

STUDENT ACHIEVEMENT 2021

MISSION

Texas A&M University-Texarkana is a proud member of The Texas A&M University System. A&M-Texarkana is a comprehensive regional university that provides students with academically challenging, engaging, and rewarding educational experiences through quality teaching, scholarship, student support services, co-curricular programming, research, and service. Through the personal attention of our faculty and staff, students are afforded the opportunity to acquire the knowledge, abilities, and skills to become leaders in their chosen profession and to prepare for opportunities to serve in a global environment.

A&M-Texarkana has set four specific student achievement goals and documents the university's progress in meeting these goals. At least three types of measures are reported per goal to provide a comprehensive view of our progress and to examine replication of results across measures.

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GOAL #1: Students will persist at a consistent rate, complete degree programs, and obtain employment or seek additional education.

MEASURE #1: DEGREES CONFERRED

A&M-*Texarkana* reached 73% of our university stretch goal for degrees awarded by academic year. The highest number of undergraduate degrees awarded occurred in the 2018-2019 academic year, 75.4%. First-time in college (FTIC) refers to all new, full-time, degree-seeking undergraduate students. Transfer student represent full-time, degree seeking students. A&M-*Texarkana* obtained 50% of our stretch goal for the four-year graduation rate of FTIC students, and 71% of our stretch goal for transfer students.

Degrees Awarded by Academic Year

Stretch Goal 700 degrees by 2020

ACADEMIC YEAR	UNDERGRADUATE	GRADUATE	DOCTORAL	TOTAL	+/- COUNT PREVIOUS YEAR	+/- % PREVIOUS YEAR
2014-2015	346	143	N/A	489	N/A	N/A
2015-2016	335	144	N/A	479	-10	-2.04%
2016-2017	357	130	N/A	487	+8	+1.67%
2017-2018	373	121	4	498	+11	+2.26%
2018-2019	384	144	1	529	+26	+5.22%
2019-2020	413	99	7	519	-10	-1.89%
2020-2021	375	113	3	491	-28	-5.39%

**Source: CBM009 State Required Report to the Texas Higher Education Coordinating Board (THECB)*

Four-Year Graduation Rate

Full-time, first-time, degree seeking

Stretch Goal 40%

YEAR	PERCENTAGE	+/- PREVIOUS YEAR
2014-2015	18.48%	+1.64%
2015-2016	15.92%	-2.56%
2016-2017	26.45%	+10.53%
2017-2018	30.67%	+4.22%
2018-2019	19.23%	-11.44%
2019-2020	20.10%	+0.87%
2020-2021	19.66%	-.44

**Source: Legislative Budget Board (LBB)*

Four-Year Graduation Rate

Full-Time Transfer Students+

Stretch Goal 85%

YEAR	PERCENTAGE	+/- PREVIOUS YEAR
2014-2015	61.64%	N/A
2015-2016	65.92%	+4.28%
2016-2017	62.73%	-3.19%
2017-2018	59.78%	-2.95%
2018-2019	54.42%	-5.36%
2019-2020	60.52%	+6.10%
2020-2021	60.12%	-.4%

**Source: Legislative Budget Board (LBB)*

+Students transferring at least 30 semester credit hours

MEASURE #2: STUDENT PERSISTENCE

Persistence generally refers to the rate at which degree-seeking undergraduate students new to A&M-Texarkana: (1) began classes (full-time) in the fall semester; (2) completed their freshmen academic year; and (3) remained enrolled in classes (full-time) at the beginning of their sophomore year. Fall 2019 reported our highest persistence rate for FTIC students by earning 91.7% of our stretch goal. Fall 2020 reported our highest persistence rate for Full-time Transfer students by earning 83.5% of our stretch goal.

First Year Persistence Rate

First Time In College (FTIC)

Stretch Goal 70% (Fall to Fall)

SEMESTER	PERCENTAGE	+/- PREVIOUS FALL
FALL 2015	52%	N/A
FALL 2016	55%	+3%
FALL 2017	54%	-1%
FALL 2018	58.7%	+4.7%
FALL 2019	64.25%	+5.55%
FALL 2020	50.37%	-13.88%

**Source: Legislative Budget Board (LBB); First-Time Full-Time Degree Seeking*

First Year Persistence Rate

Full-Time Transfer Students

Stretch Goal 90% (Fall to Fall)

YEAR	PERCENTAGE	+/- PREVIOUS FALL
FALL 2015	70.17%	N/A
FALL 2016	68.66%	-1.51%
FALL 2017	75.74%	+7.08%
FALL 2018	70.11%	-5.63
FALL 2019	74.35%	+4.09%
FALL 2020	75.13%	-.78%

**Source: Institutional Effectiveness and Research*

MEASURE #3: EMPLOYMENT AND FUTURE PLANS

A&M-Texarkana seeks to increase the percentage of graduates who find gainful employment or who enroll in graduate or professional school after they graduate. Relative to the previously year's reported findings, this percentage increased. Institutional Effectiveness and Research is currently working with Career Development and Alumni Relations to create a survey that will allow us to obtain additional information regarding employment and future plans. This initiative is also in line with the marketable skills measurement in the state's 60X30 plan.

GRADUATION PLANS

Baccalaureate Graduates Employed and/or Enrolled in Graduate or Professional School

YEAR	PERCENTAGE	+/- PREVIOUS FALL
2014	76.8%	N/A
2015	73.4%	-3.4%
2016	74.2%	+0.8%
2017	78.5%	+4.3%
2018	78.93%	+0.43%
2019	79.00%	+0.17%

**Source: Texas Higher Education Coordinating Board, Marketable Skills M01A – Working or Enrolled within One Year*

GOAL #2: Students will achieve academically and participate in engaging educational experiences.

Assessment activities related to academic achievement and participation are under review by various members of the university community. A new assessment software management tool, AEFIS, will launch in Spring 2022.

GOAL #3: Students will receive personal attention from faculty and staff.

MEASURE #1: CLASS SIZES

Lower division courses include courses offered at the freshman and sophomore level at a four-year college or university. A&M-Texarkana has continued to keep class sizes significantly smaller than the Texas state average even with increasing enrollment.

Average Lower Division Class Size

SEMESTER	A&M-TEXARKANA	STATE AVERAGE
FALL 2015	23	39
FALL 2016	22	39
FALL 2017	21	39
FALL 2018	20	40
FALL 2019	20	39
FALL 2020	21	39

**Source: Texas Higher Education Coordinating Board, Sector-Specific/Other X02U – Average and Median Class Size*

MEASURE #2: STUDENT/FACULTY RATIO

A&M-Texarkana seeks to maintain a reasonable student/faculty ratio. On average, there is one faculty member for every 12 students.

SEMESTER	A&M-TEXARKANA
FALL 2015	11:1
FALL 2016	9:1
FALL 2017	11:1
FALL 2018	14:1
FALL 2019	14:1
FALL 2020	14:1

*Source: IPEDS Fall Enrollment and Texas Higher Education Coordinating Board, Sector-Specific/Other Z03U – Student/Faculty Ratio

MEASURE #3: STUDENT SATISFACTION

The National Survey of Student Engagement (NSSE) collects information on first year and senior students on participating institutions of higher education. This survey obtains information on student engagement activities academic and personal. The Campus Environment engagement indicators identified as Quality of Interactions and Supportive Environment provide data for this measure. Students rate interactions with students, academic advisors, faculty, student services, and other administrative staff and offices for the indicator of Quality of Interactions. Students answering questions regarding the indicator of Supportive Environment rate statements regarding institutional emphasis on providing support for academic student success, learning support services, encouraging diversity, social interaction opportunities, support for the overall well-being, assistance managing responsibilities outside the classroom, and attendance at events related to social, economic, and political issues. A&M-Texarkana performs above average when compared to our peers and nationally. Our average score for Quality of Interactions with 44.3% for first year students and 45.7 for senior students. In addition, we are above the average for Supportive Environment with scores of 35.4 for first year and 33.8 for senior students. A&M-Texarkana is proud of the achievements regarding these performance indicators.

Quality of Interactions	First Year	Senior
<i>Students</i>	43%	57%
<i>Academic Advisors</i>	72%	63%
<i>Faculty</i>	59%	66%
<i>Student services staff (career services, student activities, housing, etc.)</i>	49%	57%
<i>Other administrative staff and offices (registrar, financial aid, etc.)</i>	57%	63%
Supportive Environment	First Year	Senior
<i>Providing support to help students succeed academically</i>	72%	69%
<i>Using learning support services (tutoring services, writing center, etc.)</i>	89%	68%
<i>Encouraging contact among students from different backgrounds (soc., racial/eth., relig., etc.)</i>	58%	59%
<i>Providing opportunities to be involved socially</i>	69%	61%
<i>Providing support for your overall well-being (recreation, health care, counseling, etc.)</i>	72%	58%
<i>Helping you manage your non-academic responsibilities (work, family, etc.)</i>	28%	47%
<i>Attending campus activities and events (performing arts, athletic events, etc.)</i>	69%	49%
<i>Attending events that address important social, economic, or political issues</i>	56%	49%

*Source: NSSE 2021 Engagement Indicators Campus Environment First Year and Senior Results