



Texas A&M International University

2023 Student Achievement Report

An annual report of goals and outcomes used to document student success at Texas A&M International University as required by SACSCOC Core Requirement 8.1

2023 Student Achievement Report
10/10/2023

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The following report summarizes goals and outcomes for measures selected by Texas A&M International University to document student success, as required by SACSCOC Core Requirement 8.1.

Please note that data for all overall outcomes are taken from published Texas A&M System, TAMU Institutional Research Office, Texas Higher Education Coordinating Board, Texas Board of Nursing, Legislative Budget Board, and TAMU Office of International Engagement, while data disaggregated by sex and ethnicity are taken from university certified data, as reported to the Texas Higher Education Coordinating Board.

Summary Table of Student Achievement Measures and Current Status (Fall 2023)

Measure	Threshold of Acceptability Status	Goal Status
First-Year Persistence Rate	Met	Not Met
4-Year Graduation Rate	Not Met	Not Met
6-Year Graduation Rate	Met	Not Met
8-Year Graduation Rate – Student Completion Indicator for SACSCOC	Met	Met
4-Year Non-First Time Entering (Transfer) Graduation Rate	Not Met	Not Met
Completions by Economically Disadvantaged Students	Met	Met
Total Degrees Conferred	Met	Met
State Licensure Pass Rates - Nursing (NCLEX)	Met	Not Met
State Licensure Pass Rates - Teacher Certification	Met	Not Met

2023 Student Achievement Report

Measure: First-Year Persistence Rate (Figure 1)

Definition: The percentage of first-time, full-time students seeking bachelor's degrees who returned to Texas A&M International University for their second year (fall-to-fall retention).

Source: EmpowerU, IPEDS, and TAMIU Institutional Research Office

Threshold of Acceptability: The average rate of the prior cohort year for the five similar universities. Five similar universities are provided to the TAMU system by the Texas Higher Coordinating Board.

Goal: Stretch Goal set by Institution and reported by A&M System

Status for Current Year: Above the threshold of acceptability but below the goal.

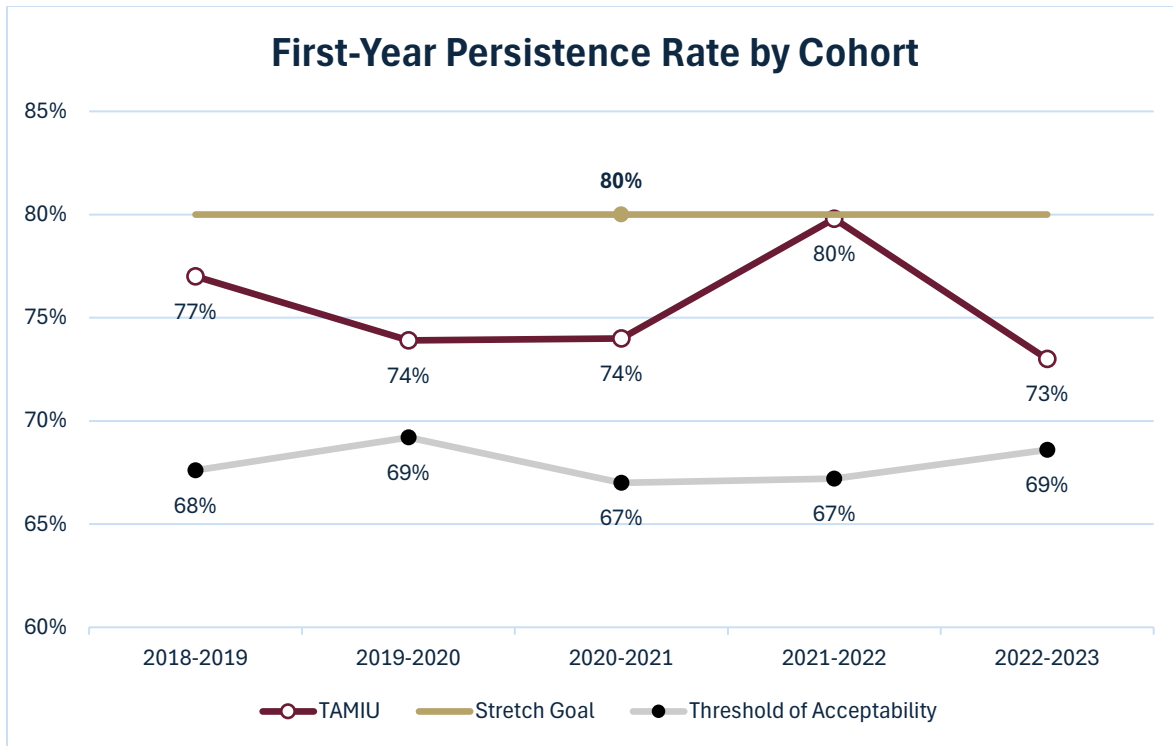


Figure 1. *First-Year Persistence Rates by Cohort*

The female persistence rate (Figure 2) is consistently higher than the male one. Due to the COVID-19 pandemic, the 2019-2020 freshman cohort had a lower-than-expected persistence rate, but by AY 2021-2022, the persistence rate surpassed the pre-COVID rates. However, there was a dip for the 2022-2023 cohort due to what the university believes to be a lower sense of belonging.

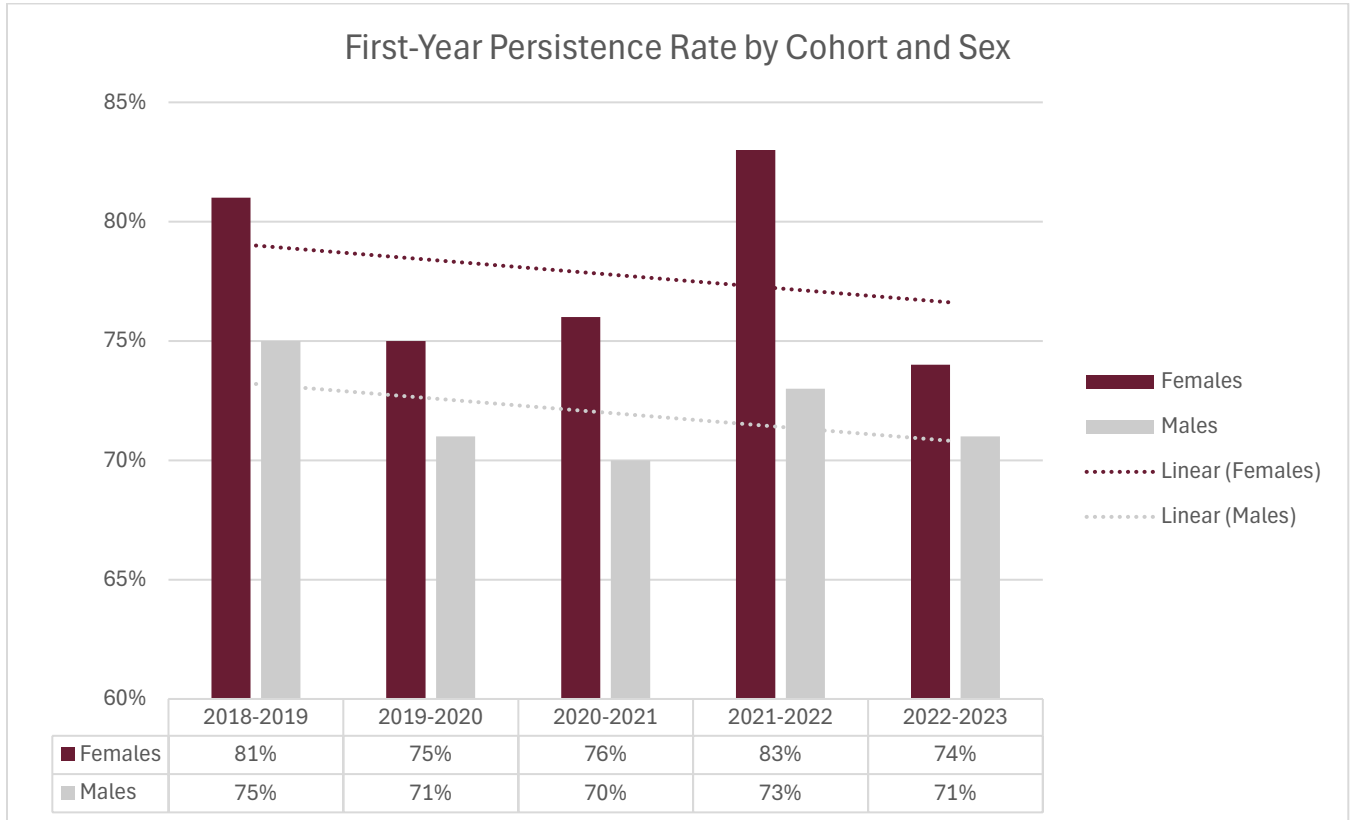


Figure 2. *First-Year Persistence Rate by Cohort and Sex*

Cohort years show retention rates for Hispanic students (Figures 3 and 4) are consistent throughout, only dropping after the COVID-19 pandemic but recovering by Fall 2022. However, mimicking the overall results, the drop in Fall 2023 also affected the Hispanic cohort. We are still above the overall threshold of acceptability overall.

Hispanic students in these cohorts have consistently made up over 92% of the student population. The White student percentage is typically between 1%-3%, with our recent cohort at 3.22%. Having numbers this low for White and Other ethnicities suggests that the institution uses caution in evaluating data that may not accurately determine success.

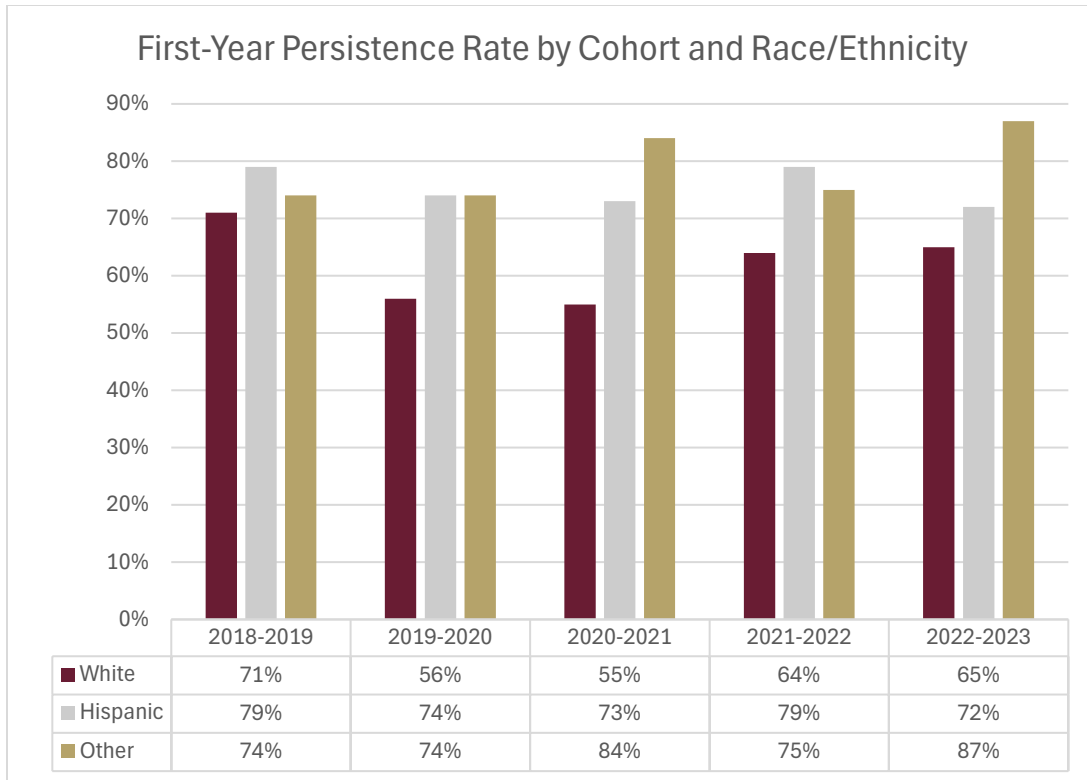


Figure 3. *First-Year Persistence Rate by Cohort and Race/Ethnicity*

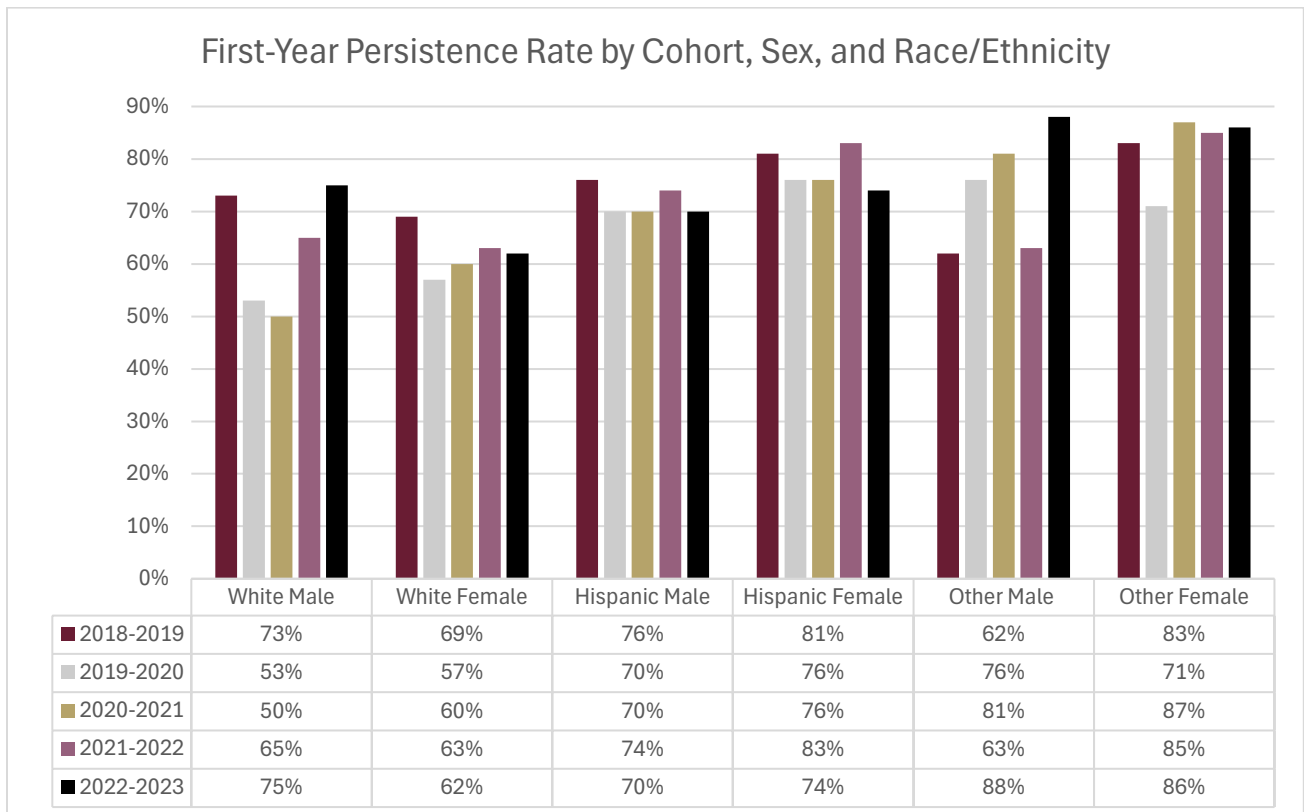


Figure 4. *First-Year Persistence Rate by Cohort, Sex, and Race/Ethnicity*

Measure: 4-Year Graduation Rate

Definition: The percentage of first-time, full-time students seeking bachelor’s degrees who graduated from TAMU within 4 years.

Source: EmpowerU, IPEDS, THECB, and TAMU Institutional Research Office

Threshold of Acceptability: The average rate of the prior cohort year for the five similar universities. Five similar universities are provided to the TAMU system by the Texas Higher Coordinating Board.

Goal: Stretch Goal set by Institution and reported by A&M System

Current Status: Prior to COVID, graduation rates were above the acceptable threshold but below the goal. Four-year graduation rates (Figure 5) averaged around 25 % before spiking 7 points for the 2016 cohort. The 2017 cohort experienced a slight dip, and again in 2018, they turned up for the 2019-2020 cohort. Unfortunately, the dip for the 2017 cohort is when we fell below the threshold of acceptability and have not been able to climb above it.

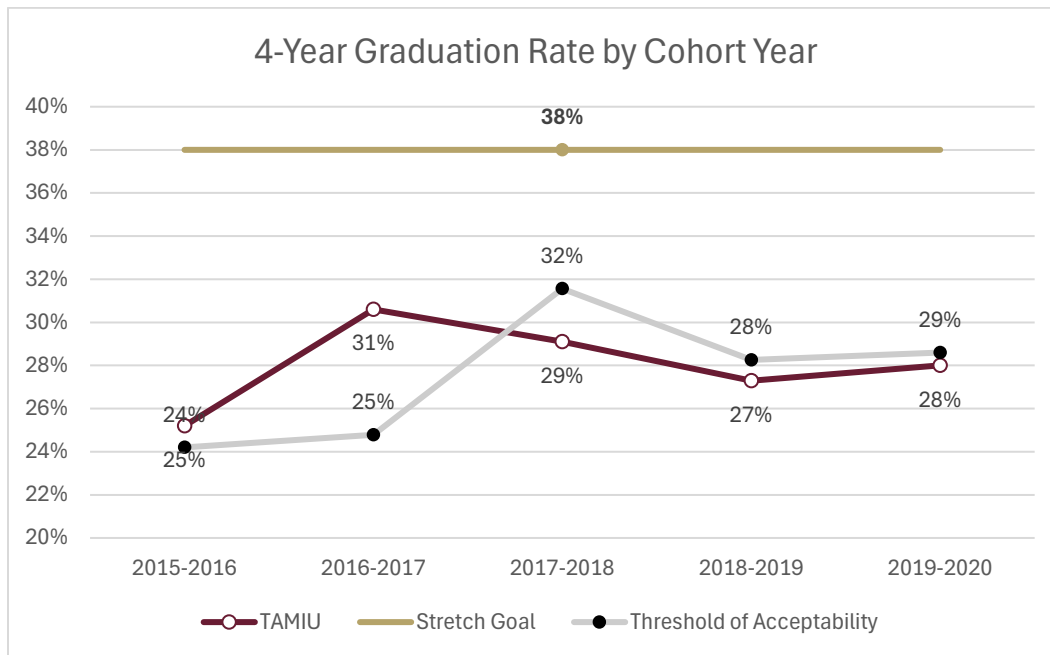


Figure 5. 4-Year Graduation Rate by Cohort Year

Overall, the female 4-year graduation rate (Figure 6) is consistently higher than the male one. However, this is a common trend in universities nationally.

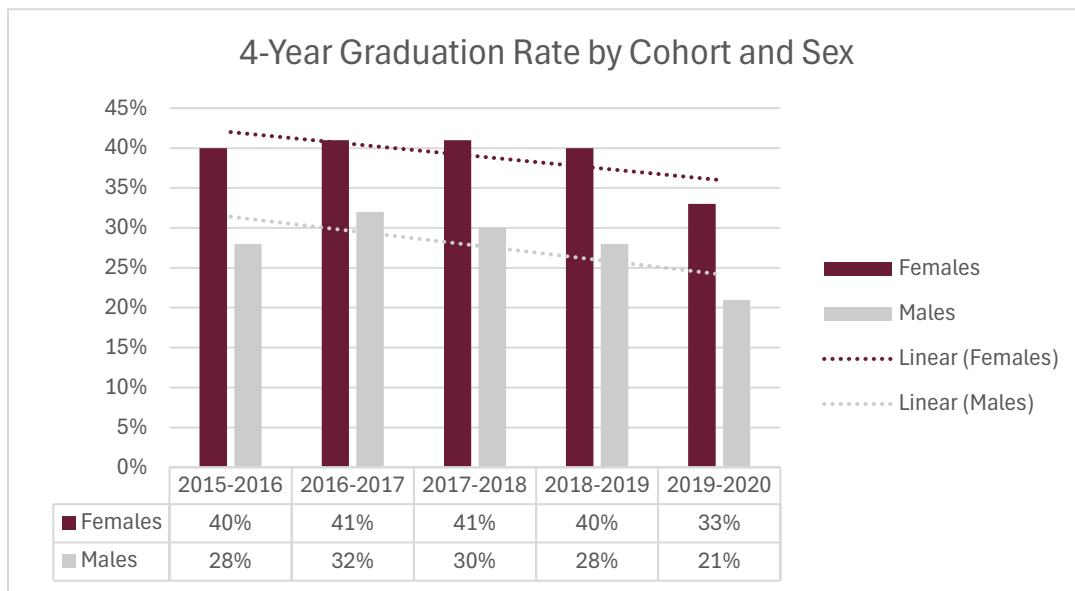


Figure 6. *4-Year Graduation Rate by Cohort and Sex*

Several subsequent cohort years show that graduation rates for Hispanic students (Figures 7 and 8) have held steadily in the 30-percentage range. However, the dip in for the 2019-2020 cohort could be the aftereffects of the pandemic and not being able to graduate within the four year time period.

Moreover, Hispanic students in these cohorts have consistently made up over 92% of our student population, explaining the similarity to the overall results. The white student percentage has been between 1% and 3%. Having numbers this low for Whites and Other races/ethnicities suggests that the institution uses caution in evaluating data that may not accurately determine success.

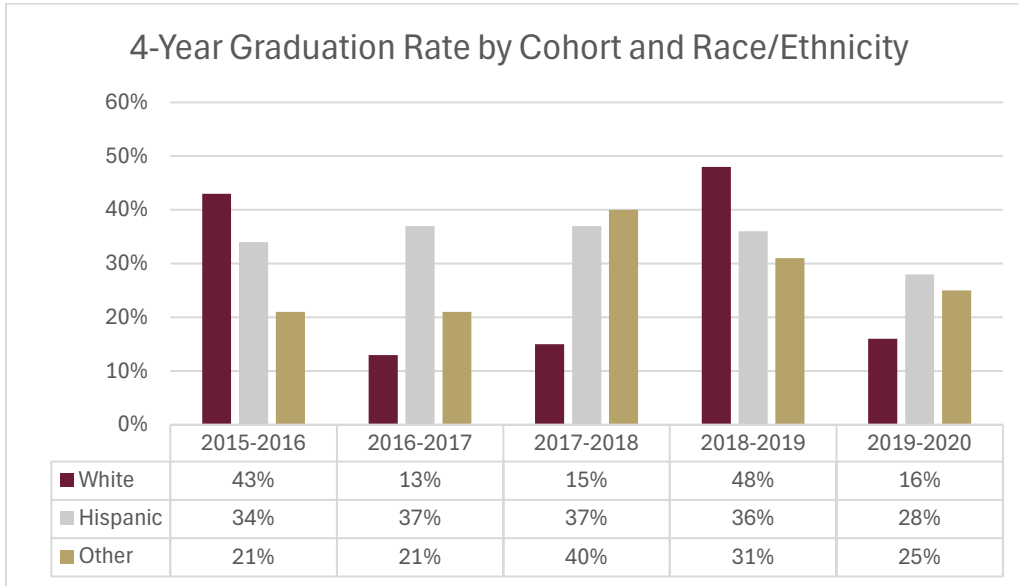


Figure 7. *4-Year Graduation Rate by Cohort and Race/Ethnicity*

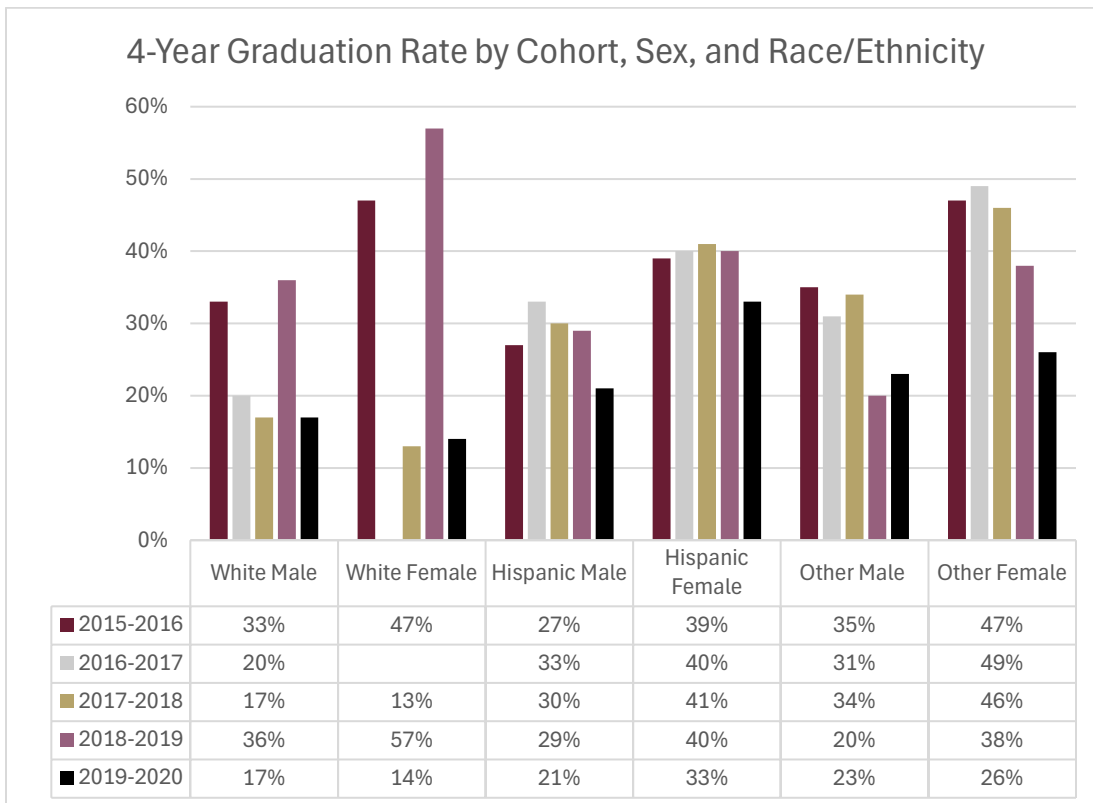


Figure 8. *4-Year Graduation Rate by Cohort, Sex and Race/Ethnicity*

Measure: 6-Year Graduation Rate

Definition: The percentage of first-time, full-time students seeking bachelor’s degrees who graduated from TAMU within six years.

Source: EmpowerU, IPEDS, THECB, and TAMU Institutional Research Office

Threshold of Acceptability: The average rate of the prior cohort year for the five similar universities. Five similar universities are provided to the TAMU system by the Texas Higher Coordinating Board.

Goal: Stretch Goal set by Institution and reported by A&M System

Current Status: Above the threshold of acceptability but below goal.

Over the 2013-2017 cohort years, the university’s 6-year graduation rate (Figure 9) remained fairly consistent, rising from 47% to 49%. We did experience a slight dip in our 2014 cohort, but this could possibly be a result of the COVID-19 pandemic. However, we quickly rebounded with the 2015 cohort.

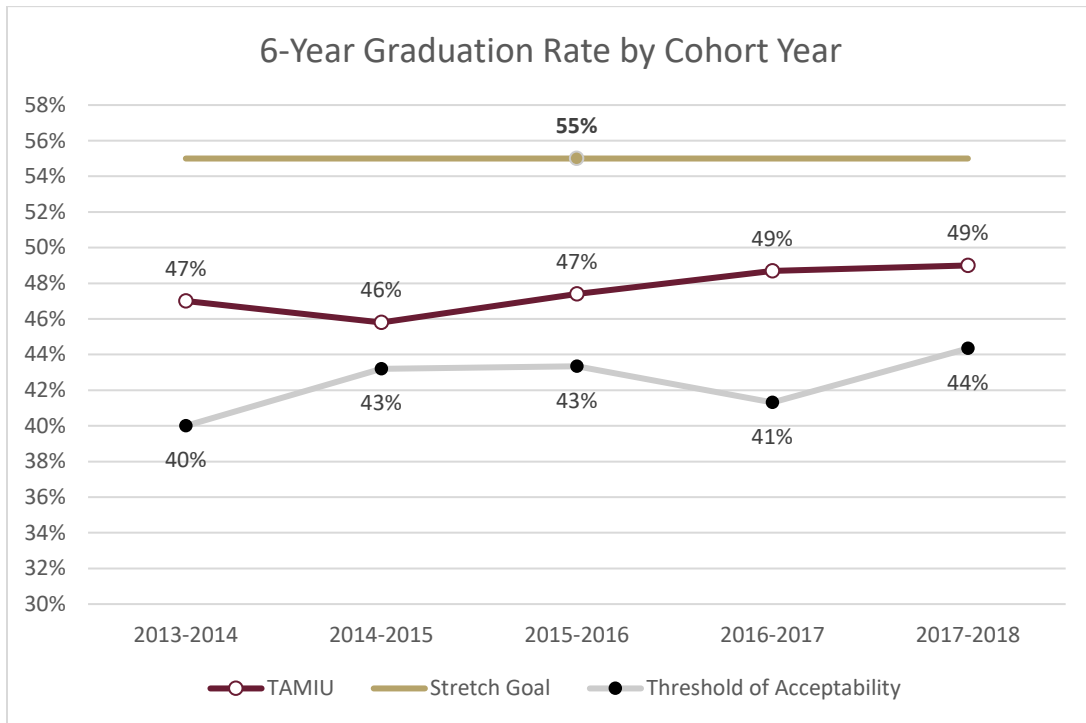


Figure 9. 6-Year Graduation Rate by Cohort Year

As mentioned above, the university’s 6-year graduation rate has remained mostly consistent for females and males (Figure 10).

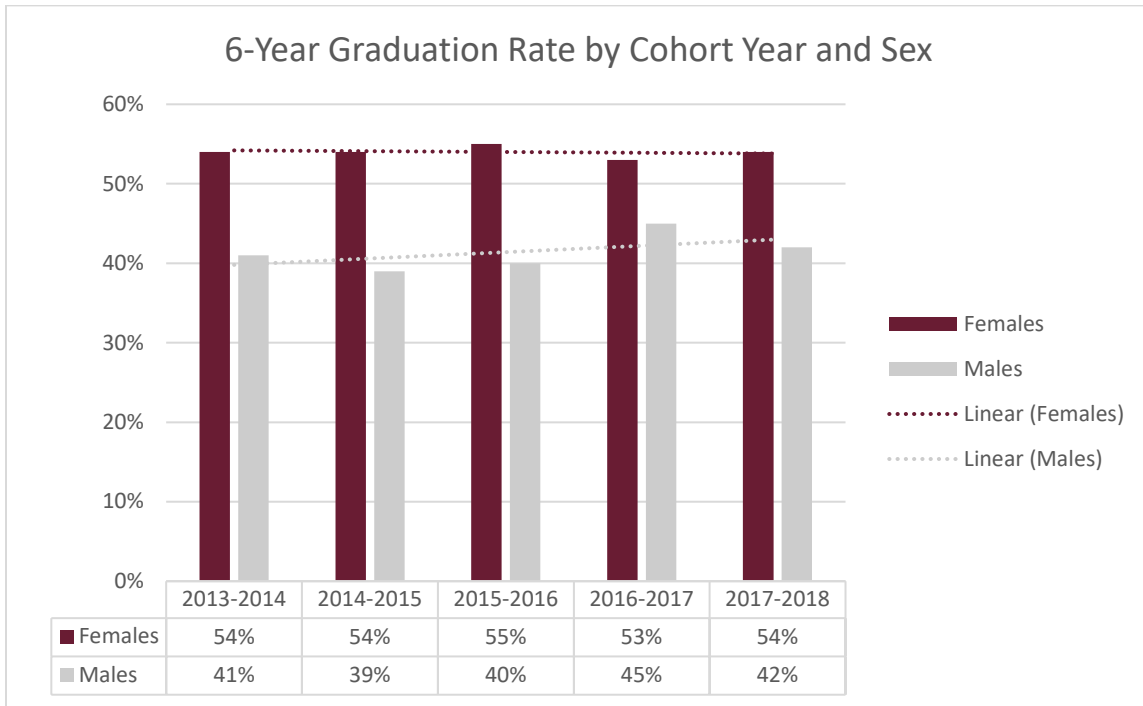


Figure 10. *6-Year Graduation Rate by Cohort Year and Sex*

Over the same period, the graduation rates for Hispanic students remain consistent (Figures 11 and 12). Hispanic students in these student cohorts have consistently made up for over 92% of our student cohort population, while White student percentages have between 1%-3%. Having numbers this low for White and Other ethnicities suggests that the institution uses caution in evaluating data that may not accurately determine success.

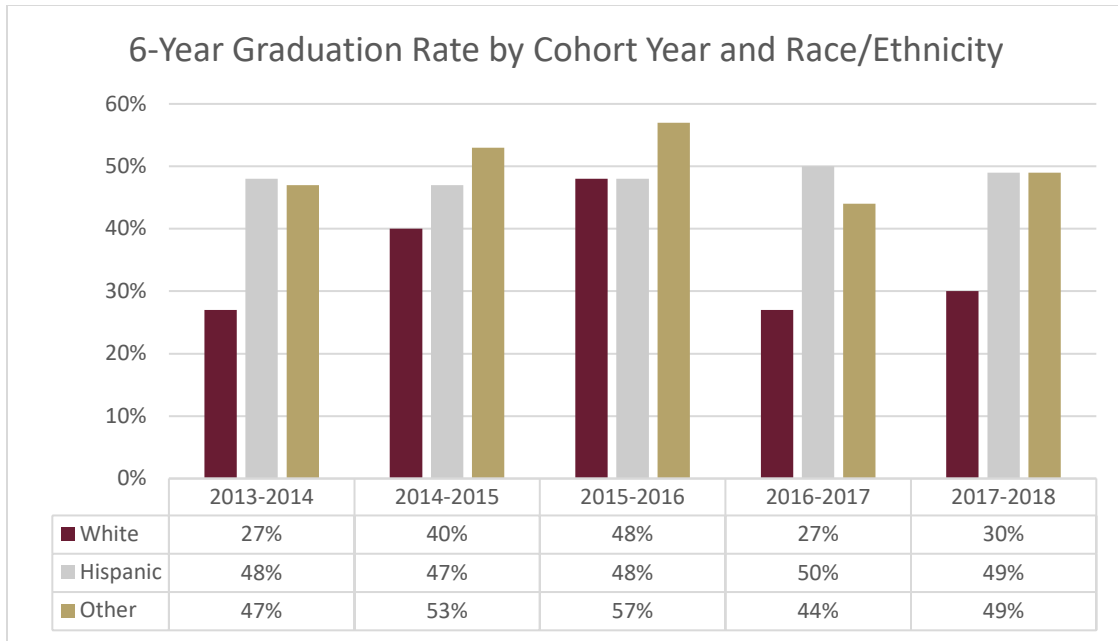


Figure 11. 6-Year Graduation Rate by Cohort and Race/Ethnicity

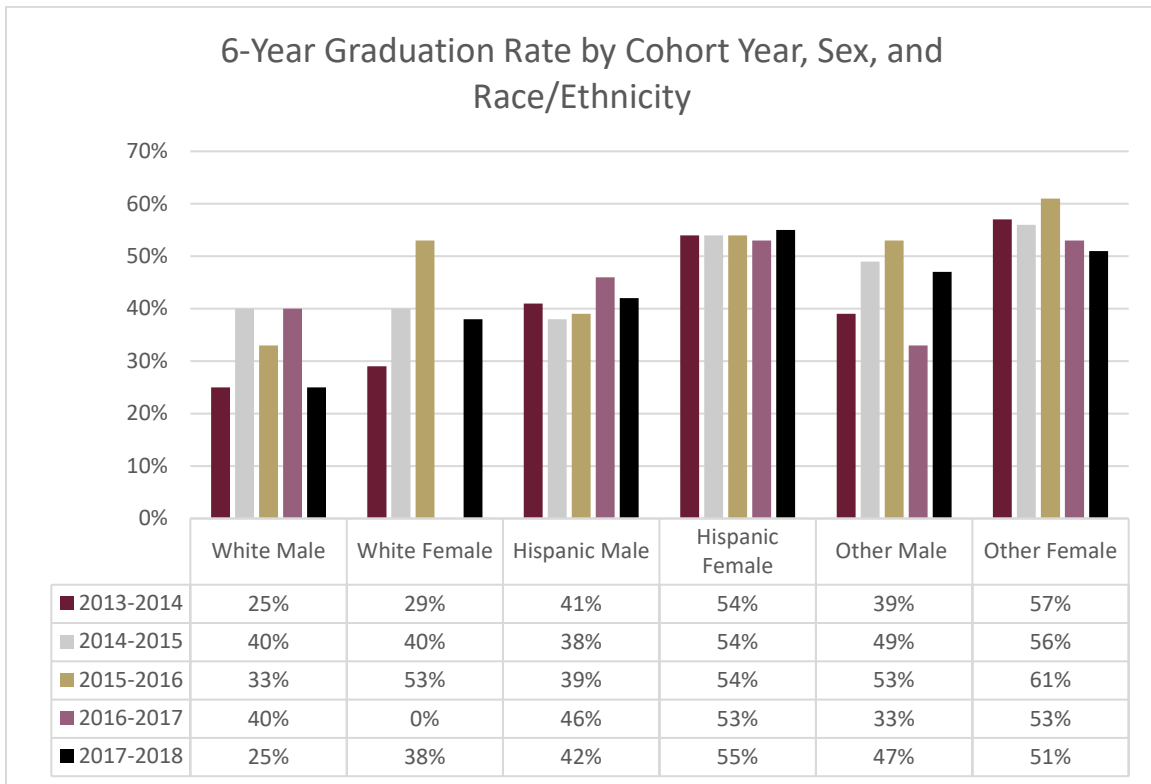


Figure 12. 6-Year Graduation Rate by Cohort, Sex, and Race/Ethnicity

Measure: 8-Year Graduation Rate

Definition: The percentage of entering, full-time students seeking bachelor's degrees who graduated from TAMIU within 8 years.

Source: TAMIU Institutional Research Office

Threshold of Acceptability: 52.1% base rate provided by SACSCOC, based on 2016 preliminary data, and provided in the summer 2018

Goal: 2% above Threshold

Current Status: Above both the threshold and the stretch goal.

Eight-year graduation rates had been steadily growing and recently surpassed the stretch goal in the last two academic years. (Figure 13).

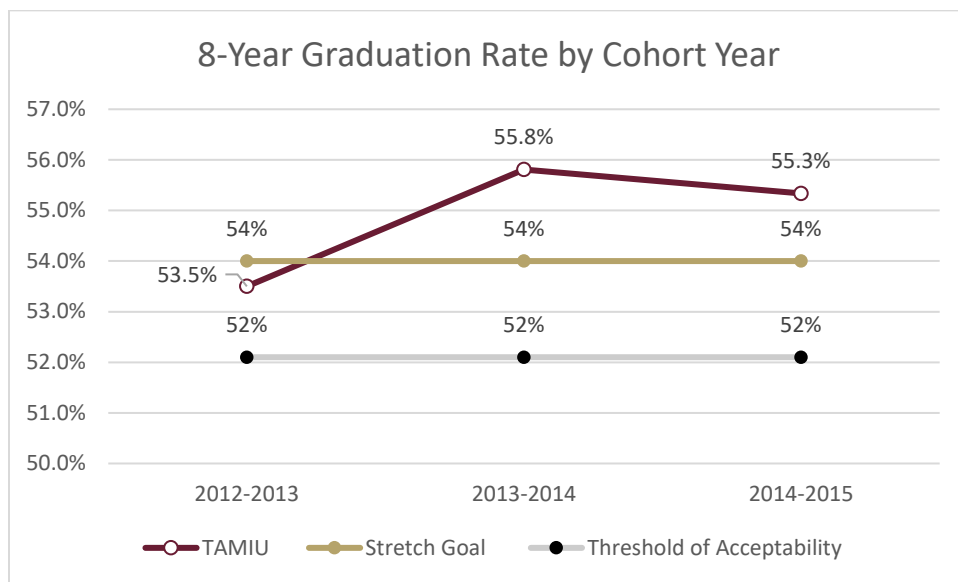


Figure 13. 8-Year Graduation Rate by Cohort

Measure: 4-Year Non-First Time Entering (Transfer) Graduation Rate

Definition: The percentage of full-time non-first-time entering students by cohort year who pursued bachelor's degrees and who graduated from Texas A&M International within 4 years

Source: EmpowerU and TAMIU Institutional Research Office

Threshold of Acceptability: The average rate of the prior cohort year for the five similar universities. Five similar universities are provided to the TAMU system by the Texas Higher Coordinating Board.

Goal: Stretch Goal set by Institution and reported by A&M System

Current Status: Graduation rates were above the acceptable threshold but below the goal, until 2018 falling below the threshold for the past two cycles. However, remember that the threshold is from the comparable universities' previous year's data and therefore is somewhat matches our previous year's as well.

The 4-year graduation rate (Figure 14) for transfer students has decreased over the past cohort years at 3.5% per year starting with the 2015 cohort.

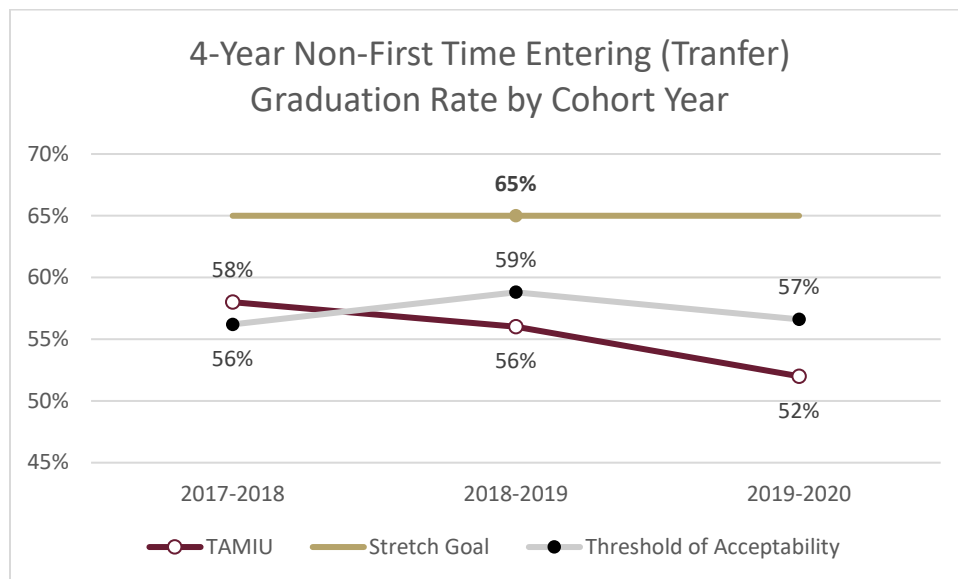


Figure 14. 4-Year Non-First Time Entering (Transfer) Graduation Rate by Cohort Year

Female transfer students exhibit a higher 4-year graduation rate than male students (Figure 15), like the university's 4-year graduation rate for first-time, full-time students.

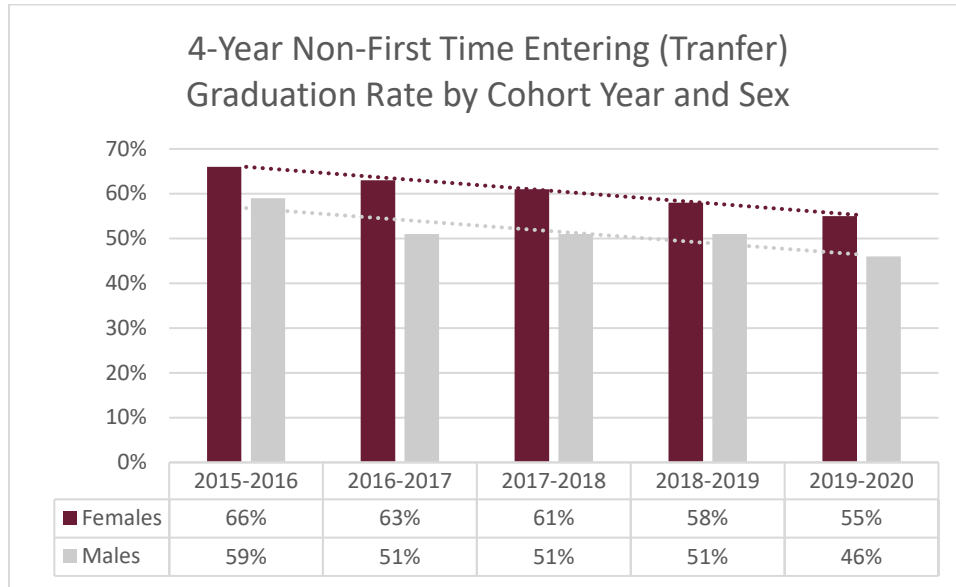


Figure 15. *4-Year Non-First Time Entering (Transfer) Graduation Rate by Cohort Year and Sex*

Our ethnicity disaggregated data (Figures 16 & 17) matches the overall graduation rate numbers. The dips mimic the overall data with the decline for the 2018 and 2019 cohorts. Hispanic students consistently account for 85% of our transfer student cohort population. In contrast, the White student percentage has ranged between 3.0% - 4.5%. Having numbers this low for White and Other ethnicities suggests that the institution uses caution in evaluating data that may not accurately determine success.

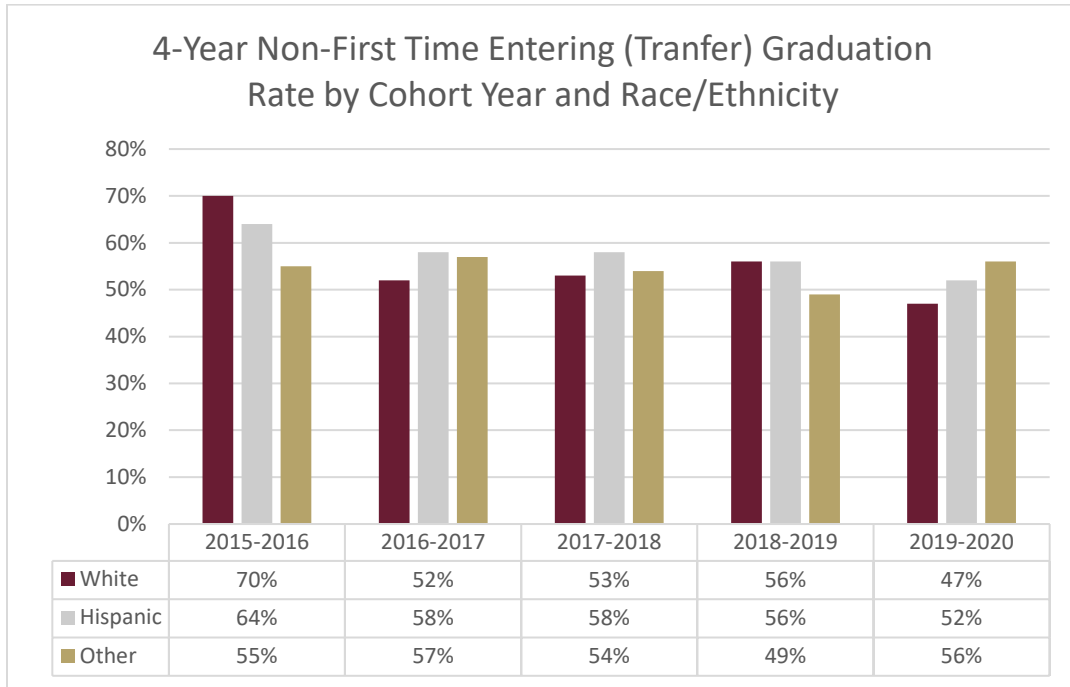


Figure 16. *4-Year Non-First Time Entering (Transfer) Graduation Rate by Cohort Year and Race/Ethnicity*

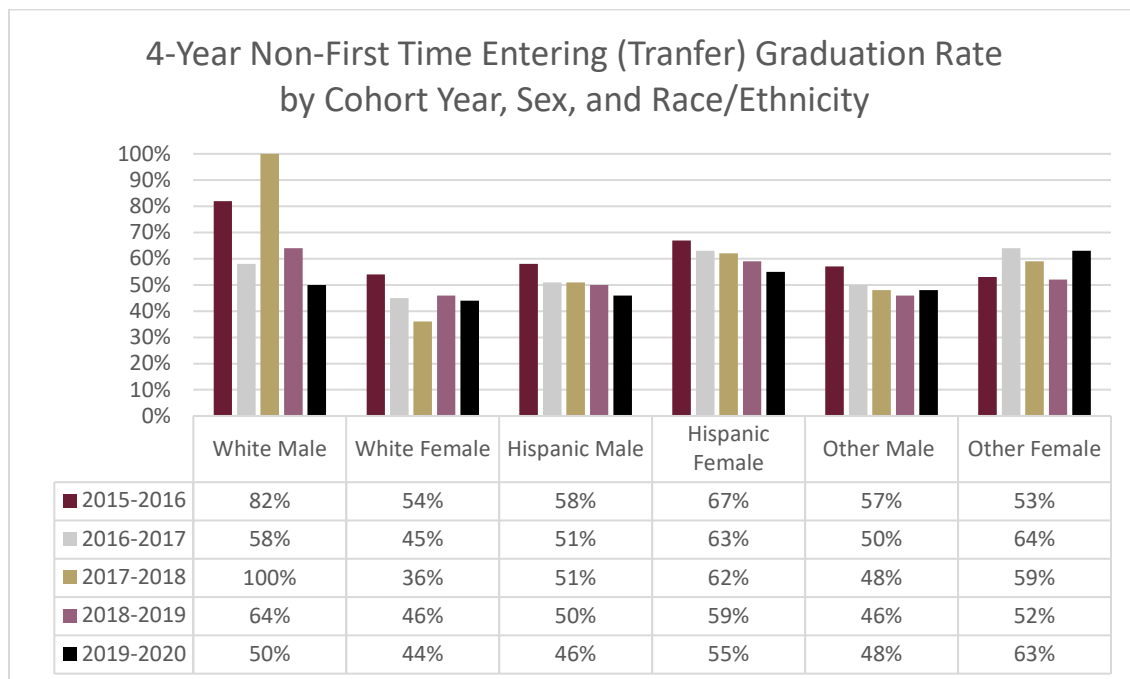


Figure 17. *4-Year Non-First Time Entering (Transfer) Graduation Rate by Cohort Year, Sex, and Race/Ethnicity*

Measure: Completions by Economically Disadvantaged Students

Definition: The number of bachelor’s degrees awarded to economically disadvantaged students—those receiving Pell Grants at any time.

Source: THECB Accountability System

Threshold of Acceptability: Started with first year of data (2016-2017) with 2% growth each year

Goal: A target of 2% growth each year

Current Status: Above the threshold of acceptability, but below the goal.

Currently, the University decreased completions for economically disadvantaged students by 2.8%. (Figure 18). The drop in completions brought the total close to the threshold of acceptability. As seen with other measures, the AY 2022-2023 met with some pressures that the university believes can be accounted to students feeling a lack of belonging with the university.

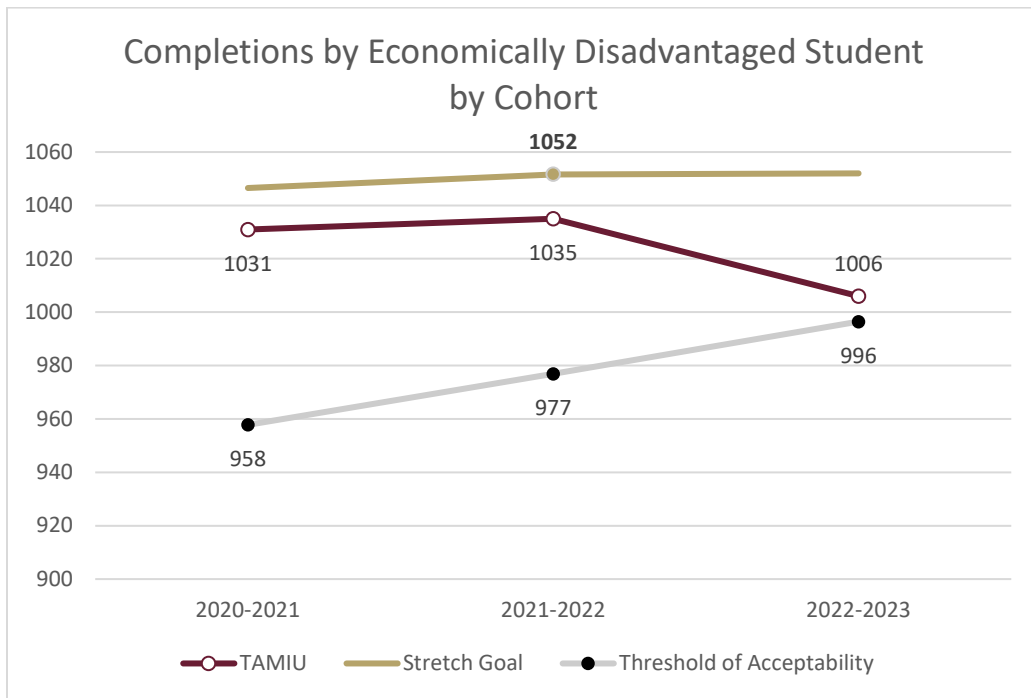


Figure 18. *Completions by Economically Disadvantaged Students*

Measure: Total Degrees Conferred (Figure 19)

Definition: The number of bachelor's and graduate degrees awarded

Source: TAMIU Institutional Research Office, EmpowerU, and IPEDS

Threshold of Acceptability: Threshold started with the first year of data (2016-2017), at 2% growth each year. The university changed to 5% after continuous growth for four academic years.

Goal: 5% growth each year. The goal will not decrease if the numbers fall below the goal but will be maintained.

Current Status: Above both the Threshold and the Goal.

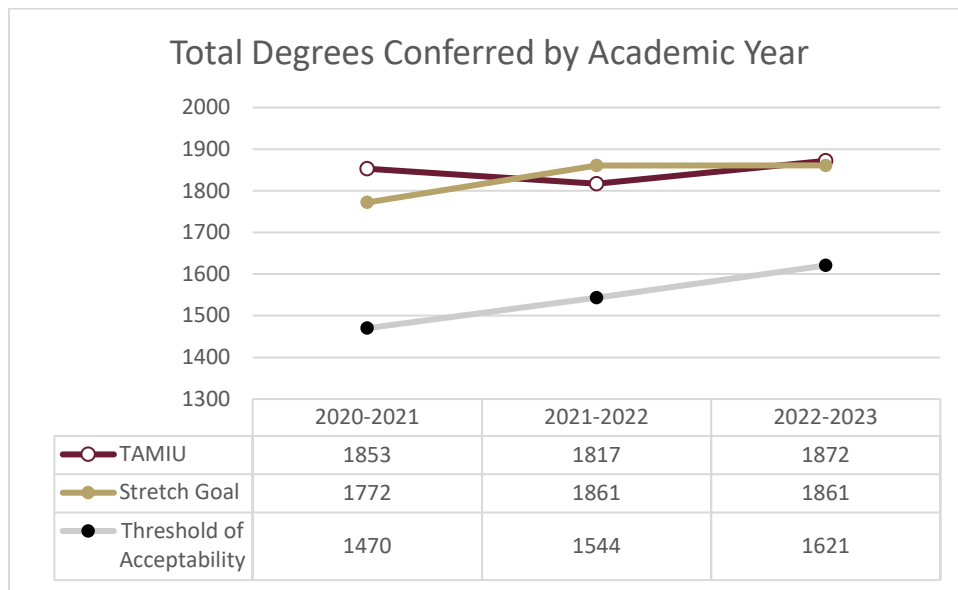


Figure 19. *Total Degrees Conferred by Academic Year*

Breaking down the data further to compare undergraduate and graduate degrees (Figures 20 and 21), undergraduate degrees had a dip in 2021-2022 but did recover in 2022-2023 rising above the threshold and below the goal. However, that dip in undergraduate degrees was offset by the rise in graduate degrees which surpasses both the goal and the threshold of acceptability.

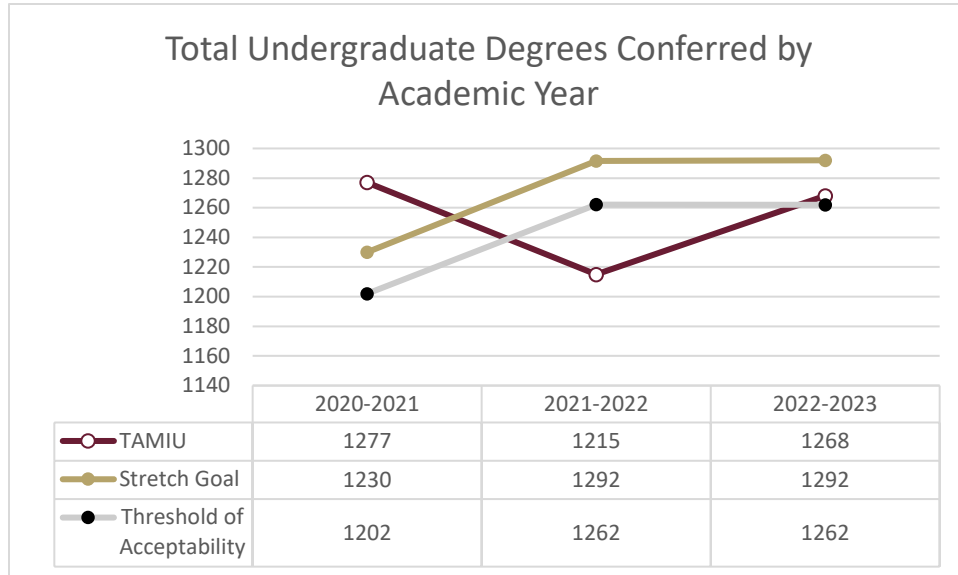


Figure 20. *Total Undergraduate Degrees Conferred*

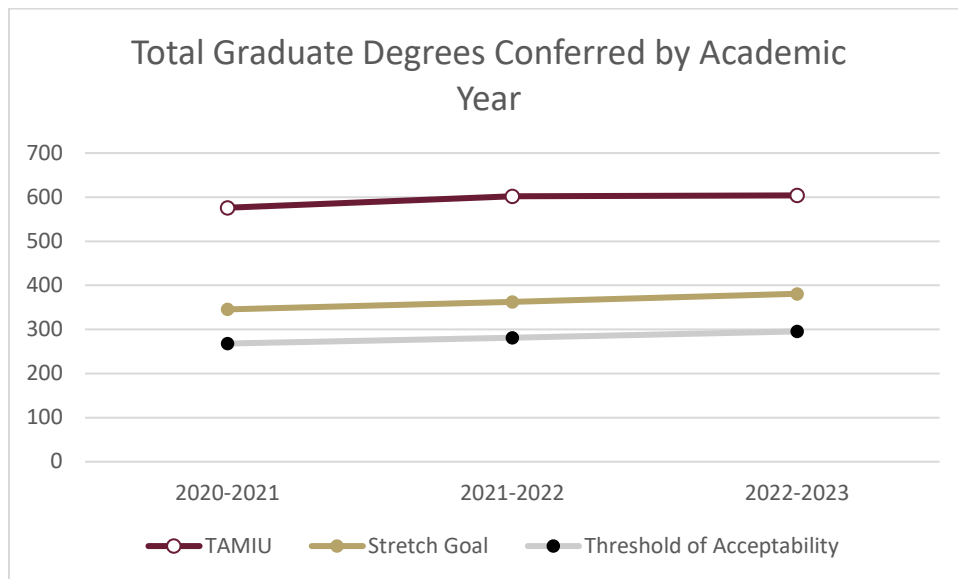


Figure 21. *Total Graduate Degrees Conferred*

When comparing earned degrees by females to earned degrees by males (Figure 22), females outperform males. Roughly estimated, the fact that women make up 60-65% of our total enrollment explains the differences. Conversely, in 2021-2022, the female cohort took a dip in numbers, but the male cohort carried the total degrees. In 2022-2023, the opposite happened, with women improving and men taking a small dip, with a 5% drop in total degrees conferred.

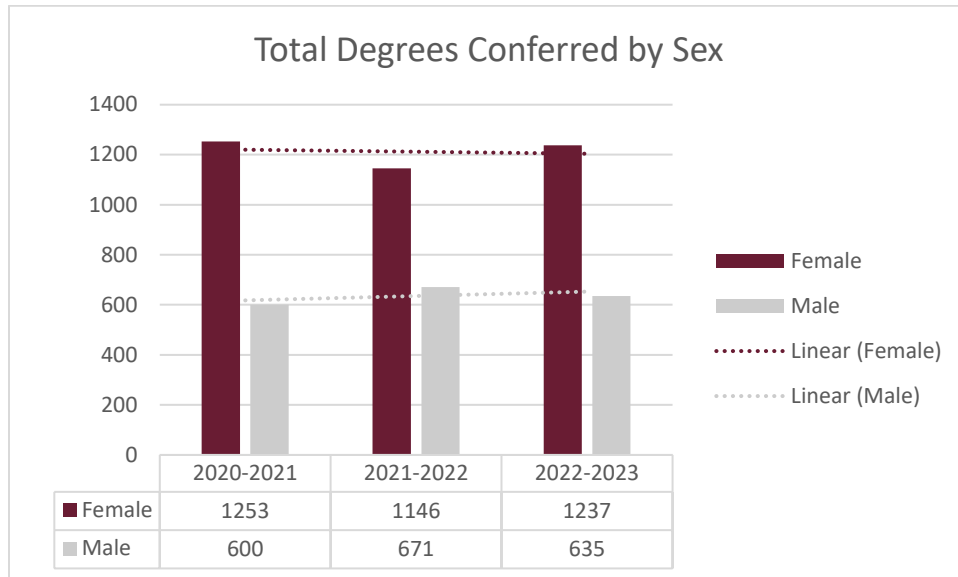


Figure 22. *Total Degrees Conferred by Sex*

Over the same period, Figures 23 and 24 display the same dip in the Hispanic numbers for conferred degrees. Consistent with Hispanic female enrollment being the highest enrollment race/ethnicity and sex, their drops or rises have the most impact on total numbers. Moreover, as mentioned previously, the other races/ethnicities saw increases but did not impact the overall numbers as significantly due to their enrollment numbers being 1% and 3%. Having numbers this low for Whites and Other races/ethnicities suggests that the institution uses caution in evaluating data that may not accurately determine success.

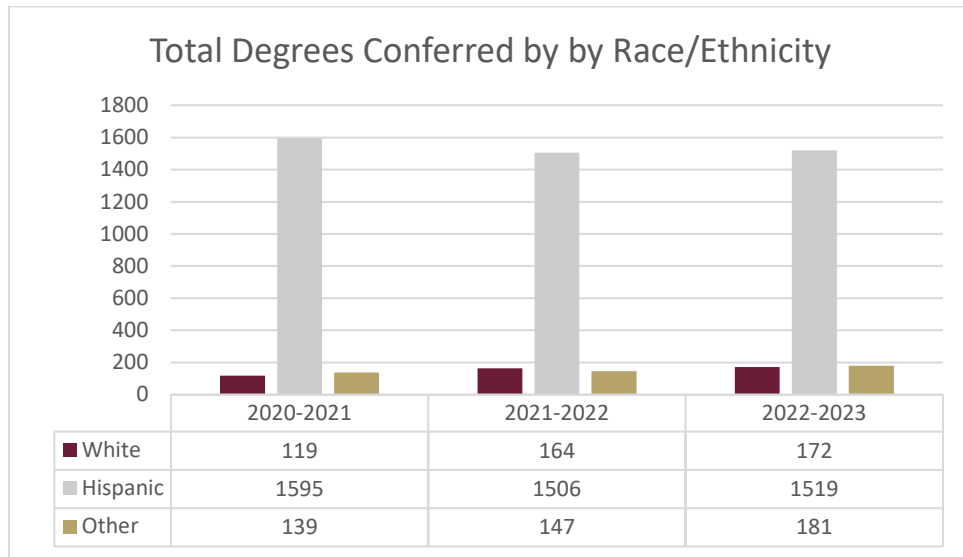


Figure 23. *Total Degrees Conferred by Race/Ethnicity*

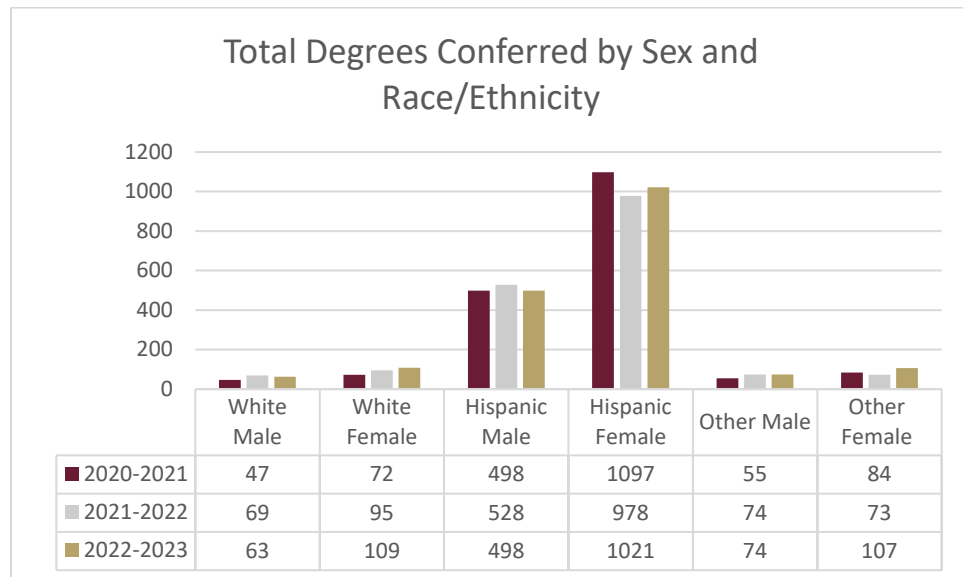


Figure 24. *Total Degrees Conferred by Sex and Race/Ethnicity*

Measure: State Licensure Pass Rates – Nursing (NCLEX) (Figure 26)

Definition: The percentage of students who passed the National Council Licensure Examination–RN (Registered Nurse).

Source: Texas Board of Nursing

Threshold of Acceptability: Determined by the Accreditation Commission for Education in Nursing (ACEN)

Goal: A Target of one percent growth each year. The goal will not be decreased if numbers fall below the previous year’s numbers but will be maintained.

Current Status: Above the Threshold but below the Goal.

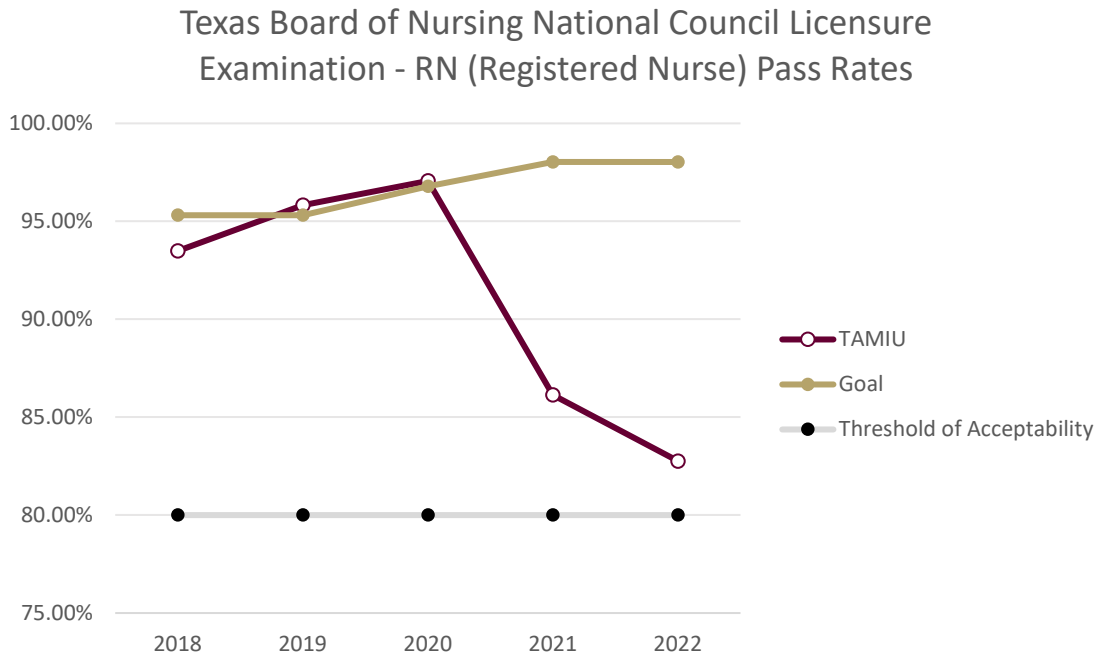


Figure 25. Texas Board of Nursing National Council Licensure Examination - RN (Registered Nurse) Pass Rates

Measure: State Licensure Pass Rates – Teacher Standard Certificate (Figure 27)

Definition: The percentage of teacher candidates who finish a traditional program and obtain a standard teaching certificate within 1 year of graduating with a bachelor’s degree.

Source: Texas Education Agency (TEA)

Threshold of Acceptability: Determined by the State Board for Educator Certification (SBEC) and TEA

Goal: Determined by SBEC and TEA

Current Status: Above the Threshold but below the goal

The state has added a second test for elementary educators in the year Fall 2020, which is the largest enrolled educational program at TAMIU. As the data shows (Figure 25), it did cause the percentages to drop now that the rigor has changed on how to be certified. However, the percentages are still above the threshold of acceptability.

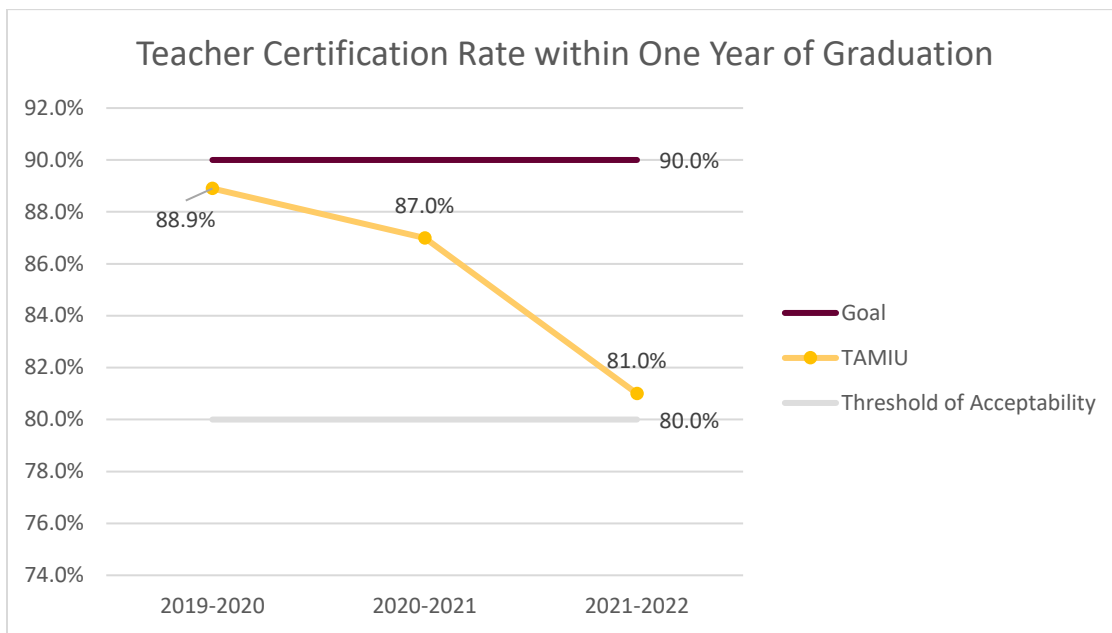


Figure 26. *Teacher Certification Rate within One Year of Graduation*