



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	Threshold of Acceptability Status	Goal	Goal Status
First-Year Persistence Rate	69%	Met	80%	Not Met
4-Year Graduation Rate	29%	Not Met	38%	Not Met
6-Year Graduation Rate	44%	Met	55%	Not Met
8-Year Graduation Rate – Student Completion Indicator for SACSCOC	52%	Not Met	54%	Not Met
4-Year Non-First Time Entering (Transfer) Graduation Rate	57%	Not Met	65%	Not Met
Completions by Economically Disadvantaged Students	996	Met	1052	Met
Total Degrees Conferred	1621	Met	1861	Met
State Licensure Pass Rates - Nursing (NCLEX)	80%	Met	98.03%	Not Met
State Licensure Pass Rates - Teacher Certification	80%	Met	90%	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.

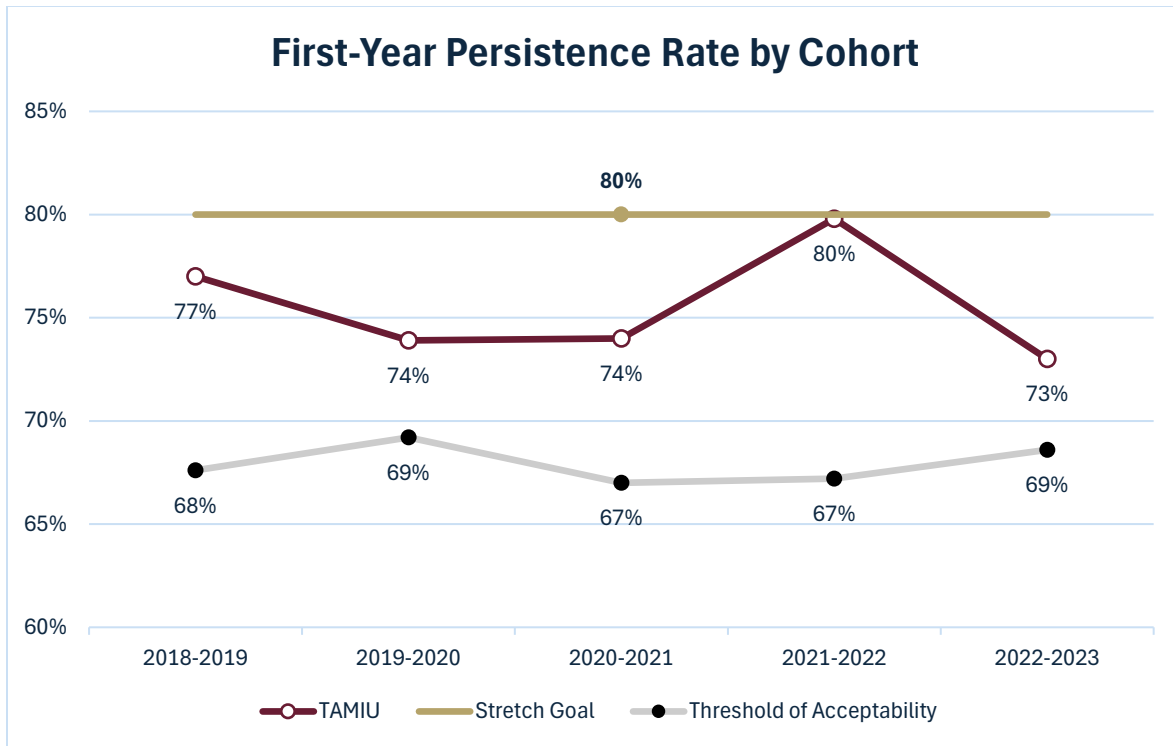


Figure 1. *First-Year Persistence Rates by Cohort*

The female persistence rate (Figure 2) is consistently higher than that of males. During 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 decline in the AY 2022-2023 cohort due to what the university believes to be a lower sense of belonging. The ANOVA analysis of the NSSE supportive environment scores indicates a significant difference across the years 2018, 2020, and 2023, with a notable decrease in the 2023 scores. This decrease in the supportive environment scores likely contributed to the observed decline in the persistence rate for the AY 2022-2023 cohort.

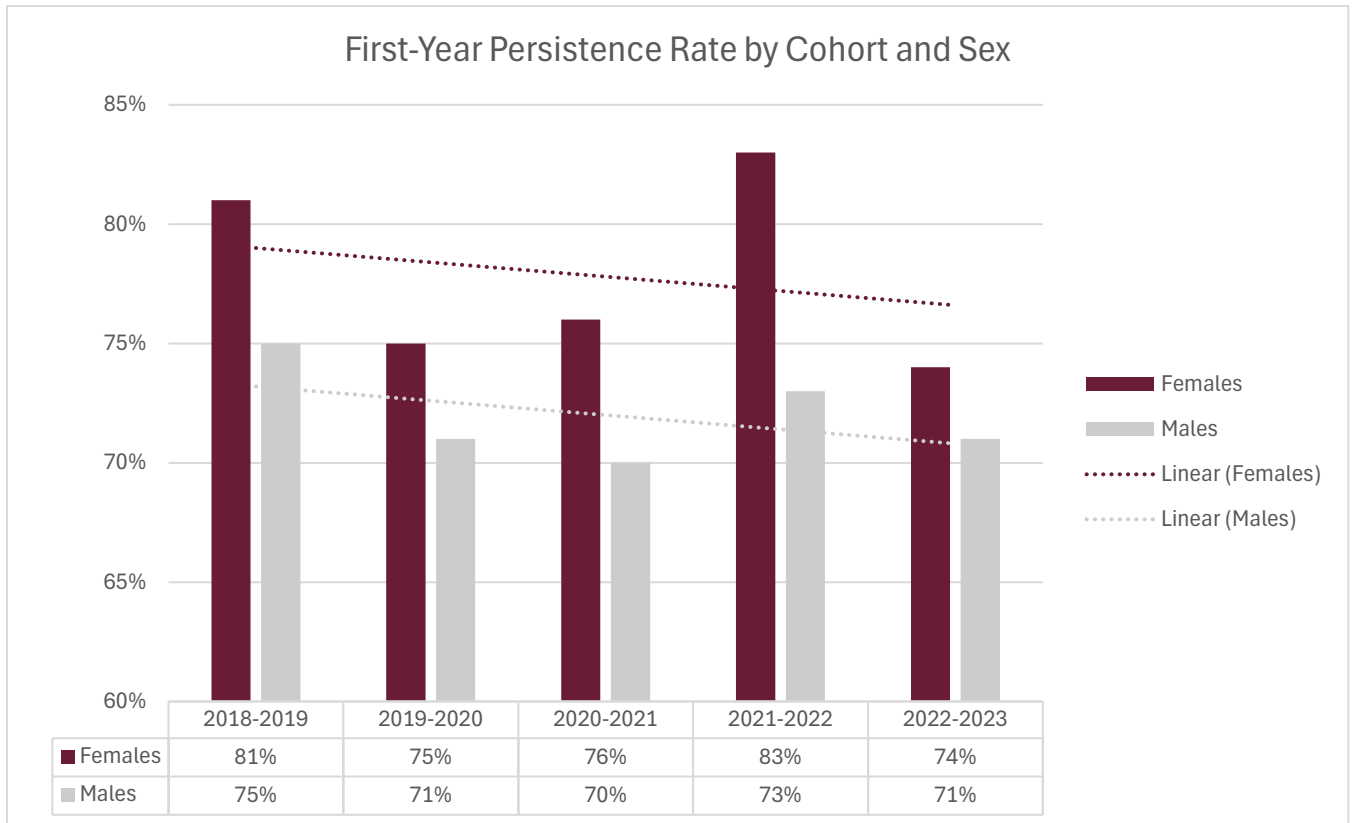


Figure 2. *First-Year Persistence Rate by Cohort and Sex*

As a Hispanic serving institution, it is important for TAMIU to monitor the persistence rates for Latino/a students to ensure student achievement is occurring across all groups. Figures 3 and 4 show persistence rates for Hispanic students are consistent throughout, only dropping after the COVID-19 pandemic but recovering by Fall 2022. While the slight decline in fall 2023 was also seen in the the Hispanic cohort rates, the overall persistence rates are still about the threshold of acceptability rates (figure 1).

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% and the groups that are included in the “other” category (Black or African American, Asian, American Indian or Alaskan Native, Hawaiian or Other Pacific Islander, Two or more races, International, Other) comprise about 5.25%. Therefore, slight variances in the data for this cohort can show up as large differences in the data and should be interpreted with caution.

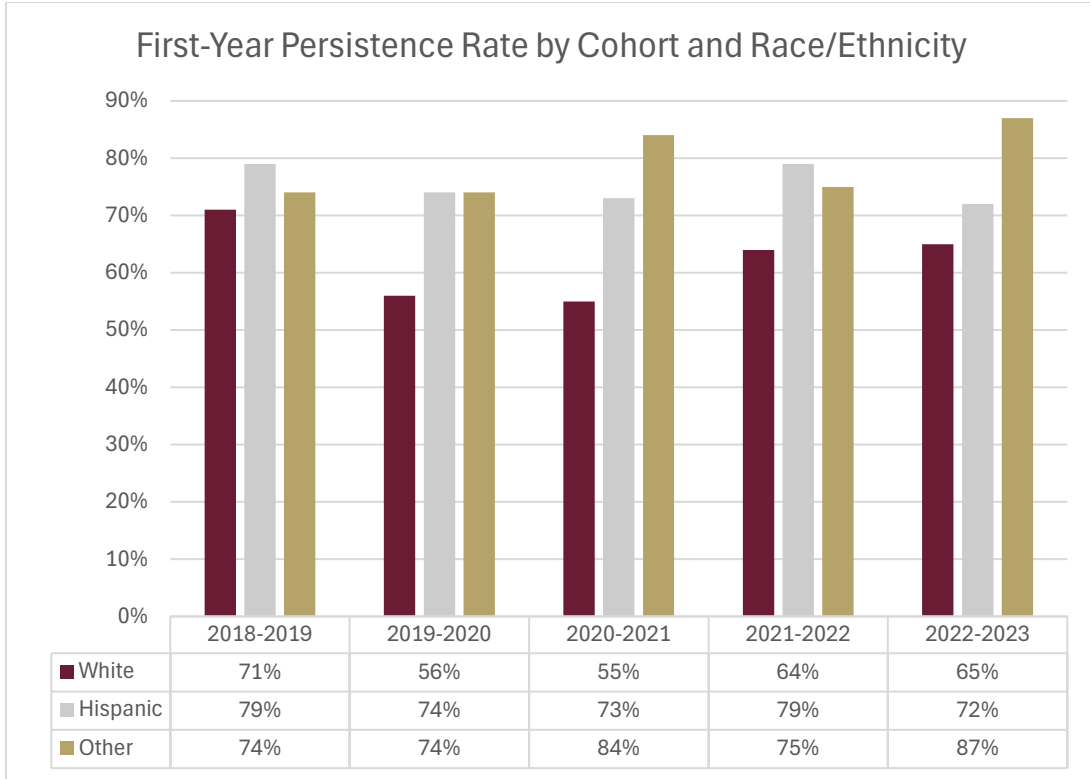


Figure 3. *First-Year Persistence Rate by Cohort and Race/Ethnicity*

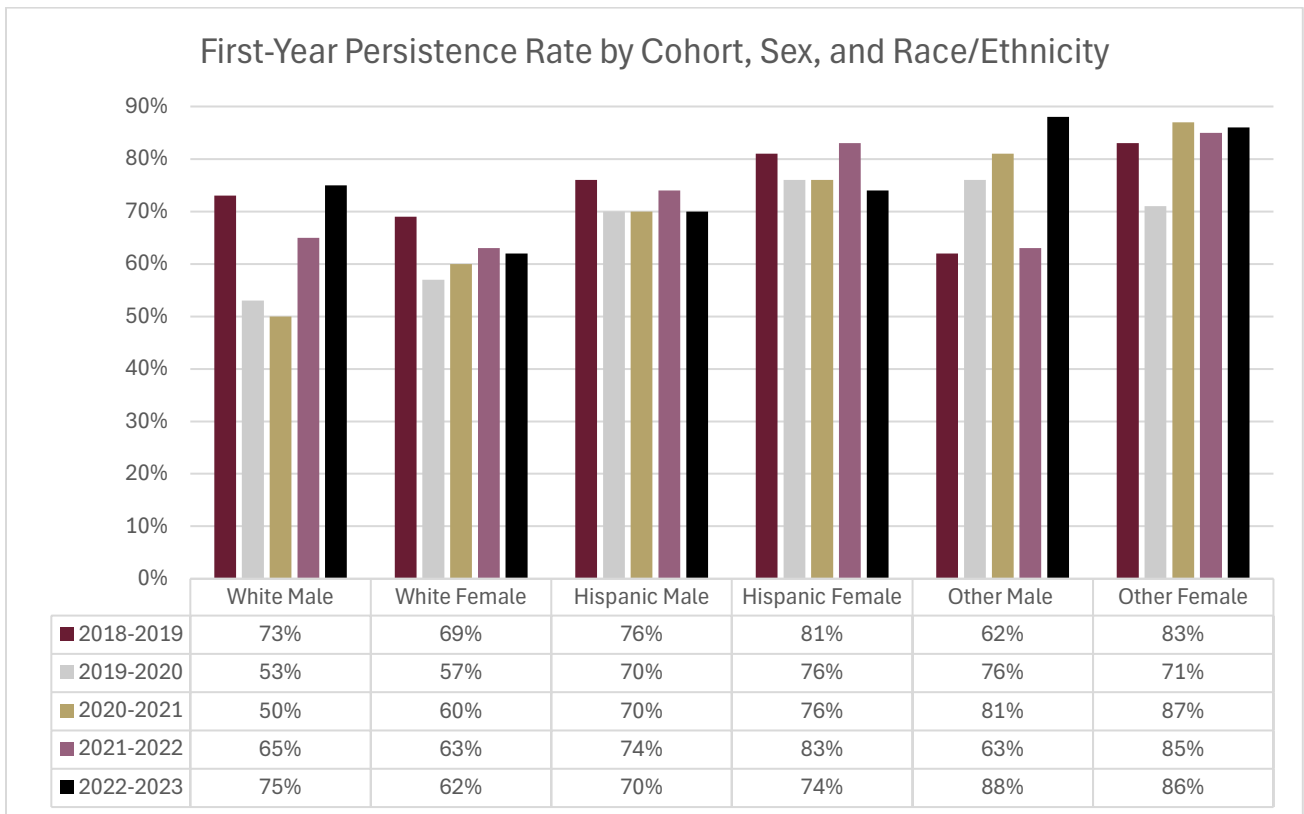


Figure 4. *First-Year Persistence Rate by Cohort, Sex, and Race/Ethnicity*

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.

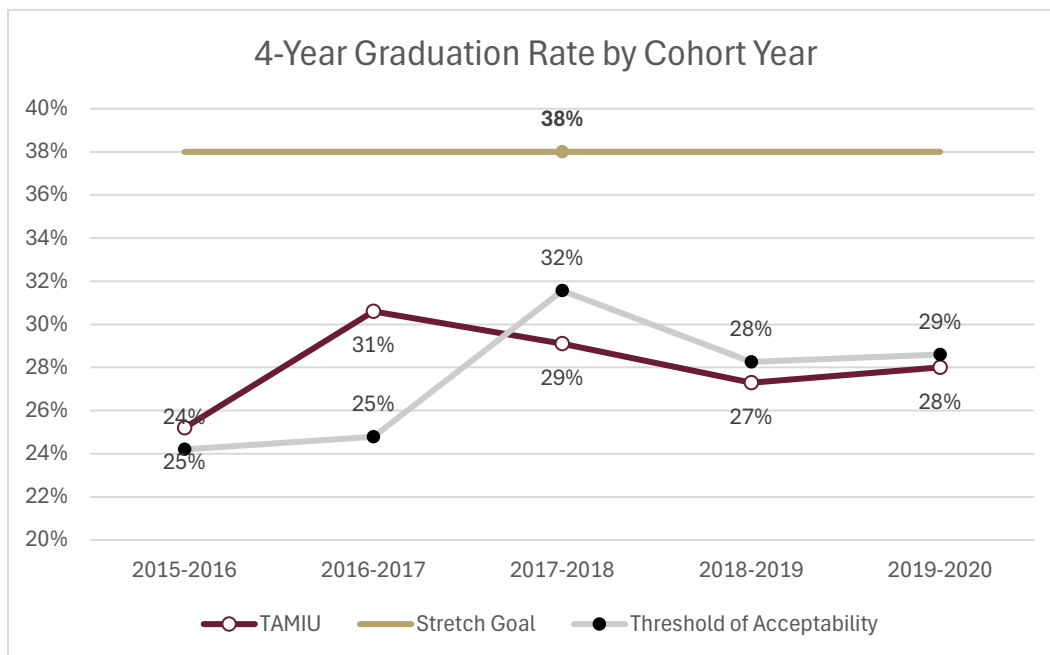


Figure 5. 4-Year Graduation Rate by Cohort Year

Overall, TAMIU’s 4-year graduation rates of females and males are consistent with national trends. The 4-year graduation rates of females (Figure 6) is consistently higher than the graduation rates of males.

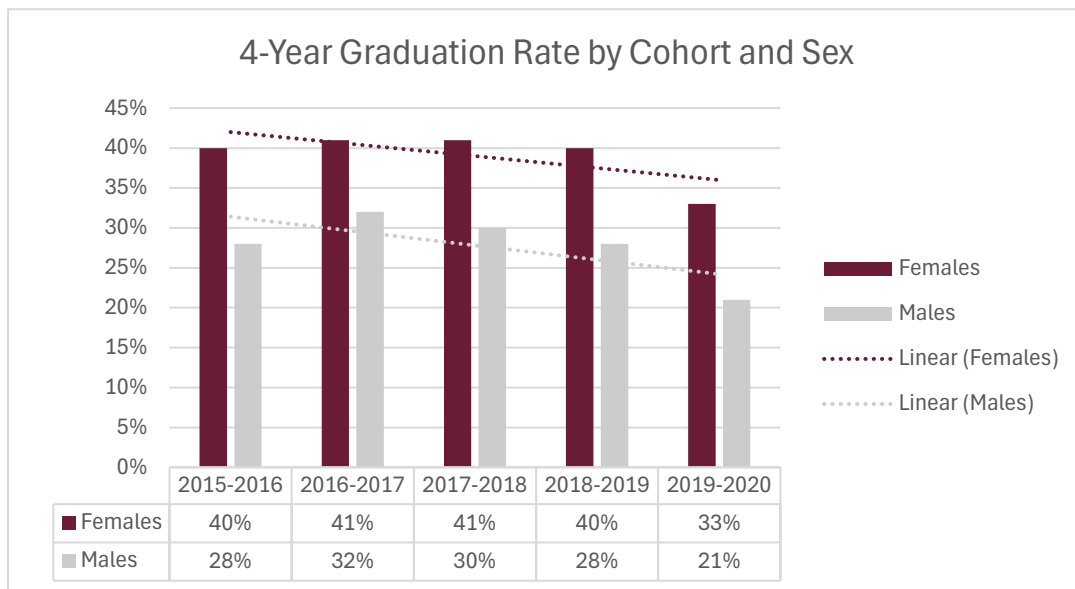


Figure 6. 4-Year Graduation Rate by Cohort and Sex

The 4-year graduation rates for Hispanic students (Figures 7 and 8) have averaged 34% over 5 cohorts. As seen in the overall data presented in figure 5 the cohorts that matriculated during the COVID-19 pandemic were impacted, TAMIU is monitoring the graduation rates of the 2021-2022 cohort to determine if action is needed. As noted before, the percentage of white and “other” students is low and that data should be interpreted cautiously.

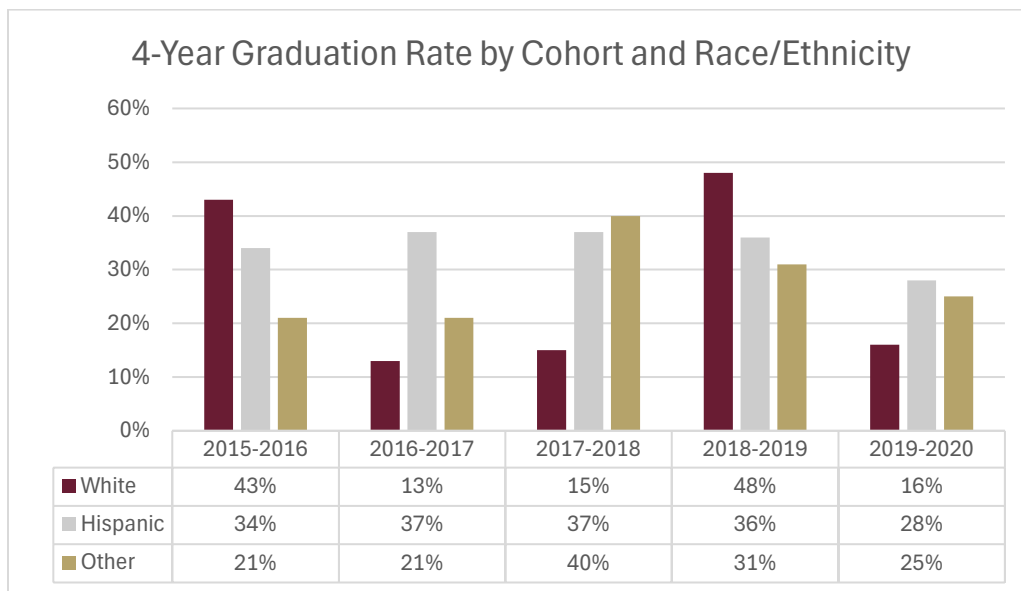


Figure 7. 4-Year Graduation Rate by Cohort and Race/Ethnicity

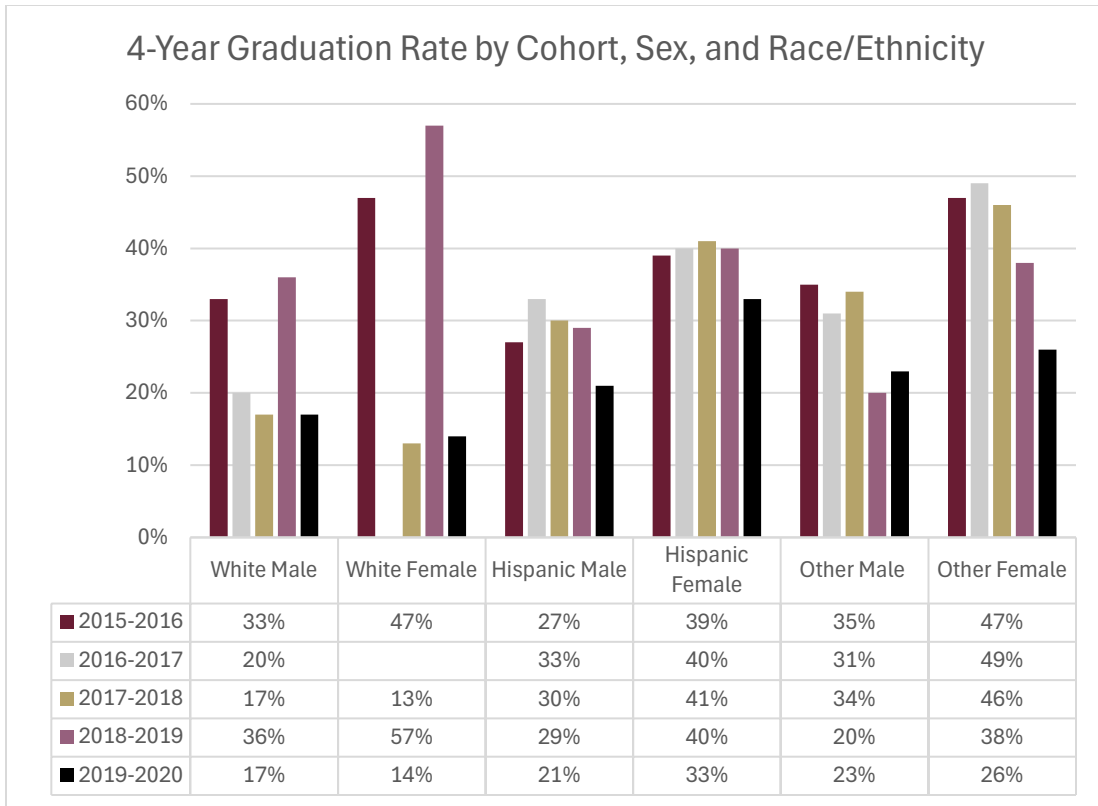


Figure 8. *4-Year Graduation Rate by Cohort, Sex and Race/Ethnicity*

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.

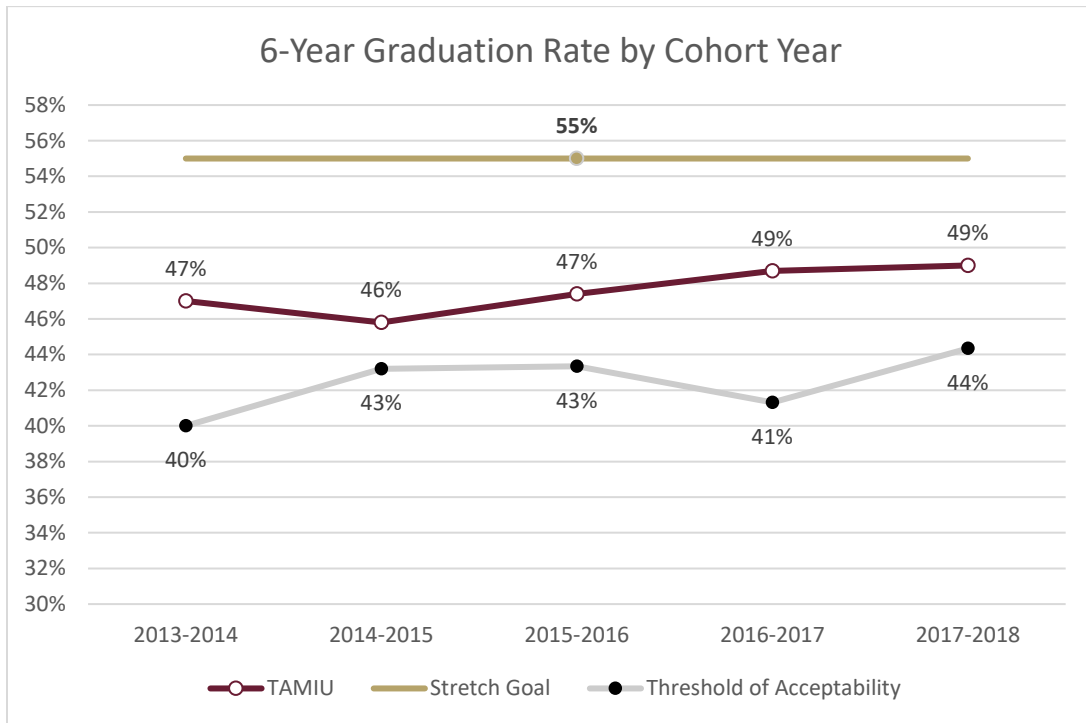


Figure 9. 6-Year Graduation Rate by Cohort Year

Overall, TAMIU’s 6-year graduation rates of females and males are consistent with national trends. The 6-year graduation rates of females (Figure 10) have consistently averaged higher than those of males, with females averaging 54% and males 41% over the cohorts.

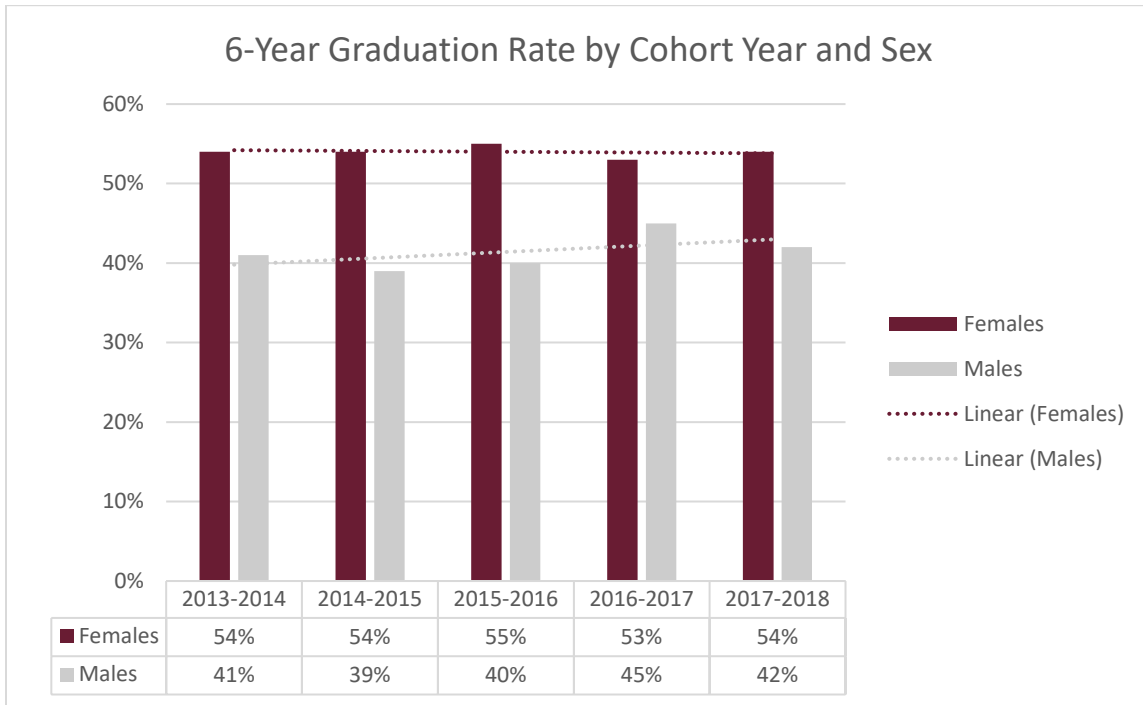


Figure 10. 6-Year Graduation Rate by Cohort Year and Sex

Over the same period, the graduation rates for Hispanic students (Figures 11 and 12) have averaged 48% over 5 cohorts. As seen in the overall data presented in figure 9 the 2014-2015 cohort that matriculated during the COVID-19 pandemic was impacted, but TAMIU did bounce back soon after that. As noted before, the percentage of white and “other” students is low and that data should be interpreted cautiously.

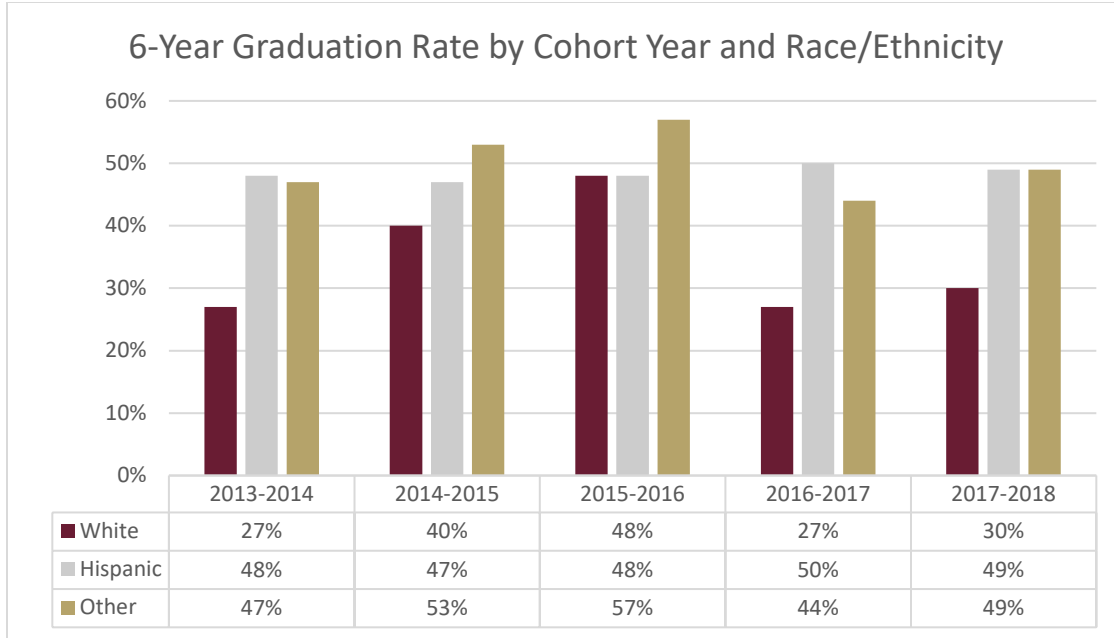


Figure 11. 6-Year Graduation Rate by Cohort and Race/Ethnicity

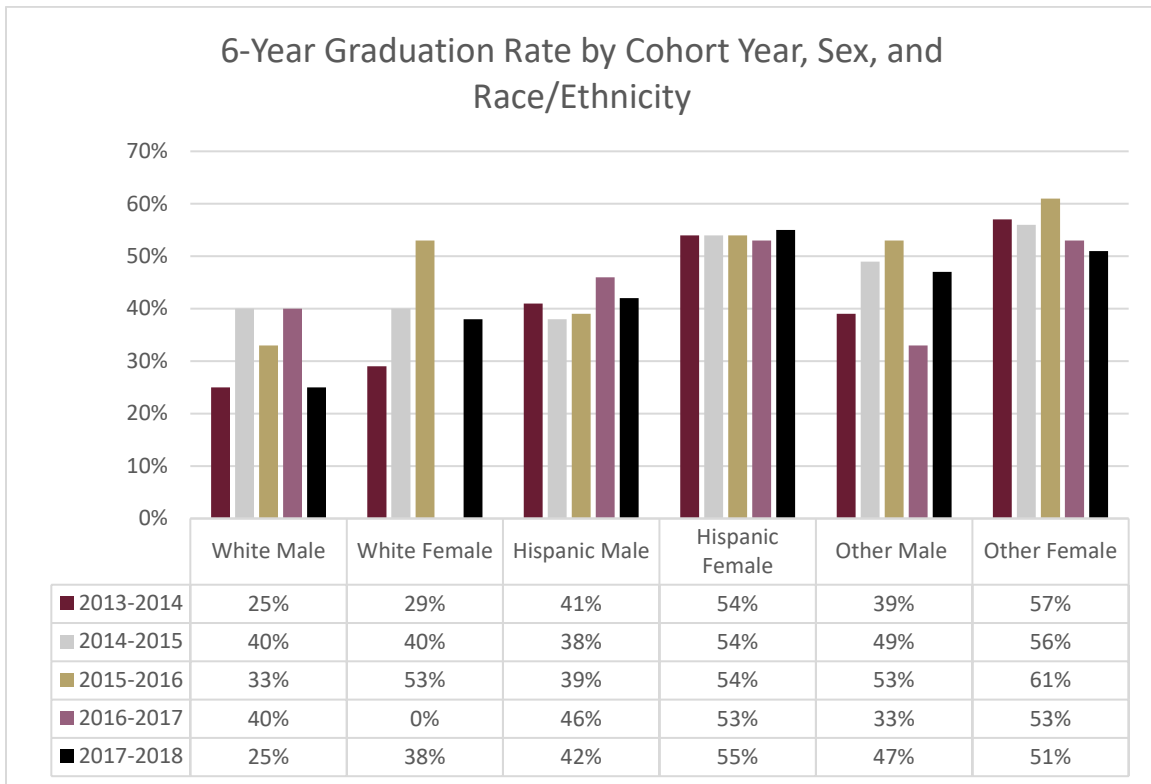


Figure 12. 6-Year Graduation Rate by Cohort, Sex, and Race/Ethnicity

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: Below the Threshold and Goal.

Eight-year graduation rates have recently fallen below the threshold (Figure 13).

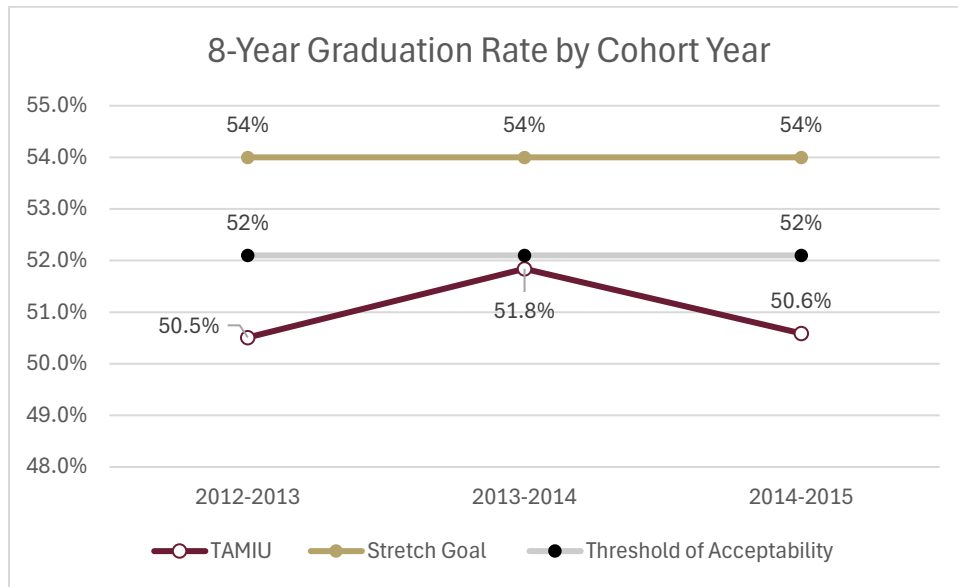


Figure 13. 8-Year Graduation Rate by Cohort

Note: Data was only available to compare these cohorts, hence the three years of data.

Overall, TAMIU’s 8-year graduation rates of females and males are consistent with national trends. The 8-year graduation rates of females (Figure 14) have consistently averaged higher than those of males, with females averaging 55.9% and males 44.9% over the cohorts.

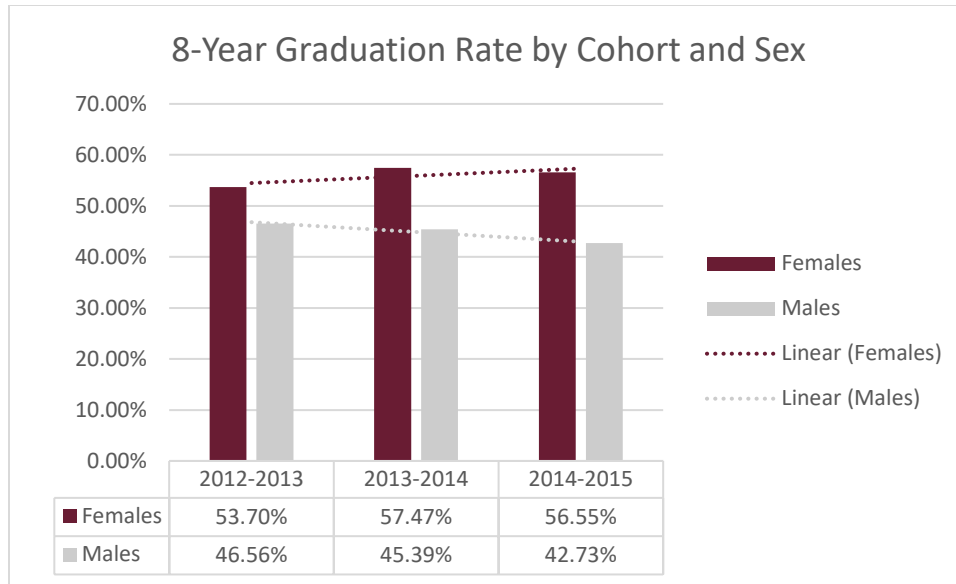


Figure 14. *8-Year Graduation Rate by Cohort Year and Sex*

Note: Data was only available to compare these cohorts, hence the three years of data.

Over the same period, the graduation rates for Hispanic students (Figures 15 and 16) have averaged 48.7% over 3 cohorts. The overall data presented in the figure shows that the 2012-2013 cohort matriculated during the COVID-19 pandemic was impacted, but TAMIU did bounce back soon after that. However, a slight drop in the 2014-2015 cohort took place. As noted before, the percentage of white and “other” students is low, and that data should be interpreted cautiously.

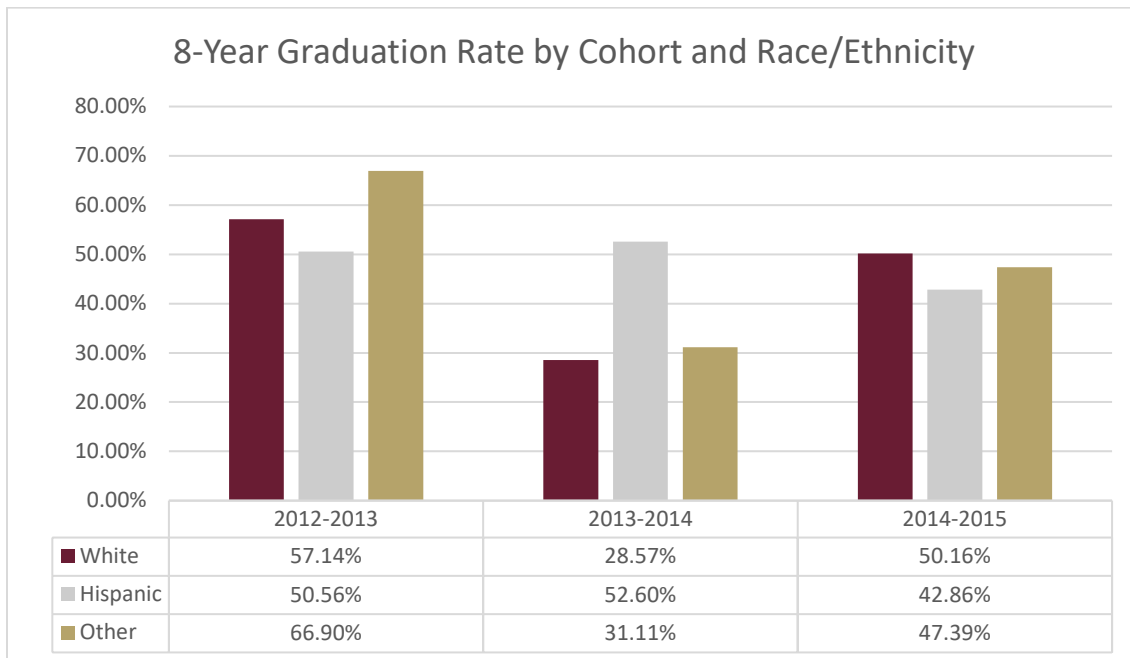


Figure 15. *8-Year Graduation Rate by Cohort and Race/Ethnicity*

Note: Data was only available to compare these cohorts, hence the three years of data.

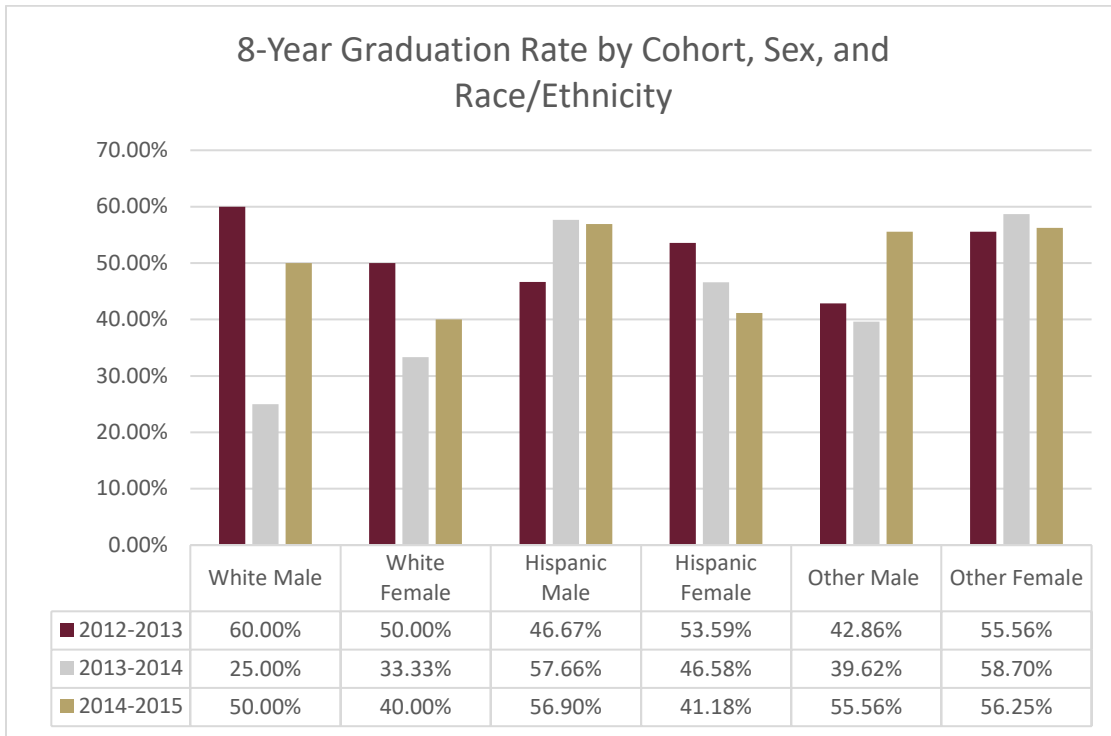


Figure 16. *8-Year Graduation Rate by Cohort, Sex, and Race/Ethnicity*

Note: Data was only available to compare these cohorts, hence the three years of data.

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: Texas Higher Education Coordinating Board 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 17) for transfer students has decreased over the past cohort years at 3.5% per year starting with the 2015 cohort.

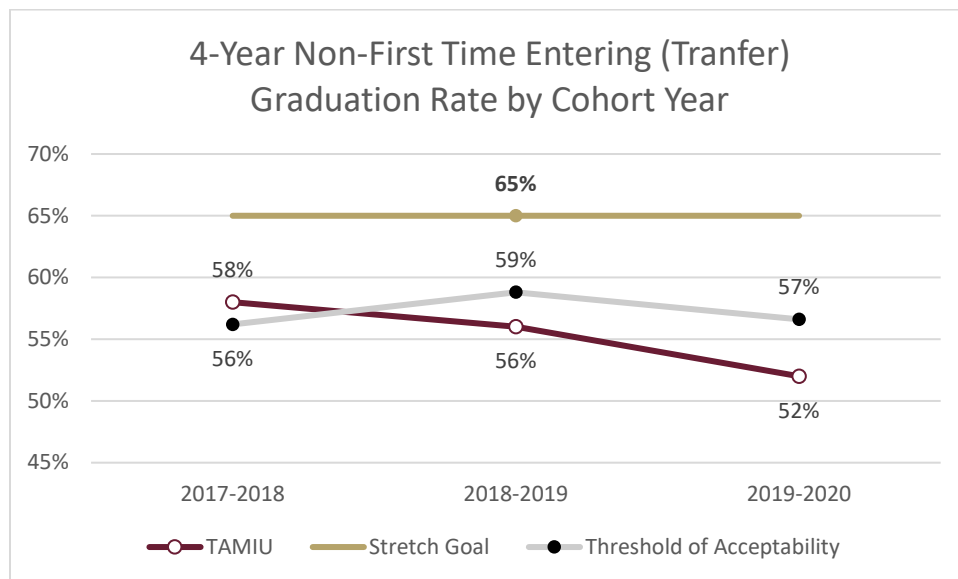


Figure 17. 4-Year Non-First Time Entering (Transfer) Graduation Rate by Cohort Year
Note: Data was only available for comparison for these cohorts, hence the three years of data.

As seen in other data, female transfer students exhibit a higher 4-year graduation rate than male students (Figure 18), like the university’s 4-year graduation rate for first-time, full-time students.

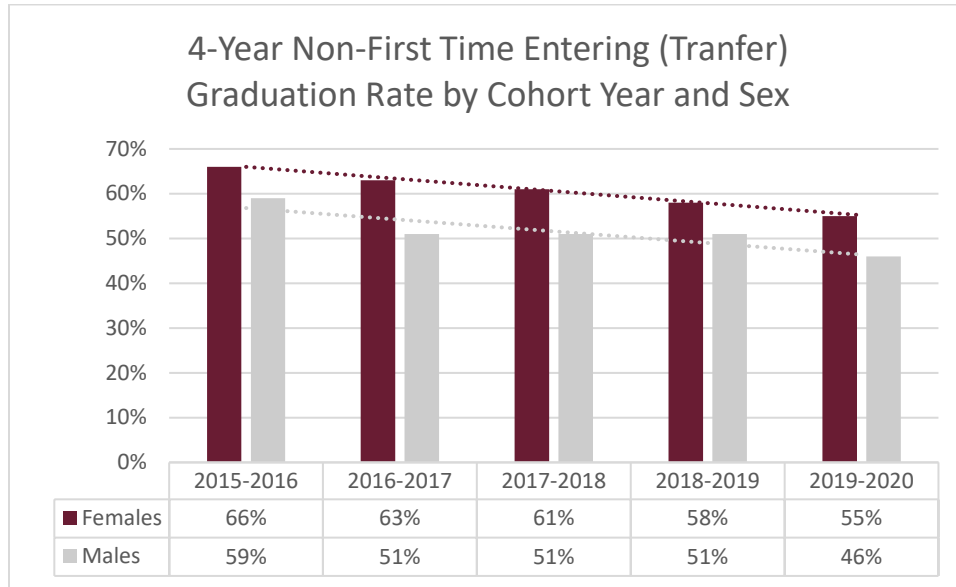


Figure 18. *4-Year Non-First Time Entering (Transfer) Graduation Rate by Cohort Year and Sex*

The 4-year non-first time entering graduation rates for Hispanic students (Figures 19 and 20) have averaged 58% over 5 cohorts. As seen in the overall data presented in figure 17 the cohorts that matriculated during the COVID-19 pandemic were impacted, TAMIU is monitoring the graduation rates of the 2021-2022 cohort to determine if action is needed. As noted before, the percentage of white and “other” students is low and that data should be interpreted cautiously.

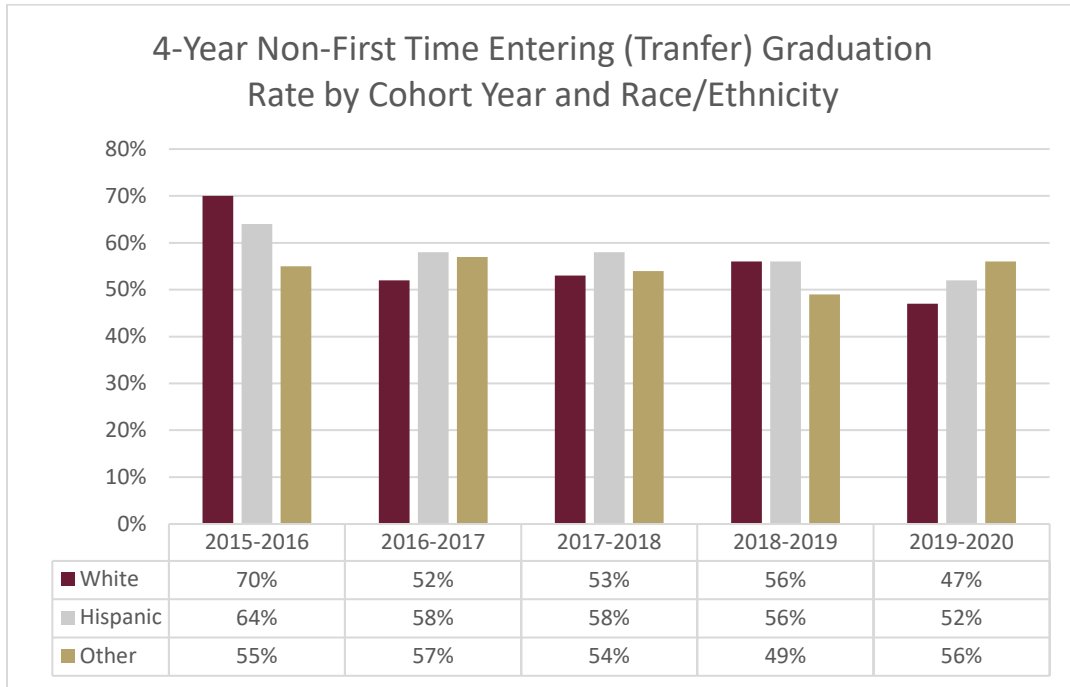


Figure 19. *4-Year Non-First Time Entering (Transfer) Graduation Rate by Cohort Year and Race/Ethnicity*

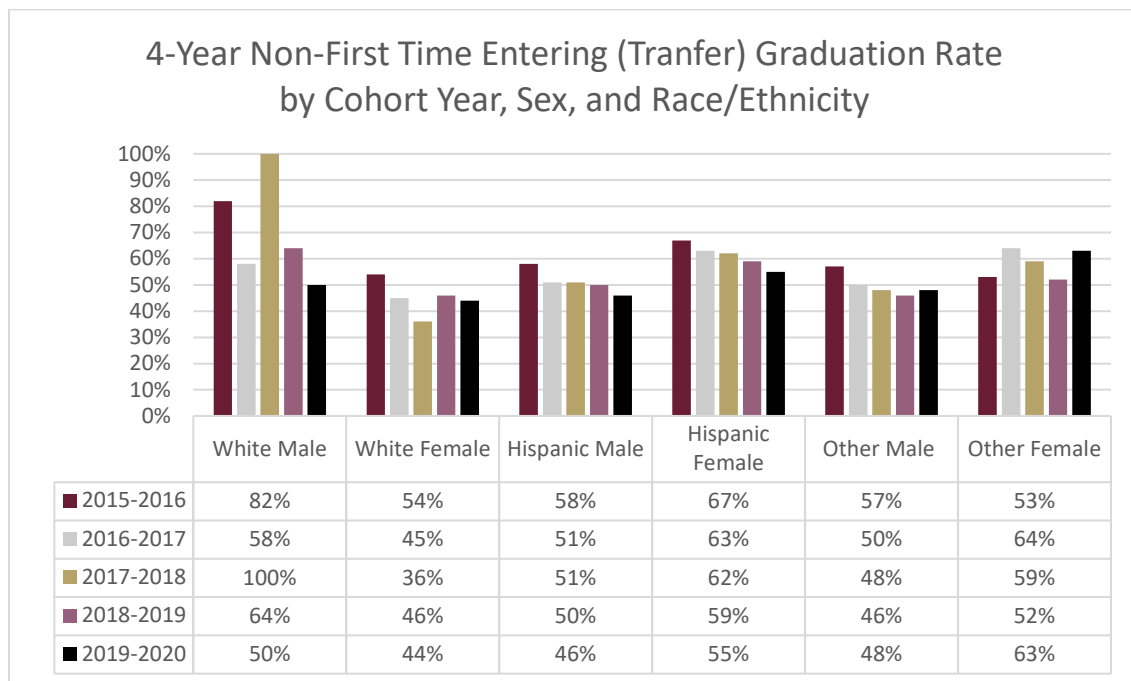


Figure 20. *4-Year Non-First Time Entering (Transfer) Graduation Rate by Cohort Year, Sex, and Race/Ethnicity*

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: Texas Higher Education Coordinating Board and 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 the threshold of acceptability but below the goal.

Currently, the University decreased completions for economically disadvantaged students by 2.8%. (Figure 21). 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. These results were confirmed by the NSSE results from Spring 2023.

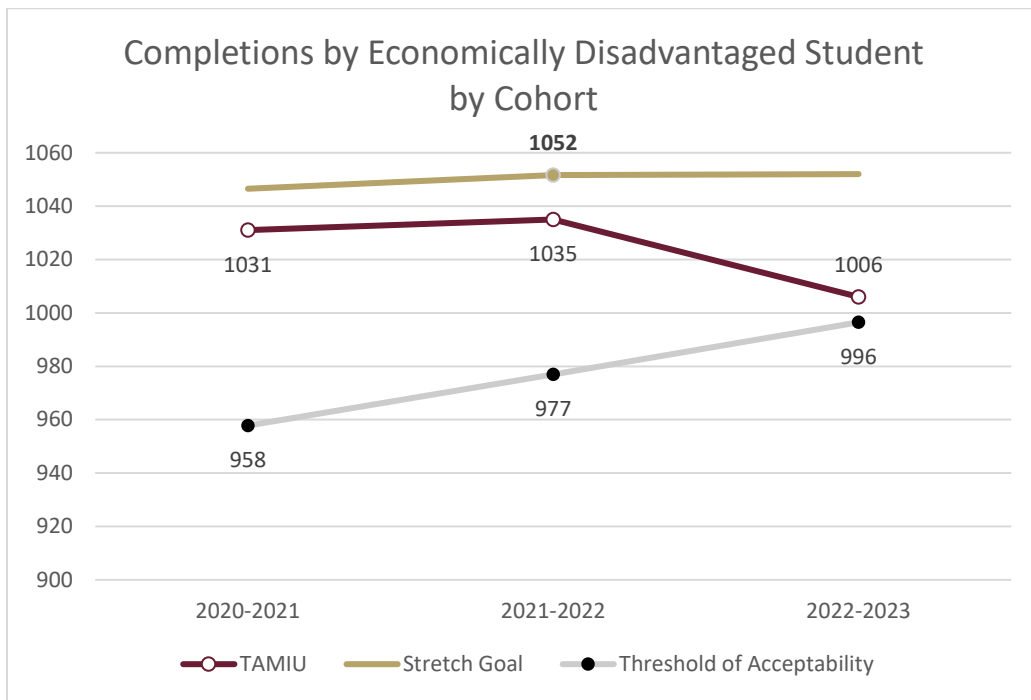


Figure 21. *Completions by Economically Disadvantaged Students*

Note: Data was only available for comparison for these cohorts, hence the three years of data.

Measure: Total Degrees Conferred (Figure 22)

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.

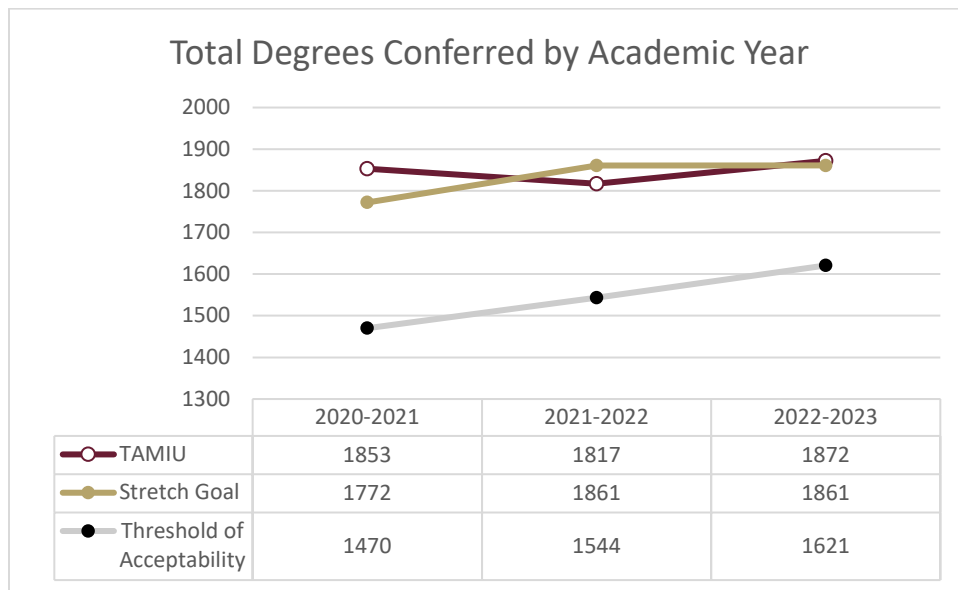


Figure 22. *Total Degrees Conferred by Academic Year*

Note: Data was only available to compare these cohorts, hence the three years of data.

Figures 23 and 24 present the data by undergraduate and graduate degrees. As with previous data, the number of undergraduate degrees conferred declined slightly do the cohorts matriculating during COVID-19. However, there have been an increase in the most recent cohort. As for graduate degrees, TAMIU has consistently exceeded the threshold and goals over the last 3 cohorts.

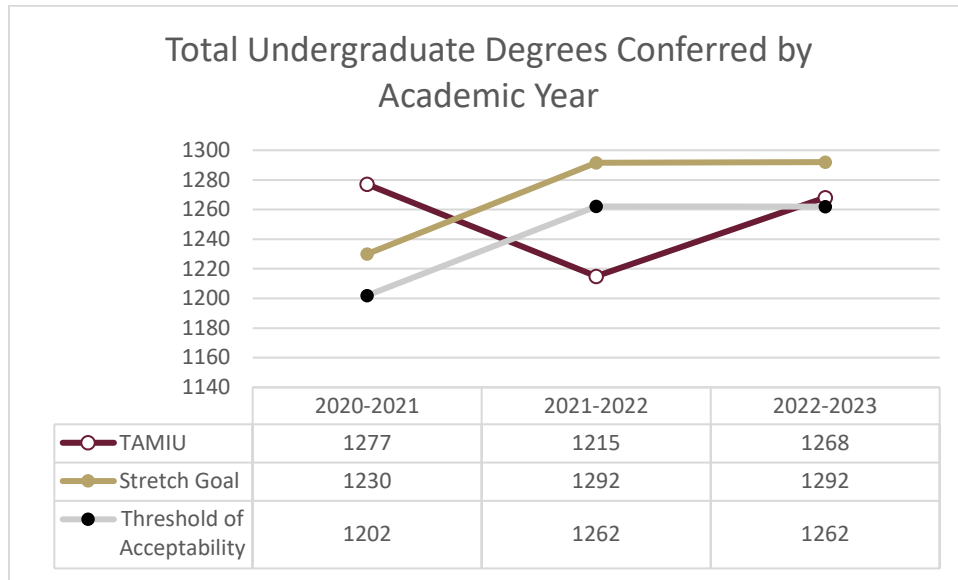


Figure 23. *Total Undergraduate Degrees Conferred*

Note: Data was only available to compare these cohorts, hence the three years of data.

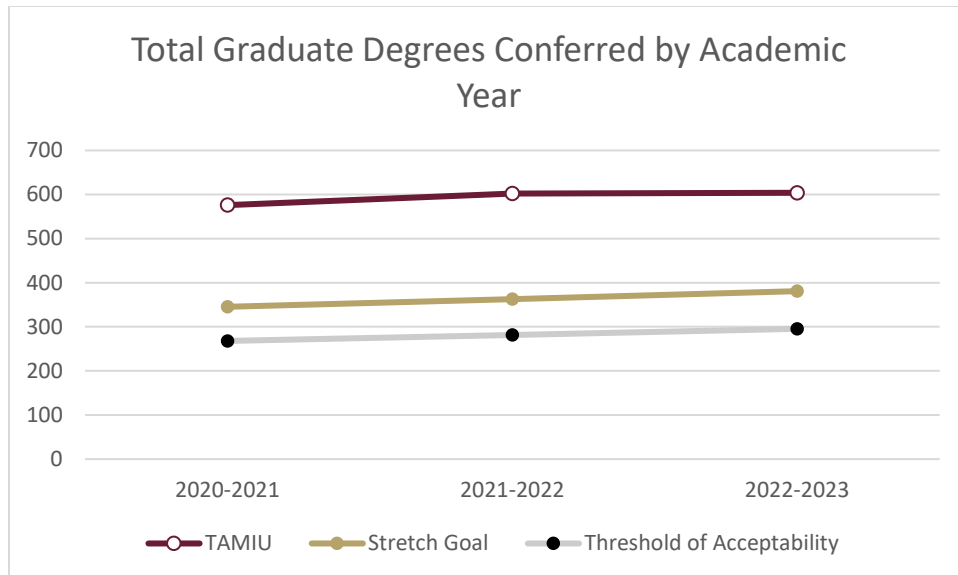


Figure 24. *Total Graduate Degrees Conferred*

Note: Data was only available to compare these cohorts, hence the three years of data.

Consistent with other data presented, when comparing earned degrees by females to earned degrees by males (Figure 25), females outperform males with females averaging 65.6% of the earned degrees over the cohorts. Female students comprise 62.5% of the total enrollment (fall 2022) and persist at higher rates, which would impact the number of degrees earned by this population.

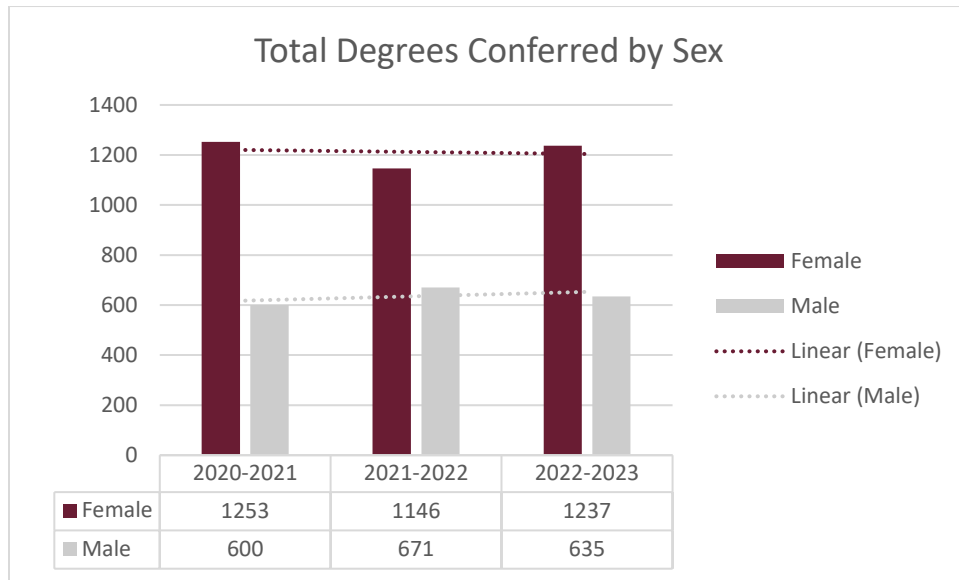


Figure 25. Total Degrees Conferred by Sex

Note: Data was only available to compare these cohorts, hence the three years of data.

The total degrees conferred for Hispanic students (Figures 26 and 27) have averaged 1540 over the past 3 cohorts. As seen in the overall data presented in figure 22 the cohorts that matriculated during the COVID-19 pandemic were impacted. As noted before, the percentage of white and “other” students is low and that data should be interpreted cautiously.

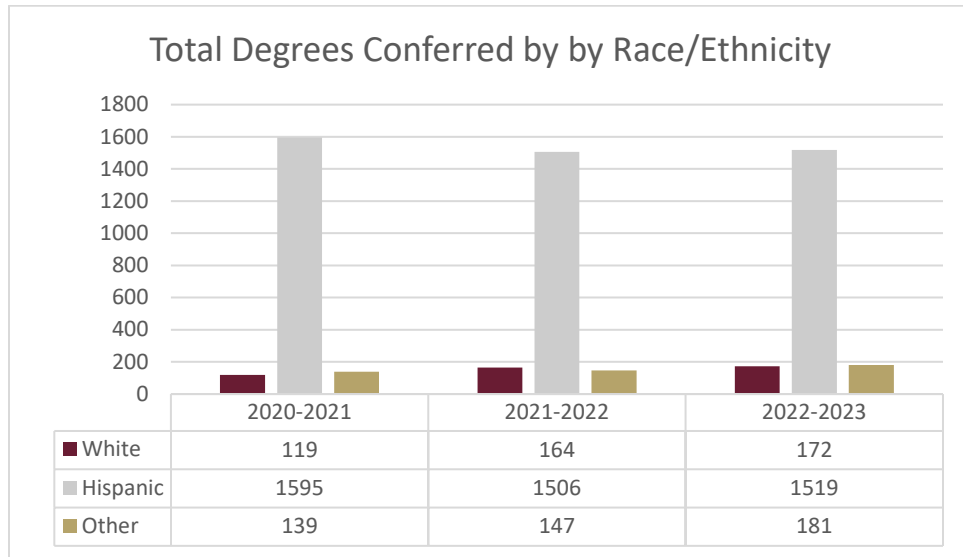


Figure 26. *Total Degrees Conferred by Race/Ethnicity*

Note: Data was only available to compare these cohorts, hence the three years of data.

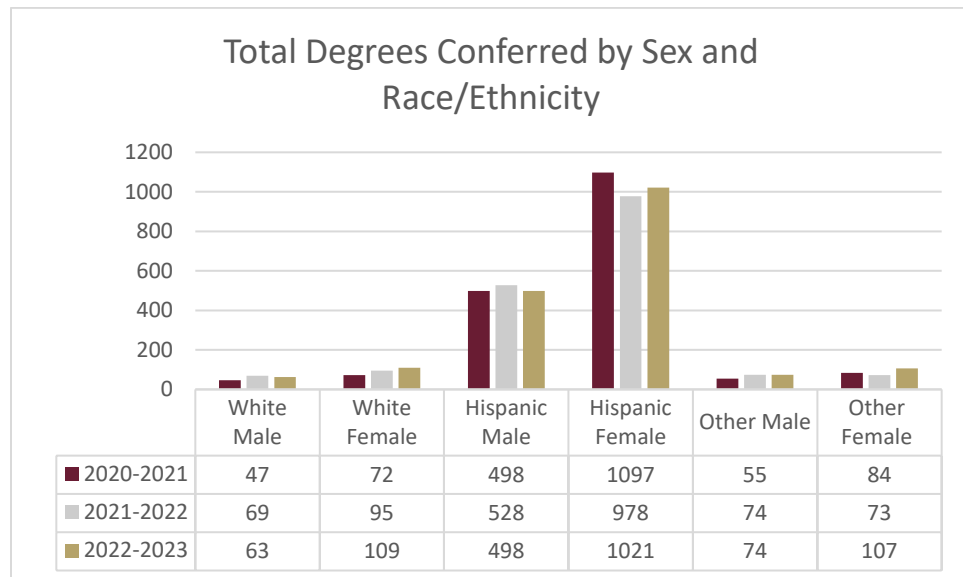


Figure 27. *Total Degrees Conferred by Sex and Race/Ethnicity*

Note: Data was only available to compare these cohorts, hence the three years of data.

Measure: State Licensure Pass Rates – Nursing (NCLEX) (Figure 28)

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.

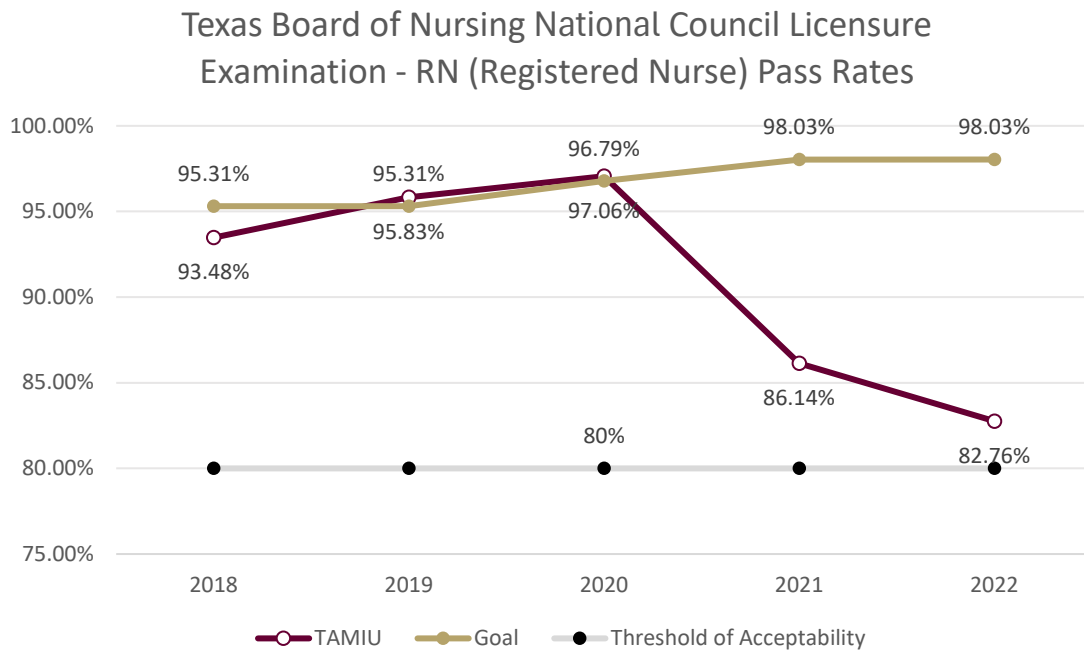


Figure 28. Texas Board of Nursing National Council Licensure Examination - RN (Registered Nurse) Pass Rates

Measure: State Licensure Pass Rates – Teacher Standard Certificate (Figure 29)

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 29), 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.

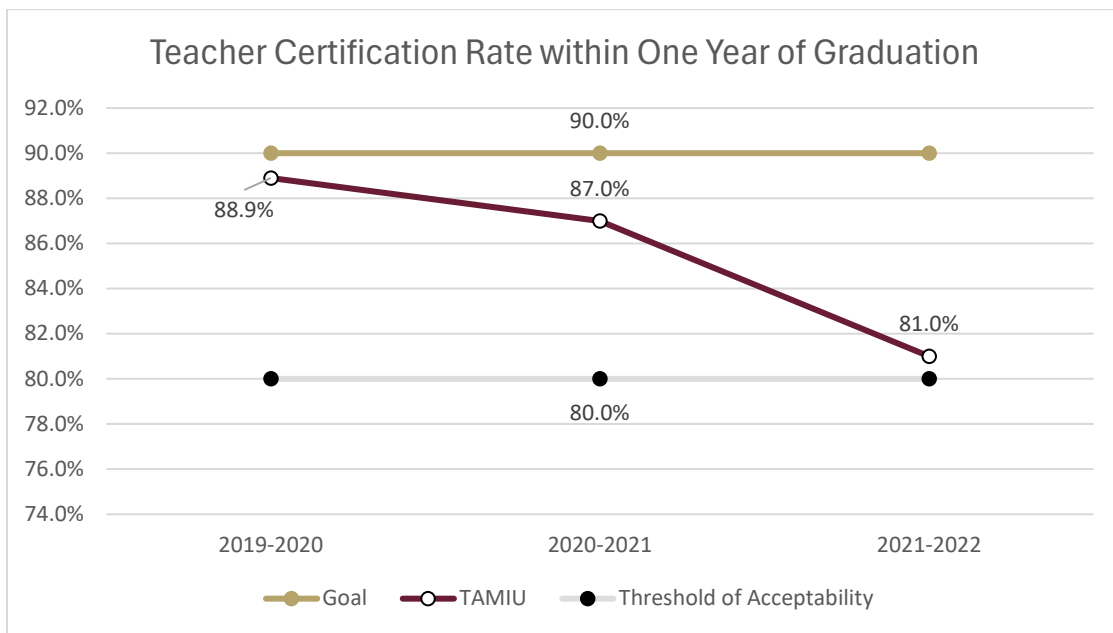


Figure 29. *Teacher Certification Rate within One Year of Graduation*