



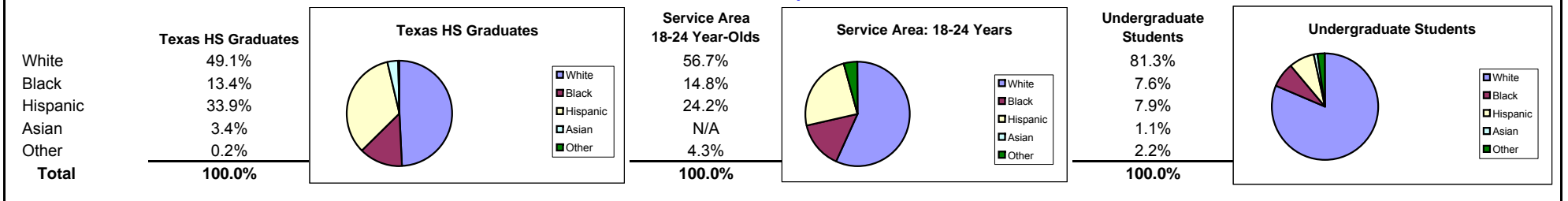
**Tarleton State University**  
System Accountability and Management Report

Enrollment	Undergraduate			Masters			Doctoral			Professional			Total			Closing the Gaps the Targets Fall 2005	Group Target Fall 2004 to Fall 2007
	Headcount - Fall	2002	2004	2005	2002	2004	2005	2002	2004	2005	2002	2004	2005	2002	2004		
<b>Total</b>	<b>6,853</b>	<b>7,451</b>	<b>7,609</b>	<b>1,467</b>	<b>1,553</b>	<b>1,487</b>	<b>0</b>	<b>29</b>	<b>44</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8,320</b>	<b>9,033</b>	<b>9,140</b>	<b>9.9%</b>	<b>12%</b>
White	5,719	6,102	6,184	1,143	1,228	1,147	0	25	37	0	0	0	6,862	7,355	7,368	7.4%	7,605
Black	506	573	581	179	164	172	0	1	1	0	0	0	685	738	754	10.1%	829
Hispanic	475	576	600	90	91	81	0	2	3	0	0	0	565	669	684	21.1%	673
Asian	42	69	80	21	29	24	0	0	0	0	0	0	63	98	104	65.1%	
Other	111	131	164	34	41	63	0	1	3	0	0	0	145	173	230	N/A	241
<b>Gender</b>																	
Male	3,091	3,219	3,257	550	544	535	0	15	20	0	0	0	3,641	3,778	3,812	4.7%	
Female	3,762	4,232	4,232	917	1,009	1,072	0	14	24	0	0	0	4,679	5,255	5,328	13.9%	
<b>Semester Credit Hours</b>	<b>85,668</b>	<b>93,332</b>	<b>93,696</b>	<b>8,060</b>	<b>9,118</b>	<b>9,784</b>	<b>0</b>	<b>147</b>	<b>237</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>93,728</b>	<b>102,597</b>	<b>103,717</b>	<b>10.7%</b>	
<b>FTE Students</b>	<b>5,711.2</b>	<b>6,222.1</b>	<b>6,246.4</b>	<b>671.7</b>	<b>759.8</b>	<b>815.3</b>	<b>0.0</b>	<b>16.3</b>	<b>26.3</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>6,382.9</b>	<b>6,998.3</b>	<b>7,088.1</b>	<b>11.0%</b>	<b>+ 10%</b>

Developmental Education	Fall 2002		Fall 2004		Fall 2005		Point Change Fall 2002 to Fall 2005	Transfers with 30 SCH	Fall 2000	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Point Change Fall 2002 to Fall 2005
	Number	Percent	Number	Percent	Number	Percent								
<b>Percent of first-time undergraduates receiving developmental education by ethnicity</b>								<b>Percent of enrollment with at least 30 SCH from CTC</b>						
<b>Total</b>	<b>626</b>	<b>53.2%</b>	<b>611</b>	<b>49.2%</b>	<b>630</b>	<b>51.1%</b>	<b>0.6%</b>	<b>-2.1</b>	N/A	27.1%	N/A	28.1%	29.4%	2.3
White	529	51.1%	516	47.2%	516	49.0%	-2.5%	-2.1						
Black	40	83.3%	35	92.1%	33	70.2%	-17.5%	-13.1						
Hispanic	49	63.6%	57	58.2%	63	58.9%	28.6%	-4.8						
Asian	0	0.0%	2	50.0%	4	57.1%		57.1						
Other	8	53.3%	1	10.0%	14	73.7%	75.0%	20.4						

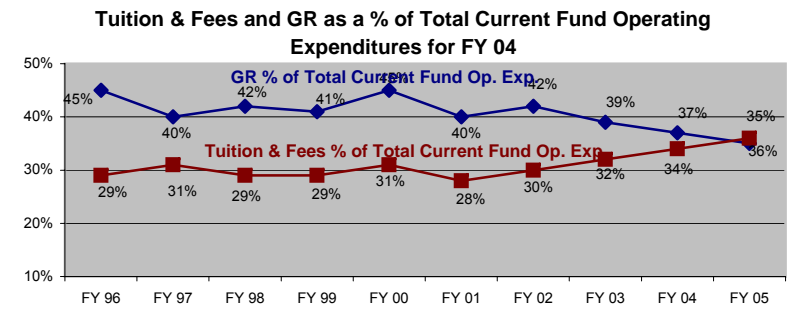
First-Time Entering Undergraduates - 2005	Fall	Applied		Accepted		Enrolled		Transfer Students - Fall 2005	Applied		Accepted		Enrolled	
		Number	Dist.	Number	Percent	Number	Percent		Number	Dist.	Number	Percent	Number	Percent
<b>Total</b>		<b>2,560</b>	<b>100.0%</b>	<b>2,018</b>	<b>78.8%</b>	<b>1,233</b>	<b>61.1%</b>	<b>Total</b>	<b>1,654</b>	<b>100.0%</b>	<b>1,506</b>	<b>91.1%</b>	<b>924</b>	<b>61.4%</b>
White		2,123	82.9%	1,684	79.3%	1,053	62.5%	White	1,161	70.2%	1,051	90.5%	673	64.0%
Black		128	5.0%	94	73.4%	47	50.0%	Black	234	14.1%	212	90.6%	119	56.1%
Hispanic		242	9.5%	188	77.7%	107	56.9%	Hispanic	138	8.3%	128	92.8%	74	57.8%
Asian		25	1.0%	20	80.0%	7	35.0%	Asian	35	2.1%	31	88.6%	9	29.0%
Other		42	1.6%	32	76.2%	19	59.4%	Other	86	5.2%	84	97.7%	49	58.3%

**Ethnic Comparisons**

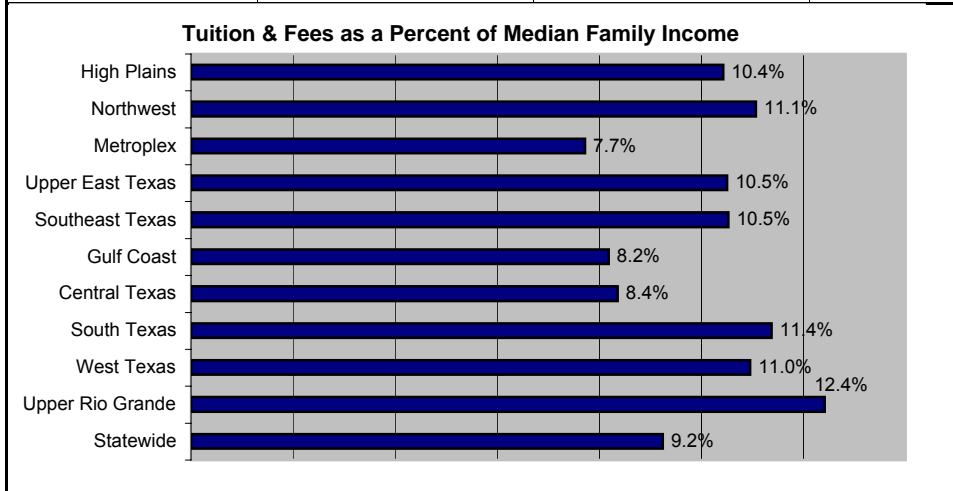


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<b>Affordability</b>						
<b>Institutional Information</b>	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	% Change
						Fall 2000 to Fall 2004
Average UG tuition & fees for 30 SCH	\$2,741	\$3,163	\$3,484	\$3,815	\$4,170	52.1%
<b>Institutionally funded scholarships*</b>						
Total	\$1,775,968	\$1,926,564	\$2,146,712	\$2,394,538	\$2,545,201	43.3%
Per Student	\$1,293	\$1,378	\$1,320	\$1,308	\$1,268	-2.0%



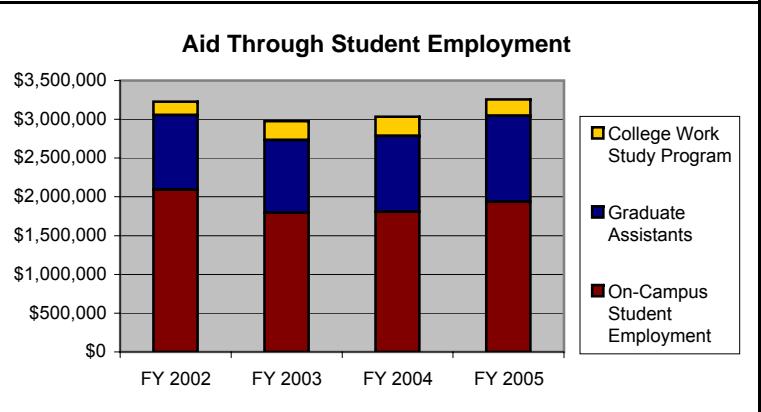
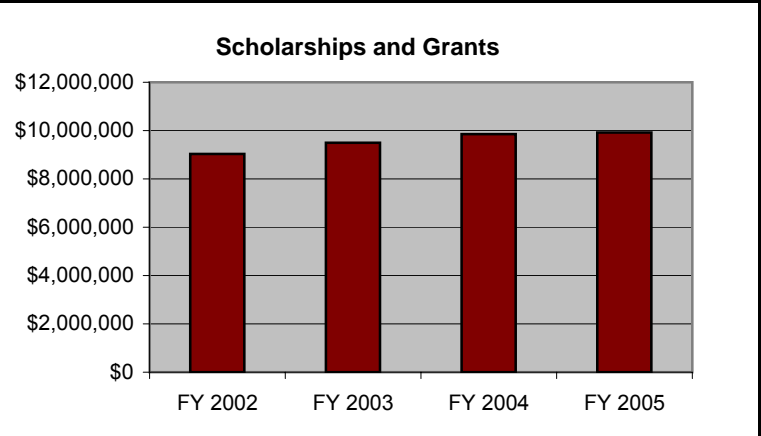
<b>Tuition and Fees as a Percent of Median Family Income</b>												
Region	White		Black		Hispanic		Asian		Other		Total	
	Median Income	Percent T&F	Median Income	Percent T&F	Median Income	Percent T&F	Median Income	Percent T&F	Median Income	Percent T&F	Median Income	Percent T&F
High Plains	\$46,811	8.9%	\$23,133	18.0%	\$27,694	15.1%	\$52,598	7.9%	\$28,115	14.8%	\$39,987	10.4%
Northwest	\$41,423	10.1%	\$25,405	16.4%	\$26,442	15.8%	\$38,308	10.9%	\$26,569	15.7%	\$37,693	11.1%
Metroplex	\$65,041	6.4%	\$36,594	11.4%	\$34,976	11.9%	\$61,260	6.8%	\$36,291	11.5%	\$54,032	7.7%
Upper East Texas	\$43,743	9.5%	\$24,903	16.7%	\$27,999	14.9%	\$51,327	8.1%	\$30,080	13.9%	\$39,700	10.5%
Southeast Texas	\$44,397	9.4%	\$24,739	16.9%	\$31,914	13.1%	\$44,345	9.4%	\$31,873	13.1%	\$39,615	10.5%
Gulf Coast	\$67,885	6.1%	\$35,211	11.8%	\$33,398	12.5%	\$56,901	7.3%	\$33,860	12.3%	\$50,955	8.2%
Central Texas	\$58,189	7.2%	\$33,184	12.6%	\$36,874	11.3%	\$57,789	7.2%	\$35,577	11.7%	\$49,907	8.4%
South Texas	\$53,694	7.8%	\$35,426	11.8%	\$28,487	14.6%	\$50,069	8.3%	\$28,439	14.7%	\$36,673	11.4%
West Texas	\$47,399	8.8%	\$24,815	16.8%	\$27,378	15.2%	\$47,765	8.7%	\$27,069	15.4%	\$38,073	11.0%
Upper Rio Grande	\$55,051	7.6%	\$41,124	10.1%	\$28,320	14.7%	\$44,521	9.4%	\$28,407	14.7%	\$33,588	12.4%
Statewide	\$57,194	7.3%	\$33,276	12.5%	\$30,840	13.5%	\$56,792	7.3%	\$30,266	13.8%	\$45,132	9.2%



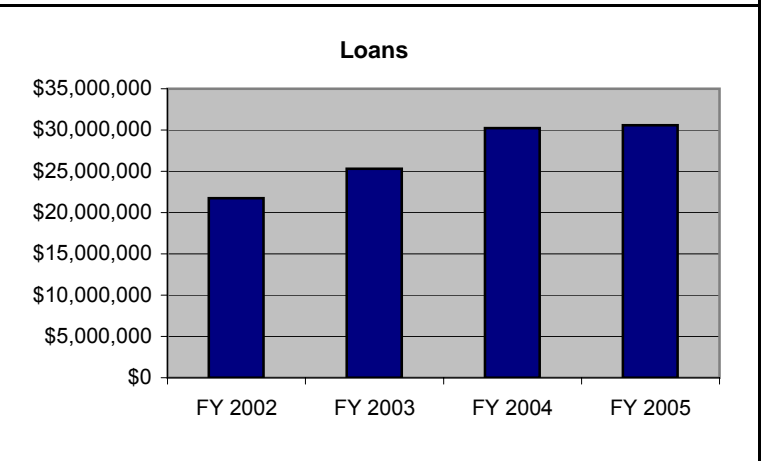
<b>Pell Grants</b>	Fall 2000	Fall 2002	Fall 2004	Point Change Fall 2000 to Fall 2004
	Percent of students receiving Pell Grants	29.4%	31.6%	33.7%
*Scholarships percents include athletics, leadership endowments and gifts institutionally funded through local funds.				

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<b>Affordability</b>					
<b>Meeting the Need</b>	<b>FY 2002</b>	<b>FY 2003</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>% Change FY 2002 to FY 2005</b>
<b>Scholarships &amp; Grants</b>	\$9,032,370	\$9,499,713	\$9,857,076	\$9,922,530	9.9%
Average per Recipient	\$2,633	\$2,643	\$2,689	\$2,769	5.2%
<b>College Work Study Program</b>	\$171,787	\$241,590	\$249,833	\$211,687	23.2%
Average per Recipient	\$1,808	\$1,844	\$1,983	\$1,873	3.6%
<b>On-Campus Student Employment</b>	\$2,091,494	\$1,797,433	\$1,808,589	\$1,937,371	-7.4%
Average per Recipient	\$1,743	\$1,771	\$1,734	\$1,738	-0.3%
<b>Graduate Assistants</b>	\$962,485	\$936,757	\$975,614	\$1,108,844	15.2%
Average per Recipient	\$6,250	\$6,505	\$7,070	\$6,720	7.5%
<b>Loans</b>	\$21,752,597	\$25,320,137	\$30,240,306	\$30,581,482	40.6%
Average per Recipient	\$5,989	\$5,991	\$6,101	\$6,419	7.2%
<b>Total</b>	<b>\$34,010,733</b>	<b>\$37,795,630</b>	<b>\$43,131,418</b>	<b>\$43,761,914</b>	<b>28.7%</b>
<b>Percent Need Met with Loans</b>	61%	61%	60%	60%	-1.0
<b>Percent Need Met without Loans</b>	27%	28%	27%	27%	0.0



<b>After the Fact</b>	<b>FY 2002</b>	<b>FY 2003</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>% Change FY 2002 to FY 2004</b>
Average borrower indebtedness	\$18,724	\$17,802	\$16,776	\$16,379	-12.5%
Percent Cohort Perkins student loan default rate	None	None	None	None	N/A
Percent Cohort Stafford student loan default rate	4.0	3.4	N/A	N/A	N/A

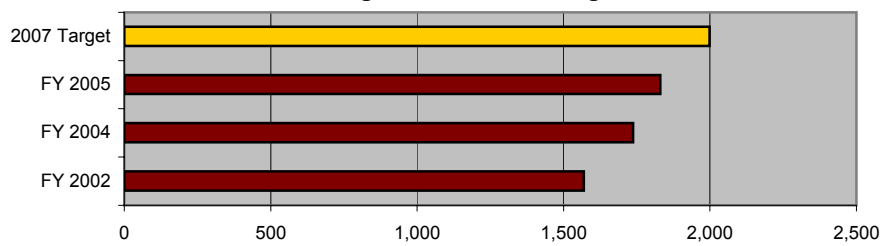
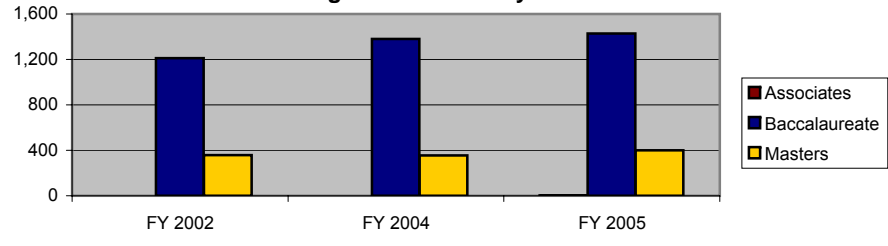


\*FY 2003 Cohort student loan default rate (draft cohort will be final in Sept. 2005)

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<b>Graduation Rates</b>											
<b>Graduated Same or Another Institution</b>	Fall	Fall	Fall	Change	Group Target Fall 2004 to Fall 2007	<b>4-Year Graduation Rate of 2-Year College Transfers with at Least 30 SCH</b>	Fall 2002 ('95 Cohort)	Fall 2004 ('97 Cohort)	Fall 2005 ('98 Cohort)	Point Change Fall 2002 to Fall 2005	
4-year	1995 Cohort	1997 Cohort	1999 Cohort	8.9	+3% points	<b>Graduated Same or Another Texas Institution</b>	<b>Total</b>	<b>54.0%</b>	<b>57.0%</b>	<b>55.4%</b>	<b>1.4</b>
5-year	1994 Cohort	1996 Cohort	1998 Cohort	8.1	+4% points		White				
6-year	1996 Cohort	1997 Cohort	1998 Cohort	-1.8	+5% points		Black				
						Hispanic	Not available at this time				
						Asian					
						Other					
<b>1st Time Undergraduates - by Ethnicity</b>						<b>6-Year Graduation Rate - Developmental Education Students</b>					
		4-Years	5-Years	6-Years	Point Change						
<b>Graduated - Same or Another Texas Institution in 4, 5 or 6-Years</b>											
<b>1996 Cohort</b>		N/A	42.4%	51.9%	9.5						
White			42.9%	52.8%	9.9						
Black			25.0%	25.0%	0.0						
Hispanic			44.4%	50.0%	5.6						
Asian			0.0%	0.0%	0.0						
Other			0.0%	0.0%	0.0						
<b>1997 Cohort</b>		18.0%	N/A	50.9%	32.9						
White		18.9%		52.2%	33.3						
Black		15.4%		38.5%	23.1						
Hispanic		6.9%		34.5%	27.6						
Asian		0.0%		50.0%	50.0						
Other		0.0%		40.0%	40.0						
<b>1998 Cohort</b>		N/A	40.8%	50.1%	9.3						
White			41.3%	50.7%	9.4						
Black			28.6%	35.7%	7.1						
Hispanic			40.7%	48.1%	7.4						
Asian			0.0%	0.0%	0.0						
Other			0.0%	0.0%	0.0						
<b>1999 Cohort</b>		20.2%	N/A	N/A	N/A						
White		20.3%			N/A						
Black		12.5%			N/A						
Hispanic		24.0%			N/A						
Asian		0.0%			N/A						
Other		20.0%			N/A						
<b>6-Year Graduation Rate for Students Requiring Developmental Education</b>						<b>6-Year Graduation Rate for Students Requiring Developmental Education</b>					
						Fall 2002 ('95 Cohort)	Fall 2004 ('97 Cohort)	Fall 2005 ('98 Cohort)	Point Change Fall 2002 to Fall 2005		
<b>Total</b>						<b>48.8%</b>	<b>47.3%</b>	<b>44.2%</b>	<b>-4.6</b>		
White						48.2%	49.6%	44.2%	-4		
Black						42.1%	22.2%	14.3%	-27.8		
Hispanic						60.0%	35.7%	40.0%	-20		
Asian						100.0%	0.0%	0.0%	-100		
Other						50.0%	0.0%	0.0%	-50		
<b>Graduation Rates - Graduate Students</b>						<b>Graduation Rates - Graduate Students</b>					
<b>Masters</b>		1998	45.8%	1999	44.1%	2000	38.8%				
<b>Doctoral</b>		1991	N/A	1991	N/A	1992	N/A				

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<b>Graduates</b>						<b>Total Degrees Awarded &amp; Target</b>					
<b>Degrees Awarded</b>	<b>FY 2002</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>% Change FY 2002 to FY 2005</b>	<b>Group Target FY 2004 to FY 2007</b>						
<b>Total Degrees</b>	<b>1,569</b>	<b>1,737</b>	<b>1,830</b>	<b>16.6%</b>	<b>15.0%</b>						
White	1,333	1,428	1,480	11.0%							
Black	102	154	158	54.9%							
Hispanic	99	110	129	30.3%							
Asian	13	15	16	23.1%							
Other	22	30	47	113.6%							
<b>Gender</b>						<b>Degrees Awarded by Level</b>					
Male	675	732	736	9.0%							
Female	894	1,005	1,094	22.4%							
<b>Level</b>											
Associates	0	0	2	N/A							
Baccalaureate	1,211	1,381	1,428	17.9%							
Masters	358	356	400	11.7%							
Doctoral	0	0	0	N/A							
Professional	0	0	0	N/A							
<b>Graduates in Key Fields</b>	<b>FY 2002</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>% Change FY 2002 to FY 2005</b>	<b>Closing the Gaps Target Fall 2005</b>	<b>Nursing and Allied Health Graduates</b>					
<b>Field</b>						<b>FY 2002</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>% Change FY 2001 to FY 2005</b>	<b>Closing the Gaps Target Fall 2005</b>	
Computer Science	0	0	6	N/A	2	<b>Total</b>	<b>39</b>	<b>50</b>	<b>43</b>	<b>10.3%</b>	<b>45</b>
Engineering	31	31	27	-12.9%	27	Certificate	0	0	0	N/A	
Math	9	14	21	133.3%	17	Associates	0	0	2	N/A	
Physical Science	13	14	12	-7.7%	59	Baccalaureate	39	50	41	5.1%	
<b>Level</b>						Masters	0	0	0	N/A	
Baccalaureate	53	59	66	24.5%		Doctoral	0	0	0	N/A	
Masters	48	41	42	-12.5%							
Doctoral	0	0	0	N/A							
<b>Graduates Transferring from 2-Year Colleges</b>	<b>FY 2002</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>Point Change Fall 2002 to Fall 2005</b>	<b>First Generation Graduates</b>						
Percent of <b>baccalaureate graduates</b> transferring with at least 30 SCH from a 2-year college	27.7%	38.5%	37.0%	9.3	<b>FY 2002</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>Change Fall 2002 to Fall 2005</b>			
					<b>Number</b>	679	746	936	257		
					<b>Percent</b>	56.1%	54.0%	65.5%	9.48		

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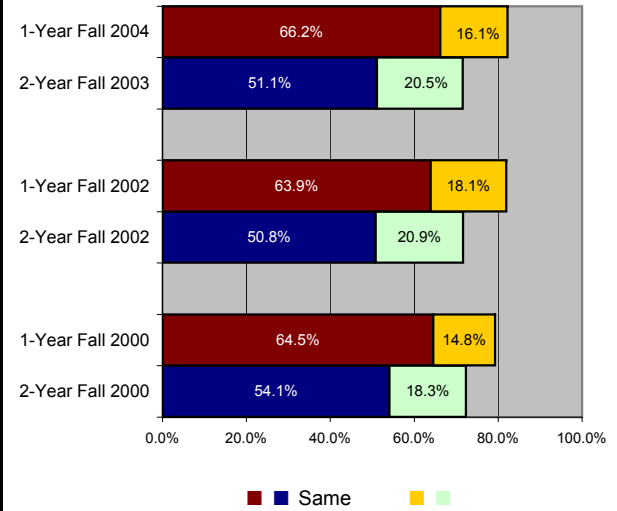
**Retention**

First-time Undergraduate Retention Rate After 1-Year	Fall 2000		Fall 2002		Fall 2004		Point Change Fall 2000 to Fall 2004	
	Same	Another	Same	Another	Same	Another	Same	Another
<b>Total</b>	<b>64.5%</b>	<b>14.8%</b>	<b>63.9%</b>	<b>18.1%</b>	<b>66.2%</b>	<b>16.1%</b>	<b>1.7</b>	<b>1.3</b>
White	64.2%	15.4%	65.6%	18.3%	66.6%	15.9%	2.4	0.5
Black	54.5%	18.2%	57.9%	13.2%	77.8%	13.9%	23.3	-4.3
Hispanic	66.7%	9.1%	51.7%	20.0%	57.8%	18.9%	-8.9	9.8
Asian	100.0%	0.0%	50.0%	50.0%	75.0%	0.0%	-25	0
Other	80.0%	0.0%	25.0%	0.0%	50.0%	37.5%	-30	37.5

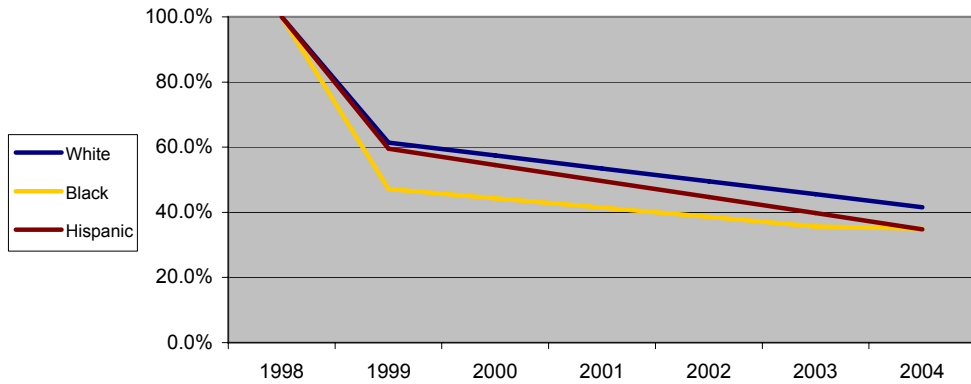
First-time Undergraduate Retention Rate After 2-Years	Fall 2000		Fall 2002		Fall 2003		Point Change Fall 2000 to Fall 2004	
	Same	Another	Same	Another	Same	Another	Same	Another
<b>Total</b>	<b>54.1%</b>	<b>18.3%</b>	<b>50.8%</b>	<b>20.9%</b>	<b>51.1%</b>	<b>20.5%</b>	<b>-3</b>	<b>2.2</b>
White	54.0%	17.7%	52.1%	21.0%	52.0%	20.7%	-2	3
Black	45.5%	27.3%	50.0%	28.9%	38.3%	19.1%	-7.2	-8.2
Hispanic	57.6%	21.2%	38.3%	20.0%	47.6%	21.4%	-10	0.2
Asian	50.0%	0.0%	50.0%	0.0%	55.6%	11.1%	5.6	11.1
Other	60.0%	18.3%	25.0%	0.0%	42.1%	10.5%	10.5	-7.8

**1 and 2-Year Retention Rate**



**Closing the Gaps**

**Tarleton Retention & 6-Year Graduation Rates by Ethnicity 1997 Cohort**



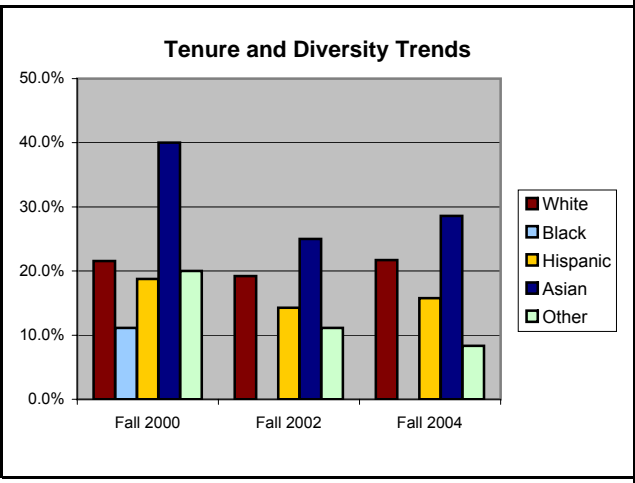
Ethnicity	1998	1999	2000	2001	2002	2003	2004
White	100.0%	61.4%	57.4%	53.5%	49.5%	45.6%	41.6%
Black	100.0%	47.1%	44.3%	41.4%	38.6%	35.7%	35.0%
Hispanic	100.0%	59.5%	54.6%	49.6%	44.7%	39.7%	34.8%

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<b>Faculty Profile and Excellence</b>									
<b>Faculty Credentials</b>	Fall 2002	Fall 2004	Fall 2005	Point Change Fall 2000 to Fall 2004	<b>Staff/Faculty Ratio</b>	FY 2003	FY 2004	FY 2005	Point Change 2003 to 2005
Faculty with earned doctorates or terminal degrees	65.5%	64.0%	67.3%	1.8	FTE Staff/FTE Faculty Ratio	N/A	1.95	1.91	N/A
<b>Teaching Faculty and Tenure</b>					<b>Faculty Turnover</b>				
FTE faculty with teaching responsibility who are tenured/tenure-track	57.1%	55.8%	56.9%	-0.2	Faculty Turnover	28.7%	19.4%	23.4%	-5.3

	<b>Total</b>		<b>Professor</b>		<b>Assoc. Professor</b>		<b>Asst. Professor</b>		<b>Instructor</b>		<b>Other</b>	
	Total	Tenured	Total	Tenured	Total	Tenured	Total	Tenured	Total	Tenured	Total	Tenured
<b>Total</b>	<b>535</b>	<b>20.9%</b>	<b>63</b>	<b>63</b>	<b>68</b>	<b>43</b>	<b>89</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>314</b>	<b>0</b>
<b>Ethnicity</b>												
White	479	21.7%	59	59	60	39	76	5	1	1	283	0
Black	11	0.0%	0	0	1	0	0	0	0	0	10	0
Hispanic	19	15.8%	1	1	2	2	2	0	0	0	14	0
Asian	14	28.6%	2	2	5	2	3	0	0	0	4	0
Other	12	8.3%	1	1	0	0	8	0	0	0	3	0
<b>Gender</b>												
Male	300	26.7%	46	46	47	28	48	5	1	1	158	0
Female	235	13.6%	17	17	21	15	41	0	0	0	156	0

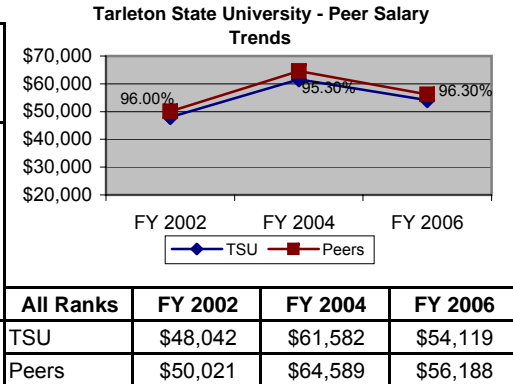
<b>Tenure and Diversity Trends (Headcount)</b>	<b>Fall 2002</b>		<b>All Ranks Fall 2004</b>		<b>Fall 2005</b>		<b>Change Fall 2002 to Fall 2005</b>	
	Total	Tenured	Total	Tenured	Total	Tenured	Total	Tenured
<b>Ethnicity</b>	<b>453</b>	<b>98</b>	<b>523</b>	<b>97</b>	<b>535</b>	<b>112</b>	<b>82</b>	<b>14</b>
White	413	89	468	90	479	104	66	15
Black	9	1	13	0	11	0	2	-1
Hispanic	16	3	21	3	19	3	3	0
Asian	10	4	12	3	14	4	4	0
Other	5	1	9	1	12	1	7	0
<b>Gender</b>								
Male	258	74	286	71	300	80	42	6
Female	195	24	237	26	235	32	40	8



**Tarleton State University**  
System Accountability and Management Report

**Faculty Profile and Excellence continued**

Peer Salary Trends	FY 2002			FY 2004			FY 2006		
	TSU	Peers	Percent	TSU	Peers	Percent	TSU	Peers	Percent
<b>Rank</b>									
Professor	\$60,120	\$63,615	94.5%	\$64,256	\$64,113	100.2%	\$70,658	\$71,333	99.1%
Assoc. Professor	\$50,541	\$54,944	92.0%	\$51,075	\$56,426	90.5%	\$57,229	\$60,187	95.1%
Asst. Professor	\$46,776	\$48,383	96.7%	\$43,478	\$46,809	92.9%	\$49,483	\$52,706	93.9%
Instructor	\$37,573	\$36,598	102.7%	\$38,921	\$36,555	106.5%	\$41,008	\$41,643	98.5%
<b>All Ranks</b>	<b>\$48,042</b>	<b>\$50,021</b>	<b>96.0%</b>	<b>\$61,582</b>	<b>\$64,589</b>	<b>95.3%</b>	<b>\$54,119</b>	<b>\$56,188</b>	<b>96.3%</b>



**Faculty Related to Students**

Student/Faculty Ratios	Fall 2002	Fall 2004	Fall 2005	Change Fall 2002 to Fall 2005	Group Target Fall 2004 to Fall 2007	Class Size	Fall 2002	Fall 2004	Fall 2005	Change Fall 2002 to Fall 2005
	FTE student/FTE faculty ratio including GATs	18.9	19.3	18.9	0.0%		- 1.0 point	Average lower division class size	30	28
FTE student/FTE faculty ratio excluding GATs	18.9	19.3	18.9	0.0%		Median lower division class size	24.5	23	25	2.04%
<b>Faculty Teaching Lower Division SCH</b>						Percent undergraduate classes with fewer than 20 students	41.3%	41.3%	37.9%	-3.4
Percent of lower division SCH taught by tenured/ tenure-track faculty	51.3%	48.4%	49.0%	-2.3	+ 5%	Percent undergraduate classes with more than 50 students	6.6%	6.4%	6.3%	-0.3

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<b>Excellence</b>									
<b>Teacher Production and Certification</b>	<b>FY 2002</b>	<b>FY 2003</b>	<b>FY 2004</b>	<b>Change 2002 to 2004</b>	<b>State and National Exams Success</b>	<b>FY 2003</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>Point Change 2003 to 2005</b>
<b>Total number taking TExES</b>	<b>893</b>	<b>869</b>	<b>973</b>	<b>9.0%</b>	Law	N/A	N/A	N/A	N/A
White	768	682	766	-0.3%	Pharmacy	N/A	N/A	N/A	N/A
Black	54	89	88	63.0%	Nursing	100.0%	96.9%	100.0%	0.0
Hispanic	37	70	91	145.9%	Engineering	N/A	N/A	N/A	N/A
Asian	0	0	0	n/a					
Other	34	28	28	-17.6%					
<b>Total percent passed</b>	<b>97.3%</b>	<b>97.5%</b>	<b>98.6%</b>	<b>1.3%</b>	<b>Success of Baccalaureate Graduates</b>	<b>FY 2002</b>	<b>FY 2003</b>	<b>FY 2004</b>	<b>Point Change 2002 to 2004</b>
White	97.9%	98.2%	99.2%	1.3%	Percent employed in Texas within one year	65.0%	64.5%	65.4%	0.4
Black	87.0%	96.6%	92.1%	5.8%	Percent in graduate or professional school in Texas within one year	2.1%	2.3%	2.6%	0.5
Hispanic	94.6%	91.4%	98.9%	4.5%	Percent employed and in graduate or professional school in Texas within one year	16.4%	19.1%	17.1%	0.7
Other	100.0%	96.4%	100.0%	0.0%					
<b>Total Endowed Professorships &amp; Chairs</b>	<b>Fall 2002</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Change Fall 2002 to Fall 2005</b>	<b>National Academies &amp; Faculty Awards</b>	<b>Fall 2002</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>% Point Change Fall 2002 to Fall 2005</b>
<b>Total Professorships</b>	0	0	0	N/A	<b>Members of National Academies</b>				
Percent filled	0.0%	0.0%	0.0%	0.0	Engineering	0	0	0	N/A
Percent of total tenured/tenure-track faculty	0.0%	0.0%	0.0%	0.0	Science	0	0	0	N/A
<b>Total Chairs</b>	1	2	2	N/A	Arts and Science	0	0	0	N/A
Percent filled	100.0%	100.0%	100.0%	N/A	Institute of Dental Research	0	0	0	N/A
Percent of total tenured/tenure-track faculty	0.5%	1.0%	1.0%	N/A	Institute of Medicine	0	0	0	N/A
					Nursing	0	0	0	N/A
<b>Endowment</b>	<b>FY 2002</b>	<b>FY 2003</b>	<b>FY 2004</b>	<b>Change 2002 to 2004</b>	<b>Other significant faculty awards</b>	4	8	9	125.0%
Total (\$ millions)	\$22.38	\$24.89	\$26.35	17.7%					
Per FTE student	\$3,132	\$3,357	\$3,367	7.5%					

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<b>National Survey of Student Engagement (NSSE) - First Year Students</b>		<b>Tarleton State</b>	<b>NSSE Master's</b>	<b>NSSE National</b>
<b>Academic Challenge:</b>	2001	46.0	51.6	52.9
	2003	46.5	52.7	53.9
	2005	<b>45.3</b>	<b>51.7</b>	<b>52.6</b>
<b>Active Collaborative Learning:</b>	2001	37.8	40.5	40.9
	2003	36.3	41.1	41.8
	2005	<b>35.6</b>	<b>42.5</b>	<b>42.4</b>
<b>Student Faculty Interaction:</b>	2001	35.3	34.2	35.1
	2003	34.9	35.7	37.2
	2005	<b>33.6</b>	<b>33.9</b>	<b>34.0</b>
<b>Enriching:</b>	2001	43.7	52.9	55.4
	2003	45.0	55.4	57.7
	2005	<b>23.5</b>	<b>26.8</b>	<b>27.8</b>
<b>Supportive:</b>	2001	62.0	59.8	60.2
	2003	59.8	61.1	61.8
	2005	<b>58.5</b>	<b>60.1</b>	<b>60.1</b>

<b>National Survey of Student Engagement (NSSE) - Senior Students</b>		<b>Tarleton State</b>	<b>NSSE Master's</b>	<b>NSSE National</b>
<b>Academic Challenge:</b>	2001	54.1	55.8	56.6
	2003	51.7	56.4	57.3
	2005	<b>54.0</b>	<b>56.1</b>	<b>56.5</b>
<b>Active Collaborative Learning:</b>	2001	49.4	50.2	49.7
	2003	47.2	50.2	50.1
	2005	<b>53.0</b>	<b>52.2</b>	<b>51.5</b>
<b>Student Faculty Interaction:</b>	2001	39.5	41.7	42.9
	2003	38.9	42.4	44.2
	2005	<b>43.2</b>	<b>43.6</b>	<b>44.1</b>
<b>Enriching:</b>	2001	43.4	45.5	47.6
	2003	40.0	46.6	49.1
	2005	<b>35.3</b>	<b>40.4</b>	<b>42.1</b>
<b>Supportive:</b>	2001	58.7	56.8	56.8
	2003	59.5	58.6	58.8
	2005	<b>60.2</b>	<b>58.0</b>	<b>57.5</b>

The National Survey of Student Engagement clusters survey questions into five benchmark areas of educational practice empirically linked to high levels of learning and development. These scores are broad indicators intended to stimulate conversation and

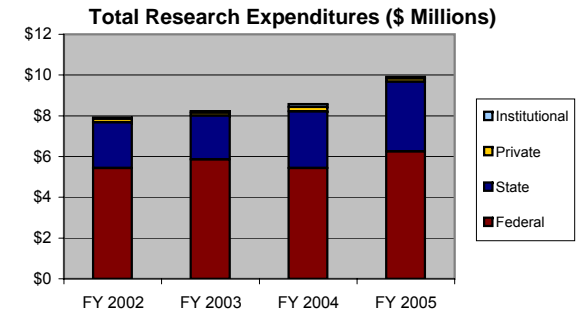
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<b>Program and Faculty Excellence</b>		
<b>List of specialized program accreditations</b>		
<b>Accrediting Agency</b>	<b>Current Accreditation Status and Levels of Accreditation</b>	<b>Date of Last Accreditation Review</b>
Southern Association of Colleges and Schools	Accredited to award Associate, Bachelor's and Master's Degrees	2000
Association of Collegiate Business Schools and Programs	Accredited to award BBA, MBA, BS, BAAS Degrees	1998
State Board for Educator Certification	Approval to Award Educator Certificates	Annual
National Accrediting Agency for Clinical Laboratory Sciences	Accredited to award Certificate for CLS/MT	2012
	For Histotechnology	2010
National Association of Schools of Music	Accredited to award Bachelor of Music and Bachelor of Arts in Music Degrees	2000
Texas State Board of Nursing Examiners	Accredited to award BSN Degree in Nursing	Fall 2004
Commission on College Nursing Education	Accredited to award BSN Degree in Nursing	Fall 2004
Council on Social Work Education	Accredited to award BSW Degree	2003
<p><b>Other Significant Excellence Efforts and Results</b> (e.g. Southern Association of Colleges and Schools reaffirmation studies, Quality Enhancement Plan results, external program reviews of academic and administrative programs, review of low productivity programs, post-tenure review, core curriculum review, student learning outcome reviews and other institutional effectiveness reviews, Baldrige Award participation, etc. List the effort and provide a succinct synopsis of results. These may be discussed more extensively in a narrative report, if desired.)</p>		
<b>Effort</b>	<b>Results</b>	
Analysis of Master's Degree Programs	Programs in Environmental Science, English, and History/Political Science have been targeted to increase productivity in terms of majors	
Annual Reviews of Strategic Plans and Institutional Effectiveness by University Divisions	Efforts to develop "Quality Improvement Plans" which may be selected as topics of "Quality Enhancement Plans"	
Center for Agri-Business Excellence	In a contract with the Risk Management Agency of the United States Department of Agriculture, CAE has saved approximately \$316,000,000 from 2002-2005 in suspect crop insurance claims	
Clinical Laboratory Sciences	Test Scores Rank in the top 10% Nationally; Completed 2005 reaccreditation with no recommendations	
Computer Information Systems	Outstanding Degree Program in North America (Awarded by the Association of Information Technology Professionals - 1989, 1996, and 2003)	
Program Review of Human Sciences	Redefinition of program into contemporary fields	
ROTC Officer Quality	2004 MacArthur Award (top 15% of 270 units in the nation)	
Teacher Education Program Recognition	Tarleton's teacher education program is one of eight in the United States invited to New York City by the Carnegie Corporation of New York and the American Association of State Colleges and Universities to discuss the assessment of quality teacher educati	

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**Research**

Research Expenditures by Source	FY 2002	FY 2003	FY 2004	FY 2005	Change 2002 to 2005	Closing the Gaps Targets Fall 2005	Group Target FY 2004 to FY 2007
<b>Total Research Expenditures (\$ Millions)</b>	<b>\$7.910</b>	<b>\$8.229</b>	<b>\$8.579</b>	<b>\$9.904</b>	<b>25.2%</b>	<b>\$9.098</b>	<b>6.0</b>
Federal	\$5.432	\$5.857	\$5.439	\$6.248	15.0%		
State	\$2.248	\$2.155	\$2.775	\$3.423	52.3%		
Private	\$0.171	\$0.142	\$0.227	\$0.154	-9.9%		
Institutional	\$0.059	\$0.075	\$0.138	\$0.079	33.9%		



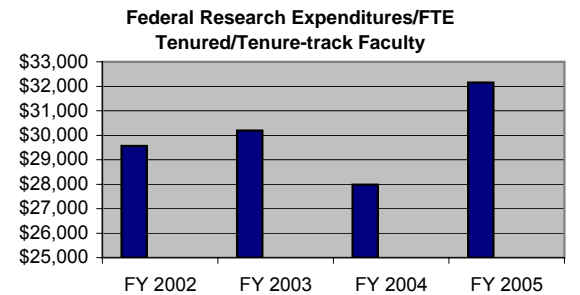
**Faculty Research Indicators**

Total Research expenditures per FTE tenured/tenure-track faculty	\$43,039	\$42,411	\$44,133	\$50,948	18.4%	
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Federal research expenditures per FTE tenured/tenure-track faculty	\$29,556	\$30,186	\$27,980	\$32,144	8.8%	<b>10.0</b>
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**FTE Tenured/Tenure-Track Faculty with extramural grants**

Number	21	22	15	15	-28.6%
Percent	10.7%	10.8%	7.4%	7.4%	-3.3



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<b>Efficiencies - Facilities/Space</b>										
<b>E&amp;G Square Footage and Space Utilization</b>	Fall 2003	Fall 2004	Fall 2005	Change Fall 2003 to Fall 2005	Group Target Fall 2004 to Fall 2007	<b>Space Projections</b>	Fall 2003	Fall 2004	Fall 2005	Change Fall 2003 to Fall 2005
<b>Classroom</b>						Adjusted surplus/deficit	43,111	(33,949)	(21,392)	149.6%
E&G sq. footage	15.00	12.91	12.69	-15.4%		% over/under built	5.9%	-4.5%	-2.7%	-8.6
Space utilization						Opportunity value of infrastructure funding based on predicted E&G space	\$ (256,510)	\$ 201,997	\$ 136,267	153.1%
<i>State Goal</i>	<i>38.0</i>	<i>38.0</i>	<i>38.0</i>	<i>N/A</i>	<i>N/A</i>					
Tarleton	29.4	36.0	25.5	-4.0	3 hrs/week					
<b>Laboratory</b>						<b>Accumulated Deferred Maintenance (ADM)</b>				
E&G sq. footage	4.62	3.97	4.64	0.4%		ADM (000)	\$3,481	\$3,794	\$2,986	-14.2%
Space utilization						ADM as a percent of replacement value	2.3%	2.8%	2.0%	-0.3
<i>State Goal</i>	<i>25.0</i>	<i>25.0</i>	<i>25.0</i>	<i>N/A</i>	<i>N/A</i>					
Tarleton	30.9	32.3	23.7	-7.2	1.5 hrs/week					

**Efficiencies - Personnel**

<b>Non-Faculty Information--As of October 31, 2005</b>																						
Headcount	Total			Executive Admin/Mgr			Professional			Clerical			Technical			Skilled Crafts			Service Maintenance			
	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005	
<b>Total</b>	<b>509</b>	<b>532</b>	<b>550</b>	<b>75</b>	<b>74</b>	<b>79</b>	<b>160</b>	<b>174</b>	<b>180</b>	<b>119</b>	<b>122</b>	<b>119</b>	<b>64</b>	<b>65</b>	<b>67</b>	<b>23</b>	<b>27</b>	<b>27</b>	<b>68</b>	<b>70</b>	<b>78</b>	
<b>Ethnicity</b>																						
White	463	482	494	71	68	71	145	158	162	110	113	109	55	55	59	21	25	25	61	63	68	
Black	9	12	16	2	2	4	2	4	5	3	3	2	2	2	2	0	0	0	0	1	3	
Hispanic	27	27	25	0	0		7	8	6	6	5	5	5	6	5	2	2	2	7	6	7	
Asian	6	8	9	2	4	4	2	1	1	0	1	3	2	2	1	0	0	0	0	0		
Other	4	3	6	0	0		4	3	6	0	0	0	0	0	0	0	0	0	0	0		
<b>Gender</b>																						
Male	203	210	210	41	42	43	77	80	75	3	3	5	21	21	23	22	25	25	39	39	39	
Female	306	322	340	34	32	36	83	94	105	116	119	114	43	44	44	1	2	2	29	31	39	
<b>Staff Turnover</b>	14.9%	12.6%	15.2%	5.1%	7.3%	13.3%	16.3%	13.1%	15.4%	17.8%	16.2%	17.2%	10.5%	13.2%	16.2%	8.3%	0.0%	3.6%	23.3%	15.1%	16.7%	
<b>Personnel Ratios</b>	<b>FY 2002</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>Change 2000 to 2006</b>	<b>Historically Underutilized Business</b>				<b>FY 2002</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>Change 2002 to 2006</b>										
FTE Student/FTE Faculty	18.9	19.3	18.9	0.0	<b>Total HUB Expenditures without construction (Millions)</b>				\$0.863	\$2.557	\$2.725	215.8%										
Staff/Management	14.8	15.3	14.9	0.1	Percent of expenditures				7.4%	15.4%	17.6%	10.2										
FTE Staff/FTE Faculty	1.5	1.6	1.9	N/A	<b>Total HUB Expenditures with construction (Millions)</b>				\$0.872	\$6.105	\$6.107	600.3%										
					Percent of expenditures				7.4%	36.7%	39.4%	32.0										

**Tarleton State University**  
**System Accountability Report**

**Collaboration and Outreach**

Other Significant Excellence Efforts and Results (e.g. Southern Association of Colleges and Schools reaffirmation studies, Quality Enhancement Plan results, external program reviews of academic and administrative programs, review of low productivity progr

Project Name	Partners	Purpose	Participants	Description	Results
<b>STEPHENVILLE</b>					
Athletic Camps	Tarleton State University	Provide instruction, motivation, training and	4th grade thru 12th grade athletes	Variety of camps:	Increase awareness in the proper methods of preparing,
Campus Relay for Life	Colleges Against Cancer	Raise money for cancer research.	Students, faculty, staff, student organizations, community sponsors.	The local chapter of Colleges Against Cancer sponsors a campus Relay for Life event each year to raise money for the American Cancer Society. Teams composed of faculty, staff, and students raise money through donations and participation in competitions d	Provide funds to the American Cancer Society while raising awareness.
Cheer Camps	National Cheerleaders Association	Provide cheerleading instruction catering to small schools	NCA Instructors	Summer camp for cheerleading squads consisting of four days of instruction in safety, cheerobics, cheers, and chants.	Team spirit is developed and performance is enhanced via competition and awards
Chinese Academy of Science	Tarleton State University and Institute of Soil Sciences, Chinese Academy of Sciences (ISSCAS)	ISSCAS goals include providing a scientific basis for decision-making and functional techniques for guaranteeing food safety, for increasing soil productivity, and improving environmental quality, while at the same time striving to be proactive in develop	Future students and faculty will participate in an exchange program and conducting research for one year in the sites of ISSCAS and Tarleton State University.	Participants will have the chance to work with professionals from a different continent, experience new cultures and traditions, and gain first-hand appreciation of strength in diversity.	Collaboration with ISSCAS on manuscripts for publication in peer-reviewed journals. Three are under active development and two others have been accepted for publication in Soil Survey Horizons and Pedosphere.
FFA Career Development Event - State Contest	Tarleton State University and Texas Future Farmers Association	Host the State Contest in four divisions - Range and Pasture, Land, Dairy Cattle and Dairy Foods.	Teams who finished among the top five in the Area contests are eligible to compete at the state level.	Many teams competed for awards in the four contests of the FFA Career Development Event.	Between 1500 and 2000 students competed in the State FFA contests in Range and Pasture, Land, Dairy Cattle and Dairy Foods.
Fantastic Field Day	Phi Kappa Epsilon	Provide support for area students with special needs.	Students, faculty, staff, area special needs children, local school districts.	PEK Provides a series of physical activity challenges for students with special needs. Tarleton students staff each event and serve as escorts for the participants. Each participant receives recognition at the end of the event.	Provides support and positive role models for area children.
Financial Aid Planning Nights	Local high school counselors and local elementary counselors	Provide parents and students with information about and process of completing financial aid application process	Financial aid staff	5 events at local high school auditoriums and 1 event at local elementary school; total audience 600+	Increase awareness of completing financial aid information and doing it on-line to expedite the process
Great American Smokeout	Tarleton State University Health Center, Student Counseling Center, Career Services, Grounds and Facilities, American Cancer Society, Star Council.	To promote awareness/prevention of tobacco use.	Local community, students	A series of programs and information booths designed to educate about the dangers of tobacco use.	Increased awareness and education to promote overall wellness.
Habitat for Humanity	Campus chapter of Habitat for Humanity, students, faculty, staff, Erath County Habitat for Humanity	Assist in building homes for those in need.	Students, faculty, staff, community members.	Members of campus chapter assist with building of current Erath County Habitat houses.	Provide support for local residents. Positive interaction with other community members.
Halloween Carnival - Stephenville	Office of Student Activities and approximately 60 student organizations.	Provide area children with a safe place to trick-or-treat during the holiday and give student organizations an opportunity to raise funds and provide community service.	Students, community children and families.	Student organizations sponsor carnival booths. A central ticket booth allows participants to purchase tickets for the games. 100% of the profit is refunded to the organizations based on the number of tickets collected.	Approximately 750-900 children and their families are provided a safe environment for holiday activities.
Job Fairs - Stephenville	Tarleton State University Career Services Center, Luby's, Texas Health Resources, Enterprise Rent a Car, and First Investor's Corporation.	Provide students and the community the opportunity to seek jobs and/pr internship opportunities. Provide networking between company recruiters and faculty/staff.	Students, faculty, staff, community, and numerous local and national business recruiters.	60-95 companies/school districts are invited to campus to provide information, collect resumes, and conduct interviews.	Participants gain interviews, internships, and/or job offers.
Regional Science Olympiad	Tarleton's College of Science and Technology	Created to promote a passion for learning science while demonstrating the positive effects of teamwork and cooperative learning. Geared toward making science fun through innovative educational environments for K thru 12 grades, the Science Olympiad encou	Junior High and High School students from throughout the Cross Timbers region.	Tarleton's Science Olympiad featured 15 events with schools competing in two divisions: Division B, junior high (grades 6 - 9) and Division C, high school (grades 9 - 12). The events relate to biology, chemistry, math, engineering, physics, astronomy an	Tarleton's Regional Science Olympiad showcased student's individual skills; however, in many of the events several students collectively attempted to win points for their team. Schools from all sizes will be on the same level, the smaller Class A and pri
Sixth Grade Day Away	Student Government Association and Stephenville ISD.	Expose students to higher education.	University students and sixth grade students.	Students are brought to campus for the day. Through small group discussions, students are exposed to the benefits of higher education and the spirit/gradition of Tarleton.	Students become familiar with the benefits of higher education and that obtaining a degree is possible.

**Tarleton State University**  
**System Accountability Report**

**Collaboration and Outreach**

Other Significant Excellence Efforts and Results (e.g. Southern Association of Colleges and Schools reaffirmation studies, Quality Enhancement Plan results, external program reviews of academic and administrative programs, review of low productivity progr					
Summer Adventures in Learning (SAIL)	Tarleton - Central Texas and Killeen ISD	SAIL will offer Killeen area kids (grades 1 - 8) the opportunity to participate in fun summer learning.	SAIL is instructed by prospective teachers enrolled in TMATE, Tarleton's teacher preparation program.	SAIL encourages children to express their creativity and critical thinking skills through a fun summer learning program.	Provide a summer program to the area kids in Killeen to explore their creative and critical thinking skills in a fun environment.
Super Saturday	Tarleton State University Alumni Relations office, Career Services and Jostens	As part of the "Transition to the Workplace" program, this program provides students the opportunity for networking with and learn from successful Tarleton alumni. It also provides alumni the opportunity to represent their company to share information an	Students, alumni	A one day conference format seminar held in the Fall and Spring semesters for students and alumni presenters who share information on a variety of career-related topics. Jostens sponsors the etiquette luncheon.	Increase awareness of workplace issues, beneficial contacts with alumni. Alumni are able to promote their companies.
Tarleton Holidays	Student Programming Association, Center for Diversity Initiatives	Provide area families an opportunity to experience Christmas, Hanukah, and Kwanza celebrations.	Students, staff, community children, and families.	The event offers a variety of activities including stories, games, live nativity, music, official lighting of campus, carriage rides and a visit from Santa. Each religious holiday is featured in a unique way during the event.	Approximately 500 children and their families are exposed to different religious holiday celebrations.
Tarleton Model for Accelerated Teacher Education (TMATE)	Tarleton State University Stephenville campus, the Tarleton-Central Texas campus, and Fort Worth ISD partnered with surrounding public school districts.	TMATE is designed for adults who have previously earned their bachelor's degree and who now seek to make a career transition into the teaching profession.	Post-baccalaureate students who seek a career in teaching	The TMATE program, which spans 14-16 months, is organized into four phases: TExES preparation, pre-internship, internship and post-internship.Pre-internsjip provides professional development in models of teaching, curriculum development, classroom managem	Follow-up survey significant findings: 89.7% of continued to serve as educators; four had become counselors and seven had moved into administration; 72.6% were serving in positions of leadership on their campus; 30.2% had received some form of honor or
Tarleton Round-Up	Tarleton Leadership Certification	Provide assistance to elderly or disabled residents of the community.	Students, faculty, staff, and community.	Coordinators pair volunteers with jobsites around the community. All jobs are performed for the elderly or disabled and they range from raking leaves, painting to cleaning houses.	Provide a service for the elderly and disabled and encourage positive interaction with community. Approximately 250 students volunteer to complete over 40 jobsites.
Tarleton's Day of Percussion - a Music Festival and Clinic	Tarleton State University, Fort Worth Symphony, Tarleton Ultra Club, Comfort Inn, Nancy Allen, and the Stephenville Empire Tribune	Students had the opportunity to learn from outstanding musicians from The University of Central Florida, San Antonio, Fort Worth, and Lewisville.	Crowley High School and Middle School, Fredericksburg High School, Goldthwaite High School and Middle School, Iowa Park High School, Acton Middle school, Granbury Middle School, Euless Junior High.	Day of Percussion began at 10 am and ran through 5 pm with 14 percussion ensembles performing throughout the day.	Day of Percussion was endorsed internationally by Paiste Cymbals, Pro Mark Drum Sticks, Yamaha Percussion, Latin Percussion and Remo Drum Heads along with local sponsors. Clinicians were Jeff Moore, rudimental and mallet percussion; Ed Stephan, timp
Tarleton's Wellness Expo	Tarleton University Career Services, Counseling Center and Health Center and Sponsors included STAR Council, HEB groceries, Mervyn's department store, Cross Timbers Family Services, and Serenity.	To improve the health status of the community by hosting its second annual Wellness Expo	Over 700 people from Stephenville and surrounding area along with 62 vendors.	Wellness program focuses on providing students and members of the community with services and educational presentations on six key areas of development - academic growth, emotional growth, occupational identity, physical care and personal habits, socio-cu	Increased awareness of overall wellness the benefits of sound emotional and physical health of not only students but all members of society.
Texan Connection	Office of Student Activities, 60 agencies per year, faculty, staff, and students.	Provide local agencies, who need volunteers to complete short term and long term volunteer projects with an online connection to the Tarleton community.	Students, faculty, staff, agencies.	Agencies list volunteer needs on the website. Volunteers can search the site for ongoing or short-term volunteer opportunities. Contact information and volunteer descriptions are listed on the site to allow for the connections to take place.	Approximately 60 agencies listed volunteer opportunities. 60% of the jobs listed received volunteers.
Through Hands-On Universe	Tarleton State University and University of California, Berkeley	The Tarleton State University telescope represents the next generation of telescopes, and through our involvement with the Hands-On Universe program, students can request images or conduct research by driving the telescope where they want it.	Through Hands-On Universe, an interactive program sponsored by the University of California, Berkeley, students will have the opportunity to access the various telescopes around the world. Many Texas schools will have the opportunity to utilize the teles	Available to Tarleton students and accessible via the Internet to a group of North Texas high schools, the Tarleton State University telescope will be linked to other telescopes throughout the United States and around the world, allowing students to explore	The program will allow participants to maneuver the motorized telescope through their observation instructions, exploring everything from weather on Mars to near-earth asteroids, and get their results back quickly.
University Interscholastic League - Spring Regional Meet	Regional high school UIL coaches	Provide regional high school students opportunities to refine physical and mental aptitudes, nurture self-realization and build self confidence through competitive activities	High School students and their UIL coaches from up to 233 schools	Region II Class AA University Interscholastic League athletic and academic competitions for the Spring 2005	Competition is scheduled under 17 main categories. First Place winners are awarded \$500 scholarships for those who attend Tarleton State University
Valentine Carnation Delivery	Tarleton Leadership Certification	Supplies Meals on Wheels participants with a Valentine Card and Carnation.	Students and area Meals on Wheels participants.	Coordinators solicit campus for valentines and other donations. Organizers then accompany Meals on Wheels drivers to deliver the valentine cards and flowers.	Provide a valentine for Meals on Wheels participants and encourage positive interaction with the community. Approximately 150 community members receive a Valentines gift.

**Tarleton State University**  
**System Accountability Report**

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W. K. Gordon Center for Industrial History of Texas	Tarleton State University Foundation, Inc, Mrs. W. K. Gordon, Jr, Erath County, and the Texas Department of Transportation	Dedicated to the preservation of the history of Thurber and industrial development in Texas and the American Southwest.	With its Internet presence, the Center hopes to share the history of the Thurber community with a wide audience.	The focus of the permanent exhibits in the W. K. Gordon Center is the development of the coal, brick, and petroleum industries in the Thurber area.	A special collections library and research area permits serious examination of life in Thurber and in other areas of industrial development in Texas and the Southwest.
<b>TARLETON-CENTRAL TEXAS</b>					
Ansal Exchange	Ansal Institute of Technology, Gurgaon, India	Academic twinning program with Indian university	Students, faculty, and staff	Preferred admission to 20-30 students a year from Partner University; discussions of faculty exchanges	Two year enrollment has totaled approximately 50 students, with another 50 expected for Fall 2006
Center for African American Studies and Research	Central Texas College (CTC)	Present cultural enhancements activities to community; develop funding for research, scholarships, and library materials relating to African American history	Students, faculty and staff; CTC; community at large	The Center raises funds primarily through an annual gala. Funds are monitored by CTC Foundation and distributed to CTC and Tarleton students and provide materials for CTC and Tarleton libraries	Students, faculty and staff participate in yearly and semester-based public programs; students are eligible for CAASR scholarships. Addition of 225 titles on African-American history to joint Tarleton/CTC Library collection.
Groundhog Day Event	Killeen Chamber of Commerce	Provide local high school and college students the opportunity to explore career paths through a shadowing activity	Students, faculty, staff, CTC, and community partners	Shadowing opportunities are available to our students. Faculty and staff have the opportunity to mentor a student.	Enhanced ties with local community, mentoring opportunities for faculty ,staff and students
Halloween Haunted House	CTC	Student organizations and students participate as volunteers at CTC Haunted House	Student organizations, CTC, community	Participation as booth-runners and vendors at CTC Haunted House	Activity gives student organizations an opportunity to earn money by working at local haunted house
Heartwalk	American Heart Assn	Raise money for research on heart disease	Students, faculty/staff, student organizations, community sponsors	The local chapter of American Heart Association sponsors a Heartwalk each year to raise money for the American Heart Association. Teams composed of faculty, staff, and students raise money through donations and participation in events.	Activity brings students, faculty, staff together while raising monies for local charity.
Job Fairs	CTC, Fort Hood Army Career Assistance Program	Provide students and the community the opportunity to seek jobs and/or internship opportunities. Provide networking between company recruiters and faculty/staff.	Students, faculty, staff, community, and numerous regional and national business recruiters.	Co-sponsorship/partnerships with existing job fairs held by CTC and Fort Hood	Attendance ranges from 1200 to 3000 each fair.
Leadership Killeen /Leadership Copperas Cove	Local chambers of commerce	Presentations to and participation in local leadership programs	Administrative staff and faculty	In addition to sponsoring one participant each year, the university sponsors an "Education Day" for the group.	Programs provided for the past seven years; six staff members have participated
League of United Latin American citizens	Local LULAC chapter, community at large, students	Provide our students the opportunity to attend LULAC events at no charge; collaborate on Hispanic Heritage month activities	Students, faculty and staff, community at large	Annual collaboration on annual gala; occasional collaboration on other special events	Students are provided free tickets to NAACP events; Tarleton is a presence at annual NAACP gala.
Metroplex Silver Classic	Metroplex Hospital	Raise money for local hospital while providing recreational sports activity students; recruiting opportunity	Students, community sponsor, local residents	Sponsorship of annual fun run	Students may participate in this recreational activity for free; Tarleton – Central Texas has outreach/recruiting opportunity.
NAACP	NAACP	Cooperate in community activities, provide opportunity for students to attend special programming focused on the African-American community	Students, faculty and staff, community at large	Collaboration and co-sponsorship of annual MLK Day event; co-sponsorship of annual NAACP banquet	Students are provided free tickets to LULAC events and are eligible for LULAC community scholarships; Tarleton is a presence at annual LULAC event.
Partners in Education	CTC, local ISDs, community leaders	Design an implement programs targeting middle- and high-school students to plan on college attendance	CTC, local ISDs, community residents	Provide publicity and support services to local schools to publicize affordable higher education opportunities	Teachers, staff and students at Tarleton, CTC, and four local ISDs collaborate to publicize educational opportunities in the middle schools and high schools.
Shoemaker Leadership Program	Students and staff, Shoemaker High School, KISD	Build and enhance relationship with partner Shoemaker High School	Shoemaker students and staff, Tarleton State University Recreational Sports Dept.	Sponsorship of participation in ROPES challenge course for leadership skills/team building	Each fall, approximately 40 leadership students at Shoemaker travel to Stephenville for ROPES course experience which is unavailable locally