

STUDENT ACHIEVEMENT 8.1

Texas A&M-Textarkana University (A&M-Textarkana) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, nature of the students it serves, and kinds of programs offered. The institution uses multiple measures to document student success.

Identifies Goals and Outcomes

The institution identified four measures of undergraduate student success. They are:

- Graduation Rates,
- Certification/Licensure Pass Rates,
- Post-completion Workforce Participation Rates,
- Graduate School Enrollment Rates

Goal/Outcome	Rationale	Target
Increase the institution’s graduation rates while promoting timely completion	Graduation rates indicate institutional effectiveness as they reflect the university’s commitment to students by providing academic and student support resources that undergird faculty dedication.	1) 35% of first-time, full-time, credential-seeking students will complete their program within 150% of the published time (6 years) for that program. 2) Increase number of degrees conferred at all award levels
Ensure graduates of professional certification licensure programs demonstrate required knowledge and competencies for their fields	Certification and licensure exams are testaments to the practical application of knowledge gained in a program and signify that the curriculum is aligned with industry standards thus effectively preparing graduates for professional practice.	Percentage of program completers who pass their respective certification or licensure exam will be \geq the state or national average
Equip graduates with skills and knowledge to secure employment or pursue an advanced degree	Workforce participation rates reflect the practical value and impact of academic programs while contributing to economic productivity (regional and national) while graduate school enrollment rates indicate the quality of the undergraduate education (e.g., academic preparation, effective teaching, mentorship) and may impact career advancement.	70% of graduates will secure employment or continue academic pursuits within one year of earning a degree

Evaluates Goals and Outcomes

The Office of Institutional Effectiveness, Research, and Planning (IERP) leads efforts to monitor, evaluate, and disseminate the college's student achievement goals and outcomes. Reference criteria to evaluate the institution's student achievement goals and outcomes are:

- achievement benchmarks for each criterion,
- historic outcomes for each criterion,
- outcomes relative to its goals/targets for each criterion.

Evaluation Based on Benchmarks

The institution has identified targets for each student success measure. **Each target is the minimal acceptable level of achievement and is based on the institution's performance over the last 3-5 years of historic data.** These metrics inform and guide the institution's efforts to meet expectations for quality instruction, support, and preparedness of undergraduate students to graduate in a timely manner, enter the workforce, or continue academic pursuits. The IERP Office will facilitate an annual review of goals, track achievement metrics, identify areas for improvement, and develop recommendations for campus leadership in consultation with faculty and staff.

Evaluation Based on Historic Data

The IERP office evaluates success with point-in-time and trend/longitudinal analyses. This reporting provides 3-5 years of historic outcomes for each criterion. Sources include Integrated Postsecondary Education Data System (IPEDS), the Texas Higher Education Coordinating Board (THECB), and the United States Department of Education College Scorecard.

Evaluation Relative to Goals/Targets

Outcome 1 – Graduation Rates

- A. The institution seeks to have a **minimum of 35% first-time, full-time, credential-seeking students complete their program within 150% of the published time (6 years) for that program.** The institution uses IPEDS data as the source for this information as it has previously identified for SACSCOC that the IPEDS 6-Year graduation data is the metric it would use. This data is disaggregated by Pell-eligible status and by gender (male and female). The rationale for this disaggregation is aligned with State and System reporting requirements.

Demographic	Target	2016 Cohort 2022 Graduation	2017 Cohort 2023 Graduation	2018 Cohort 2024 Graduation
All Students	35%	30%	31%	30%
Pell Recipient	35%	29%	29%	29%
Non-Pell Recipient	35%	30%	33%	31%
Male	35%	26%	31%	27%
Female	35%	34%	31%	32%

Source: IPEDS Graduation Rates

First-time, full-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester and have graduated from the same institution or another Texas public or independent institution. Percentage point change is from first to last year displayed. While the institution has met its minimum goal, non-Pell and female students, it is seeking to meet the minimum for Pell-eligible and male students. One major initiative has been a focus on food insecurity; the Charlotte Sharp Eagle Food Pantry has expanded its scope beyond standard distributions to include an email request for needs.

- B. Additionally, A&M-Textarkana seeks to increase the number of degrees conferred at all award levels (Bachelor’s, Master’s, and Doctorate). At the bachelor’s level we have increased the graduating student count for this level. This includes the highest number of male graduating students. At the master’s level the graduating student count is increasing after two years of decreasing figures. At the doctorate level we have increased the graduating student count to highest figure in the reporting period. This includes the highest count for both male and female students.

Degree Level		2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Bachelor's	All Students	381	367	371	388
	Male	136	112	138	154
	Female	245	255	233	234
Master's	All Students	112	98	96	106
	Male	35	17	33	36
	Female	77	81	63	70
Doctorate	All Students	3	6	4	8
	Male	0	2	1	3
	Female	3	4	3	5

Source: IPEDS Completions

Outcome 2 – Licensure/Certification Pass Rates

A second outcome evaluated is the success of students completing licensure or certification exams to enter the workforce in their chosen fields of study. The institution **seeks a 100% pass rate for all licensing and certification exams**. This measure serves as a key indicator for assessing the extent to which the necessary knowledge and skills have been developed throughout the student’s course of study to be eligible to enter the workforce in their intended profession. Data is presented for Counseling and Nursing.

CACREP Statistics for Clinical Mental Health Counseling Graduates					
Academic Year	Number Enrolled	# of Graduates	Completion Rate	NCE Exam Pass Rate	Job Placement Rate
2020-2021	29	4	100%	100%	100%
2021-2022	26	11	100%	100%	100%
2022-2023	26	5	100%	100%	100%
2023-2024	24	8	100%	100%	100%

Source: <https://tamut.edu/academicprograms/counseling/accreditation.html>

Licensure Pass Rates by Year					
Degree	2019	2020	2021	2022	2023
Nursing (BSN)	90.91%	93.33%	100%	100%	100%
• Average Pass Rates for State	89.03%	87.99%	83.58%	82.05%	90.71%
• Target Met (Yes or No)	No	No	Yes	Yes	Yes

Source: Texas Board of Nursing - <https://www.bon.texas.gov>

Outcome 3 – Working or Enrolled

Another reflection of student success is assessing the ability of the institution to position its students to embark on a career pathway by successfully entering the workforce or pursuing graduate study. To this end, utilizing workforce outcomes for undergraduate degree completers will provide an indicator for A&M-Texarkana’s ability to prepare students for gainful employment and provide a pathway for students to enter a career. This combined measure of employment and graduate study provides a comprehensive approach to measuring student success for baccalaureate degree earners. The university’s target is that **at least 70% of its graduates will be employed or pursuing an advanced degree within one year of completion**. This measure utilizes data reported by the THECB Accountability System.

First-time, full-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester and have graduated from the same institution or another Texas public or independent institution. Percentage point change is from first to last year displayed.

Working or Enrolled in Texas within One Year after Award							
Metric	Target	2021		2022		2023	
		#	%	#	%	#	%
# of Graduates		500		455		485	
Working Only		299	61.1%	282	56.6%	279	61.6%
Enrolled Only		23	4.7%	10	2.0%	10	2.2%
Working & Enrolled		29	5.9%	51	10.2%	46	10.2%
Working &/or Enrolled	75%	351	71.8%	343	68.9%	335	74.0%

Source: THECB Accountability Report (2024)

Strategies for Seeking Improvement

Outcome 1 – Graduation Rates

We are within 4 percentage points of meeting the target (35%) for this outcome. A&M-Texarkana employs multiple measures to meet this goal including targeted degree program advising for students at all levels and expanded success center opportunities. All undergraduate and graduate students can seek advisement from the ACE Center. Doctoral students utilize a faculty advisor in the degree program. Advising appointments may be booked in advance with the ACE Center and walk-ins are also welcome. Doctoral cohort members are advised each semester by the program coordinator.

A&M-Texarkana has implemented the early warning implementation and academic benchmark integration system. In December 2024, the Texas Higher Education Coordinating Board provided a grant to support the redesign of placement and instructional methods for English and Math developmental education. The institution’s Developmental Education Advisory Committee has enlisted technical support to redesign policy and course delivery models. In Fall 2024, the University implemented a peer mentorship initiative. All first-year, full-time freshman students were contacted on a weekly or bi-weekly basis by an upper-class student peer mentor paired with them to ensure they were adjusting to campus and academic expectations. Academic Advising is working to improve retention and graduation rates through enhanced technology, more staff, and continued professional development and training.

Outcome 2 – Licensure/Certification Pass Rates

The 100% pass rate for the BSN Nursing and MS Counseling degree programs indicate that this outcome is met for the last three years of the reporting period. However, this positive measurement requires A&M-Texarkana to continue efforts for student success, advising, supplemental instruction, and strategic program admission.

Outcome 3 – Working or Enrolled

While the institution is very close to meeting its target, the ACE Center which offers academic and career advising has placed an increased focus on resources like Hire an Eagle, Handshake, career fairs, and mock interviews as well as other resources to support A&M-Texarkana students as they prepare for their respective next steps (work or advanced degrees). Opportunities to network with potential employers include internships with university partners, service on degree program advisory boards, and research presentations.

Summary

The A&M-Texarkana is dedicated to fostering an environment where students can thrive academically and professionally. Ongoing assessment of student achievement, combined with the commitment to continuous improvement, ensures that graduates are well-prepared to contribute to society and achieve their full potential. The institution is in compliance with this accreditation standard.