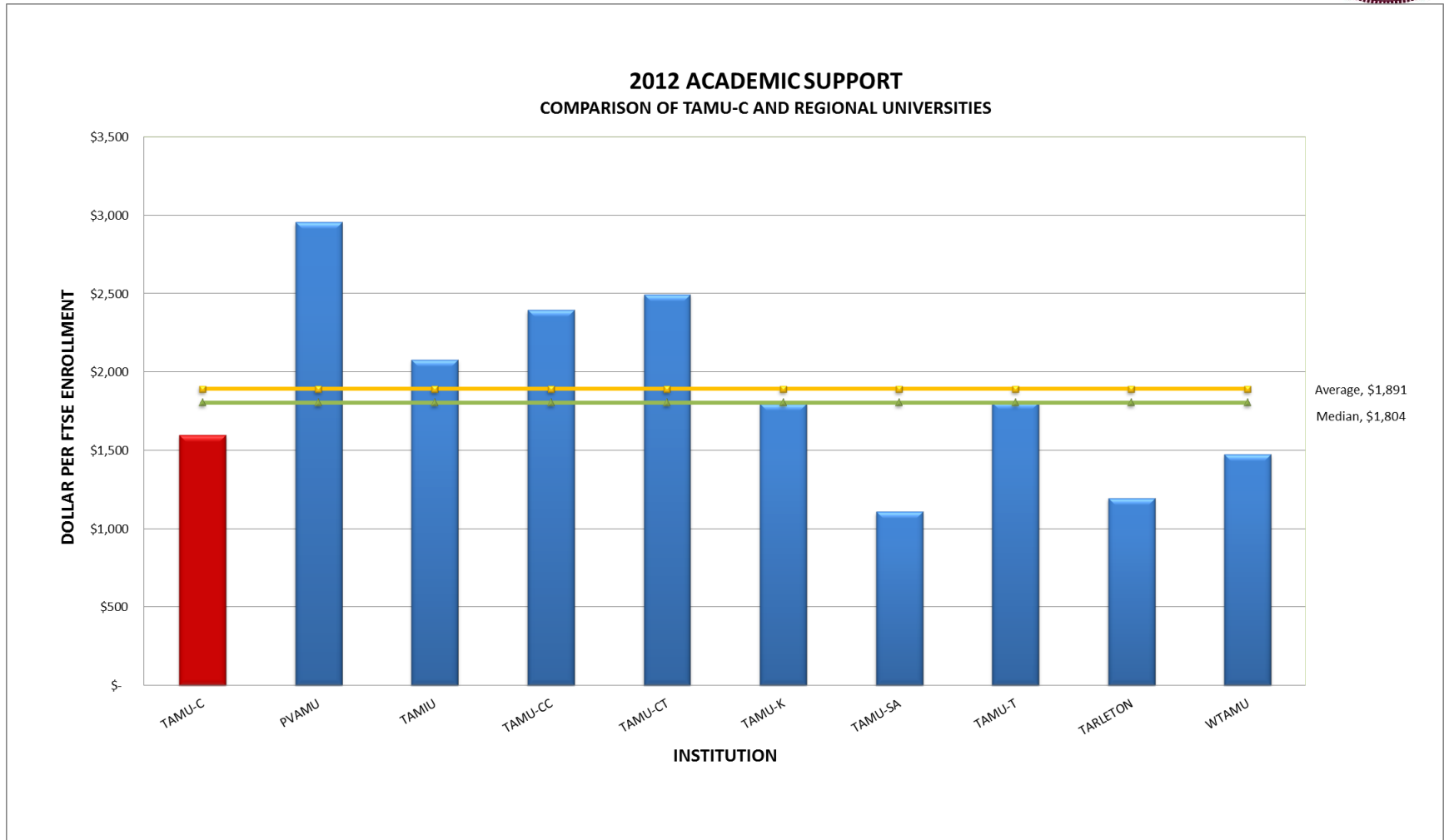
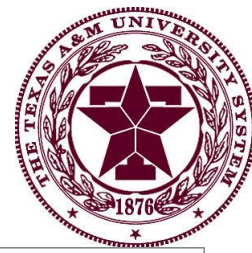
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TAMIU Institutional Support Costs versus Regional Universities



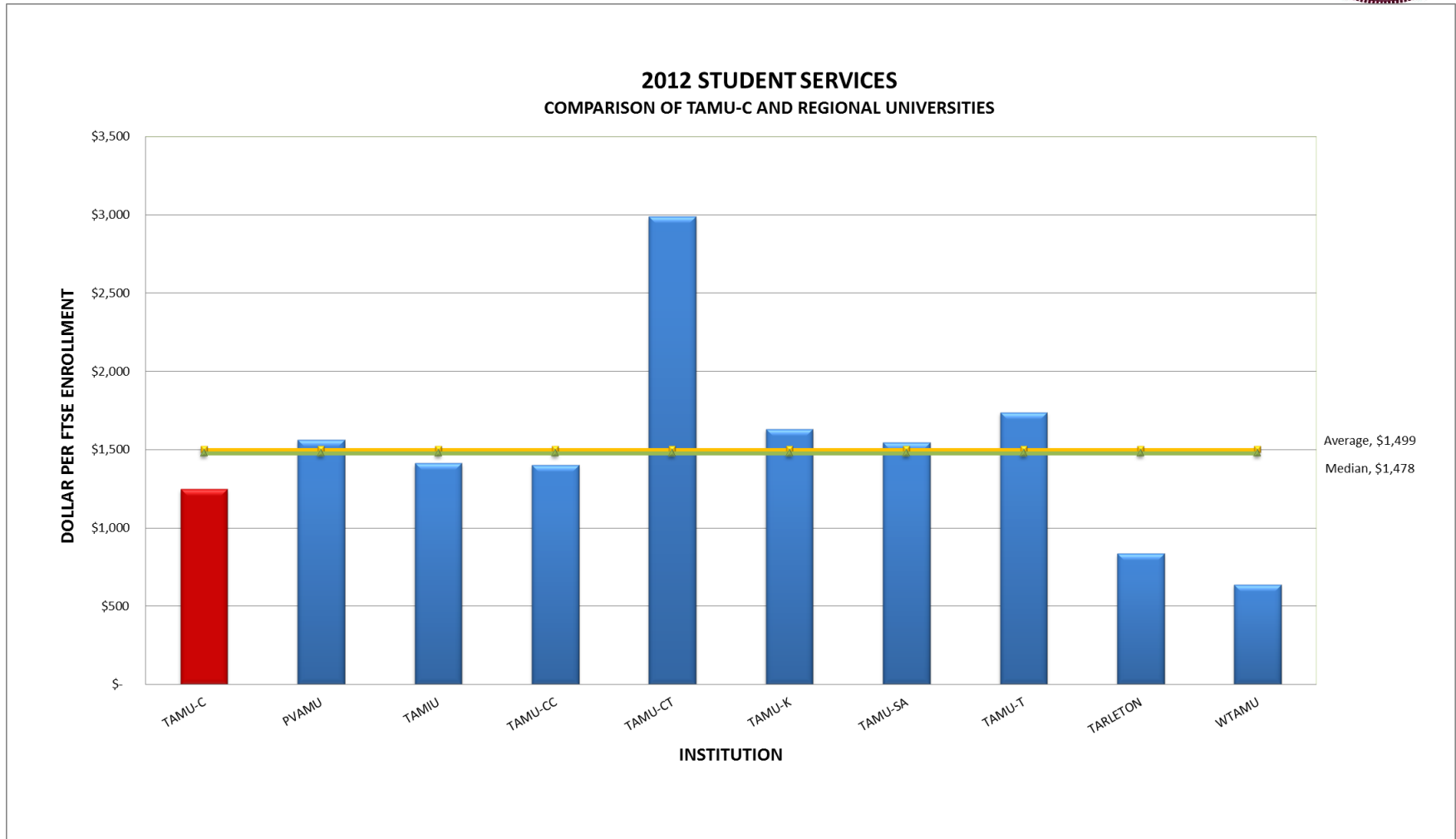
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-C Academic Support Costs versus Regional Universities



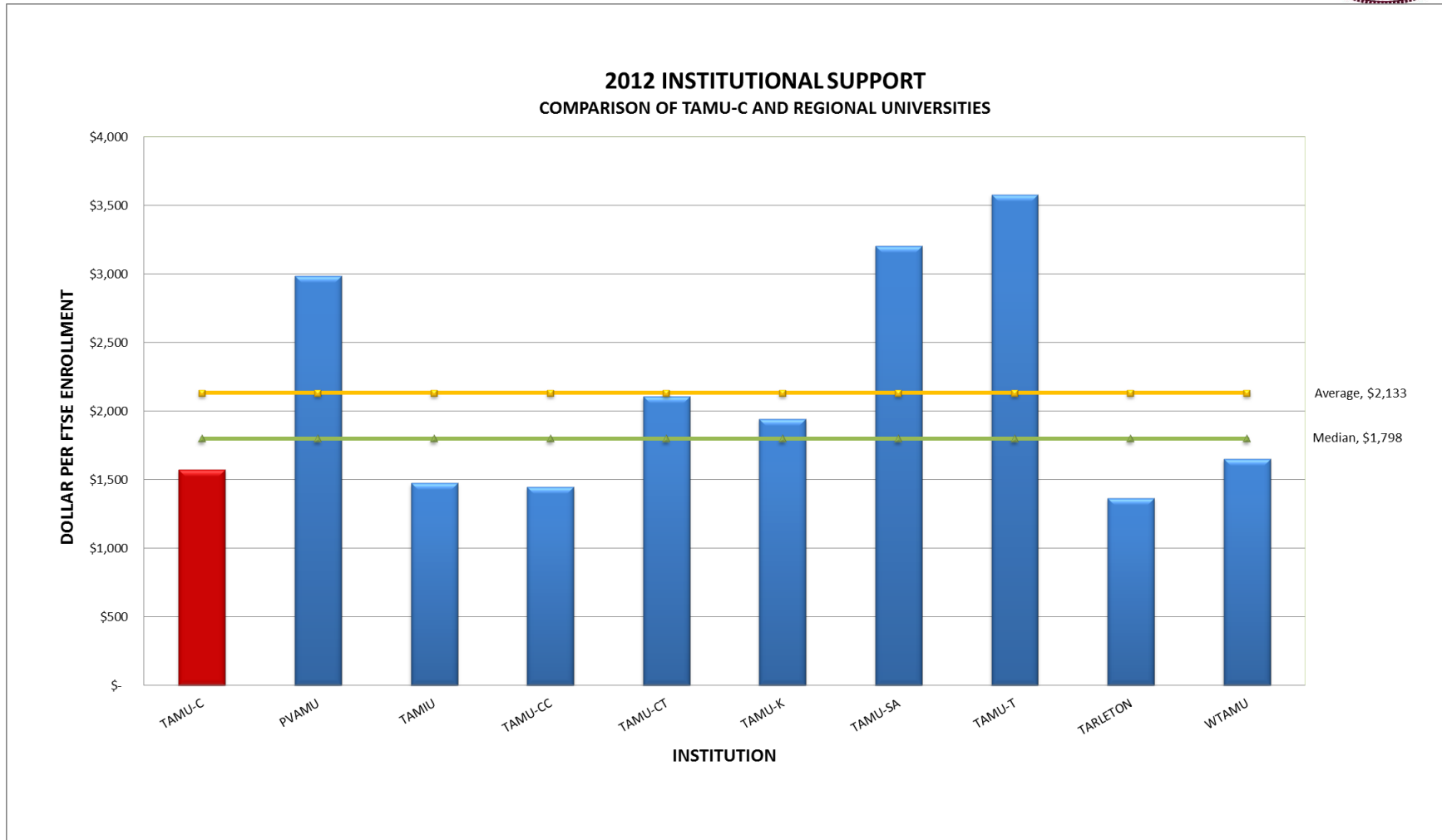
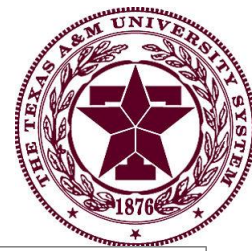
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-C Student Services Costs versus Regional Universities



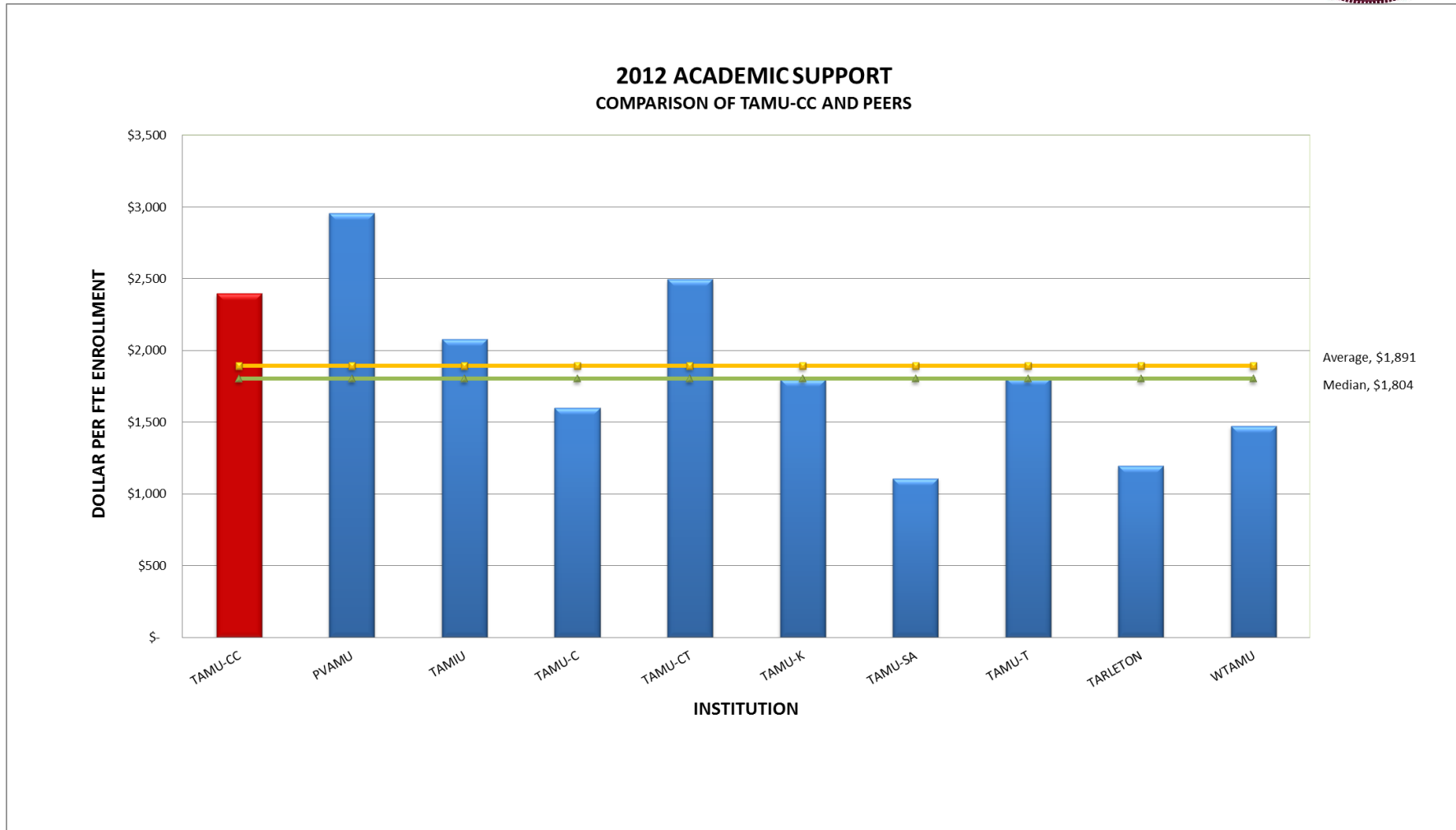
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-C Institutional Support Costs versus Regional Universities



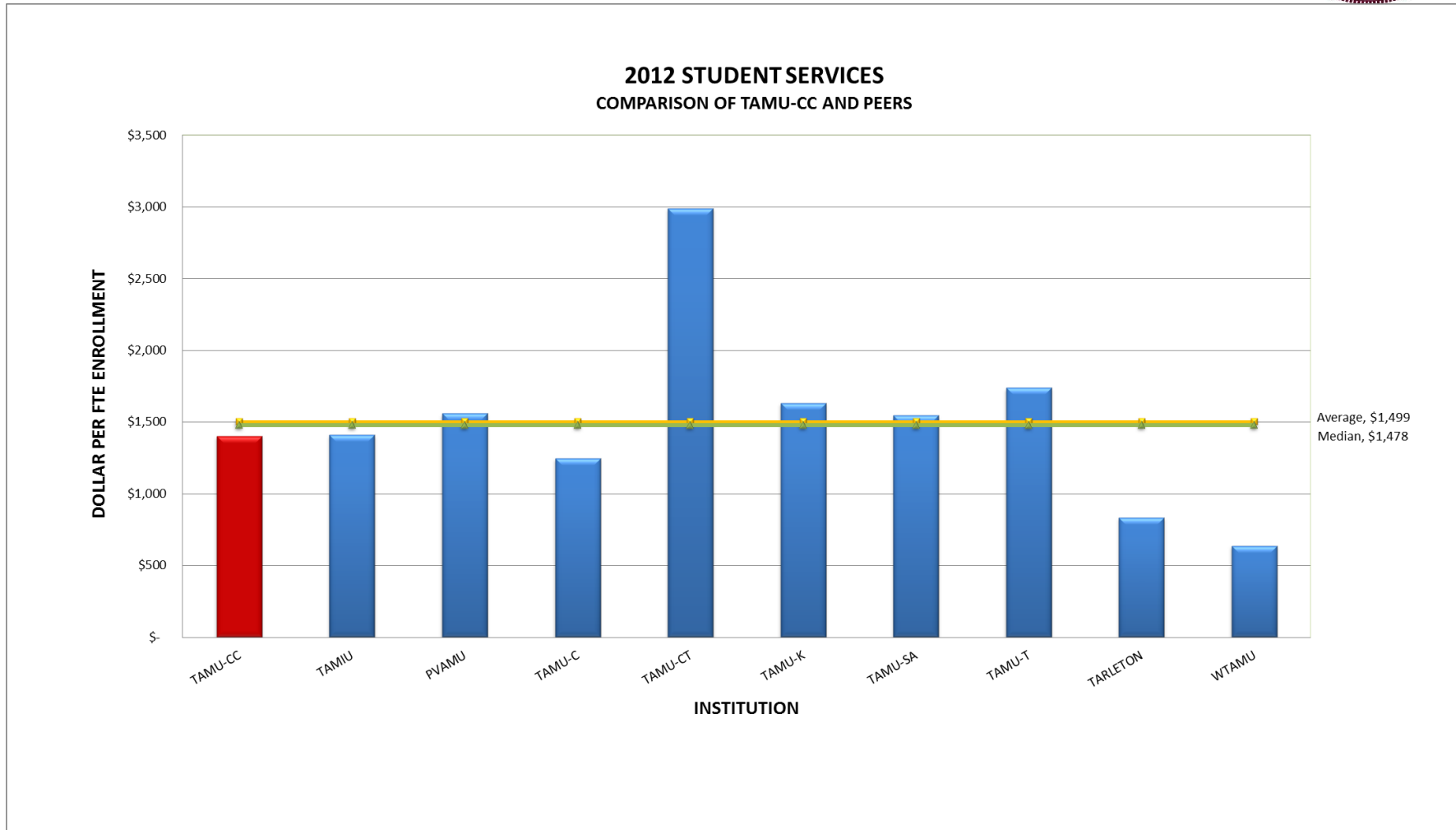
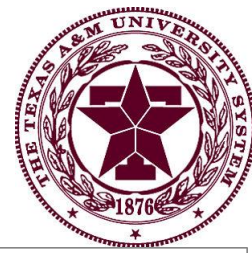
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CC Academic Support Costs versus Regional Universities



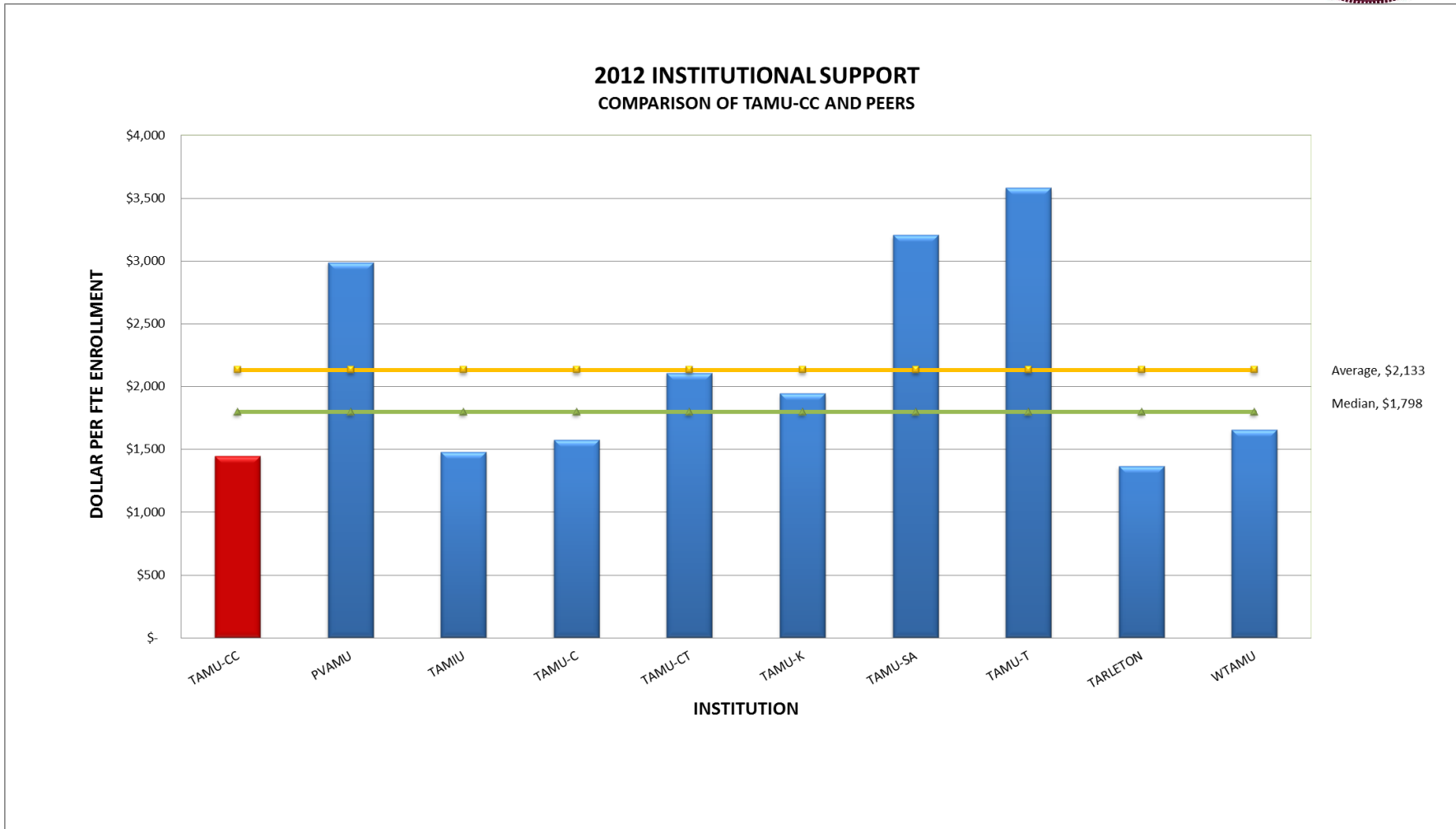
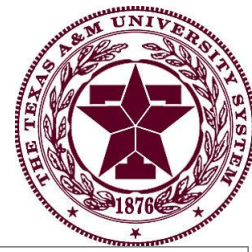
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CC Student Services Costs versus Regional Universities



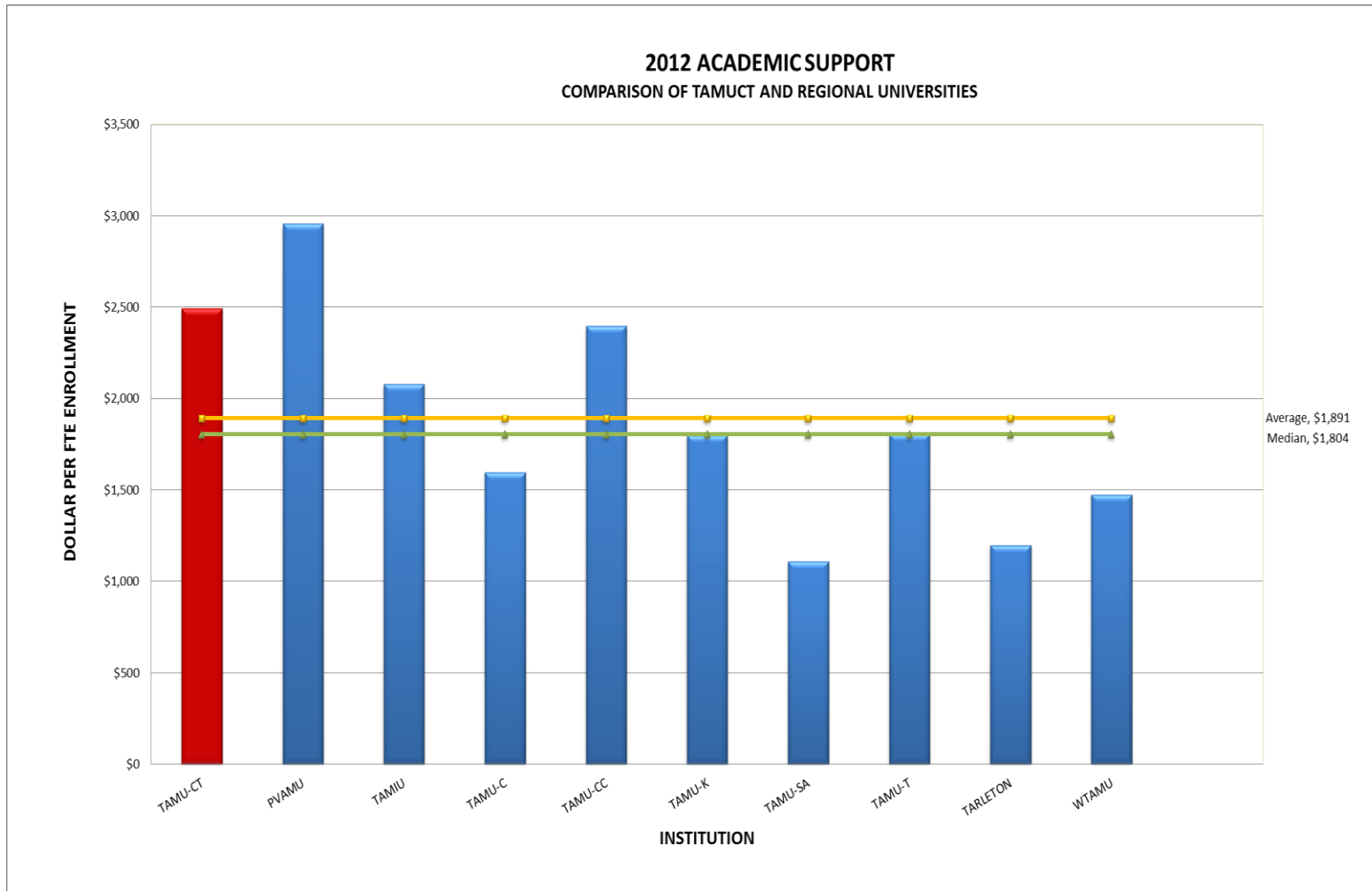
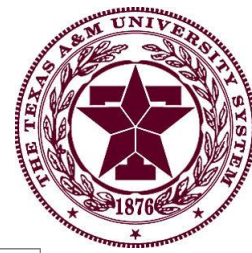
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CC Institutional Support Costs versus Regional Universities



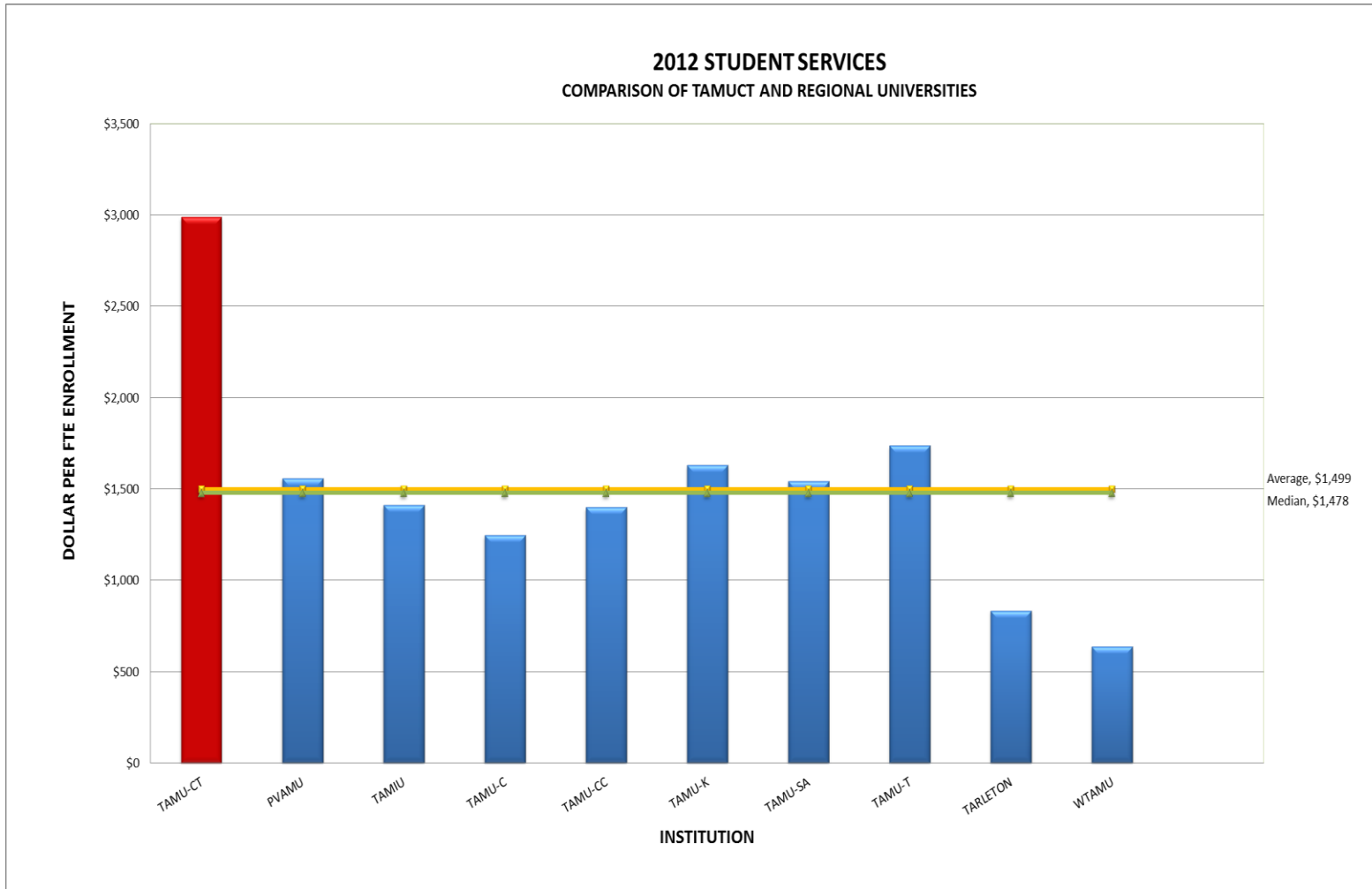
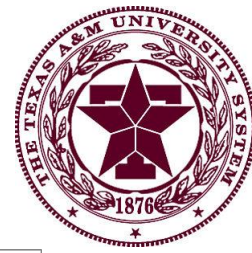
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CT Academic Support Costs versus Regional Universities



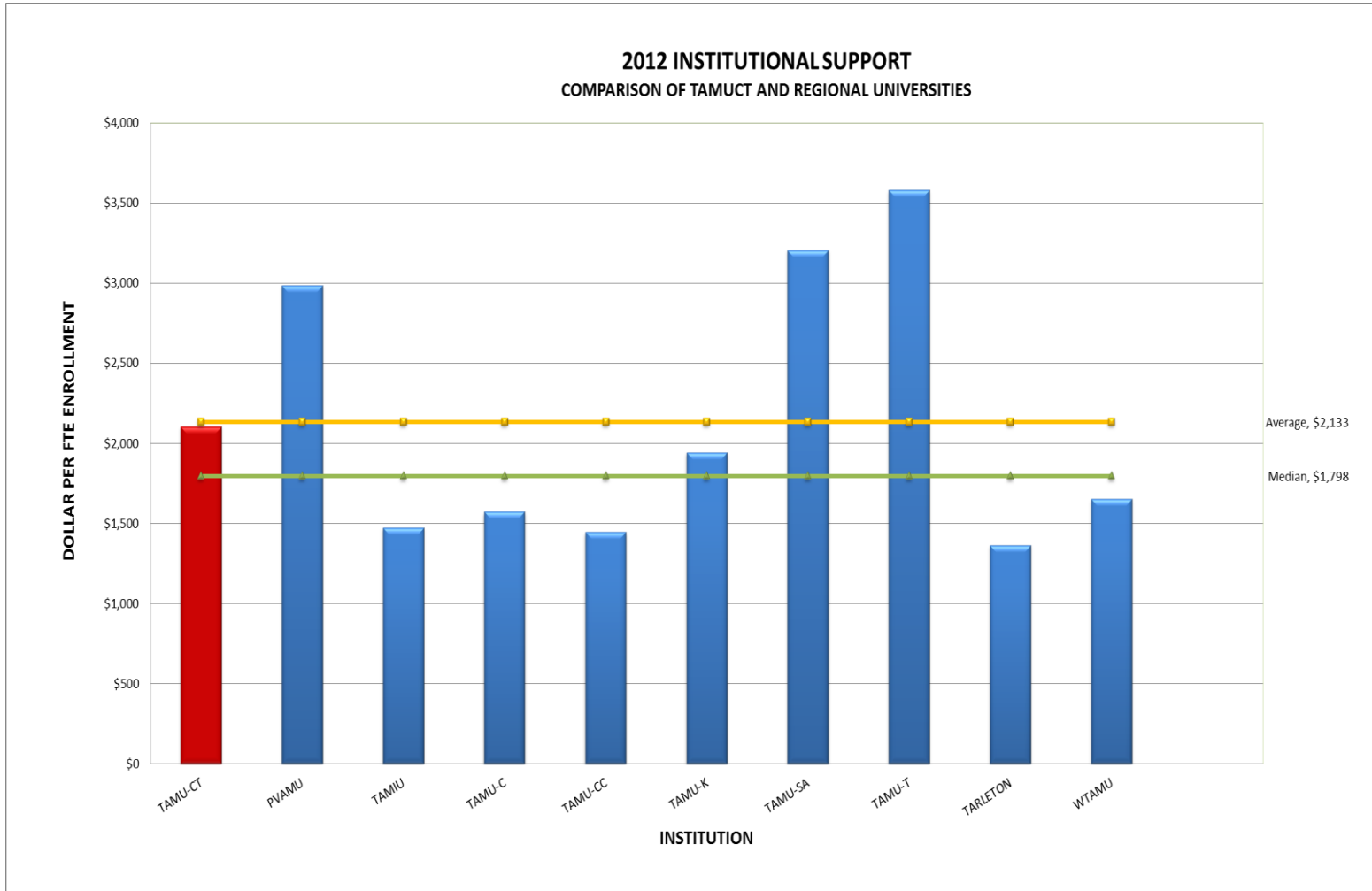
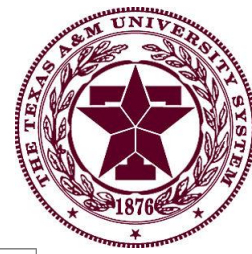
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CT Student Services Costs versus Regional Universities



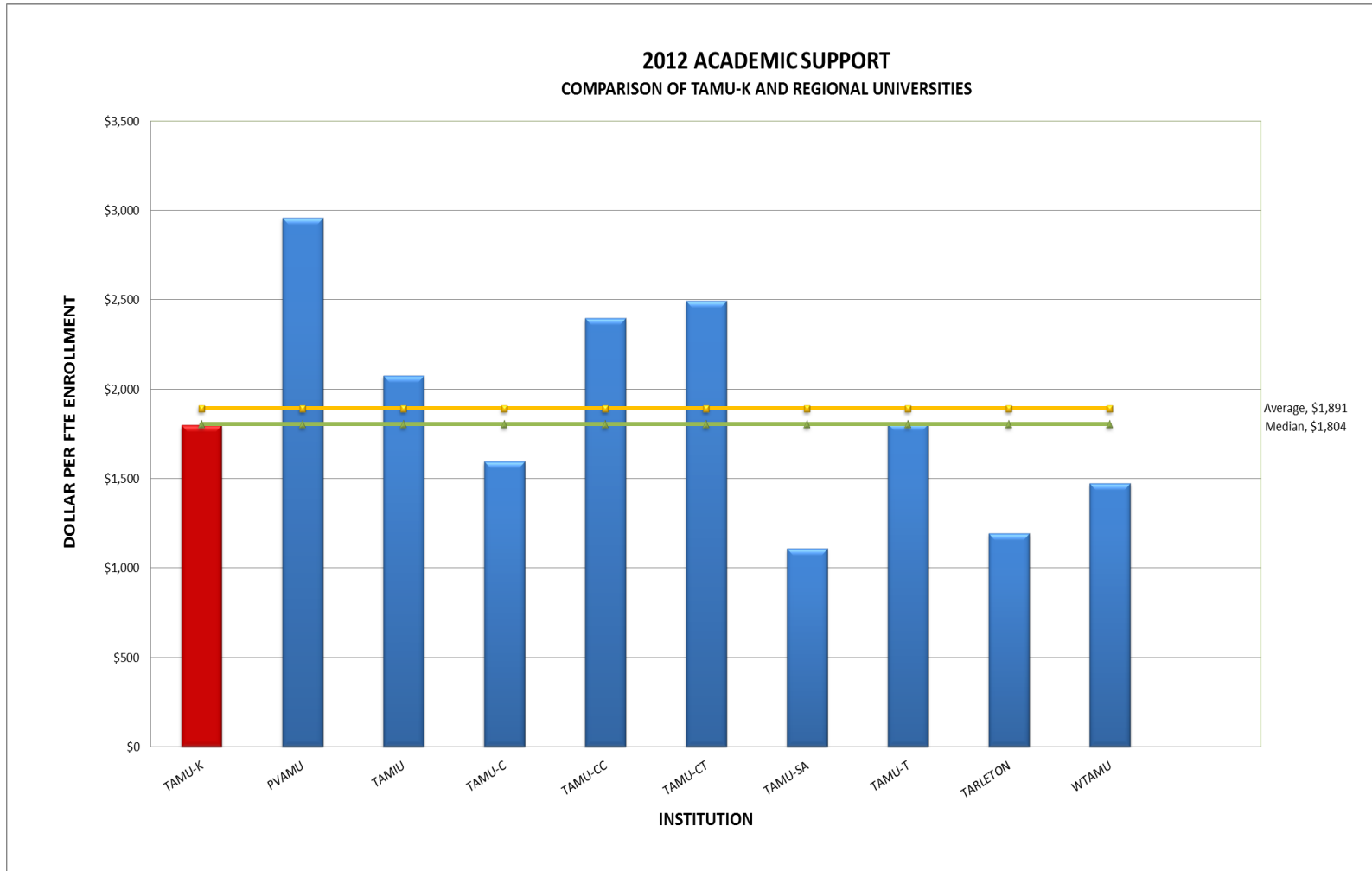
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-CT Institutional Support Costs versus Regional Universities



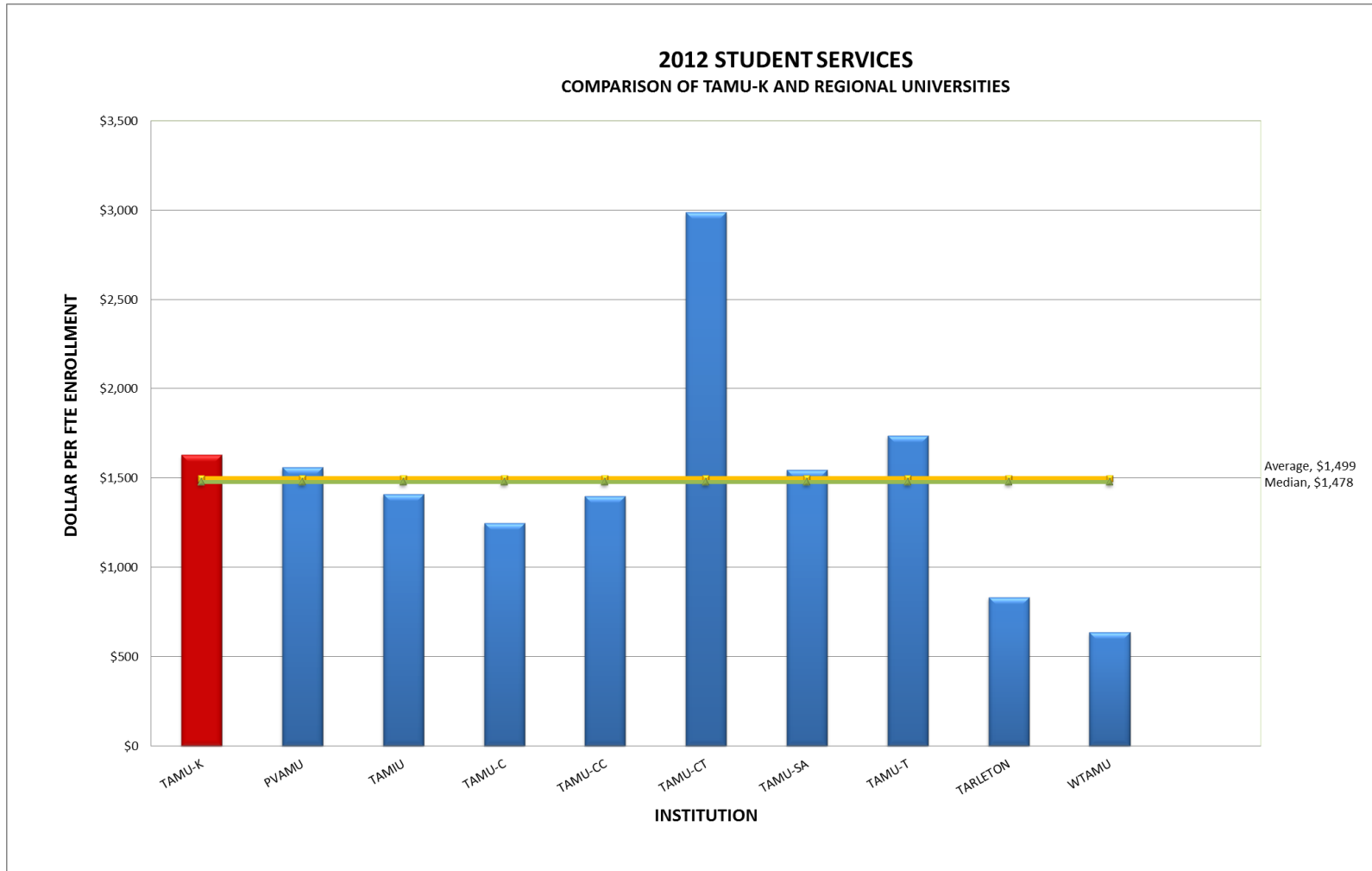
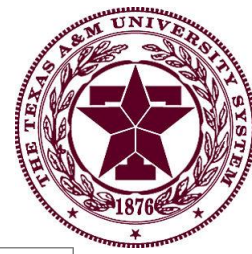
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-K Academic Support Costs versus Regional Universities



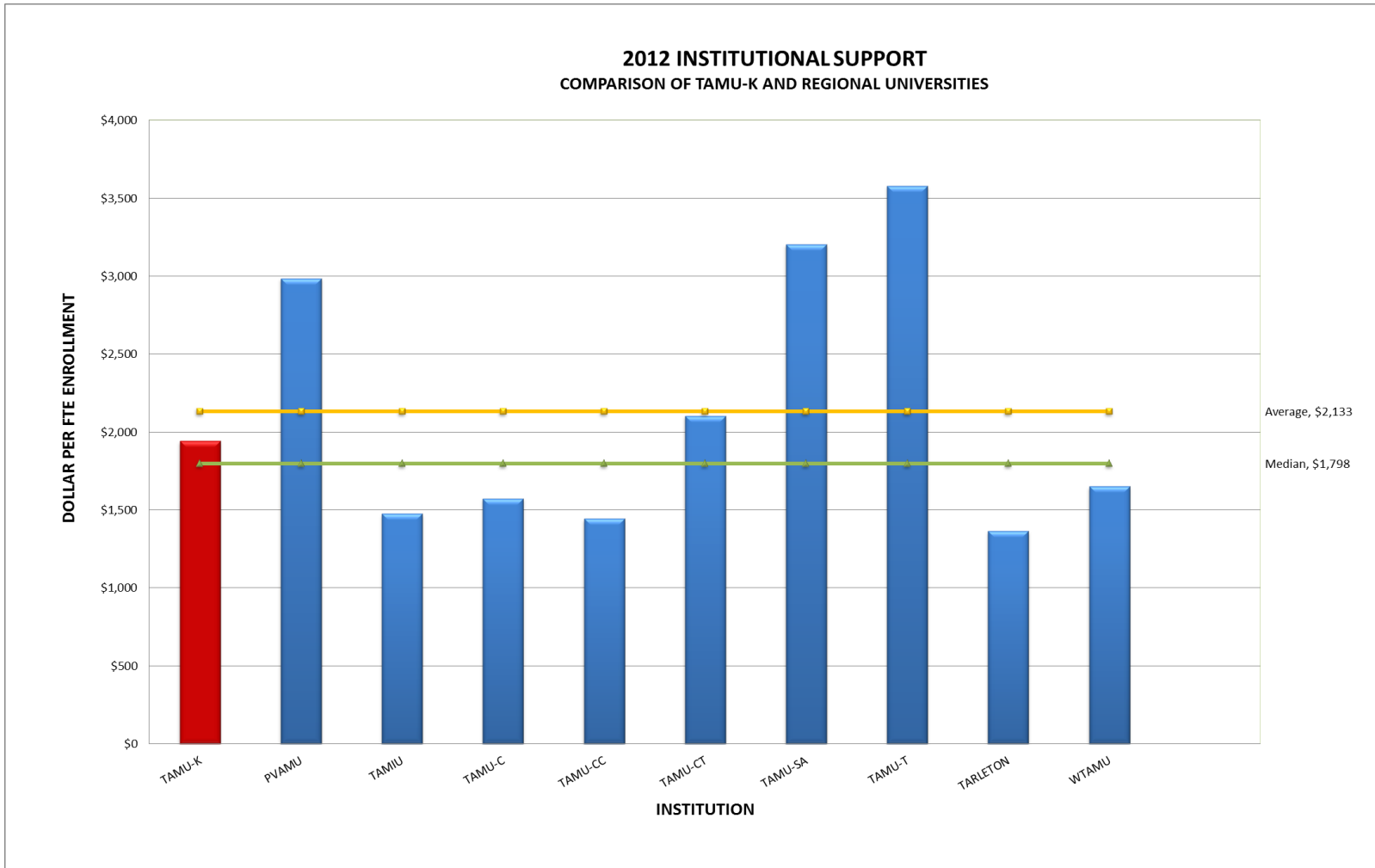
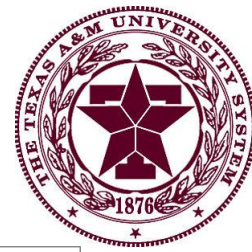
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-K Student Services Costs versus Regional Universities



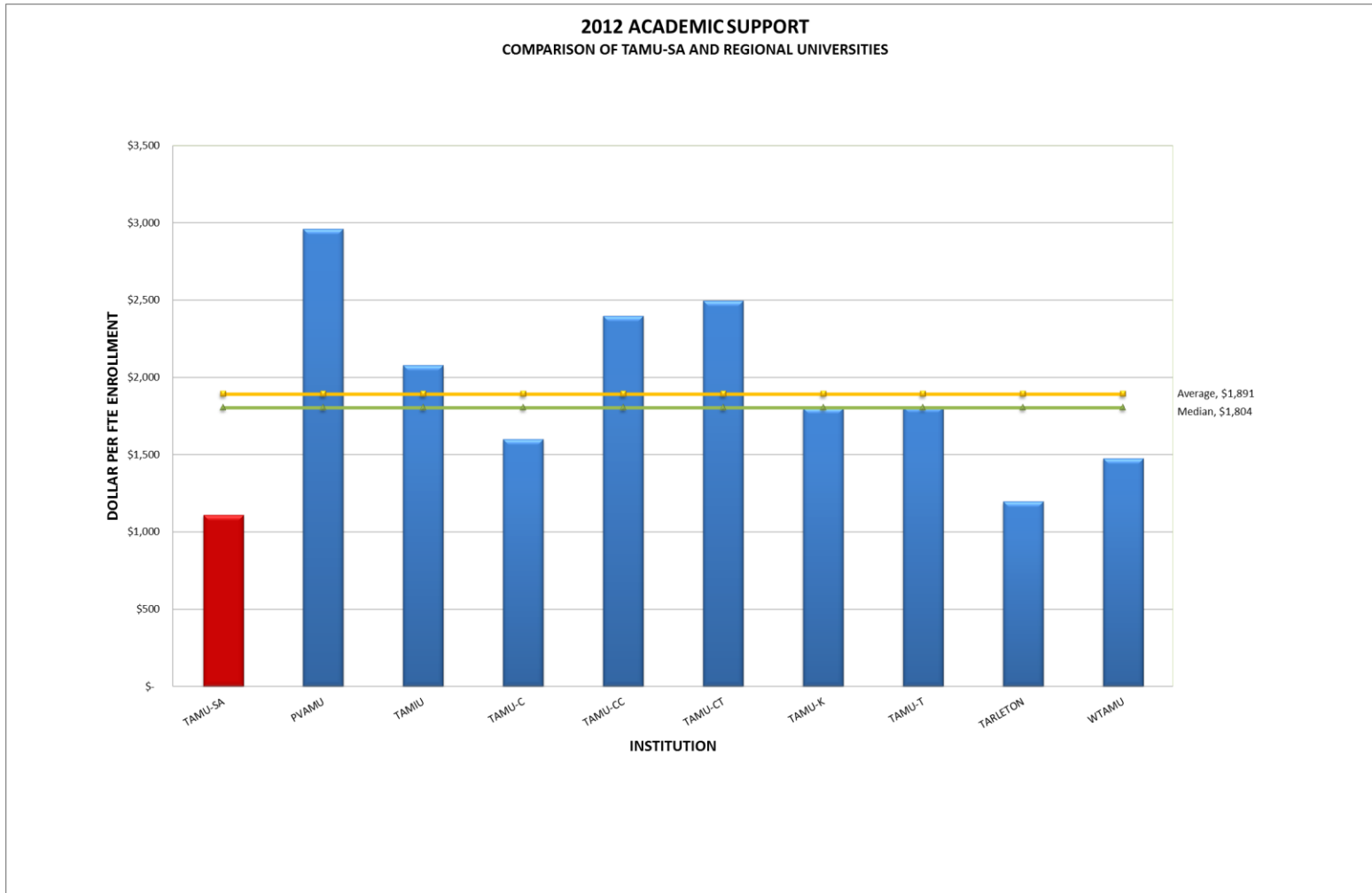
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-K Institutional Support Costs versus Regional Universities



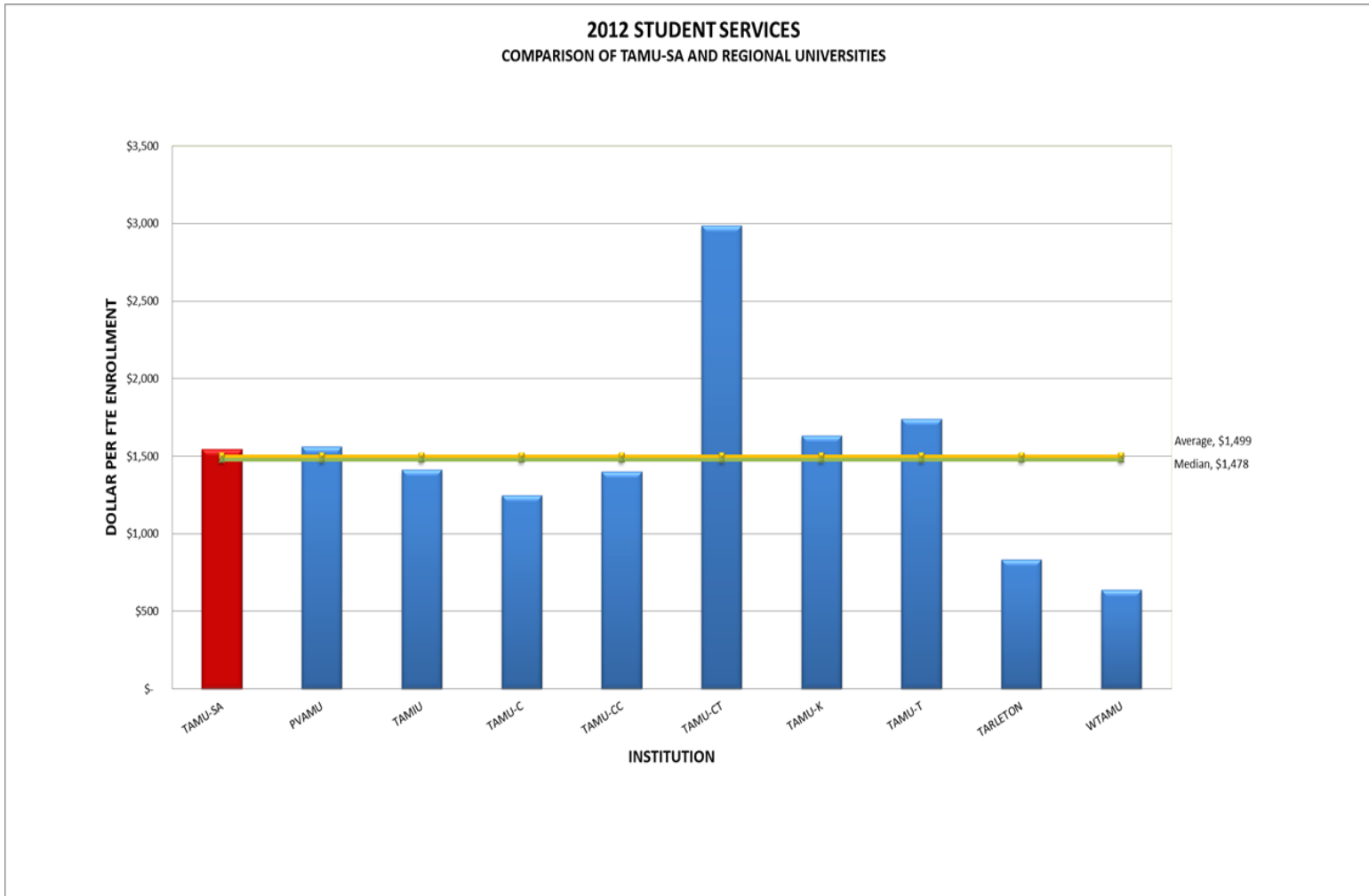
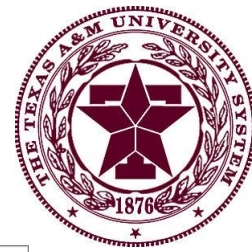
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-SA Academic Support Costs versus TAMUS Regional Universities



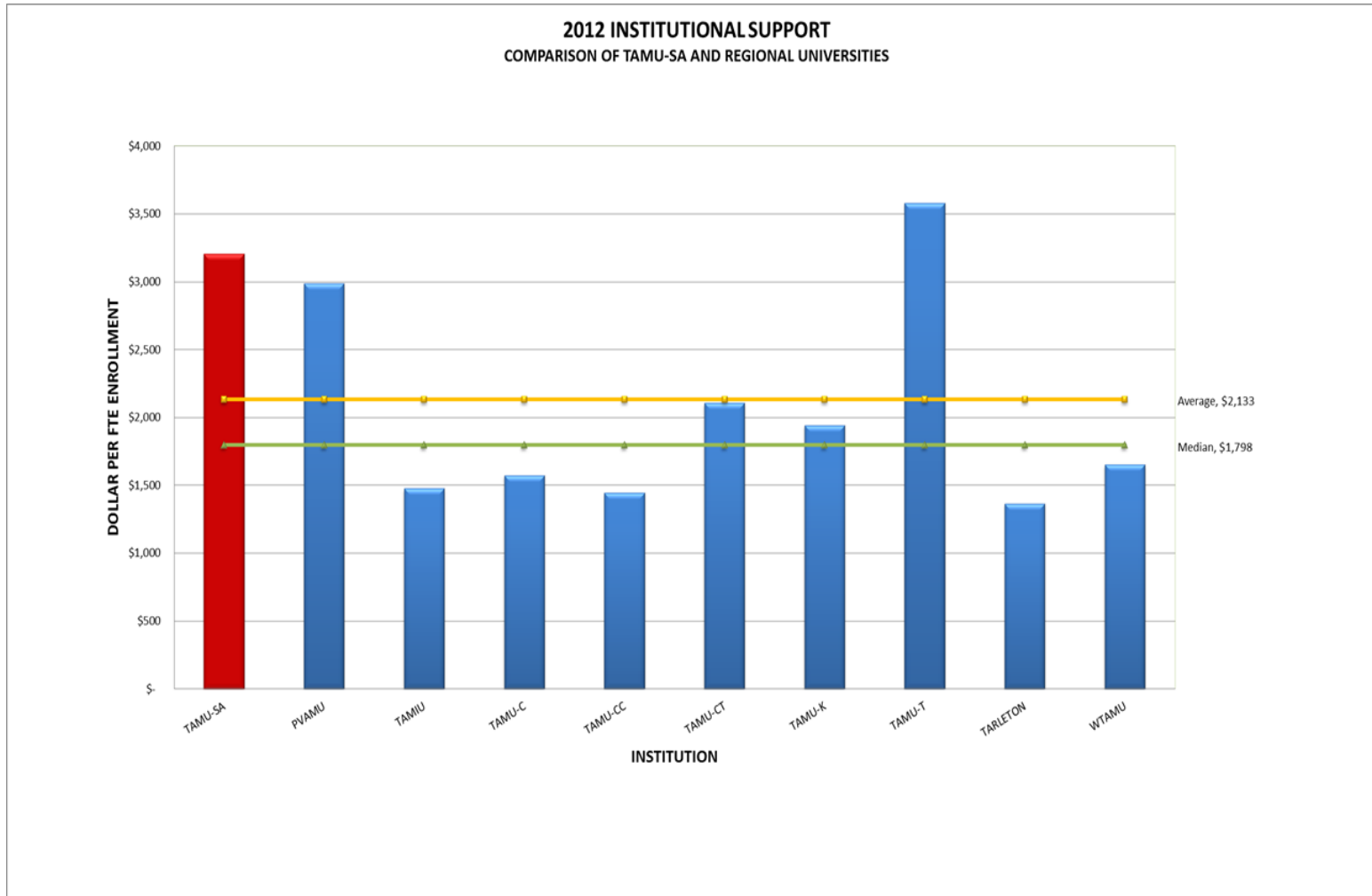
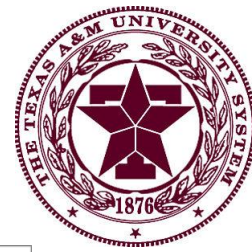
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-SA Student Services Costs versus TAMUS Regional Universities



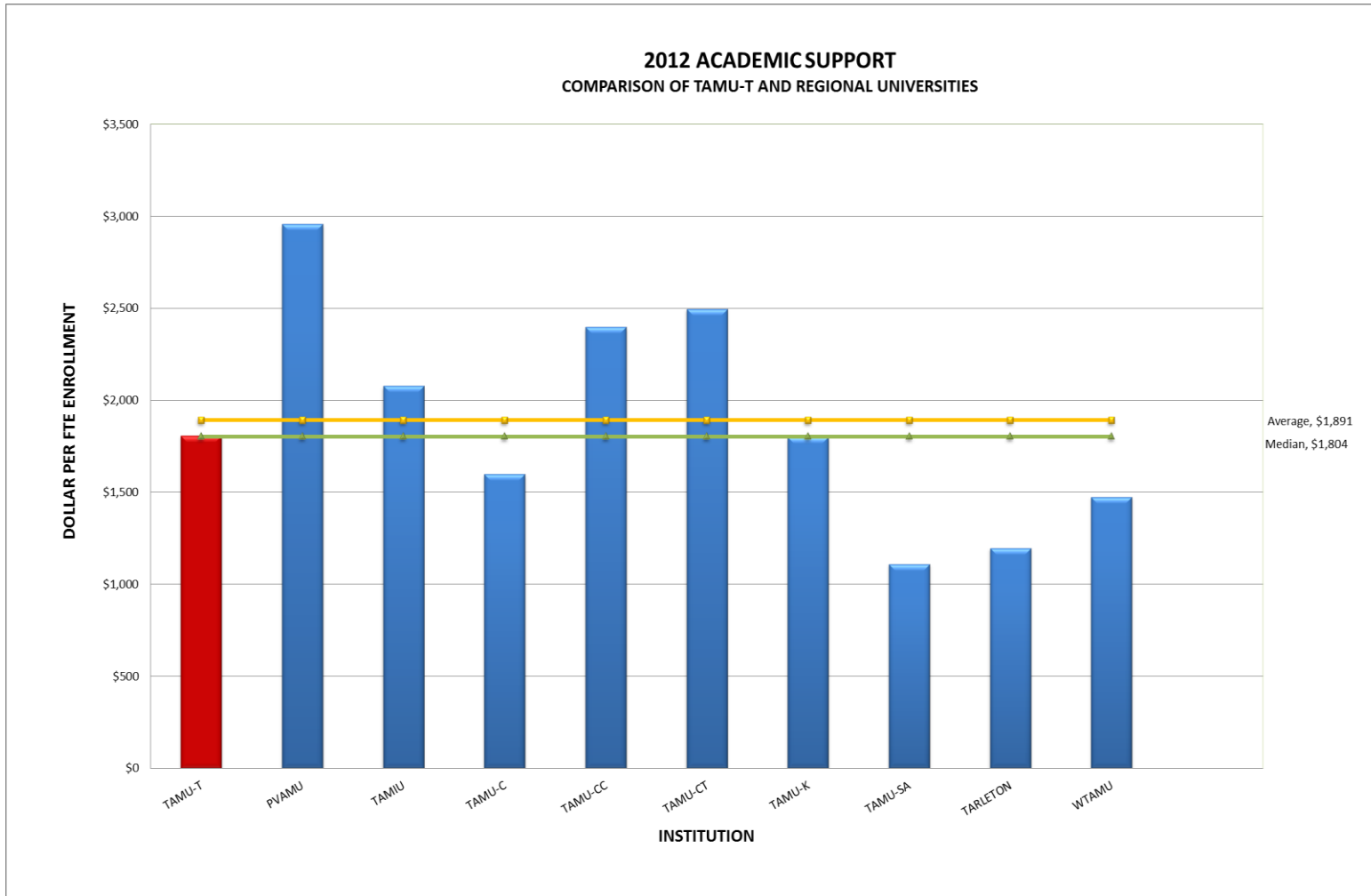
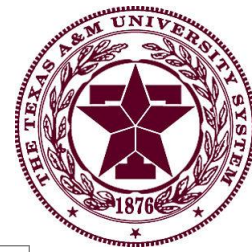
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-SA Institutional Support Costs versus TAMUS Regional Universities



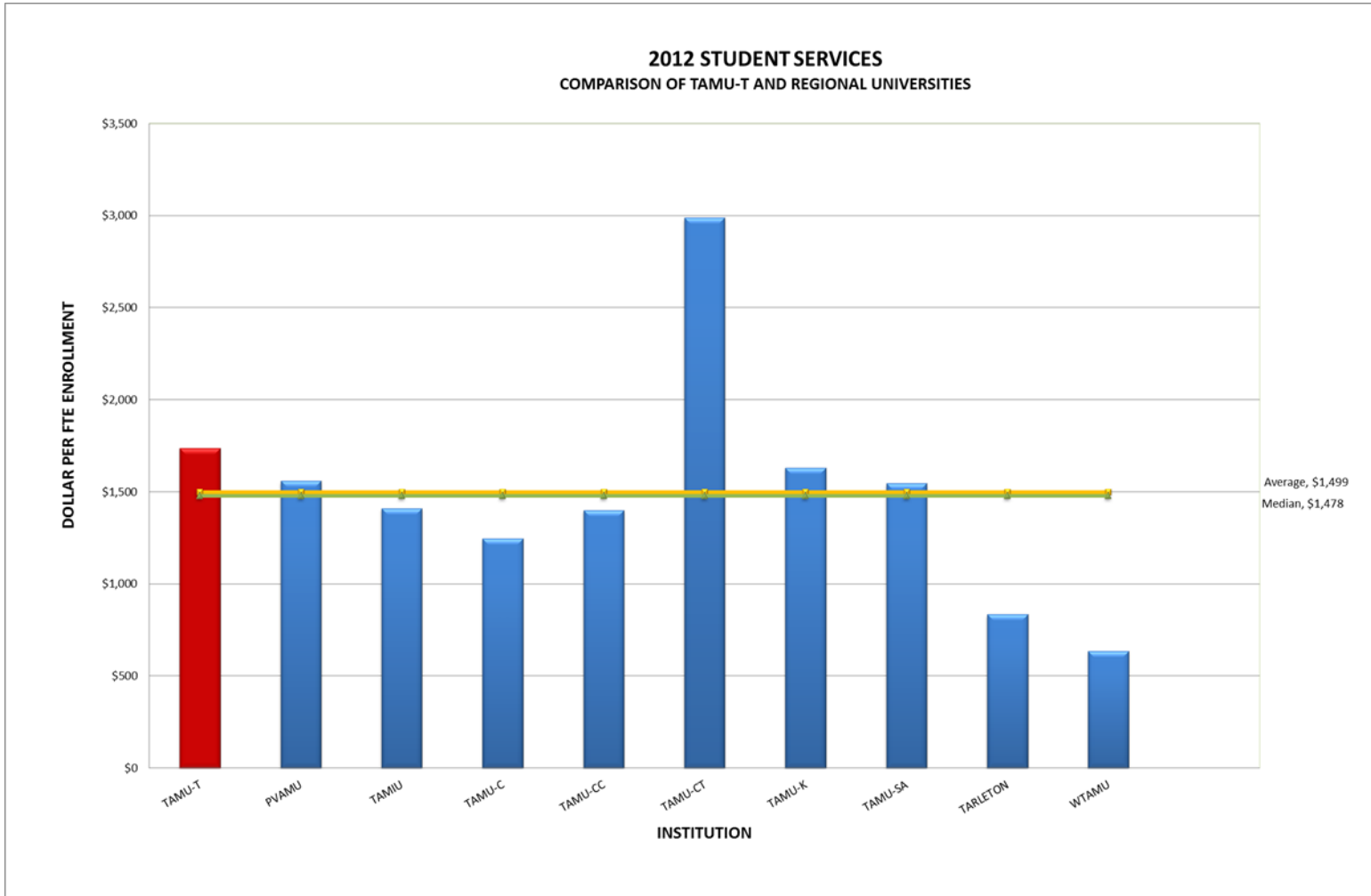
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-T Academic Support Costs versus TAMUS Regional Universities



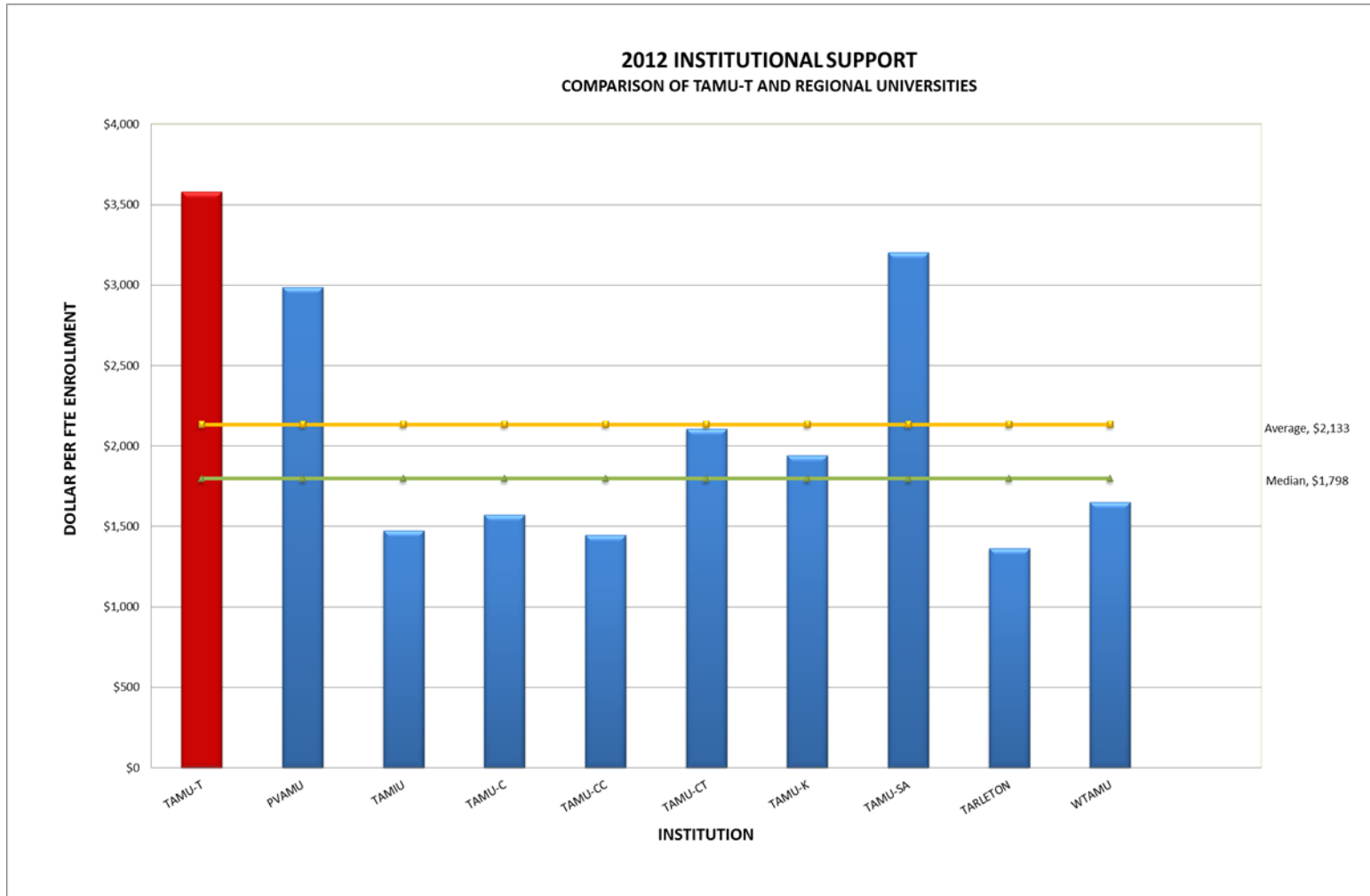
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-T Student Services Costs versus TAMUS Regional Universities



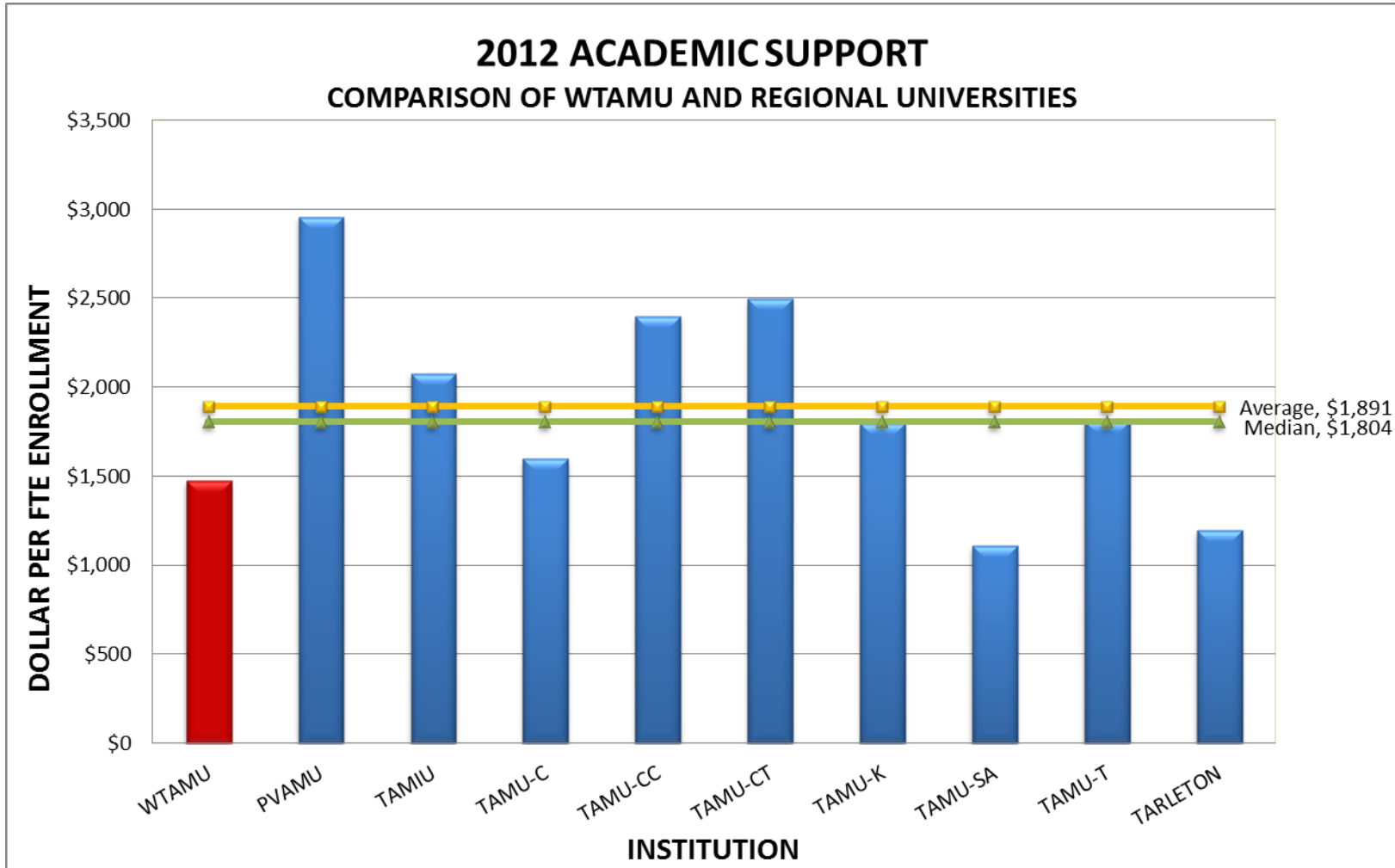
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

TAMU-T Institutional Support Costs versus TAMUS Regional Universities



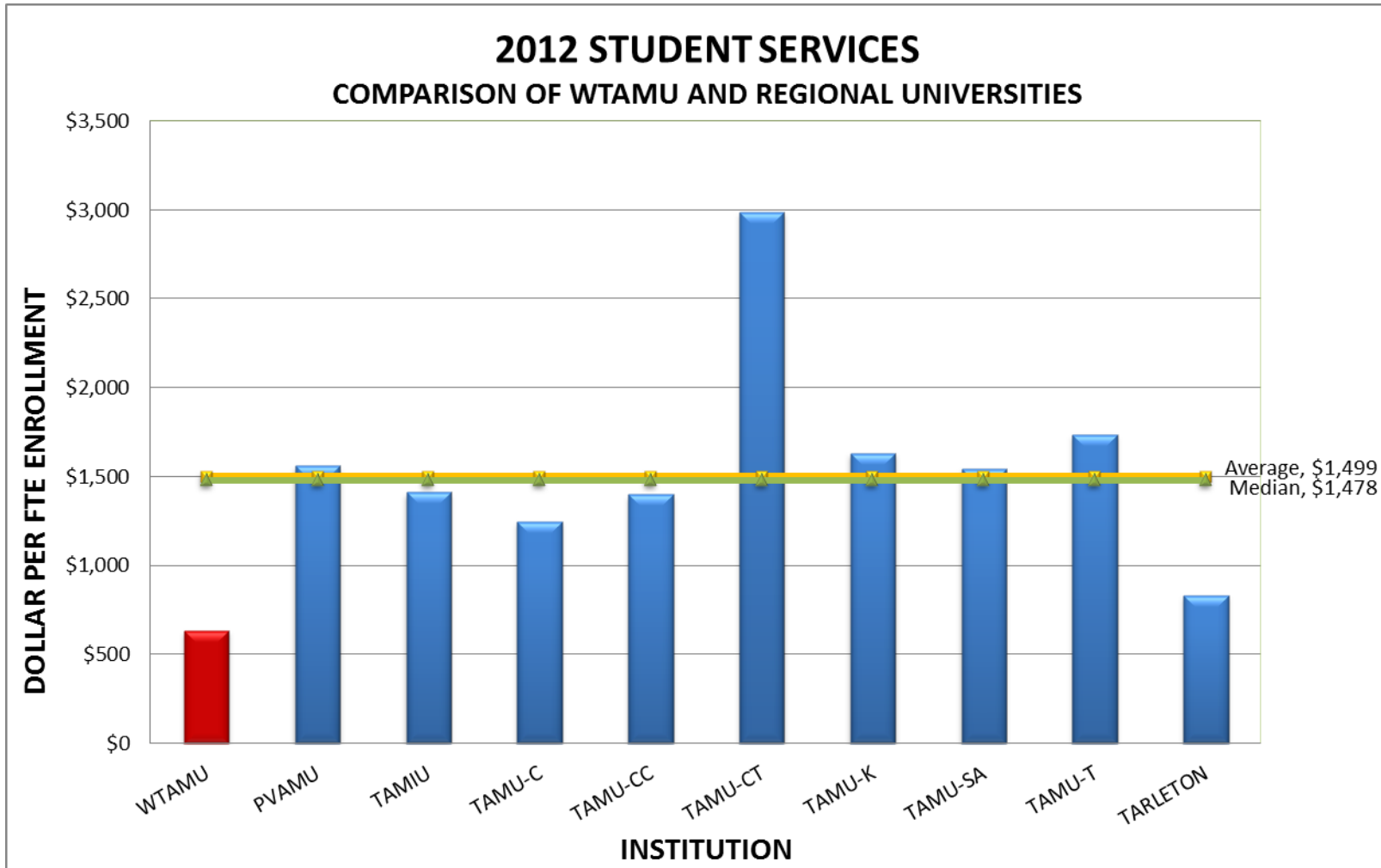
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

WTAMU Academic Support Costs versus TAMUS Regional Universities



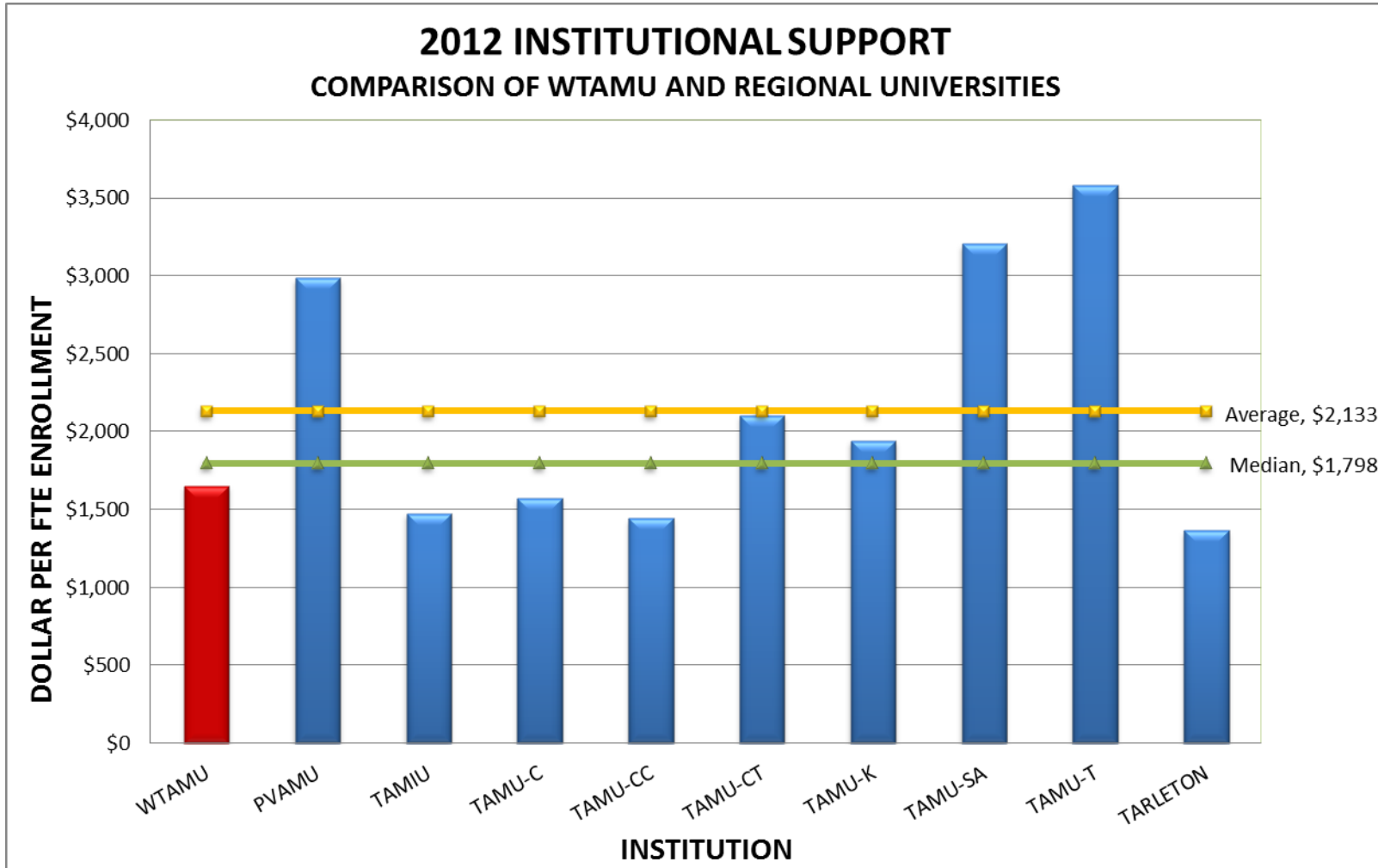
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

WTAMU Student Services Costs versus TAMUS Regional Universities



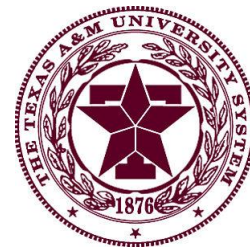
Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

WTAMU Institutional Support Costs versus TAMUS Regional Universities



Source: U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for FY12, the latest year available for comparison across all peers and aspirants.

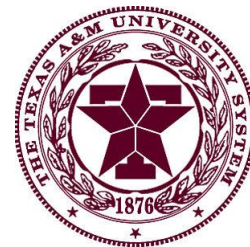
*Appendix E:
3- and 5-Year Trends
by Regional University*



3- and 5-Year Trends

- Regional university 3- and 5-year trends are presented on the following pages for:
 - Enrollment
 - Semester credit hours
 - Tuition and fees
 - State appropriations
 - Pell grants
- During the on-site review of preliminary findings, regional university representatives requested inclusion of:
 - Enrollment and semester credit hours, as a measure of university growth which is due consideration in connection with comparisons to peers that may not be experiencing a similar level of growth, and as a point of comparison to increases in academic support, student service, and institutional support costs during the same period
 - State appropriations, as a measure due consideration as tuition and fees changes are considered
 - Pell grants, as a indicator of the level of incremental services and associated costs associated with first generation students

3- and 5-year trend information related to these factors were therefore identified and are presented on the following pages.



3- and 5-Year Trends

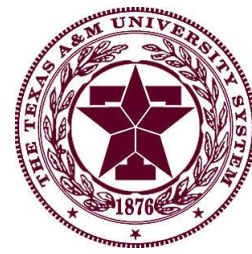
Representatives from several regional universities noted that increases in certain costs, and particularly increases in student service costs, during these periods resulted from the university's initiative to replace appropriations with grants. Expenditures associated with these grants are reported as costs if the costs were classified as academic support, student services or institutional support. Inclusion of these grant costs explains some of administrative cost increases in excess of core mission costs increases.

Regional university representatives were invited to provide a written explanation of noteworthy rationale for administrative costs increases. A summary of the written responses that were received are included as a footnote for those universities that provided written responses.

- In response to review of the final draft report, regional university representatives noted that, with respect to student service cost increases, a portion of the increases are attributable to student referenda, student votes, and other causes not directly in the control of regional university leadership.

PVAMU

3-Year Trends



PVAMU	Fall 2010	Fall 2013	3-Year Change
Enrollment ¹	7,367	7,045	-4.4%
Semester Credit Hours ¹	107,087	102,722	-4.1%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

PVAMU	Fall 2010	Fall 2013	3-Year Change
Tuition ²	\$2,758	\$2,906	5.3%
Fees ²	\$890	\$1,353	52.1%
Total Tuition & Fees	\$3,648	\$4,258	16.7%
State Appropriations ³	\$60.4M	\$52.4M	-13.2%
Pell Grants ⁴	\$21.1M	\$20.5M	-2.9%

² Source: The Texas A&M University System (TAMUS) – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

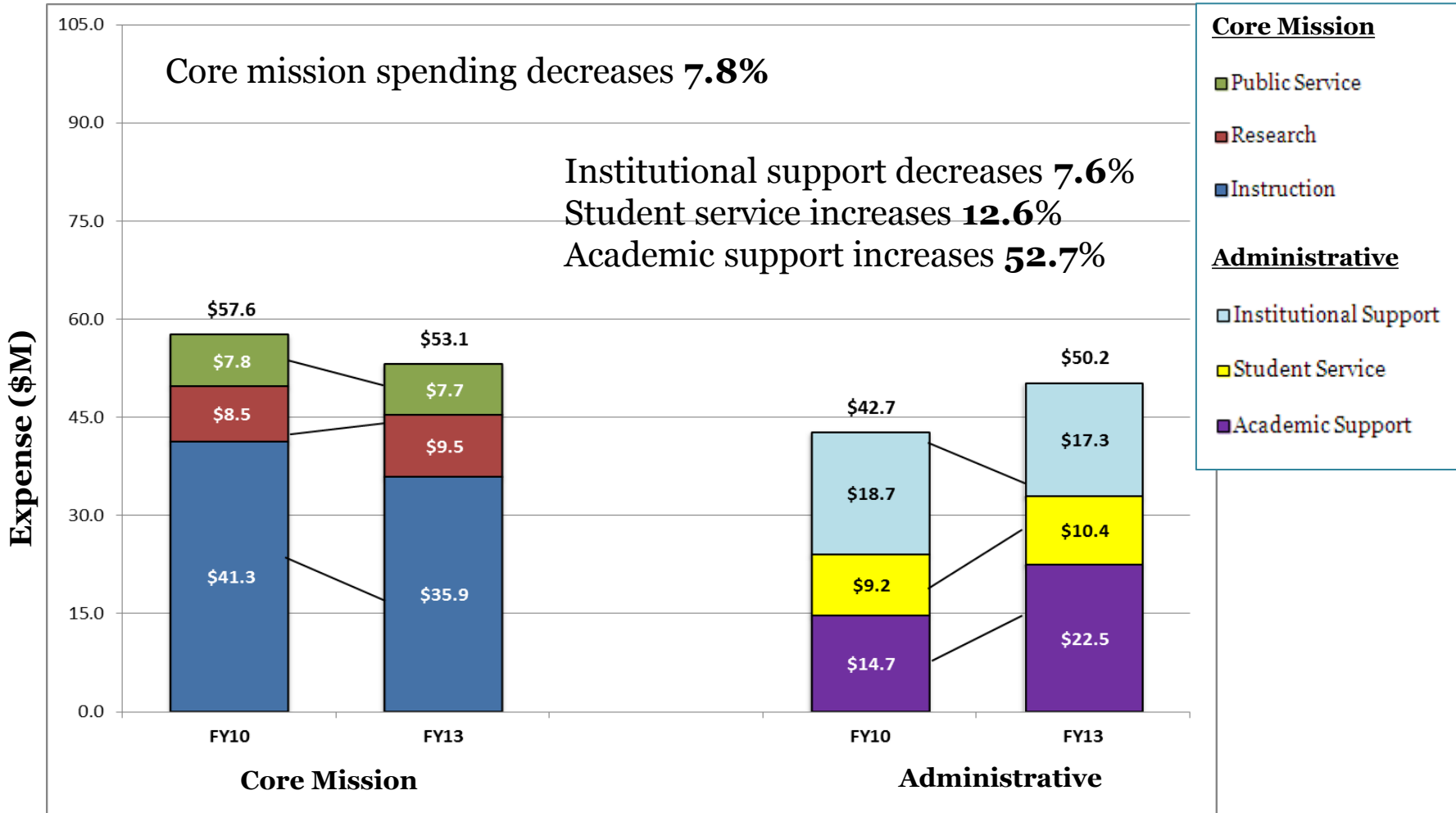
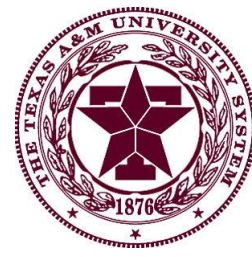
³ Source: PVAMU unaudited Annual Financial Reports

⁴ Source: TAMUS

Note: In response to review of the final draft report, PVAMU provided explanation of administrative cost increases. The PVAMU response is presented at the conclusion of the PVAMU set of charts.

PVAMU

3-Year Core Mission Spend

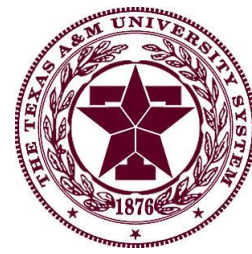


Source: PVAMU unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

Note: In response to review of the final draft report, PVAMU provided explanation of administrative cost increases. The PVAMU response is presented at the conclusion of the PVAMU set of charts.

PVAMU

5-Year Trends



PVAMU	Fall 2008	Fall 2013	5-Year Change
Enrollment ¹	6,870	7,045	2.5%
Semester Credit Hours ¹	99,619	102,722	3.1%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

PVAMU	Fall 2008	Fall 2013	5-Year Change
Tuition ²	\$2,557	\$2,906	13.6%
Fees ²	\$855	\$1,353	58.3%
Total Tuition & Fees	\$3,411	\$4,258	24.8%
State Appropriations ³	\$65.6M	\$52.4M	-20.1%
Pell Grants ⁴	\$12.1M	\$20.5M	69.9%

² Source: The Texas A&M University System (TAMUS) – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

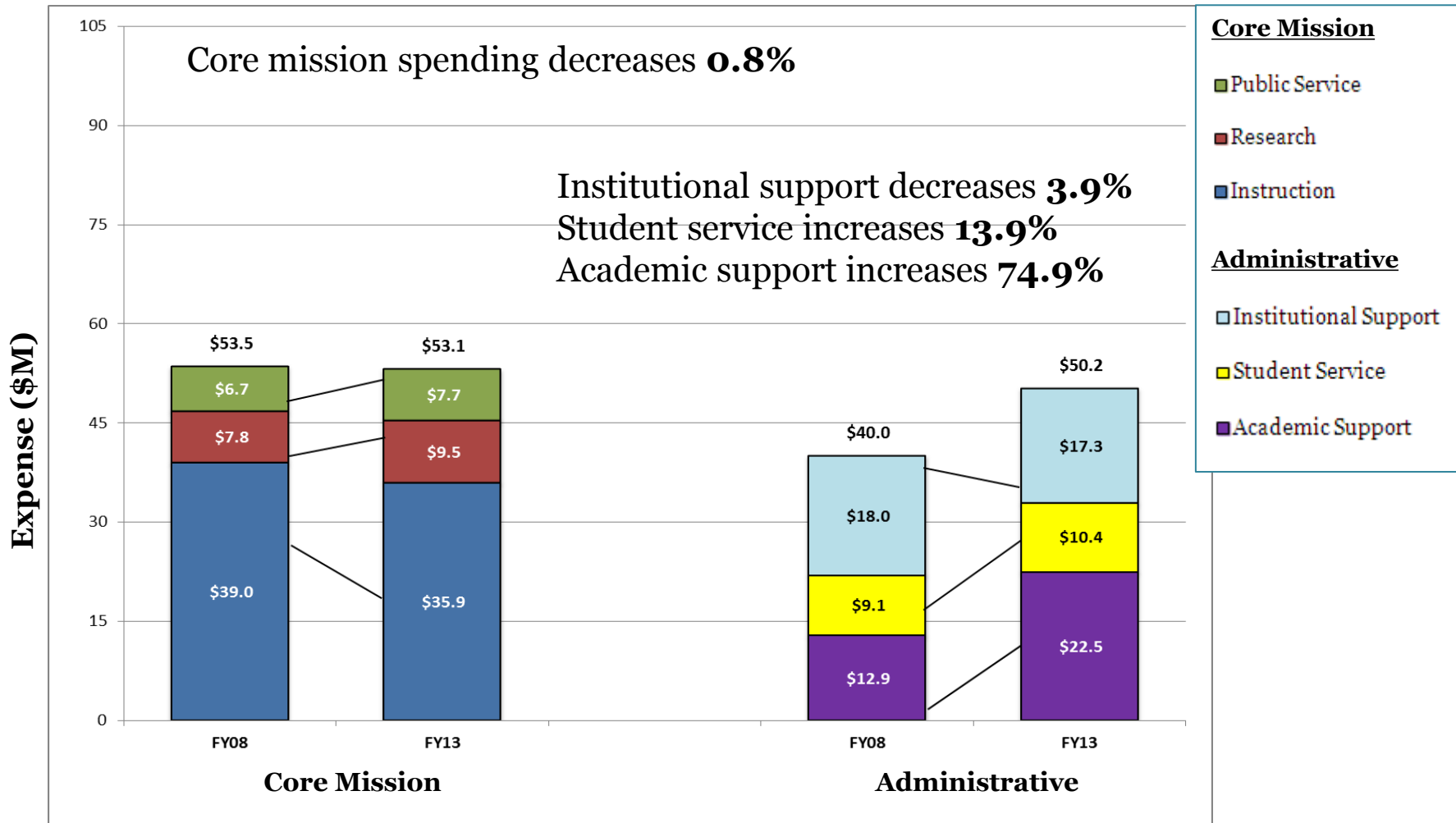
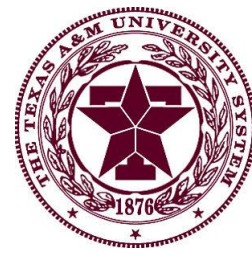
³ Source: PVAMU unaudited Annual Financial Reports

⁴ Source: TAMUS

Note: In response to review of the final draft report, PVAMU provided explanation of administrative cost increases. The PVAMU response is presented at the conclusion of the PVAMU set of charts.

PVAMU

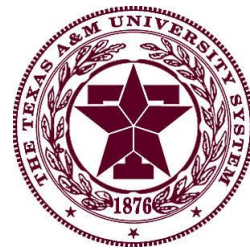
5-Year Core Mission Spend



Source: PVAMU unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

Note: In response to review of the final draft report, PVAMU provided explanation of administrative cost increases. The PVAMU response is presented at the conclusion of the PVAMU set of charts.

PVAMU - Explanation of Administrative Cost Increases (1 of 2)

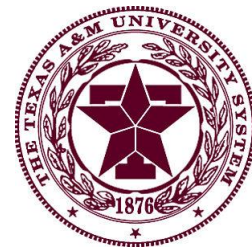


- In response to review of the final draft report, PVAMU provided explanation of certain administrative cost increases. These are presented below.

- NACUBO Function Coding Changes – Academic Support

The University receives approximately \$4 million annually related to the Title III grant. It is funded by the U.S. Department of Education. The Title III program helps eligible IHEs to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions. The types of projects that may be funded by this source includes the following: "planning, faculty development, and establishing endowment funds. Administrative management, and the development and improvement of academic programs also are supported. Other projects include joint use of instructional facilities, construction and maintenance, and student service programs designed to improve academic success, including innovative, customized, instruction courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English language instruction". Prior to FY2011, the Title III was coded with function 10 (instruction). Effective FY2011, the function was changed to 25 (academic support). We set up the grant in FAMIS using support accounts for the various activities that are funded with the grant but up until 2013, FAMIS did not provide the capability to assign a different function at the support account level. We have the capability now within FAMIS and are reviewing the account structure to assign a more closely related function code to each support account within the grant.

PVAMU - Explanation of Administrative Cost Increases (2 of 2)



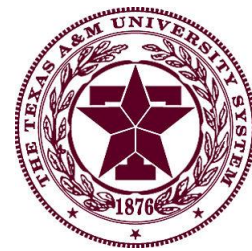
– Technical Observations - Explanation to Fluctuations

In addition, our course fees were coded as function 25 as of FY 2014. Effective with FY2015, with the elimination of course fees and implementation of the University Services Fees (USF), the related use of the USF has been assigned more closely related function codes as a portion of the USF gets allocated directly to instructional departments. Attached FY 2015 Executive Budget Summary reflects the more closely aligned coding with more allocation to the instruction function.

The effect of these two causes incorrectly cause the fluctuation in the academic support function.

TARLETON

3-Year Trends



TARLETON	Fall 2010	Fall 2013	3-Year Change
Enrollment ¹	7,123	8,578	20.4%
Semester Credit Hours ¹	104,742	126,510	20.8%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TARLETON	Fall 2010	Fall 2013	3-Year Change
Tuition ²	\$2,206	\$2,405	9.0%
Fees ²	\$940	\$1,098	16.8%
Total Tuition & Fees	\$3,146	\$3,502	11.3%
State Appropriations ³	\$52.2M	\$36.2M	-30.7%
Pell Grants ⁴	\$12.1M	\$15.4M	27.7%

² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

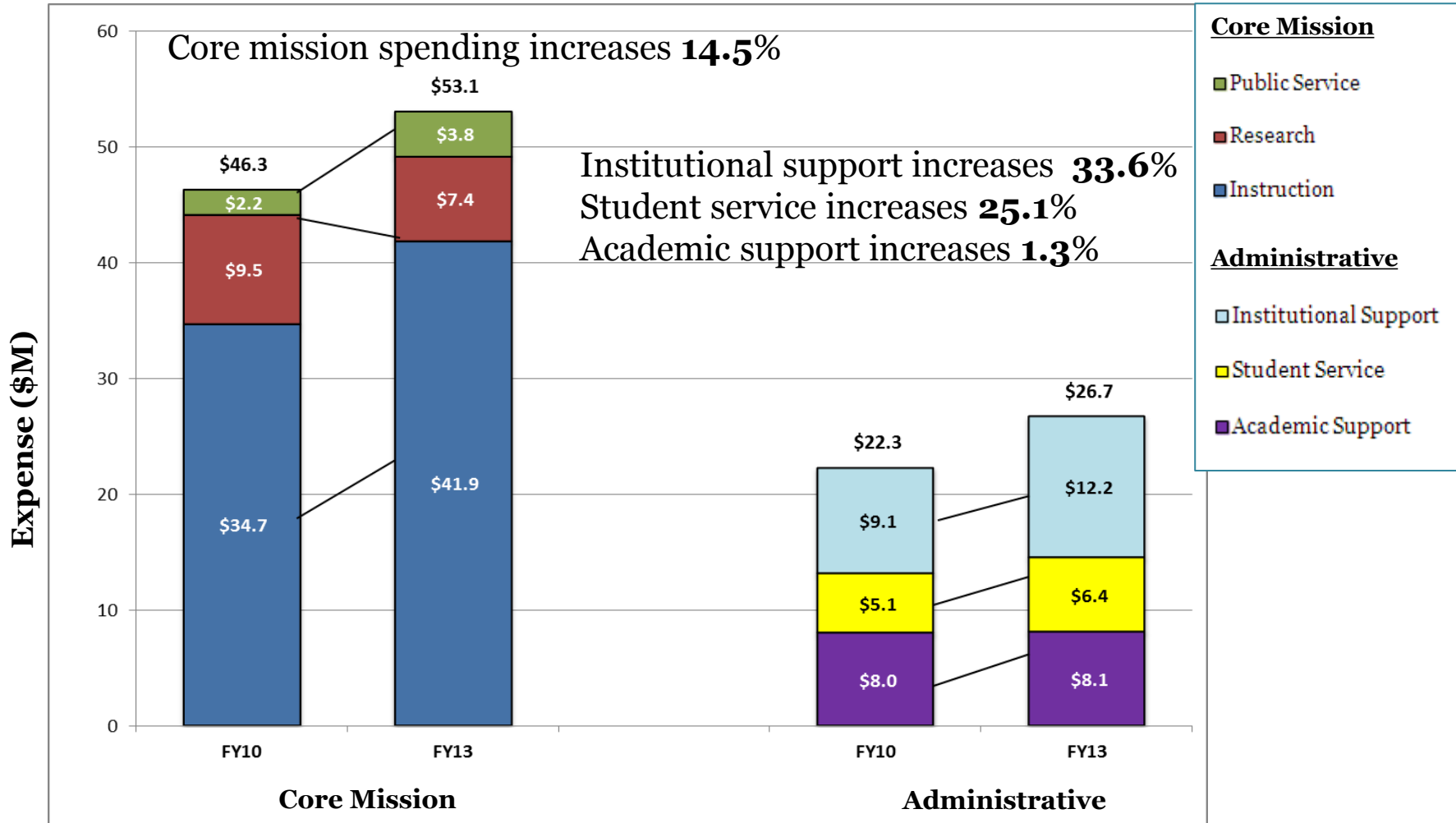
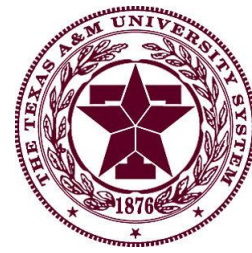
³ Source: TARLETON unaudited Annual Financial Reports

⁴ Source: TAMUS

Note: In response to on-site review of preliminary findings, TARLETON provided explanation of administrative cost increases. The TARLETON response is presented at the conclusion of the TARLETON set of charts.

TARLETON

3-Year Core Mission Spend

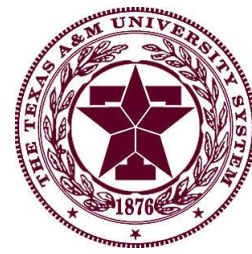


Source: TARLETON unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

Note: In response to on-site review of preliminary findings, TARLETON provided explanation of administrative cost increases. The TARLETON response is presented at the conclusion of the TARLETON set of charts.

TARLETON

5-Year Trends



TARLETON	Fall 2008	Fall 2013	5-Year Change
Enrollment ¹	6,274	8,578	36.7%
Semester Credit Hours ¹	92,381	126,510	36.9%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TARLETON	Fall 2008	Fall 2013	5-Year Change
Tuition ²	\$2,115	\$2,405	13.7%
Fees ²	\$705	\$1,098	55.7%
Total Tuition & Fees	\$2,820	\$3,502	24.2%
State Appropriations ³	\$38.5M	\$36.2M	-6.0%
Pell Grants ⁴	\$6.2M	\$15.4M	147.3%

² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

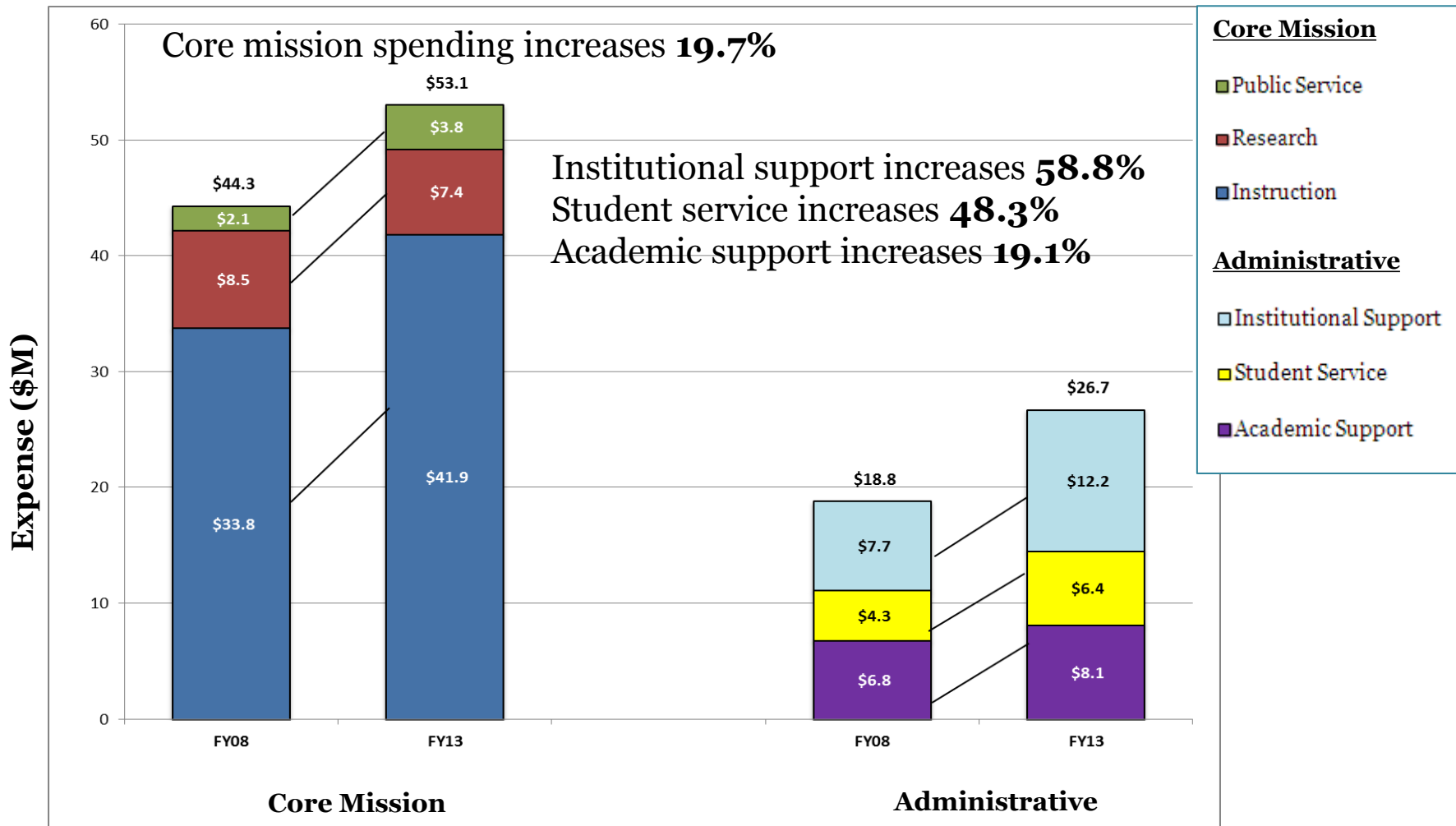
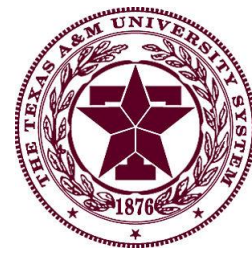
³ Source: TARLETON unaudited Annual Financial Reports

⁴ Source: TAMUS

Note: In response to on-site review of preliminary findings, TARLETON provided explanation of administrative cost increases. The TARLETON response is presented at the conclusion of the TARLETON set of charts.

TARLETON

5-Year Core Mission Spend

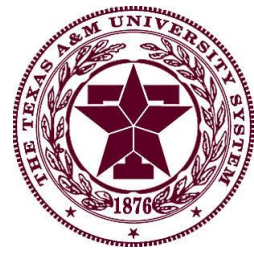


Source: TARLETON unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits. FY08 numbers do not include TAMU-CT.

Note: In response to on-site review of preliminary findings, TARLETON provided explanation of administrative cost increases. The TARLETON response is presented at the conclusion of the TARLETON set of charts.

TARLETON

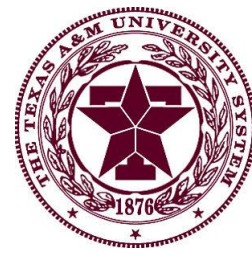
Explanation of Administrative Cost Increases



- In response to on-site review of preliminary findings, TARLETON provided explanation of an administrative cost increase through FY13 as follows:
 - Institutional Support:
 - \$1.5 M is incorrectly categorized in TARLETON’s unaudited Annual Financial Report as institutional support in FY13 rather than for operation and maintenance of facilities. The actual increase in institutional support for the 5-year increase would be 39% which outpaces growth in core mission costs. The actual increase in institutional support for the 3-year increase would be 17%, which more closely matches the growth in core mission.

TAMIU

3-Year Trends



TAMIU	Fall 2010	Fall 2013	3-Year Change
Enrollment ¹	4,630	5,020	8.4%
Semester Credit Hours ¹	67,997	74,002	8.8%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TAMIU	Fall 2010	Fall 2013	3-Year Change
Tuition ²	\$2,108	\$2,312	9.7%
Fees ²	\$959	\$1,306	36.1%
Total Tuition & Fees	\$3,067	\$3,618	18.0%
State Appropriations ³	\$39.6M	\$33.1M	-16.4%
Pell Grants ⁴	\$14.6M	\$16.0M	9.6%

² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

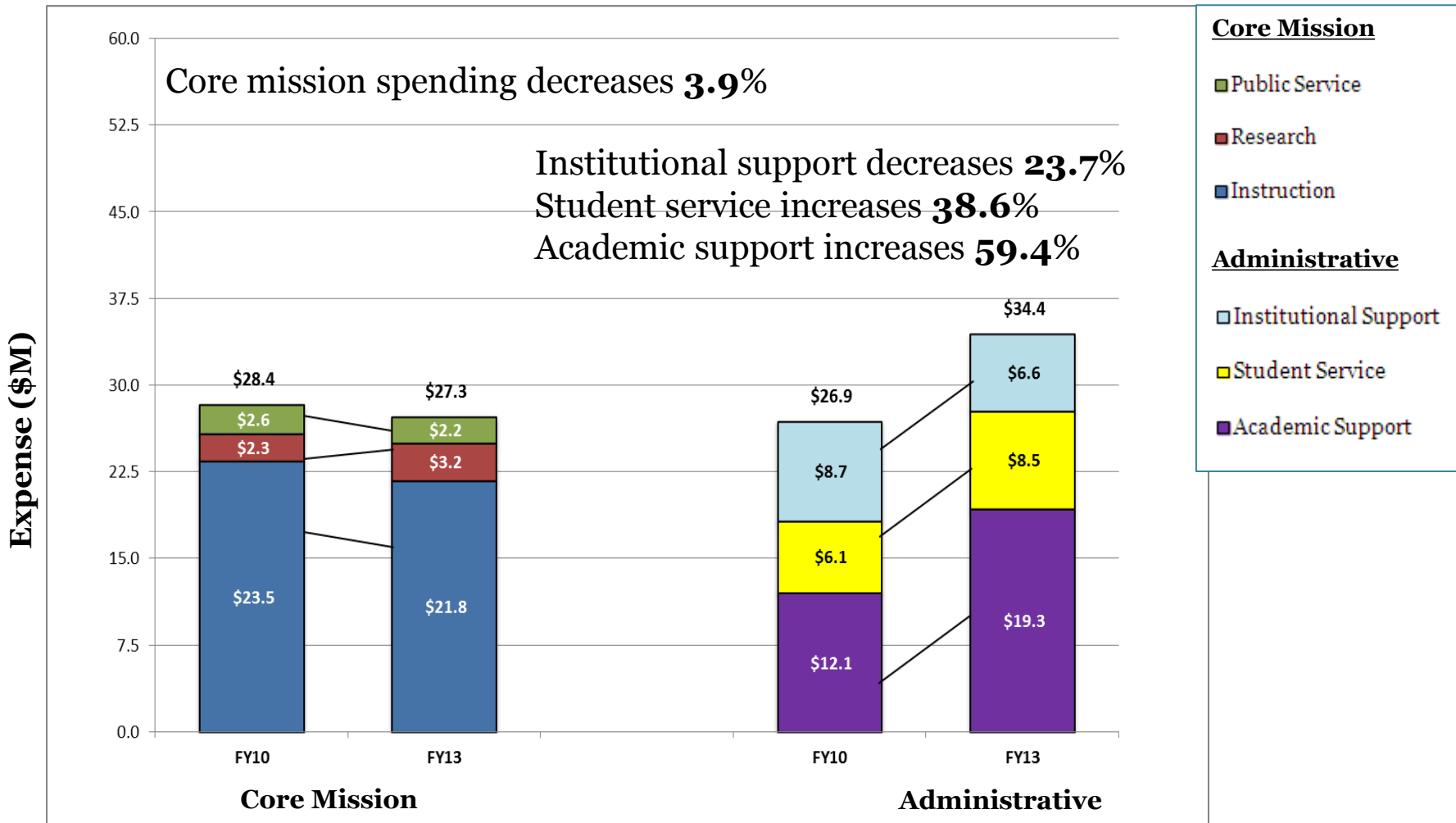
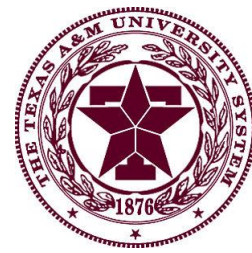
³ Source: TAMIU unaudited Annual Financial Reports

⁴ Source: TAMUS

Note: During the on-site review of preliminary findings, TAMIU representatives reported that material increases in university costs are attributable to grants obtained in replacement of reducing appropriations. In particular, costs associated with a Gear Up grant supporting pre-college education are material.

TAMIU

3-Year Core Mission Spend

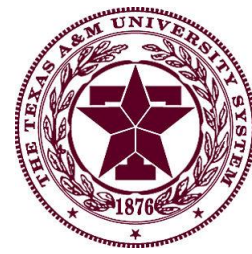


Source: TAMIU unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

Note: During the on-site review of preliminary findings, TAMIU representatives reported that material increases in university costs are attributable to grants obtained in replacement of reducing appropriations. In particular, costs associated with a Gear Up grant supporting pre-college education are material.

TAMIU

5-Year Trends



TAMIU	Fall 2008	Fall 2013	5-Year Change
Enrollment ¹	3,947	5,020	27.2%
Semester Credit Hours ¹	57,688	74,002	28.3%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TAMIU	Fall 2008	Fall 2013	5-Year Change
Tuition ²	\$1,950	\$2,312	18.6%
Fees ²	\$749	\$1,306	74.4%
Total Tuition & Fees	\$2,699	\$3,618	34.1%
State Appropriations ³	\$44.4M	\$33.1M	-25.5%
Pell Grants ⁴	\$7.8M	\$16.0M	105.3%

² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

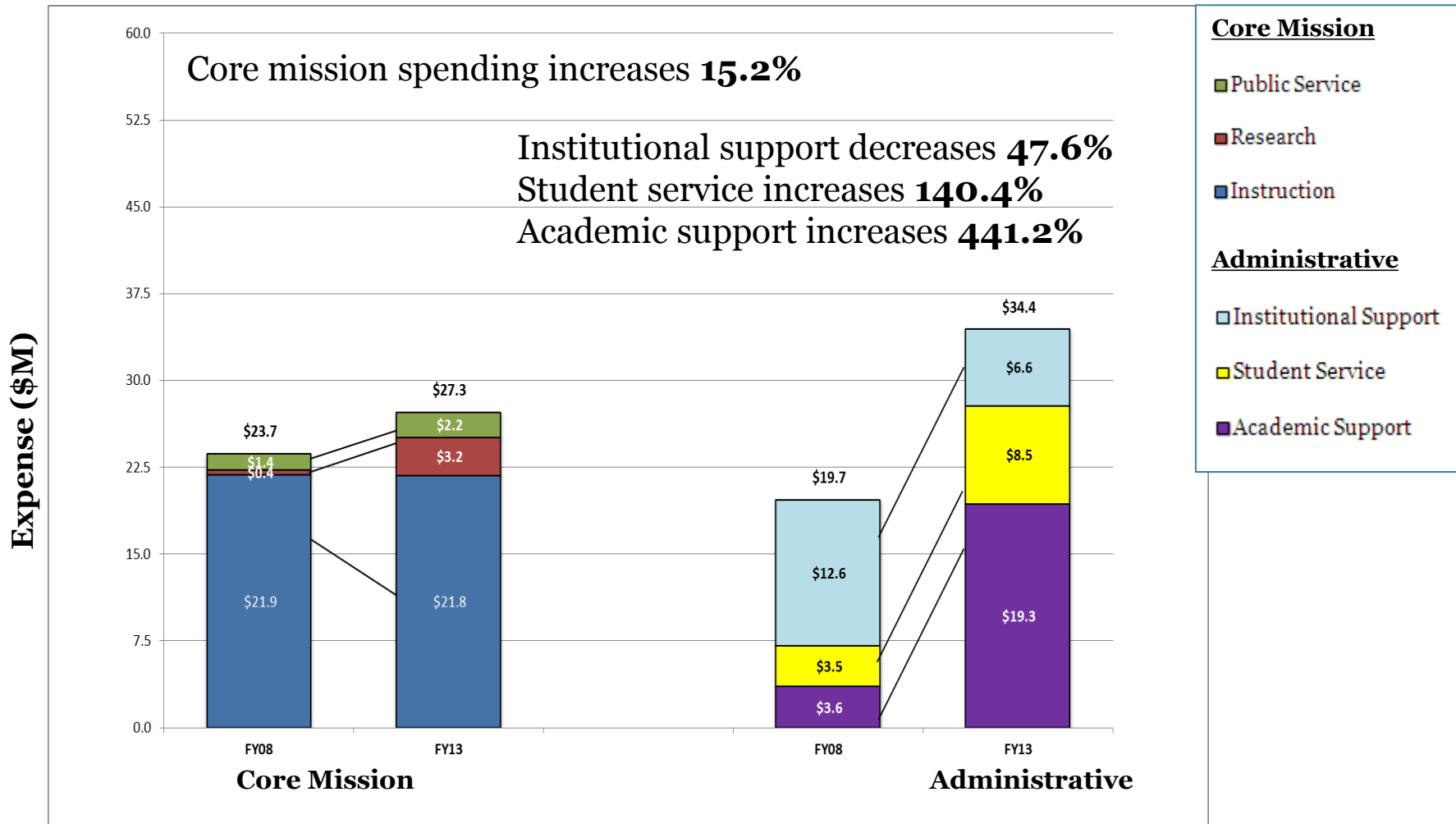
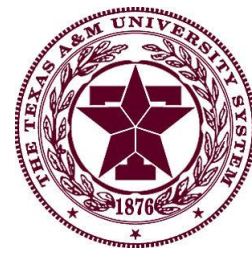
³ Source: TAMIU unaudited Annual Financial Reports

⁴ Source: TAMUS

Note: During the on-site review of preliminary findings, TAMIU representatives reported that material increases in university costs are attributable to grants obtained in replacement of reducing appropriations. In particular, costs associated with a Gear Up grant supporting pre-college education are material.

TAMIU

5-Year Core Mission Spend

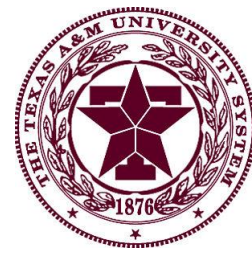


Source: TAMIU unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

Note: During the on-site review of preliminary findings, TAMIU representatives reported that material increases in university costs are attributable to grants obtained in replacement of reducing appropriations. In particular, costs associated with a Gear Up grant supporting pre-college education are material.

TAMU-C

3-Year Trends



TAMU-C	Fall 2010	Fall 2013	3-Year Change
Enrollment ¹	6,988	7,728	10.6%
Semester Credit Hours ¹	97,913	108,666	11.0%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TAMU-C	Fall 2010	Fall 2013	3-Year Change
Tuition ²	\$2,267	\$2,463	8.6%
Fees ²	\$754	\$897	18.9%
Total Tuition & Fees	\$3,021	\$3,360	11.2%
State Appropriations ³	\$42.3M	\$41.4M	-2.1%
Pell Grants ⁴	\$18.0M	\$14.6M	-18.7%

² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

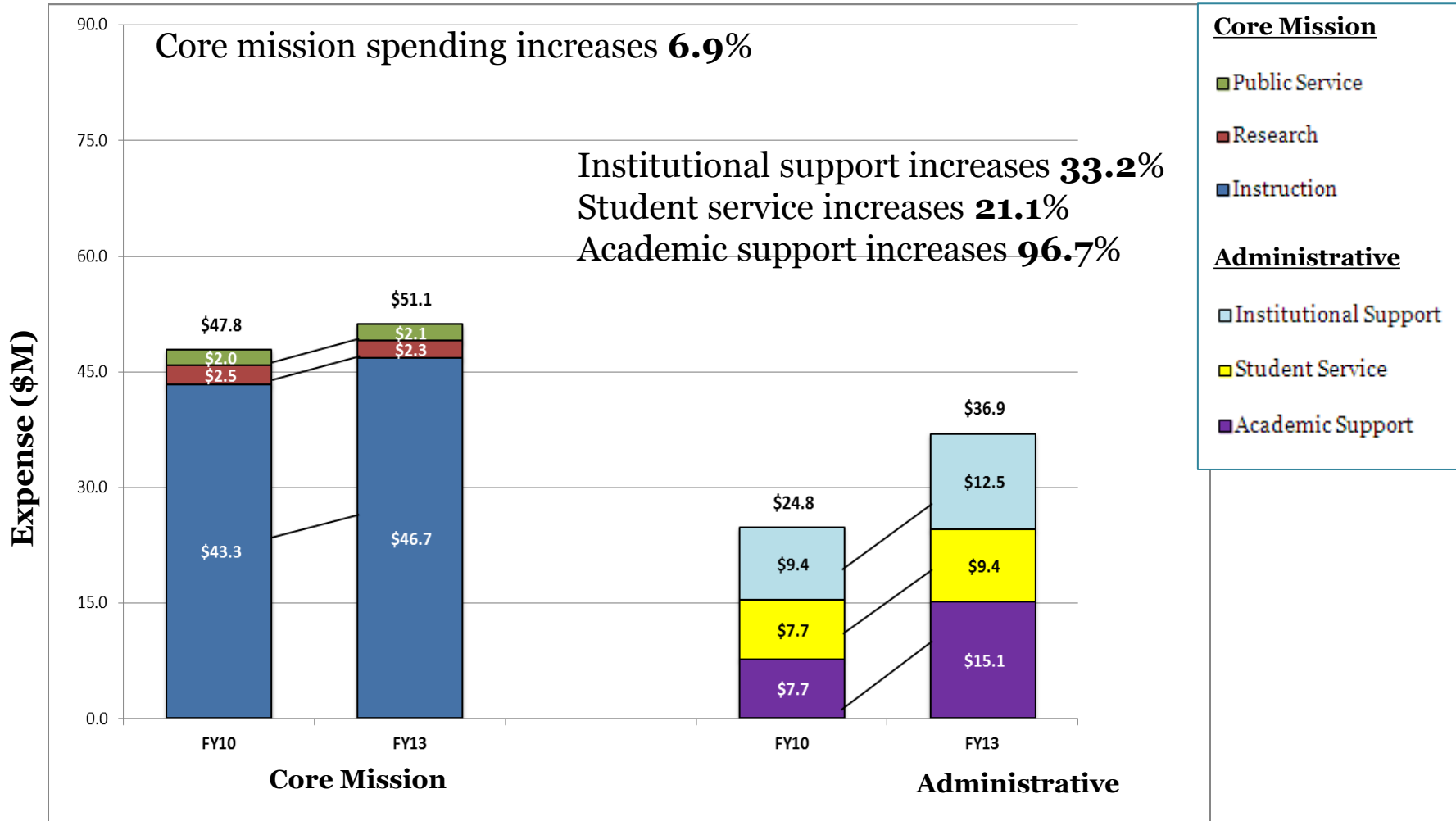
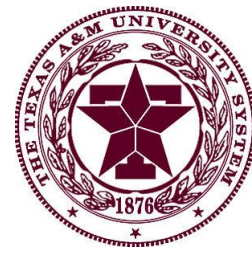
³ Source: TAMU-C unaudited Annual Financial Reports

⁴ Source: TAMUS

Note: In response to on-site review of preliminary findings, TAMU-C provided explanation of administrative cost increases. A summary of the TAMU-C response is presented at the conclusion of the TAMU-C set of charts.

TAMU-C

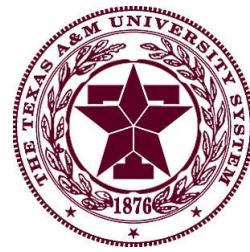
3-Year Core Mission Spend



Source: TAMU-C unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

Note: In response to on-site review of preliminary findings, TAMU-C provided explanation of administrative cost increases. A summary of the TAMU-C response is presented at the conclusion of the TAMU-C set of charts. A revision to the FY13 TAMU-C unaudited Annual Financial Report and the implications of the revision on the depicted cost increases are noted on the following page. 282

TAMU-C - Revision to FY13 unaudited Annual Financial Report data



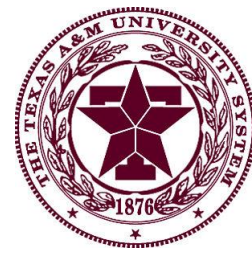
- TAMU-C has identified a revision to the TAMU-C unaudited Annual Financial Report for FY13; specifically that \$560,000 of Institutional Support should have been coded to O&M and \$1.7M of Academic Support should have been coded to Instruction.

If the \$560,000 coded to Institutional Support were coded to Operations and Maintenance and the amount eliminated from the Institutional Support spend for FY13 and \$1,700,000 of Academic Support were coded to instruction and the amount added to the core mission function of Instruction, the 3-year changes would be as follows:

- Core mission spending increases: 27.5%
- Institutional support increases: 43.3%
- Student services increases: 55.4%
- Academic support increases: 107.6%

TAMU-C

5-Year Trends



TAMU-C	Fall 2008	Fall 2013	5-Year Change
Enrollment ¹	6,048	7,728	27.8%
Semester Credit Hours ¹	84,422	108,666	28.7%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TAMU-C	Fall 2008	Fall 2013	5-Year Change
Tuition ²	\$2,032	\$2,463	21.2%
Fees ²	\$553	\$897	62.1%
Total Tuition & Fees	\$2,585	\$3,360	30.0%
State Appropriations ³	\$40.9M	\$41.4M	1.2%
Pell Grants ⁴	\$6.7M	\$14.6M	119.6%

² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

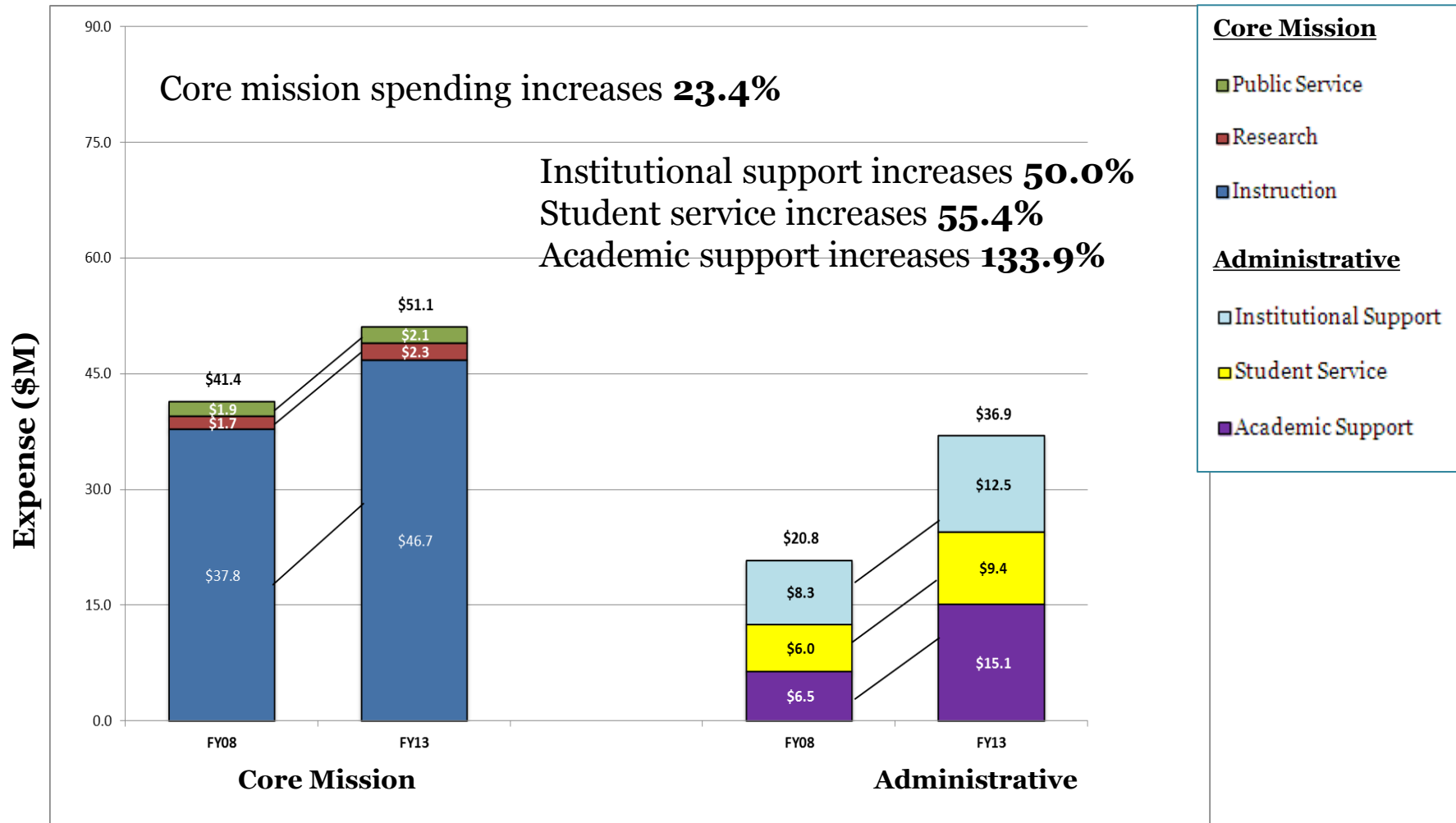
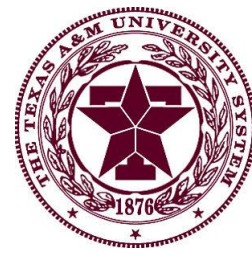
³ Source: TAMU-C unaudited Annual Financial Reports

⁴ Source: TAMUS

Note: In response to on-site review of preliminary findings, TAMU-C provided explanation of administrative cost increases. A summary of the TAMU-C response is presented at the conclusion of the TAMU-C set of charts.

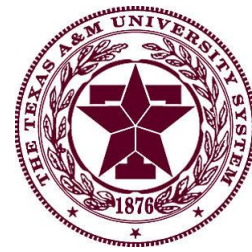
TAMU-C

5-Year Core Mission Spend



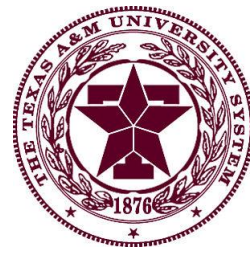
Source: TAMU-C unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

Note: In response to on-site review of preliminary findings, TAMU-C provided explanation of administrative cost increases. A summary of the TAMU-C response is presented at the conclusion of the TAMU-C set of charts. A revision to the FY13 TAMU-C unaudited Annual Financial Report and the implications of the revision on the depicted cost increases are also noted.



- In response to on-site review of preliminary findings, TAMU-C provided explanation of certain administrative cost increases through FY13. These are summarized below.
 - Institutional Support:
 - New offices - Diversity Office (\$218,000) and Compliance Office (\$142,000)
 - Increase in training and development (\$114,000)
 - New Planning and Government Relations/Chief of Staff/Community Engagement (\$205,000)
 - Increase in program delivery expenses for growth in off-site locations and new rental agreements (\$560,000) that should have been coded to Operations and Maintenance
 - Increase in TAMUS support (\$282,000)
 - Student Support:
 - Increase in support for Honors College (\$127,000)
 - New University College and success coaches (\$547,000)
 - Increase in advising effort funded by new advising fee (\$600,000)
 - Increase in grant activity funded by external grants (\$532,000)
 - Academic Support:
 - Academic partnerships (\$6.2M) include \$1.7M in faculty salaries that should have been coded in Instruction
 - Growth in Graduate Studies tied to increases in graduate enrollment (\$700,000)
 - Enhancements in Global eLearning related to Colloquy contract (\$337,000)

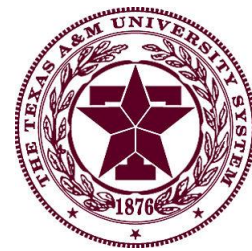
TAMU-C - Revision to FY13 unaudited Annual Financial Report data



- If the \$560,000 coded to Institutional Support were coded to Operations and Maintenance and the amount eliminated from the Institutional Support spend for FY13 and \$1,700,000 of Academic Support were coded to instruction and the amount added to the core mission function of Instruction, the 5-year changes would be as follows:
 - Core mission spending increases: 10.4%
 - Institutional support increases: 27.2%
 - Student services increases: 21.1%
 - Academic support increases: 74.6%

TAMU-CC

3-Year Trends



TAMU-CC	Fall 2010	Fall 2013	3-Year Change
Enrollment ¹	7,817	8,528	9.1%
Semester Credit Hours ¹	113,674	124,717	9.7%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TAMU-CC	Fall 2010	Fall 2013	3-Year Change
Tuition ²	\$2,294	\$2,592	13.0%
Fees ²	\$1,010	\$1,317	30.4%
Total Tuition & Fees	\$3,304	\$3,909	18.3%
State Appropriations ³	\$56.4M	\$47.3M	-16.1%
Pell Grants ⁴	\$21.0M	\$15.8M	-24.7%

² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

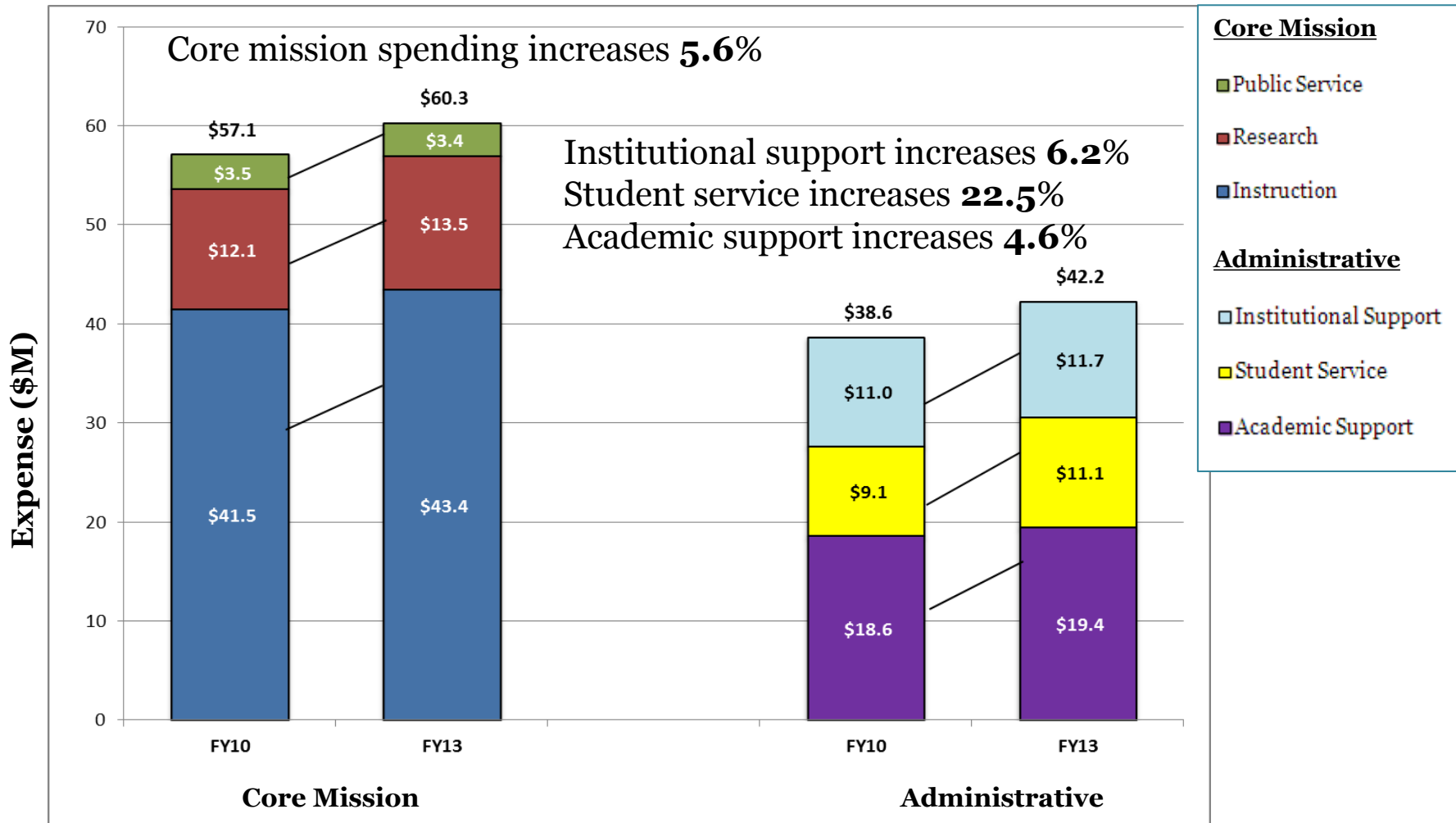
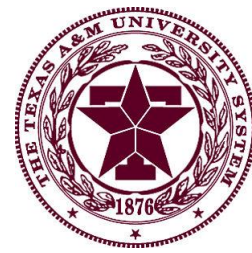
³ Source: TAMU-CC unaudited Financial Reports

⁴ Source: TAMUS. Pell grant reporting requirements changed in 2013 which contributed in part to the increase noted. Among these was an increase in the number of academic terms included in the calculation (in this case, a change from three to four).

Note: In response to on-site review of preliminary findings, TAMU-CC provided explanation of administrative cost increases. A summary of the TAMU-CC response is presented at the conclusion of the TAMU-CC set of charts.

TAMU-CC

3-Year Core Mission Spend



Source: TAMU-CC unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

Note: In response to on-site review of preliminary findings, TAMU-CC provided explanation of administrative cost increases. A summary of the TAMU-CC response is presented at the conclusion of the TAMU-CC set of charts.

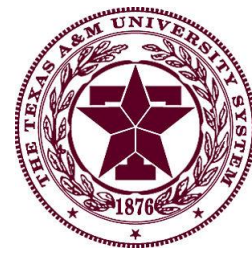
TAMU-CC - Observation regarding Administrative Cost Increase



- In response to review of the final draft report, TAMU-CC provided the following observation regarding the rate of administrative costs increases over the three year period, Fall 2010 to Fall 2013:
 - Enrollment at TAMU-CC increased during the three year period, Fall 2010 to Fall 2013, by 9.1%, which is greater than the increased costs for institutional support and academic support. Student service had a larger percentage increase which resulted in part from a new recreational center requested and approved by students in a referendum.

TAMU-CC

5-Year Trends



TAMU-CC	Fall 2008	Fall 2013	5-Year Change
Enrollment ¹	7,028	8,528	21.3%
Semester Credit Hours ¹	102,361	124,717	21.8%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TAMU-CC	Fall 2008	Fall 2013	5-Year Change
Tuition ²	\$2,081	\$2,592	24.6%
Fees ²	\$845	\$1,317	56.0%
Total Tuition & Fees	\$2,926	\$3,909	33.6%
State Appropriations ³	\$55.6M	\$47.3M	-14.9%
Pell Grants ⁴	\$7.9M	\$15.8M	100.0%

² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

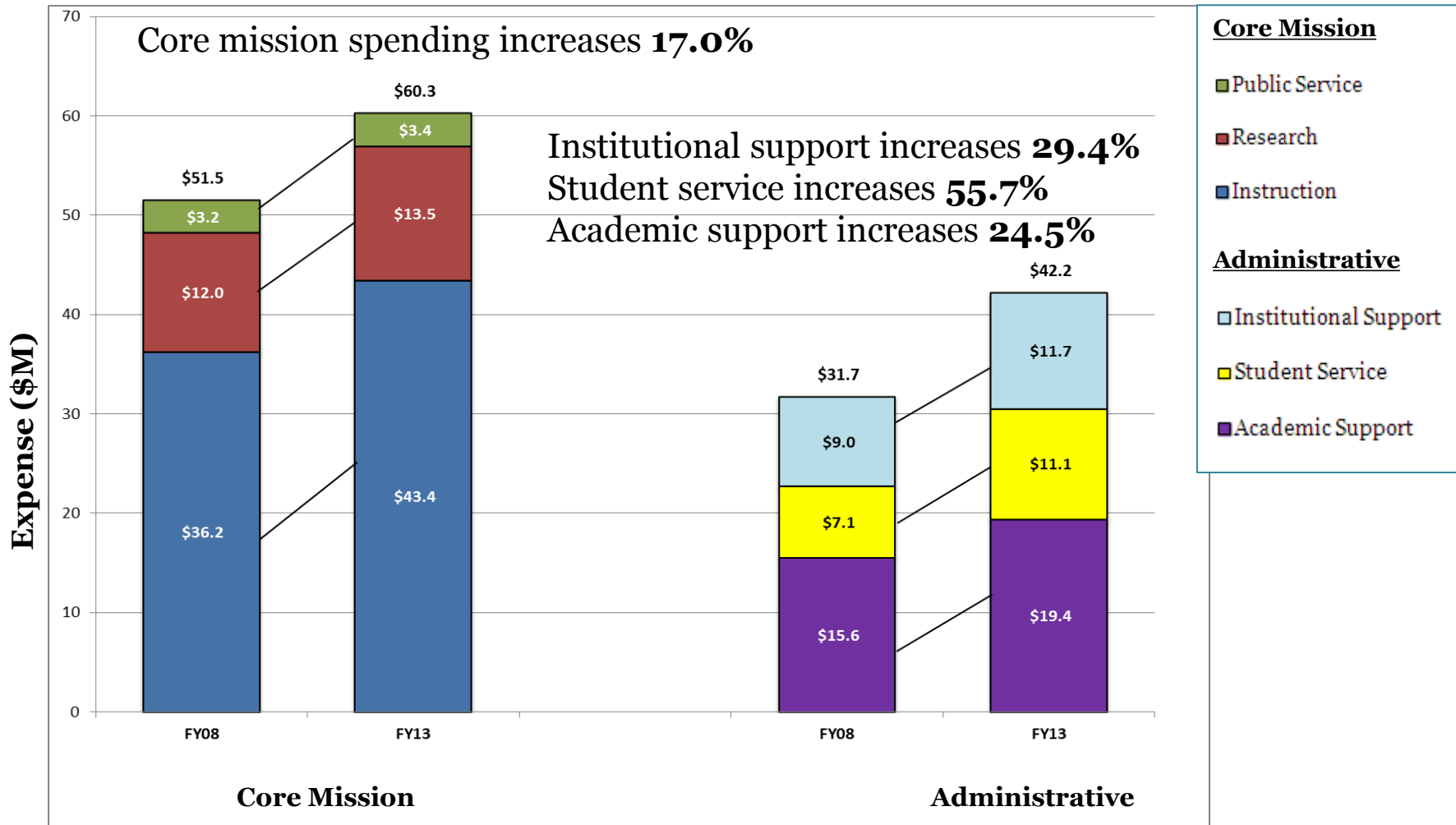
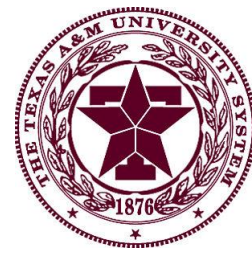
³ Source: TAMU-CC unaudited Annual Financial Reports

⁴ Source: TAMUS

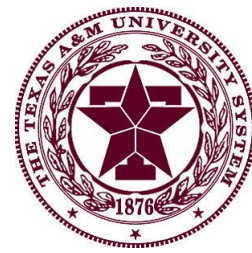
Note: In response to on-site review of preliminary findings, TAMU-CC provided explanation of administrative cost increases. A summary of the TAMU-CC response is presented at the conclusion of the TAMU-CC set of charts.

TAMU-CC

5-Year Core Mission Spend



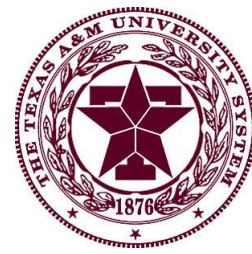
Source: TAMU-CC unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.
 Note: In response to on-site review of preliminary findings, TAMU-CC provided explanation of administrative cost increases. A summary of the TAMU-CC response is presented at the conclusion of the TAMU-CC set of charts.



- In response to on-site review of preliminary findings, TAMU-CC provided explanation of certain administrative cost increases through FY13. These are summarized below.
 - Student Service:
 - \$300,000 increase due to doubling of marketing and personnel to recruit statewide and maintain presence in outreach locations.
 - Over \$800,000 for grants in 2013 for student support (and other restricted funds) that did not exist in 2008.
 - Academic Support:
 - Over \$1M instructional enhancement fees recorded in Academic Support in 2013 split 50-50 between Academic Support and Instruction, which in 2008 were recorded only in Instruction.
 - \$360,000 in nursing shortage funds erroneously classified as Academic Support that should have been Instruction. There were none in 2008.
 - IT licensing fees (e.g., Degree Works) that did not exist in 2008.
 - In response to student requests, fee for advising as a component of Academic Support, has doubled in the last 5 years. New "early alert" software system to support retention has increased Academic Support cost for "approximately \$100,000 per year."
 - Library has had several student fee increases.
 - Staff performing both academic and research support are classified in Academic Support.
- In response to review of the final draft report, TAMU-CC noted that a portion of the student service cost increase is attributable to student referendum or student vote.

TAMU-CT

3-Year Trends



TAMU-CT	Fall 2010	Fall 2013	3-Year Change
Enrollment ¹	1,044	1,214	16.3%
Semester Credit Hours ¹	14,717	17,303	17.6%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TAMU-CT	Fall 2010	Fall 2013	3-Year Change
Tuition ²	\$2,262	\$2,406	6.4%
Fees ²	\$767	\$834	8.7%
Total Tuition & Fees	\$3,029	\$3,240	7.0%
State Appropriations ³	\$0.1M	\$14.3M	16,429.6%
Pell Grants ⁴	\$2.7M	\$3.9M	41.6%

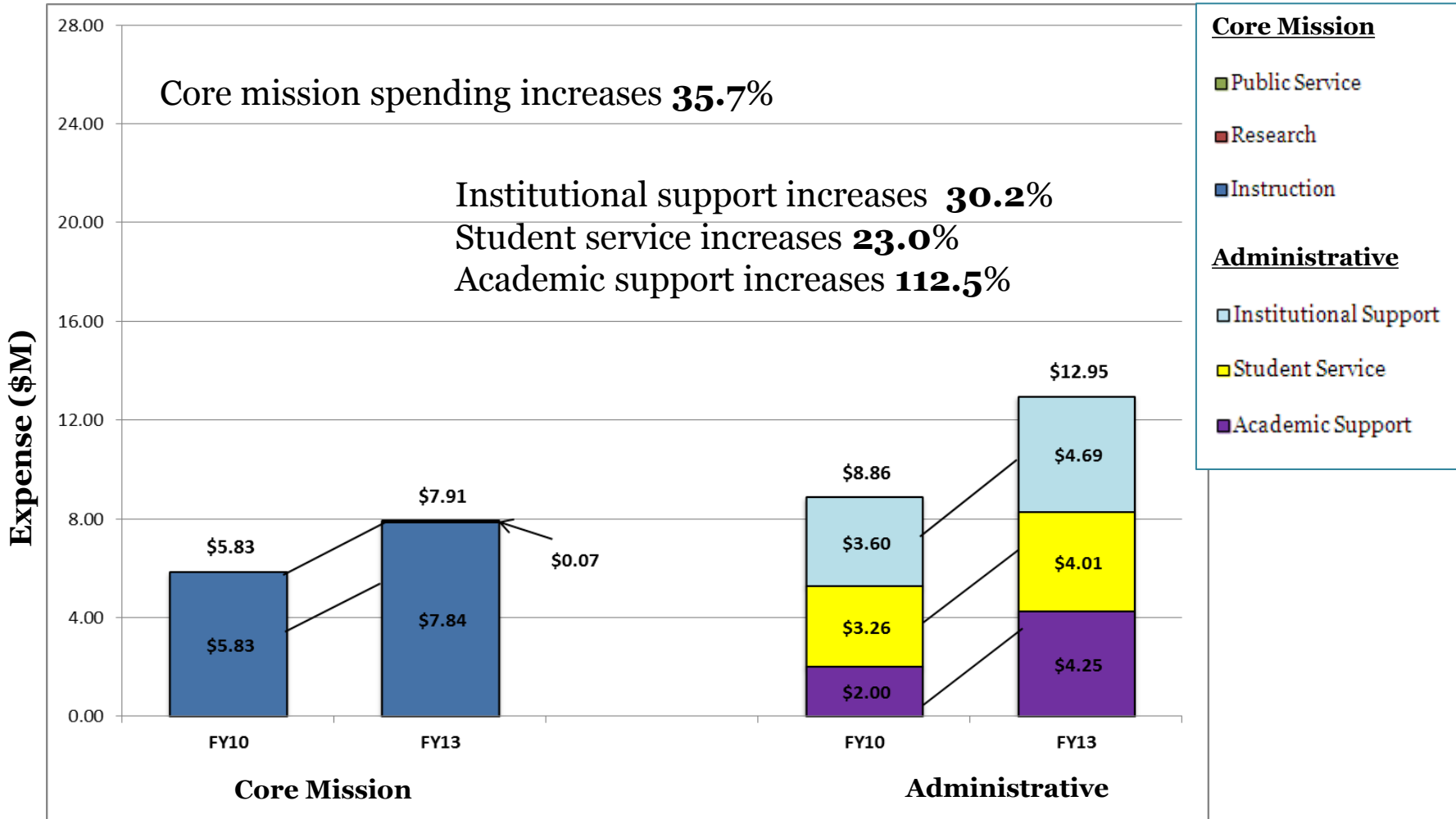
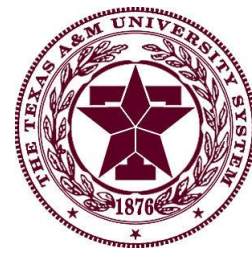
² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

³ Source: TAMU-CT unaudited Annual Financial Reports. The state appropriation for TAMU-CT represents “Legislative revenue” as reported in the unaudited Annual Financial Reports. A line item appropriation to TAMU-CT was not granted until FY10 and then only as a part of TARLETON’s appropriation, per the System Office of Budgets and Accounting. The first appropriation bill to recognize TAMU-CT separately was authorized in FY12, per the System Office of Budgets and Accounting.

⁴ Source: TAMUS

TAMU-CT

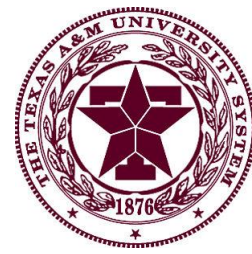
3-Year Core Mission Spend



Source: TAMU-CT FY13 unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

TAMU-CT

5-Year Trends



TAMU-CT	Fall 2008 ¹	Fall 2013 ²	5-Year Change
Enrollment	815	1,214	49.0%
Semester Credit Hours	11,468	17,303	50.9%

¹ Source: System Office– Total Head Count and Semester Credit Hours: Phase II Regionals Academic Data

² Source: Texas Higher Education Coordinating Board– Accountability System

TAMU-CT	Fall 2008	Fall 2013	5-Year Change
Tuition ³	\$2,078	\$2,406	15.8%
Fees ³	\$678	\$834	23.0%
Total Tuition & Fees	\$2,756	\$3,240	17.6%
State Appropriations ³	\$9.7M	\$14.3M	47.4%
Pell Grants ⁴	\$1.4M	\$3.9M	181.7%

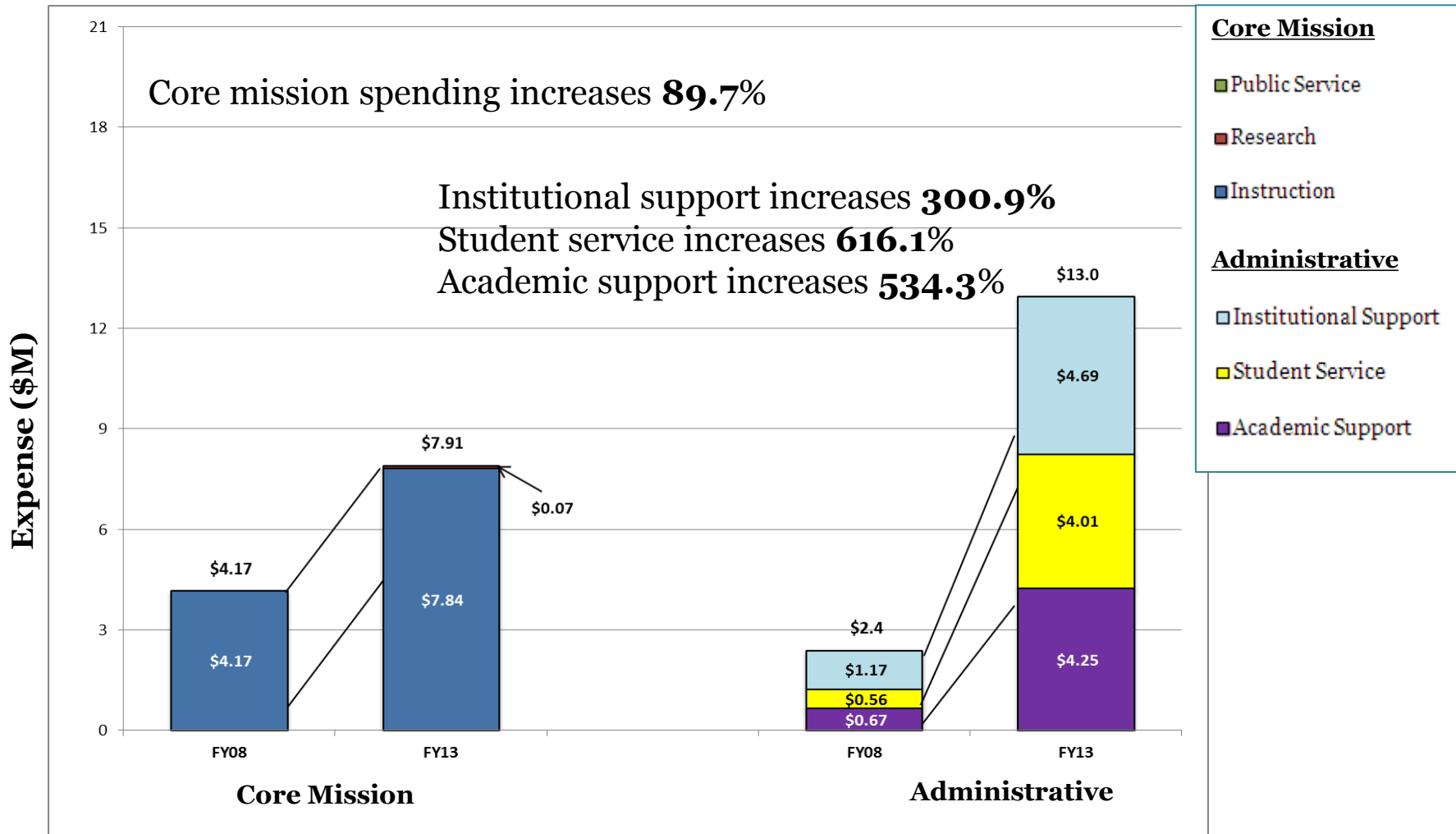
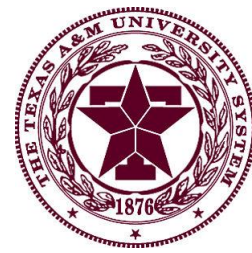
³ Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

⁴ Source: TAMU-CT unaudited Annual Financial Reports

⁵ Source: TAMUS

TAMU-CT

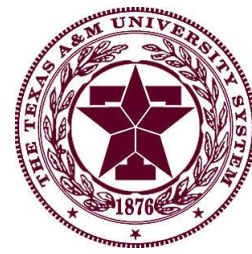
5-Year Core Mission Spend



Source: TAMU-CT FY13 unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

TAMU-K

3-Year Trends



TAMU-K	Fall 2010	Fall 2013	3-Year Change
Enrollment ¹	4,516	6,801	50.6%
Semester Credit Hours ¹	77,119	97,882	26.9%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TAMU-K	Fall 2010	Fall 2013	3-Year Change
Tuition ²	\$2,067	\$2,270	9.8%
Fees ²	\$1,140	\$1,287	12.9%
Total Tuition & Fees	\$3,207	\$3,557	10.9%
State Appropriations ³	\$49.6M	\$33.6M	-32.3%
Pell Grants ⁴	\$12.3M	\$13.6M	10.9%

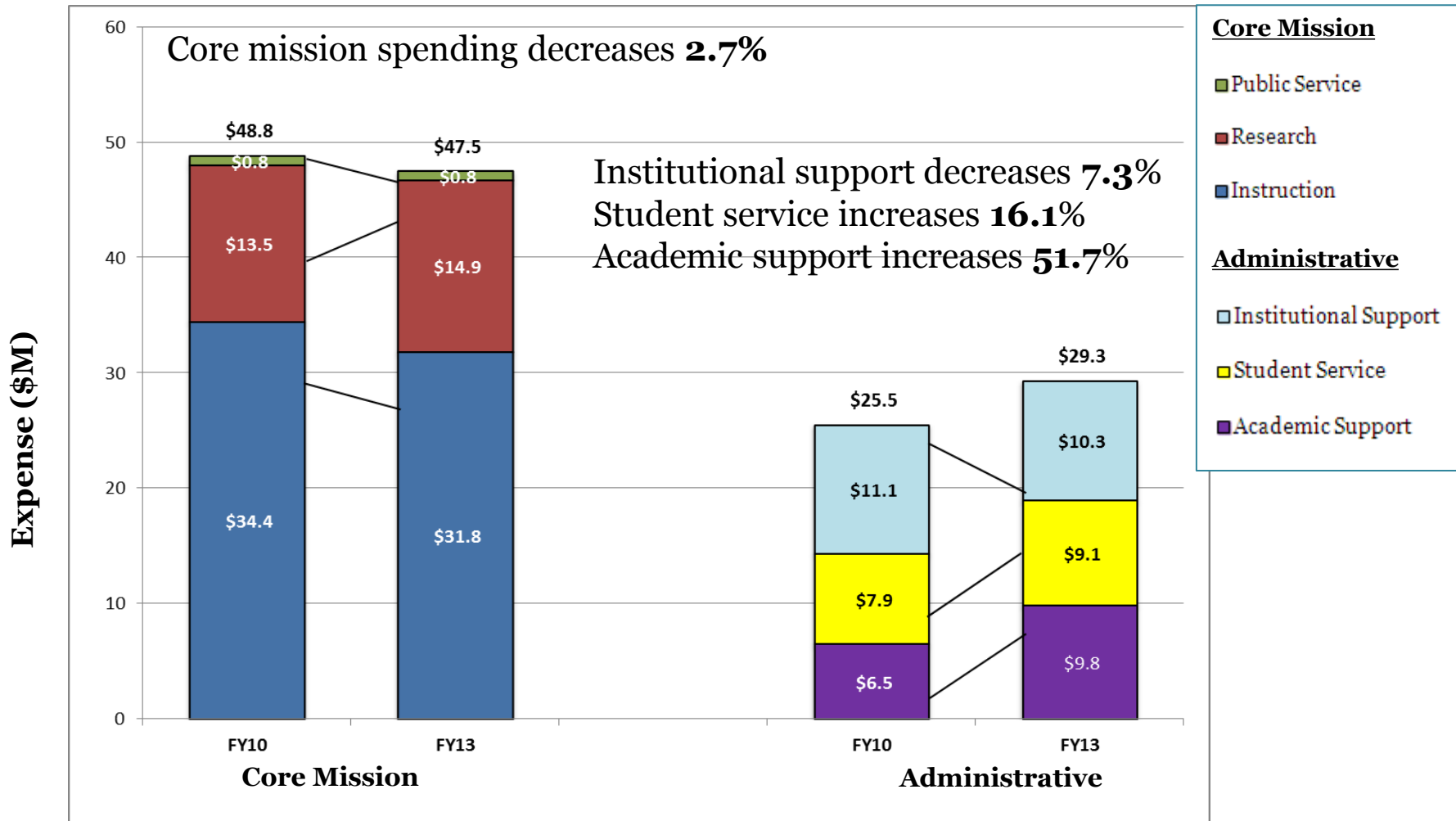
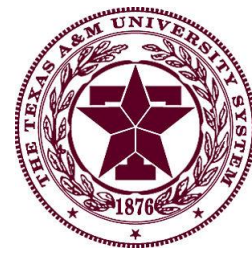
² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

³ Source: TAMU-K unaudited Annual Financial Reports

⁴ Source: TAMUS

TAMU-K

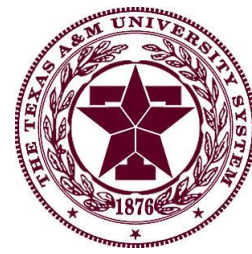
3-Year Core Mission Spend



Source: TAMU-K unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

TAMU-K

5-Year Trends



TAMU-K	Fall 2008	Fall 2013	5-Year Change
Enrollment ¹	4,516	6,801	50.6%
Semester Credit Hours ¹	64,899	97,882	50.8%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TAMU-K	Fall 2008	Fall 2013	5-Year Change
Tuition ²	\$1,903	\$2,270	19.3%
Fees ²	\$842	\$1,287	52.9%
Total Tuition & Fees	\$2,745	\$3,557	29.6%
State Appropriations ³	\$40.5M	\$33.6M	-17.0%
Pell Grants ⁴	\$6.8M	\$13.6M	101.9%

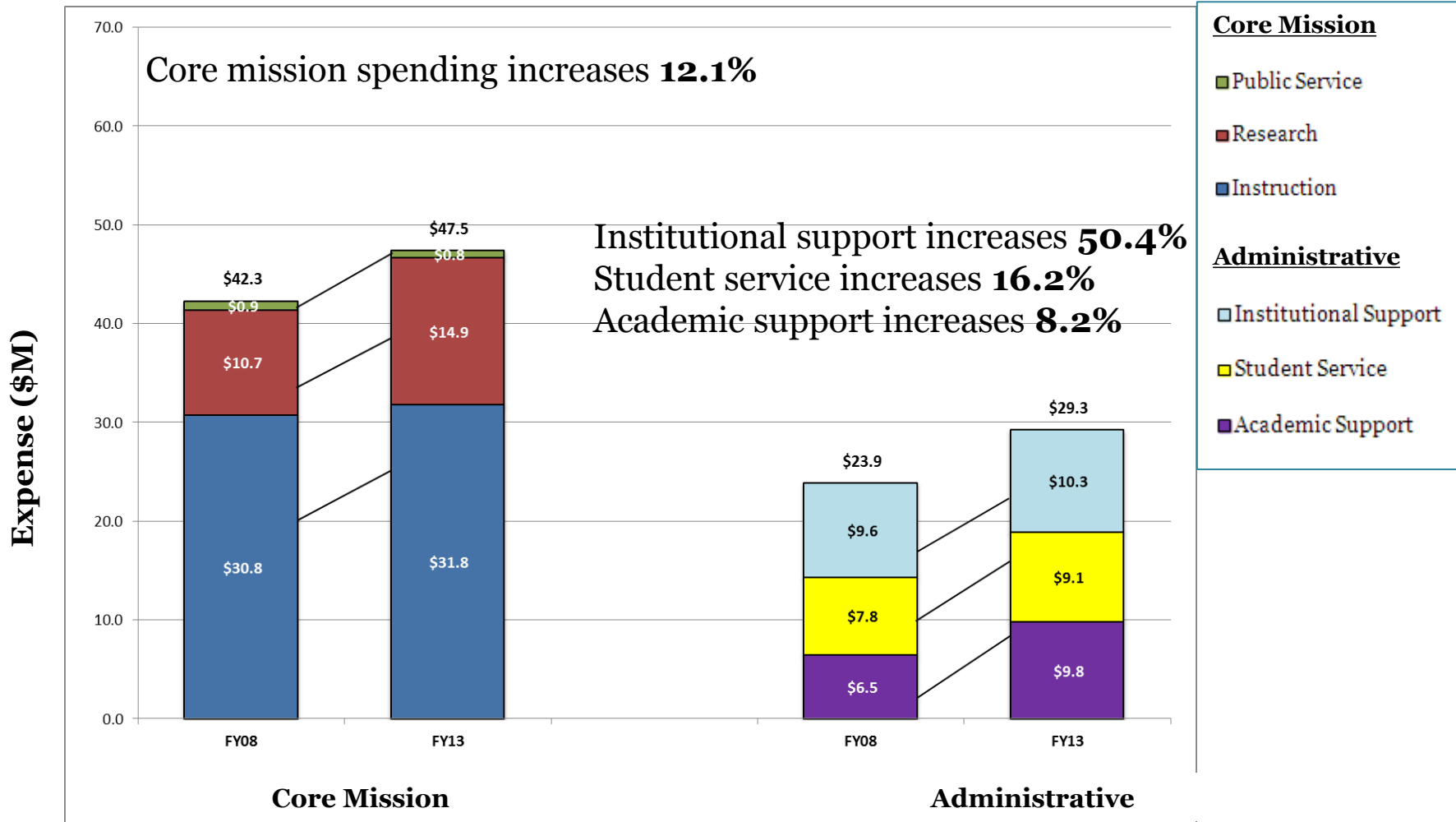
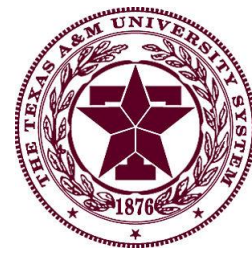
² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

³ Source: TAMU-K unaudited Annual Financial Reports. State appropriation for TAMU-K represents the TAMU-K appropriation less the portion passed on to TAMU-SA as calculated by the System Office of Budgets and Accounting.

⁴ Source: TAMUS

TAMU-K

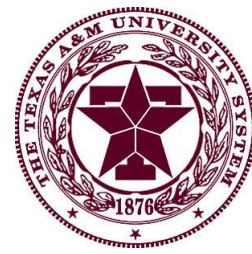
5-Year Core Mission Spend



Source: TAMU-K unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits. FY08 numbers do not include TAMU-SA.

TAMU-SA

3-Year Trends



TAMU-SA	Fall 2010	Fall 2013	3-Year Change
Enrollment ¹	1,960	2,810	43.4%
Semester Credit Hours ¹	28,093	40,202	43.1%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TAMU-SA	Fall 2010	Fall 2013	3-Year Change
Tuition ²	\$2,063	\$2,284	10.7%
Fees ²	\$873	\$1,323	51.6%
Total Tuition & Fees	\$2,935	\$3,607	22.9%
State Appropriations ³	\$1.2M	\$16.8M	1,363.4%
Pell Grants ⁴	\$4.6M	\$6.2M	36.7%

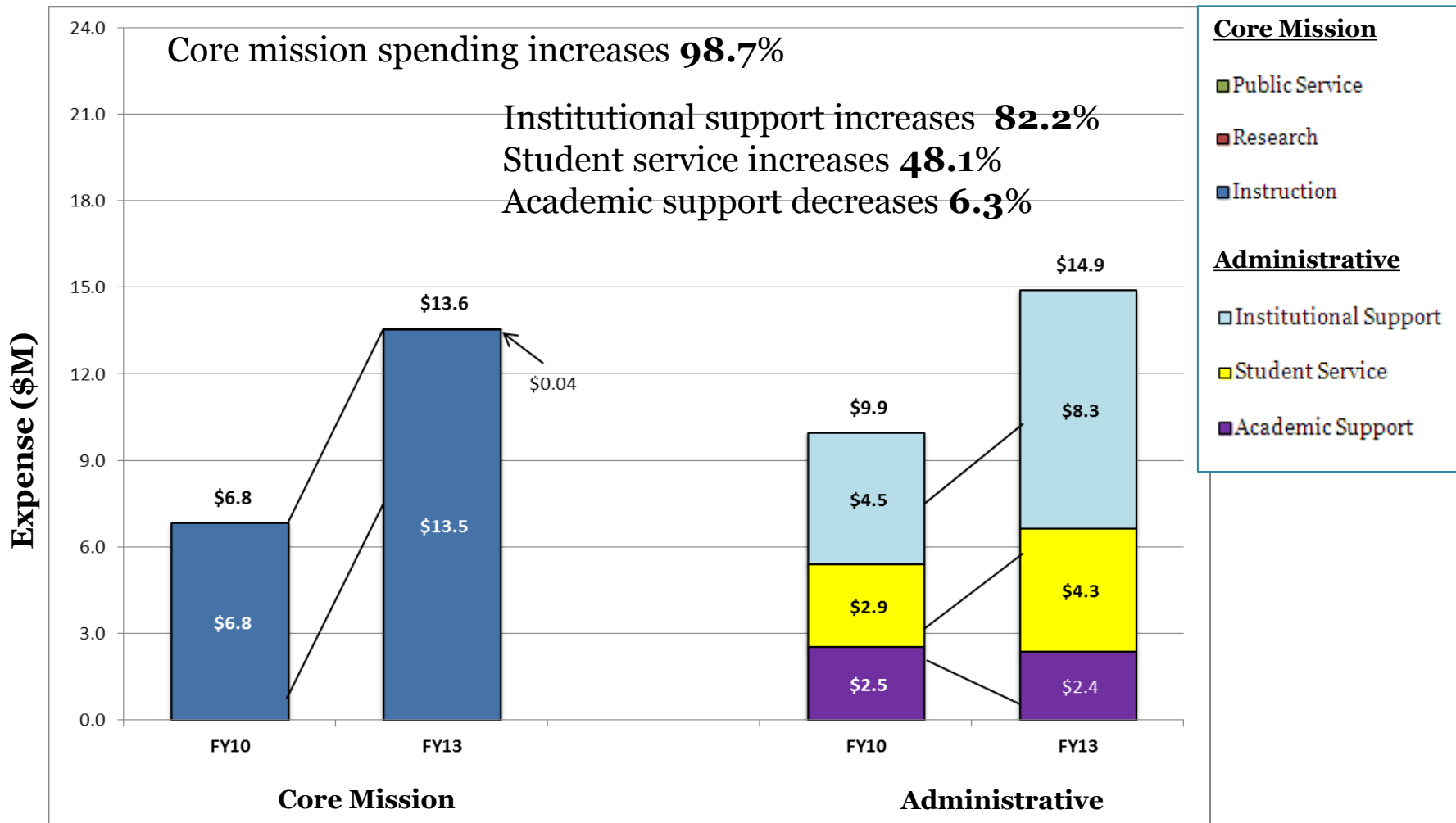
² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

³ Source: TAMU-SA unaudited Annual Financial Reports

⁴ Source: TAMUS

TAMU-SA

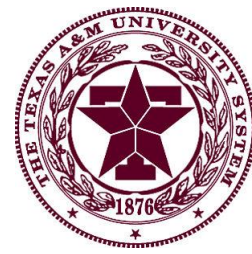
3-Year Core Mission Spend



Source: TAMU-SA FY13 unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

TAMU-SA

5-Year Trends



TAMU-SA	Fall 2008 ¹	Fall 2013 ²	5-Year Change
Enrollment	889	2,810	216.1%
Semester Credit Hours ¹	13,049	40,202	208.1%

¹ Source: System Office– Total Head Count and Semester Credit Hours: Phase II Regionals Academic Data

² Source: Texas Higher Education Coordinating Board– Accountability System

TAMU-SA	Fall 2008	Fall 2013	5-Year Change
Tuition ³	\$1,870	\$2,284	22.1%
Fees ³	\$808	\$1,323	63.7%
Total Tuition & Fees	\$2,678	\$3,607	34.7%
State Appropriations ⁴	\$7.6M	\$16.8M	121.1%
Pell Grants ⁵	\$1.6M	\$6.2M	292.9%

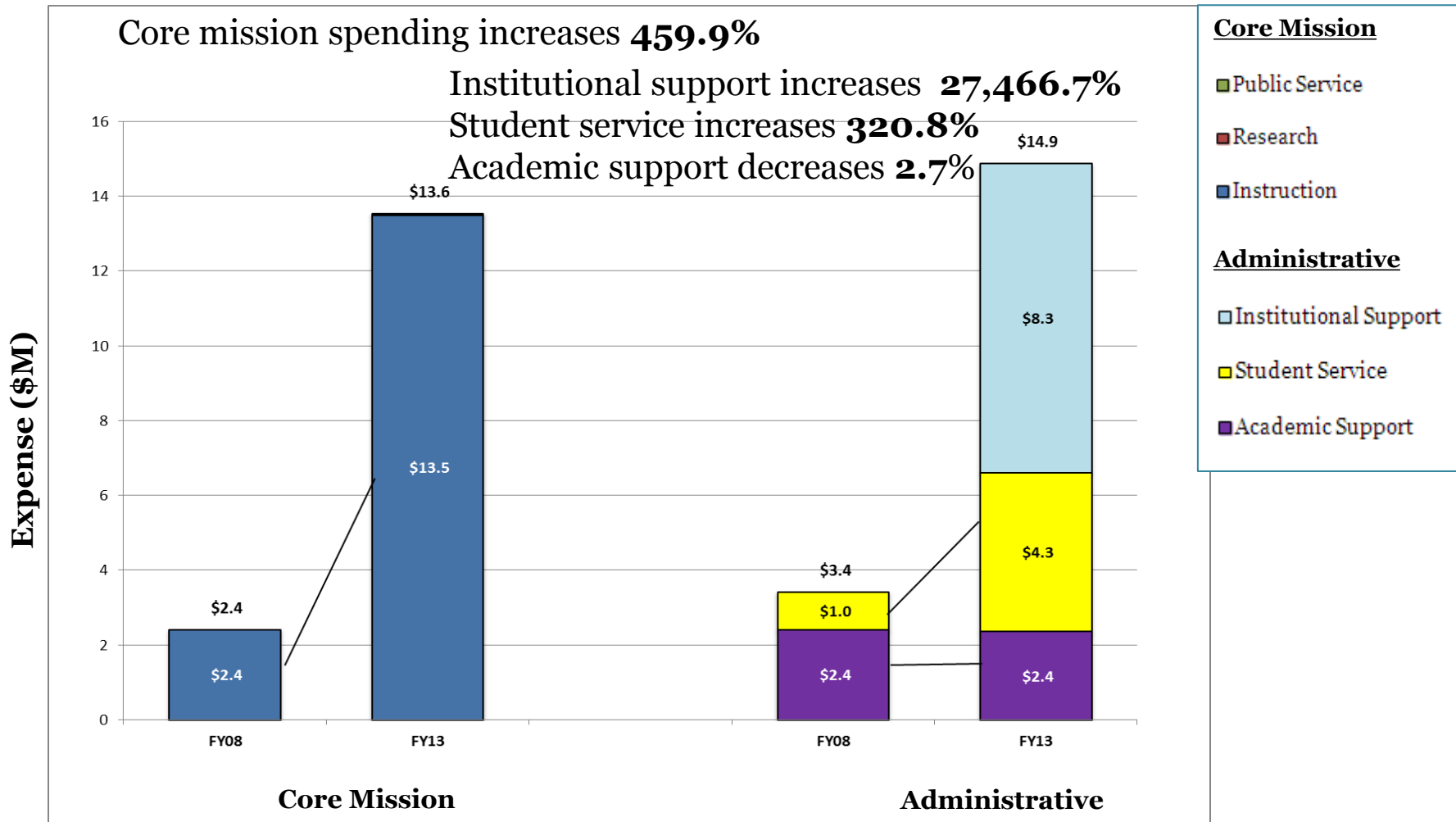
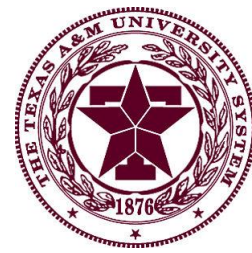
³ Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

⁴ Source: TAMU-SA unaudited Annual Financial Reports. State appropriation for TAMU-SA represents “Legislative revenue” as calculated by the System Office of Budgets and Accounting. A line item appropriation to TAMU-SA was not granted until FY11 and then only as a part of TAMU-K’s appropriation, per the System Office of Budgets and Accounting. The first appropriation bill to recognize TAMU-SA separately was authorized in FY13, per the System Office of Budgets and Accounting.

⁵ Source: TAMUS

TAMU-SA

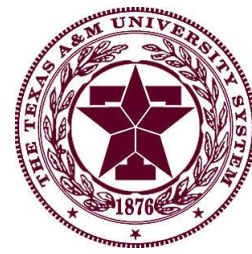
5-Year Core Mission Spend



Source: TAMU-SA FY13 unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

TAMU-T

3-Year Trends



TAMU-T	Fall 2010	Fall 2013	3-Year Change
Enrollment ¹	1,132	1,205	6.4%
Semester Credit Hours ¹	16,257	17,510	7.7%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TAMU-T	Fall 2010	Fall 2013	3-Year Change
Tuition ²	\$2,024	\$2,421	19.6%
Fees ²	\$519	\$915	76.3%
Total Tuition & Fees	\$2,543	\$3,336	31.2%
State Appropriations ³	\$17.2M	\$16.8M	-2.3%
Pell Grants ⁴	\$1.9M	\$2.9M	49.9%

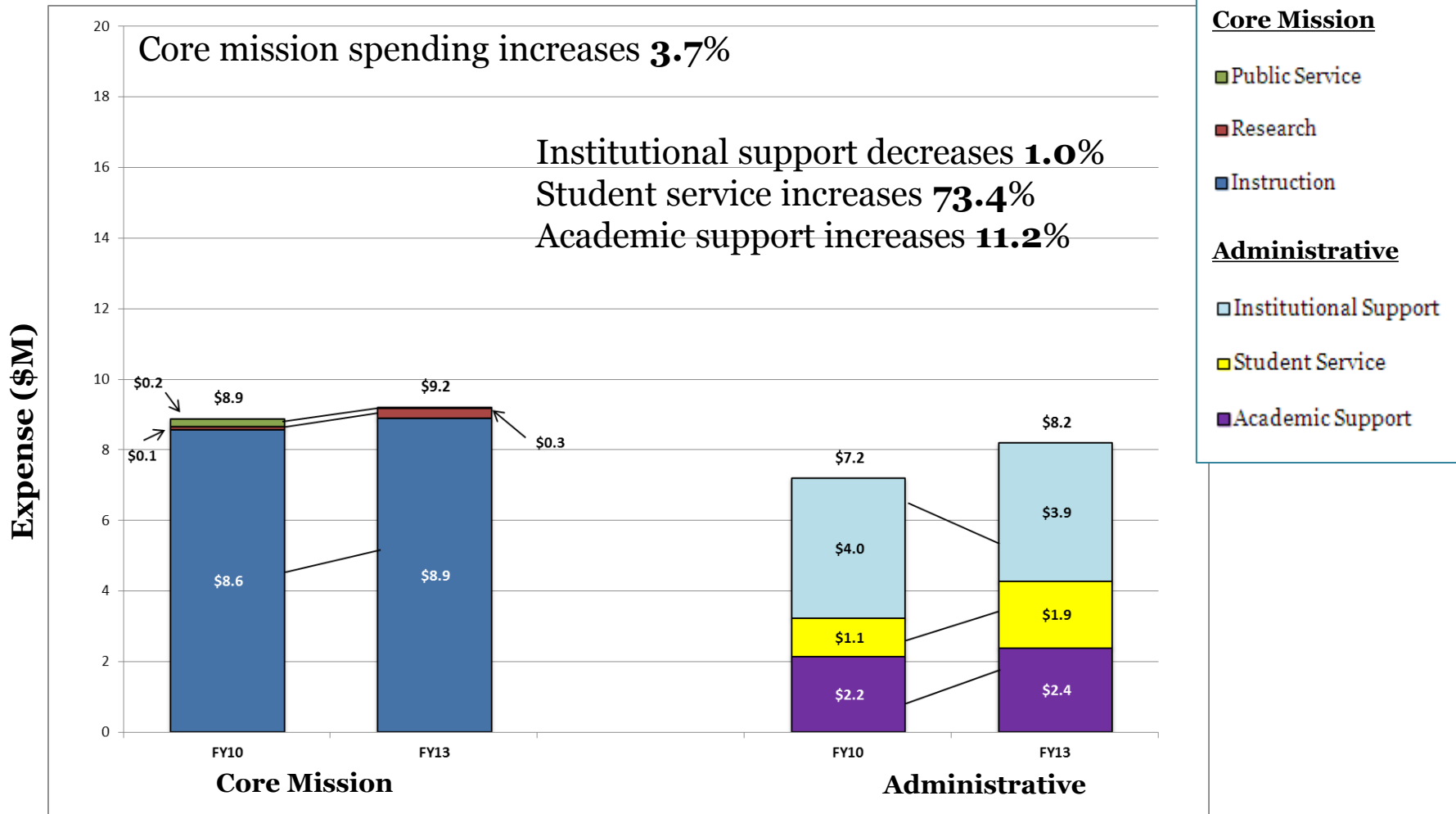
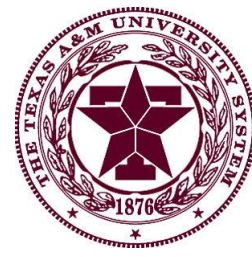
² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

³ Source: TAMU-T unaudited Annual Financial Reports

⁴ Source: TAMUS

TAMU-T

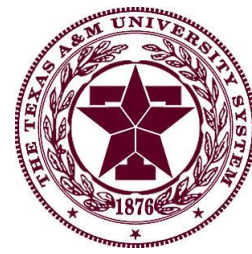
3-Year Core Mission Spend



Source: TAMU-T unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

TAMU-T

5-Year Trends



TAMU-T	Fall 2008	Fall 2013	5-Year Change
Enrollment ¹	862	1,205	39.8%
Semester Credit Hours ¹	12,289	17,510	42.5%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

TAMU-T	Fall 2008	Fall 2013	5-Year Change
Tuition ²	\$1,803	\$2,421	34.3%
Fees ²	\$318	\$915	188.0%
Total Tuition & Fees	\$2,121	\$3,336	57.3%
State Appropriations ³	\$18.0M	\$16.8M	-6.7%
Pell Grants ⁴	\$0.9M	\$2.9M	201.9%

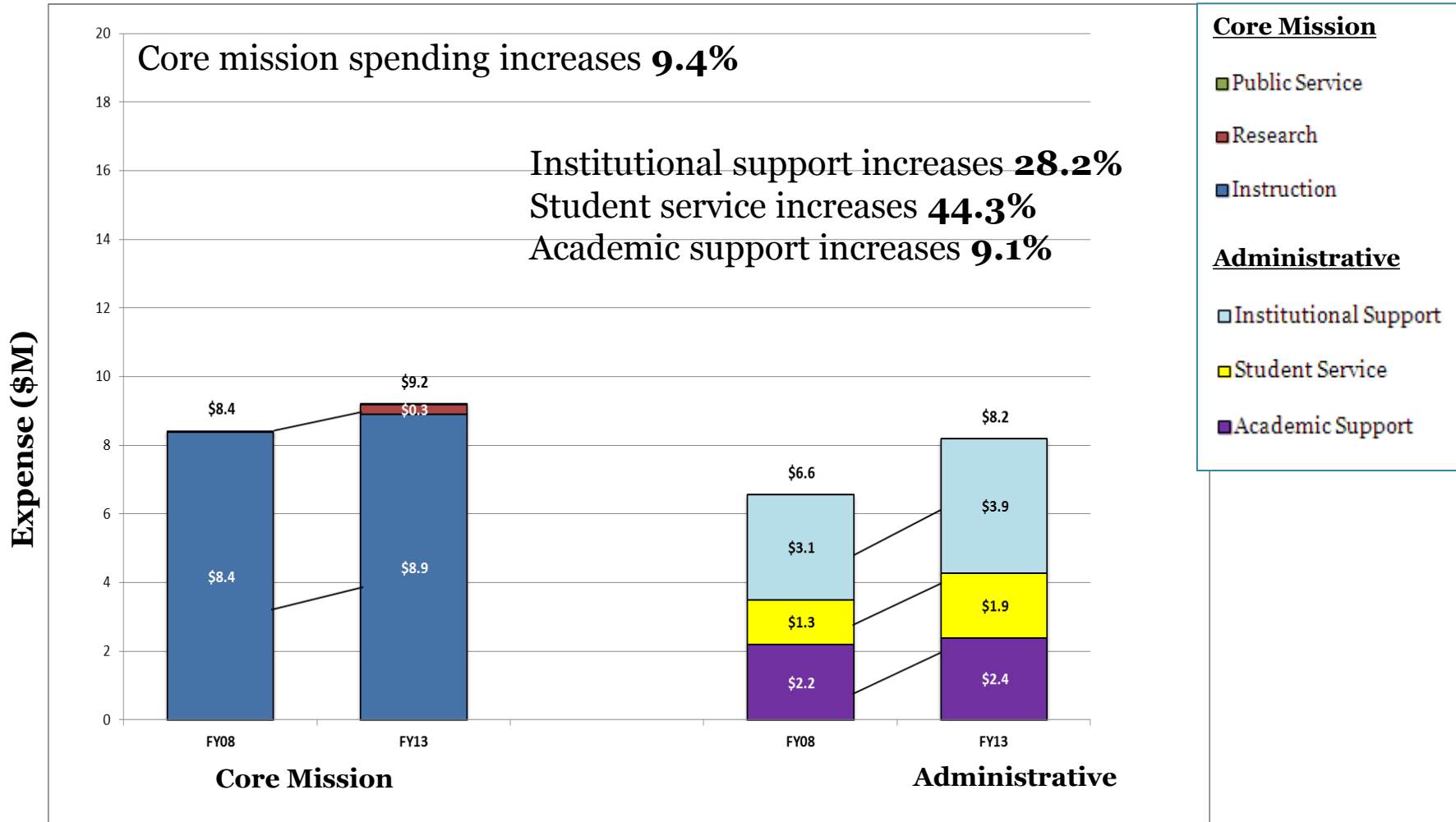
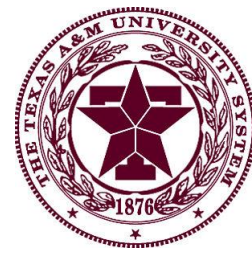
² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

³ Source: TAMU-T unaudited Annual Financial Reports

⁴ Source: TAMUS

TAMU-T

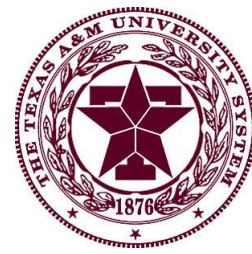
5-Year Core Mission Spend



Source: TAMU-T unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

WTAMU

3-Year Trends



WTAMU	Fall 2010	Fall 2013	3-Year Change
Enrollment ¹	6,140	6,706	9.2%
Semester Credit Hours ¹	90,202	98,307	9.0%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

WTAMU	Fall 2010	Fall 2013	3-Year Change
Tuition ²	\$2,253	\$2,365	5.0%
Fees ²	\$918	\$1,150	25.2%
Total Tuition & Fees	\$3,171	\$3,515	10.8%
State Appropriations ³	\$37.3M	\$32.3M	-13.4%
Pell Grants ⁴	\$9.7M	\$10.7M	9.5%

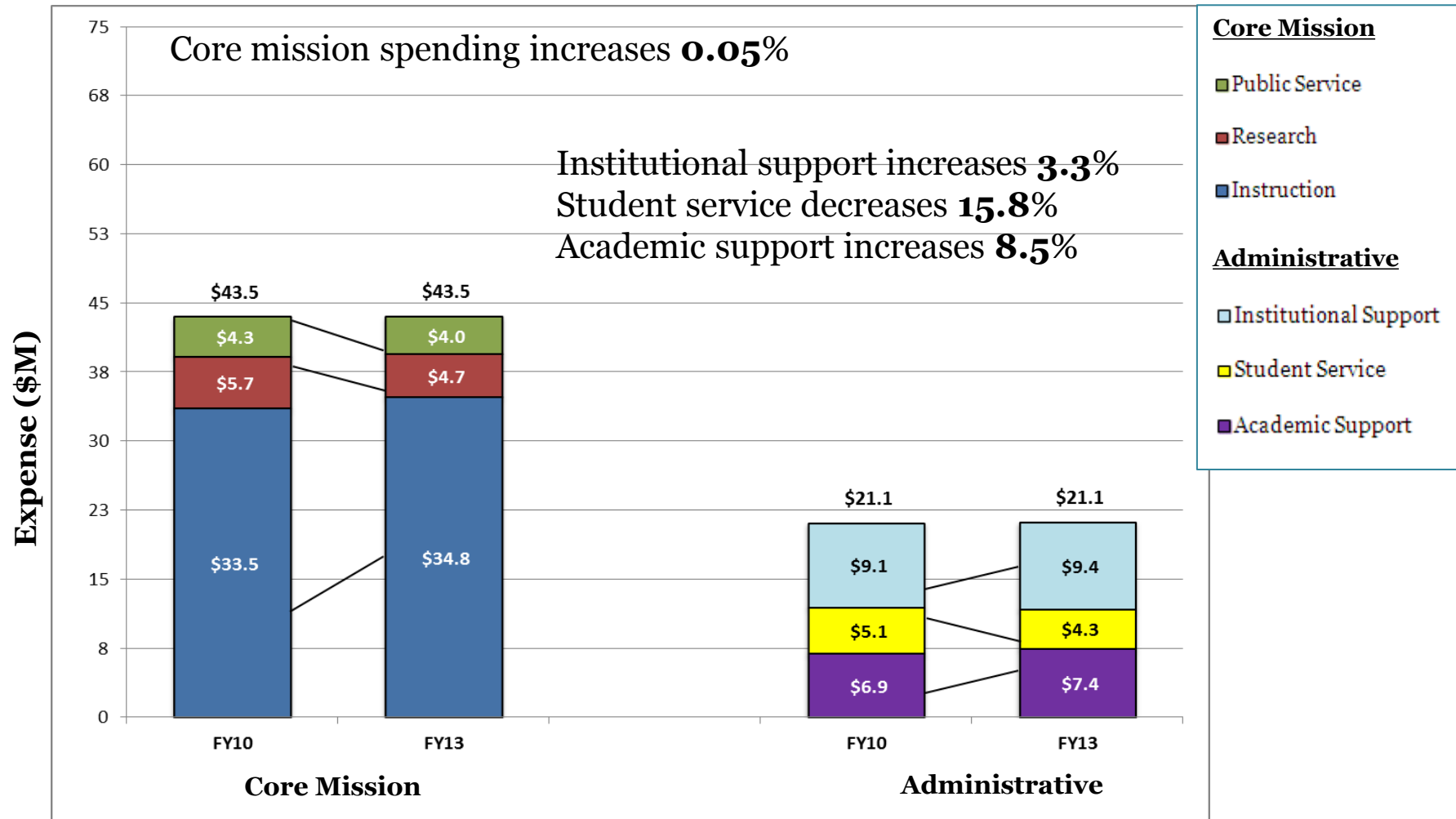
² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

³ Source: WTAMU unaudited Annual Financial Reports

⁴ Source: TAMUS

WTAMU

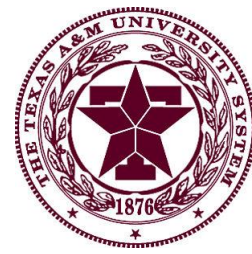
3-Year Core Mission Spend



Source: WTAMU unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

WTAMU

5-Year Trends



WTAMU	Fall 2008	Fall 2013	5-Year Change
Enrollment ¹	5,707	6,706	17.5%
Semester Credit Hours ¹	83,801	98,307	17.3%

¹ Source: Texas Higher Education Coordinating Board– Accountability System

WTAMU	Fall 2008	Fall 2013	5-Year Change
Tuition ²	\$1,954	\$2,365	21.0%
Fees ²	\$702	\$1,150	63.8%
Total Tuition & Fees	\$2,656	\$3,515	32.3%
State Appropriations ³	\$37.0M	\$32.3M	-12.7%
Pell Grants ⁴	\$5.7M	\$10.7M	85.8%

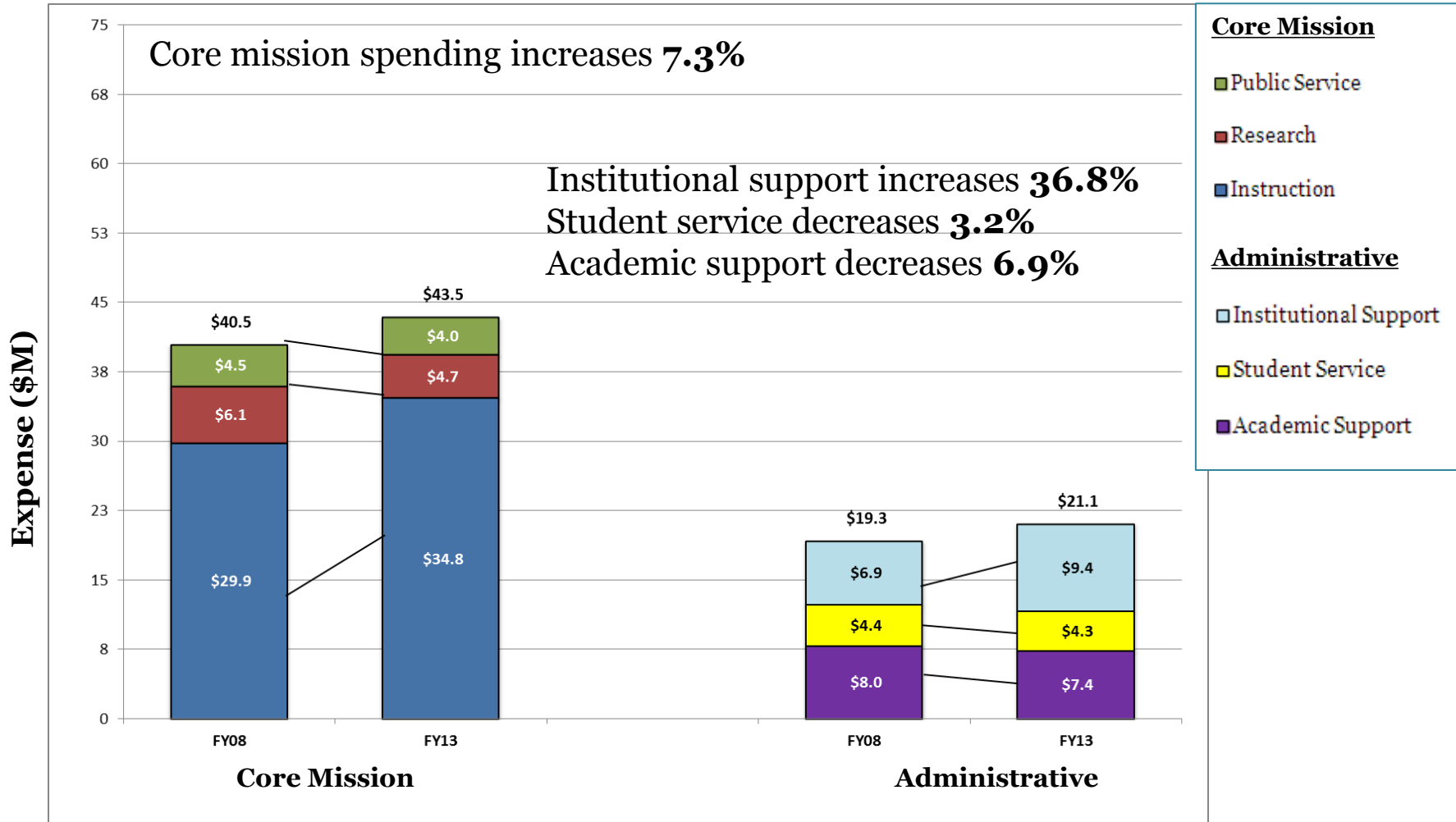
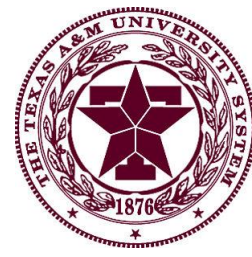
² Source: The Texas A&M University System – Academic Institutions; Mandatory Tuition and Fees for Resident Undergraduate Students Enrolled in 15 Semester Contact Hours Note: Amounts exclude differential tuition charged by specific academic programs.

³ Source: WTAMU unaudited Annual Financial Reports

⁴ Source: TAMUS

WTAMU

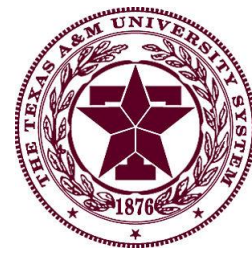
5-Year Core Mission Spend



Source: WTAMU unaudited Annual Financial Reports. Amounts do not include Other Post Employment Benefits.

*Appendix F:
Summary of Identified
Opportunities
by Regional University*

Summary of Identified Opportunities (1 of 3)



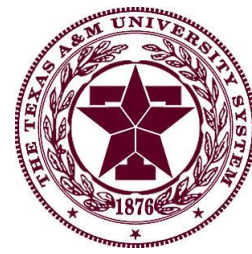
- **\$1.31M** in annual savings* opportunities (**\$4.88M** cumulative over 5 years)
- Factoring in implementation timeline and costs, the realization schedule of annual recurring value is as follows:

Opportunities	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
Vacancies – No Intent to Fill		\$0.12	\$0.13	\$0.13	\$0.13	\$0.13	\$0.64	\$0.14
Staffing Analysis		\$0.24	\$0.68	\$0.68	\$0.68	\$0.68	\$2.96	\$0.80
Span of Control		\$0.08	\$0.22	\$0.22	\$0.22	\$0.22	\$0.96	\$0.28
Collaboration Centers		\$0.00	\$0.05	\$0.09	\$0.09	\$0.09	\$0.32	\$0.09
Total Savings Identified		\$0.44	\$1.08	\$1.12	\$1.12	\$1.12	\$4.88	\$1.31
Estimated Implementation Cost**							\$0.73	
Cumulative Savings		\$0.44	\$1.52	\$2.64	\$3.76	\$4.88		

*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to PVAMU) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

**Implementation cost is estimated at 15% of savings.

See Summary of Identified Opportunities section for additional opportunity realization assumptions.



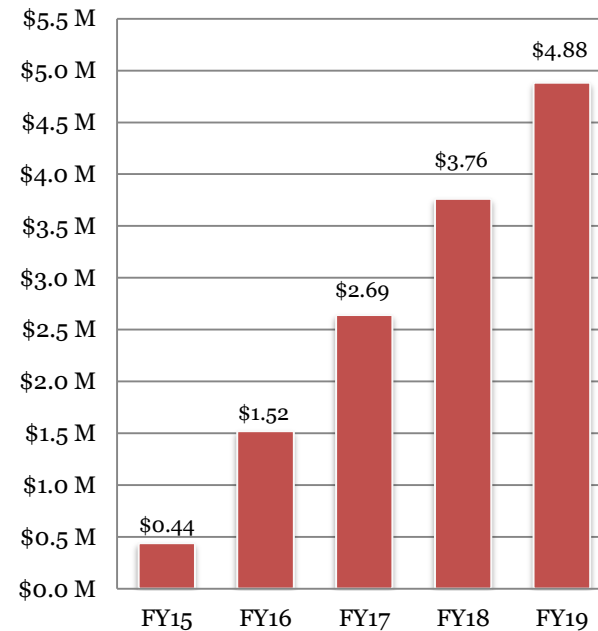
Summary of Identified Opportunities (2 of 3)

- Assuming opportunities will be realized at rates shown below, savings may be first realized in FY15 (September 2014 – August 2015).
- Over the 5-year period from FY15 through FY19, cumulative savings are estimated at **\$4.88 million** (before implementation cost).

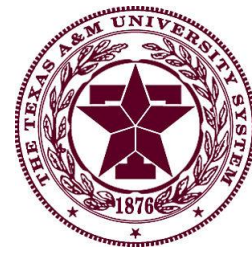
Realization Schedule Assumptions

Opportunity Realization Assumptions	FY15 Year 1	FY16 Year 2	FY17 Year 3	FY18 Year 4	FY19 Year 5
Vacancies – No Intent to Fill	85%	95%	95%	95%	95%
Staffing	30%	85%	85%	85%	85%
Span of Control	30%	80%	80%	80%	80%
Collaboration Centers	5%	60%	100%	100%	100%

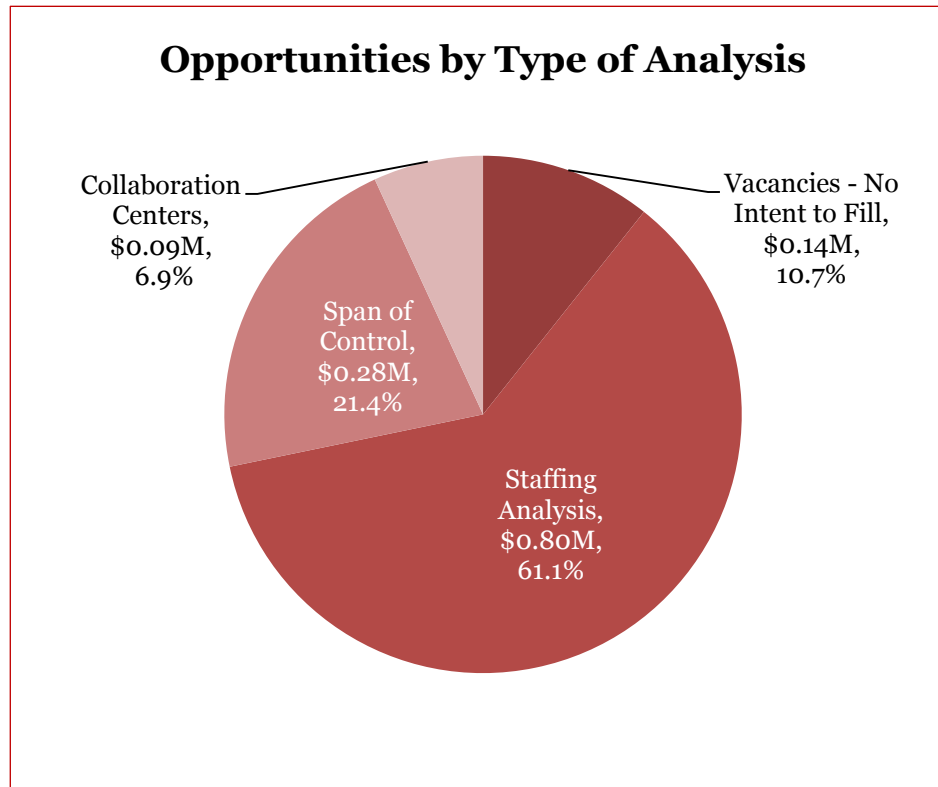
Cumulative Opportunities



Summary of Identified Opportunities (3 of 3)

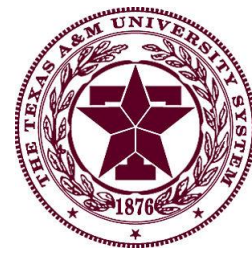


Opportunities resulted from the application of a set of analytical processes described in the report. Each regional university President will be responsible for evaluation of opportunities in their respective university.



TARLETON

Summary of Identified Opportunities (1 of 3)



- **\$.69M** in annual savings* opportunities (**\$2.77M** cumulative over 5 years)
- Factoring in implementation timeline and costs, the realization schedule of annual recurring value is as follows:

Opportunities	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
Vacancies – No Intent to Fill		\$0.24	\$0.27	\$0.27	\$0.27	\$0.27	\$1.32	\$0.28
Staffing Analysis		\$0.07	\$0.20	\$0.20	\$0.20	\$0.20	\$0.87	\$0.24
Span of Control		\$0.04	\$0.10	\$0.10	\$0.10	\$0.10	\$0.44	\$0.13
Collaboration Centers		\$0.00	\$0.02	\$0.04	\$0.04	\$0.04	\$0.14	\$0.04
Total Savings Identified		\$0.35	\$0.59	\$0.61	\$0.61	\$0.61	\$2.77	\$0.69
Estimated Implementation Cost**							\$0.42	
Cumulative Savings		\$0.35	\$0.94	\$1.55	\$2.16	\$2.77		

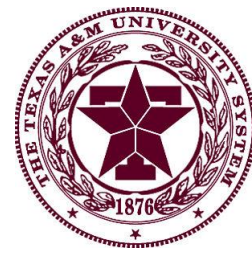
*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to TARLETON) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

**Implementation cost is estimated at 15% of savings.

See Summary of Identified Opportunities section for additional opportunity realization assumptions.

TARLETON

Summary of Identified Opportunities (2 of 3)

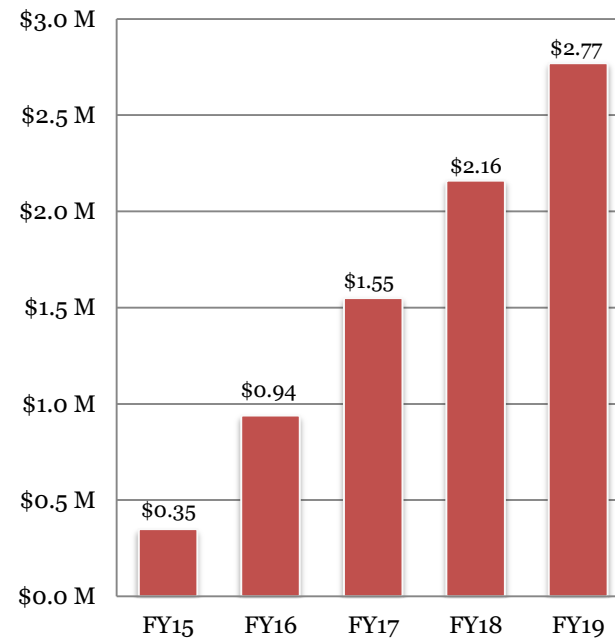


- Assuming opportunities will be realized at rates shown below, savings may be first realized in FY15 (September 2014 – August 2015).
- Over the 5-year period from FY15 through FY19, cumulative savings are estimated at **\$2.77M** (before implementation cost).

Realization Schedule Assumptions

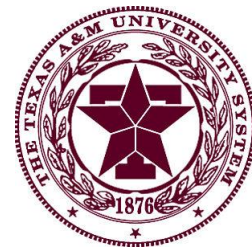
Opportunity Realization Assumptions	FY15 Year 1	FY16 Year 2	FY17 Year 3	FY18 Year 4	FY19 Year 5
Vacancies – No Intent to Fill	85%	95%	95%	95%	95%
Staffing	30%	85%	85%	85%	85%
Span of Control	30%	80%	80%	80%	80%
Collaboration Centers	5%	60%	100%	100%	100%

Cumulative Opportunities

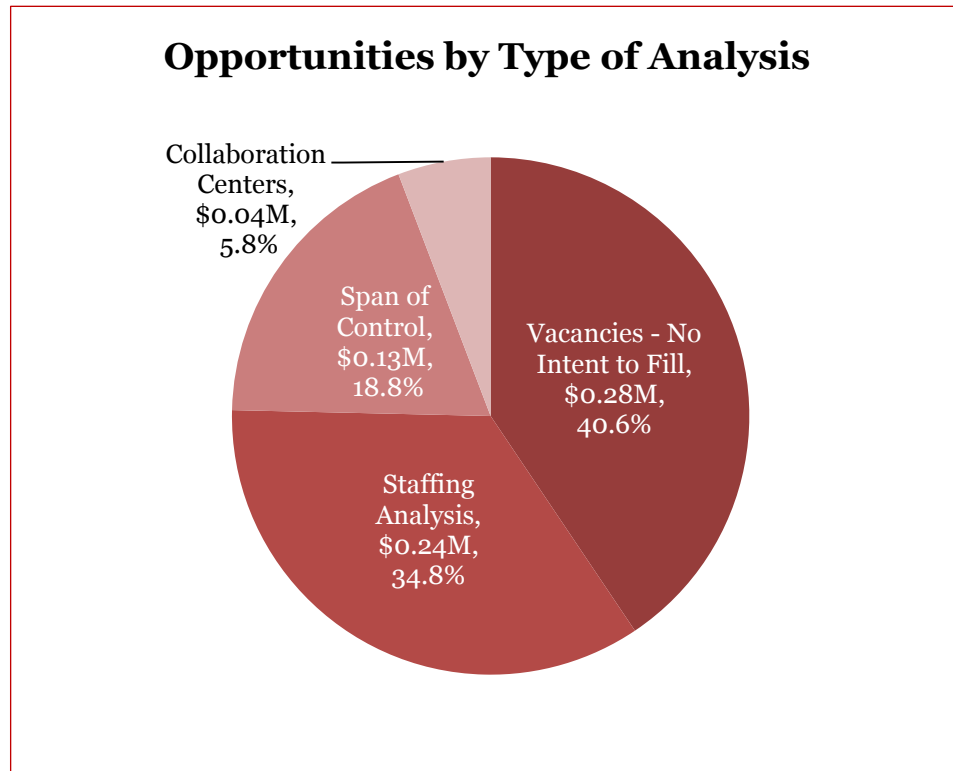


TARLETON

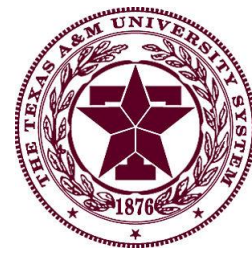
Summary of Identified Opportunities (3 of 3)



Opportunities resulted from the application of a set of analytical processes described in the. Each regional university President will be responsible for evaluation of opportunities in their respective university.



Summary of Identified Opportunities (1 of 3)



- **\$0.74M** in annual savings* opportunities (**\$2.75M** cumulative over 5 years)
- Factoring in implementation timeline and costs, the realization schedule of annual recurring value is as follows:

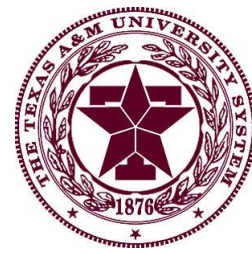
Opportunities	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
Vacancies – No Intent to Fill		\$0.03	\$0.04	\$0.04	\$0.04	\$0.04	\$0.19	\$0.04
Staffing Analysis		\$0.17	\$0.47	\$0.47	\$0.47	\$0.47	\$2.05	\$0.55
Span of Control		\$0.04	\$0.10	\$0.10	\$0.10	\$0.10	\$0.44	\$0.13
Collaboration Centers		\$0.00	\$0.01	\$0.02	\$0.02	\$0.02	\$0.07	\$0.02
Total Savings Identified		\$0.24	\$0.62	\$0.63	\$0.63	\$0.63	\$2.75	\$0.74
Estimated Implementation Cost**							\$0.41	
Cumulative Savings		\$0.24	\$0.86	\$1.49	\$2.12	\$2.75		

*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to TAMIU) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

**Implementation cost is estimated at 15% of savings.

See Summary of Identified Opportunities section for additional opportunity realization assumptions.

Summary of Identified Opportunities (2 of 3)

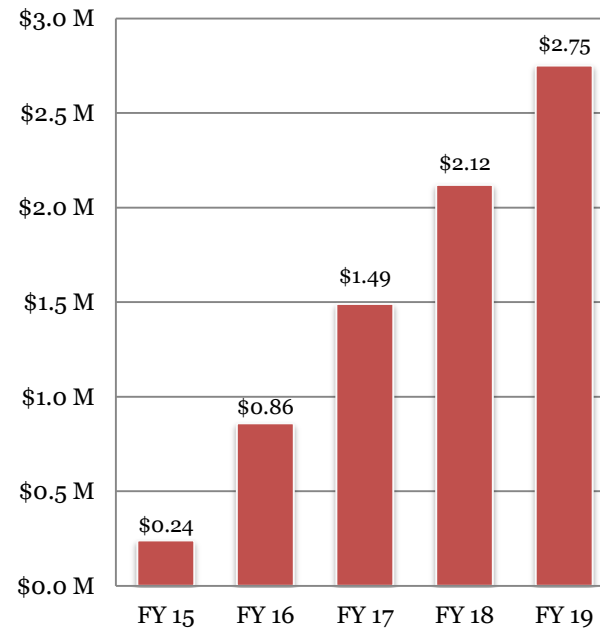


- Assuming opportunities will be realized at rates shown below, savings may be first realized in FY15 (September 2014 – August 2015).
- Over the 5-year period from FY15 through FY19, cumulative savings are estimated at **\$2.75M** (before implementation cost).

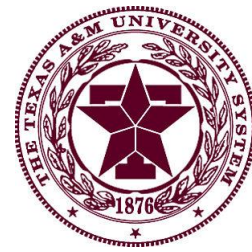
Realization Schedule Assumptions

Opportunity Realization Assumptions	FY15 Year 1	FY16 Year 2	FY17 Year 3	FY18 Year 4	FY19 Year 5
Vacancies – No Intent to Fill	85%	95%	95%	95%	95%
Staffing	30%	85%	85%	85%	85%
Span of Control	30%	80%	80%	80%	80%
Collaboration Centers	5%	60%	100%	100%	100%

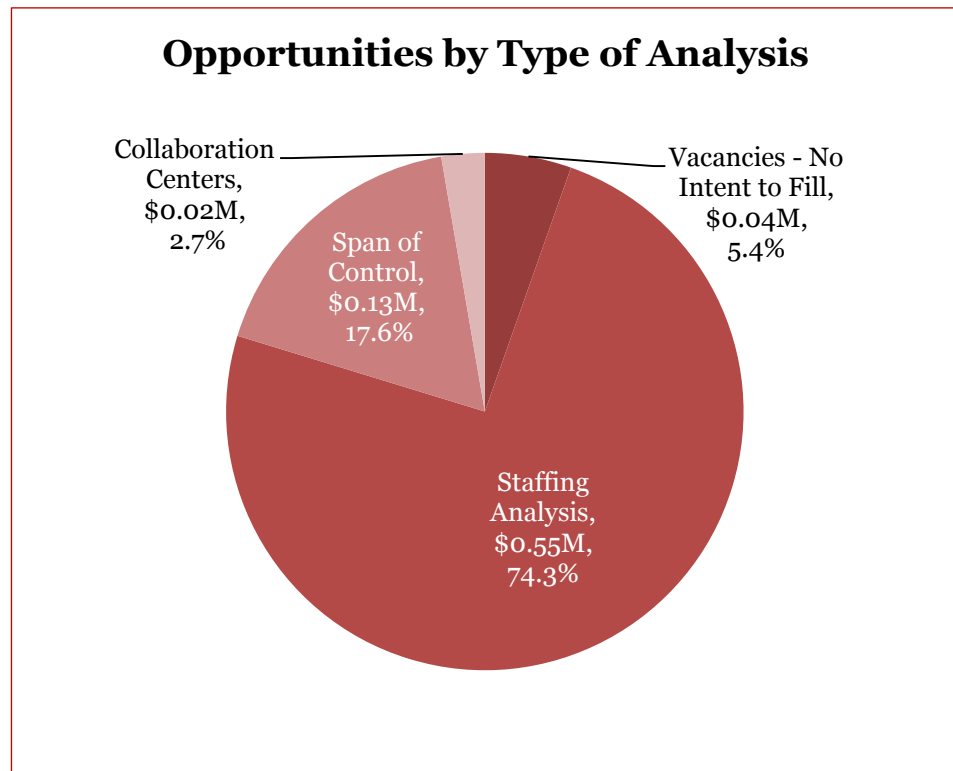
Cumulative Opportunities



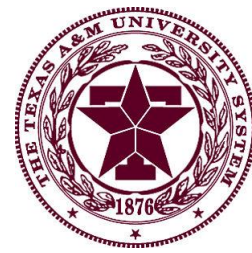
Summary of Identified Opportunities (3 of 3)



Opportunities resulted from the application of a set of analytical processes described in the report. Each regional university President will be responsible for evaluation of opportunities in their respective university.



Summary of Identified Opportunities (1 of 3)



- **\$0.88M** in annual savings* opportunities (**\$3.30M** cumulative over 5 years)
- Factoring in implementation timeline and costs, the realization schedule of annual recurring value is as follows:

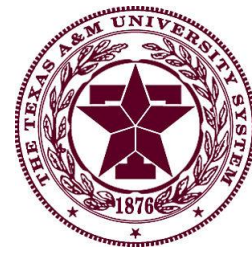
Opportunities	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
Vacancies – No Intent to Fill		\$0.09	\$0.10	\$0.10	\$0.10	\$0.10	\$0.49	\$0.10
Staffing Analysis		\$0.12	\$0.35	\$0.35	\$0.35	\$0.35	\$1.52	\$0.41
Span of Control		\$0.10	\$0.27	\$0.27	\$0.27	\$0.27	\$1.18	\$0.34
Collaboration Centers		\$0.00	\$0.02	\$0.03	\$0.03	\$0.03	\$0.11	\$0.03
Total Savings Identified		\$0.31	\$0.74	\$0.75	\$0.75	\$0.75	\$3.30	\$0.88
Estimated Implementation Cost**							\$0.50	
Cumulative Savings		\$0.31	\$1.05	\$1.80	\$2.55	\$3.30		

*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to TAMU-C) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

**Implementation cost is estimated at 15% of savings.

See Summary of Identified Opportunities section for additional opportunity realization assumptions.

Summary of Identified Opportunities (2 of 3)

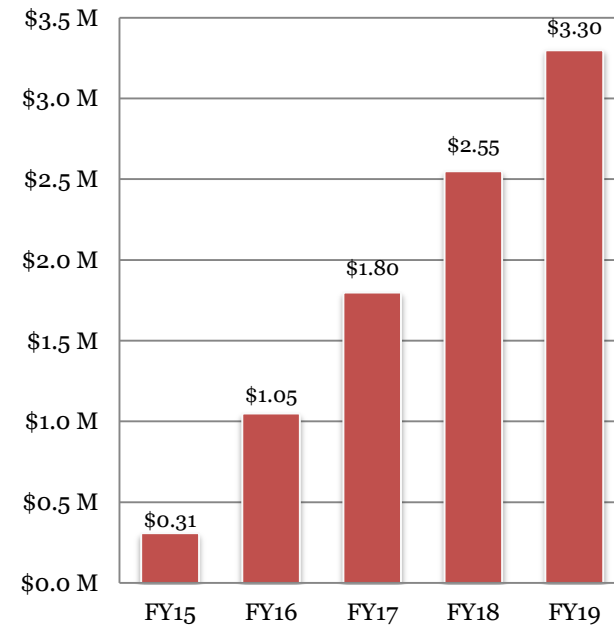


- Assuming opportunities will be realized at rates shown below, savings may be first realized in FY15 (September 2014 – August 2015).
- Over the 5-year period from FY15 through FY19, cumulative savings are estimated at **\$3.30M** (before implementation cost).

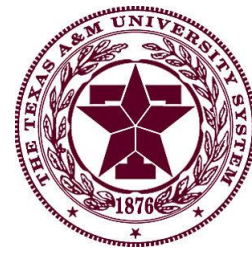
Realization Schedule Assumptions

Opportunity Realization Assumptions	FY15 Year 1	FY16 Year 2	FY17 Year 3	FY18 Year 4	FY19 Year 5
Vacancies – No Intent to Fill	85%	95%	95%	95%	95%
Staffing	30%	85%	85%	85%	85%
Span of Control	30%	80%	80%	80%	80%
Collaboration Centers	5%	60%	100%	100%	100%

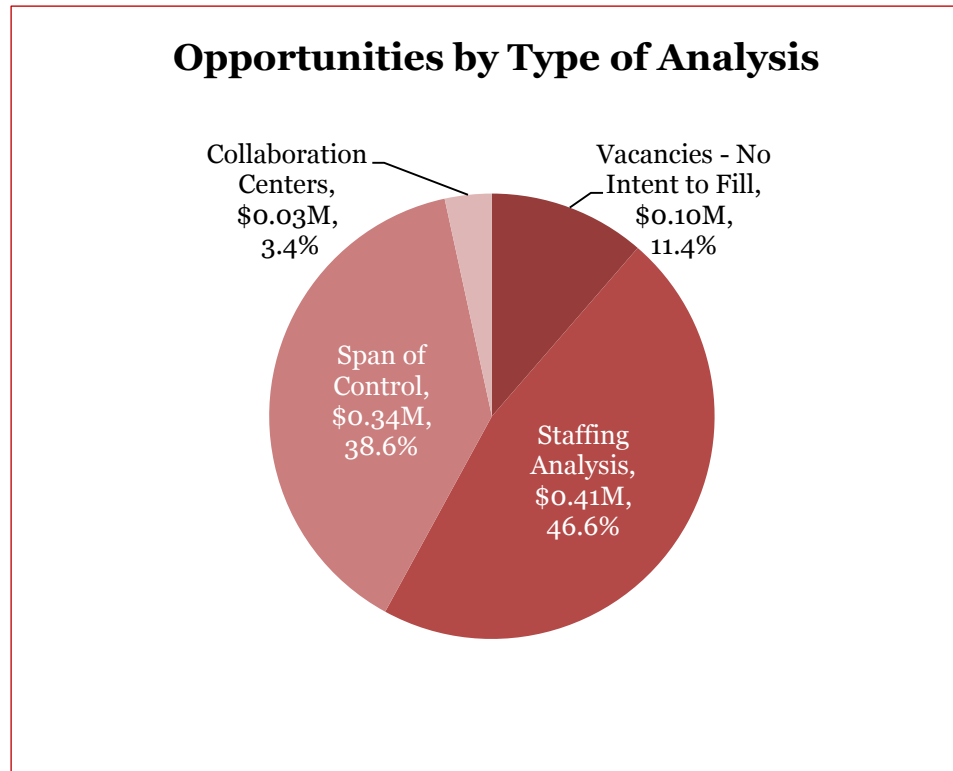
Cumulative Opportunities



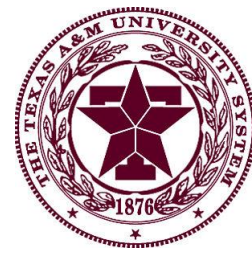
Summary of Identified Opportunities (3 of 3)



Opportunities resulted from the application of a set of analytical processes described in the report. Each regional university President will be responsible for evaluation of opportunities in their respective university.



Summary of Identified Opportunities (1 of 3)



- **\$1.07M** in annual savings* opportunities (**\$3.85M** cumulative over 5 years)
- Factoring in implementation timeline and costs, the realization schedule of annual recurring value is as follows:

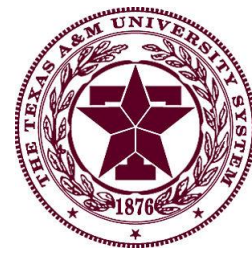
Opportunities	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
Vacancies – No Intent to Fill		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Staffing Analysis		\$0.14	\$0.39	\$0.39	\$0.39	\$0.39	\$1.70	\$0.46
Span of Control		\$0.17	\$0.46	\$0.46	\$0.46	\$0.46	\$2.01	\$0.57
Collaboration Centers		\$0.00	\$0.02	\$0.04	\$0.04	\$0.04	\$0.14	\$0.04
Total Savings Identified		\$0.31	\$0.87	\$0.89	\$0.89	\$0.89	\$3.85	\$1.07
Estimated Implementation Cost**							\$0.58	
Cumulative Savings		\$0.31	\$1.18	\$2.07	\$2.96	\$3.85		

*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to TAMU-CC) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

**Implementation cost is estimated at 15% of savings.

See Summary of Identified Opportunities section for additional opportunity realization assumptions.

Summary of Identified Opportunities (2 of 3)

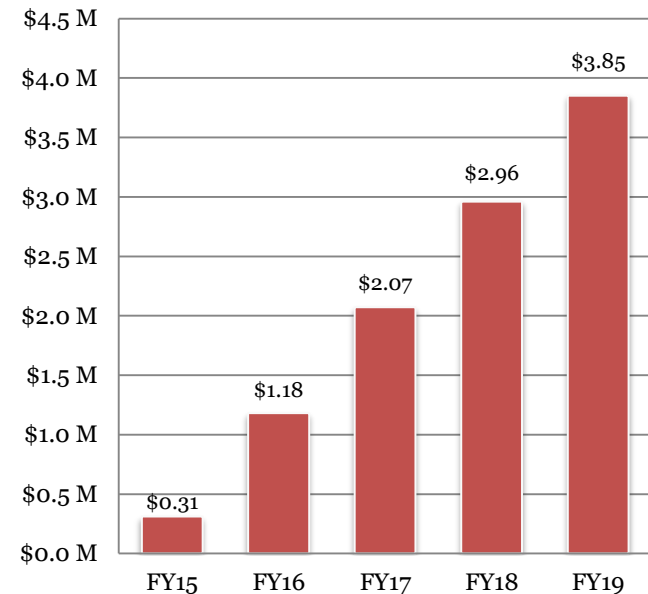


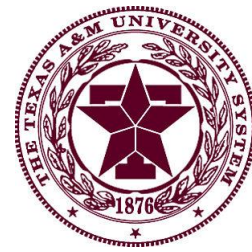
- Assuming opportunities will be realized at rates shown below, savings may be first realized in FY15 (September 2014 – August 2015).
- Over the 5-year period from FY15 through FY19, cumulative savings are estimated at **\$3.85M** (before implementation cost).

Realization Schedule Assumptions

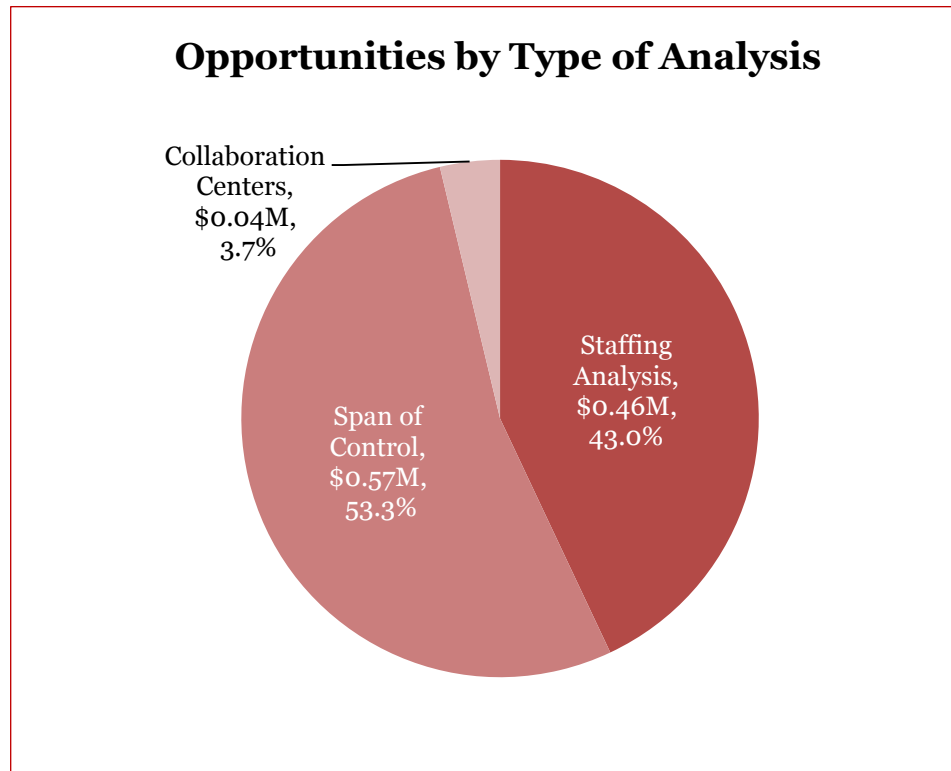
Opportunity Realization Assumptions	FY15 Year 1	FY16 Year 2	FY17 Year 3	FY18 Year 4	FY19 Year 5
Vacancies – No Intent to Fill	85%	95%	95%	95%	95%
Staffing	30%	85%	85%	85%	85%
Span of Control	30%	80%	80%	80%	80%
Collaboration Centers	5%	60%	100%	100%	100%
Vacancies – Intent to Fill	10%	10%	10%	10%	10%

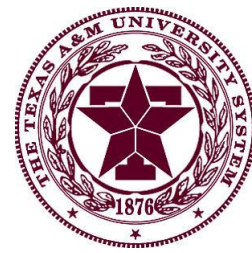
Cumulative Opportunities





Opportunities resulted from the application of a set of analytical processes described in the report. Each regional university President will be responsible for evaluation of opportunities in their respective university.





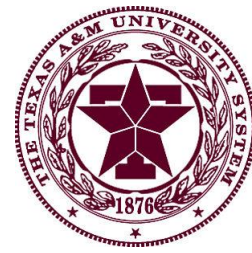
- **\$0.14M** in annual savings* opportunities (**\$0.52M** cumulative over 5 years)
- Factoring in implementation timeline and costs, the realization schedule of annual recurring value is as follows:

Opportunities	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
Vacancies – No Intent to Fill		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Staffing Analysis		\$0.02	\$0.06	\$0.06	\$0.06	\$0.06	\$0.26	\$0.07
Span of Control		\$0.02	\$0.06	\$0.06	\$0.06	\$0.06	\$0.26	\$0.07
Collaboration Centers		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Savings Identified		\$0.04	\$0.12	\$0.12	\$0.12	\$0.12	\$0.52	\$0.14
Estimated Implementation Cost**							\$0.08	
Cumulative Savings		\$0.04	\$0.16	\$0.28	\$0.40	\$0.52		

*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to TAMU-CT) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

**Implementation cost is estimated at 15% of savings.

See Summary of Identified Opportunities section for additional opportunity realization assumptions.

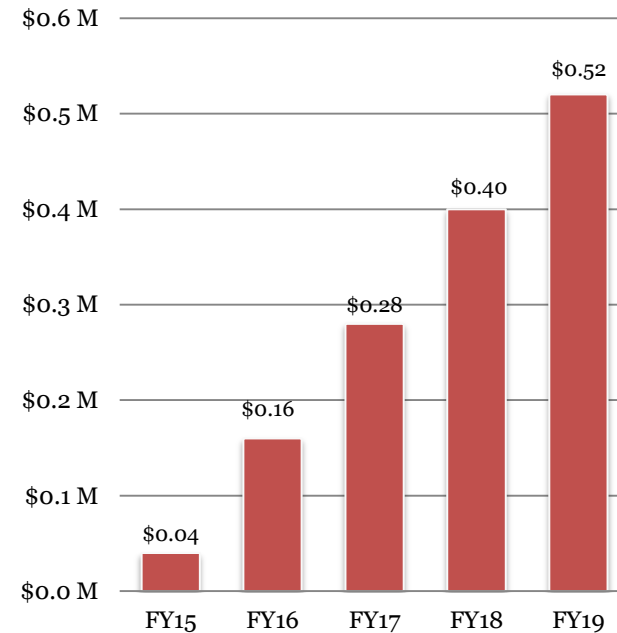


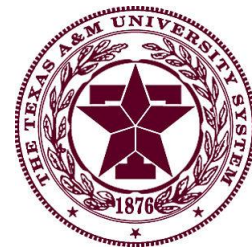
- Assuming opportunities will be realized at rates shown below, savings may be first realized in FY15 (September 2014 – August 2015).
- Over the 5-year period from FY15 through FY19, cumulative savings are estimated at **\$0.52M** (before implementation cost).

Realization Schedule Assumptions

Opportunity Realization Assumptions	FY15 Year 1	FY16 Year 2	FY17 Year 3	FY18 Year 4	FY19 Year 5
Vacancies – No Intent to Fill	85%	95%	95%	95%	95%
Staffing	30%	85%	85%	85%	85%
Span of Control	30%	80%	80%	80%	80%
Collaboration Centers	5%	60%	100%	100%	100%

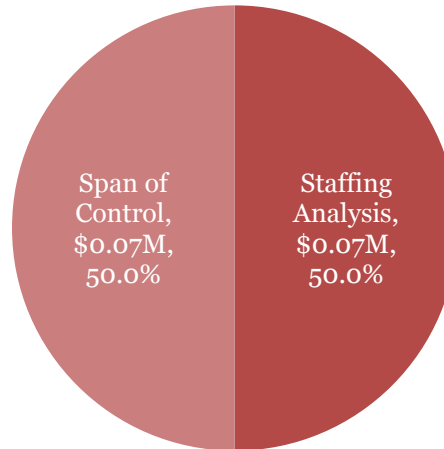
Cumulative Opportunities



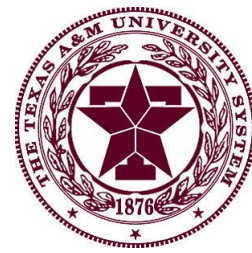


Opportunities resulted from the application of a set of analytical processes described in the report. Each regional university President will be responsible for evaluation of opportunities in their respective university.

Opportunities by Source of Analysis



Summary of Identified Opportunities (1 of 3)



- **\$0.91M** in annual savings* opportunities (**\$3.39M** cumulative over 5 years)
- Factoring in implementation timeline and costs, the realization schedule of annual recurring value is as follows:

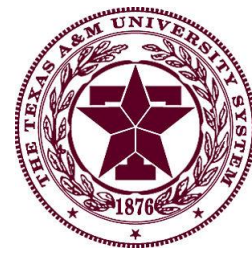
Opportunities	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
Vacancies – No Intent to Fill		\$0.08	\$0.09	\$0.09	\$0.09	\$0.09	\$0.44	\$0.09
Staffing Analysis		\$0.12	\$0.34	\$0.34	\$0.34	\$0.34	\$1.48	\$0.40
Span of Control		\$0.12	\$0.32	\$0.32	\$0.32	\$0.32	\$1.40	\$0.40
Collaboration Centers		\$0.00	\$0.01	\$0.02	\$0.02	\$0.02	\$0.07	\$0.02
Total Savings Identified		\$0.32	\$0.76	\$0.77	\$0.77	\$0.77	\$3.39	\$0.91
Estimated Implementation Cost**							\$0.51	
Cumulative Savings		\$0.32	\$1.08	\$1.85	\$2.62	\$3.39		

*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to TAMU-K) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

**Implementation cost is estimated at 15% of savings.

See Summary of Identified Opportunities section for additional opportunity realization assumptions.

Summary of Identified Opportunities (2 of 3)

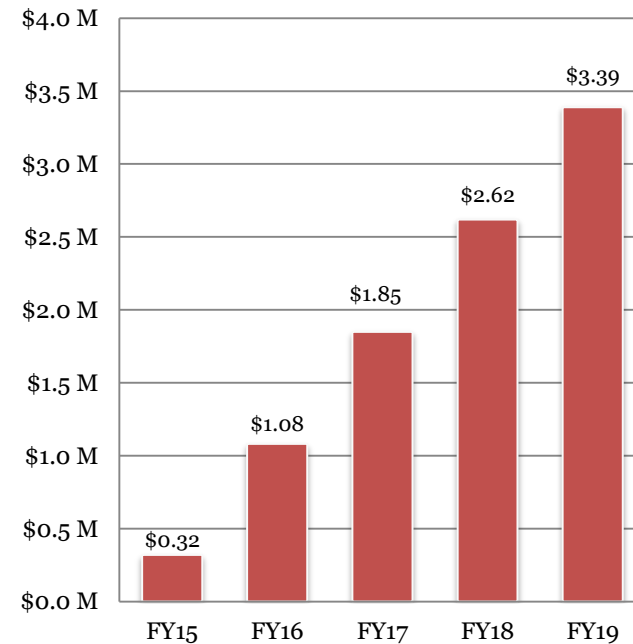


- Assuming opportunities will be realized at rates shown below, savings may be first realized in FY15 (September 2014 – August 2015).
- Over the 5-year period from FY15 through FY19, cumulative savings are estimated at **\$3.39M** (before implementation cost).

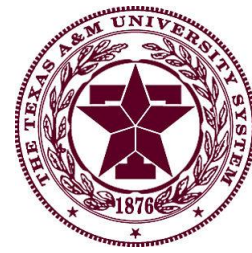
Realization Schedule Assumptions

Opportunity Realization Assumptions	FY15 Year 1	FY16 Year 2	FY17 Year 3	FY18 Year 4	FY19 Year 5
Vacancies – No Intent to Fill	85%	95%	95%	95%	95%
Staffing	30%	85%	85%	85%	85%
Span of Control	30%	80%	80%	80%	80%
Collaboration Centers	5%	60%	100%	100%	100%
Vacancies – Intent to Fill	10%	10%	10%	10%	10%

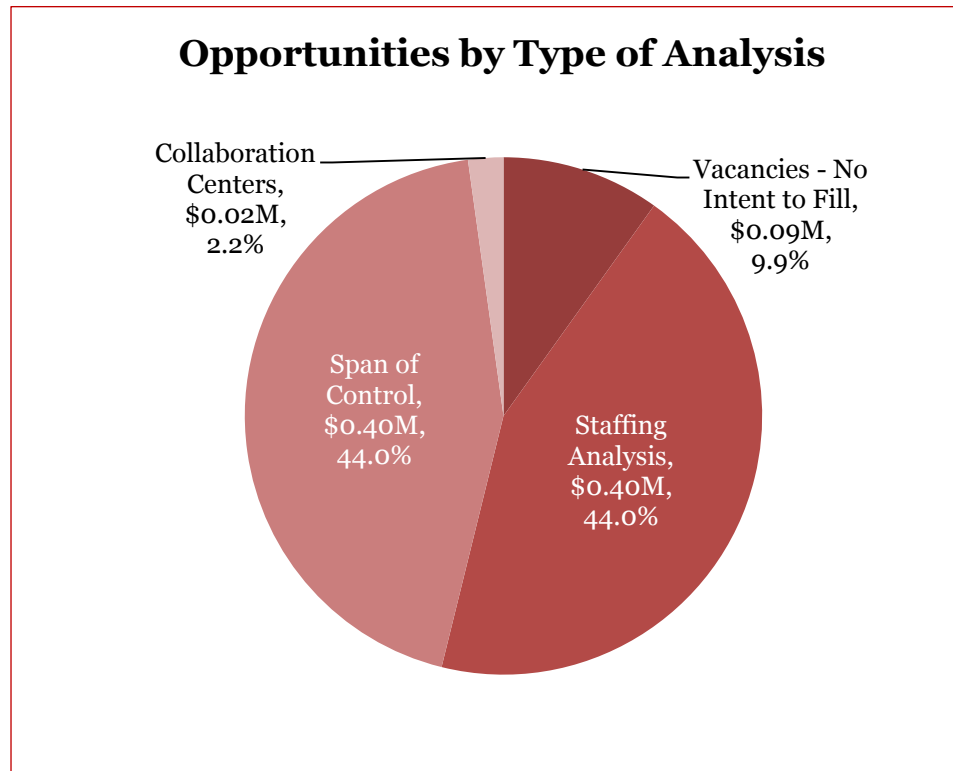
Cumulative Opportunities

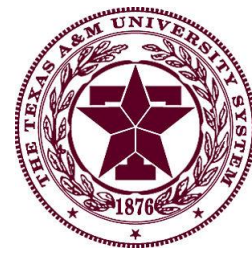


Summary of Identified Opportunities (3 of 3)



Opportunities resulted from the application of a set of analytical processes described in the report. Each regional university President will be responsible for evaluation of opportunities in their respective university.





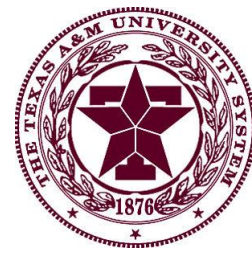
- **\$1.04M** in annual savings* opportunities (**\$3.69M** cumulative over 5 years)
- Factoring in implementation timeline and costs, the realization schedule of annual recurring value is as follows:

Opportunities	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
Vacancies – No Intent to Fill		\$0.03	\$0.04	\$0.04	\$0.04	\$0.04	\$0.19	\$0.04
Staffing Analysis		\$0.05	\$0.15	\$0.15	\$0.15	\$0.15	\$0.65	\$0.18
Span of Control		\$0.25	\$0.65	\$0.65	\$0.65	\$0.65	\$2.85	\$0.82
Collaboration Centers		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Savings Identified		\$0.33	\$0.84	\$0.84	\$0.84	\$0.84	\$3.69	\$1.04
Estimated Implementation Cost**							\$0.55	
Cumulative Savings		\$0.33	\$1.17	\$2.01	\$2.85	\$3.69		

*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to TAMU-SA) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

**Implementation cost is estimated at 15% of savings.

See Summary of Identified Opportunities section for additional opportunity realization assumptions.

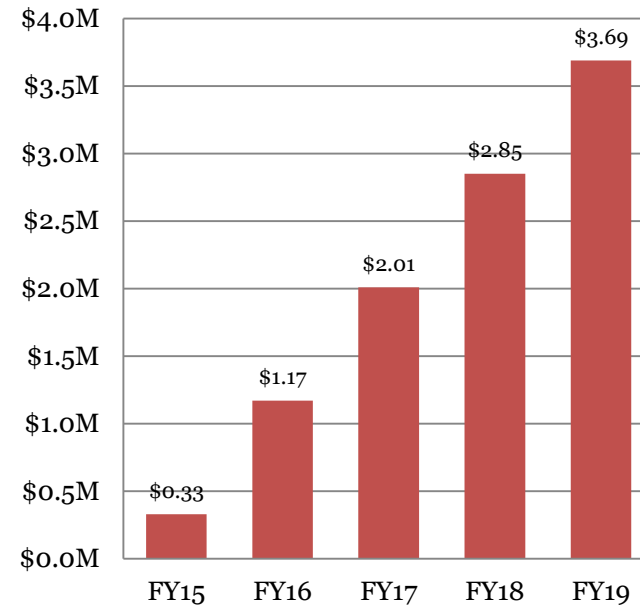


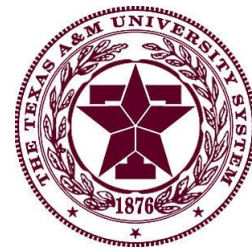
- Assuming opportunities will be realized at rates shown below, savings may be first realized in FY15 (September 2014 – August 2015).
- Over the 5-year period from FY15 through FY19, cumulative savings are estimated at **\$3.69M** (before implementation cost).

Realization Schedule Assumptions

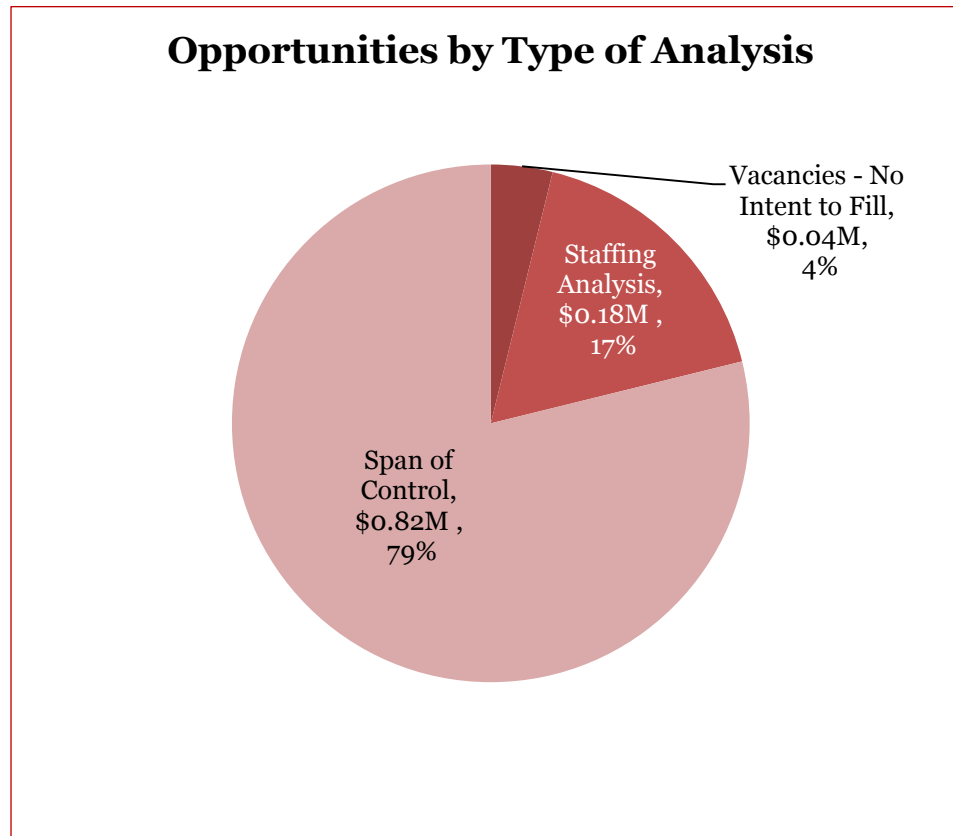
Opportunity Realization Assumptions	FY15 Year 1	FY16 Year 2	FY17 Year 3	FY18 Year 4	FY19 Year 5
Vacancies – No Intent to Fill	85%	95%	95%	95%	95%
Staffing	30%	85%	85%	85%	85%
Span of Control	30%	80%	80%	80%	80%
Collaboration Centers	5%	60%	100%	100%	100%

Cumulative Opportunities

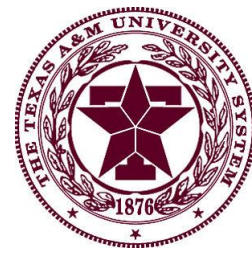




Opportunities resulted from the application of a set of analytical processes described in the report. Each regional university President will be responsible for evaluation of opportunities in their respective university.



Summary of Identified Opportunities (1 of 3)



- **\$0.11M** in annual savings* opportunities (**\$0.39M** cumulative over 5 years)
- Factoring in implementation timeline and costs, the realization schedule of annual recurring value is as follows:

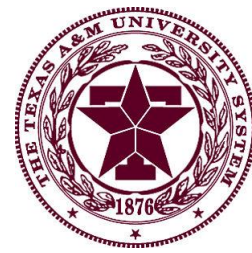
Opportunities	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
Vacancies – No Intent to Fill		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Staffing Analysis		\$0.03	\$0.09	\$0.09	\$0.09	\$0.09	\$0.39	\$0.11
Span of Control		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Collaboration Centers		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Savings Identified		\$0.03	\$0.09	\$0.09	\$0.09	\$0.09	\$0.39	\$0.11
Estimated Implementation Cost**							\$0.06	
Cumulative Savings		\$0.03	\$0.12	\$0.21	\$0.30	\$0.39		

*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to TAMU-T) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

**Implementation cost is estimated at 15% of savings.

See Summary of Identified Opportunities section for additional opportunity realization assumptions.

Summary of Identified Opportunities (2 of 3)

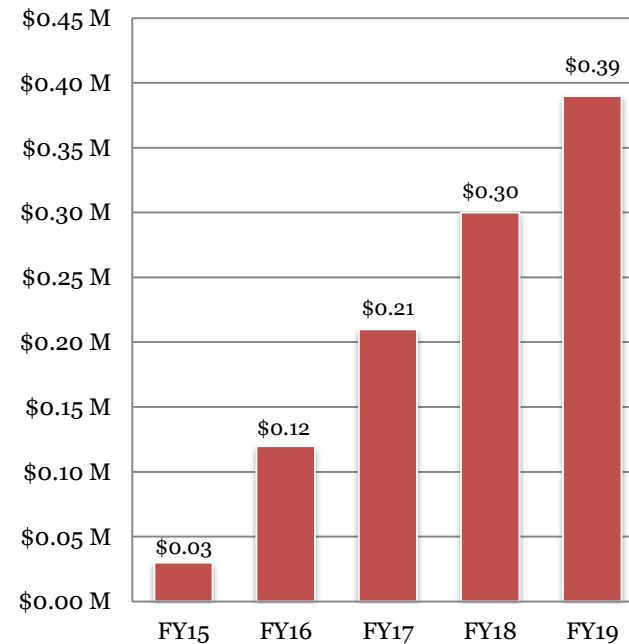


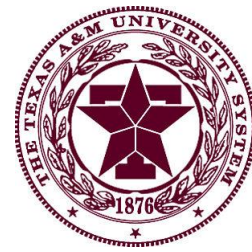
- Assuming opportunities will be realized at rates shown below, savings may be first realized in FY15 (September 2014 – August 2015).
- Over the 5-year period from FY15 through FY19, cumulative savings are estimated at **\$0.39 million** (before implementation cost).

Realization Schedule Assumptions

Opportunity Realization Assumptions	FY15 Year 1	FY16 Year 2	FY17 Year 3	FY18 Year 4	FY19 Year 5
Vacancies – No Intent to Fill	85%	95%	95%	95%	95%
Staffing	30%	85%	85%	85%	85%
Span of Control	30%	80%	80%	80%	80%
Collaboration Centers	5%	60%	100%	100%	100%

Cumulative Opportunities



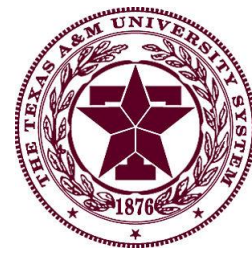


Opportunities resulted from the application of a set of analytical processes described in the report. Each regional university President will be responsible for evaluation of opportunities in their respective university.

Opportunities by Type of Analysis



Summary of Identified Opportunities (1 of 3)



- **\$0.66M** in annual savings* opportunities (**\$2.41M** cumulative over 5 years)
- Factoring in implementation timeline and costs, the realization schedule of annual recurring value is as follows:

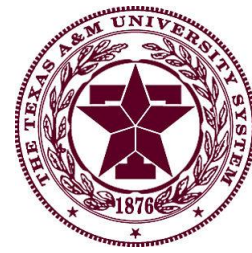
Opportunities	FY14 Year 0 (\$M)	FY15 Year 1 (\$M)	FY16 Year 2 (\$M)	FY17 Year 3 (\$M)	FY18 Year 4 (\$M)	FY19 Year 5 (\$M)	5-Year Cumulative Value (\$M)	Annual Steady State (\$M)
Vacancies – No Intent to Fill		\$0.03	\$0.03	\$0.03	\$0.03	\$0.03	\$0.15	\$0.03
Staffing Analysis		\$0.08	\$0.21	\$0.21	\$0.21	\$0.21	\$0.92	\$0.25
Span of Control		\$0.11	\$0.28	\$0.28	\$0.28	\$0.28	\$1.23	\$0.35
Collaboration Centers		\$0.00	\$0.02	\$0.03	\$0.03	\$0.03	\$0.11	\$0.03
Total Savings Identified		\$0.22	\$0.54	\$0.55	\$0.55	\$0.55	\$2.41	\$0.66
Estimated Implementation Cost**							\$0.36	
Cumulative Savings		\$0.22	\$0.76	\$1.31	\$1.86	\$2.41		

*Annual savings (1) include fringe benefits (some of which are paid directly by the State and will not necessarily result in savings to WTAMU) and (2) some portion of which may not be eligible for re-allocation to core mission activities (e.g., dedicated fees).

**Implementation cost is estimated at 15% of savings.

See Summary of Identified Opportunities section for additional opportunity realization assumptions.

Summary of Identified Opportunities (2 of 3)

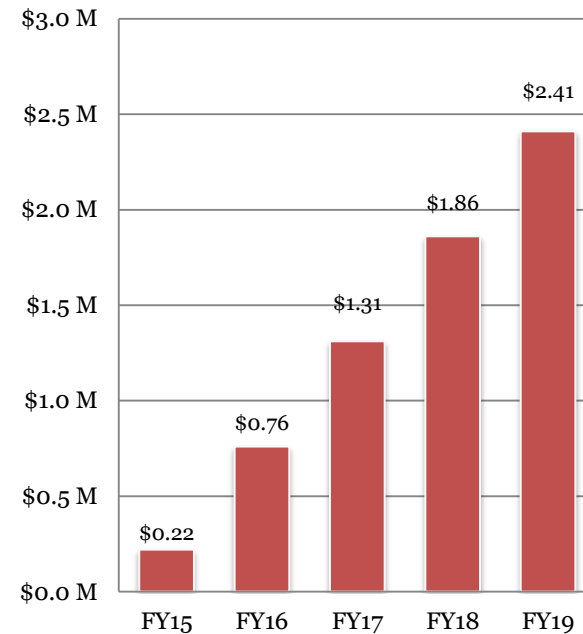


- Assuming opportunities will be realized at rates shown below, savings may be first realized in FY15 (September 2014 – August 2015).
- Over the 5-year period from FY15 through FY19, cumulative savings are estimated at **\$2.41M** (before implementation cost).

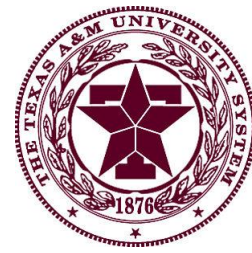
Realization Schedule Assumptions

Opportunity Realization Assumptions	FY15 Year 1	FY16 Year 2	FY17 Year 3	FY18 Year 4	FY19 Year 5
Vacancies – No Intent to Fill	85%	95%	95%	95%	95%
Staffing	30%	85%	85%	85%	85%
Span of Control	30%	80%	80%	80%	80%
Collaboration Centers	5%	60%	100%	100%	100%

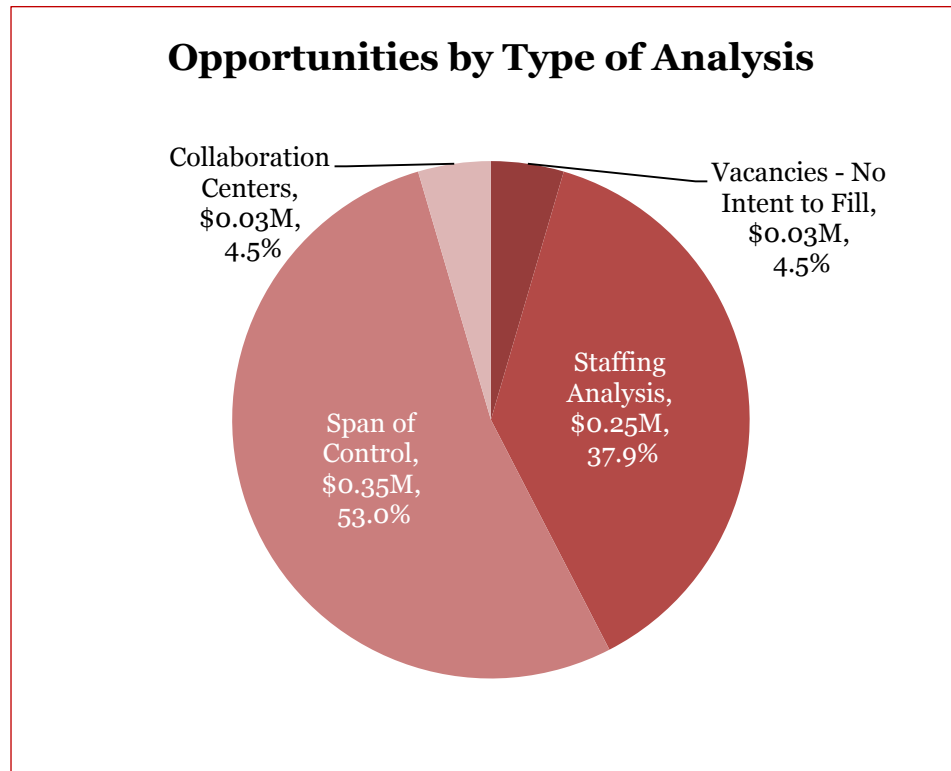
Cumulative Opportunities



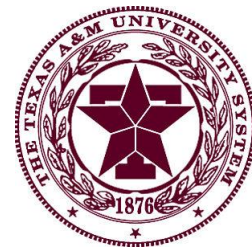
Summary of Identified Opportunities (3 of 3)



Opportunities resulted from the application of a set of analytical processes described in the report. Each regional university President will be responsible for evaluation of opportunities in their respective university.



*Appendix G:
Vacant Positions
by Regional University*

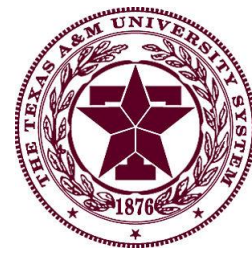


Vacant Position Analysis

- Supervisors identified vacant positions in their responses to the Activity Analysis survey. They reported these vacant positions in two categories: (1) intent to fill and (2) no intent to fill.
- In response to on-site review of preliminary findings, regional university representatives identified vacant positions reported as “no intent to fill” which have been re-allocated. These were eliminated from the position counts and associated Comp. Vacant positions revised for these elimination are reported on the following pages.

PVAMU

Vacant Position Analysis



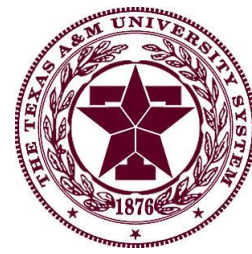
Results

- PVAMU has 3 vacant positions which supervisors indicated they have no intent to fill; 63 vacant positions they intend to fill.

Summary by EEO Classification	Vacant – No Intent to Fill			Vacant – Intent to Fill		
	PINS	# Depts	Comp (\$M)	PINS	# Depts	Comp (\$M)
Executive/Admin/Managerial	0	0	-	3	3	\$0.3
Professional Non-Faculty	0	0	-	28	14	\$1.8
Faculty	0	0	-	1	1	\$0.1
Clerical	1	1	\$0.0	15	9	\$0.6
Service/Maintenance	0	0	-	12	5	\$0.4
Skilled Craft	0	0	-	0	0	-
Technical/Paraprofessional	2	2	\$0.1	4	4	\$0.1
Total	3	3	\$0.1	63	36	\$3.3

TARLETON

Vacant Position Analysis



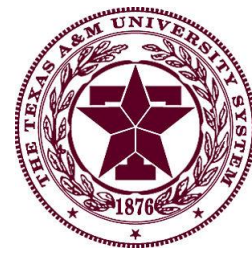
Results

- TARLETON has 4 vacant positions which supervisors indicated they have no intent to fill; 48 vacant positions they intend to fill.

Summary by EEO Classification	Vacant – No Intent to Fill			Vacant – Intent to Fill		
	PINS	# Depts	Comp (\$M)	PINS	# Depts	Comp (\$M)
Executive/Admin/Managerial	1	1	\$0.2	8	6	\$1.0
Professional Non-Faculty	2	2	\$0.1	30	17	\$1.8
Faculty	0	0	-	0	0	-
Clerical	1	1	\$0.0	3	3	\$0.1
Service/Maintenance	0	0	-	0	0	-
Skilled Craft	0	0	-	0	0	-
Technical/Paraprofessional	0	0	-	7	4	\$0.3
Total	4	4	\$0.3	48	30	\$3.2

TAMIU

Vacant Position Analysis



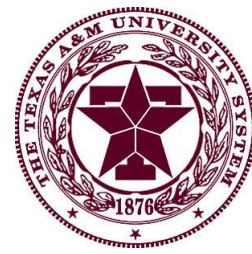
Results

- TAMIU has 2 vacant positions which supervisors indicated they have no intent to fill; 31 vacant positions they intend to fill.

Summary by EEO Classification	Vacant – No Intent to Fill			Vacant – Intent to Fill		
	PINS	# Depts	Comp (\$M)	PINS	# Depts	Comp (\$M)
Executive/Admin/Managerial	1	1	\$0.0	3	3	\$0.3
Professional Non-Faculty	0	0	-	8	7	\$0.4
Faculty	0	0	-	1	1	\$0.1
Clerical	0	0	-	5	5	\$0.2
Service/Maintenance	0	0	-	3	1	\$0.1
Skilled Craft	0	0	-	0	0	-
Technical/Paraprofessional	1	1	\$0.0	11	6	\$0.4
Total	2	2	\$0.0	31	23	\$1.6

TAMU-C

Vacant Position Analysis



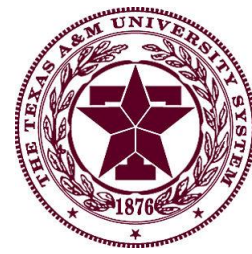
Results

- TAMU-C has 2 vacant positions which supervisors indicated they have no intent to fill; 42 vacant positions they intend to fill.

Summary by EEO Classification	Vacant – No Intent to Fill			Vacant – Intent to Fill		
	PINS	# Depts	Comp (\$M)	PINS	# Depts	Comp (\$M)
Executive/Admin/Managerial	0	0	-	6	6	\$0.8
Professional Non-Faculty	2	2	\$0.1	20	17	\$1.0
Faculty	0	0	-	0	0	-
Clerical	0	0	-	12	9	\$0.3
Service/Maintenance	0	0	-	4	2	\$0.2
Skilled Craft	0	0	-	0	0	-
Technical/Paraprofessional	0	0	-	0	0	-
Total	2	2	\$0.1	42	34	\$2.4

TAMU-CC

Vacant Position Analysis



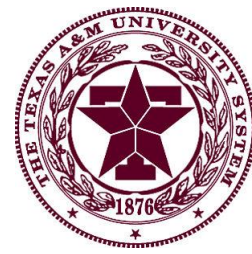
Results

- TAMU-CC has no vacant positions which supervisors indicated they have no intent to fill; 60 vacant positions they intend to fill.

Summary by EEO Classification	Vacant – No Intent to Fill			Vacant – Intent to Fill		
	PINS	# Depts	Comp (\$M)	PINS	# Depts	Comp (\$M)
Executive/Admin/Managerial	0	0	-	6	5	\$0.5
Professional Non-Faculty	0	0	-	36	18	\$1.5
Faculty	0	0	-	3	3	\$0.3
Clerical	0	0	-	8	7	\$0.2
Service/Maintenance	0	0	-	4	1	\$0.2
Skilled Craft	0	0	-	0	0	-
Technical/Paraprofessional	0	0	-	3	3	\$0.1
Total	0	0	\$0.0	60	37	\$2.8

TAMU-CT

Vacant Position Analysis



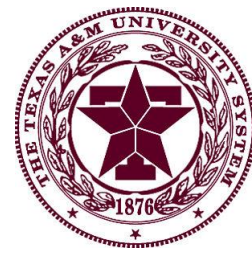
Results

- TAMU-CT has 11 vacant positions which supervisors indicated they have no intent to fill; 11 vacant positions they intend to fill.

Summary by EEO Classification	Vacant – No Intent to Fill			Vacant – Intent to Fill		
	PINS	# Depts	Comp (\$M)	PINS	# Depts	Comp (\$M)
Executive/Admin/Managerial	0	0	-	3	3	\$0.2
Professional Non-Faculty	0	0	-	5	4	\$0.3
Faculty	0	0	-	0	0	-
Clerical	0	0	-	3	2	\$0.1
Service/Maintenance	0	0	-	0	0	-
Skilled Craft	0	0	-	0	0	-
Technical/Paraprofessional	0	0	-	0	0	-
Total	0	0	-	11	9	\$0.6

TAMU-K

Vacant Position Analysis



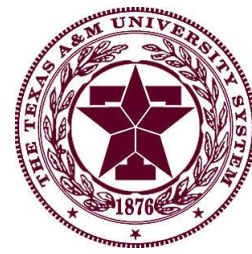
Results

- TAMU-K has 2 vacant positions which supervisors indicated they have no intent to fill; 66 vacant positions they intend to fill.

Summary by EEO Classification	Vacant – No Intent to Fill			Vacant – Intent to Fill		
	PINS	# Depts	Comp (\$M)	PINS	# Depts	Comp (\$M)
Executive/Admin/Managerial	0	0	-	5	5	\$0.5
Professional Non-Faculty	0	0	-	30	18	\$1.4
Faculty	0	0	-	2	2	\$0.2
Clerical	2	2	\$0.1	21	18	\$0.6
Service/Maintenance	0	0	-	3	2	\$0.1
Skilled Craft	0	0	-	1	1	\$0.0
Technical/Paraprofessional	0	0	-	4	3	\$0.2
Total	2	2	\$0.1	66	49	\$3.1

TAMU-SA

Vacant Position Analysis



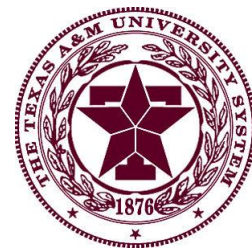
Results

- TAMU-SA has 2 vacant positions which supervisors indicated they have no intent to fill; 23 vacant positions they intend to fill.

Summary by EEO Classification	Vacant – No Intent to Fill			Vacant – Intent to Fill		
	PINS	# Depts	Comp (\$M)	PINS	# Depts	Comp (\$M)
Executive/Admin/Managerial	1	1	\$0.2	6	6	\$0.7
Professional Non-Faculty	0	0	-	6	5	\$0.4
Faculty	0	0	-	0	0	-
Clerical	0	0	-	2	1	\$0.1
Service/Maintenance	0	0	-	2	1	\$0.1
Skilled Craft	0	0	-	0	0	-
Technical/Paraprofessional	1	1	\$0.0	7	3	\$0.4
Total	2	2	\$0.2	23	16	\$1.6

TAMU-T

Vacant Position Analysis



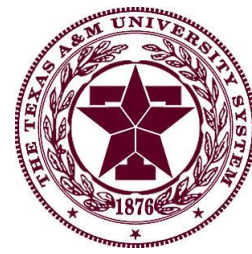
Results

- TAMU-T has 7 vacant positions which supervisors indicated they have no intent to fill; 12 vacant positions they intend to fill.

Summary by EEO Classification	Vacant – No Intent to Fill			Vacant – Intent to Fill		
	PINS	# Depts	Comp (\$M)	PINS	# Depts	Comp (\$M)
Executive/Admin/Managerial	1	1	\$0.1	5	3	\$0.6
Professional Non-Faculty	4	3	\$0.1	5	3	\$0.3
Faculty	1	1	\$0.1	0	0	-
Clerical	0	0	-	2	2	\$0.1
Service/Maintenance	1	1	\$0.0	0	0	-
Skilled Craft	0	0	-	0	0	-
Technical/Paraprofessional	0	0	-	0	0	-
Total	7	6	\$0.4	12	8	\$0.9

WTAMU

Vacant Position Analysis



Results

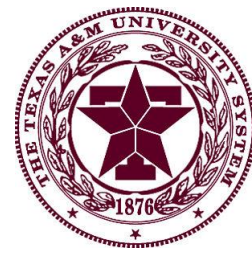
- WTAMU has 1 vacant position which supervisors indicated they have no intent to fill; 41 vacant positions they intend to fill.

Summary by EEO Classification	Vacant – No Intent to Fill			Vacant – Intent to Fill		
	PINS	# Depts	Comp (\$M)	PINS	# Depts	Comp (\$M)
Executive/Admin/Managerial	0	0	\$ -	9	7	\$ 0.7
Professional Non-Faculty	0	0	-	16	10	0.8
Faculty	0	0	-	0	0	-
Clerical	1	1	0.0	9	8	0.3
Service/Maintenance	0	0	-	1	1	0.0
Skilled Craft	0	0	-	0	0	-
Technical/Paraprofessional	0	0	-	6	4	0.3
Total	1	1	\$ 0.0	41	30	\$ 2.1

*Appendix H:
Staffing Analysis
Opportunities
by Regional University*

PVAMU

Staffing Analysis Opportunities



- Staffing analysis opportunities for PVAMU are shown below:

Functional Area	# Positions	Comp (\$M)
Academic & Administrative Support	2	\$0.08
Compliance/Risk Management/EHS	0	\$0.00
Financial Management	6	\$0.30
Human Resources	2	\$0.11
Information Technology	0	\$0.00
Purchasing	1	\$0.04
Student Accounting/Bursar	0	\$0.00
Student Services	7	\$0.27
Total	18	\$0.80

TARLETON

Staffing Analysis Opportunities

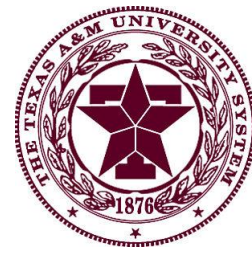


- Staffing analysis opportunities for TARLETON are shown below:

Functional Area	# Positions	Comp (\$M)
Academic & Administrative Support	3	\$0.08
Compliance/Risk Management/EHS	0	\$0.00
Financial Management	1	\$0.04
Human Resources	0	\$0.00
Information Technology	0	\$0.00
Purchasing	0	\$0.00
Student Accounting/Bursar	0	\$0.00
Student Services	3	\$0.12
Total	7	\$0.24

TAMIU

Staffing Analysis Opportunities

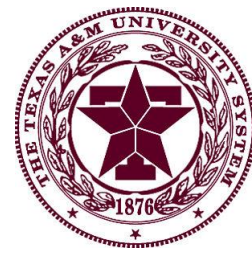


- Staffing analysis opportunities for TAMIU are shown below:

Functional Area	# Positions	Comp (\$M)
Academic & Administrative Support	3	\$0.10
Compliance/Risk Management/EHS	0	\$0.00
Financial Management	3	\$0.11
Human Resources	1	\$0.05
Information Technology	4	\$0.14
Purchasing	1	\$0.03
Student Accounting/Bursar	0	\$0.00
Student Services	3	\$0.12
Total	15	\$0.55

TAMU-C

Staffing Analysis Opportunities

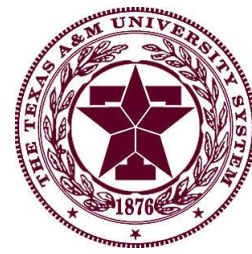


- Staffing analysis opportunities for TAMU-C are shown below:

Functional Area	# Positions	Comp (\$M)
Academic & Administrative Support	2	\$0.08
Compliance/Risk Management/EHS	1	\$0.06
Financial Management	3	\$0.12
Human Resources	0	\$0.00
Information Technology	0	\$0.00
Purchasing	0	\$0.00
Student Accounting/Bursar	0	\$0.00
Student Services	4	\$0.15
Total	10	\$0.41

TAMU-CC

Staffing Analysis Opportunities

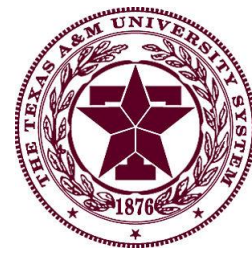


- Staffing analysis opportunities for TAMU-CC are shown below:

Functional Area	# Positions	Comp (\$M)
Academic & Administrative Support	3	\$0.12
Compliance/Risk Management/EHS	0	\$0.00
Financial Management	1	\$0.06
Human Resources	0	\$0.00
Information Technology	0	\$0.00
Purchasing	0	\$0.00
Student Accounting/Bursar	1	\$0.03
Student Services	6	\$0.25
Total	11	\$0.46

TAMU-CT

Staffing Analysis Opportunities

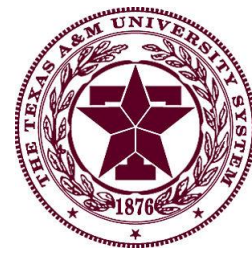


- Staffing analysis opportunities for TAMU-CT are shown below:

Functional Area	# Positions	Comp (\$M)
Academic & Administrative Support	1	\$0.02
Compliance/Risk Management/EHS	0	\$0.00
Financial Management	0	\$0.00
Human Resources	0	\$0.00
Information Technology	0	\$0.00
Purchasing	0	\$0.00
Student Accounting/Bursar	0	\$0.00
Student Services	1	\$0.05
Total	2	\$0.07

TAMU-K

Staffing Analysis Opportunities

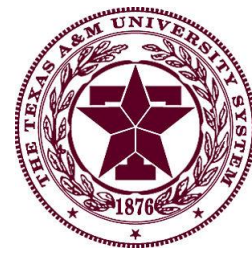


- Staffing analysis opportunities for TAMU-K are shown below:

Functional Area	# Positions	Comp (\$M)
Academic & Administrative Support	1	\$0.03
Compliance/Risk Management/EHS	0	\$0.00
Financial Management	2	\$0.07
Human Resources	0	\$0.00
Information Technology	0	\$0.00
Purchasing	0	\$0.00
Student Accounting/Bursar	1	\$0.04
Student Services	6	\$0.26
Total	10	\$0.40

TAMU-SA

Staffing Analysis Opportunities

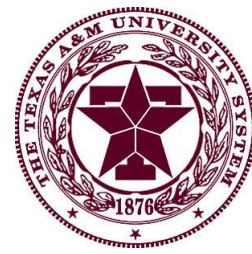


- Staffing analysis opportunities for TAMU-SA are shown below:

Functional Area	# Positions	Comp (\$M)
Academic & Administrative Support	0	\$0.00
Compliance/Risk Management/EHS	0	\$0.00
Financial Management	1	\$0.06
Human Resources	0	\$0.00
Information Technology	3	\$0.09
Purchasing	0	\$0.00
Student Accounting/Bursar	0	\$0.00
Student Services	1	\$0.03
Total	5	\$0.18

TAMU-T

Staffing Analysis Opportunities

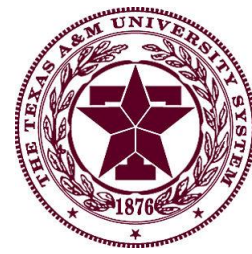


- Staffing analysis opportunities for TAMU-T are shown below:

Functional Area	# Positions	Comp (\$M)
Academic & Administrative Support	0	\$0.00
Compliance/Risk Management/EHS	0	\$0.00
Financial Management	1	\$0.05
Human Resources	0	\$0.00
Information Technology	1	\$0.06
Purchasing	0	\$0.00
Student Accounting/Bursar	0	\$0.00
Student Services	0	\$0.00
Total	2	\$0.11

WTAMU

Staffing Analysis Opportunities



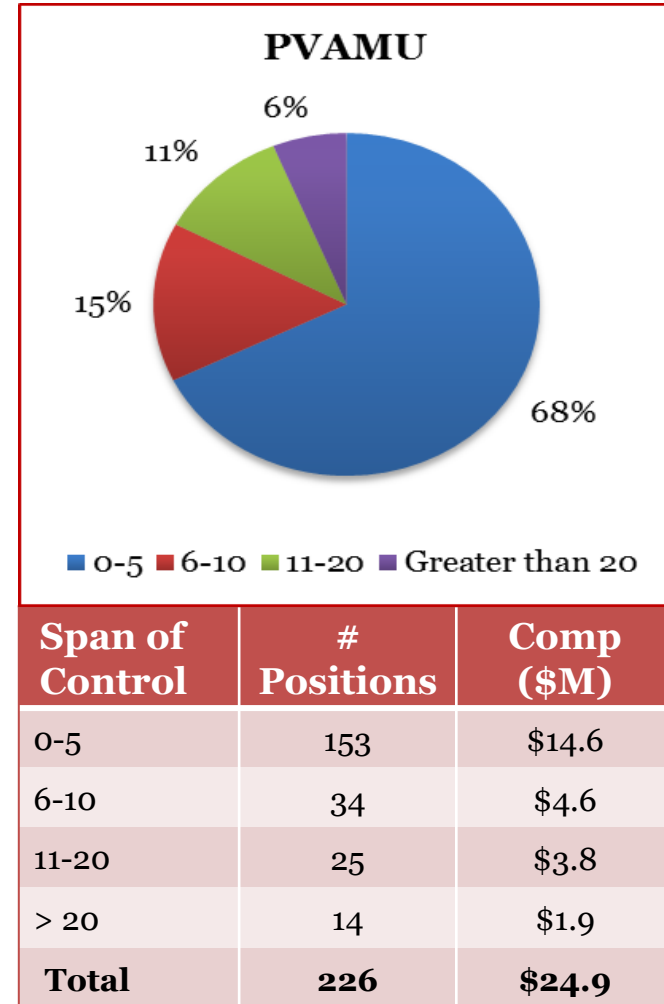
- Staffing analysis opportunities for WTAMU are shown below:

Functional Area	# Positions	Comp (\$M)
Academic & Administrative Support	1	\$0.04
Compliance/Risk Management/EHS	0	\$0.00
Financial Management	1	\$0.04
Human Resources	0	\$0.00
Information Technology	0	\$0.00
Purchasing	0	\$0.00
Student Accounting/Bursar	0	\$0.00
Student Services	4	\$0.17
Total	6	\$0.25

*Appendix I:
Span of Control Analysis
by Regional University*

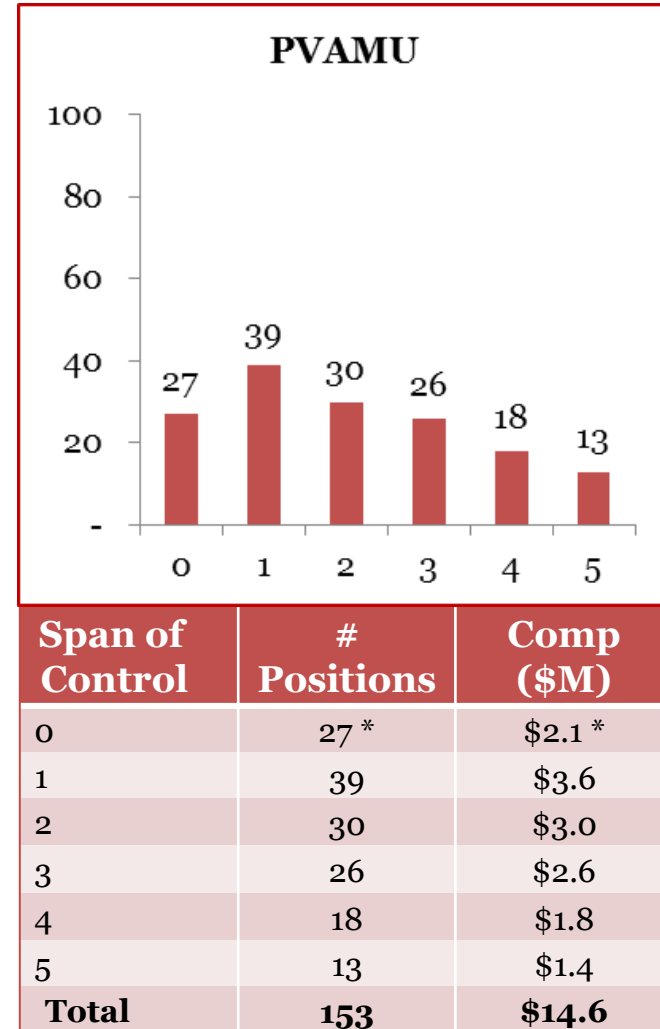


- The spans of control for PVAMU are displayed in the pie chart to the right. Each slice of the pie represents a range of span of control.





- The spans of control for PVAMU are displayed in the bar chart to the right for supervisory positions that supervise between 0 and 5 positions.

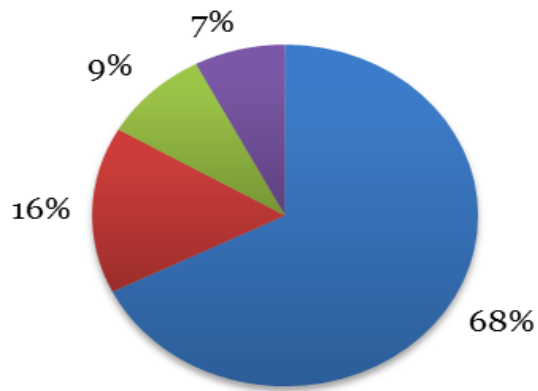


**In response to on-site review of preliminary findings, PVAMU provided revisions to Executive/Administrative/Managerial (E/A/M) positions in BPP. 51 of the 102 positions were reclassified from Executive/Admin/Managerial to other EEO categories. The reclassifications may reduce the number of E/A/M positions with zero reports and reduce the number (27) and Comp (\$2.1M) reported in the chart to the right.*

PVAMU Span of Control In Contrast to Regional Universities (1 of 2)



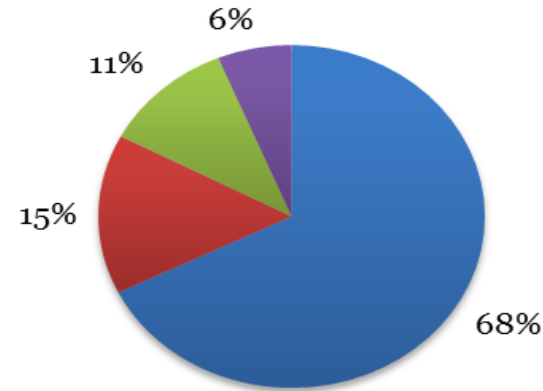
Regional Universities



■ 0-5 ■ 6-10 ■ 11-20 ■ Greater than 20

Span of Control	# Positions	Comp (\$M)
0-5	1,116	\$94.4
6-10	260	\$32.7
11-20	148	\$20.9
> 20	126	\$16.4
Total	1,650	\$164.4

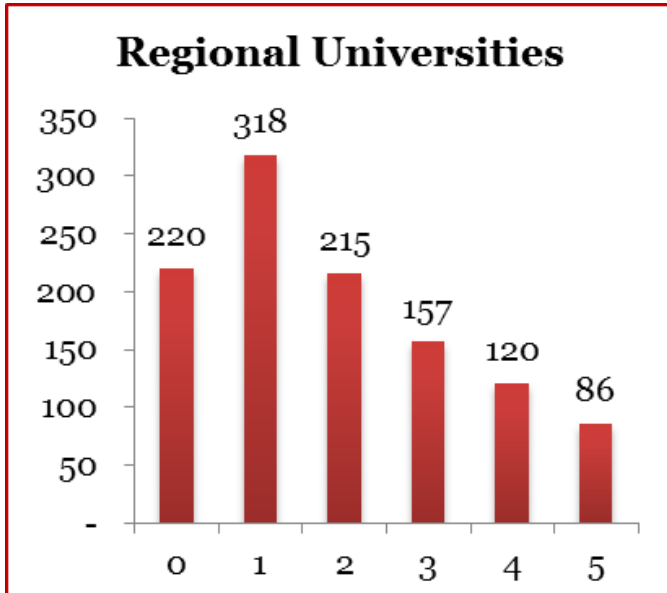
PVAMU



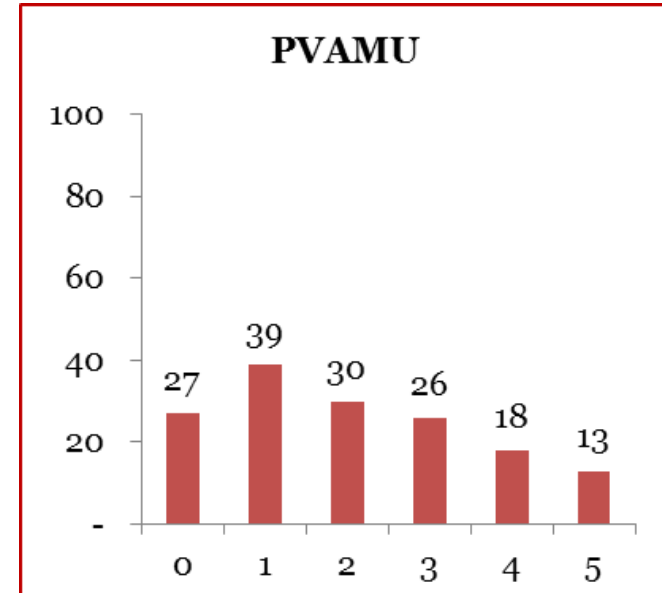
■ 0-5 ■ 6-10 ■ 11-20 ■ Greater than 20

Span of Control	# Positions	Comp (\$M)
0-5	153	\$14.6
6-10	34	\$4.6
11-20	25	\$3.8
> 20	14	\$1.9
Total	226	\$24.9

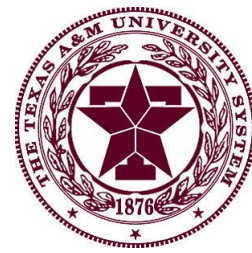
PVAMU Span of Control In Contrast to Regional Universities (2 of 2)



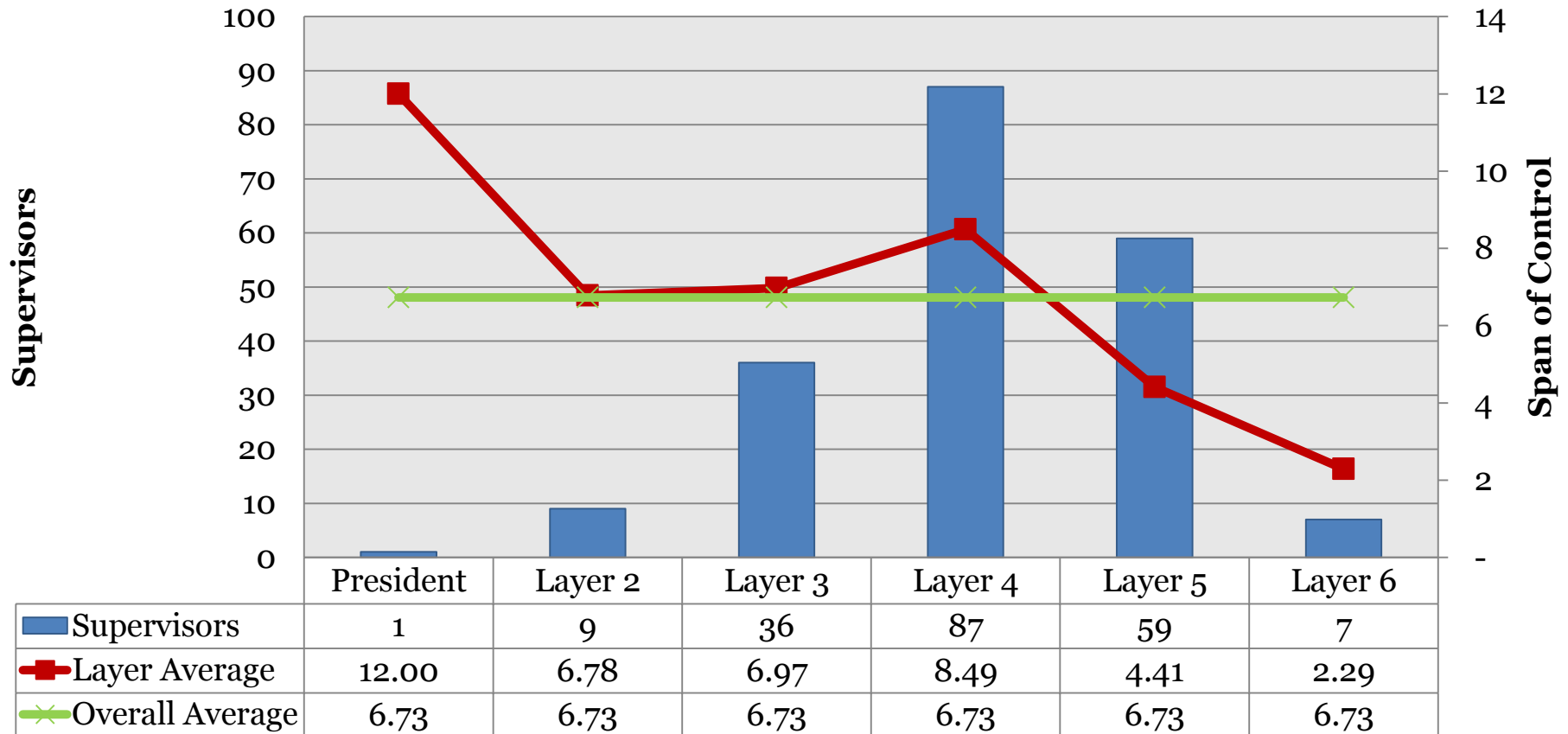
Span of Control	# Positions	Comp (\$M)
0	220	\$16.7
1	318	\$24.5
2	215	\$18.2
3	157	\$14.5
4	120	\$11.3
5	86	\$9.2
Total	1,116	\$94.4

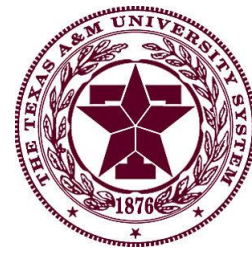


Span of Control	# Positions	Comp (\$M)
0	27	\$2.1
1	39	\$3.6
2	30	\$3.0
3	26	\$2.6
4	18	\$1.8
5	13	\$1.4
Total	153	\$14.6

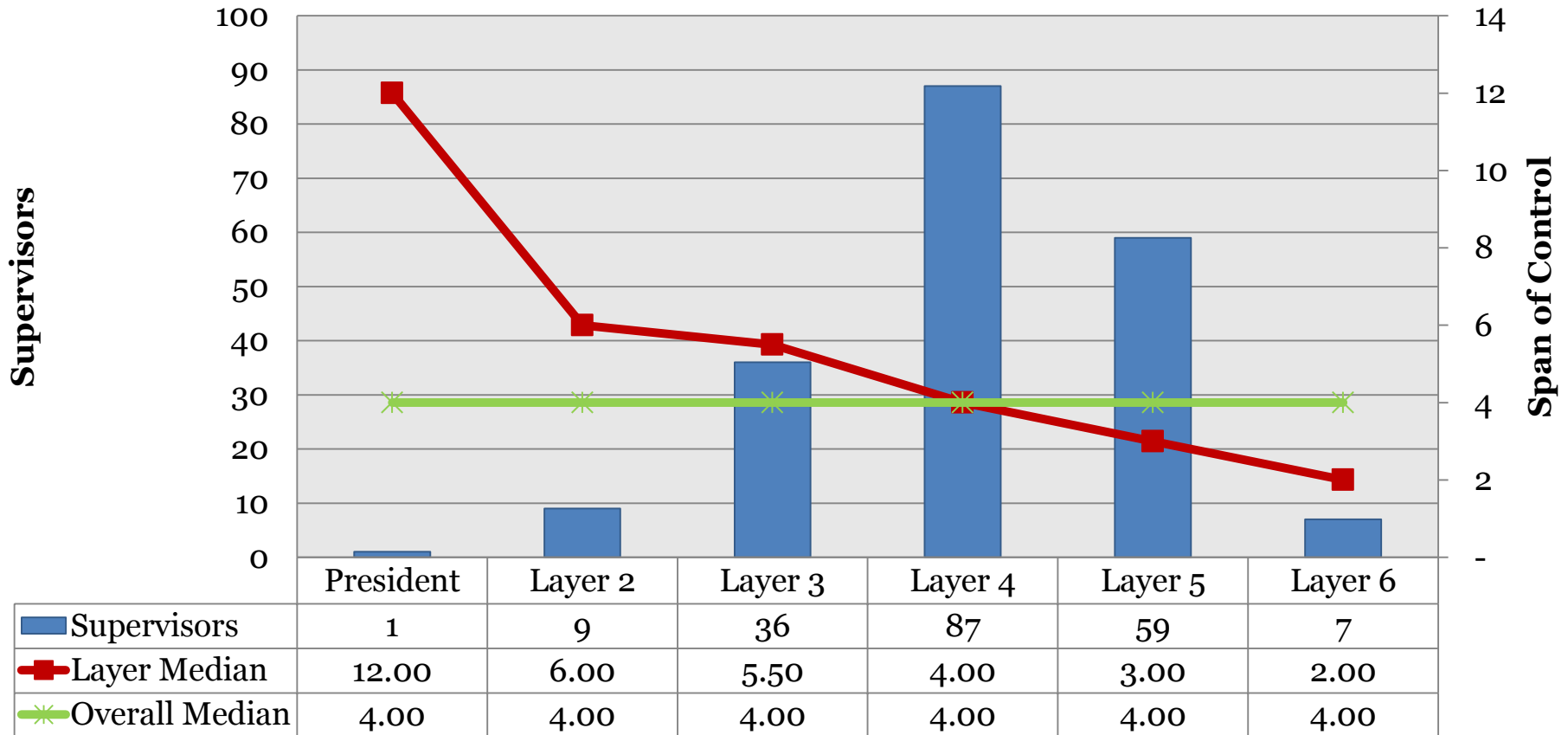


Average Span of Control by Layer





Median Span of Control by Layer

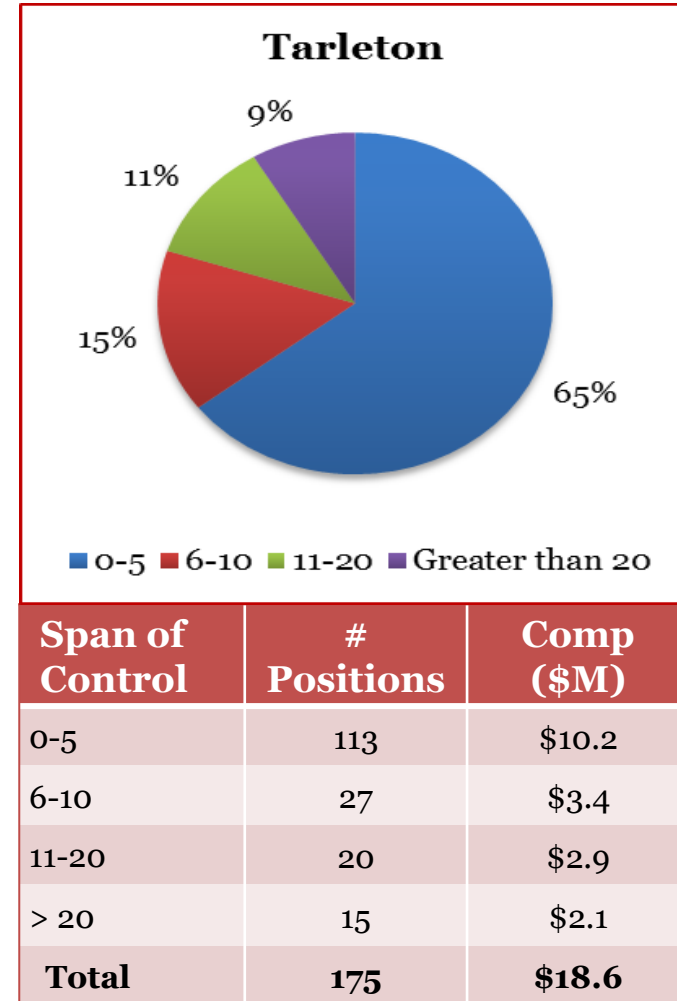


TARLETON

Span of Control: Overall Distribution (1 of 2)



- The spans of control for TARLETON are displayed in the pie chart to the right. Each slice of the pie represents a range of span of control.



TARLETON

Span of Control: Overall Distribution (2 of 2)

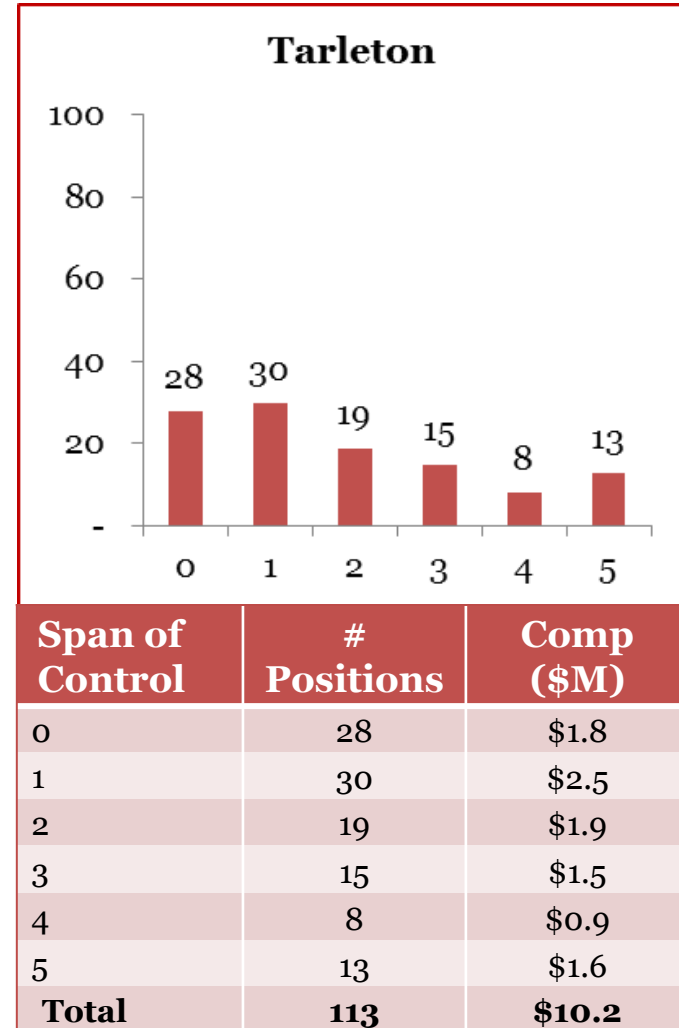


- The spans of control for TARLETON are displayed in the bar chart to the right for supervisory positions that supervise between 0 and 5 positions.

In response to on-site review of preliminary findings, TARLETON provided a revised listing of long-term supervisors and several additional clarifications addressing a limited number of positions.

TARLETON reported that it had no supervisors with zero reports and 10 supervisors with one report, and asserts that none of these instances would result in savings upon consolidation.

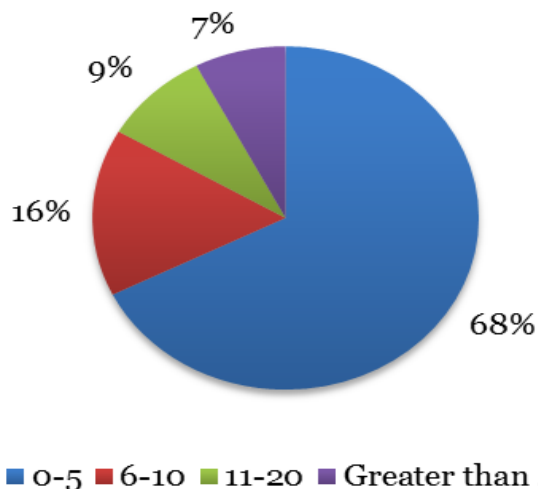
The difference in the total of 58 positions (28 with zero reports and 30 with one report) and the 10 asserted being as follows: 40 positions that supervise programs or athletic teams and not a defined department or sub-department and 8 vacant positions where direct reports were reflected as reporting to an interim supervising position.



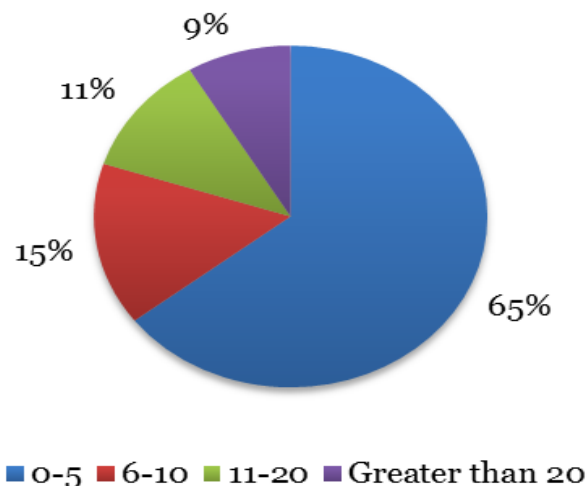
TARLETON Span of Control In Contrast to Regional Universities (1 of 2)



Regional Universities



Tarleton



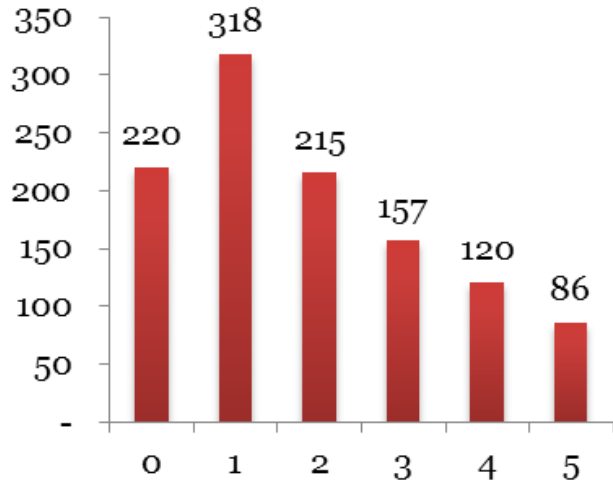
Span of Control	# Positions	Comp (\$M)
0-5	1,116	\$94.4
6-10	260	\$32.7
11-20	148	\$20.9
> 20	126	\$16.4
Total	1,650	\$164.4

Span of Control	# Positions	Comp (\$M)
0-5	113	\$10.2
6-10	27	\$3.4
11-20	20	\$2.9
> 20	15	\$2.1
Total	175	\$18.6

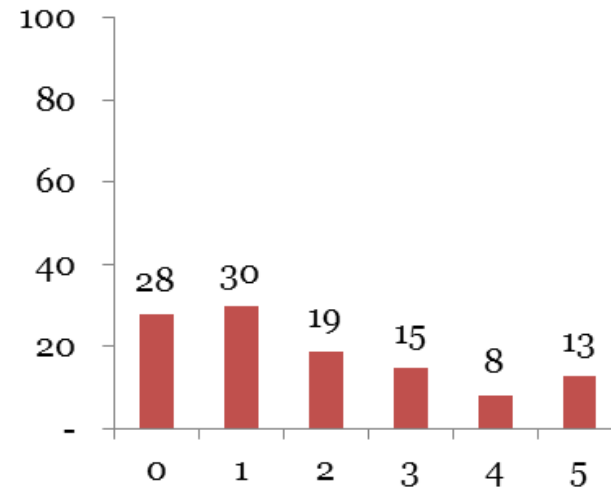
TARLETON Span of Control In Contrast to Regional Universities (2 of 2)



Regional Universities



Tarleton



Span of Control	# Positions	Comp (\$M)
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0	220	\$16.7
1	318	\$24.5
2	215	\$18.2
3	157	\$14.5
4	120	\$11.3
5	86	\$9.2

Total	1,116	\$94.4
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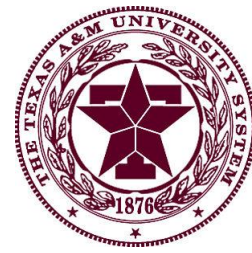
Span of Control	# Positions	Comp (\$M)
-----------------	-------------	------------

0	28	\$1.8
1	30	\$2.5
2	19	\$1.9
3	15	\$1.5
4	8	\$0.9
5	13	\$1.6

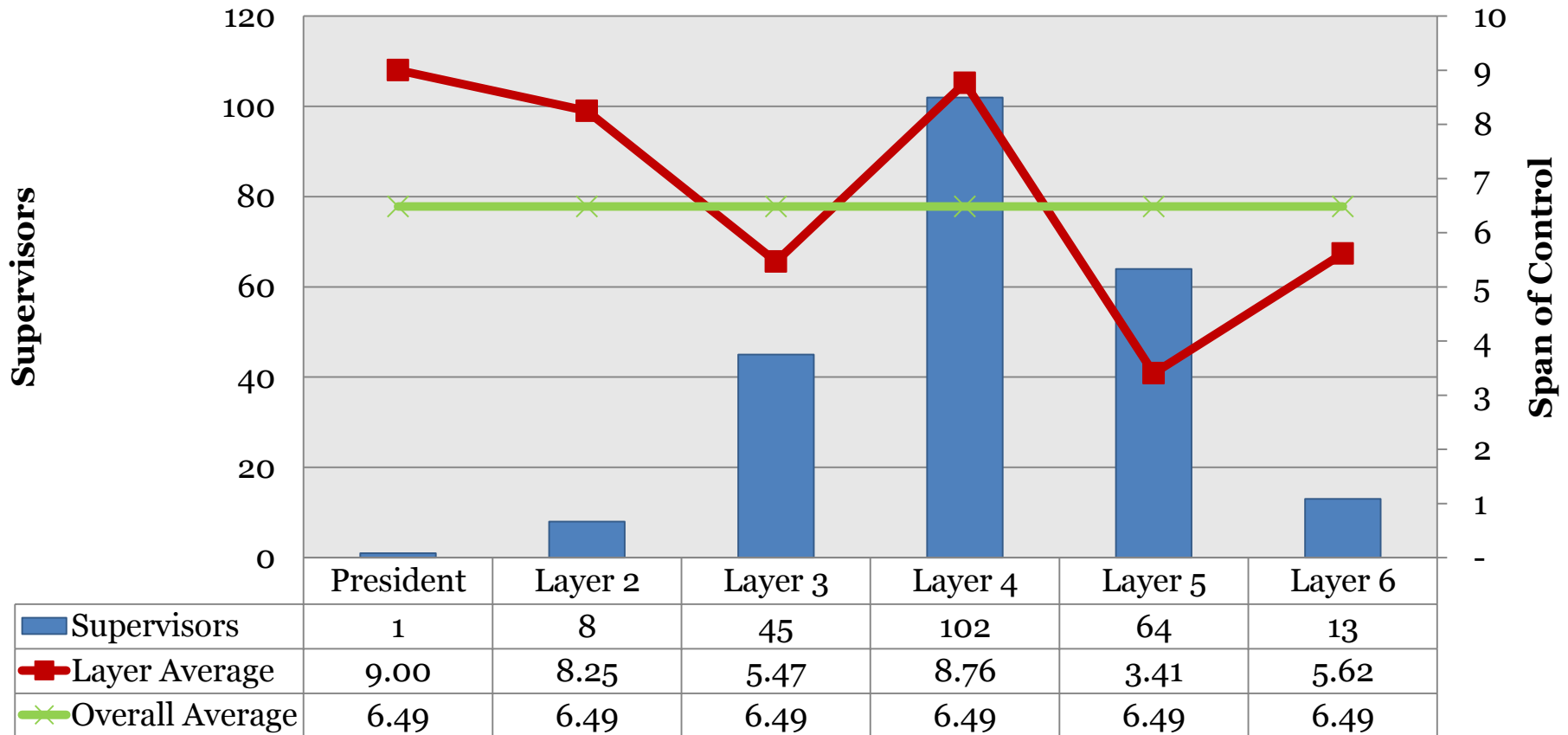
Total	113	\$10.2
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TARLETON

Span of Control: Average Overall & by Layer

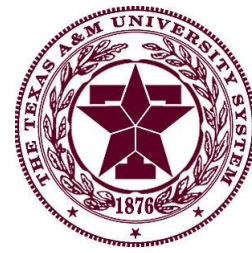


Average Span of Control by Layer

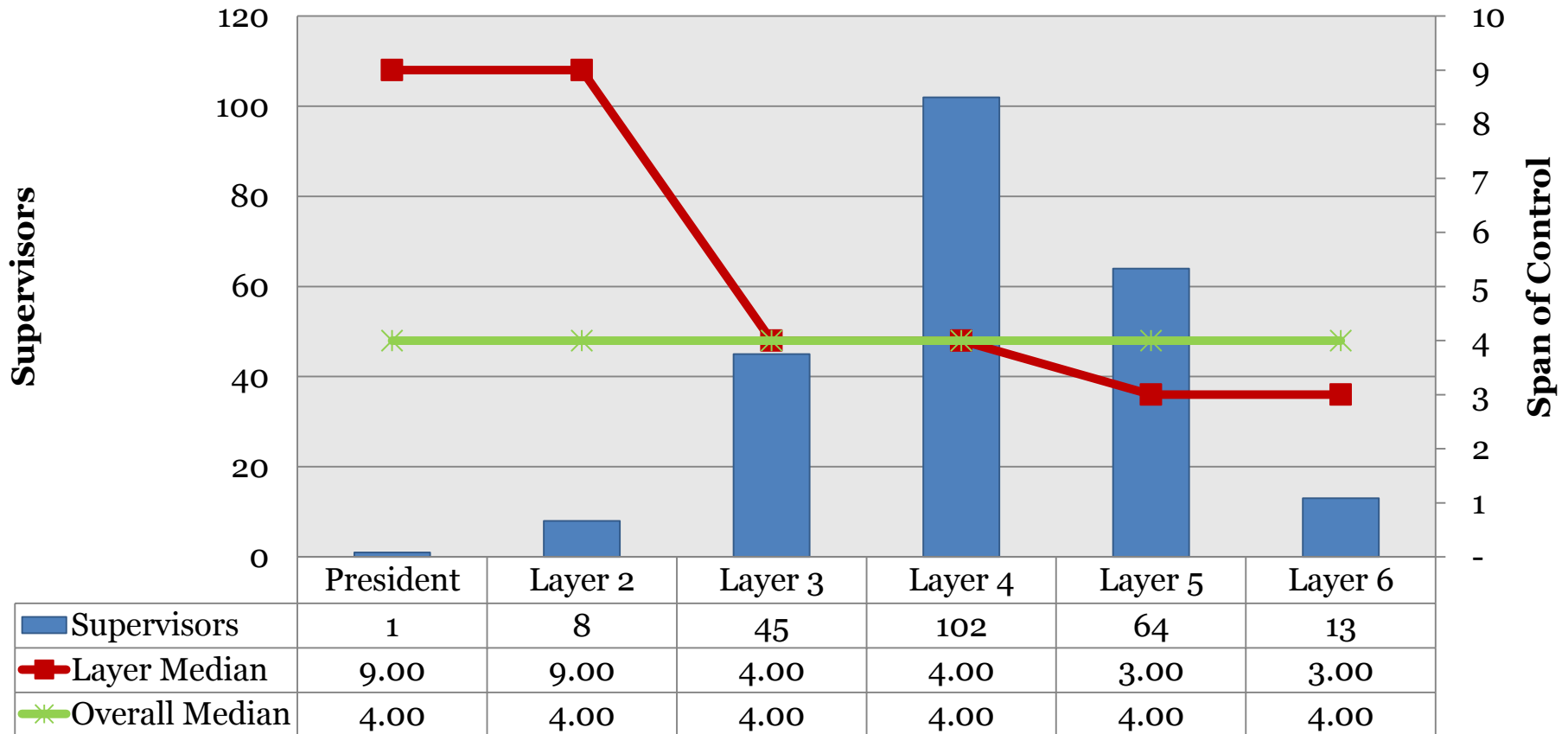


TARLETON

Span of Control: Median Overall & by Layer

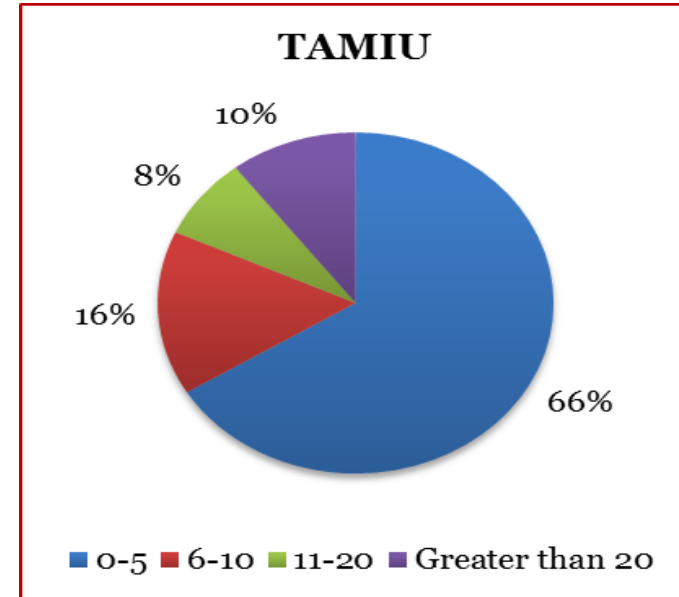


Median Span of Control by Layer





- The spans of control for TAMIU are displayed in the pie chart to the right. Each slice of the pie represents a range of span of control.



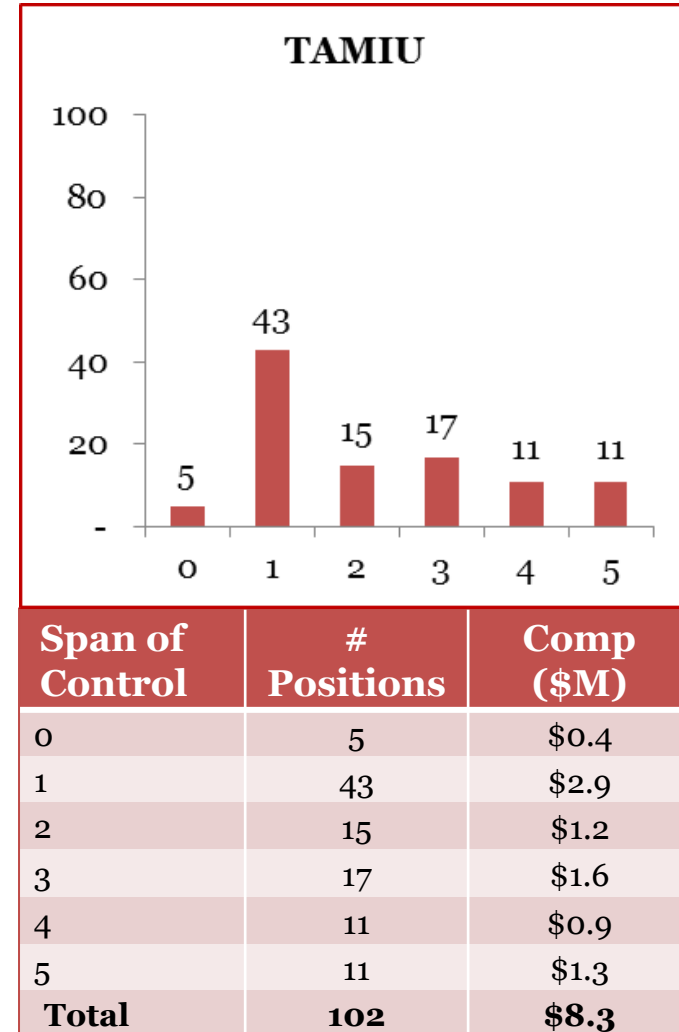
Span of Control	# Positions	Comp (\$M)
0-5	102	\$8.3
6-10	24	\$2.5
11-20	12	\$1.5
> 20	16	\$2.2
Total	154	\$14.6

TAMIU

Span of Control: Overall Distribution (2 of 2)



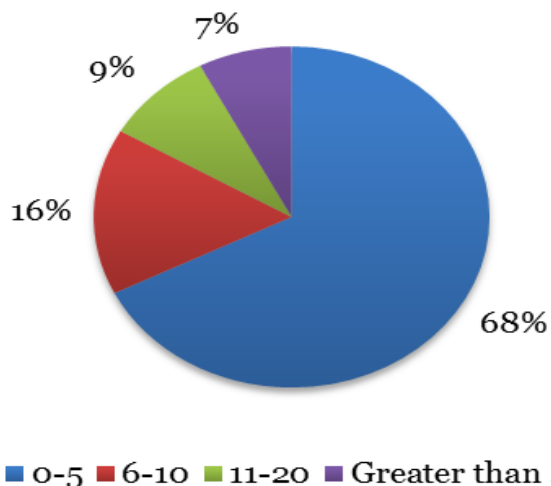
- The spans of control for TAMIU are displayed in the bar chart to the right for supervisory positions that supervise between 0 and 5 positions.



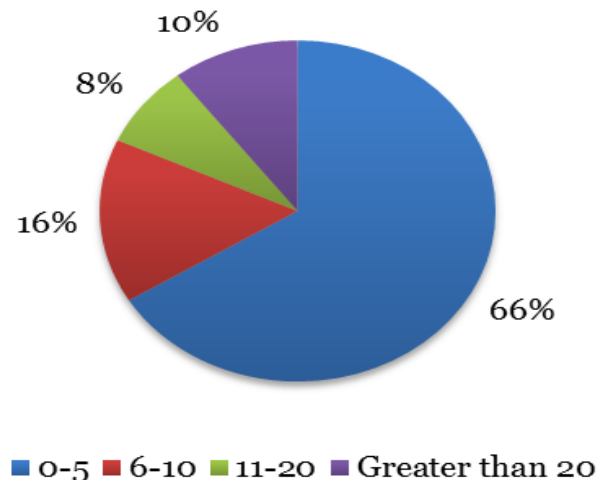
TAMIU Span of Control In Contrast to Regional Universities (1 of 2)



Regional Universities



TAMIU



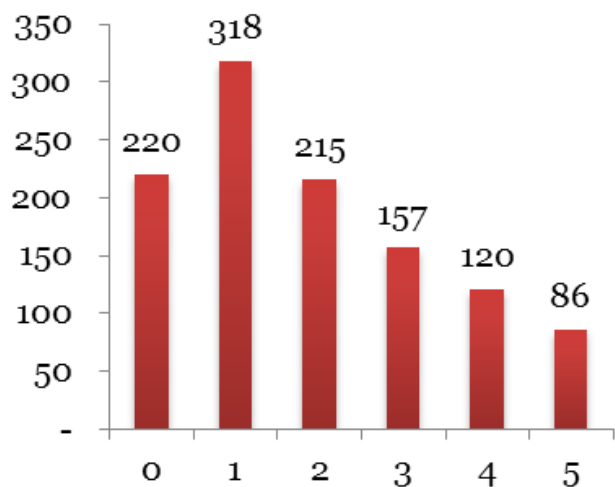
Span of Control	# Positions	Comp (\$M)
0-5	1,116	\$94.4
6-10	260	\$32.7
11-20	148	\$20.9
> 20	126	\$16.4
Total	1,650	\$164.4

Span of Control	# Positions	Comp (\$M)
0-5	102	\$8.3
6-10	24	\$2.5
11-20	12	\$1.5
> 20	16	\$2.2
Total	154	\$14.6

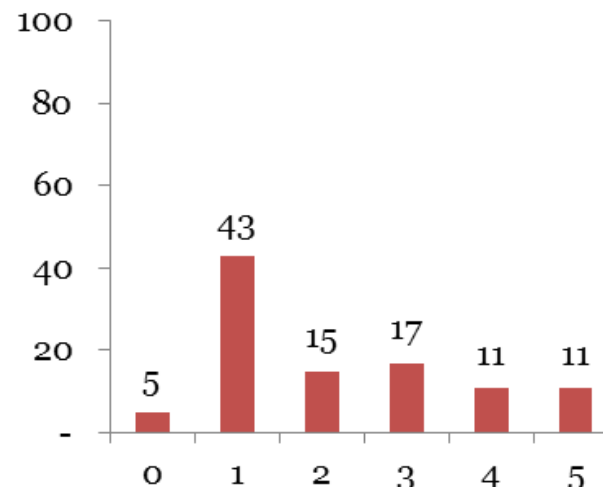
TAMIU Span of Control In Contrast to Regional Universities (2 of 2)



Regional Universities

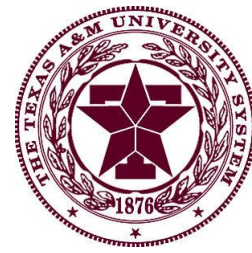


TAMIU

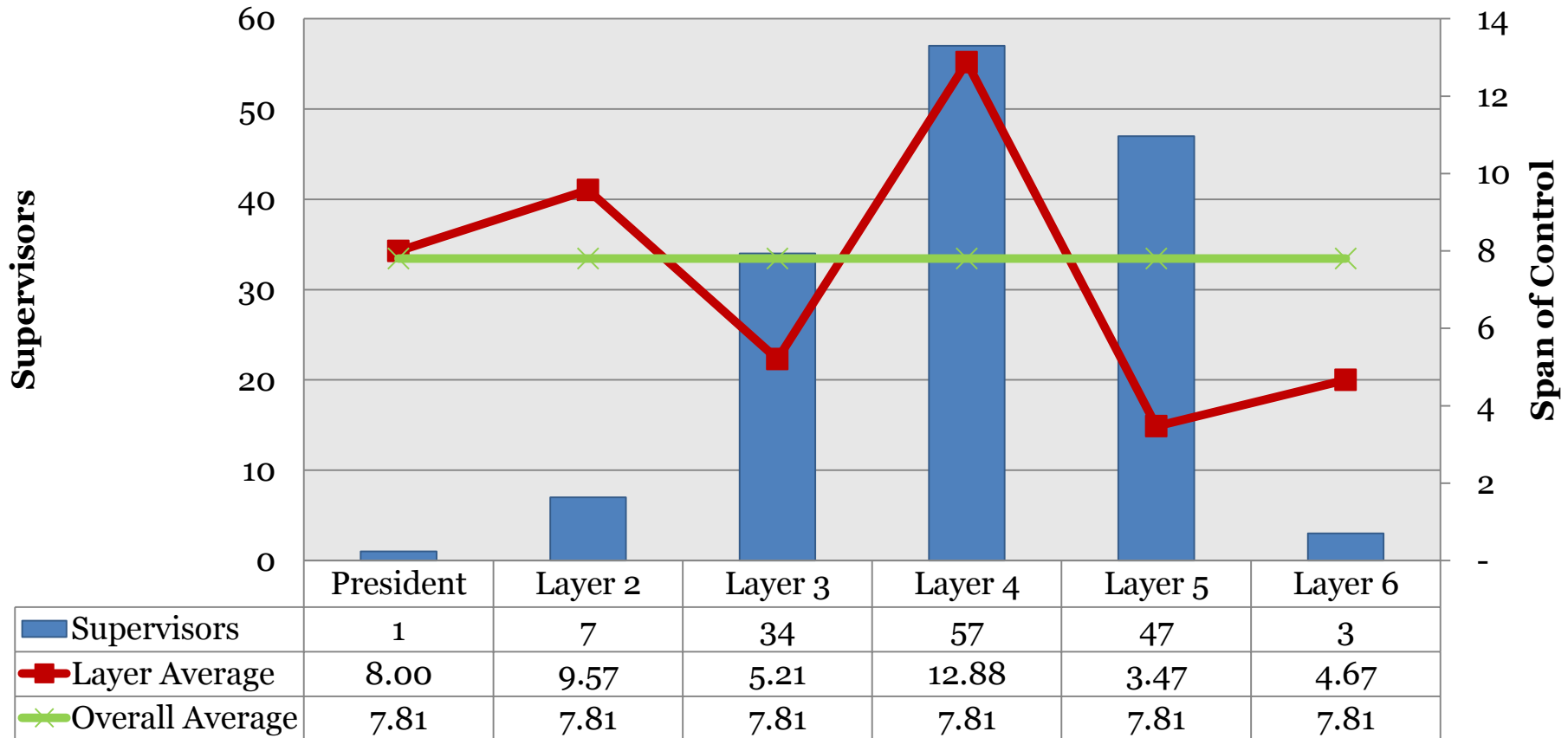


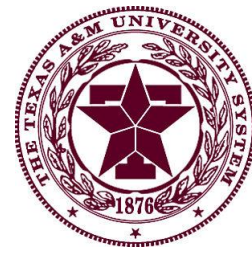
Span of Control	# Positions	Comp (\$M)
0	220	\$16.7
1	318	\$24.5
2	215	\$18.2
3	157	\$14.5
4	120	\$11.3
5	86	\$9.2
Total	1,116	\$94.4

Span of Control	# Positions	Comp (\$M)
0	5	\$0.4
1	43	\$2.9
2	15	\$1.2
3	17	\$1.6
4	11	\$0.9
5	11	\$1.3
Total	102	\$8.3

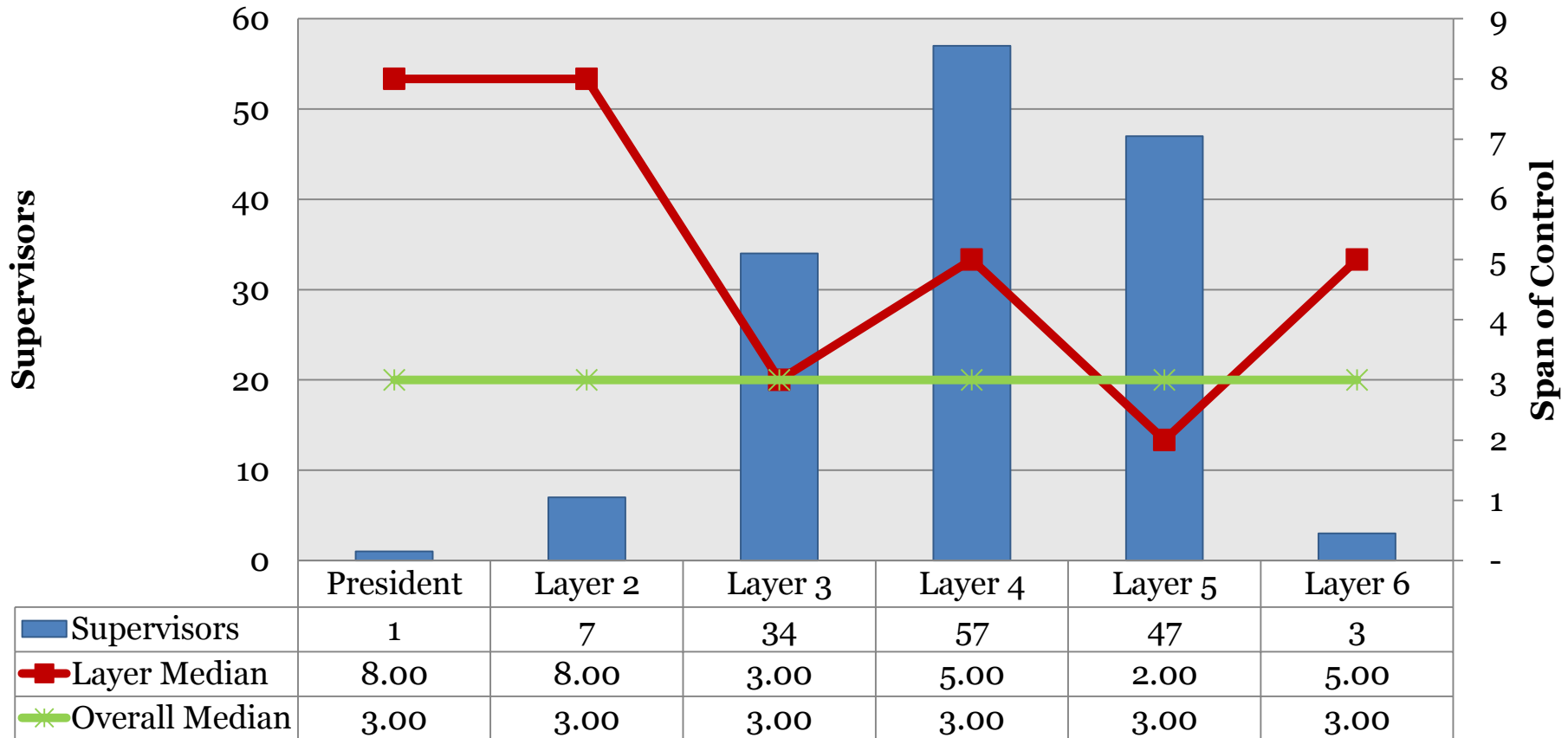


Average Span of Control by Layer





Median Span of Control by Layer

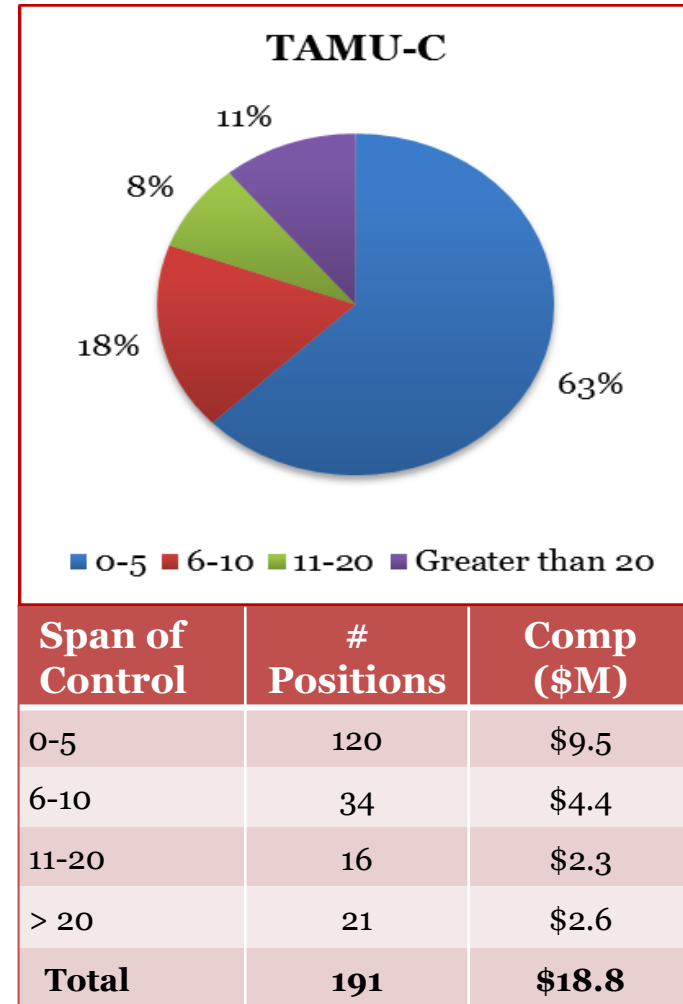


TAMU-C

Span of Control: Overall Distribution (1 of 3)

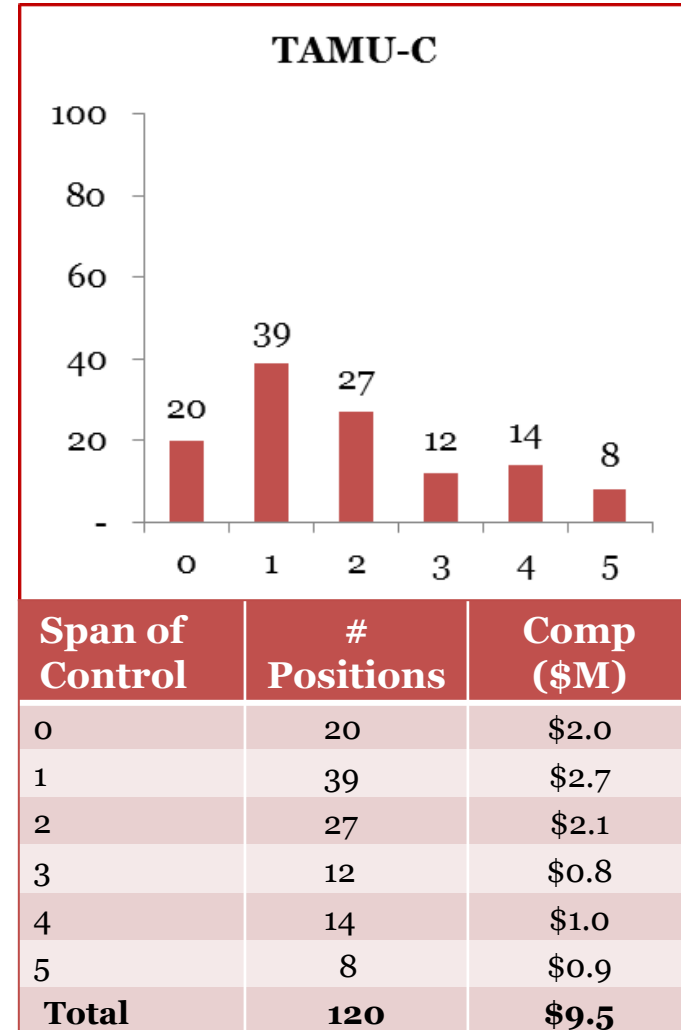


- The spans of control for TAMU-C are displayed in the pie chart to the right. Each slice of the pie represents a range of span of control.

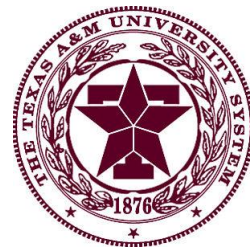




- The spans of control for TAMU-C are displayed in the bar chart to the right for supervisory positions that supervise between 0 and 5 positions.



In response to on-site review of preliminary findings, TAMU-C provided explanations of the 59 supervisory positions with 0-1 reports. These are presented on the following page.

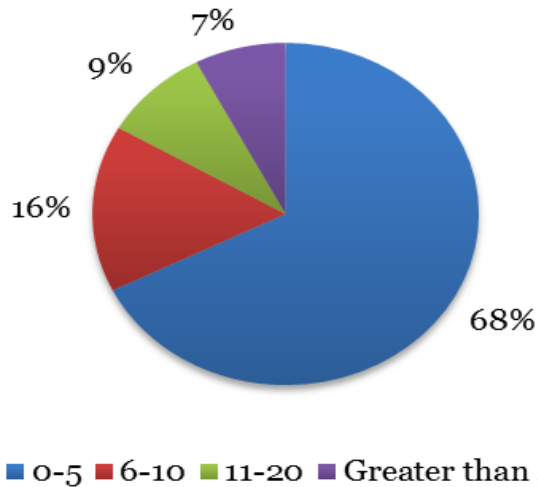


- In response to on-site review of preliminary findings, TAMU-C noted the following regarding the 59 positions with 0 - 1 direct reports:
 - Office of the President: senior aide and 2 program positions
 - Advancement and similar: 6 program positions and 1 "other"
 - Academic Affairs: 5 faculty positions; 12 "other" positions of which several are likely program positions
 - Athletics: 5 coaches and 1 "other"
 - Student Access and Success: 15 positions of which several are likely program positions, 1 grant-funded position
 - Business and Administration: 10 positions of which 1 has been eliminated, 4 are likely program positions

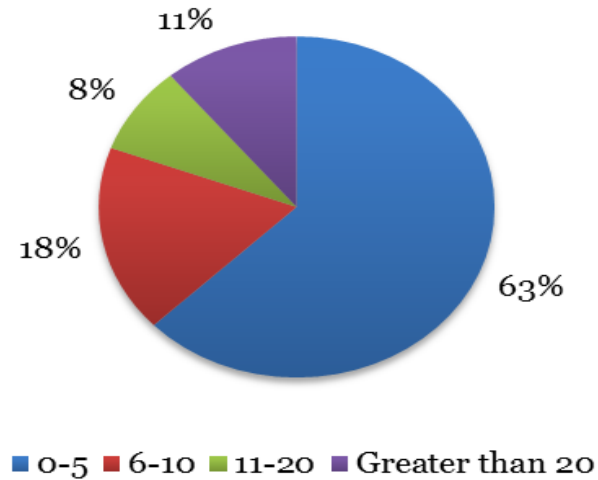
TAMU-C Span of Control In Contrast to Regional Universities (1 of 2)



Regional Universities



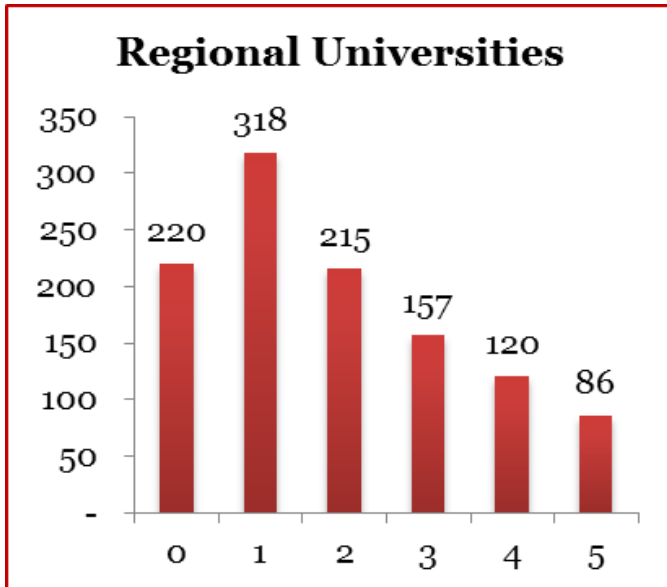
TAMU-C



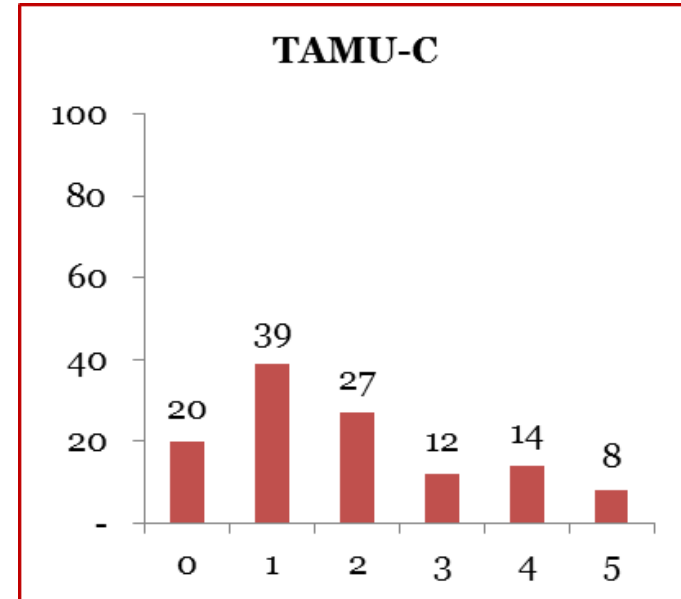
Span of Control	# Positions	Comp (\$M)
0-5	1,116	\$94.4
6-10	260	\$32.7
11-20	148	\$20.9
> 20	126	\$16.4
Total	1,650	\$164.4

Span of Control	# Positions	Comp (\$M)
0-5	120	\$9.5
6-10	34	\$4.4
11-20	16	\$2.3
> 20	21	\$2.6
Total	191	\$18.8

TAMU-C Span of Control In Contrast to Regional Universities (2 of 2)



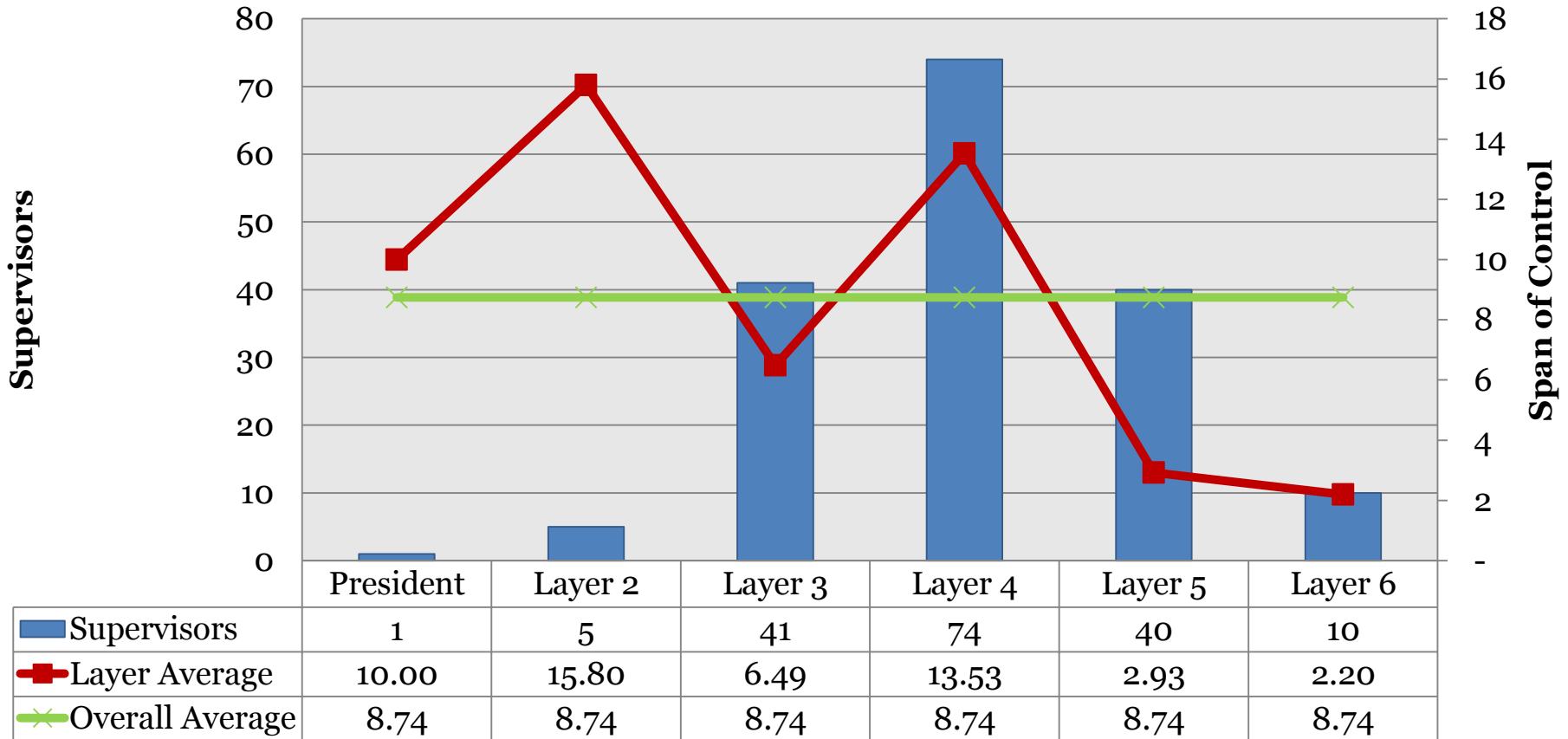
Span of Control	# Positions	Comp (\$M)
0	220	\$16.7
1	318	\$24.5
2	215	\$18.2
3	157	\$14.5
4	120	\$11.3
5	86	\$9.2
Total	1,116	\$94.4

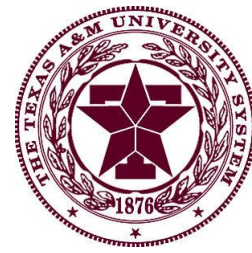


Span of Control	# Positions	Comp (\$M)
0	20	\$2.0
1	39	\$2.7
2	27	\$2.1
3	12	\$0.8
4	14	\$1.0
5	8	\$0.9
Total	120	\$9.5

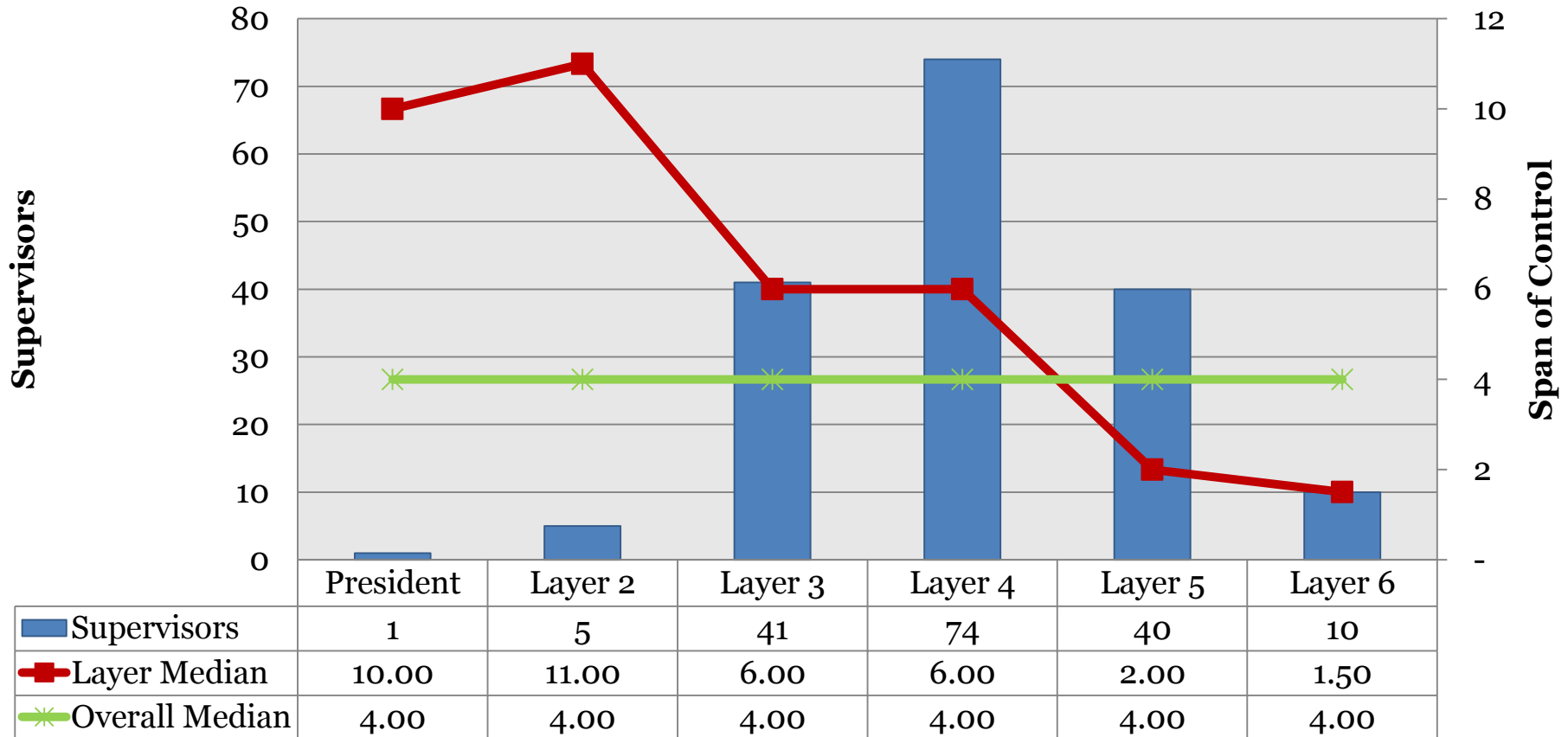


Average Span of Control by Layer





Median Span of Control by Layer

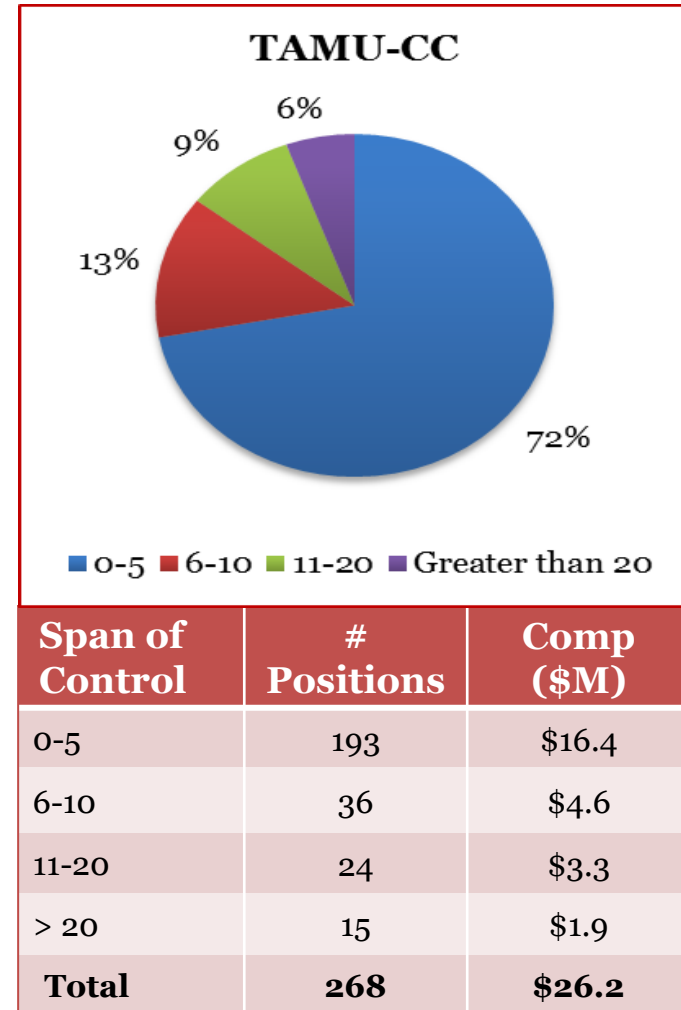


TAMU-CC

Span of Control: Overall Distribution (1 of 3)



- The spans of control for TAMU-CC are displayed in the pie chart to the right. Each slice of the pie represents a range of span of control.

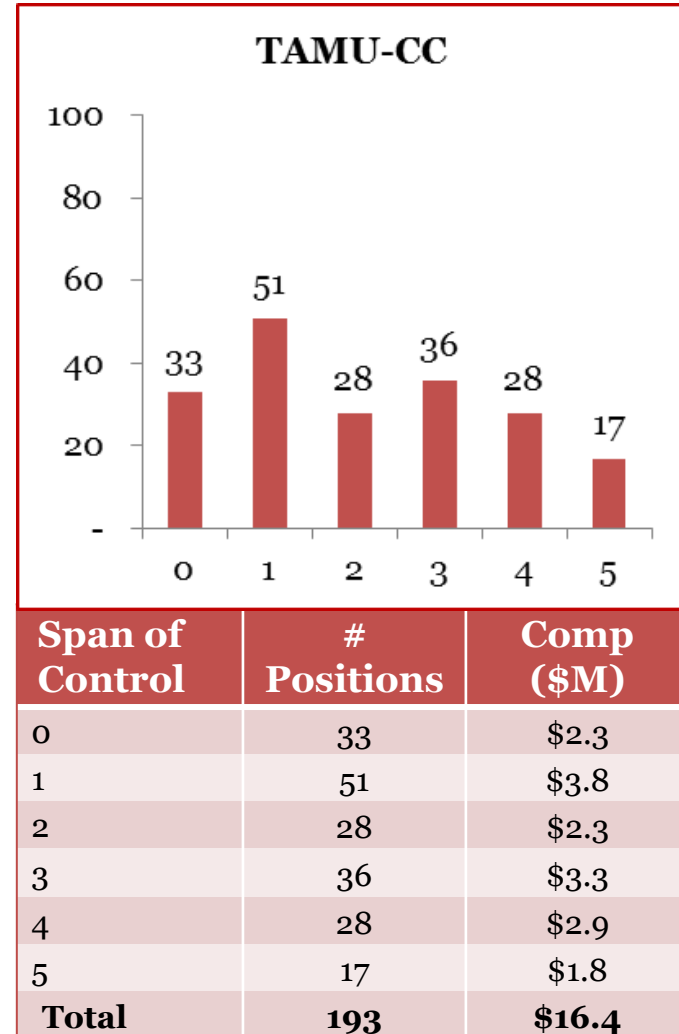


TAMU-CC

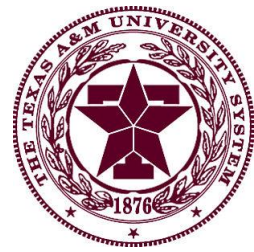
Span of Control: Overall Distribution (2 of 3)



- The spans of control for TAMU-CC are displayed in the bar chart to the right for supervisory positions that supervise between 0 and 5 positions.



In response to on-site review of preliminary findings, TAMU-CC provided explanations of the 84 supervisory positions with 0-1 reports. These are presented on the following page.

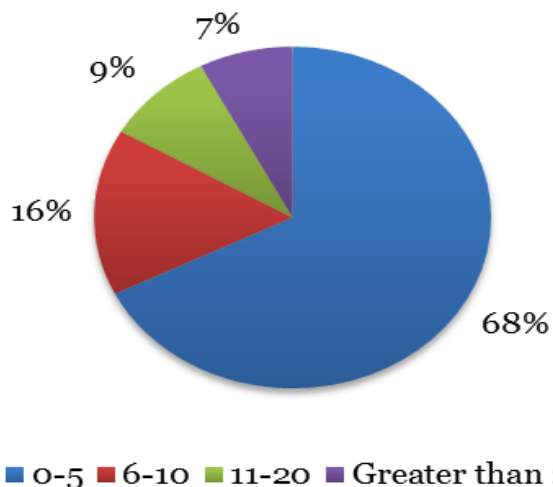


- In response to on-site review of preliminary findings, TAMU-CC noted the following regarding the 84 positions with 0 - 1 direct reports:
 - 21 positions are Program Managers or similar type
 - 11 positions are funded by restricted funds
 - 5 positions are tenured faculty
 - 3 positions support research

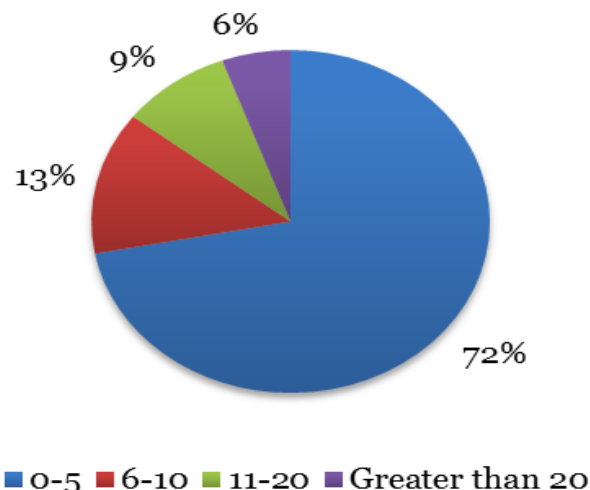
TAMU-CC Span of Control In Contrast to Regional Universities (1 of 2)



Regional Universities



TAMU-CC



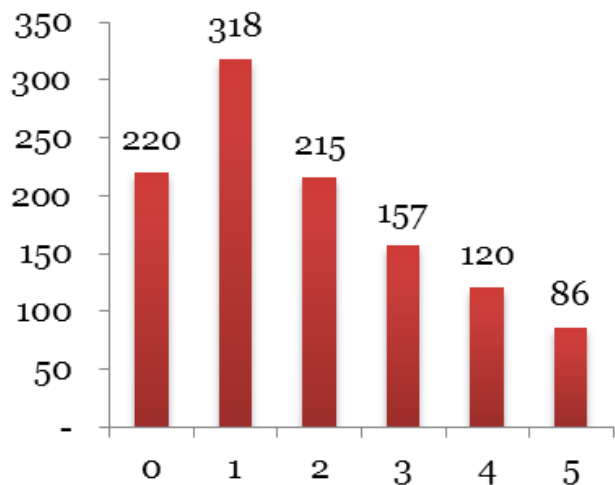
Span of Control	# Positions	Comp (\$M)
0-5	1,116	\$94.4
6-10	260	\$32.7
11-20	148	\$20.9
> 20	126	\$16.4
Total	1,650	\$164.4

Span of Control	# Positions	Comp (\$M)
0-5	193	\$16.4
6-10	36	\$4.6
11-20	24	\$3.3
> 20	15	\$1.9
Total	268	\$26.2

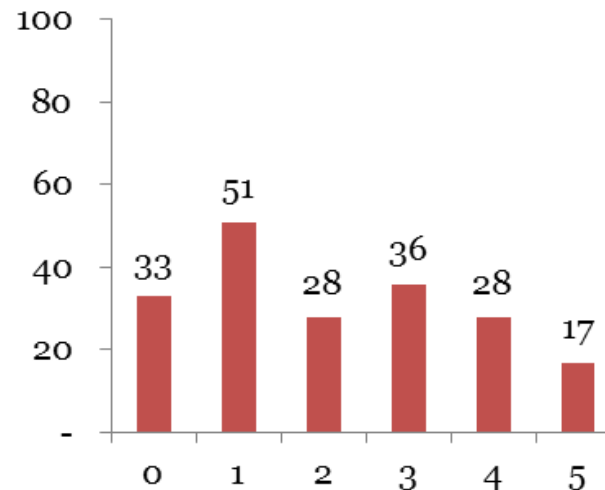
TAMU-CC Span of Control In Contrast to Regional Universities (2 of 2)



Regional Universities



TAMU-CC

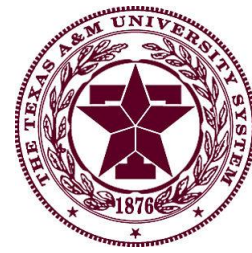


Span of Control	# Positions	Comp (\$M)
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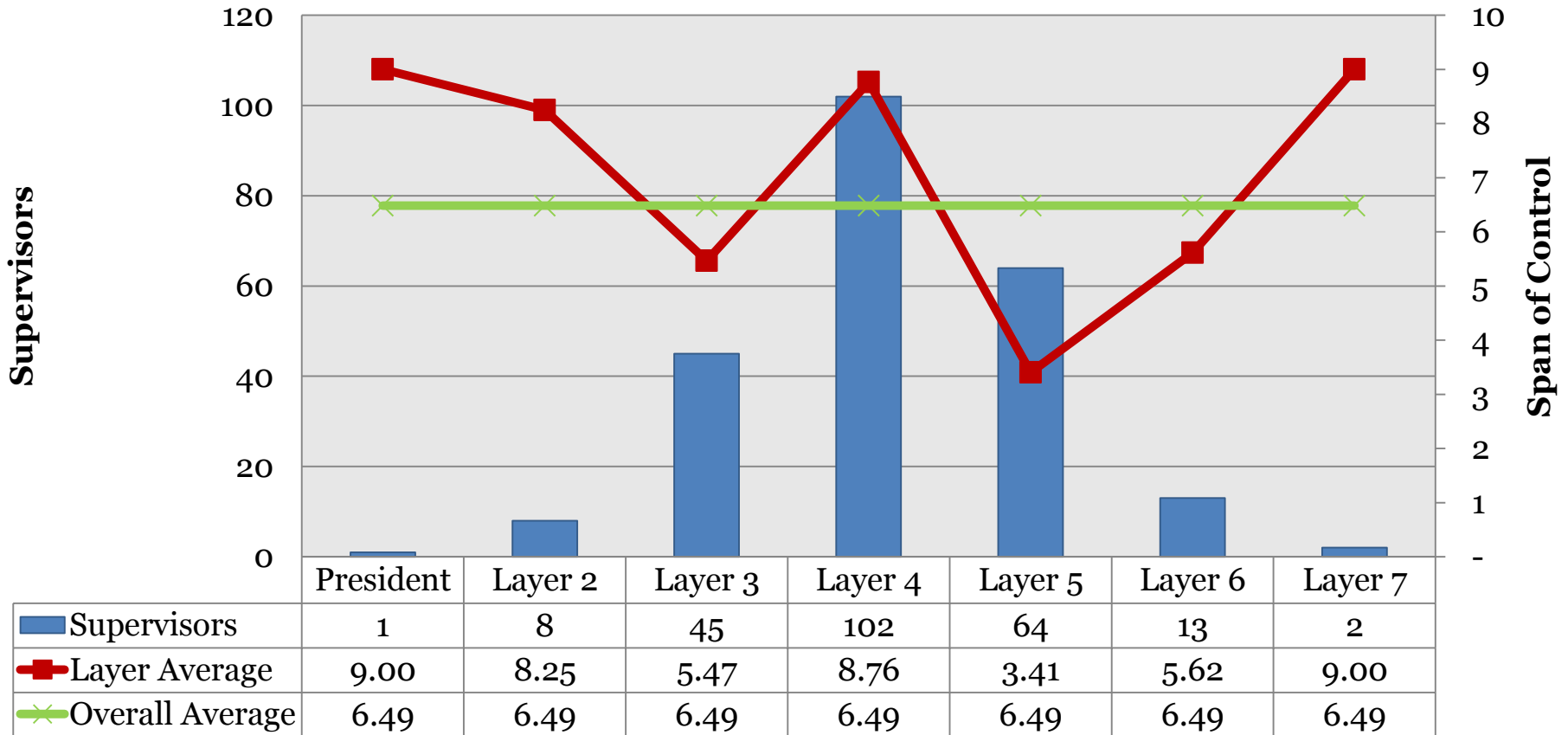
0	220	\$16.7
1	318	\$24.5
2	215	\$18.2
3	157	\$14.5
4	120	\$11.3
5	86	\$9.2
Total	1,116	\$94.4

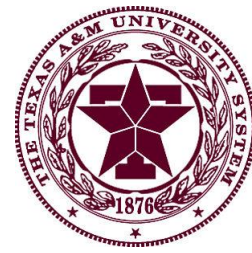
Span of Control	# Positions	Comp (\$M)
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0	33	\$2.3
1	51	\$3.8
2	28	\$2.3
3	36	\$3.3
4	28	\$2.9
5	17	\$1.8
Total	193	\$16.4

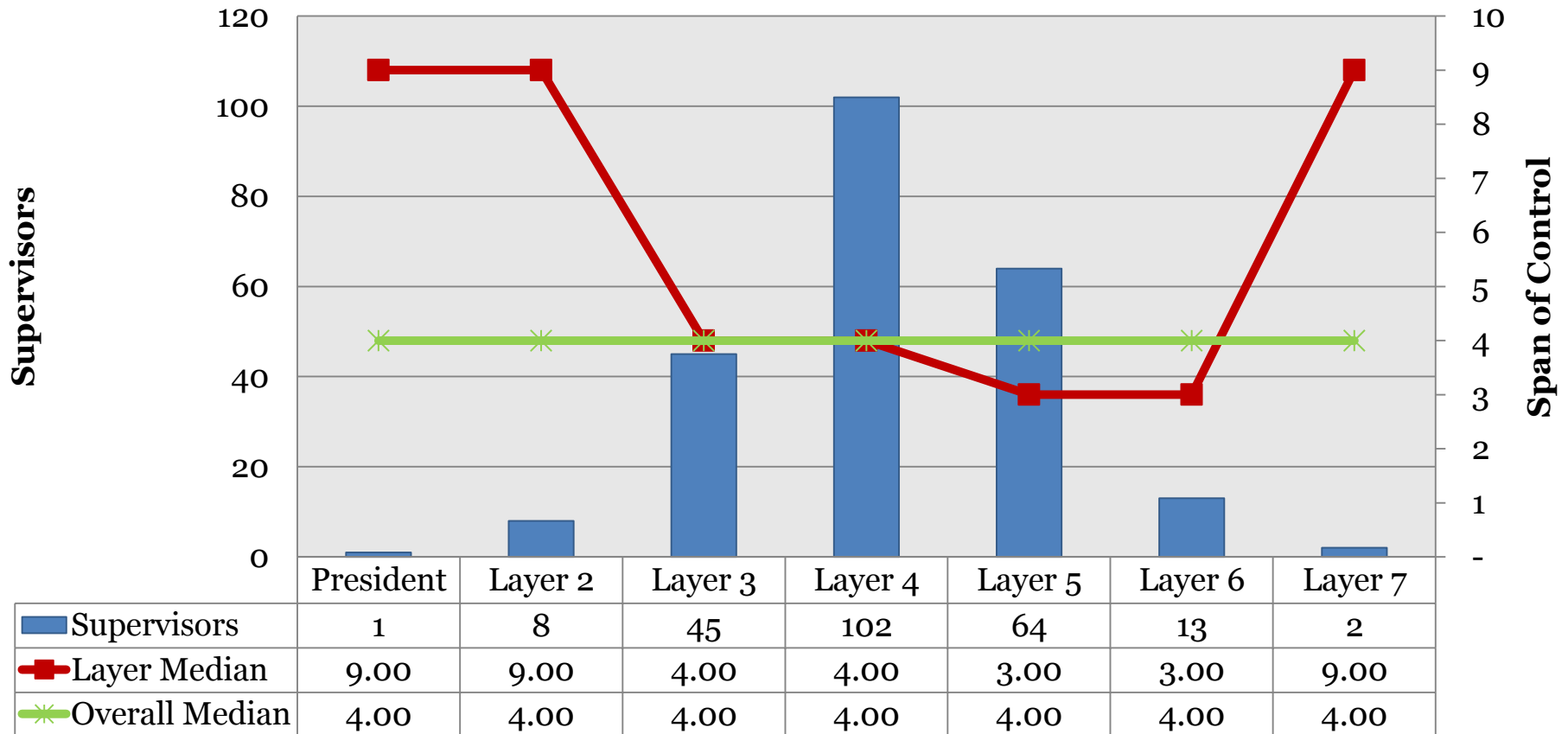


Average Span of Control by Layer





Median Span of Control by Layer

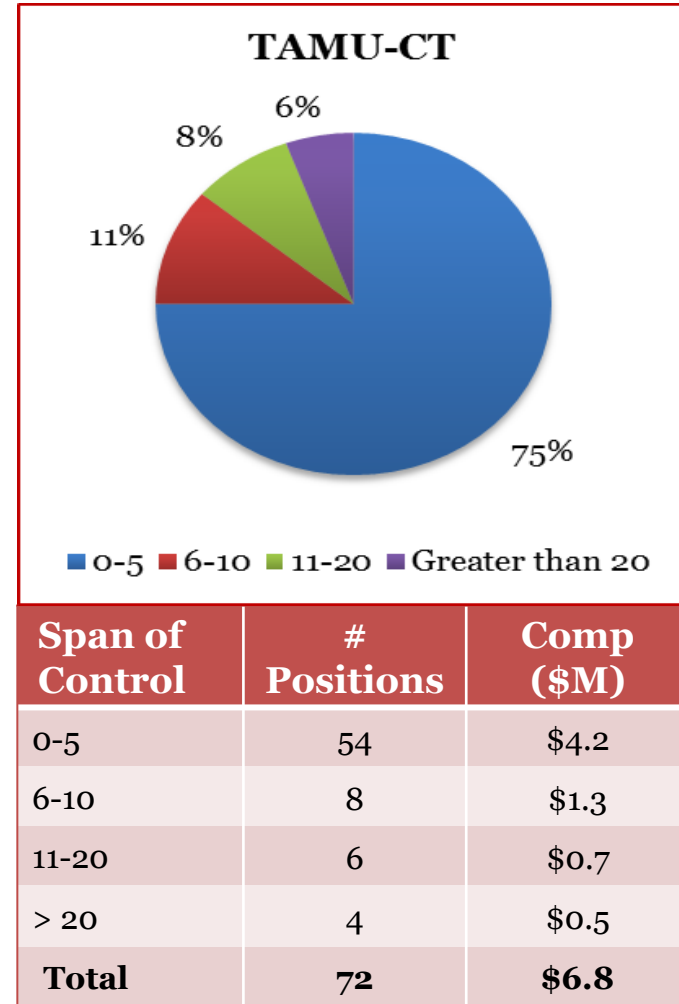


TAMU-CT

Span of Control: Overall Distribution (1 of 2)



- The spans of control for TAMU-CT are displayed in the pie chart to the right. Each slice of the pie represents a range of span of control.

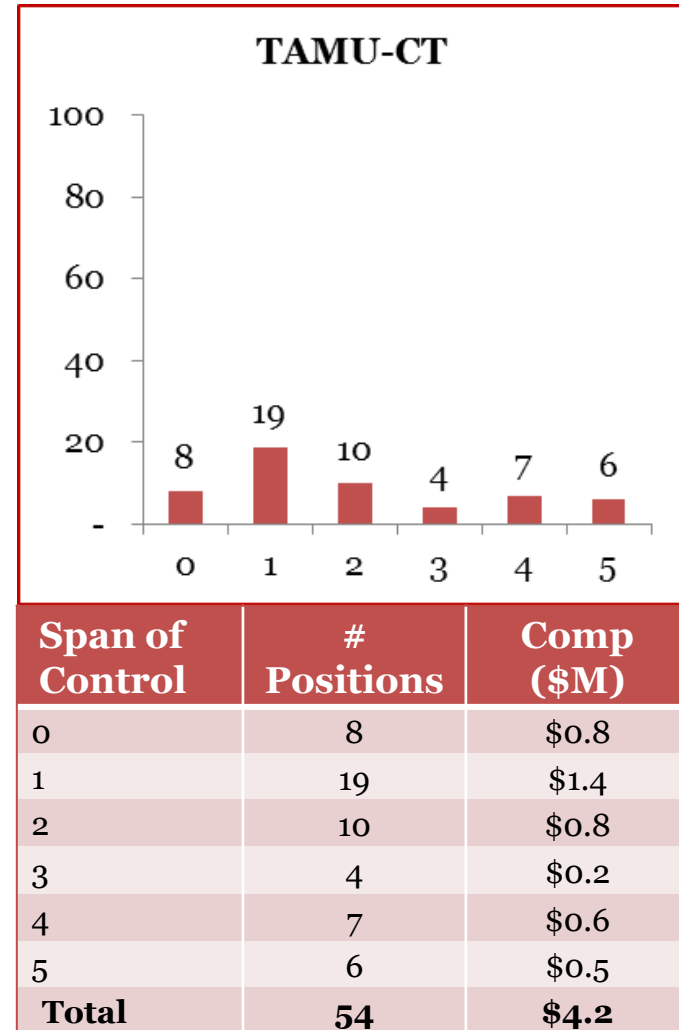


TAMU-CT

Span of Control: Overall Distribution (2 of 2)



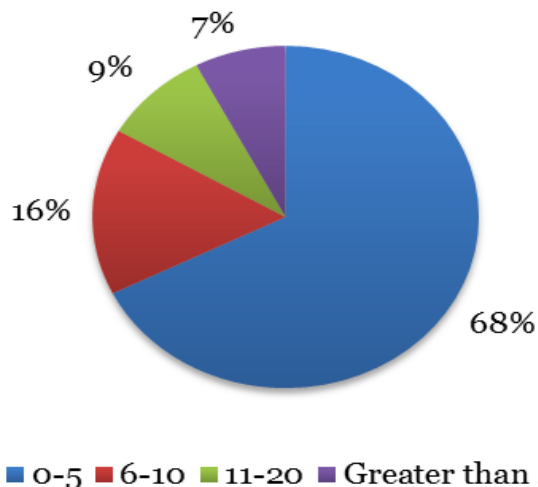
- The spans of control for TAMU-CT are displayed in the bar chart to the right for supervisory positions that supervise between 0 and 5 positions.



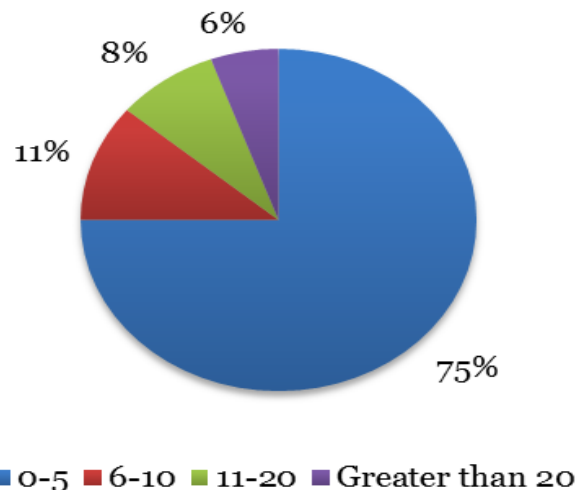
TAMU-CT Span of Control In Contrast to Regional Universities (1 of 2)



Regional Universities



TAMU-CT



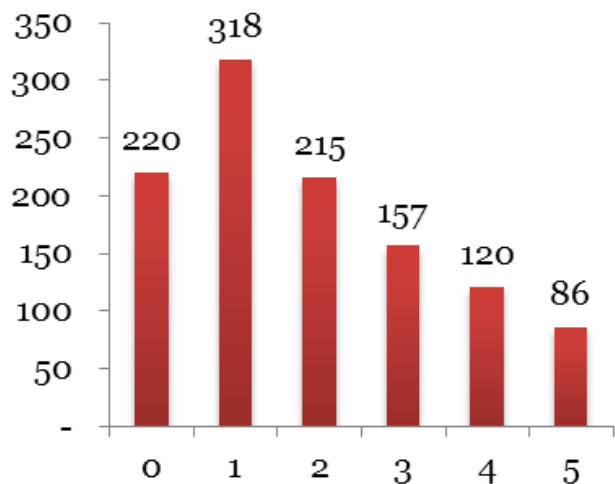
Span of Control	# Positions	Comp (\$M)
0-5	1,116	\$94.4
6-10	260	\$32.7
11-20	148	\$20.9
> 20	126	\$16.4
Total	1,650	\$164.4

Span of Control	# Positions	Comp (\$M)
0-5	54	\$4.2
6-10	8	\$1.3
11-20	6	\$0.7
> 20	4	\$0.5
Total	72	\$6.8

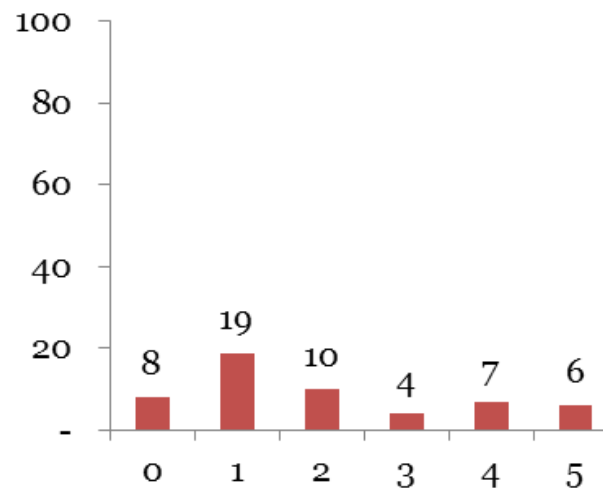
TAMU-CT Span of Control In Contrast to Regional Universities (2 of 2)



Regional Universities



TAMU-CT

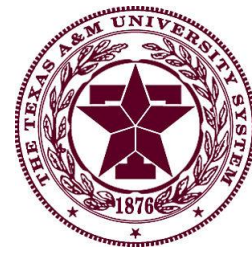


Span of Control	# Positions	Comp (\$M)
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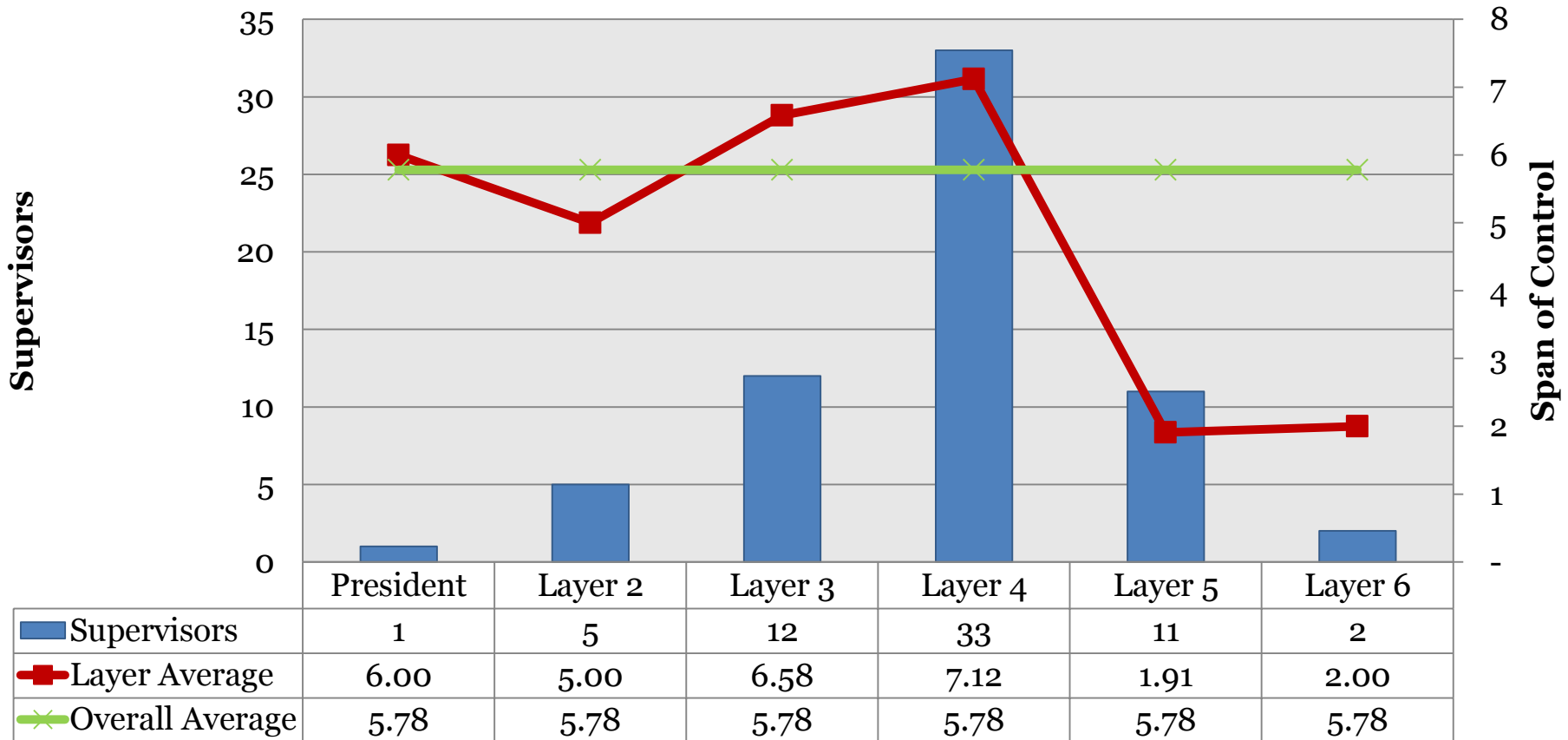
0	220	\$16.7
1	318	\$24.5
2	215	\$18.2
3	157	\$14.5
4	120	\$11.3
5	86	\$9.2
Total	1,116	\$94.4

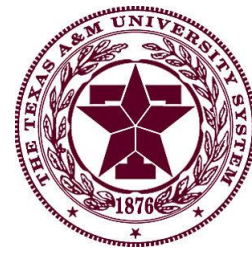
Span of Control	# Positions	Comp (\$M)
-----------------	-------------	------------

0	8	\$0.8
1	19	\$1.4
2	10	\$0.8
3	4	\$0.2
4	7	\$0.6
5	6	\$0.5
Total	54	\$4.2

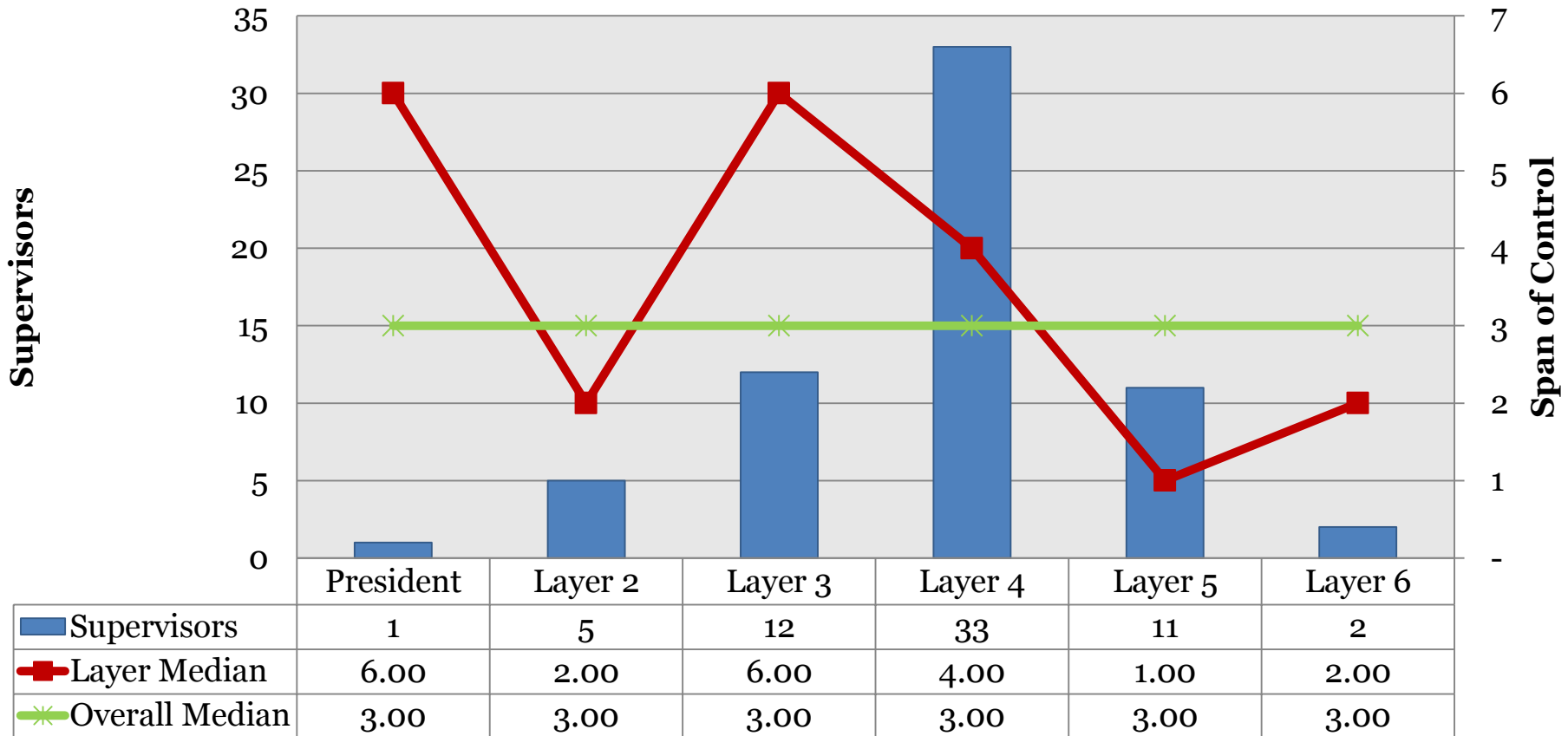


Average Span of Control by Layer





Median Span of Control by Layer

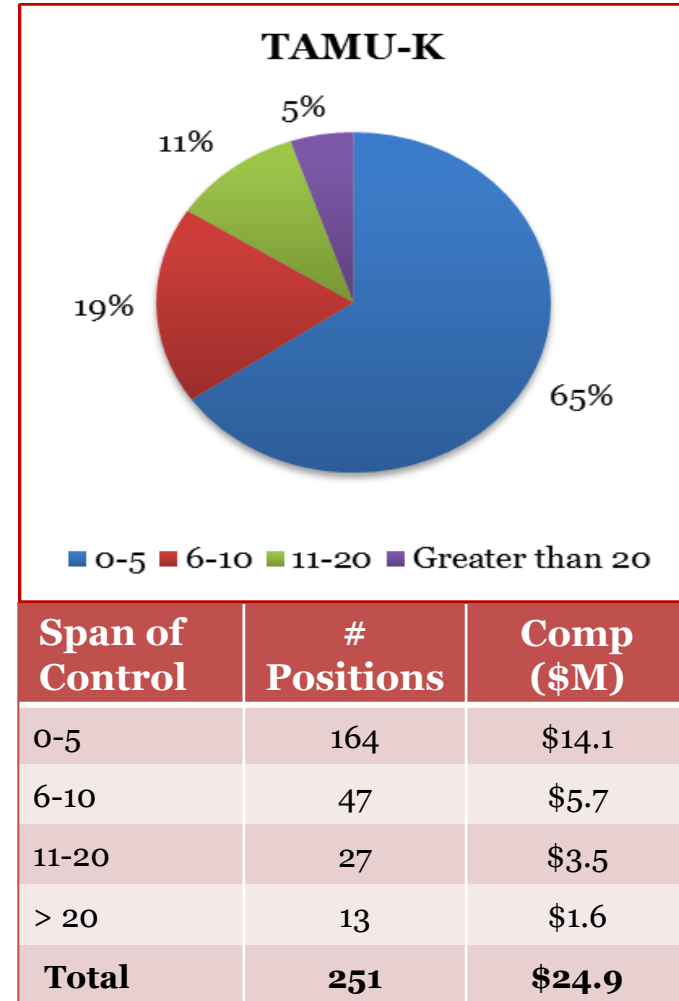


TAMU-K

Span of Control: Overall Distribution (1 of 2)



- The spans of control for TAMU-K are displayed in the pie chart to the right. Each slice of the pie represents a range of span of control.

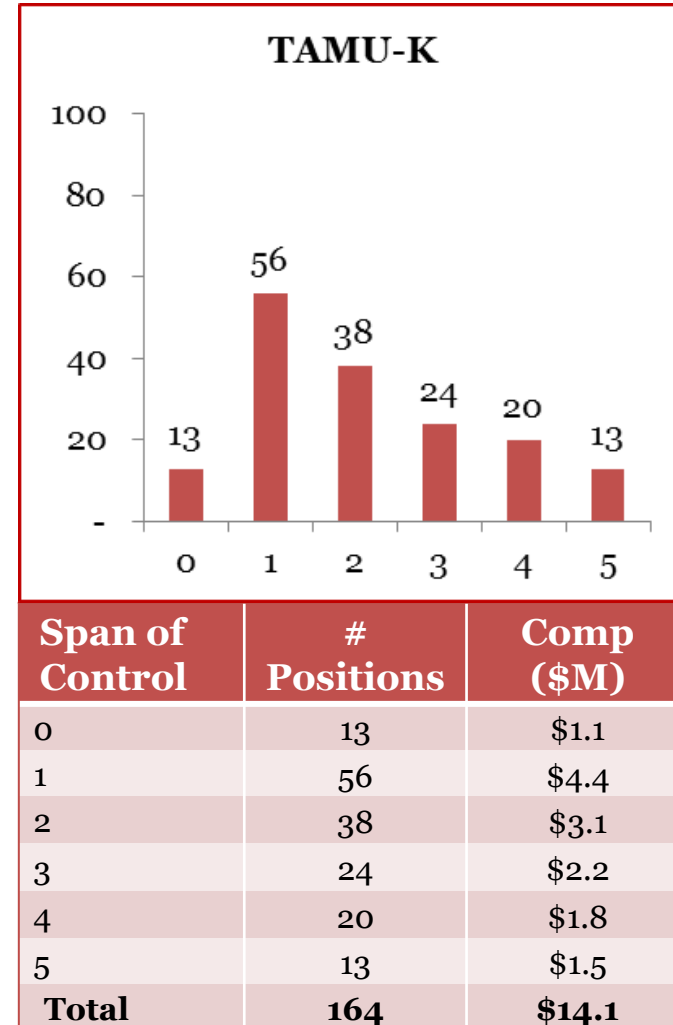


TAMU-K

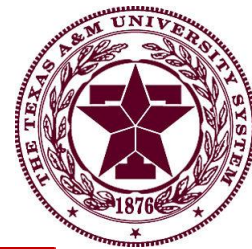
Span of Control: Overall Distribution (2 of 2)



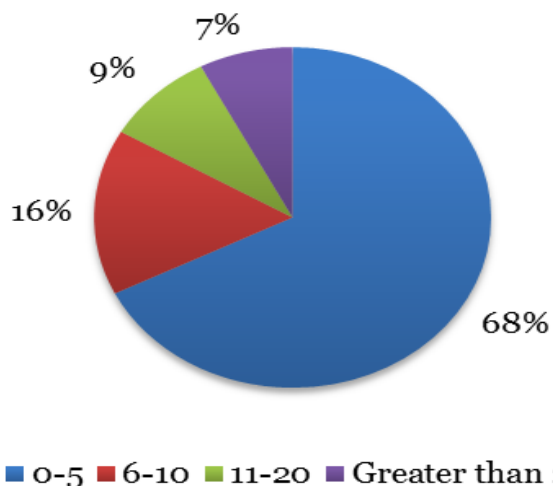
- The spans of control for TAMU-K are displayed in the bar chart to the right for supervisory positions that supervise between 0 and 5 positions.



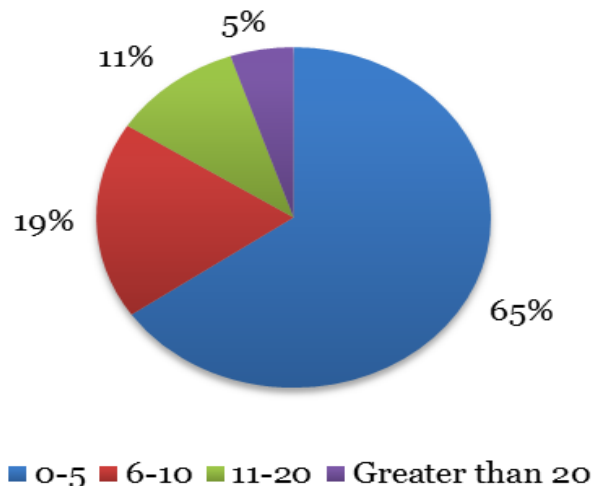
TAMU-K Span of Control In Contrast to Regional Universities (1 of 2)



Regional Universities



TAMU-K



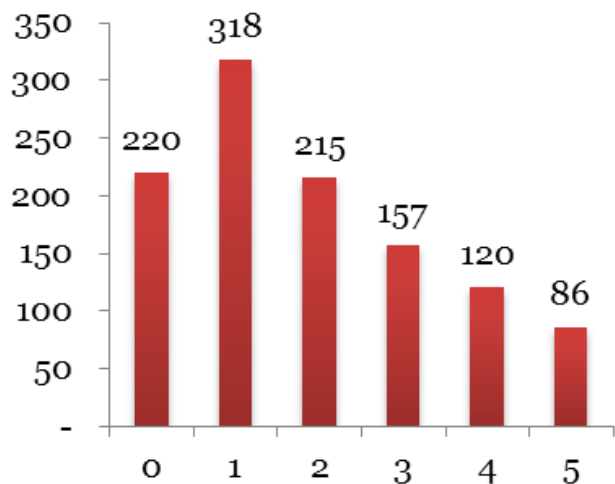
Span of Control	# Positions	Comp (\$M)
0-5	1,116	\$94.4
6-10	260	\$32.7
11-20	148	\$20.9
> 20	126	\$16.4
Total	1,650	\$164.4

Span of Control	# Positions	Comp (\$M)
0-5	164	\$14.1
6-10	47	\$5.7
11-20	27	\$3.5
> 20	13	\$1.6
Total	251	\$24.9

TAMU-K Span of Control In Contrast to Regional Universities (2 of 2)

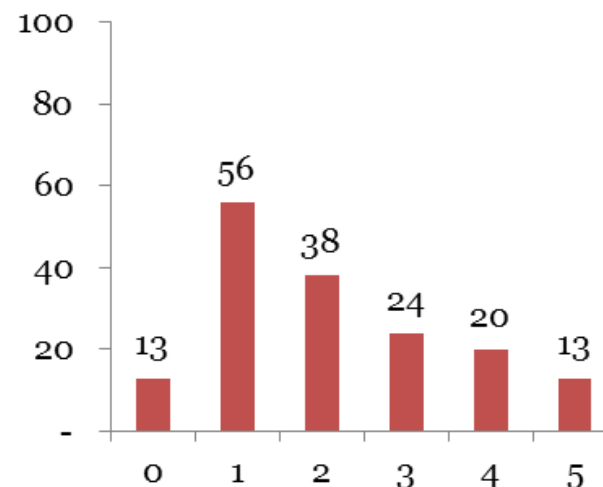


Regional Universities

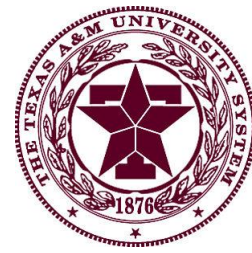


Span of Control	# Positions	Comp (\$M)
0	220	\$16.7
1	318	\$24.5
2	215	\$18.2
3	157	\$14.5
4	120	\$11.3
5	86	\$9.2
Total	1,116	\$94.4

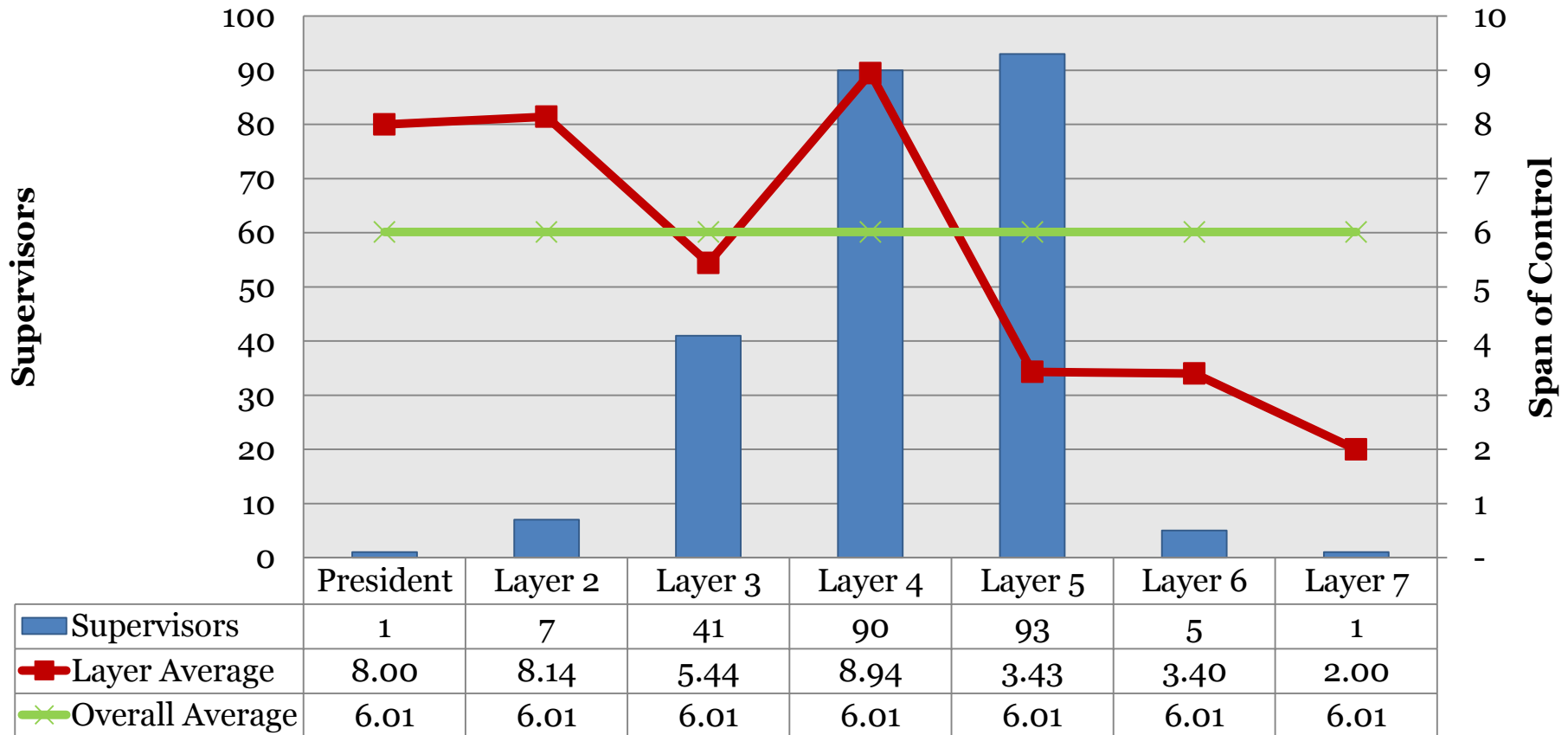
TAMU-K

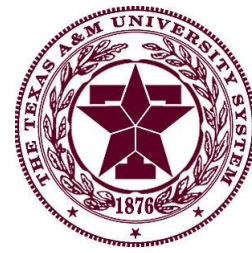


Span of Control	# Positions	Comp (\$M)
0	13	\$1.1
1	56	\$4.4
2	38	\$3.1
3	24	\$2.2
4	20	\$1.8
5	13	\$1.5
Total	164	\$14.1

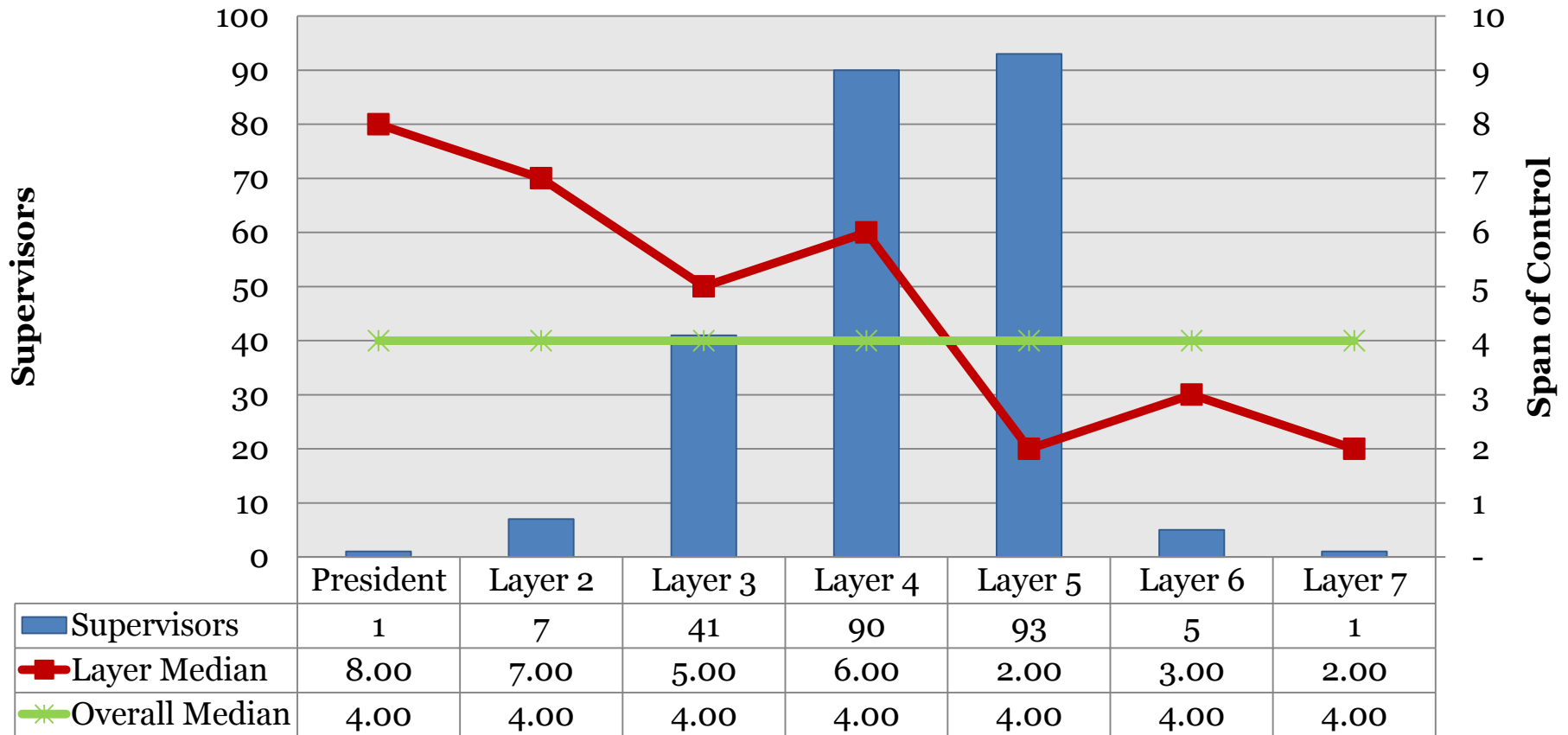


Average Span of Control by Layer





Median Span of Control by Layer

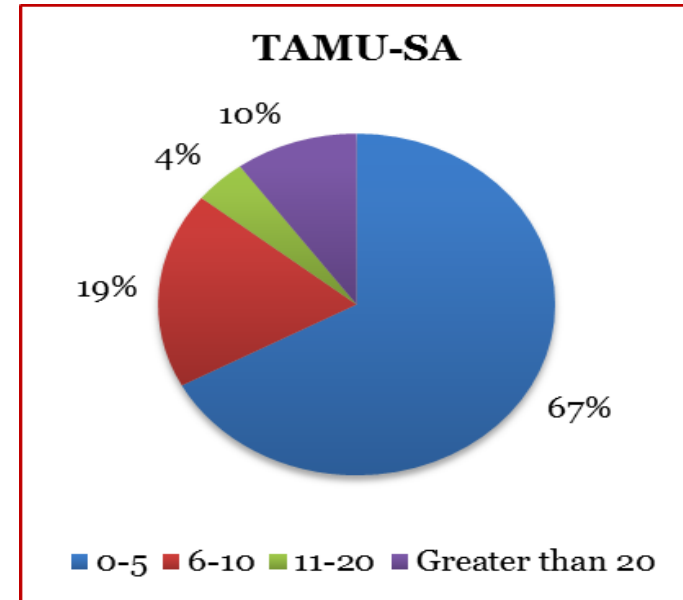


TAMU-SA

Span of Control: Overall Distribution (1 of 3)



- The spans of control for TAMU-SA are displayed in the pie chart to the right. Each slice of the pie represents a range of span of control.



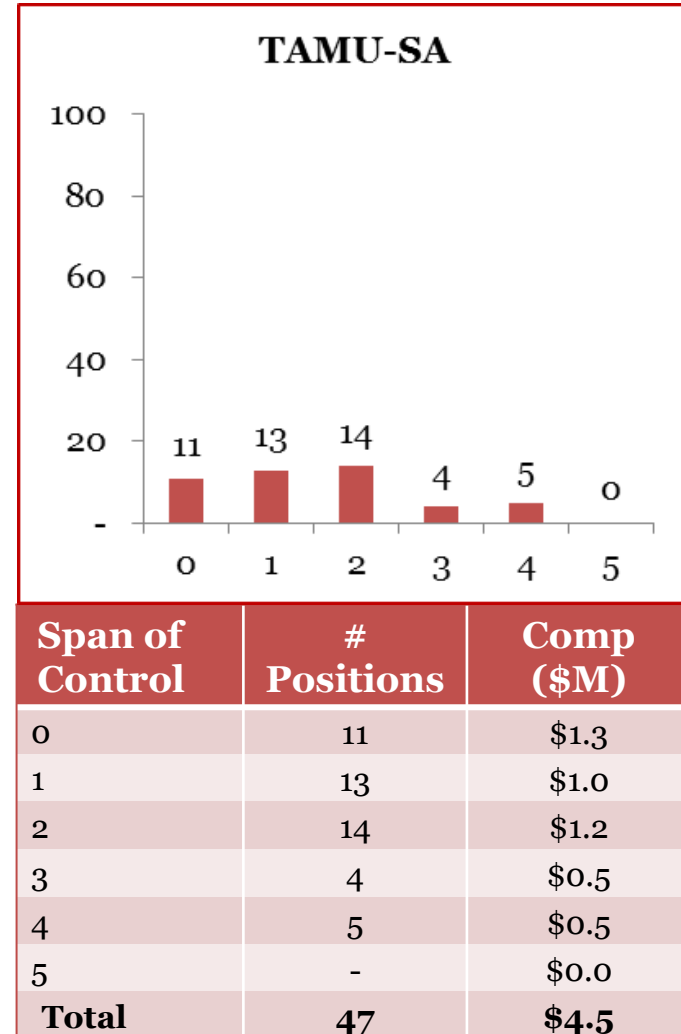
Span of Control	# Positions	Comp (\$M)
0-5	47	\$4.5
6-10	13	\$1.6
11-20	3	\$0.5
> 20	7	\$1.0
Total	70	\$7.6

TAMU-SA

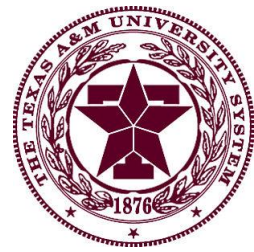
Span of Control: Overall Distribution (2 of 3)



- The spans of control for TAMU-SA are displayed in the bar chart to the right for supervisory positions that supervise between 0 and 5 positions.



In response to on-site review of preliminary findings, TAMU-SA provided explanations of the 24 supervisory positions with 0-1 reports. These are presented on the following page.

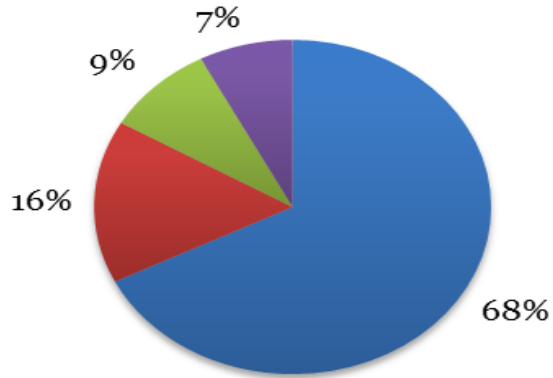


- In response to on-site review of preliminary findings, TAMU-SA noted the following regarding the 24 positions with 0 - 1 direct reports:
 - 2 positions are vacant
 - 1 position has been eliminated
 - 1 position is faculty
 - 1 position is the only position in the department (Safety and Risk)
 - 1 position incorrectly reported and has 6 direct reports
 - 1 position certifies VA students and is only position to handle this
 - 1 position reclassified with 13 reports

TAMU-SA Span of Control In Contrast to Regional Universities (1 of 2)



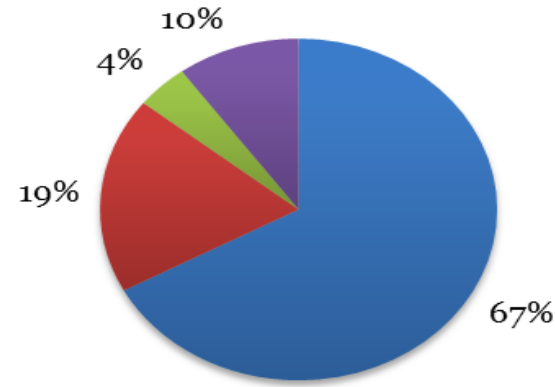
Regional Universities



■ 0-5 ■ 6-10 ■ 11-20 ■ Greater than 20

Span of Control	# Positions	Comp (\$M)
0-5	1,116	\$94.4
6-10	260	\$32.7
11-20	148	\$20.9
> 20	126	\$16.4
Total	1,650	\$164.4

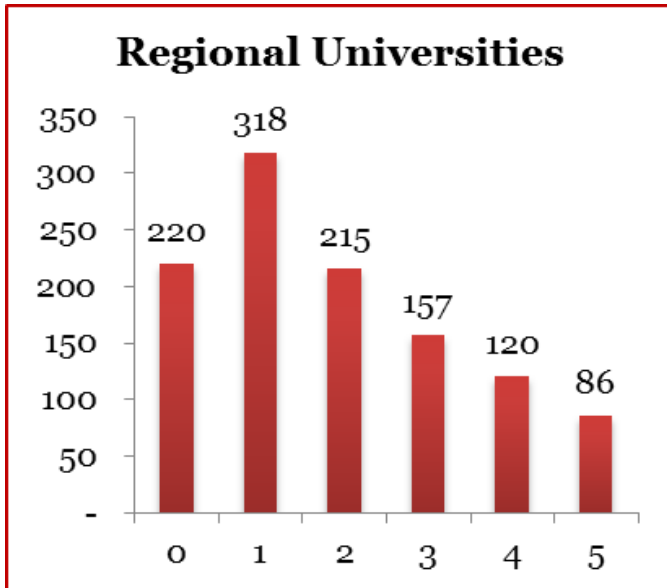
TAMU-SA



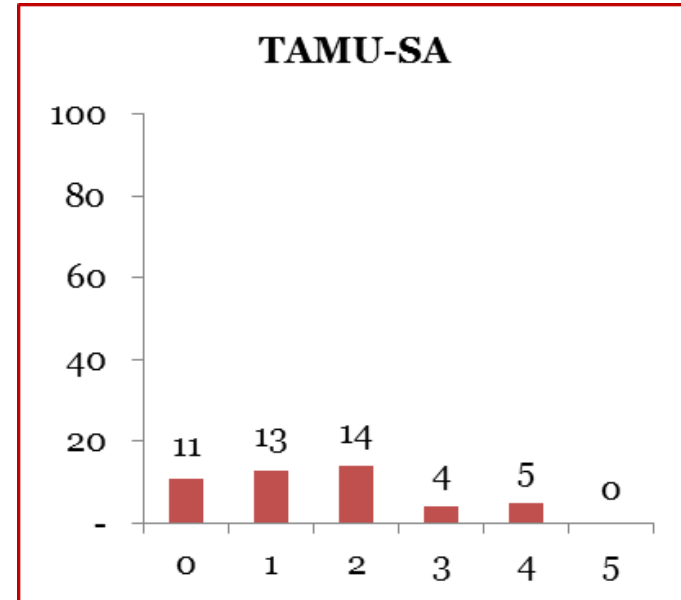
■ 0-5 ■ 6-10 ■ 11-20 ■ Greater than 20

Span of Control	# Positions	Comp (\$M)
0-5	47	\$4.5
6-10	13	\$1.6
11-20	3	\$0.5
> 20	7	\$1.0
Total	70	\$7.6

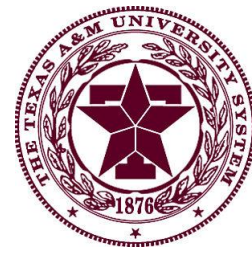
TAMU-SA Span of Control In Contrast to Regional Universities (2 of 2)



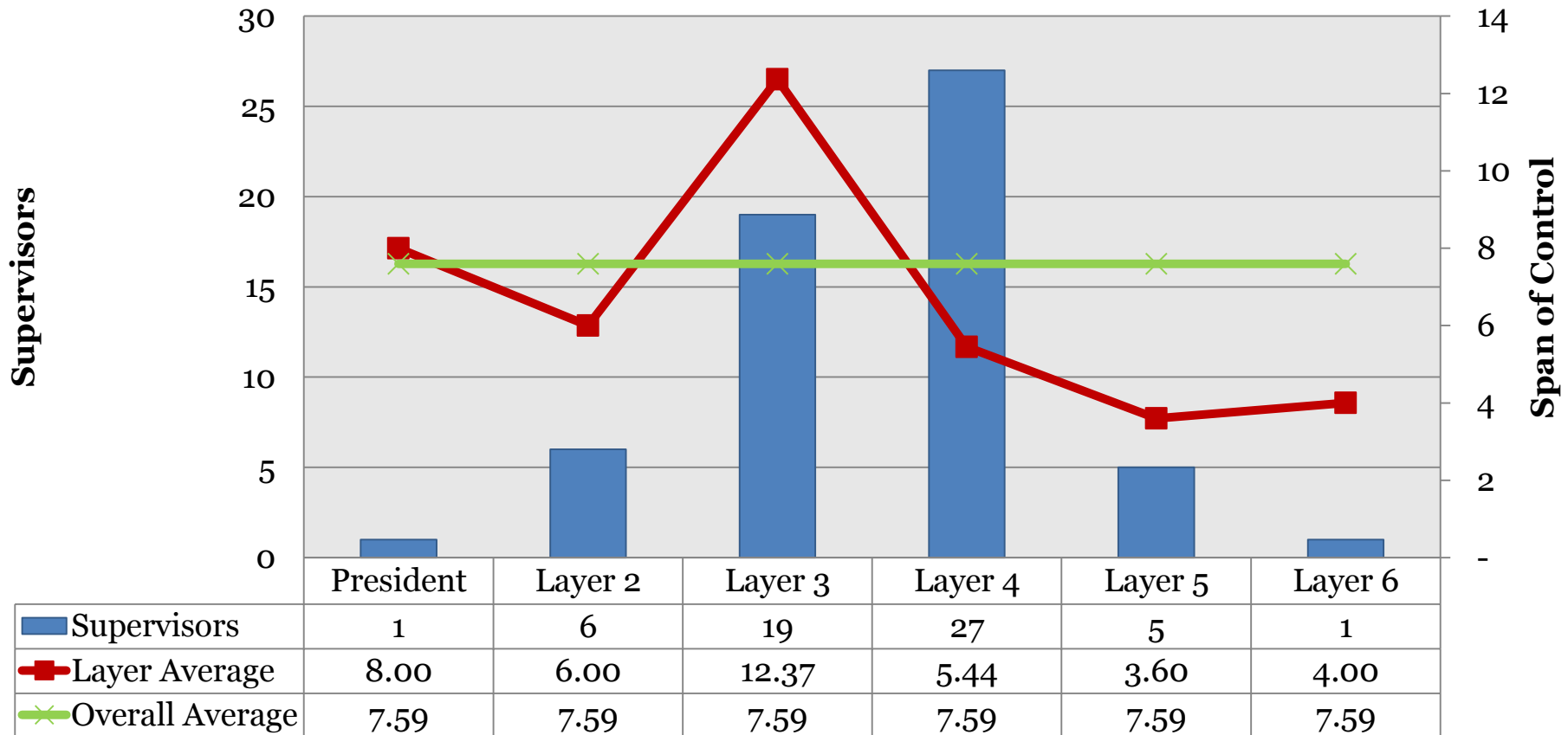
Span of Control	# Positions	Comp (\$M)
0	220	\$16.7
1	318	\$24.5
2	215	\$18.2
3	157	\$14.5
4	120	\$11.3
5	86	\$9.2
Total	1,116	\$94.4

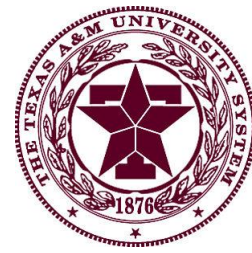


Span of Control	# Positions	Comp (\$M)
0	11	\$1.3
1	13	\$1.0
2	14	\$1.2
3	4	\$0.5
4	5	\$0.5
5	-	\$0.0
Total	47	\$4.5

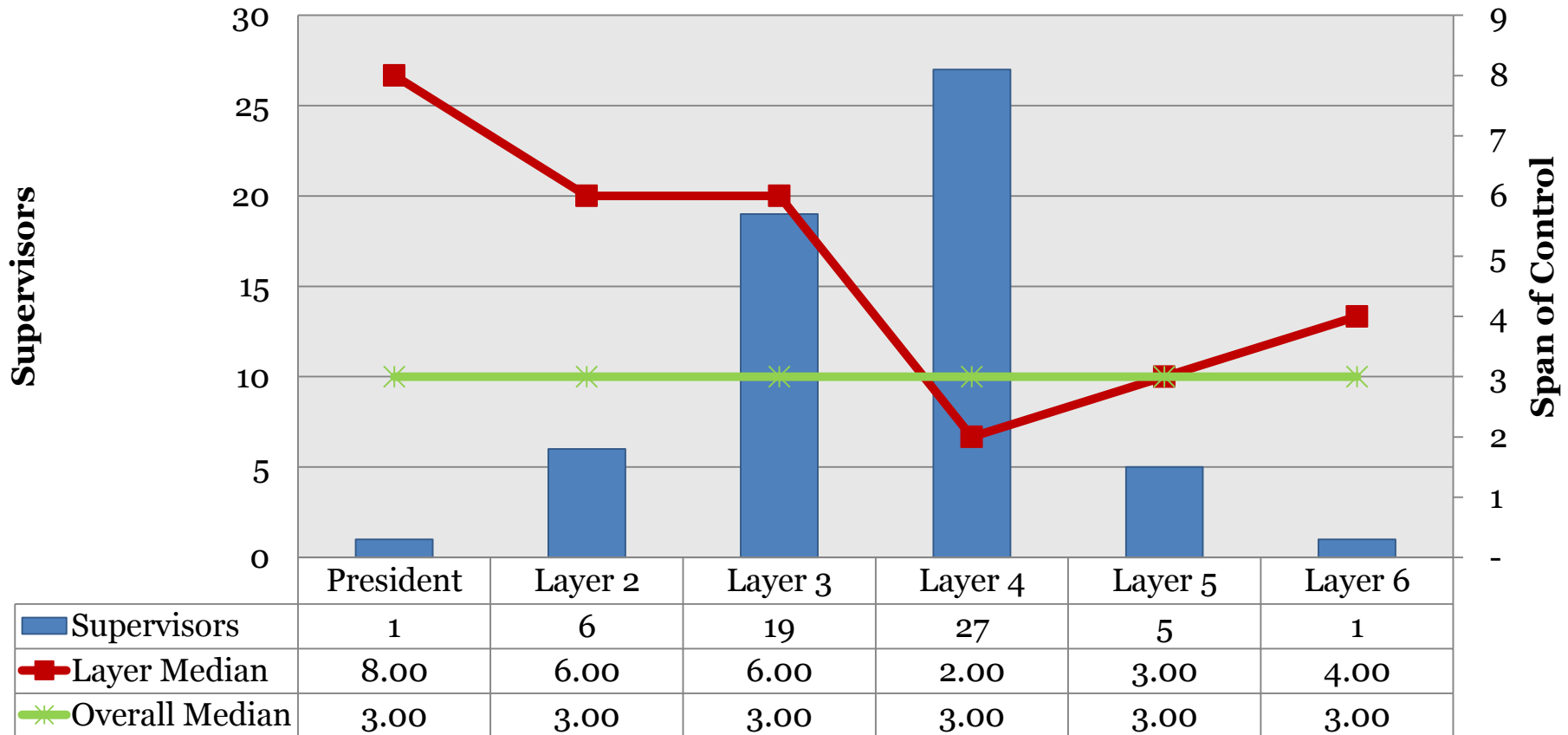


Average Span of Control by Layer





Median Span of Control by Layer

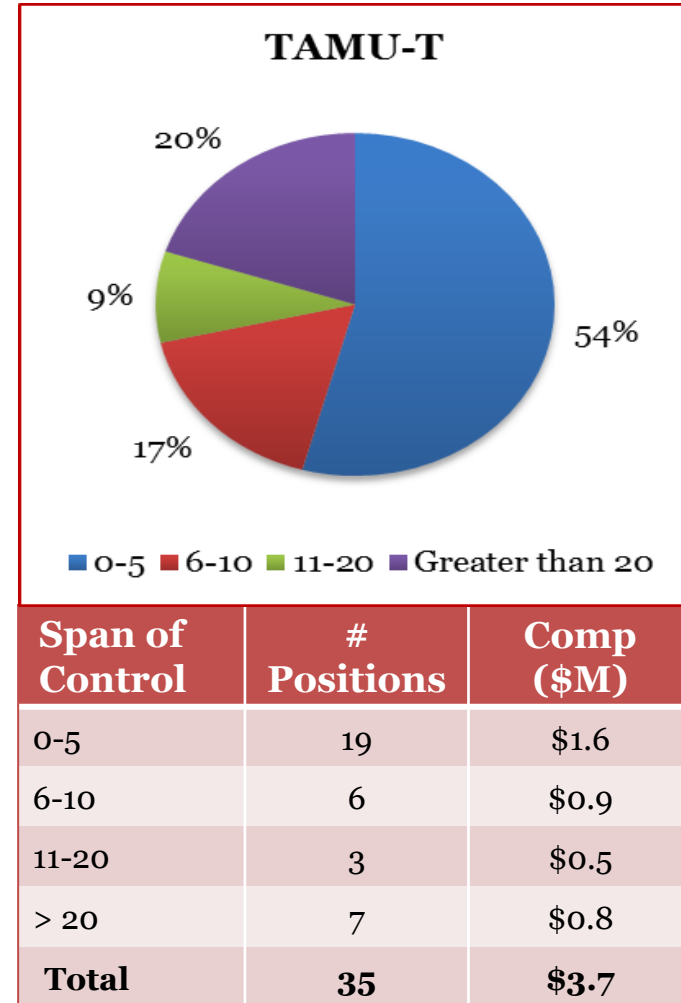


TAMU-T

Span of Control: Overall Distribution (1 of 2)



- The spans of control for TAMU-T are displayed in the pie chart to the right. Each slice of the pie represents a range of span of control.

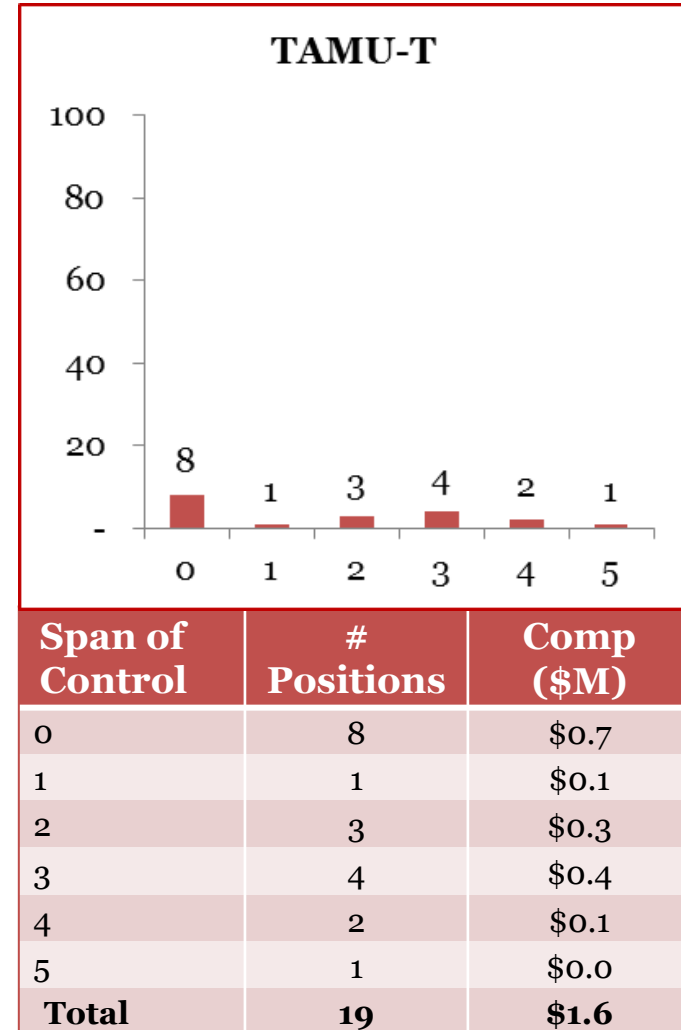


TAMU-T

Span of Control: Overall Distribution (2 of 2)



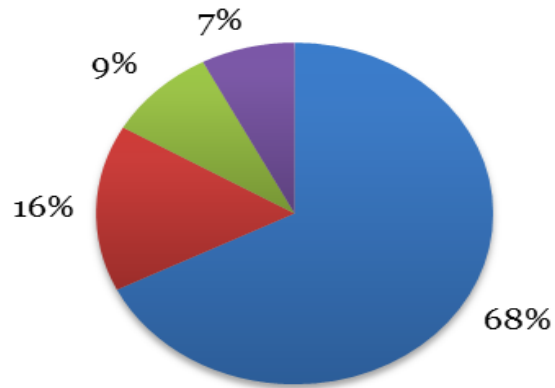
- The spans of control for TAMU-T are displayed in the bar chart to the right for supervisory positions that supervise between 0 and 5 positions.



TAMU-T Span of Control: In Contrast to Regional Universities (1 of 2)



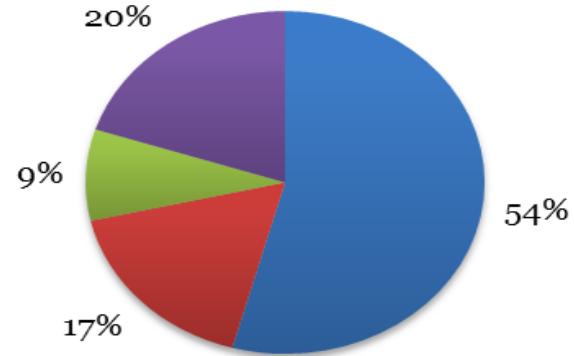
Regional Universities



■ 0-5 ■ 6-10 ■ 11-20 ■ Greater than 20

Span of Control	# Positions	Comp (\$M)
0-5	1,116	\$94.4
6-10	260	\$32.7
11-20	148	\$20.9
> 20	126	\$16.4
Total	1,650	\$164.4

TAMU-T



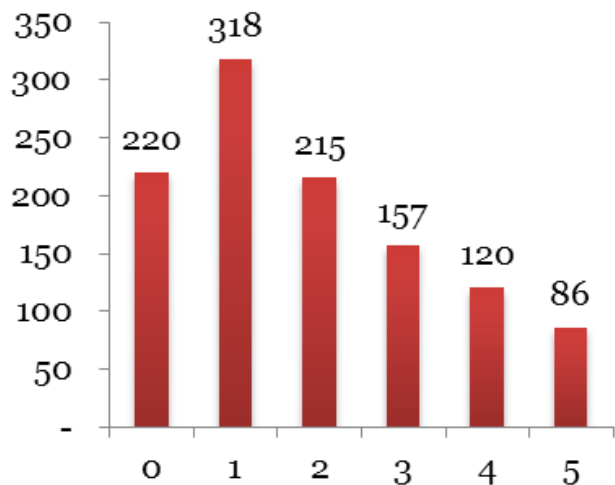
■ 0-5 ■ 6-10 ■ 11-20 ■ Greater than 20

Span of Control	# Positions	Comp (\$M)
0-5	19	\$1.6
6-10	6	\$0.9
11-20	3	\$0.5
> 20	7	\$0.8
Total	35	\$3.7

TAMU-T Span of Control: In Contrast to Regional Universities (2 of 2)

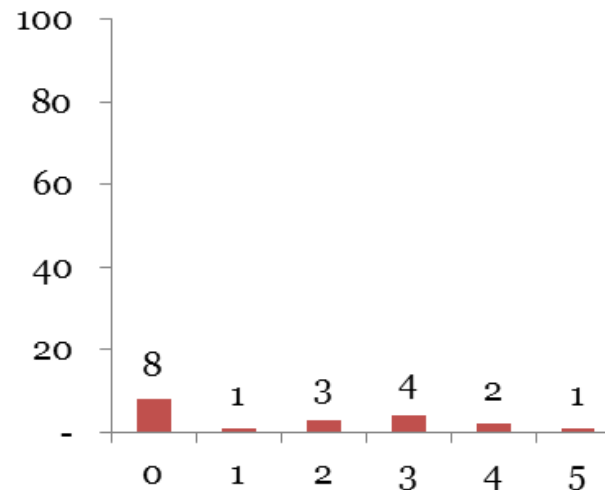


Regional Universities

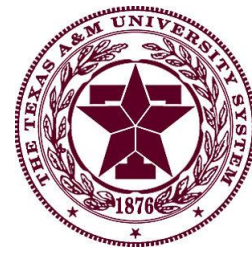


Span of Control	# Positions	Comp (\$M)
0	220	\$16.7
1	318	\$24.5
2	215	\$18.2
3	157	\$14.5
4	120	\$11.3
5	86	\$9.2
Total	1,116	\$94.4

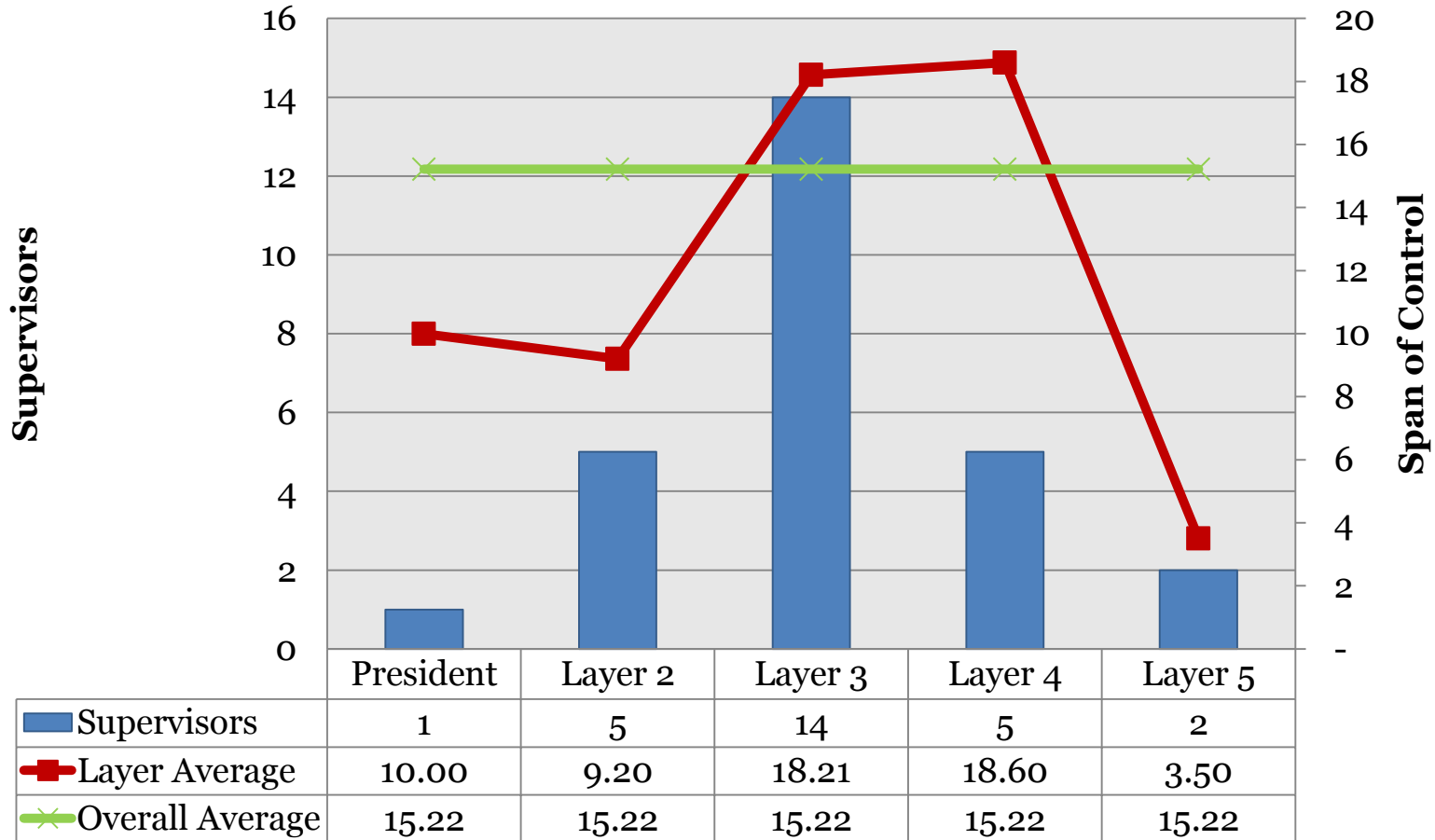
TAMU-T

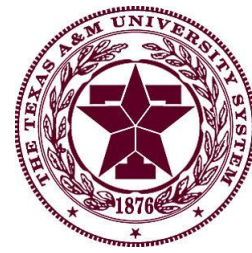


Span of Control	# Positions	Comp (\$M)
0	8	\$0.7
1	1	\$0.1
2	3	\$0.3
3	4	\$0.4
4	2	\$0.1
5	1	\$0.0
Total	19	\$1.6

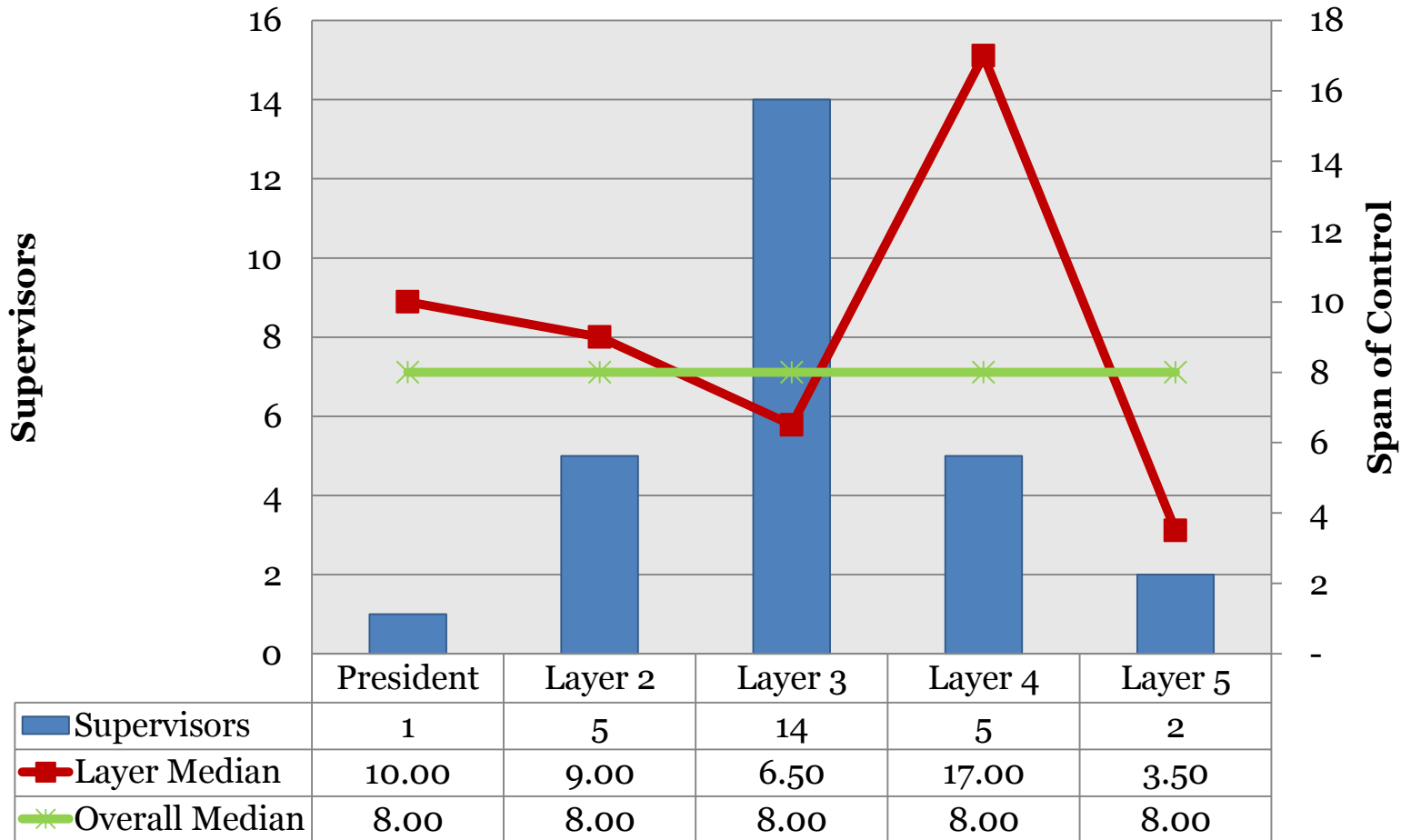


Average Span of Control by Layer



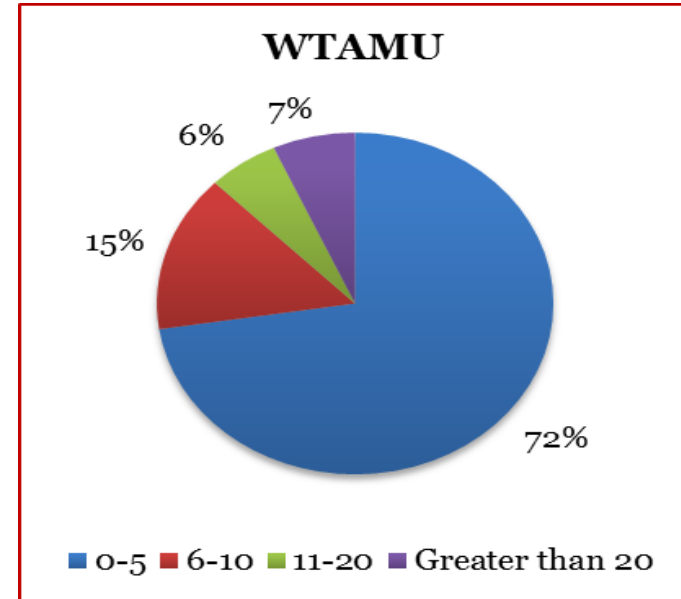


Median Span of Control by Layer





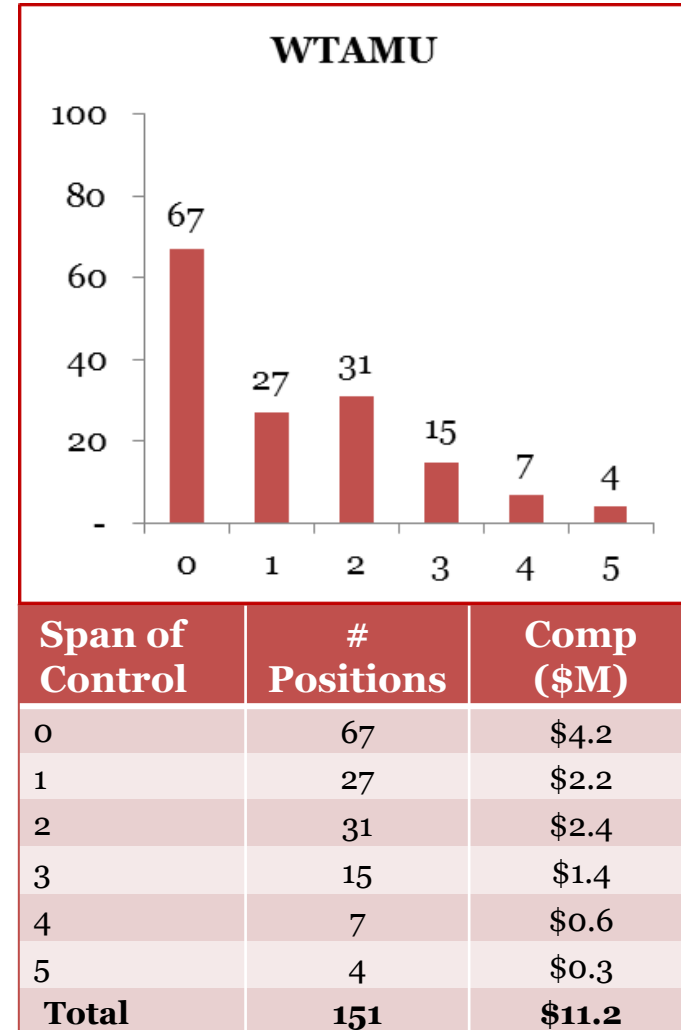
- The spans of control for WTAMU are displayed in the pie chart to the right. Each slice of the pie represents a range of span of control.



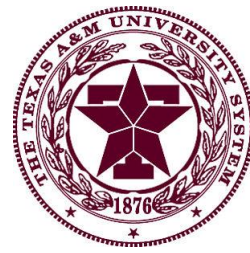
Span of Control	# Positions	Comp (\$M)
0-5	151	\$11.2
6-10	31	\$3.5
11-20	12	\$1.8
> 20	14	\$1.8
Total	208	\$18.3



- The spans of control for WTAMU are displayed in the bar chart to the right for supervisory positions that supervise between 0 and 5 positions.



In response to on-site review of preliminary findings, WTAMU provided explanations of the 94 supervisory positions with 0-1 reports. These are presented on the following page.

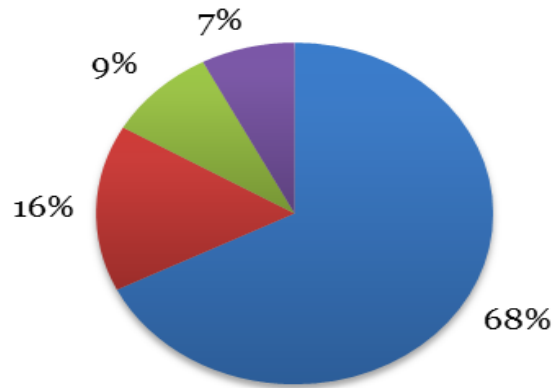


- In response to on-site review of preliminary findings, WTAMU noted the following regarding the Executive/Administrative/Managerial positions with 0 - 1 direct reports:
 - 7 positions are not budgeted
 - 8 positions are outsourced
 - 17 positions supervise a department, program or function
 - 1 position is vacant and the supervisor reports the position as “no intent to fill”
 - 39 positions serve as a “secondary supervisor” of a department, program or function
 - 13 positions are being considered for re-classification to another EEO classification
- WTAMU also noted the following regarding the positions with 0 - 1 direct reports that are classified as other than Executive/Administrative/Managerial:
 - 10 position supervise a department, program or function
 - 5 positions serve as a “secondary supervisor” of a department, program or function

WTAMU Span of Control In Contrast to Regional Universities (1 of 2)



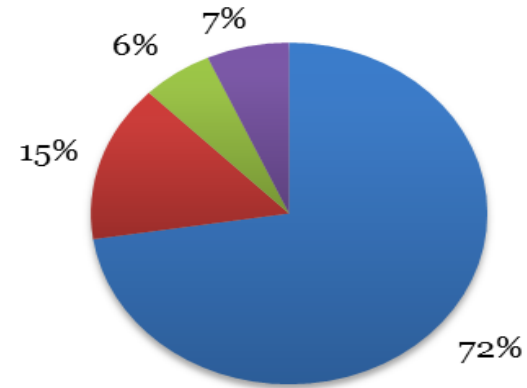
Regional Universities



■ 0-5 ■ 6-10 ■ 11-20 ■ Greater than 20

Span of Control	# Positions	Comp (\$M)
0-5	1,116	\$94.4
6-10	260	\$32.7
11-20	148	\$20.9
> 20	126	\$16.4
Total	1,650	\$164.4

WTAMU



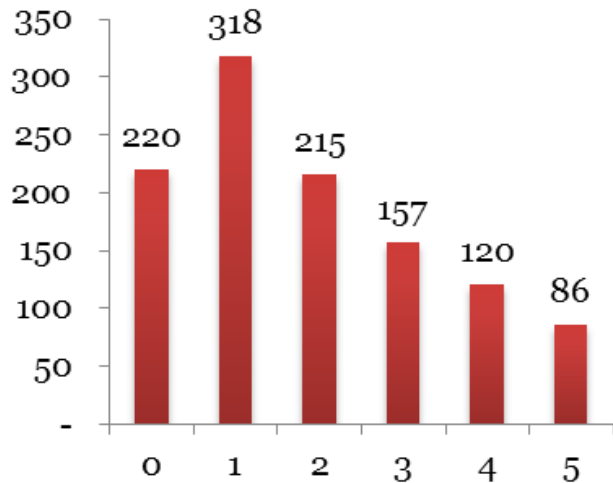
■ 0-5 ■ 6-10 ■ 11-20 ■ Greater than 20

Span of Control	# Positions	Comp (\$M)
0-5	151	\$11.2
6-10	31	\$3.5
11-20	12	\$1.8
> 20	14	\$1.8
Total	208	\$18.3

WTAMU Span of Control In Contrast to Regional Universities (2 of 2)

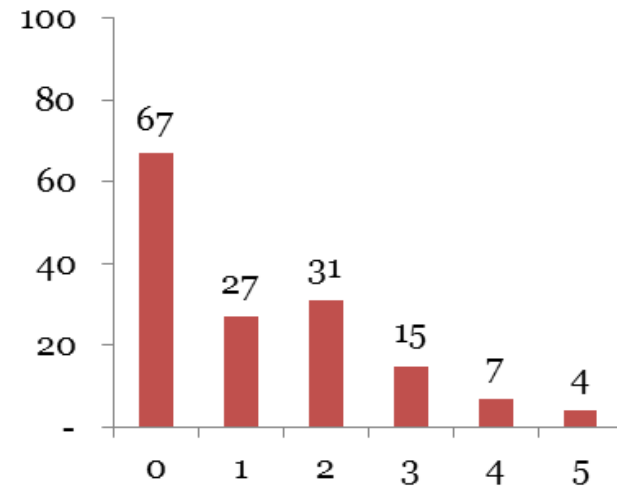


Regional Universities

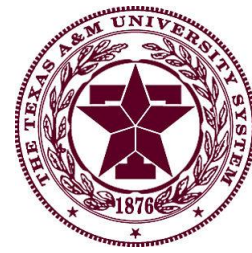


Span of Control	# Positions	Comp (\$M)
0	220	\$16.7
1	318	\$24.5
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Total	1,116	\$94.4

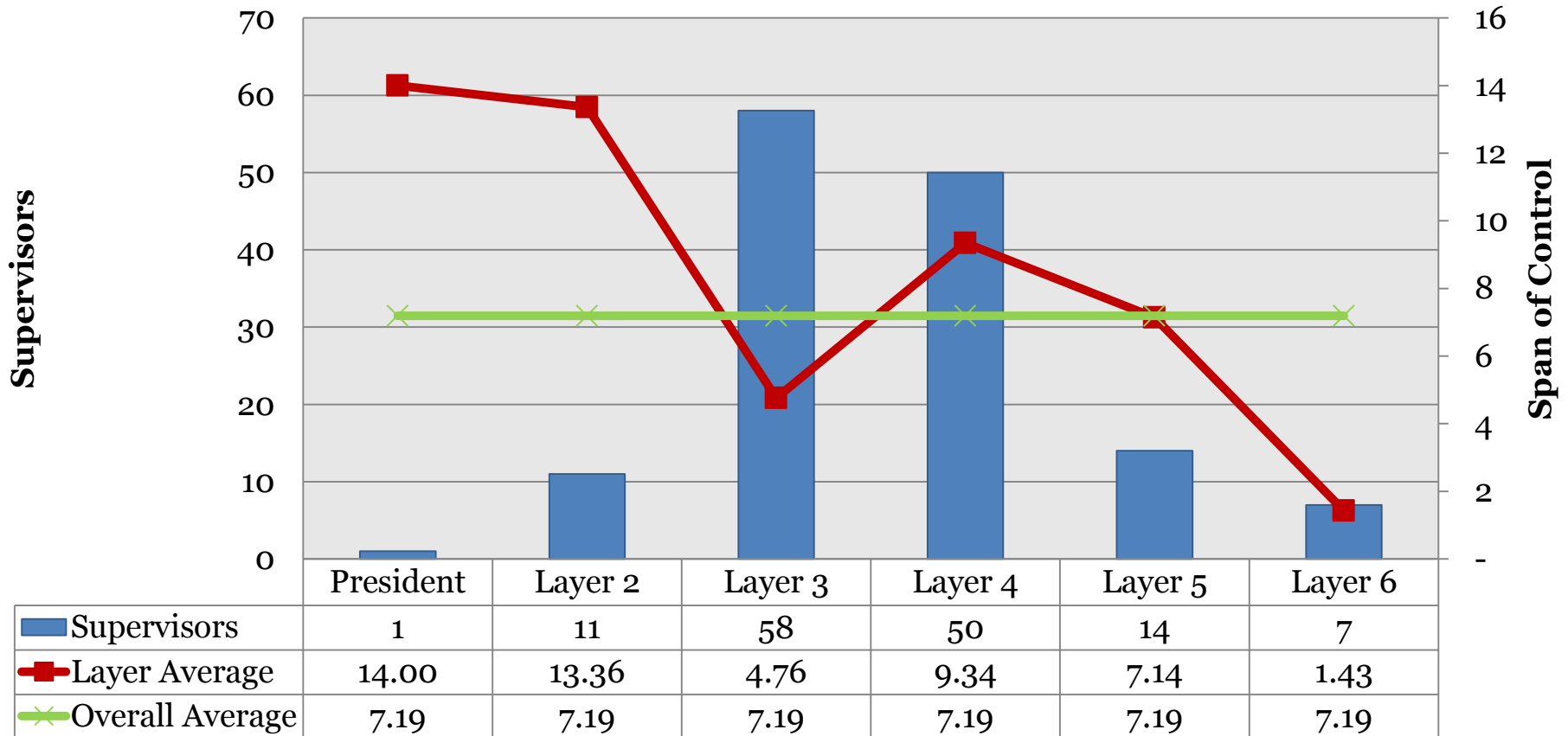
WTAMU

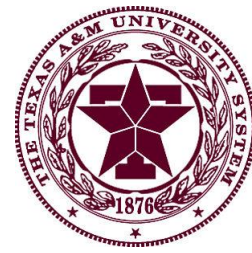


Span of Control	# Positions	Comp (\$M)
0	67	\$4.2
1	27	\$2.2
2	31	\$2.4
3	15	\$1.4
4	7	\$0.6
5	4	\$0.3
Total	151	\$11.2

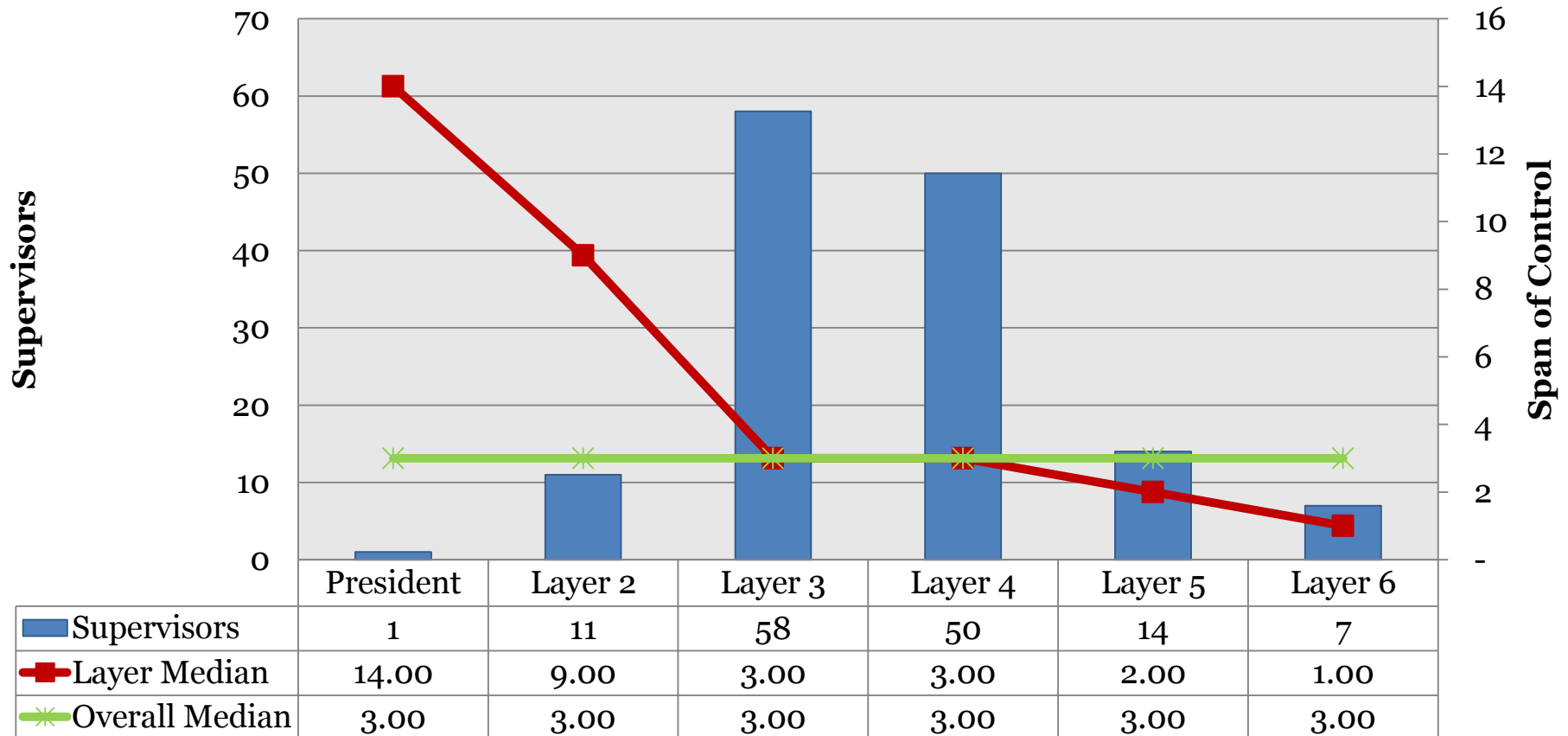


Average Span of Control by Layer





Median Span of Control by Layer



Appendix J:
Collaboration Centers



What are Collaboration Centers?

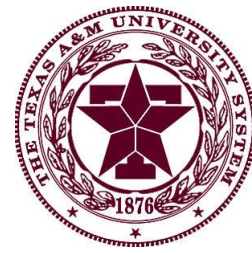
Customer centric organizations that standardize transaction processes while improving efficiencies, compliance, reducing costs and generating savings.

Collaboration Centers

- Consolidate common administrative functions from individual business units into a single, internal operation
- Create integrated business units to allow a group of “units” to share common business and administrative functions, such as Finance, Payroll, Human Resources, IT, Purchasing, and Administrative Support
- Meet unique needs of stakeholders by developing specialists in business functional areas

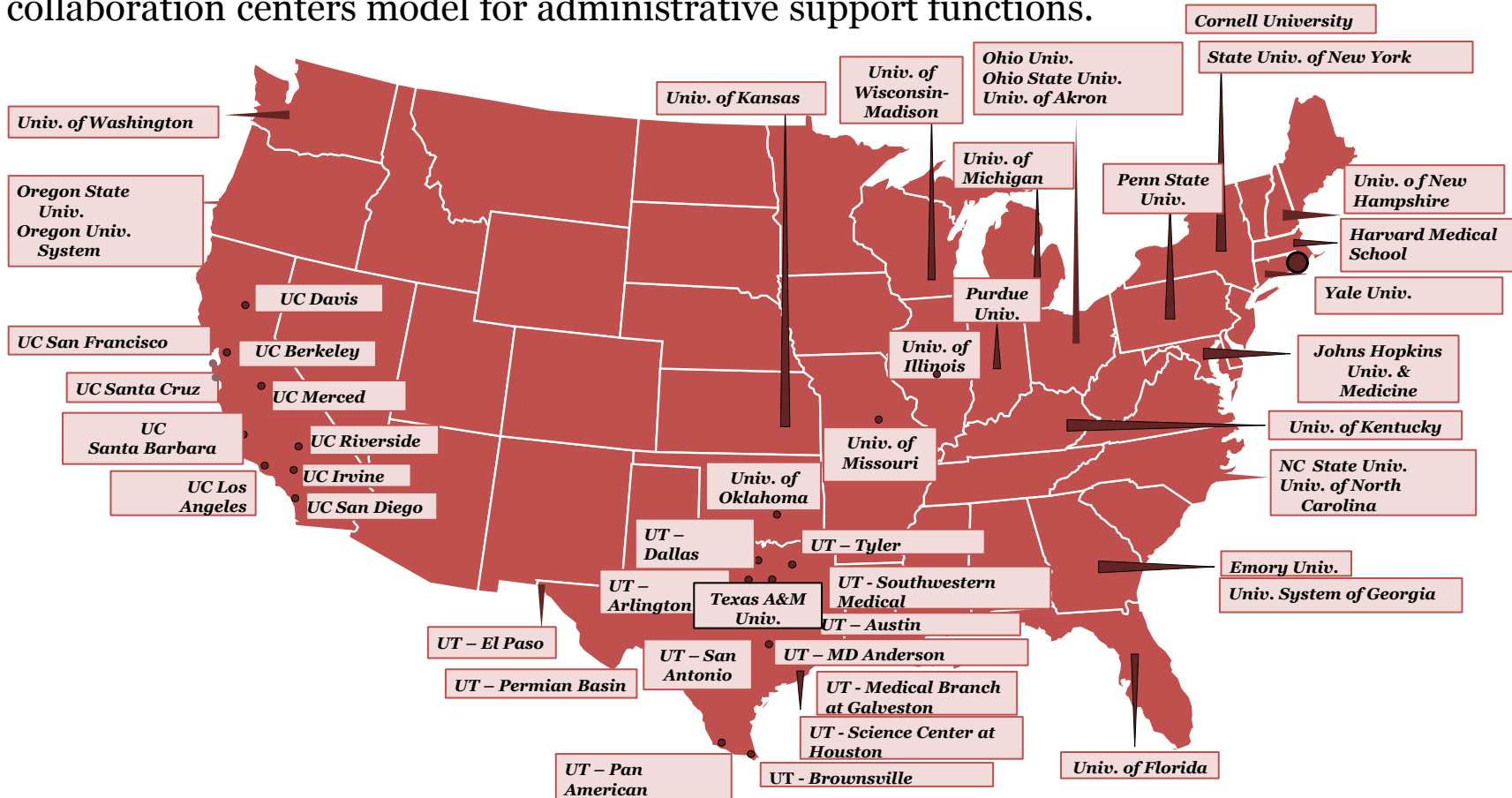
Benefits of Collaboration Centers

- **Simplification and standardization** of key processes
- **Flexibility and scalability** of operations according to business needs
- **Enhance time management:** Staff can concentrate their time in a job field such as Finance, HR, IT or Purchasing
- **Increase job satisfaction** by developing staff with more advanced skills in a few areas, and more defined roles and tasks
- **Improve cross coverage** by providing better coverage of staff and services across departments
- **Improve efficiencies** by developing subject matter expertise and standardizing processes

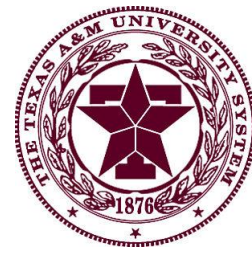


Collaboration Center Trends in Higher Ed

Many institutions across the nation have already adopted or begun to consider a collaboration centers model for administrative support functions.

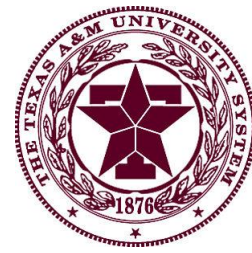


Collaboration Center Maturity in Higher Ed

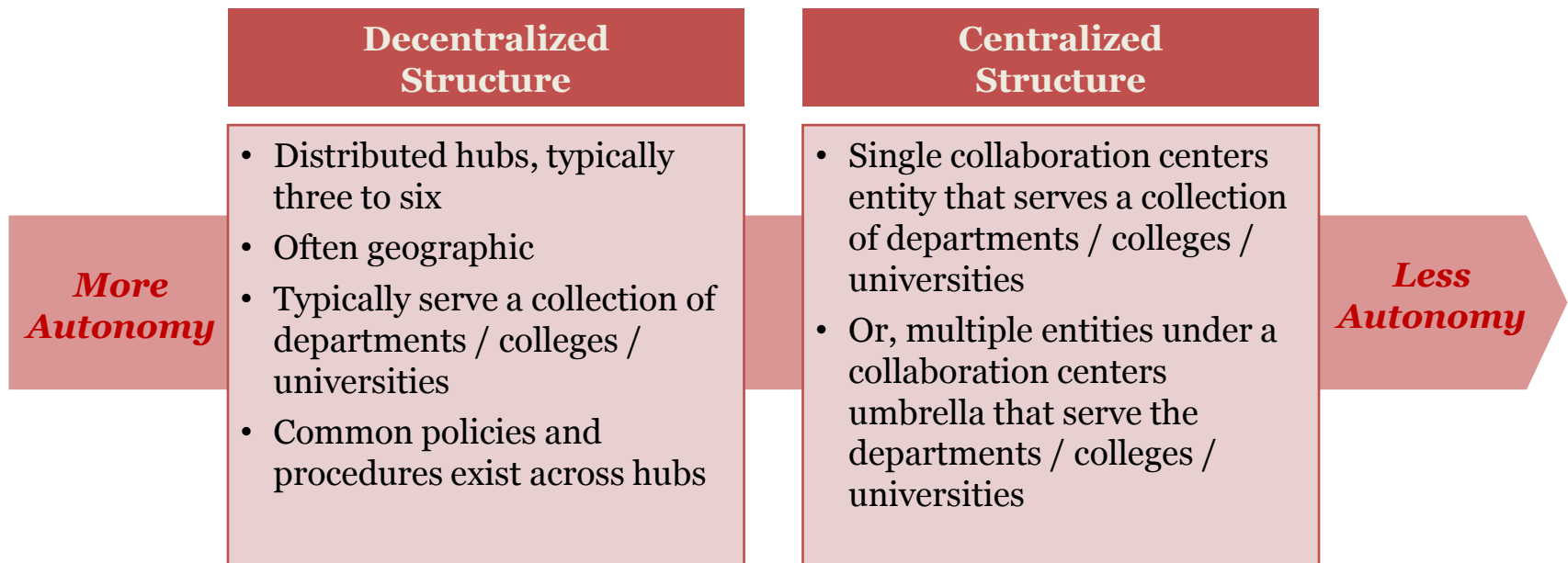


Source: Shared Services and Outsourcing Network, September 2013 (modified)

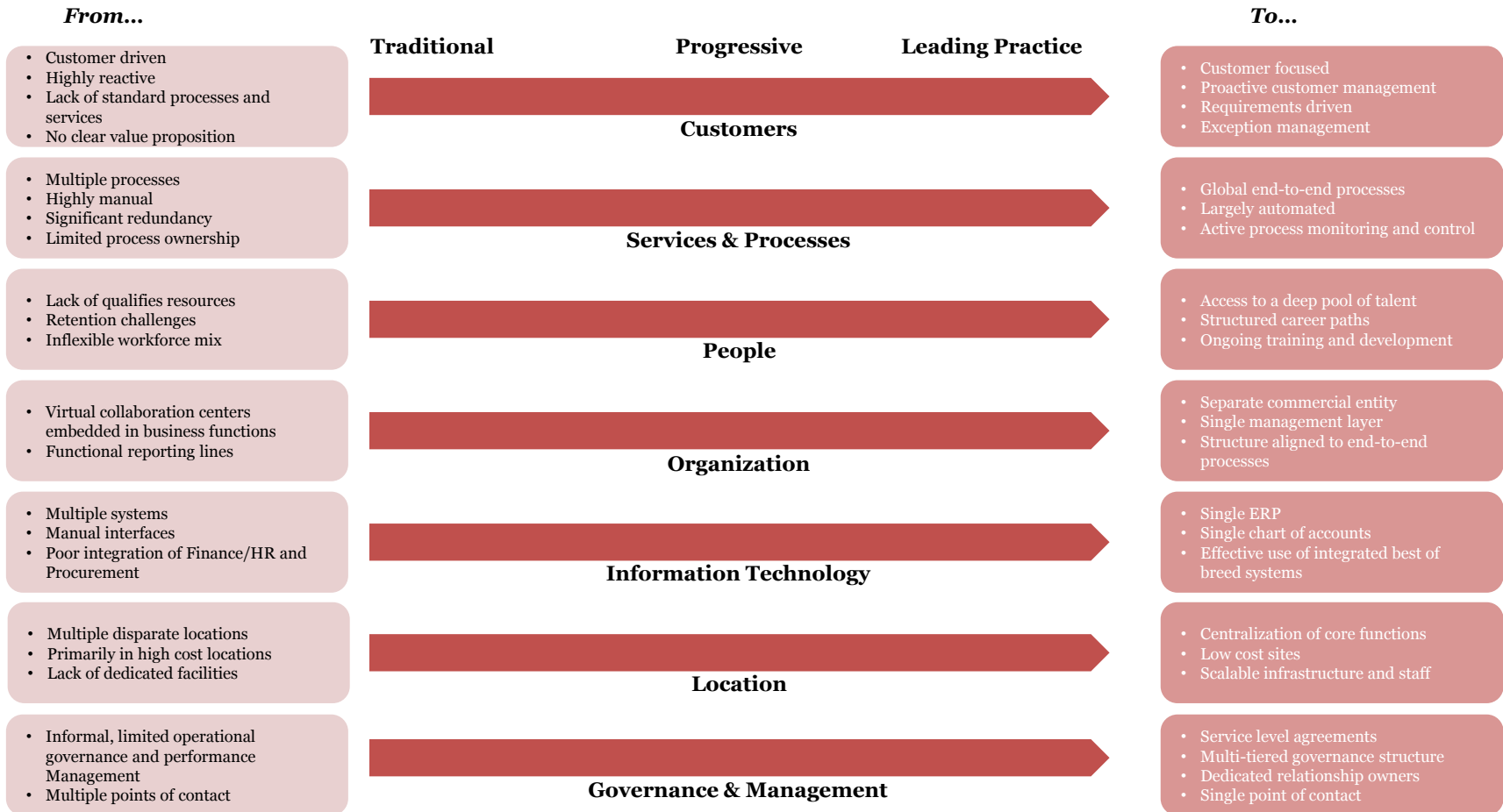
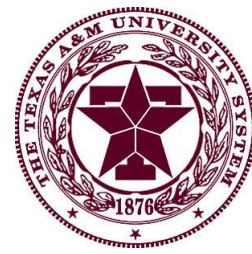
Industry Perspectives: Collaboration Centers Structure



- Distinguished by a more balanced level of autonomy, the collaboration center combines positive aspects of traditional decentralized and centralized approaches to create an innovative administrative model.
- The structure selected is dependent on a variety of factors and can change over time.

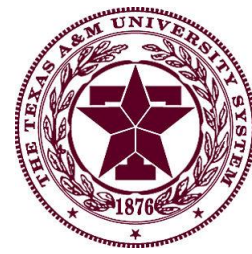


Building Blocks for Successful Collaboration Center Start-up



Higher Education Collaboration Centers

Key Considerations (1 of 2)



Policy and Process

- **Standardized** across the entire university; exceptions only made for regulatory reasons
- **Established and repeatable** processes, documented and maintained in an **electronic form**, reviewed and **evaluated** on a **regular** basis, and **improved continuously**

Technology

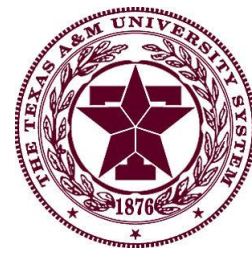
- **Consistently leveraged technologies** for faculty and staff to access information and complete transactions
- **Integrated and interfaced** technologies with the institution's human resources and financial systems

Operation

- **Single point of contact for services** – one telephone number, one portal, one email address, and one fax number
- **Consistently tracked and managed** service requests to complete and report results on a **regular** basis
- **Established standards** to measure services and performance

Higher Education Collaboration Centers

Key Considerations (2 of 2)



Governance

- Required **strong governance** to **support the change** when implementing a collaboration center
- Leveraged a governance council to **provide constant internal customer feedback** to the collaboration center

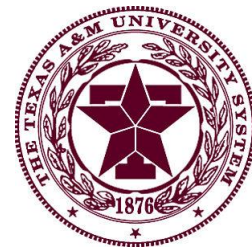
Implement & Expand

- Led by a **full-time** project manager with assistance from leads such as Organization and Staffing/**Change Management**, Process Redesign/Training, **Technology**, Knowledgebase, Communications, etc.
- Two different approaches exist: “Lift and Shift” vs. “Clean and Bring”

SLAs

- **Clearly defined Service Level Agreements (SLAs)**
- SLAs implemented for **service excellence, accountability, and consistency**

Change Management – Integral Component of Successful Start-up



A robust change management plan that exhibits strong communication and transparency is essential to collaboration centers implementation.

Potential Challenges

- Poorly defined transition plan
- Lack of productivity during time of turmoil
- Unclear roles and responsibilities
- Retaining top talent
- Cultural misalignment between client and provider
- Lack of discipline around standardized processes
- No agreed problem-solving process
- Achieving target service level

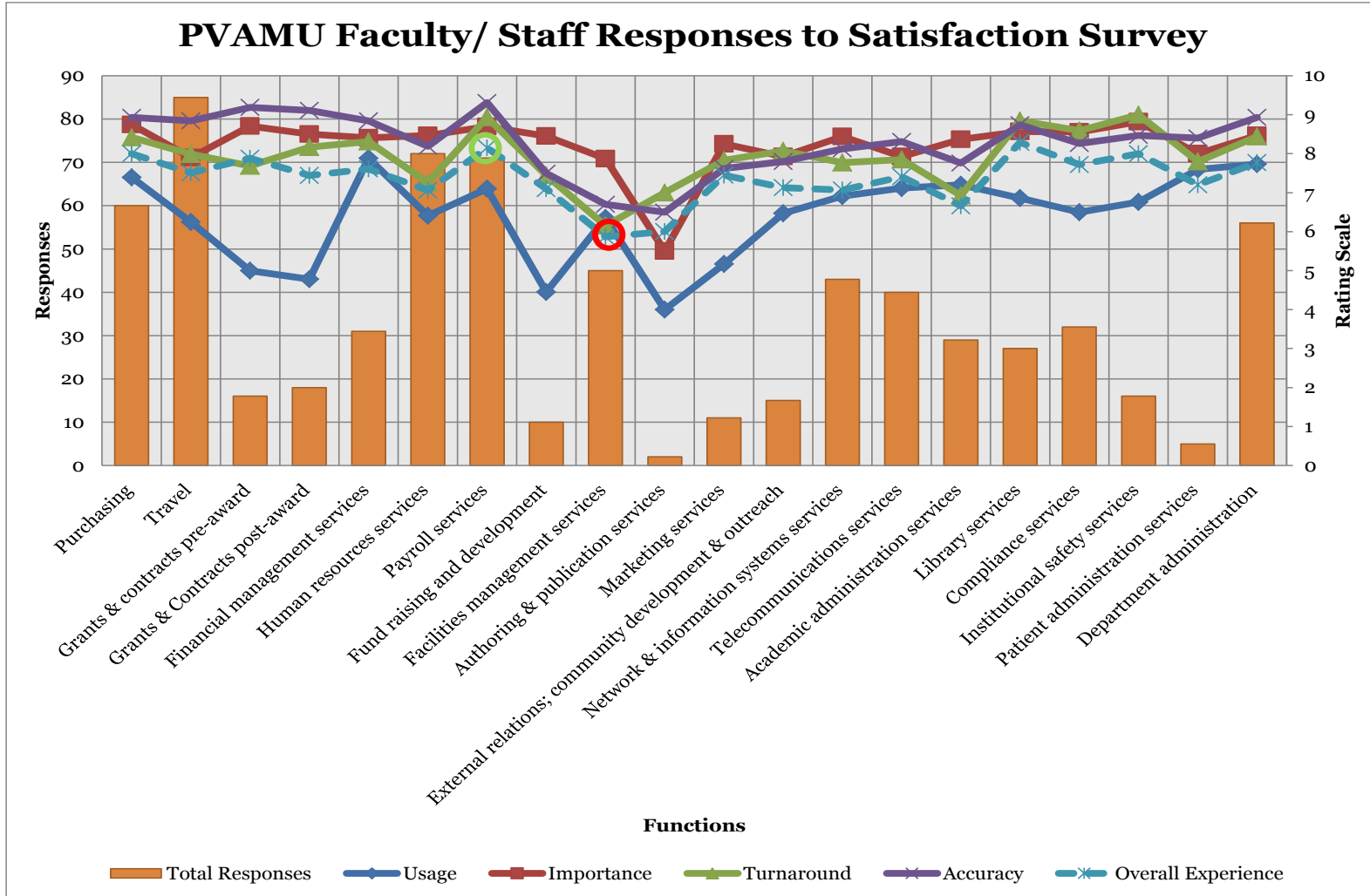
Effective Change Management

- Program and project management
- Transformation vision
- Leadership alignment
- Stakeholder engagement
- Change impact and readiness
- Communication
- Cultural changes
- Workforce transition
- Training
- Adoption
- Sustainability

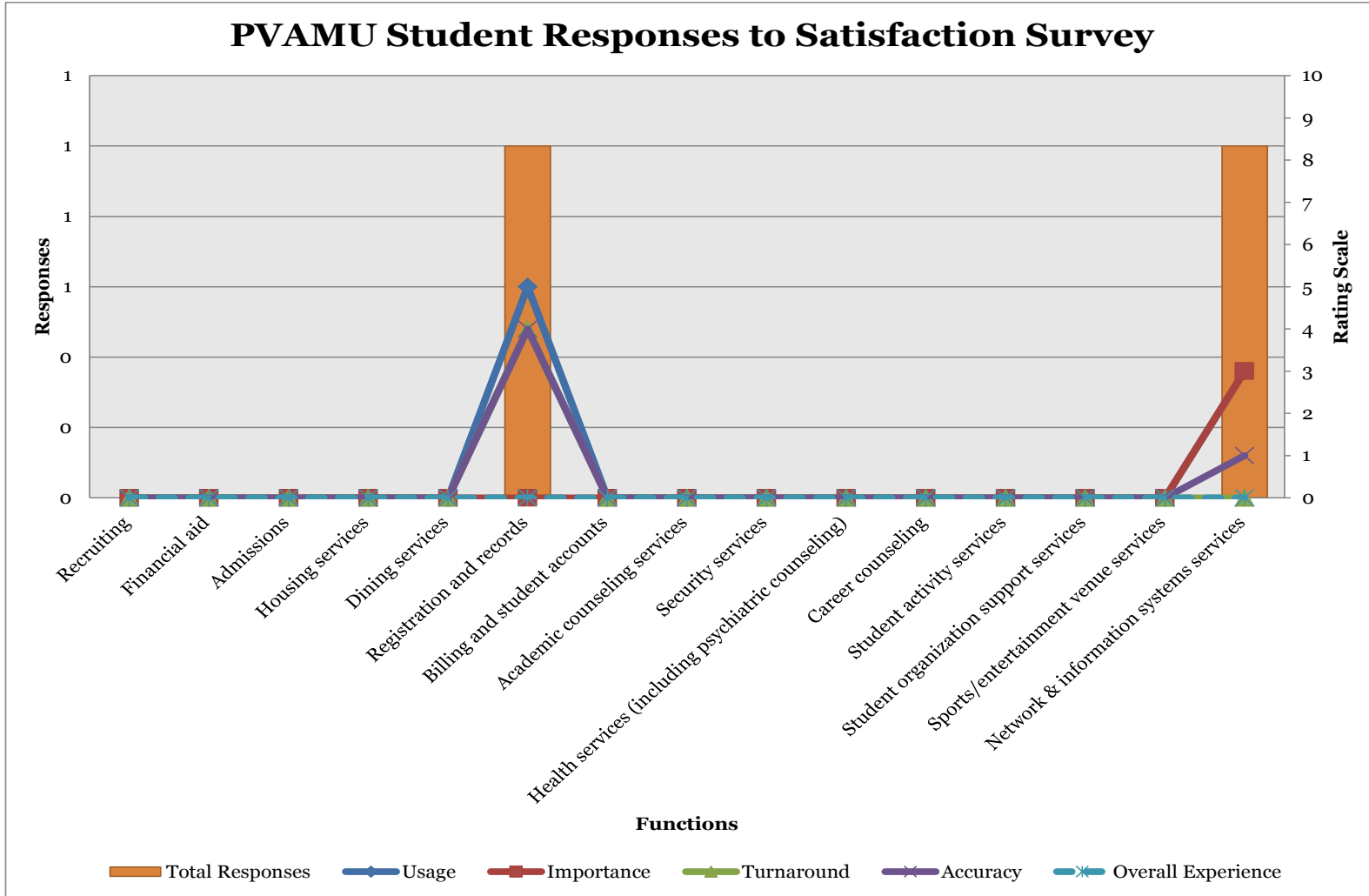
Benefits of Change Management Program

- Decreases immediate productivity dip
- Accelerates the efficiency ramp up
- Accelerates the learning curve
- Drives earlier attainment of optimal productivity

*Appendix K:
Satisfaction Survey Results
by Regional University*



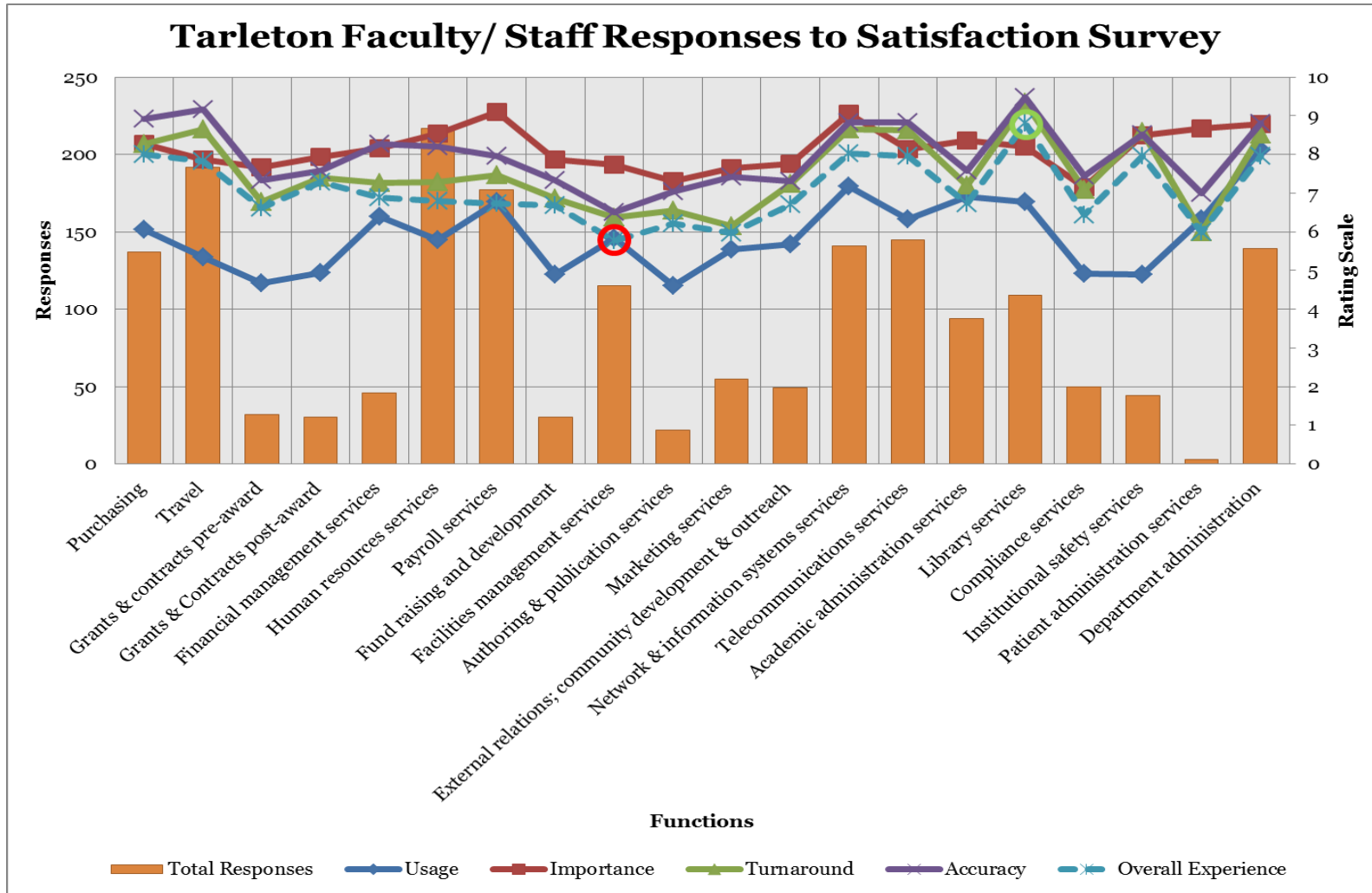
○ Highest Overall Experience Satisfaction
 ○ Lowest Overall Experience Satisfaction



○ Highest Overall Experience Satisfaction ○ Lowest Overall Experience Satisfaction

TARLETON

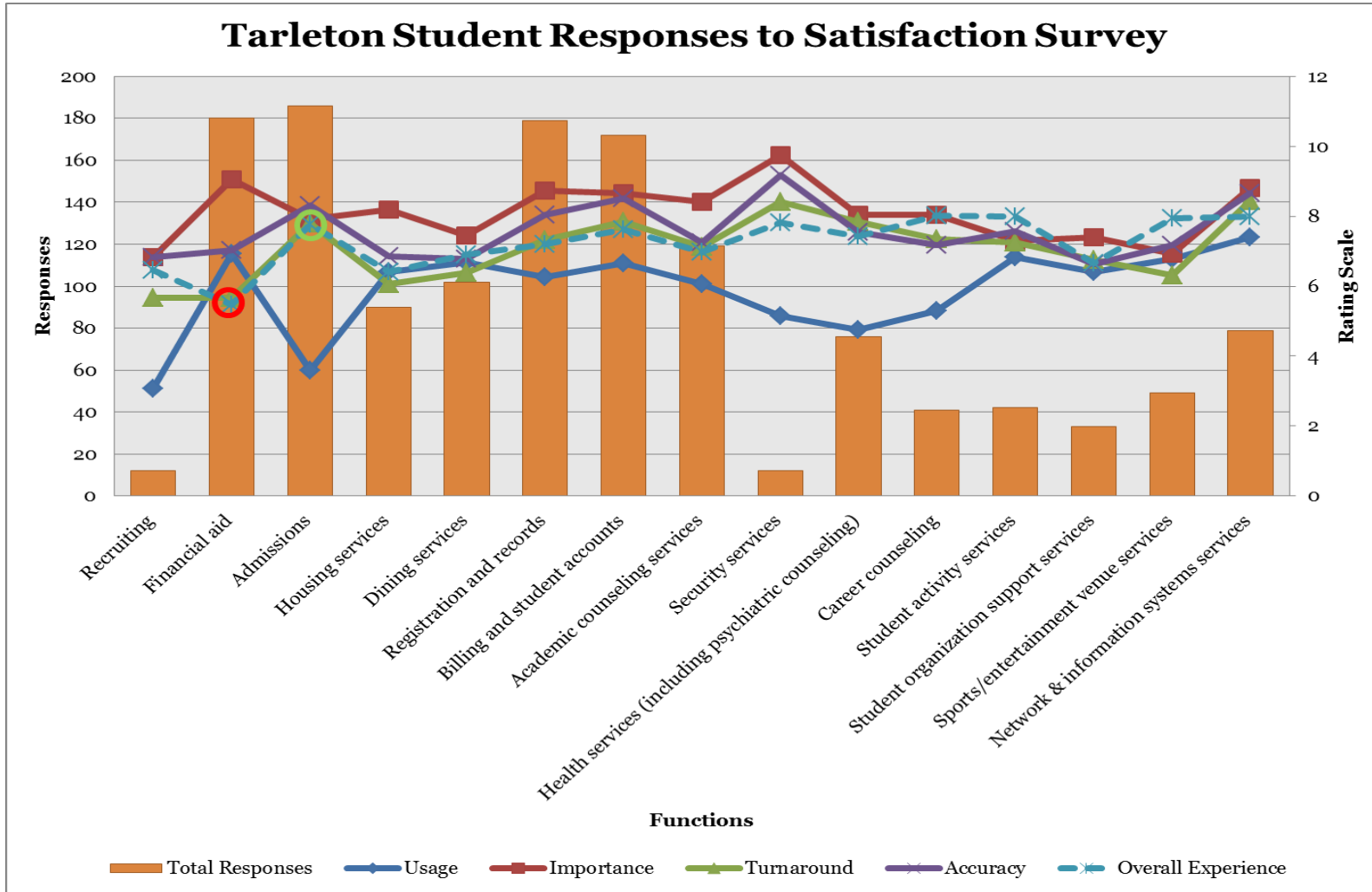
Faculty/ Staff Satisfaction Survey Results



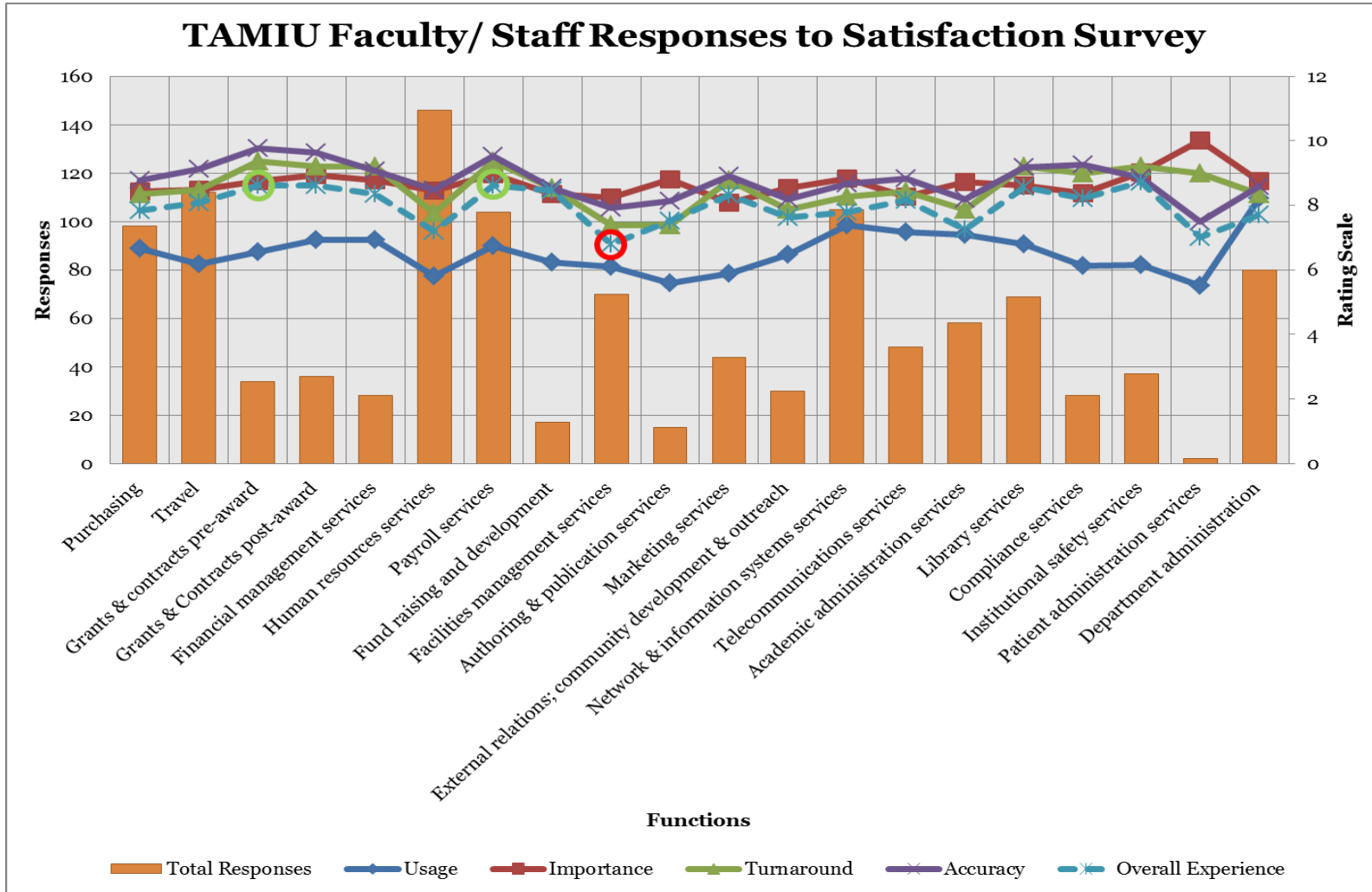
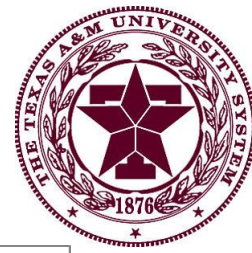
○ Highest Overall Experience Satisfaction ○ Lowest Overall Experience Satisfaction

TARLETON

Student Satisfaction Survey Results



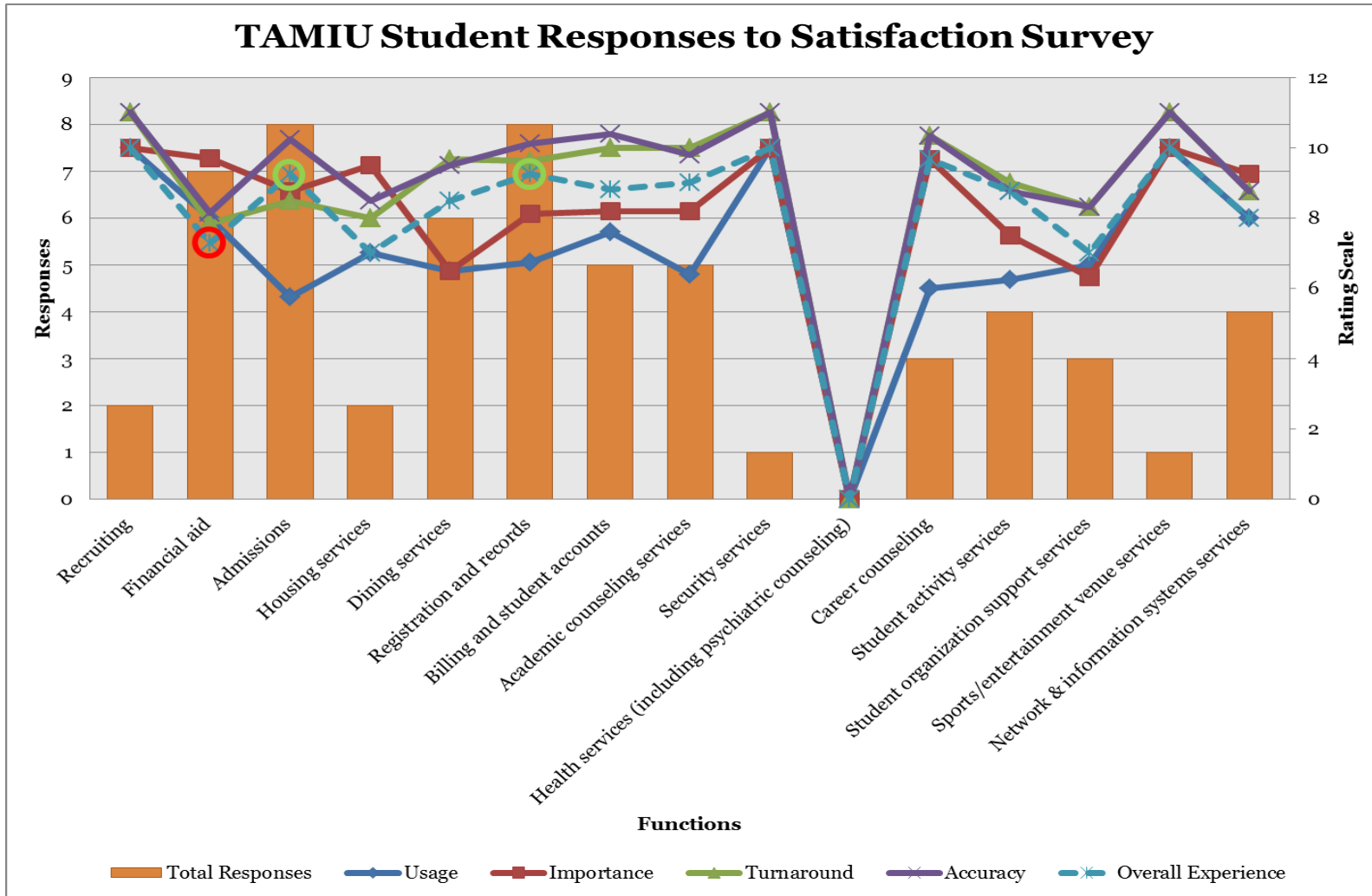
○ Highest Overall Experience Satisfaction ○ Lowest Overall Experience Satisfaction



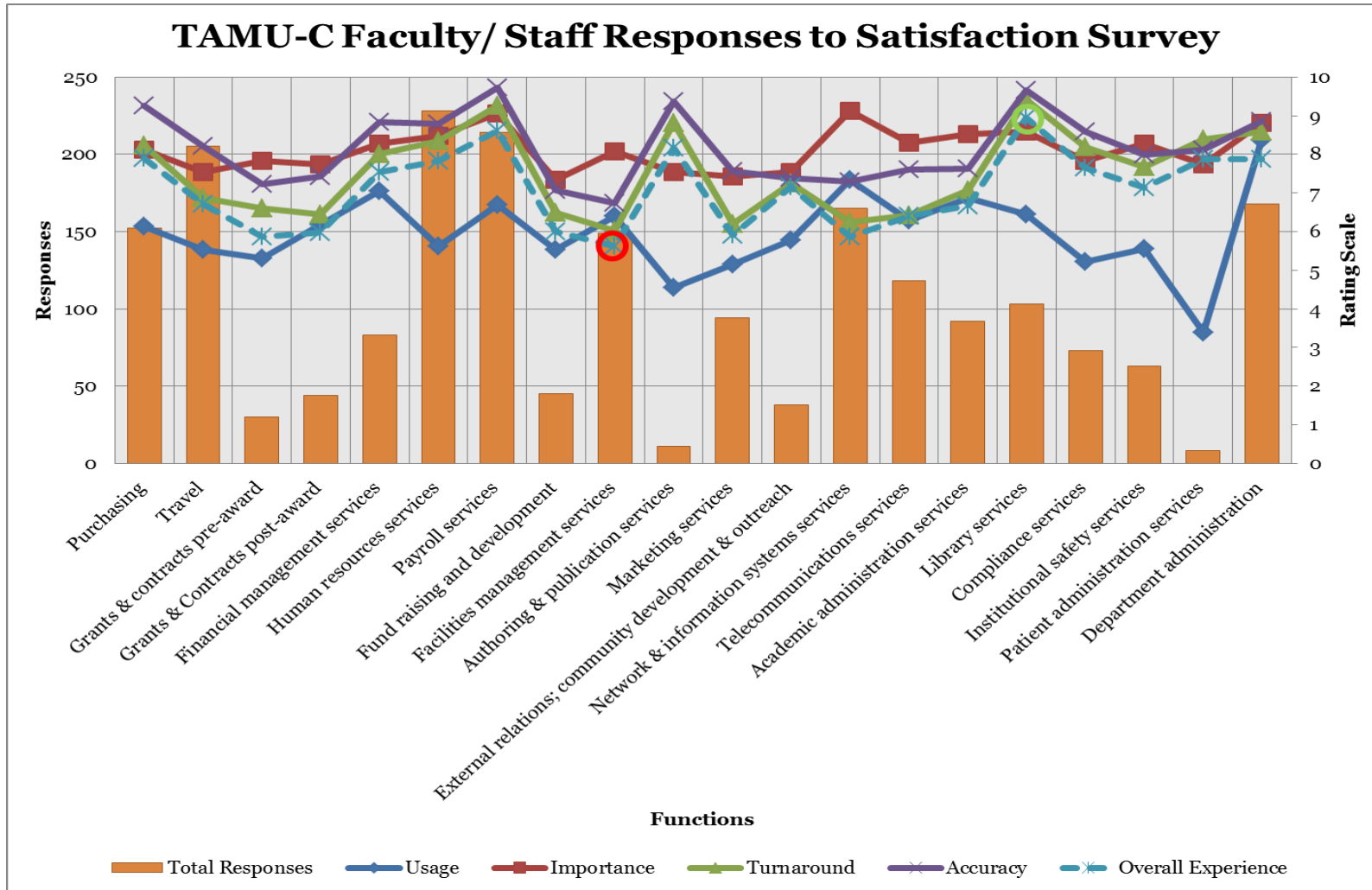
○ Highest Overall Experience Satisfaction
 ○ Lowest Overall Experience Satisfaction

TAMIU

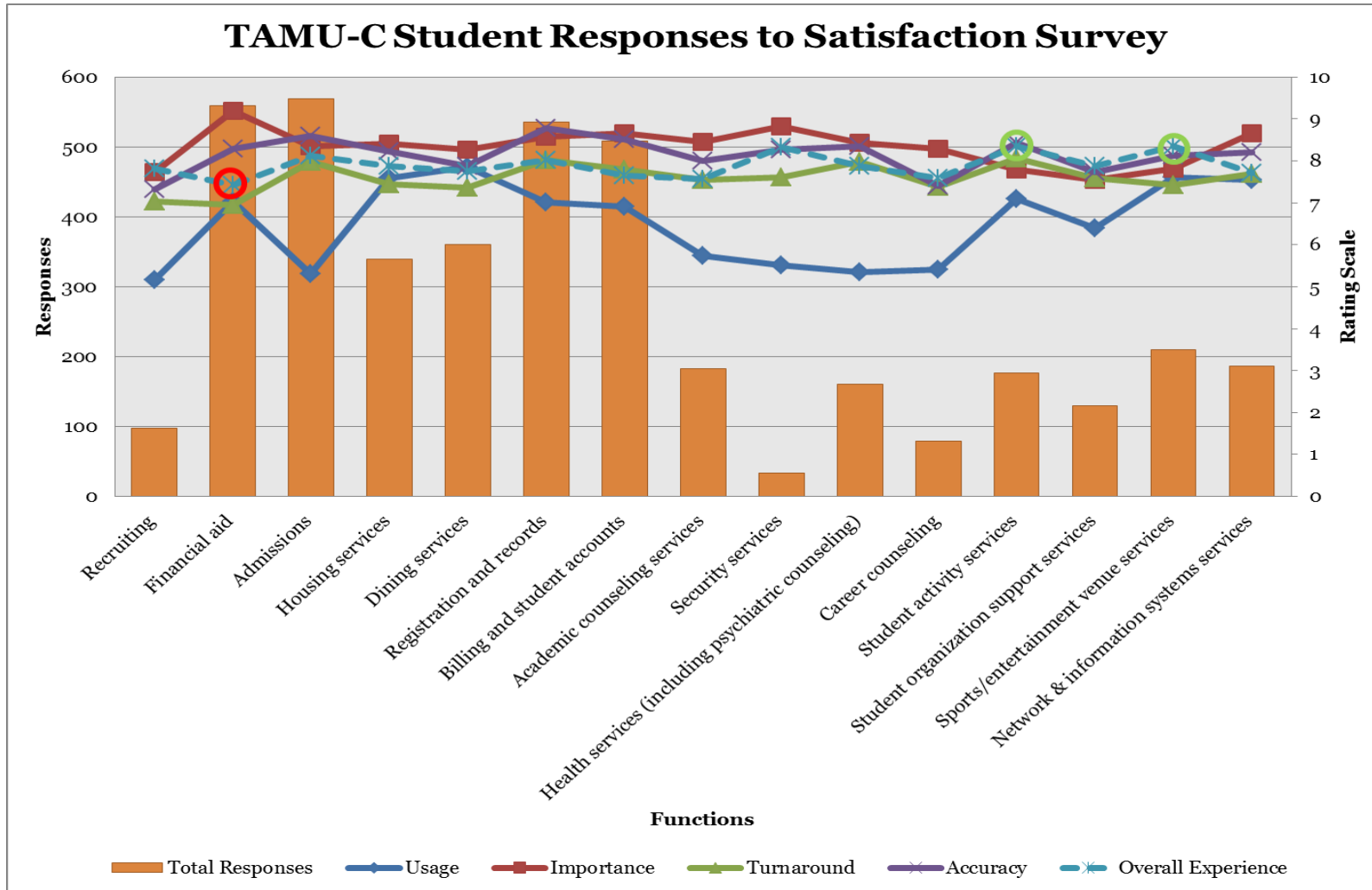
Student Satisfaction Survey Results



○ Highest Overall Experience Satisfaction
 ○ Lowest Overall Experience Satisfaction



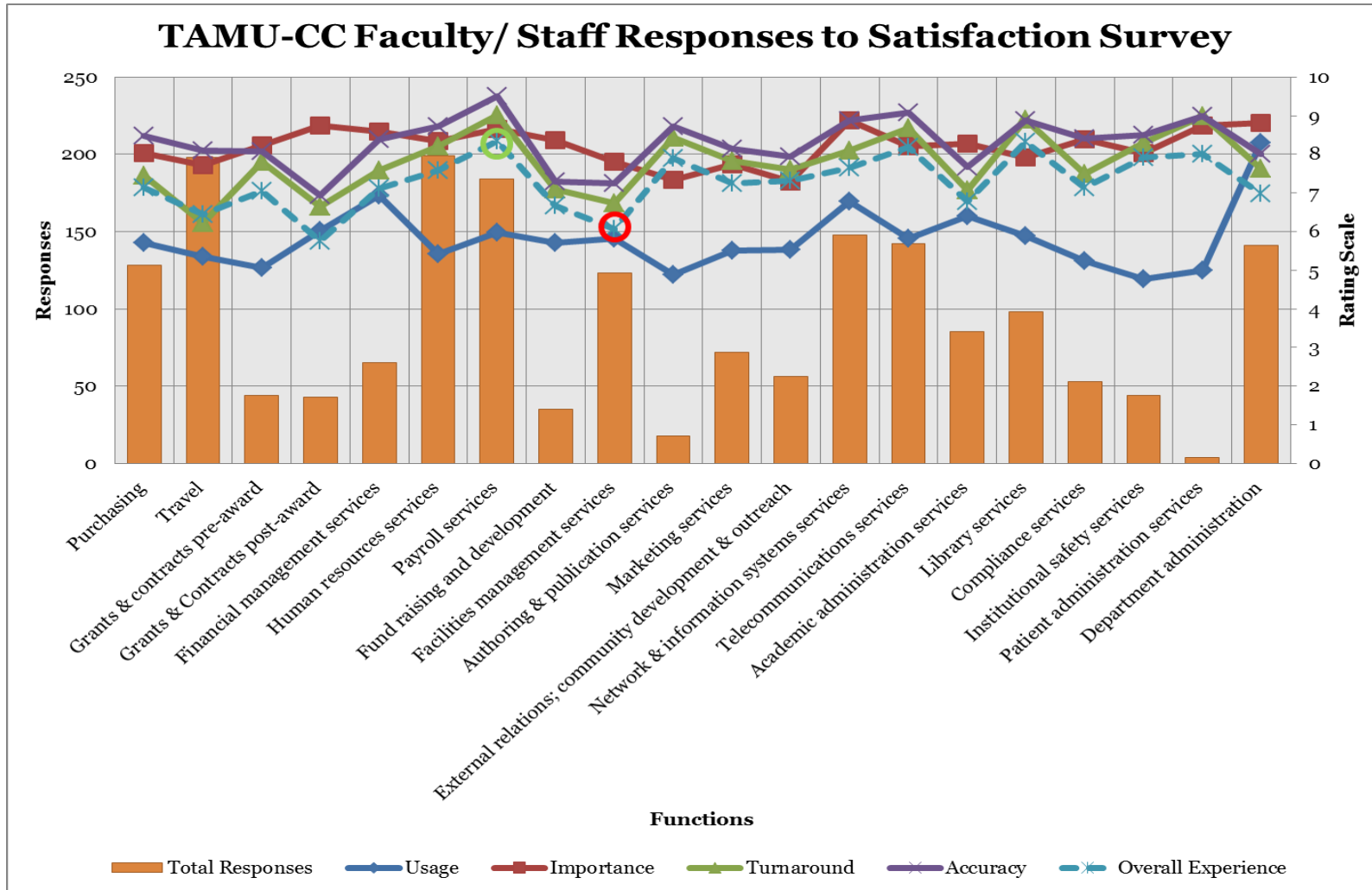
○ Highest Overall Experience Satisfaction ○ Lowest Overall Experience Satisfaction



○ Highest Overall Experience Satisfaction
 ○ Lowest Overall Experience Satisfaction

TAMU-CC

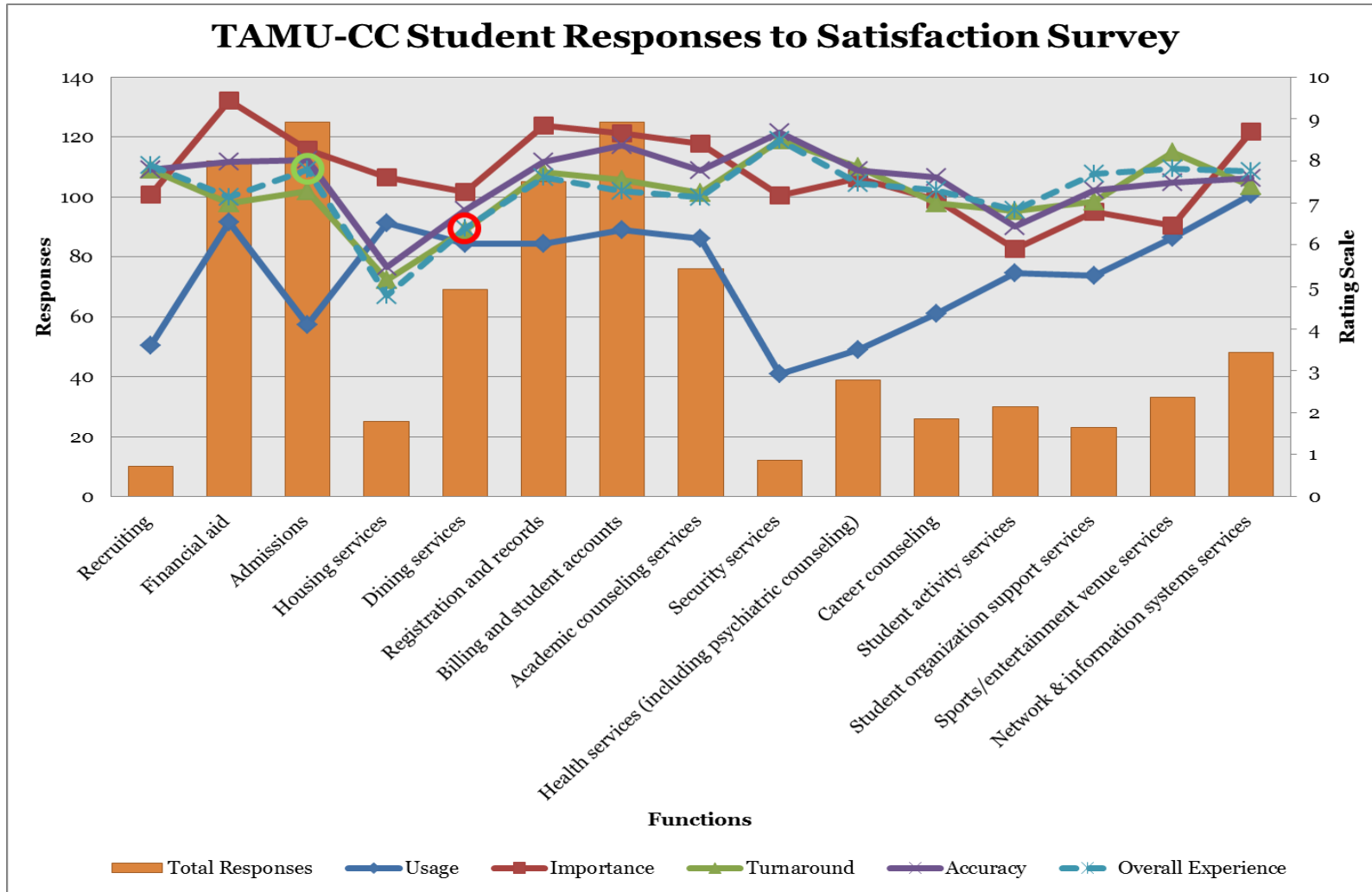
Faculty/ Staff Satisfaction Survey Results



○ Highest Overall Experience Satisfaction
 ○ Lowest Overall Experience Satisfaction

TAMU-CC

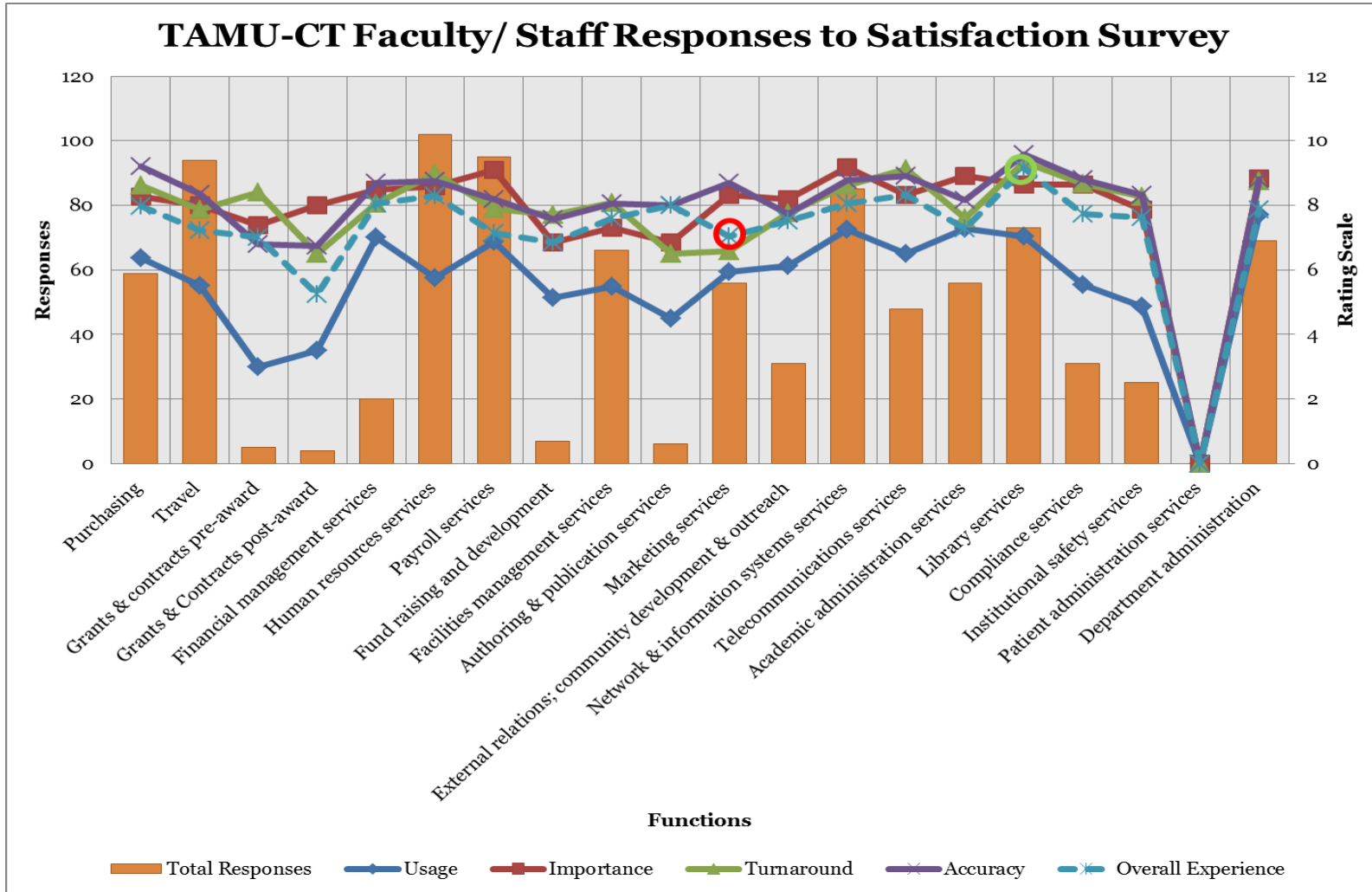
Student Satisfaction Survey Results



○ Highest Overall Experience Satisfaction
 ○ Lowest Overall Experience Satisfaction

TAMU-CT

Faculty/ Staff Satisfaction Survey Results

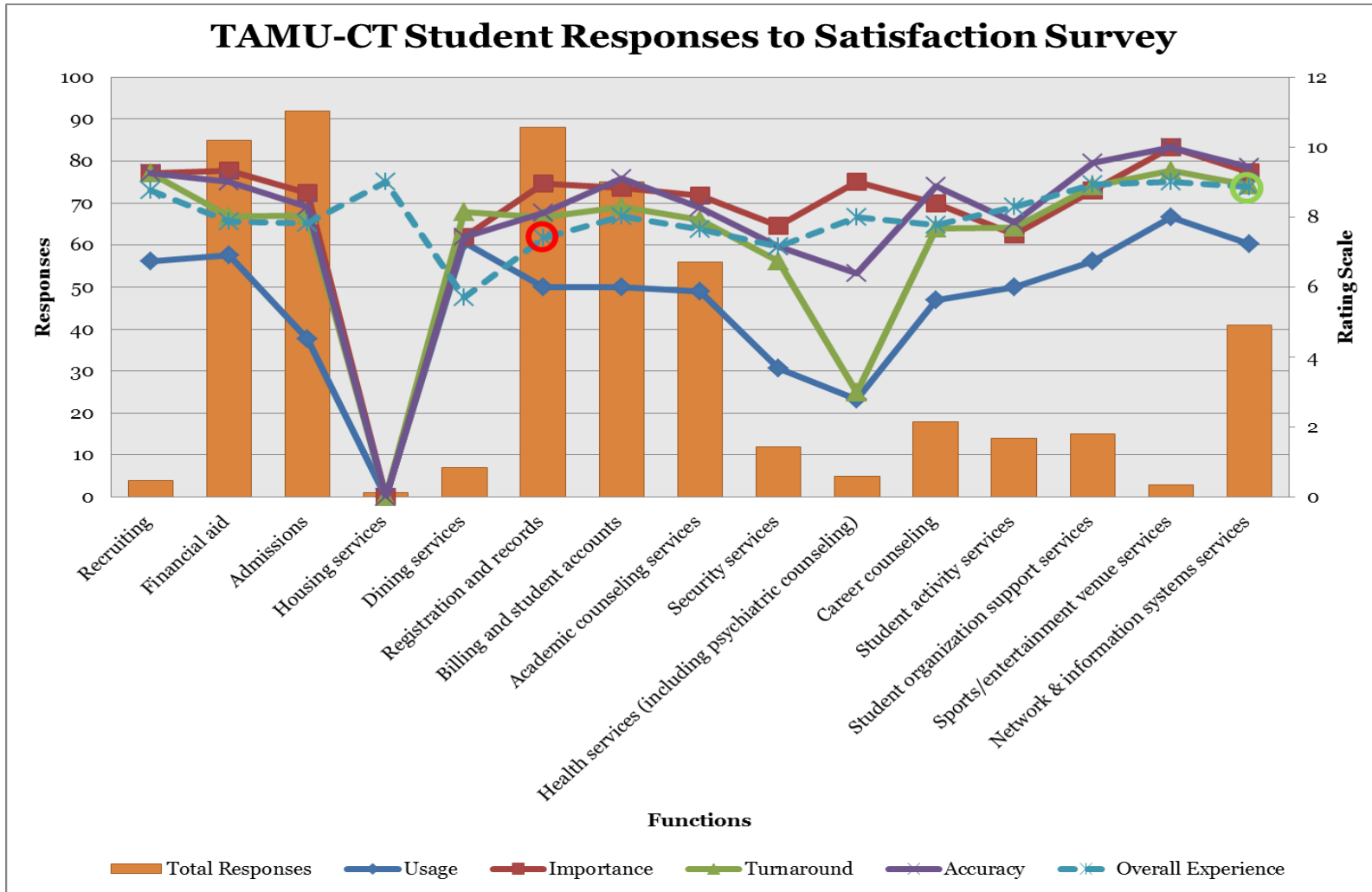
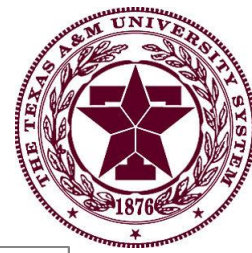


○ Highest Overall Experience Satisfaction

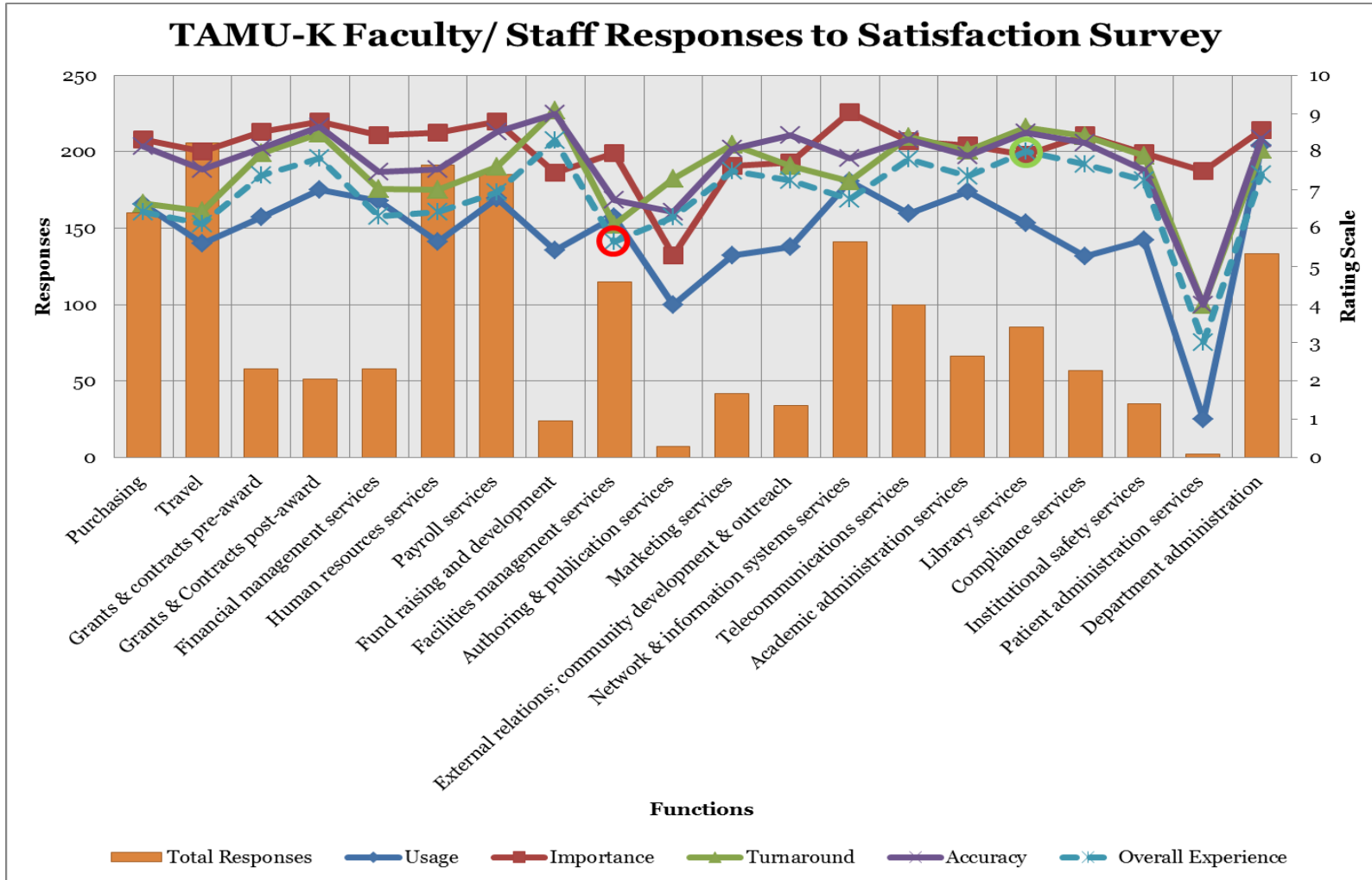
○ Lowest Overall Experience Satisfaction

TAMU-CT

Student Satisfaction Survey Results



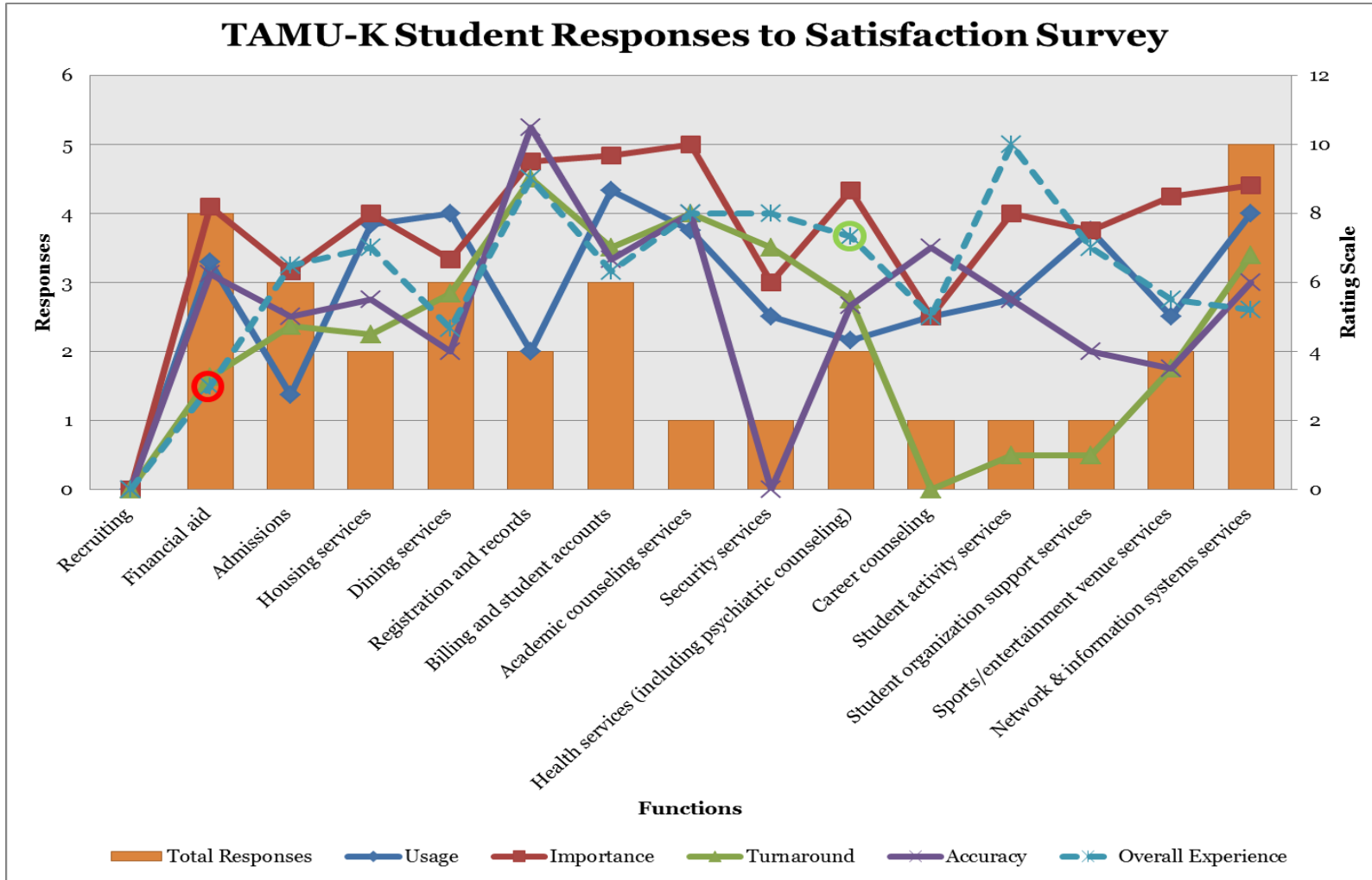
○ Highest Overall Experience Satisfaction ○ Lowest Overall Experience Satisfaction



○ Highest Overall Experience Satisfaction
 ○ Lowest Overall Experience Satisfaction

TAMU-K

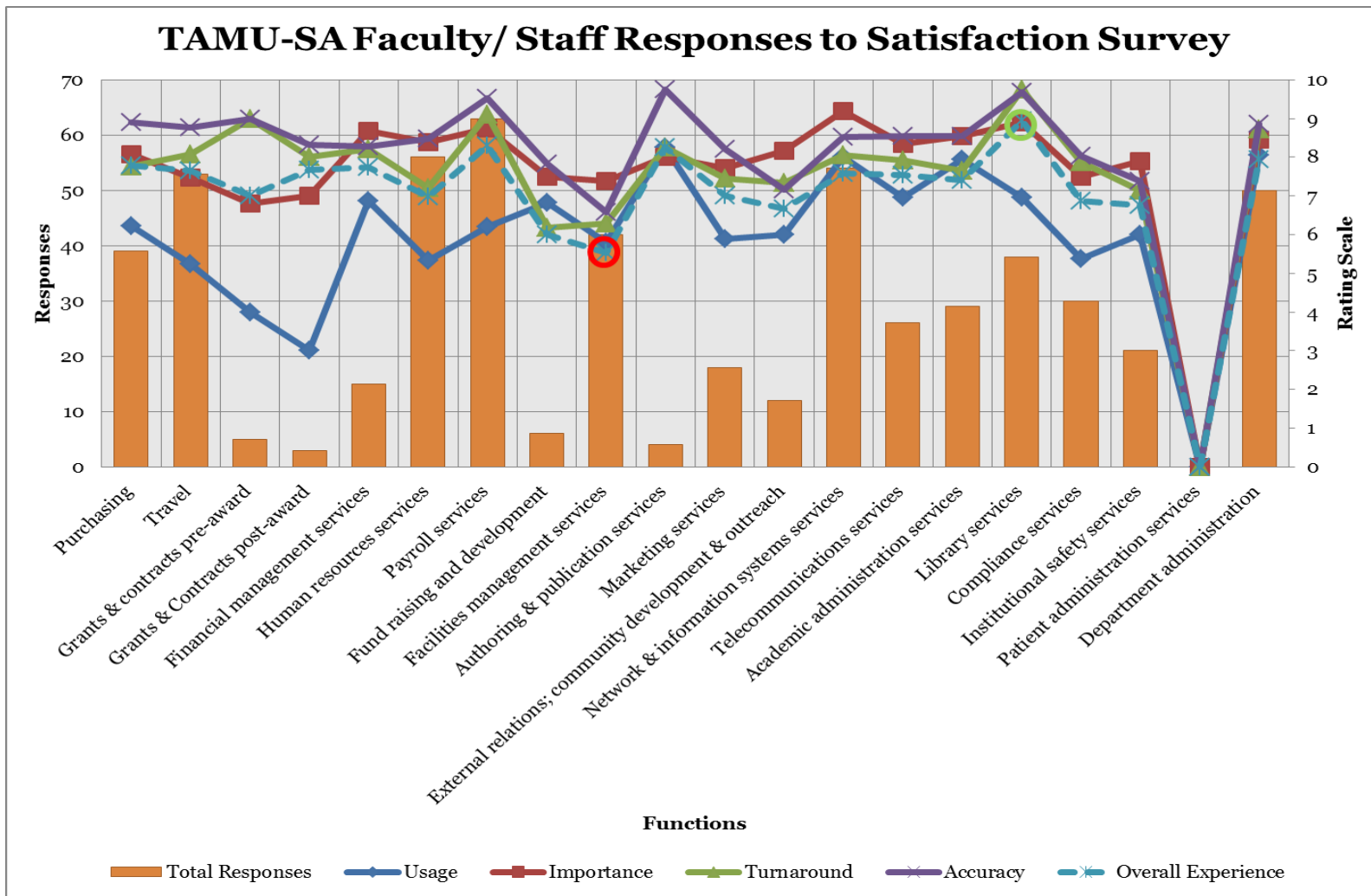
Student Satisfaction Survey Results



○ Highest Overall Experience Satisfaction ○ Lowest Overall Experience Satisfaction

TAMU-SA

Faculty/ Staff Satisfaction Survey Results

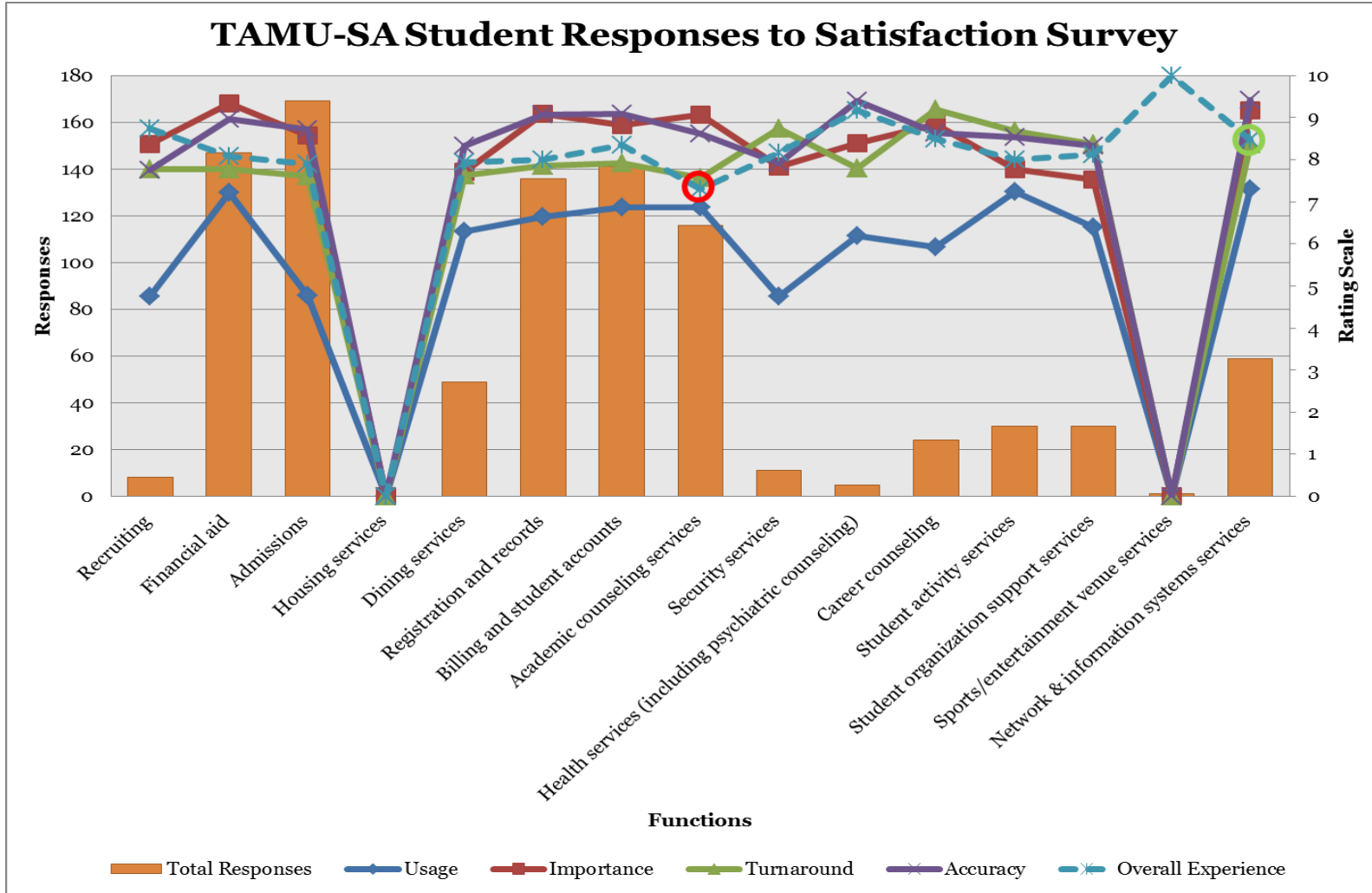


○ Highest Overall Experience Satisfaction

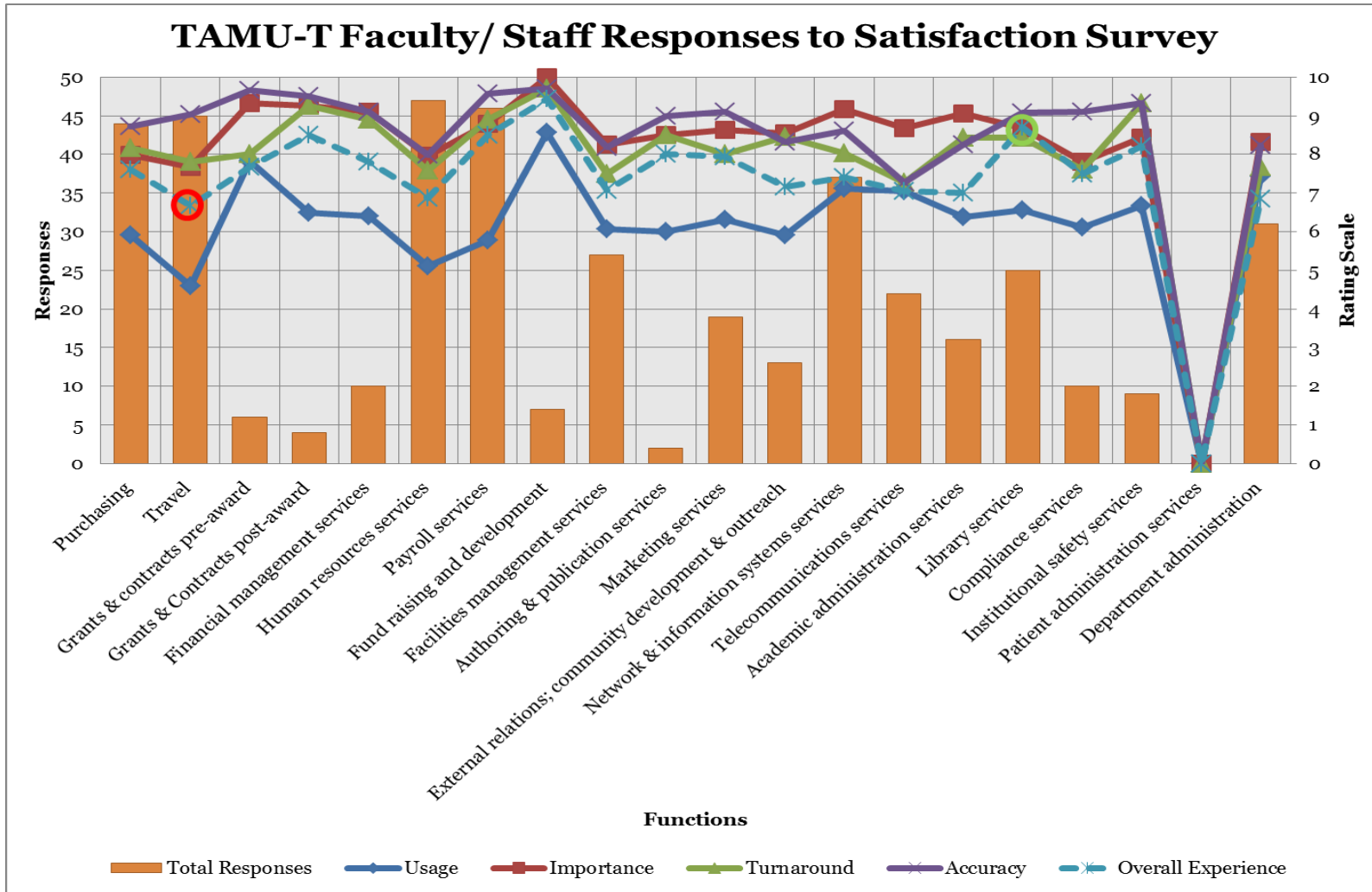
○ Lowest Overall Experience Satisfaction

TAMU-SA

Student Satisfaction Survey Results



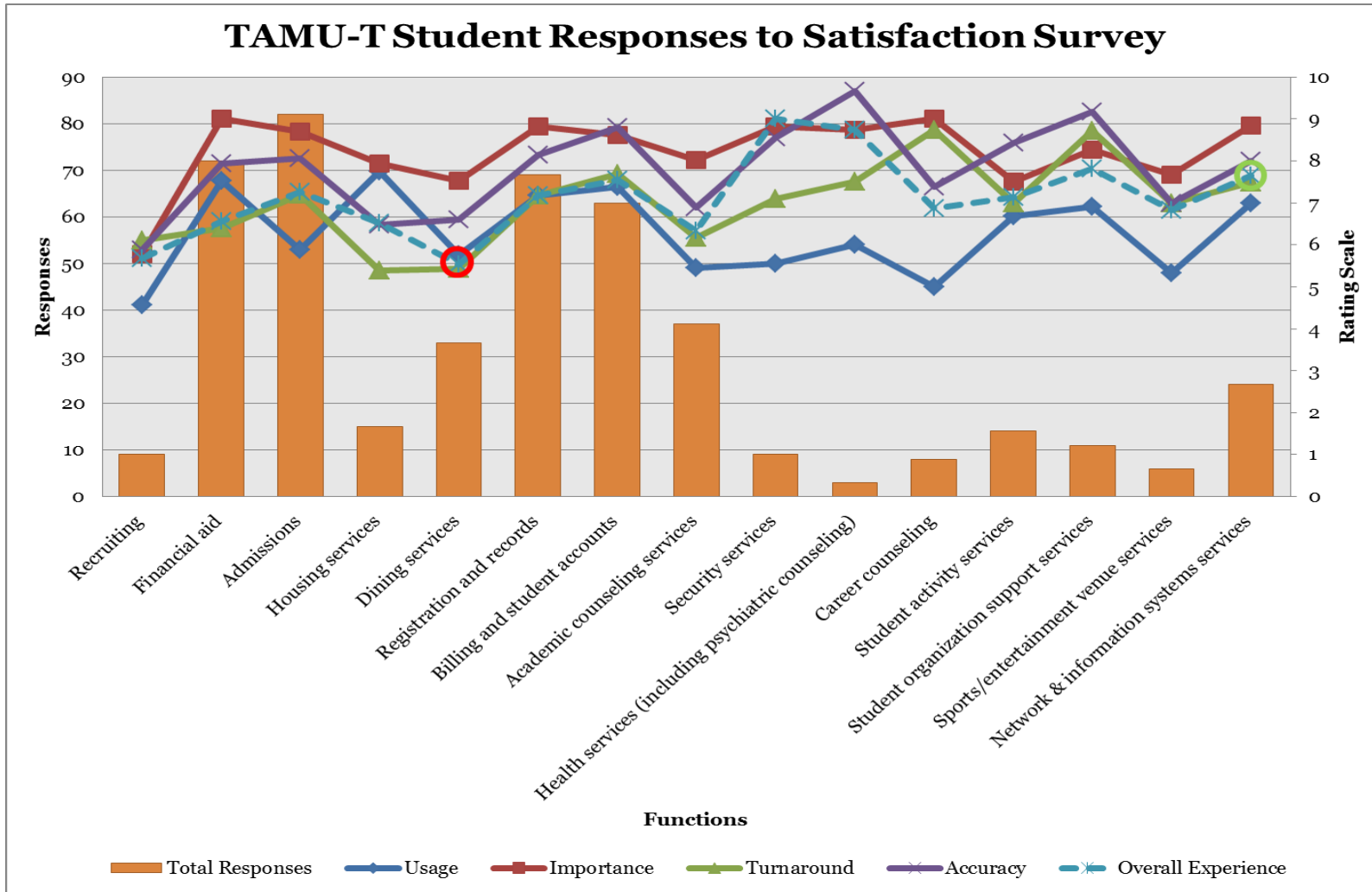
○ Highest Overall Experience Satisfaction
 ○ Lowest Overall Experience Satisfaction



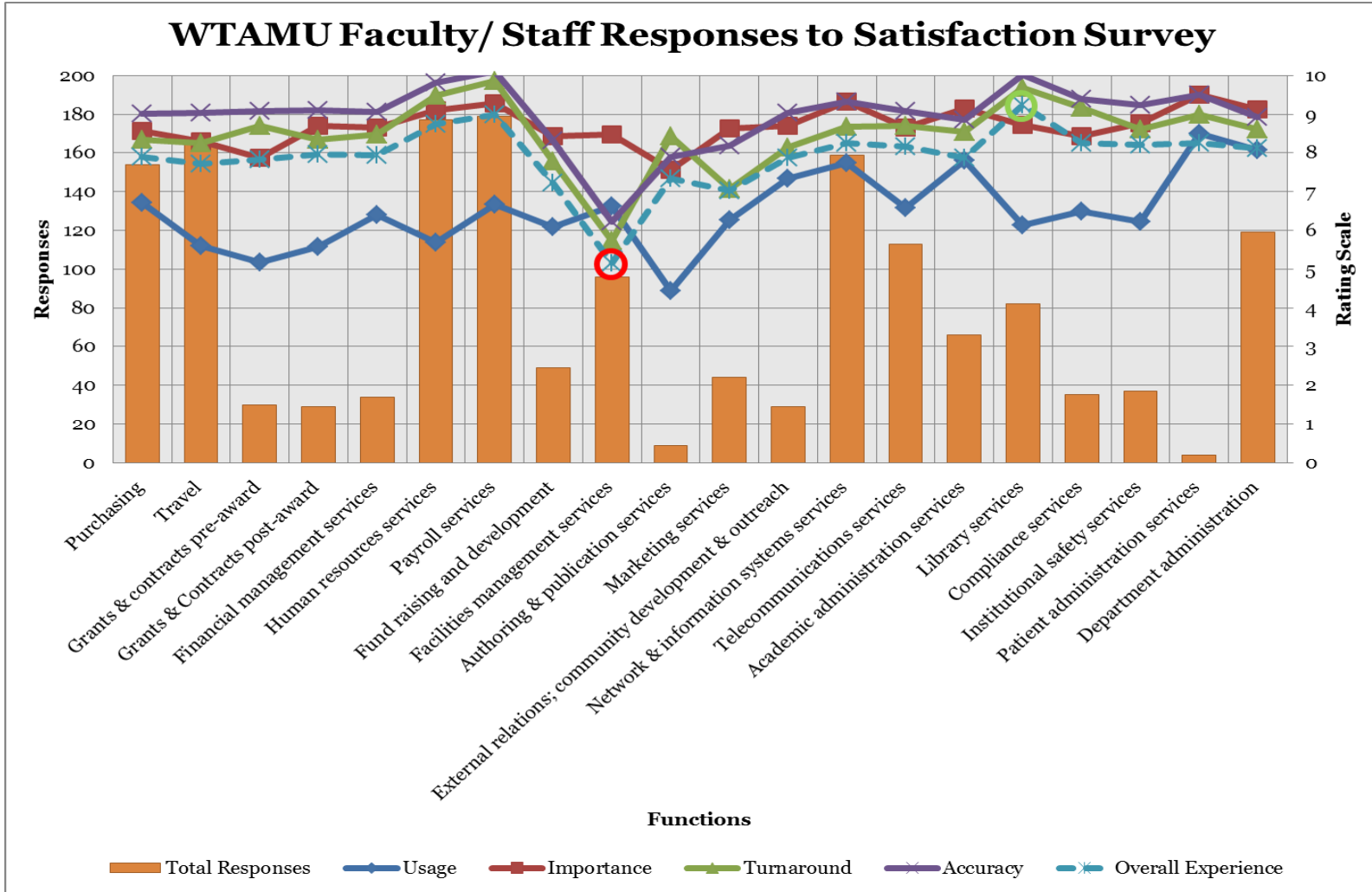
○ Highest Overall Experience Satisfaction
 ○ Lowest Overall Experience Satisfaction

TAMU-T

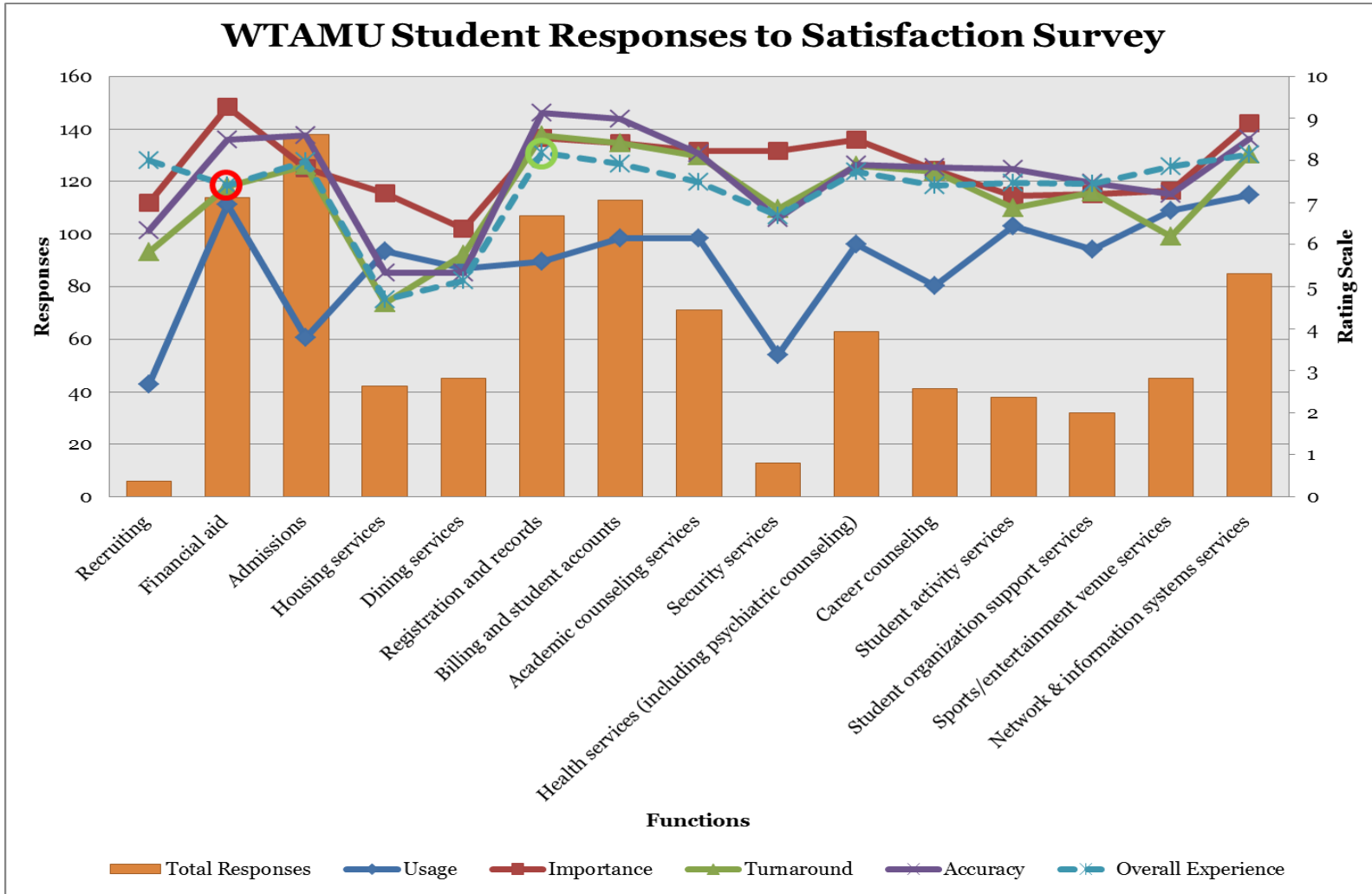
Student Satisfaction Survey Results



○ Highest Overall Experience Satisfaction
 ○ Lowest Overall Experience Satisfaction



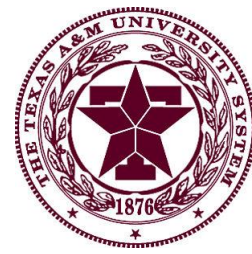
○ Highest Overall Experience Satisfaction
 ○ Lowest Overall Experience Satisfaction



○ Highest Overall Experience Satisfaction
 ○ Lowest Overall Experience Satisfaction

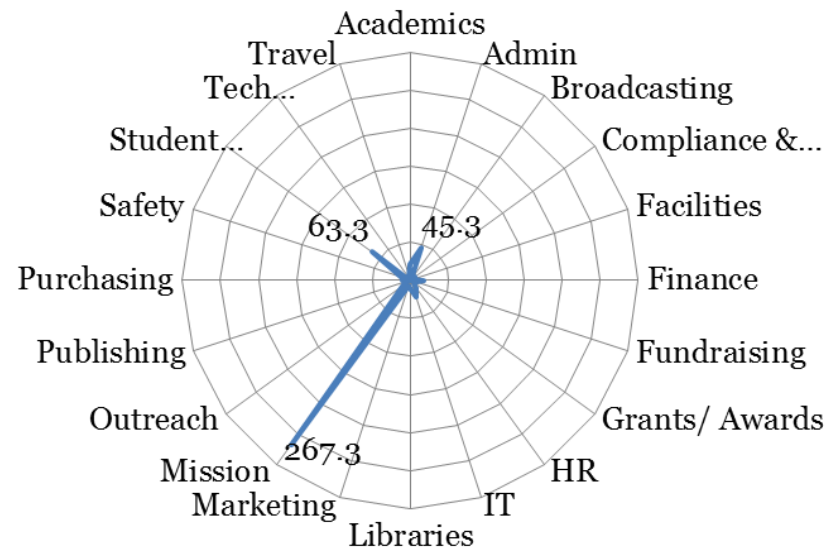
*Appendix L:
Activity Analysis –
Value Distribution
by Function
by Regional University*

Regional Universities – Value of Effort Distribution



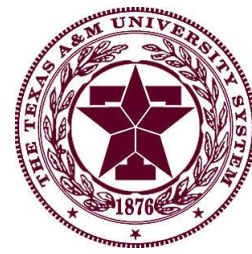
Function	TAMUS Regional Universities	
	Comp (\$M)	% of Total
Mission	\$267.3	50%
Student Services	\$63.3	12%
Departmental Administration	\$45.3	9%
IT	\$23.0	4%
Academic Administration	\$20.5	4%
Finance	\$17.6	3%
HR	\$12.0	2%
Purchasing	\$11.1	2%
Safety	\$10.7	2%
Outreach	\$10.3	2%
Libraries	\$10.1	2%
Marketing	\$7.6	2%
Fundraising	\$7.4	1%
Compliance & Audit	\$7.0	1%
Facilities	\$6.5	1%
Grants/ Awards	\$6.3	1%
Travel	\$4.9	1%
Publishing	\$3.6	1%
Broadcasting	\$0.8	0%
Tech Commercialization	\$0.1	0%
Totals	\$535.4	100%

Regional Universities
Distribution of Comp (\$M) by Function



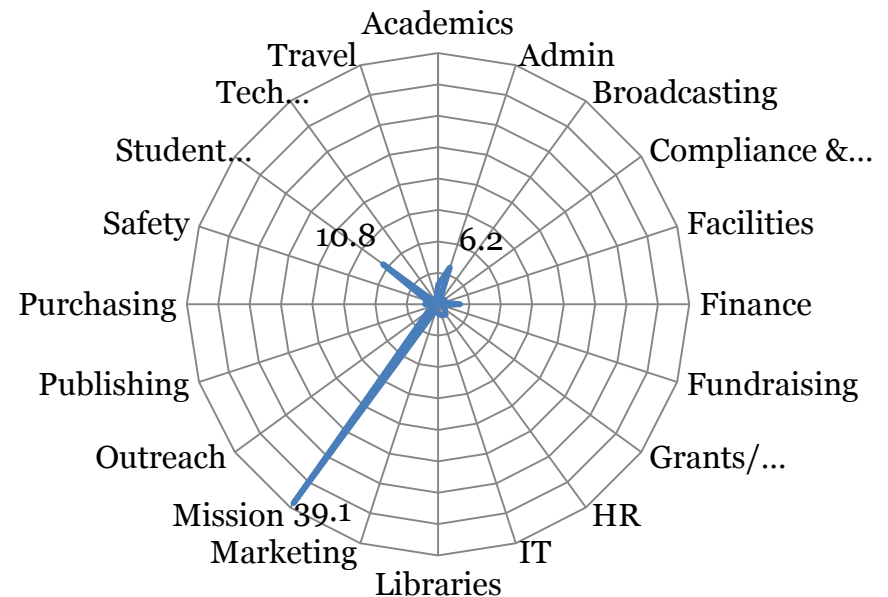
PVAMU

Value of Effort Distribution



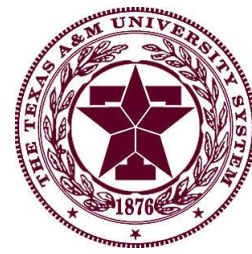
Function	PVAMU	
	Comp (\$M)	% of Total
Mission	\$39.1	48%
Student Services	\$10.8	13%
Departmental Administration	\$6.2	8%
Finance	\$3.5	4%
Academic Administration	\$3.1	4%
HR	\$2.1	3%
Purchasing	\$2.1	3%
Outreach	\$2.0	2%
IT	\$1.9	2%
Safety	\$1.8	2%
Libraries	\$1.5	2%
Grants/ Awards	\$1.4	2%
Compliance & Audit	\$1.3	2%
Facilities	\$1.0	1%
Travel	\$1.0	1%
Marketing	\$0.8	1%
Fundraising	\$0.7	1%
Publishing	\$0.5	1%
Broadcasting	\$0.2	0%
Tech Commercialization	\$0.0	0%
Totals	\$81.0	100%

PVAMU
Distribution of Comp (\$M) by Function



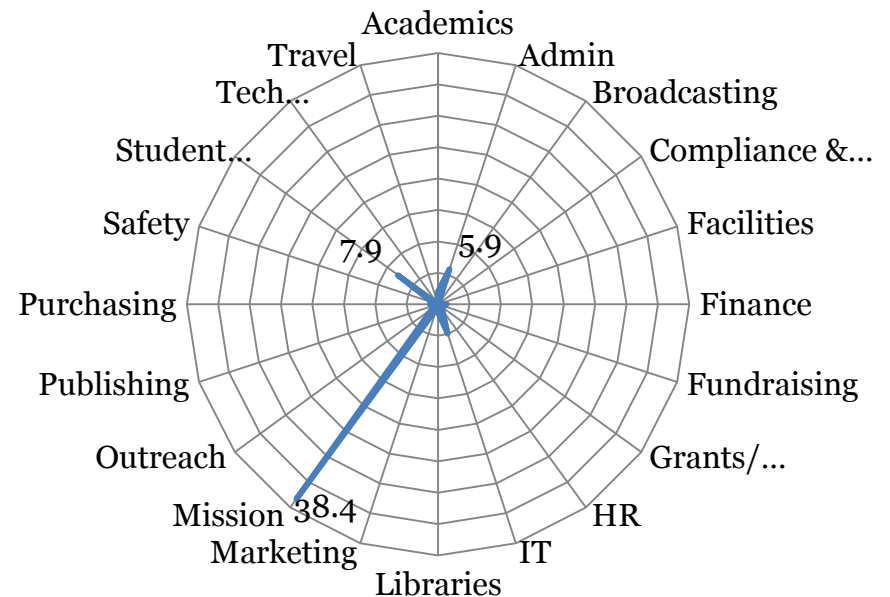
TARLETON

Value of Effort Distribution



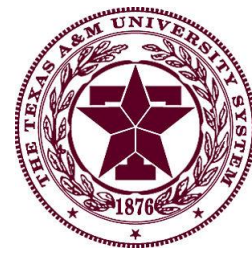
Function	TARLETON	
	Comp (\$M)	% of Total
Mission	\$38.4	54%
Student Services	\$7.9	11%
Departmental Administration	\$5.9	8%
IT	\$4.9	7%
Academic Administration	\$2.1	3%
Finance	\$1.4	2%
Libraries	\$1.3	2%
Purchasing	\$1.3	2%
HR	\$1.2	2%
Outreach	\$1.1	2%
Fundraising	\$1.0	1%
Safety	\$1.0	1%
Marketing	\$0.7	1%
Compliance & Audit	\$0.6	1%
Grants/ Awards	\$0.5	1%
Travel	\$0.5	1%
Facilities	\$0.4	1%
Publishing	\$0.3	0%
Broadcasting	\$0.1	0%
Tech Commercialization	\$0.0	0%
Totals	\$70.6	100%

TARLETON
Distribution of Comp (\$M) by Function



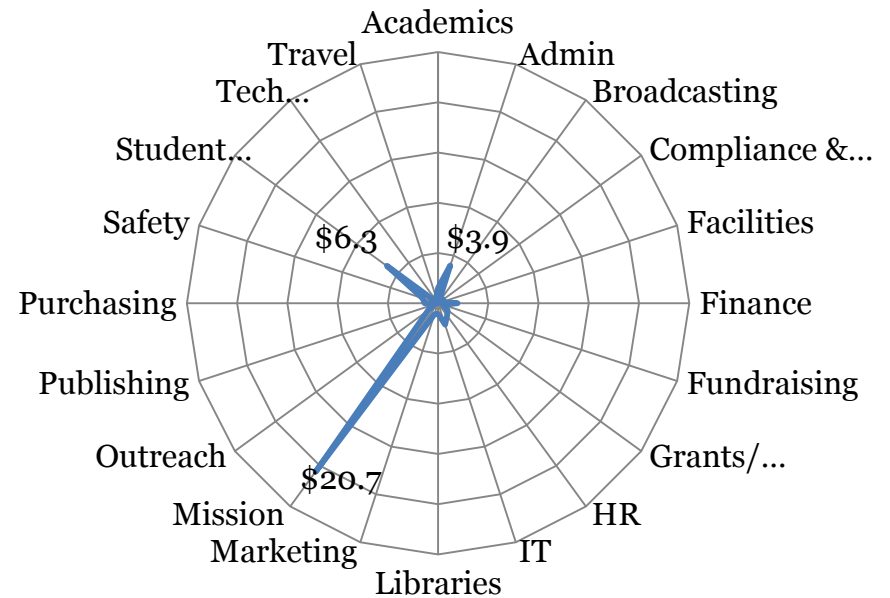
TAMIU

Value of Effort Distribution



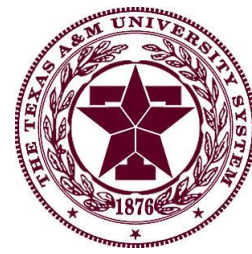
Function	TAMIU	
	Comp (\$M)	% of Total
Mission	\$20.8	43%
Student Services	\$6.3	13%
Departmental Administration	\$4.0	8%
IT	\$2.2	5%
Finance	\$1.9	4%
Safety	\$1.6	3%
Academic Administration	\$1.5	3%
HR	\$1.5	3%
Purchasing	\$1.4	3%
Grants/ Awards	\$1.2	3%
Outreach	\$1.2	3%
Libraries	\$1.1	2%
Marketing	\$1.1	2%
Compliance & Audit	\$0.6	1%
Travel	\$0.6	1%
Fundraising	\$0.5	1%
Facilities	\$0.4	1%
Publishing	\$0.4	1%
Broadcasting	\$0.1	0%
Tech Commercialization	\$0.0	0%
Totals	\$48.4	100%

TAMIU
Distribution of Comp (\$M) by Function



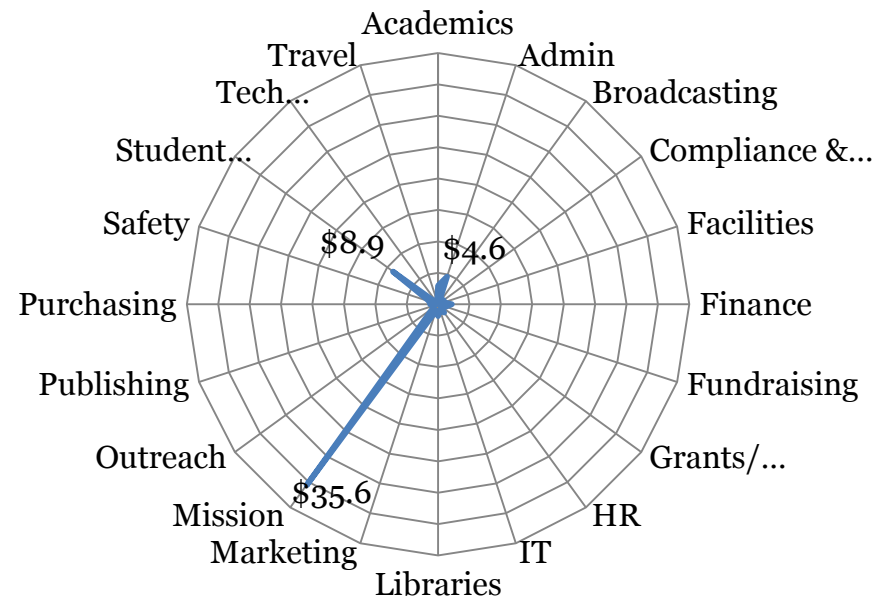
TAMU-C

Value of Effort Distribution



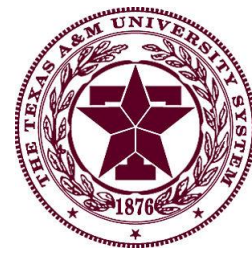
Function	TAMU-C	
	Comp (\$M)	% of Total
Mission	\$35.6	52%
Student Services	\$8.9	13%
Departmental Administration	\$4.6	7%
Academic Administration	\$3.0	4%
Finance	\$2.2	3%
Libraries	\$1.9	3%
HR	\$1.6	2%
Safety	\$1.4	2%
Fundraising	\$1.3	2%
Purchasing	\$1.3	2%
Compliance & Audit	\$1.1	2%
Marketing	\$1.1	2%
Facilities	\$1.0	1%
IT	\$1.0	1%
Outreach	\$1.0	1%
Publishing	\$0.6	1%
Travel	\$0.6	1%
Grants/ Awards	\$0.5	1%
Broadcasting	\$0.2	0%
Tech Commercialization	\$0.0	0%
Totals	\$68.9	100%

TAMU-C
Distribution of Comp (\$M) by Function



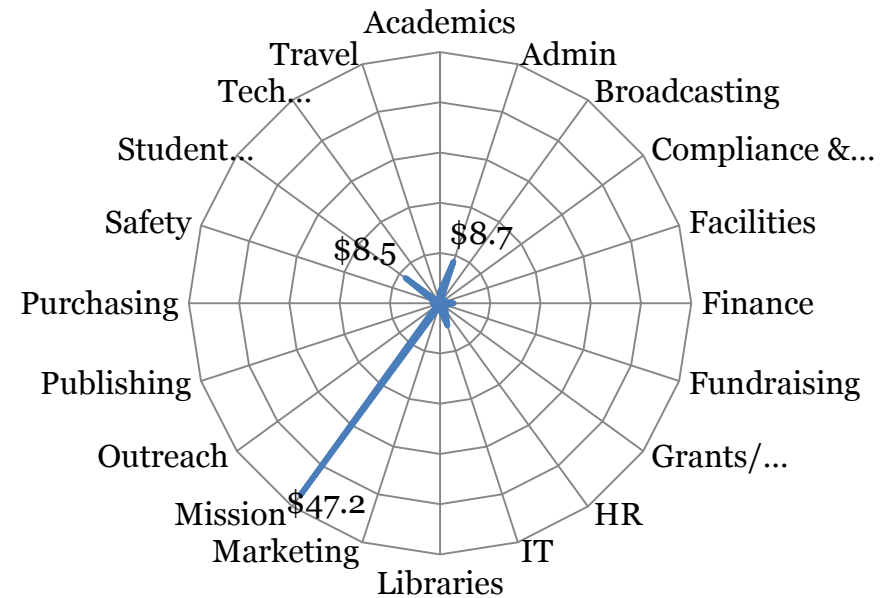
TAMU-CC

Value of Effort Distribution



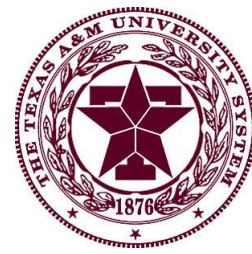
Function	TAMU-CC	
	Comp (\$M)	% of Total
Mission	\$47.2	54%
Admin	\$8.7	10%
Student Services	\$8.5	10%
IT	\$4.7	5%
Finance	\$2.7	3%
Academics	\$2.4	3%
HR	\$2.0	2%
Purchasing	\$1.5	2%
Fundraising	\$1.4	2%
Libraries	\$1.3	1%
Safety	\$1.3	1%
Compliance & Audit	\$1.1	1%
Outreach	\$1.1	1%
Grants/ Awards	\$1.0	1%
Facilities	\$0.9	1%
Marketing	\$0.9	1%
Travel	\$0.7	1%
Publishing	\$0.6	1%
Broadcasting	\$0.0	0%
Tech Commercialization	\$0.0	0%
Totals	\$88.0	100%

TAMU-CC
Distribution of Comp (\$M) by Function



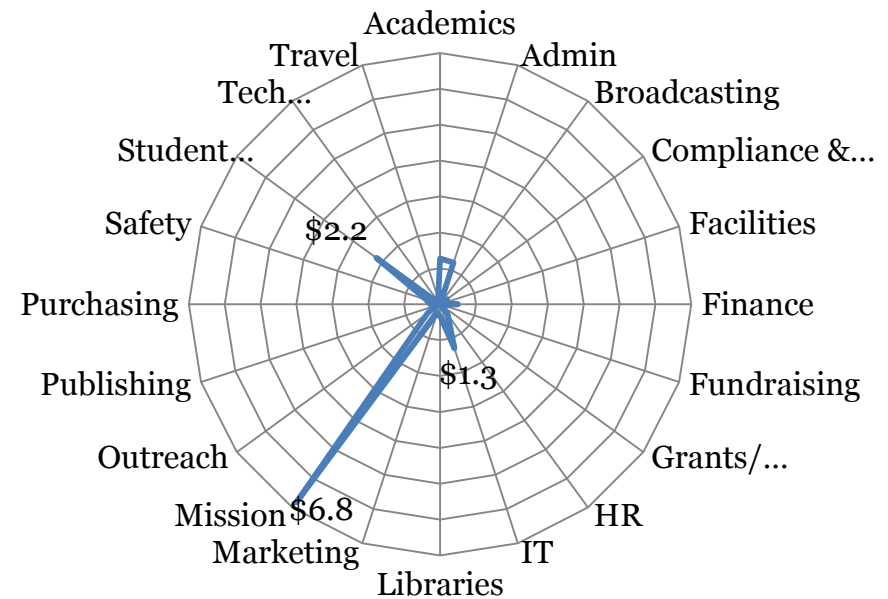
TAMU-CT

Value of Effort Distribution



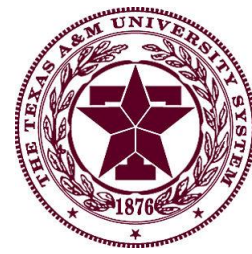
Function	TAMU-CT	
	Comp (\$M)	% of Total
Mission	\$6.8	43%
Student Services	\$2.2	14%
IT	\$1.3	8%
Academics	\$1.3	8%
Admin	\$1.2	8%
Finance	\$0.5	3%
Outreach	\$0.4	2%
Safety	\$0.4	2%
HR	\$0.4	2%
Libraries	\$0.3	2%
Purchasing	\$0.3	2%
Marketing	\$0.3	2%
Compliance & Audit	\$0.2	1%
Travel	\$0.2	1%
Publishing	\$0.1	1%
Fundraising	\$0.1	1%
Facilities	\$0.0	0%
Grants/ Awards	\$0.0	0%
Broadcasting	\$0.0	0%
Tech Commercialization	\$0.0	0%
Totals	\$16.0	100%

TAMU-CT
Distribution of Comp (\$M) by Function



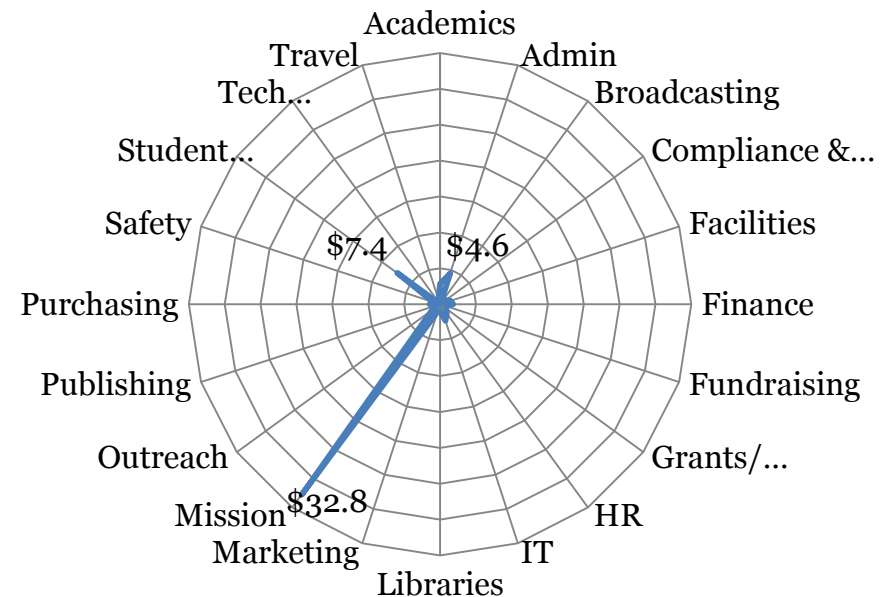
TAMU-K

Value of Effort Distribution



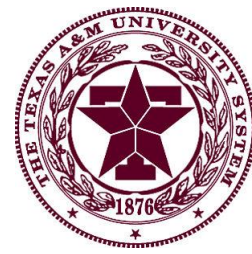
Function	TAMU-K	
	Comp (\$M)	% of Total
Mission	\$32.8	51%
Student Services	\$7.4	11%
Departmental Administration	\$4.6	7%
Academic Administration	\$2.8	4%
IT	\$2.4	4%
Finance	\$1.8	3%
HR	\$1.6	2%
Facilities	\$1.5	2%
Purchasing	\$1.5	2%
Outreach	\$1.4	2%
Marketing	\$1.1	2%
Grants/ Awards	\$1.0	2%
Safety	\$1.0	2%
Compliance & Audit	\$1.0	2%
Fundraising	\$0.9	1%
Libraries	\$0.9	1%
Travel	\$0.7	1%
Publishing	\$0.6	1%
Broadcasting	\$0.0	0%
Tech Commercialization	\$0.0	0%
Totals	\$65.0	100%

TAMU-K
Distribution of Comp (\$M) by Function



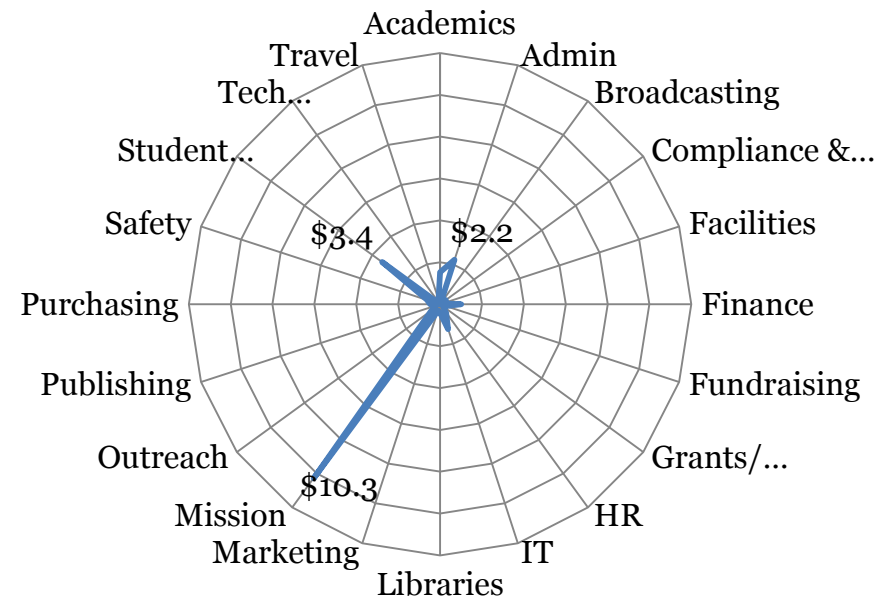
TAMU-SA

Value of Effort Distribution



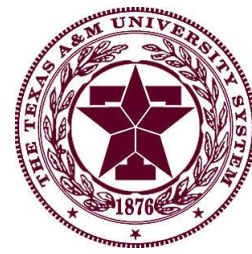
Function	TAMU-SA	
	Comp (\$M)	% of Total
Mission	\$10.3	43%
Student Services	\$3.4	14%
Departmental Administration	\$2.2	9%
Academic Administration	\$1.5	6%
IT	\$1.3	6%
Finance	\$1.0	4%
Safety	\$0.7	3%
HR	\$0.5	2%
Outreach	\$0.5	2%
Purchasing	\$0.5	2%
Libraries	\$0.4	2%
Compliance & Audit	\$0.3	1%
Fundraising	\$0.3	1%
Marketing	\$0.3	1%
Grants/ Awards	\$0.2	1%
Publishing	\$0.2	1%
Travel	\$0.2	1%
Facilities	\$0.1	1%
Broadcasting	\$0.0	0%
Tech Commercialization	\$0.0	0%
Totals	\$23.9	100%

TAMU-SA
Distribution of Comp (\$M) by Function



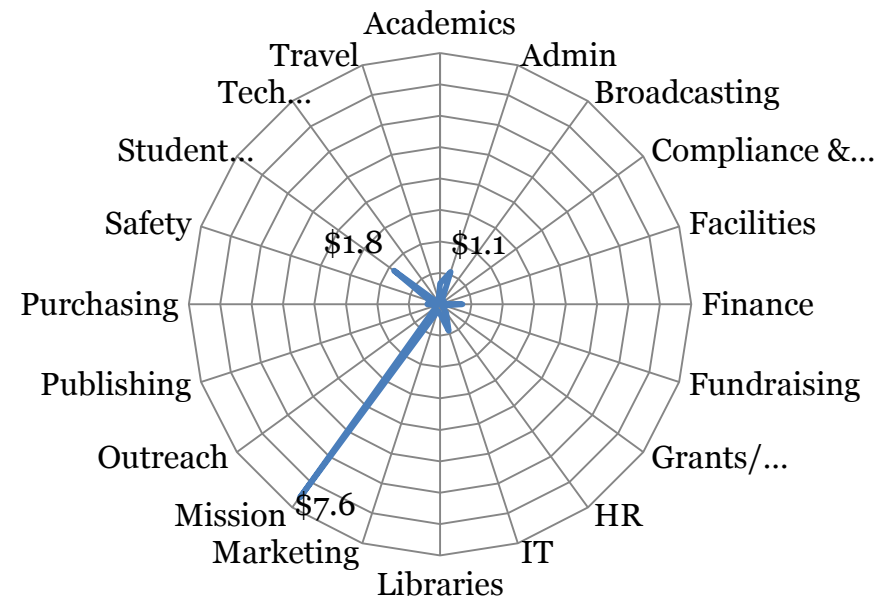
TAMU-T

Value of Effort Distribution



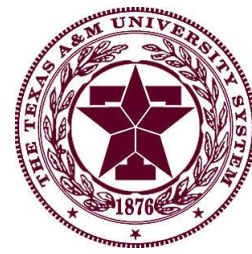
Function	TAMU-T	
	Comp (\$M)	% of Total
Mission	\$7.6	50%
Student Services	\$1.8	12%
Departmental Administration	\$1.1	7%
IT	\$0.9	6%
Finance	\$0.7	5%
Academic Administration	\$0.7	5%
Purchasing	\$0.4	3%
HR	\$0.3	2%
Libraries	\$0.3	2%
Safety	\$0.3	2%
Compliance & Audit	\$0.2	1%
Marketing	\$0.2	1%
Outreach	\$0.2	1%
Travel	\$0.2	1%
Fundraising	\$0.1	1%
Publishing	\$0.1	1%
Broadcasting	\$0.1	0%
Facilities	\$0.1	0%
Grants/ Awards	\$0.1	0%
Tech Commercialization	\$0.0	0%
Totals	\$15.4	100%

TAMU-T
Distribution of Comp (\$M) by Function



WTAMU

Value of Effort Distribution



Function	WTAMU	
	Comp (\$M)	% of Total
Mission	\$28.8	50%
Departmental Administration	\$6.9	12%
Student Services	\$6.0	10%
IT	\$2.3	4%
Academic Administration	\$2.1	3%
Finance	\$1.8	3%
Outreach	\$1.4	2%
Fundraising	\$1.1	2%
Marketing	\$1.1	2%
Safety	\$1.1	2%
Facilities	\$1.0	2%
Libraries	\$1.0	2%
Purchasing	\$0.9	1%
HR	\$0.8	1%
Compliance & Audit	\$0.6	1%
Grants/ Awards	\$0.4	1%
Publishing	\$0.3	1%
Travel	\$0.3	1%
Broadcasting	\$0.1	0%
Tech Commercialization	\$0.0	0%
Totals	\$58.0	100%

WTAMU
Distribution of Comp (\$M) by Function

