



Texas A&M International University

2020 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

2020 Student Achievement Report
03-03-2021

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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 2020)

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

2020 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).

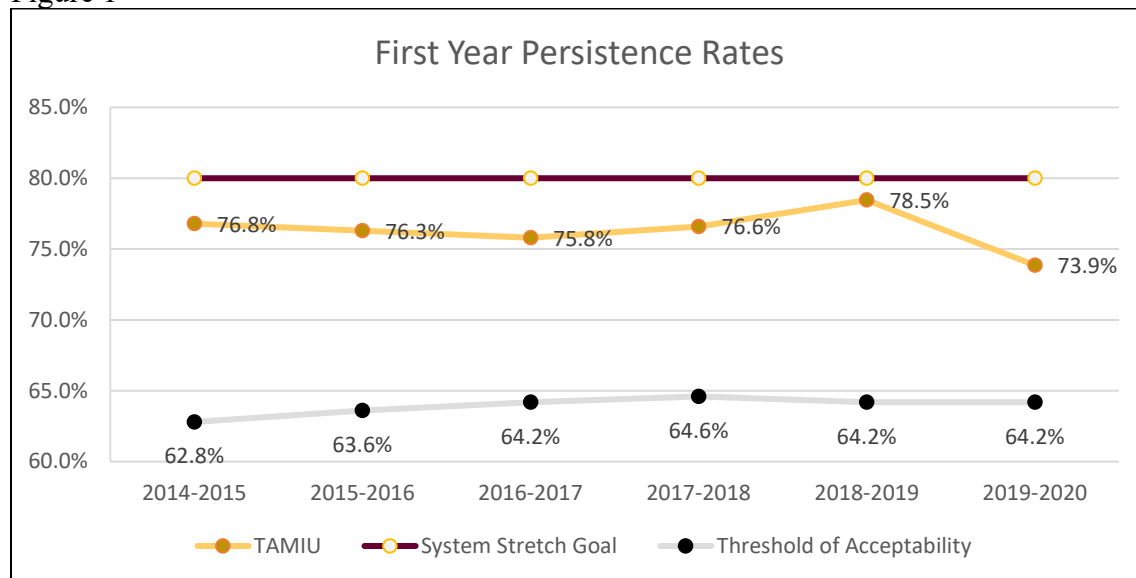
Source: EmpowerU and TAMIU Institutional Research Office

Threshold of Acceptability: The prior five years' average rate for the eight similar A&M System regional universities

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

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

Figure 1



Overall, the female persistence rate (Figure 2) is consistently higher than the male persistence rate, however, this is similar to other A&M System regional universities. Due to the COVID-19 pandemic, the 2019-2020 freshman cohort had a lower than expected persistence rate, which artificially depresses the long-term persistence trends. Figure 3 is provided to show the positive persistence trends for both females and males in Pre-Covid-19 cohorts.

Figure 2

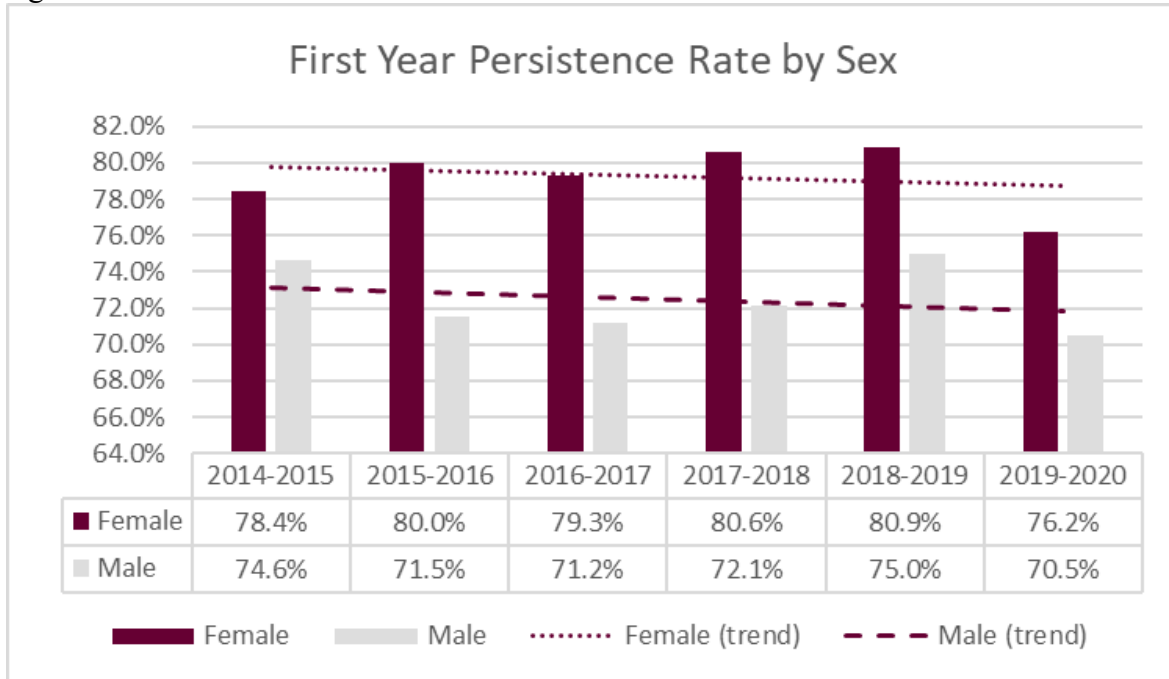
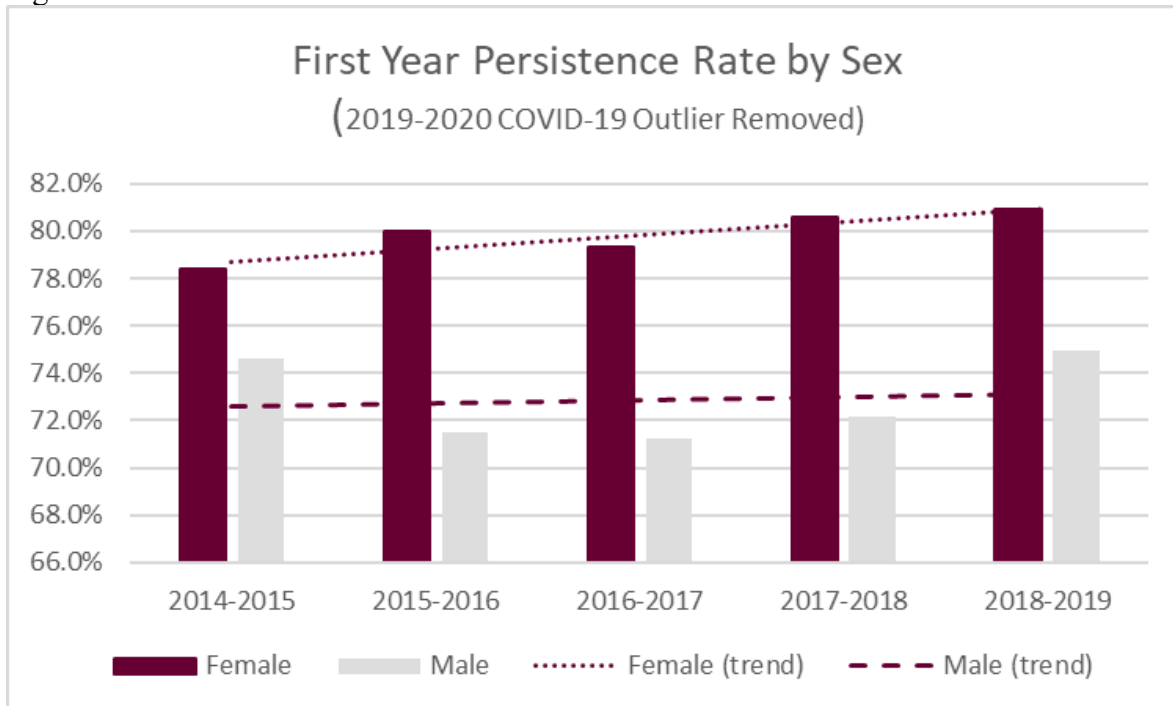


Figure 3



Cohort years show retention rates for Hispanic students (Figures 4 and 5) are consistent throughout the years, only dropping in 2019-2020 cohort. This is probably due to the COVID-19 pandemic. We are still above the overall threshold of acceptability. Hispanic students in these cohorts have consistently made up over 94% of student population. The White student percentage is typically between 1%-2%, with our recent cohort at .88%. Having numbers this low for both White and Other ethnicities suggests that the institution use caution in evaluating data that may not accurately determine success.

Figure 4

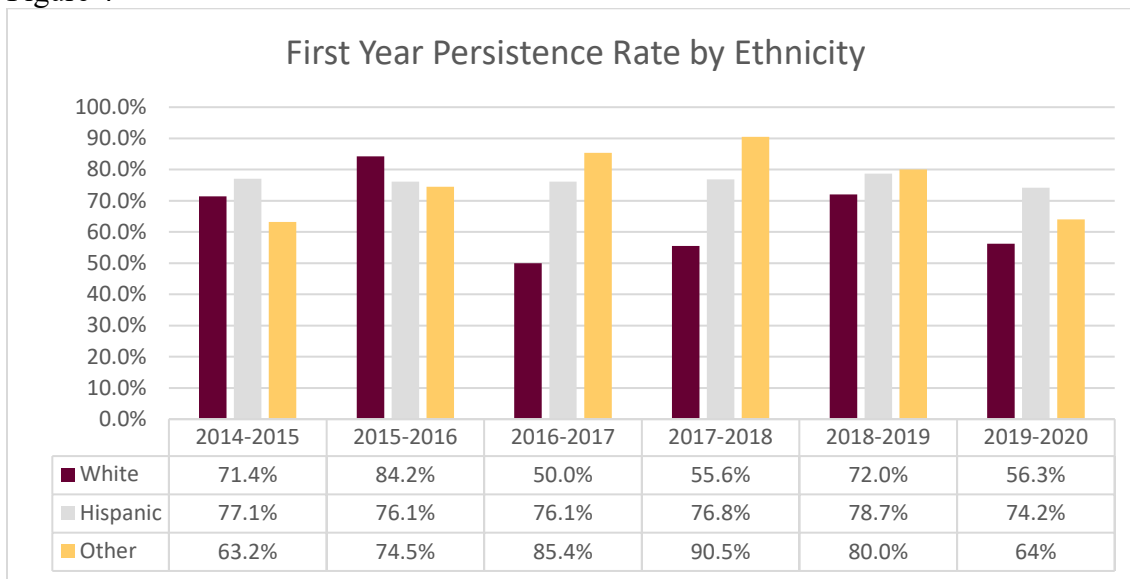
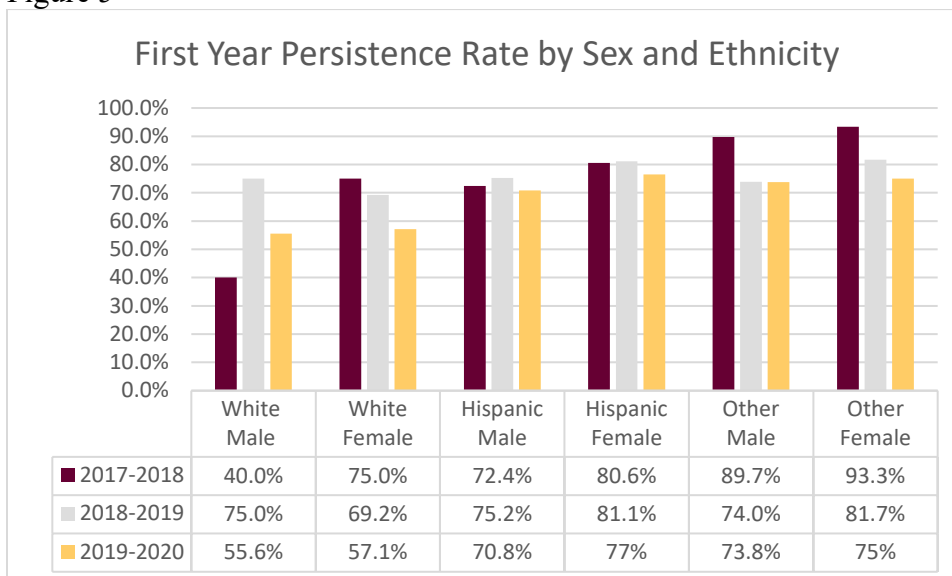


Figure 5



Measure: 4-Year Graduation Rate

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

Source: EmpowerU and TAMIU Institutional Research Office

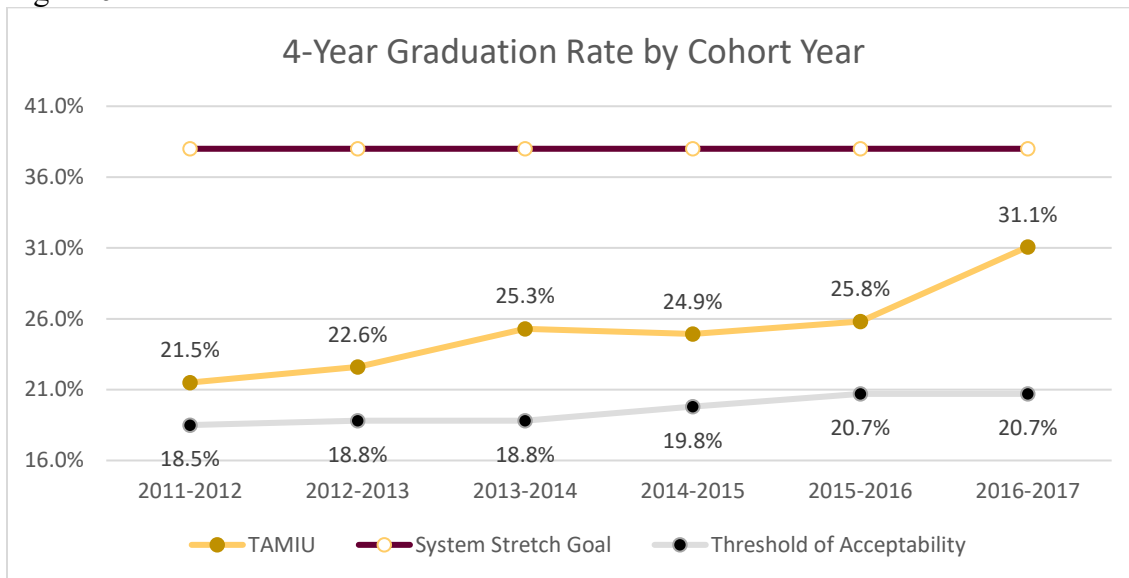
Threshold of Acceptability: The prior five years’ average rate for the eight similar A&M System regional universities

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

Current Status: Above threshold of acceptability but below goal

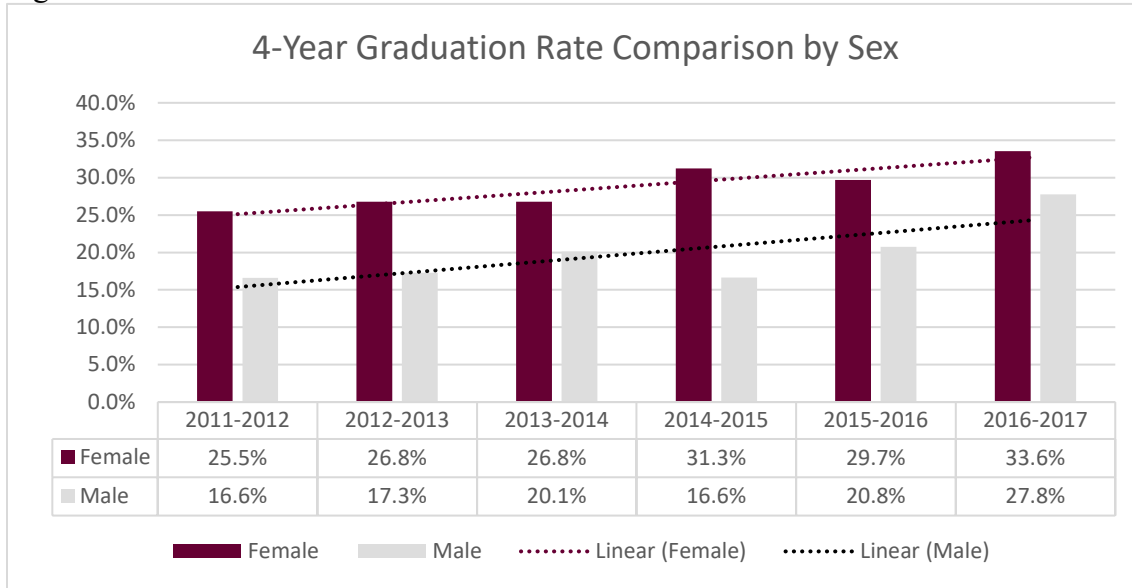
Four-year graduation rates (Figure 6) grew steadily for the cohorts 2011-2013 before falling a slightly for the 2014 cohort. However, the 2015 cohort rose to over 25% before spiking nearly 6 points for the 2016 cohort.

Figure 6



Overall, the female 4-year graduation rate (Figure 7) is consistently higher than the male graduation rate. However, this graduation rate for males did increase enough to close the gender gap for the 2016 cohort by 3.1%.

Figure 7



A look at several subsequent cohort years show graduation rates for Hispanic students (Figures 8 and 9) are steadily increasing. Hispanic students in these cohorts have consistently made up for over 93% of our student population. White student percentage has been between 1%-2%. Our recent White student cohort for these figures was 1.4%. Having numbers this low for both White and Other ethnicities suggests that the institution use caution in evaluating data that may not accurately determine success.

Figure 8

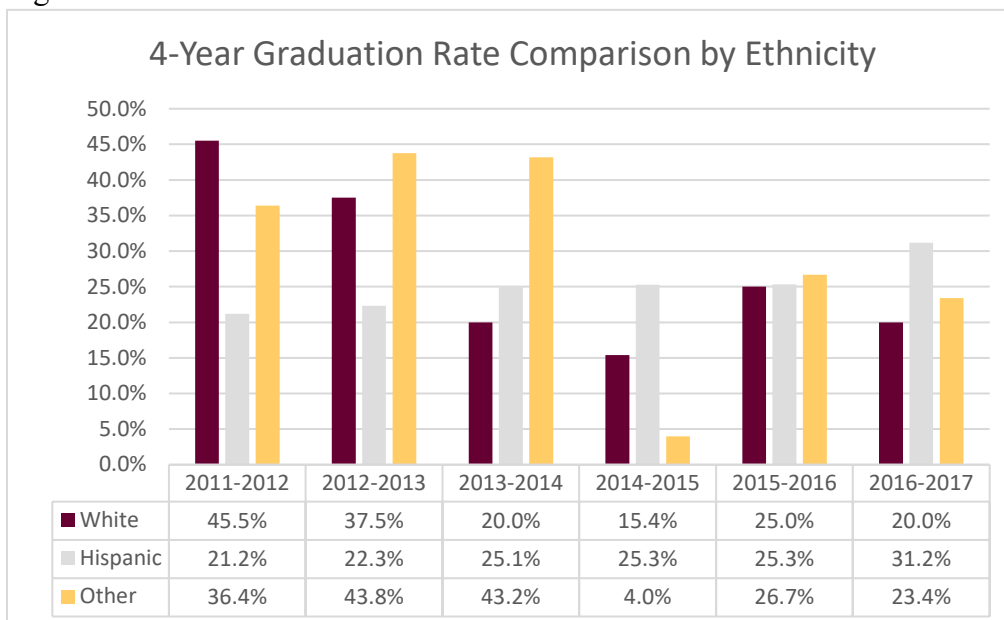
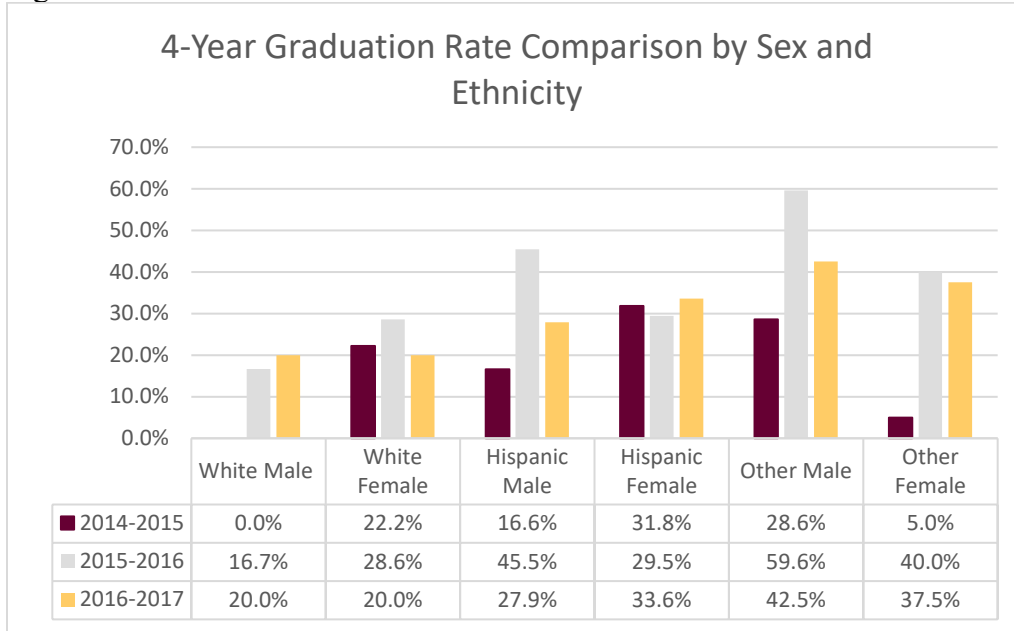


Figure 9



Measure: 6-Year Graduation Rate

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

Source: EmpowerU and TAMIU Institutional Research Office

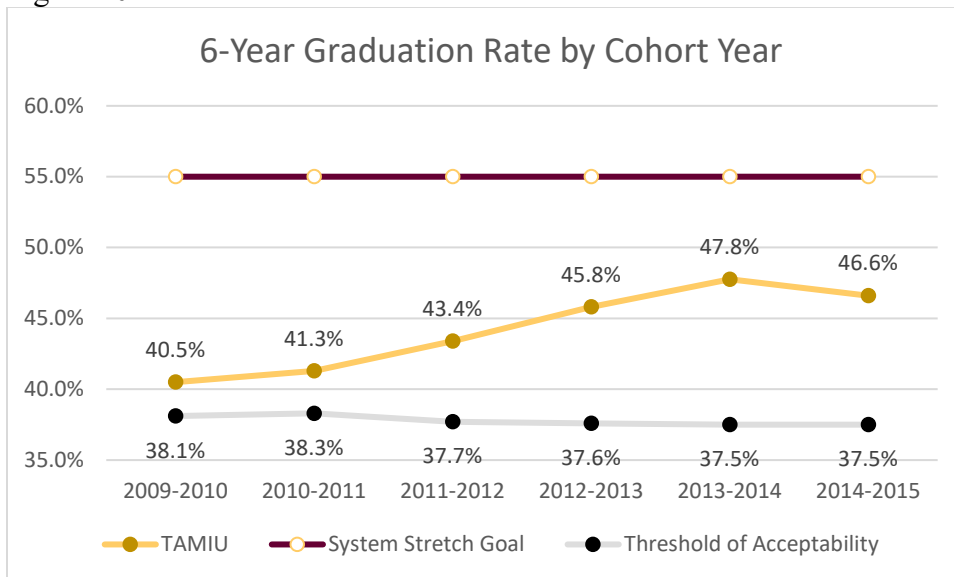
Threshold of Acceptability: The prior five years’ average rate for the eight similar A&M System regional universities

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

Current Status: Above threshold of acceptability but below goal

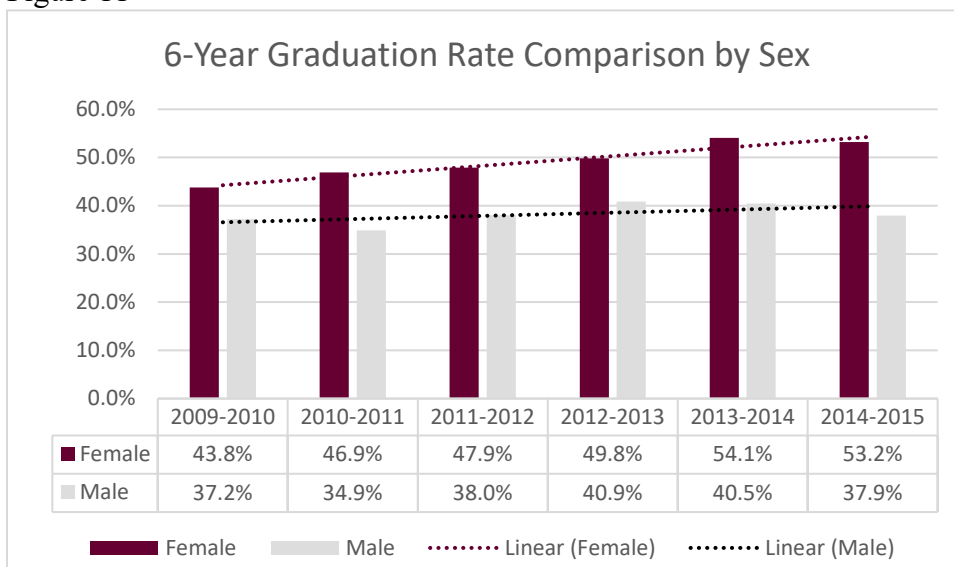
Over the 2009-2013 cohort years, the university’s 6-year graduation rate (Figure 10) rose steadily, from 40.5% to 47.8%. We did experience a dip in our 2014 cohort, but this could possibly be a result of the COVID-19 pandemic.

Figure 10



As mentioned above, the university’s 6-year graduation rate has had a steady rise for both males and females (Figure 11).

Figure 11



Over the same period, the graduation rates for Hispanic students are steadily growing (Figures 12 and 13). With only a small dip in the 2014 cohort. Apart from 2010 cohort, Hispanic students in these student cohorts have consistently made up for over 95% of our student cohort population, while White student percentage have between .64%-1.49%, with the most recent cohort at 1.32%. Having numbers this low for both White and Other ethnicities suggests that the institution use caution in evaluating data that may not accurately determine success. The only useful data for the Other category comes from the 2010 cohort where 87% of the cohort were Hispanic, 6% were White, and 6% were Other races. As observed in the graph, the graduation percentages among the different ethnicities are pretty even.

Figure 12

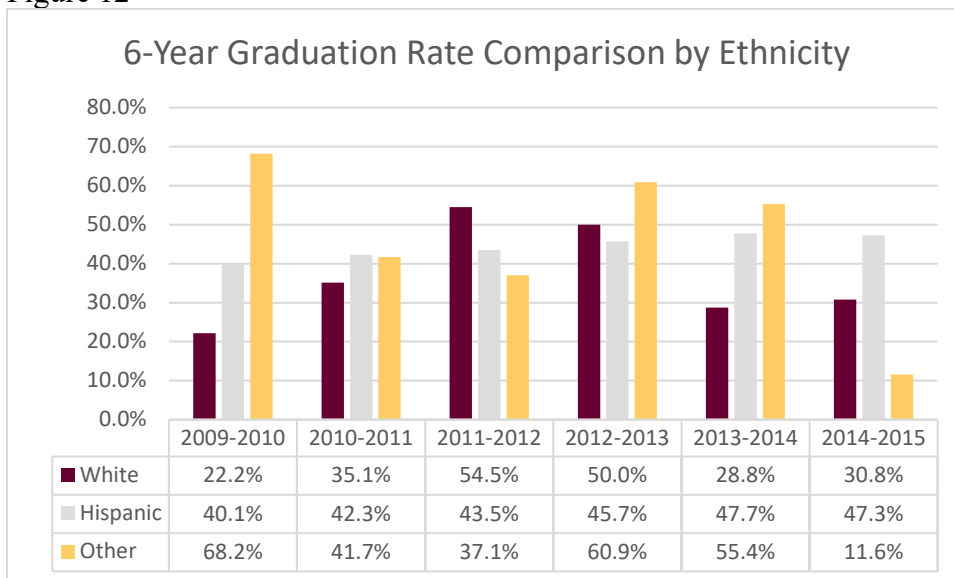
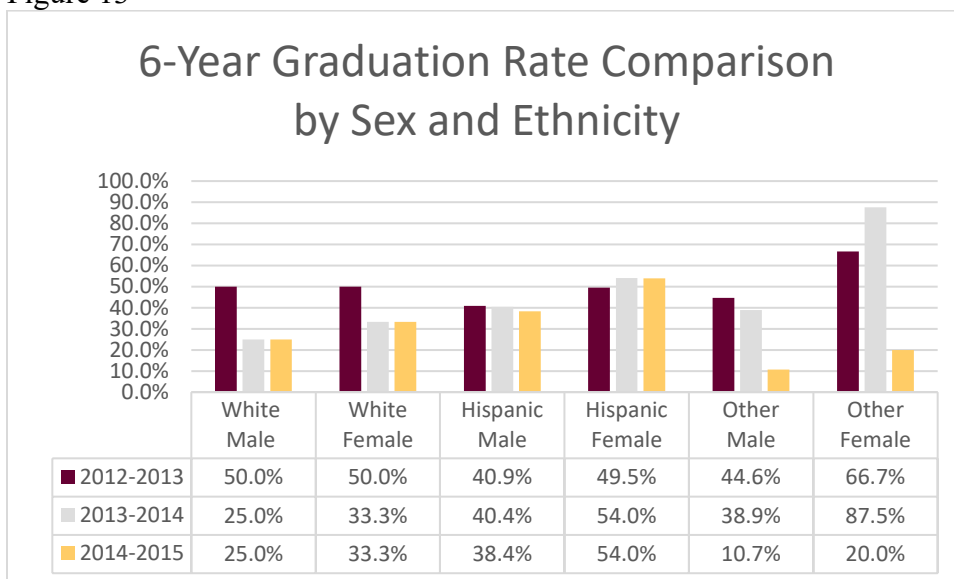


Figure 13



Measure: 8-Year Graduation Rate

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

Source: TAMIU Institutional Research Office

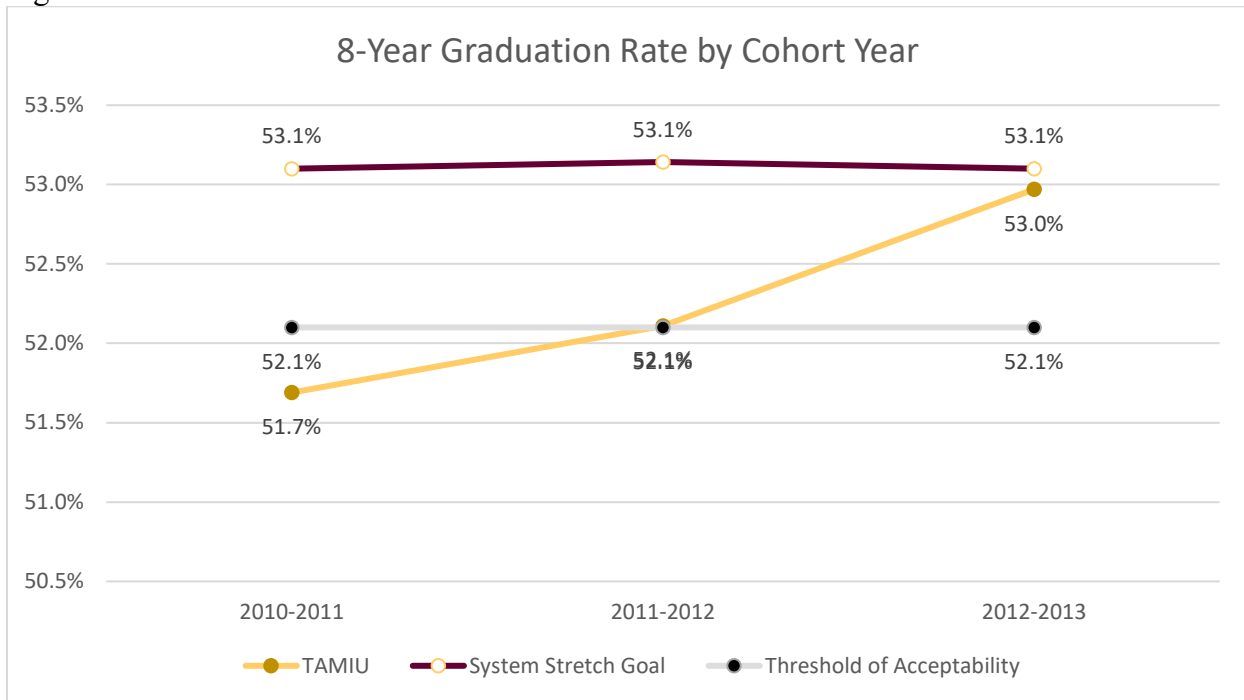
Threshold of Acceptability: 52.1% base rate provided by SACSCOC, based on 2016 preliminary data, and provided in summer 2018

Goal: 2% above Threshold

Current Status: Above threshold of acceptability but just below goal

Eight-year graduation rates have been steadily growing, and just missed goal this past year by 0.1% (Figure 14).

Figure 14



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

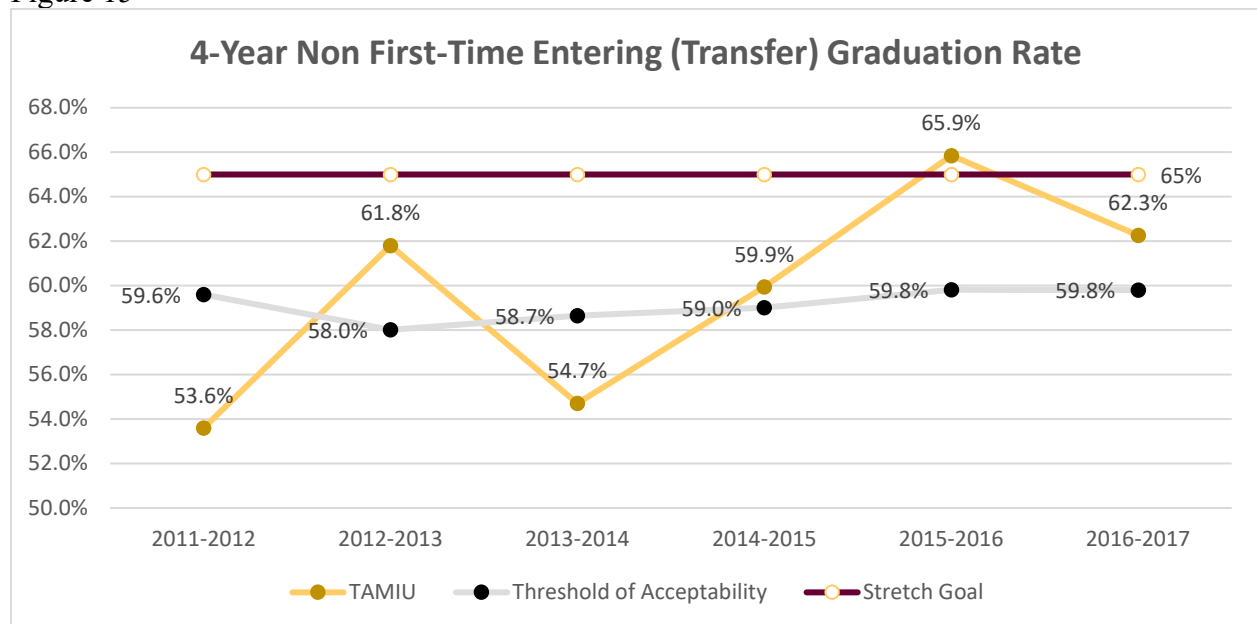
Threshold of Acceptability: Average rate for the eight similar A&M System regional universities

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

Current Status: Above the threshold but below the goal

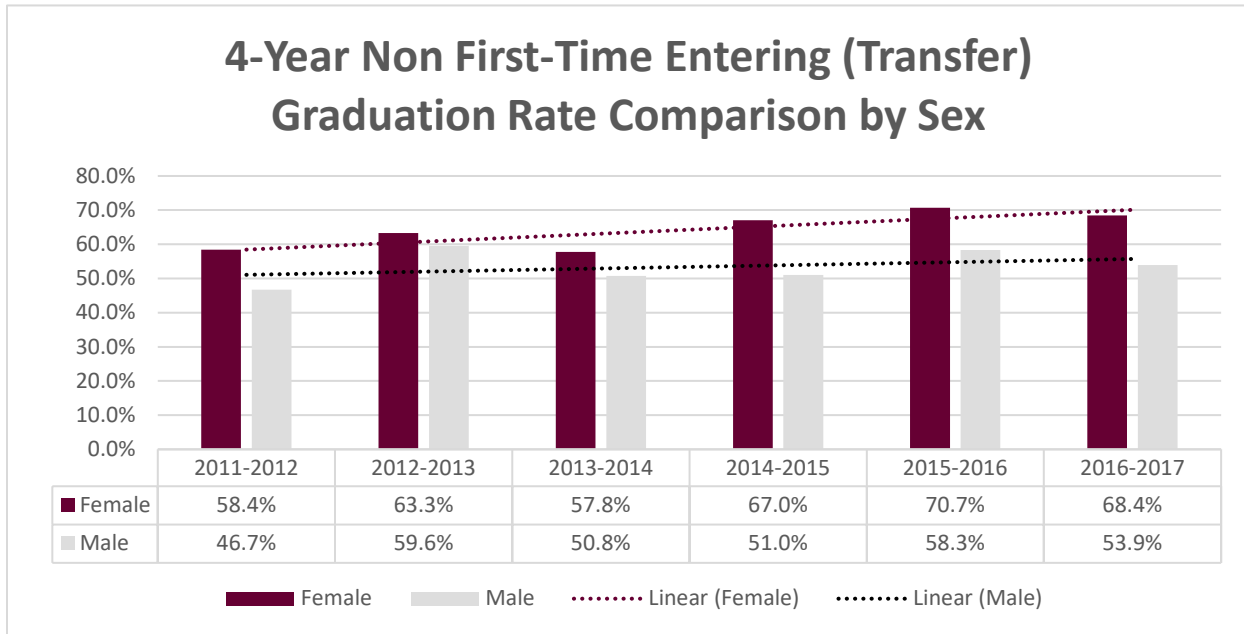
The 4-year graduation rate (Figure 15) for transfer students increased for the 2012 cohort, nearly meeting the goal of 65% before falling below the threshold of acceptability to 54.7% for the 2013 cohort. However, since then this graduation rate has steadily increased until the 2015 cohort surpassed the goal. The most recent cohort did fall below the 65% goal, but this may be due to the Covid-19 pandemic and it is still above the threshold.

Figure 15



Female transfer students exhibit a higher 4-year graduation rate than male students (Figure 16), similar to the university’s 4-year graduation rate for first-time, full-time students.

Figure 16



Our ethnicity disaggregated data (Figure 17 & 18) does match the overall numbers for graduation rates. The dips and the rises mimic that of the overall data with a dip for the 2013 and 2016 cohorts. Hispanic students have consistently accounted for 85% of our transfer student cohort population. While the White student percentage has ranged between 3.87%-7.09%, with the most recent cohort having only 4.4%. Having numbers this low for both White and Other ethnicities suggests that the institution use caution in evaluating data that may not accurately determine success.

Figure 17

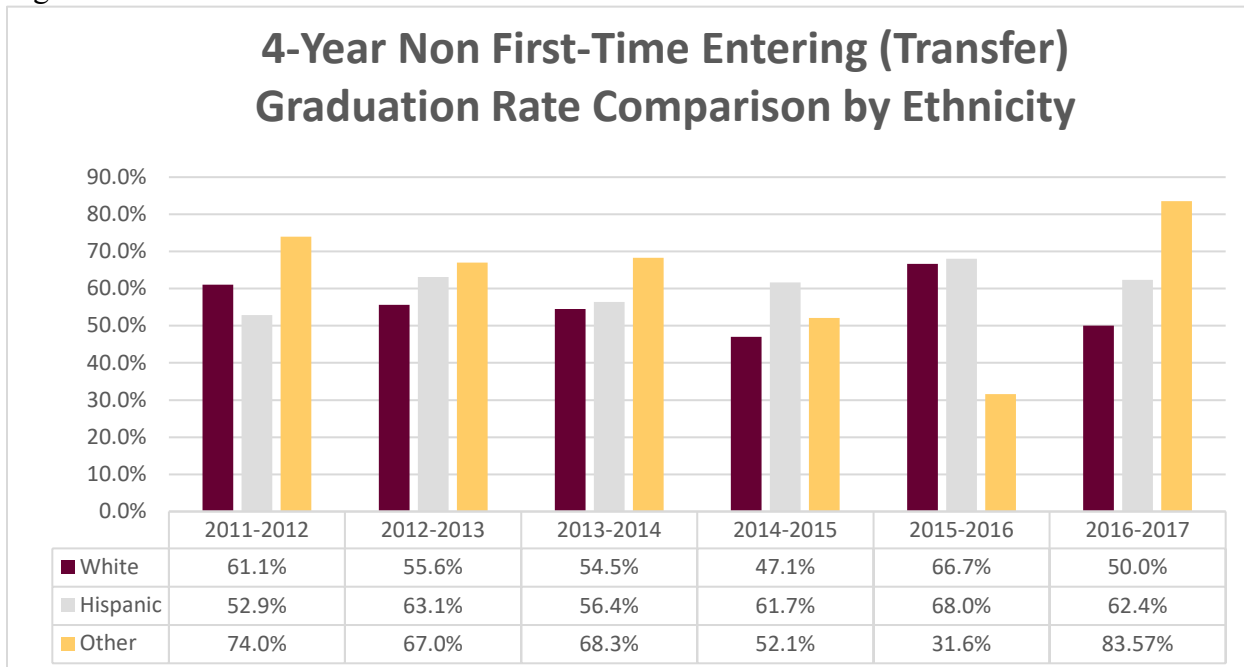
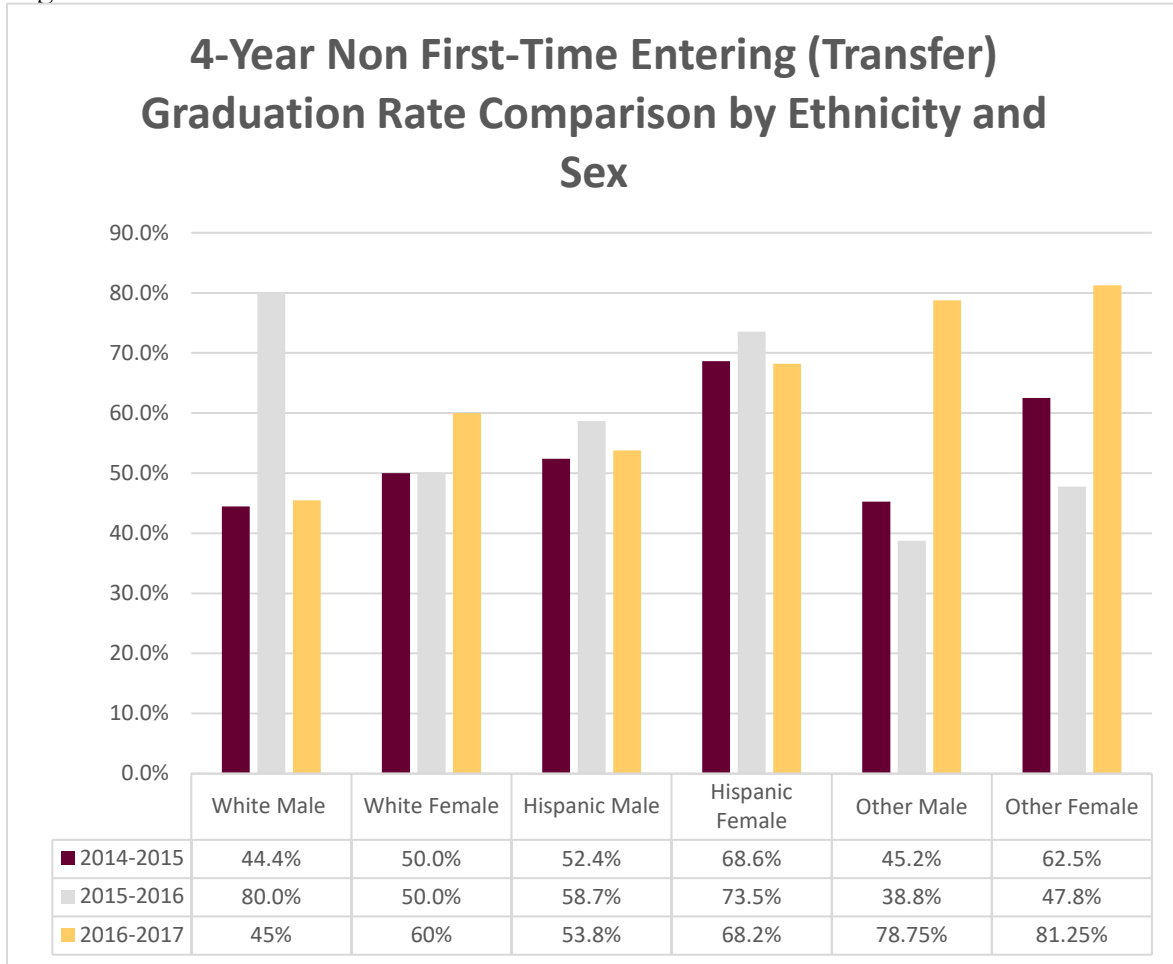


Figure 18



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

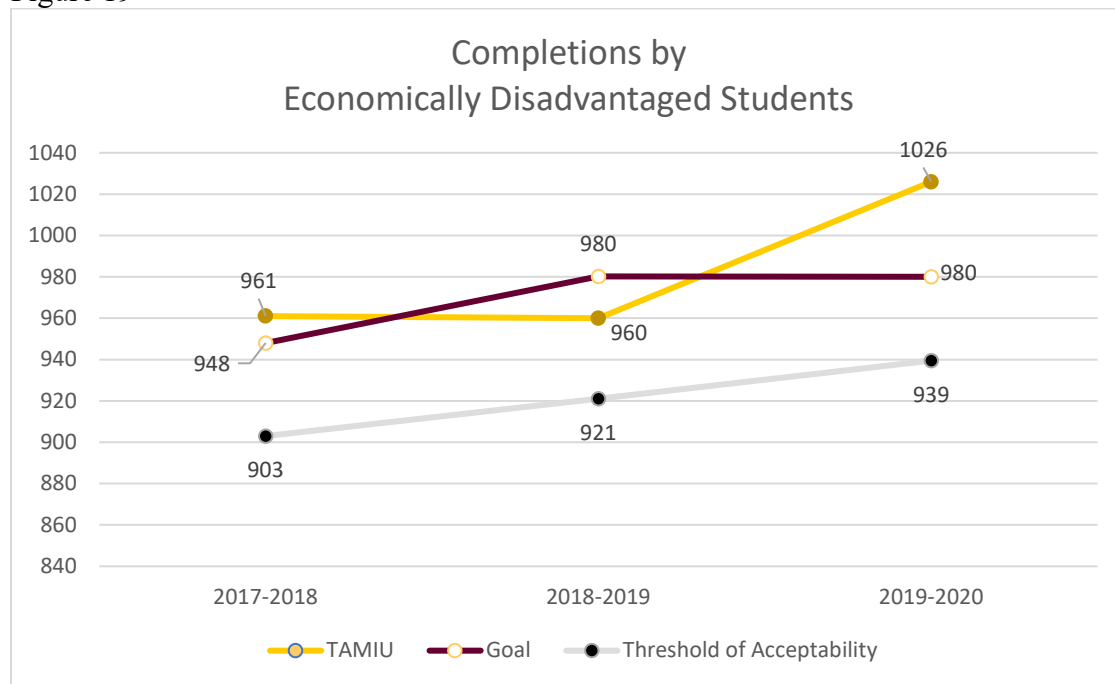
Threshold of Acceptability: Started with first year of data (2016-2017) with 2% growth each year

Goal: A target of 2% growth each year

Current Status: Above threshold of acceptability and Goal

Currently, the University increased completions for economically disadvantaged students by 6%, surpassing the goal of 2% growth (Figure 19).

Figure 19



Measure: Total Degrees Awarded (Figure 20)

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

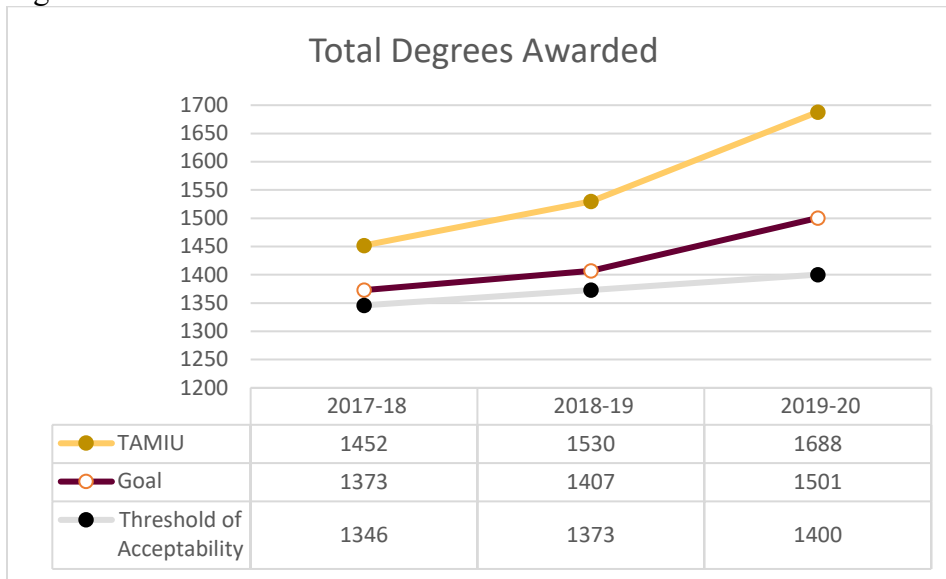
Source: TAMIU Institutional Research Office

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

Goal: A Target of 2% growth each year

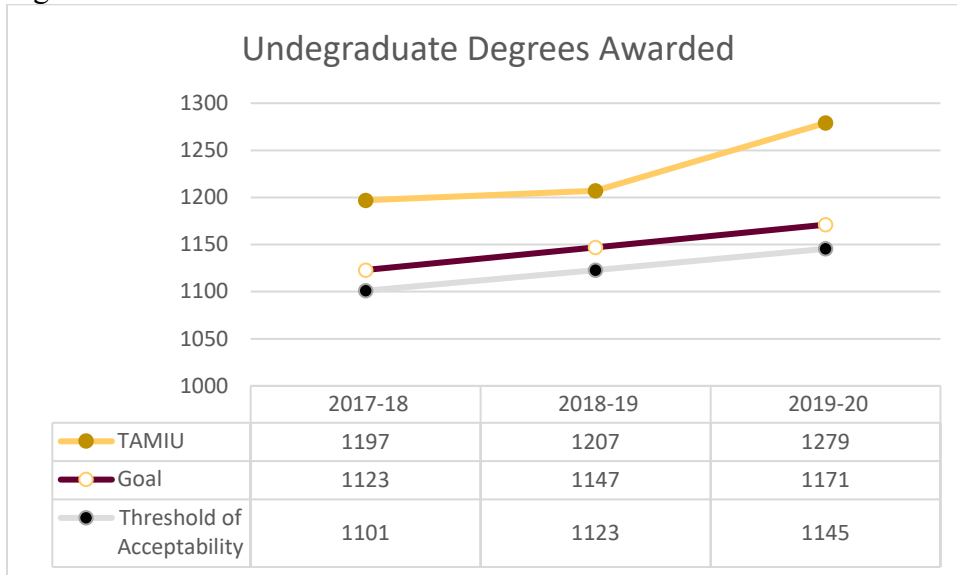
Current Status: Above both the Threshold and the Goal.

Figure 20

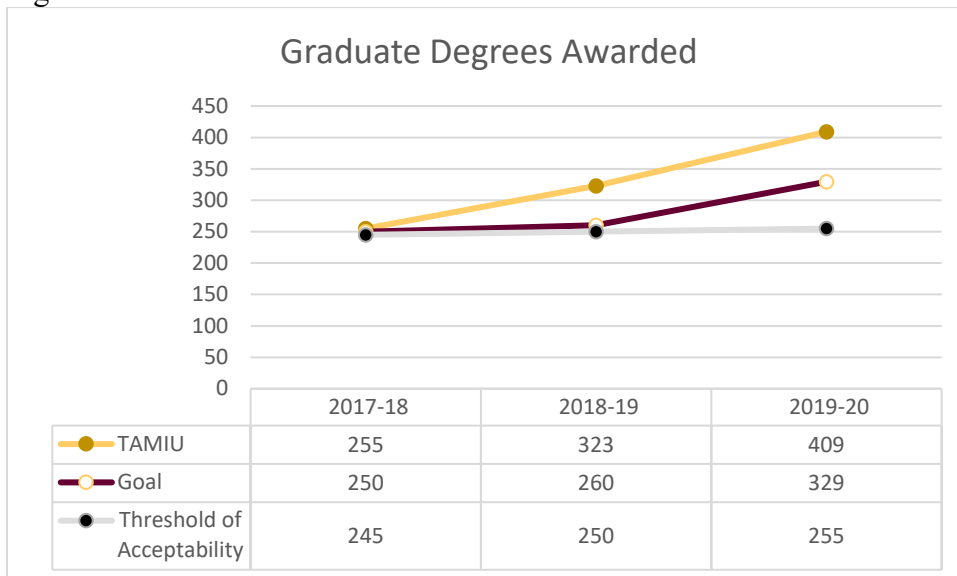


Breaking down the data further to compare undergraduate and graduate degrees (Figures 21 and 22) undergraduate and graduate degrees are performing above both the threshold and the goal.

Figures 21

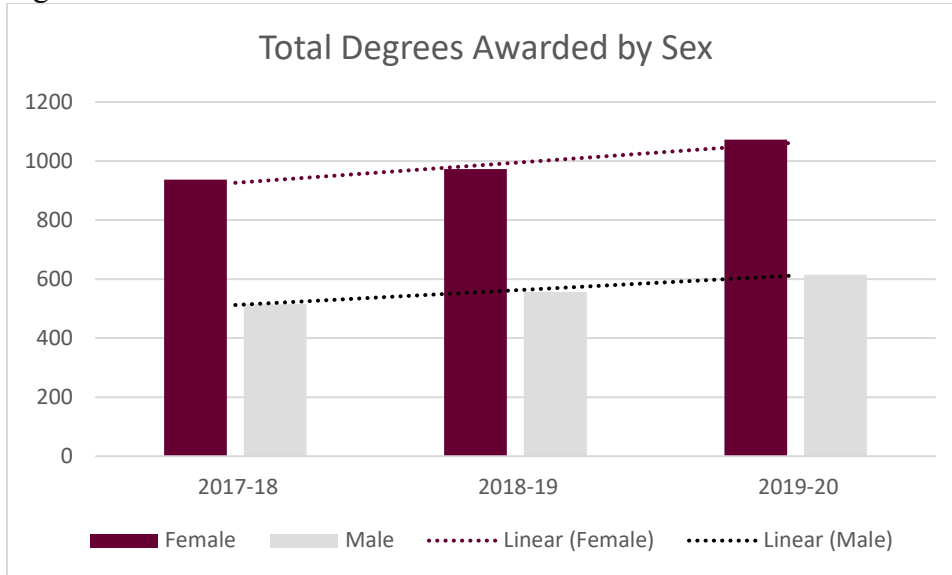


Figures 22



Comparing earned degrees by females to earned degrees by males (Figure 23), females outperform the males. Roughly estimated, the fact that women make up 60-65% of our total enrollment explain the differences. However, both sexes continue to show comparable growth.

Figure 23



Over the same time period, degrees for Hispanic and White students increased (Figures 24 and 25). There was a small drop in degrees for our Other ethnicities, but that is most likely a function of the smaller enrollment.

Figure 24

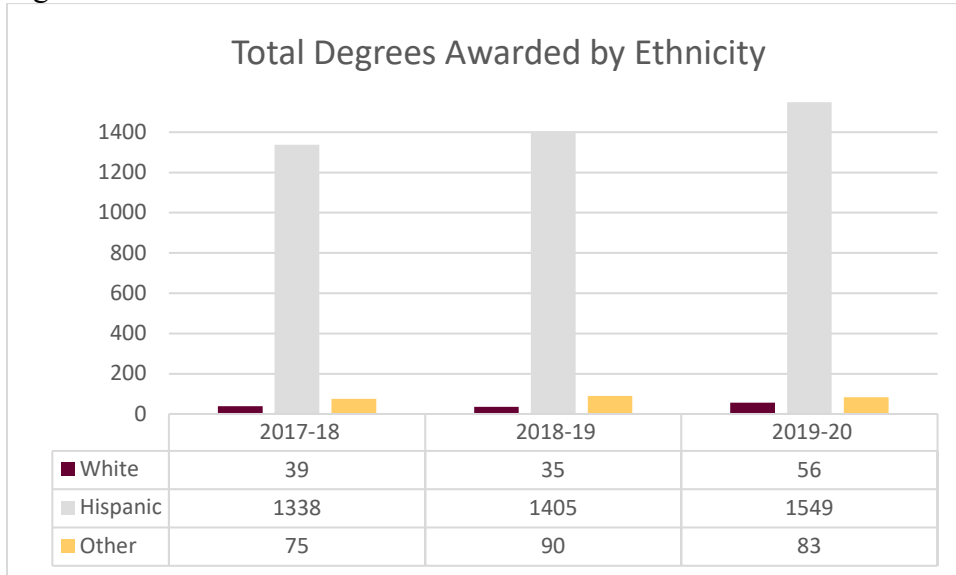
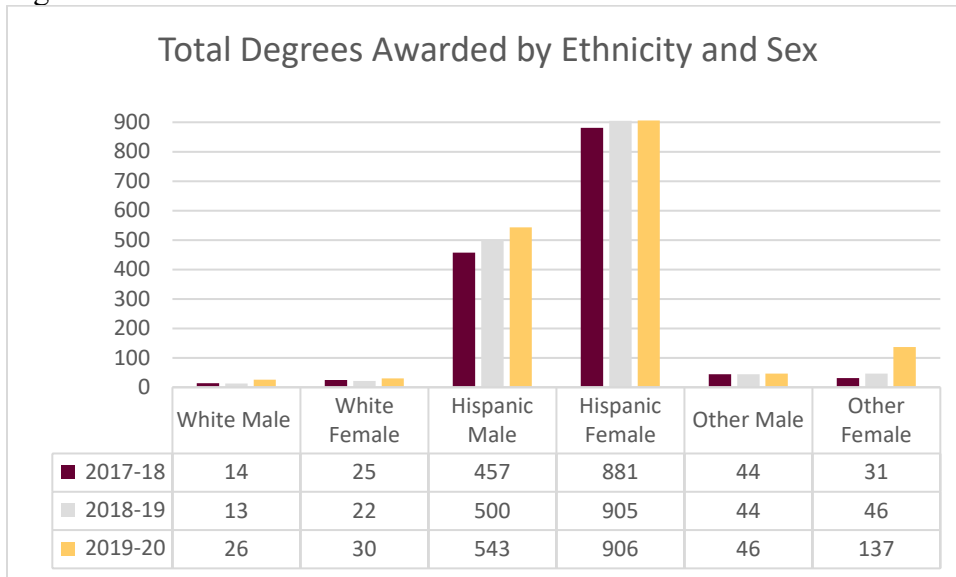


Figure 25



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

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

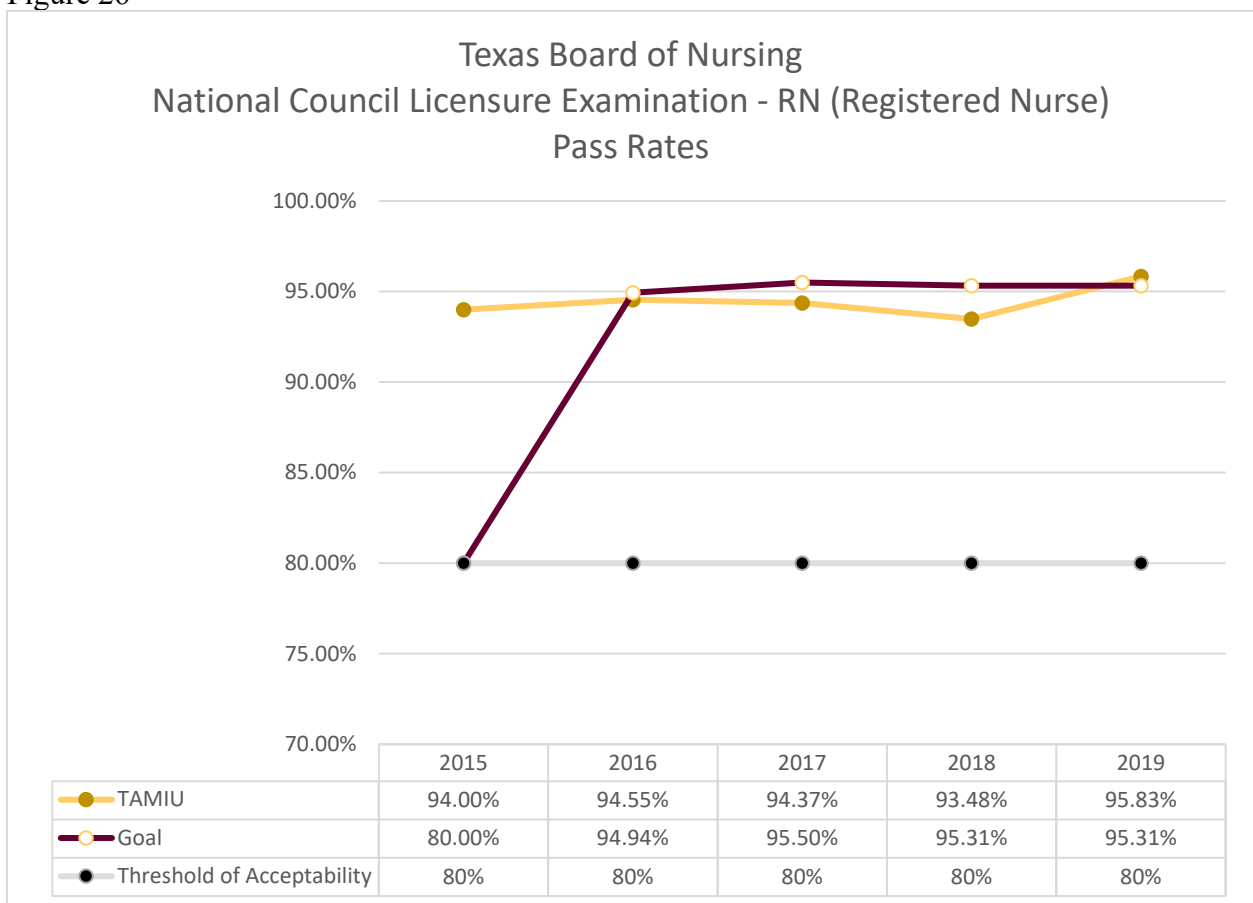
Source: Texas Board of Nursing

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

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

Current Status: Above both the Threshold and the Goal.

Figure 26



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.

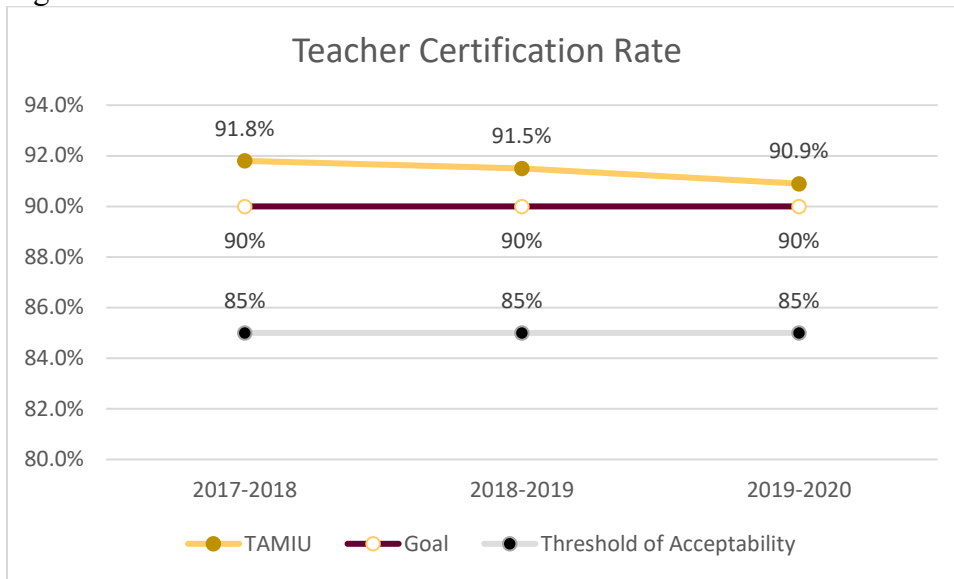
Source: Legislative Budget Board (LBB)

Threshold of Acceptability: Determined by Legislative Budget Board

Goal: Determined by Legislative Budget Board

Current Status: Above both the Threshold and the Goal.

Figure 27



Measure: Study Abroad Participation (Figure 28)

Definition: The amount of TAMIU students who study abroad during the school year.

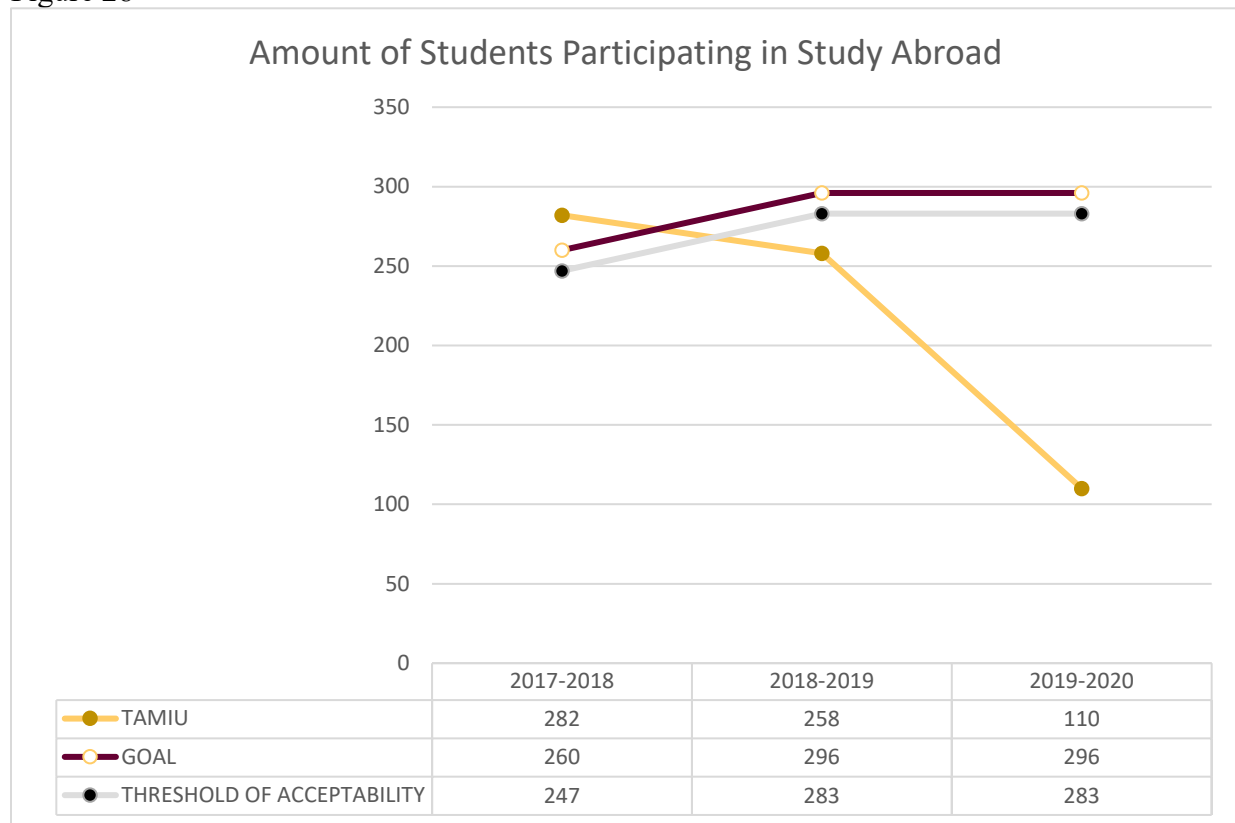
Source: TAMIU Office of International Engagement

Threshold of Acceptability: One more student than the previous year’s cohort, without decreasing the threshold.

Goal: A Target of five percent growth each year without decreasing the goal.

Current Status: Below both the Threshold and the Goal.

Figure 28



Travel was severely restricted in 2019-2020 due to the COVID-19 pandemic. Our 2018-2019 cohort did fall below the threshold and the goal, but this is due to the loss of one study abroad program. The program switched colleges that year, and the dean of the new college did not approve the study abroad program. Additionally, we have added many options for our students to study abroad. For a program to proceed there is a minimum enrollment requirement of 10 students. With more options from which to choose, sometimes the programs are too small and are cut due to low enrollment.