



2021/2022 Student Achievement Report

An annual report of goals and outcomes used to document student achievement and success at Amberton University as required by SACSCOC Core Requirement 8.1

Amberton University identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the adult students it serves, and the kinds of programs offered. Amberton University uses multiple measures to document student success. Evaluation criteria include those items appropriate for the adult learner and consistent with the mission of the University, including course completion, graduation rates, and state licensing examinations, surveys of recent graduates, and longitudinal surveys of graduates. The University sets a minimum threshold of acceptability and a goal for each measure. Amberton University's student achievement report is published on the University's website, Amberton.edu, under "Choosing Amberton" and "Institutional Effectiveness." (Student Achievement Report - Website).

Amberton University's mission statement describes the University as a specialized institution designed to meet specific educational needs of mature students, the majority of whom are employed full-time. The average age of Amberton students is approximately 40 years of age. Amberton University is committed to the continuous transformation of the educational process in direct response to the needs of the student and the community, when financially and academically feasible. As a part of this process, the University monitors the performance of its adult students during their time at the University and after graduation.

Course Completion

Each session, the Office for Institutional Effectiveness produces a report on grade distribution by course. This report gives a breakdown of grades given for each course taught for the session. As a part of this report, the percentage of withdrawals for the courses is reported. At year's end, a summary report is provided for grades awarded to students enrolled for the academic year. The administration reviews these reports each session and at year's end looking for courses that have a pattern of higher than normal withdrawals.

Adult students often have work and family responsibilities that prevent them from successful course completion. Amberton University faculty works with these students on an individual basis to help them

successfully complete the course; however, sometimes the best decision is to withdraw and to re-take the course at another time.

The following chart represents a seven- year history of course completion rates for undergraduate and graduate students from academic years 2015/2016 through 2021/2022 derived from the annual reports of grade distributions. A course is counted as completed if the student did not drop and earned academic credit. Because of the unique nature of Amberton University and its primary focus on the adult learner, sources for comparative data are insufficient. In determining an acceptable threshold for course completion rates, the University relies on its historical data for trends and benchmarks.

Table 8.1.1

Seven Year History of Course Completion Rates														
	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		2021/22	
Academic Level	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G
Completion Rate	83%	89%	84%	90%	84%	90%	85%	89%	87%	88%	87%	91%	90%	90%
Threshold of Acceptability	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
Institutional Goal	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%
Goal Status	Not Met	Met	Not Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met	Met	Met

The course completion data for the past seven years shows a consistency in rates for undergraduates and graduates. Undergraduates complete courses within a range of 83% to 90%, showing improvement since 2015/2016. Graduate students complete at a rate of 88% to 91%. It is to be expected that undergraduate students would have a slightly lower completion rate than graduate students because they tend to take more hours per session. In reviewing course completion data, the University’s goal is to achieve an 85% or greater completion rate for undergraduates and graduates, with a minimum threshold of acceptability of 80%. A review of the seven year history shows that the University met the goal for both the undergraduate and graduate levels four out of the seven years.

Amberton University also monitors course completion by academic division – Business, Human Development, and Interdisciplinary. These three divisions reflect the emphasis of the University’s degree programs on both the undergraduate and graduate levels. Courses in the Business Division include Accounting, Business, Economics, Finance, Management, Management Information Systems, and Marketing. Human Development courses include Counseling, Human Behavior and Development, and Psychology. Interdisciplinary courses include Communication, English, History, Human Resources and Training, Humanities, Math, Religion, Required Graduate Studies (Ethics/Research) and Science.

The following chart reflects course completion by academic division for the past three years. Results are divided further by courses taken at the undergraduate and graduate levels. As in the previous chart, a course is counted as completed if the student did not drop and earned academic credit.

8.1.2

Amberton University Three Year History of Course Completion by Academic Division						
Divisions	2019/20		2020/21		2021/22	
	UG	G	UG	G	UG	G
Business Completion Rate	90%	89%	90%	90%	90%	89%
Human Development Completion Rate	85%	93%	91%	92%	92%	93%
Interdisciplinary Completion Rate	83%	83%	81%	87%	88%	83%
Threshold of Acceptability	80%	80%	80%	80%	80%	80%
Institutional Goal	85%	85%	85%	85%	85%	85%
Goal Status	Met except for Interdisciplinary.	Met except for Interdisciplinary.	Met except for Interdisciplinary.	Met	Met	Met except for Interdisciplinary.

A review of the three-year data by academic division shows that the University met its threshold of acceptability course completion rate of greater than 80% across all divisions. The institutional goal of 85% was met for all divisions except the Interdisciplinary Division, which met the goal for the graduate level in 20/21 and the undergraduate level in 21/22, but fell slightly below in the remaining years. A further review of the data for this division showed that a significant number of the course withdrawals came from computational courses and writing intensive courses offered online.

Most of the University's offerings during these time periods were offered online due to the COVID-19 pandemic. Faculty is addressing the issue of trying to keep students engaged throughout the session in order to decrease the number of withdrawals while identifying students at risk. Engagement activities include faculty reaching out to students via email and phone calls. Student Services advisors also try to contact students who are not engaging in classes to help identify any issues and to offer assistance and encouragement.

Historically, over decades of educating the adult student, Amberton University has found that if a student can successfully complete at least four consecutive sessions of enrollment, s/he is much more likely to stay enrolled. The past three years have been challenging for many college students but especially the adult student. Amberton students, the majority of whom are female, were often faced with caring for family members during the pandemic, working remotely, and home schooling children during school closures. Anecdotal reports from faculty and advisors show that students often felt overwhelmed during this time and appreciated personal contact from the University to help with the isolation.

Graduation Rates

Amberton University monitors student achievement through graduation rates. The graduation rate data is disaggregated by academic level and degree programs. Academic level graduation rate data is further disaggregated by gender and ethnicity for the undergraduate and graduate levels. The University chooses to disaggregate the data in these ways as they yield the most useful data for analysis and are the most appropriate for Amberton University’s student population. The University currently uses the IPEDS 8 Year Outcomes indicator to establish one baseline for its undergraduate programs; however, currently only 13% of its enrollment is undergraduate with the other 87% being graduate students. Identifying comparable peer institutions through IPEDS Data Feedback Reports is extremely difficult since the data does not address part-time adult students over the age of 25. Amberton University uses other sources of research for comparison of graduation rates for its unique student population, including recent studies focusing on the mature adult student. All graduation rate data is assessed over the University’s academic year, which begins in June and ends the following May (summer, fall, winter, and spring sessions). The University’s academic year does not follow the IPEDS data reporting year, which covers fall through summer; therefore, there is a difference in the overall graduation rate data reported in IPEDS and through institutional data.

Three-Year History of Graduation Rates Undergraduates

The following table (8.1.3) shows undergraduate program graduation rates for a three-year period 2019/2020, 2020/2021, and 2021/2022, disaggregated by degree programs. The table also provides comparative data from four sources: IPEDS Data Feedback Report 2020-2022, *Complete College America – Part-Time Students Must Be a Full-Time Priority-August 2022*, *College Graduation Statistics (Graduation Statistics by Age)*, and the National Student Clearinghouse Research Center: February 2022 as quoted in *Complete College America – Building on Completion Gains – December 2022*. Table 8.1.4 shows demographics for the same time period and same new student cohorts.

Table 8.1.3

Amberton University Undergraduate Programs Three-Year History of 8 Year Graduation Rates			
Undergraduate Programs	11/12 New Student Cohort N=144	12/13 New Student Cohort N=145	13/14 New Student Cohort N=131
	2019/2020 Evaluation Year	2020/2021 Evaluation Year	2021/2022 Evaluation Year
BA-Professional Development	45%	43%	47%
BBA-General Business	6%	38%	45%
BBA-Management	44%	52%	32%
BBA-Management Accounting	55%	20%	33%
BBA-Project Management	8%	30%	13%
BS-Applied Studies	63%	30%	63%
BS-Human Relations & Business	62%	53%	50%
Graduation Rate – All Programs	45%	44%	42%

Total headcount of students graduating within 8 Years	65	64	55
Threshold of Acceptability Graduation Rate - All Programs	35%	35%	35%
Institutional Goal – All Programs	40%	40%	40%
Institutional Goal Status	Met	Met	Met
IPEDS 8 Year Outcome Rate	40%	34%	48%
IPEDS Data Feedback Reports 2020, 2021,2022, Non-Pell, Non-First Time, part-time, degree-seeking students, all ages, 8 years from matriculation – comparison institutions median graduation rate	46%	39%	43%
Data Comparable to the Amberton Adult Student – Part-time Adult Students Over the Age of 25			
Complete College America – 8/2022	25% graduation rate for part-time students – 8 years		
College Graduation Statistics https://educationdata.org/number-of-college-graduates/			20% for 24- to 29-year-olds graduating within 5 years. 16.4% for those 30 years and older
National Student Clearinghouse Research Center: February 2022 https://nscresearchcenter.org/completing-college	21.5% graduation rate for 8 years - students who attend exclusively part time	19.7% graduation rate for 8 years - students who attend exclusively part time	20.1% graduation rate for 8 years - students who attend exclusively part time

The Minimum Threshold for Acceptability is 35% for undergraduate programs while the Institutional Goal is 40%. These metrics were derived after looking at the research on the graduation rates for part-time adult students over the age of 25 and reviewing the University’s historical data. These metrics are reviewed regularly.

The three-year review shows that the overall graduation rate for all undergraduate programs met the University’s goal of 40% and the threshold of acceptability rate of 35%. However, a review by program shows that two programs in the 2011/2012 cohort did not meet either standard (BBA-General Business and the BBA-Project Management). For the 2012/2013 cohort, four programs did not meet the 40% goal – the BBA-General Business (met the threshold), the BBA-Management Accounting, the BBA-Project Management, and the BS-Applied Studies. It should be noted that the evaluation year 2020/2021 coincided with the height of the Covid-19 pandemic, which had an effect on students staying enrolled. For the 2013/2014 cohort, three programs were under the 40% goal – the BBA-Management, the BBA-Management Accounting, and the BBA-Project Management. Having observed a three-year history of graduation rates and enrollments in these two degrees, faculty has recommended and also implemented changes. The BBA-Project Management is under review for redesign into a certification program while the BBA-Management Accounting program has been restructured as an alternate track in the BBA-Accounting program. A review of the 11/12 cohort for the BBA-General Business showed that of the 15 students who did not graduate, 4 students had an academic or financial hold on their enrollment. Nine students made significant academic progress with acceptable GPAs and 2 students are still attending.

This scenario is often representative of the adult student who tends to “drop in and out” of an academic program and is subject to disruptions in his or her program due to job transfers or family issues.

Table 8.1.4

Amberton University Three-Year History of Undergraduate Program Graduation Rates by Gender and Ethnicity			
Categories	11/12 New Student Cohort Graduates N=65 Cohort=144	12/13 New Student Cohort Graduates N=64 Cohort=145	13/14 New Student Cohort Graduates N=55 Cohort=131
	2019/2020 Evaluation Year	2020/2021 Evaluation Year	2021/2022 Evaluation Year
Male	42%	45%	43%
Female	48%	44%	41%
White/Caucasian	42%	35%	40%
Black/African American	38%	40%	26%
Hispanic/Latino	54%	40%	46%
Asian	79%	73%	76%
Unknown	40%	50%	50%

A three-year review of gender and ethnicity of cohort graduation rates shows a slight increase of male graduation rates from the 2011/2012 cohort to the 2013/2014 cohort and a decrease in female graduation rates for the same time period of 7%. There is a 12% decline in graduation rates of Black/African Americans from the 2011/2012 cohort and the 2013/2014 cohort. Hispanic/Latino graduation rates declined 8% for the same time period and Asian graduation rates declined at the rate of 3%.

White/Caucasian rates declined at the smallest percentage of 2%. Please note that the categories of Native American/Alaskan Native and Pacific Islander were omitted since the N was very minimal for these groups.

Three-Year History of Graduation Rates Graduates

The following table (8.1.5) shows 8-Year graduate program graduation rates for a three-year period 2019/2020, 2020/2021, and 2021/2022, disaggregated by degree programs. Table 8.1.6 shows gender and ethnicity graduation rates for the same time periods and cohorts.

Table 8.1.5

Amberton University Graduate Programs Three-Year History of 8 Year Graduation Rates				
Graduate Programs	Program Length Excluding Prerequisites	11/12 New Student Cohort N=646	12/13 New Student Cohort N=678	13/14 New Student Cohort N=675
		2019/2020 Evaluation Year	2020/2021 Evaluation Year	2021/2022 Evaluation Year
MA-Professional Counseling	48-60 hours	44%	44%	49%
MA-Professional Development	36 hours	68%	78%	71%
MA-School Counseling	42-45 hours	52%	65%	68%
MBA-General Business	36 hours	35%	50%	42%
MBA-Management	36 hours	52%	62%	56%
MBA-Strategic Leadership	36 hours	65%	70%	63%
MBA-Project Management	36 hours	54%	58%	57%

MS-Family Studies	36 hours	69%	53%	58%
MS-Human Relations & Business	36 hours	49%	54%	69%
MS-Human Resource Training & Development	36 hours	52%	38%	43%
MS-Managerial Science	36 hours	44%	62%	46%
Total Graduates within 8 Years		331	364	362
Graduation Rate – All programs		51%	54%	54%
Minimum Threshold of Acceptability Graduation Rate All Programs		40%	40%	40%
Institutional Goal – All Programs		45%	45%	45%
Institutional Goal Status		Met	Met	Met

The Minimum Threshold for Acceptability is 40% for graduate programs while the Institutional Goal is 45%. These two metrics are higher than the ones set for undergraduate programs, but they still take into account the unique enrollment of adult students, which is primarily part-time and largely affected by job and family constraints. These metrics are reviewed regularly for any changes.

A review of the three-year history shows that the graduation rate for all programs met the Institutional Goal of 45% for the three years. A review by individual degree program shows that three programs fell below the 45% goal for the 11/12 cohort. The MA-Professional Counseling and the MS-Managerial Science missed the mark by 1% while the MBA-General Business fell 10% below the goal. For the 12/13 cohort year, two programs fell below the goal – the MA-Professional Counseling and the MS-Human Resource Training and Development. For the 13/14 cohort, two programs fell under the goal – the MBA-General Business and the MS-Human Resource Training and Development. These programs missed the goal by 3% and 2%, respectively. A review of the MA-Professional Counseling for all three years shows that students are taking longer than 8 years to complete this program, which is to be expected since the program is 60 credit hours in length and requires practicum courses. Students must take practicum courses one course at a time and may not take the course in conjunction with any other course.

Table 8.1.6

Amberton University Three-Year History of Graduate Program Graduation Rates by Gender and Ethnicity			
Categories	11/12 New Student Cohort Graduates N=331 Cohort N=646	12/13 New Student Cohort Graduates N=364 Cohort N=678	13/14 New Student Cohort Graduates N=362 Cohort N=675
	2019/2020 Evaluation Year	2020/2021 Evaluation Year	2021/2022 Evaluation Year
Male	51%	58%	48%
Female	51%	52%	51%
White/Caucasian	54%	52%	54%
Black/African American	49%	54%	40%
Hispanic/Latino	48%	50%	49%
Asian	51%	63%	60%
Unknown	45%	52%	41%

A review of the graduate program graduation rates by gender and ethnicity show little variance between the cohort years of 11/12 and 13/14, except for the Black/African American which increased significantly for the 12/13 cohort then saw a decline. Graduation rates for the Asian population rose 9% from the 11/12 cohort to the 13/14 cohort. It is significant to note that during 2013 through 2016, Texas as well as the nation experienced an economic slowdown, which can adversely affect enrollment and graduation of the adult student.

Amberton University considers the adult student as “at-risk” by definition in that the most students attend part-time and do not stay continuously enrolled. Continuous enrollment is a challenge when dealing with the adult student who is often balancing job and family obligations with earning a degree. Amberton University employs the same tactics used to keep students engaged in courses when reaching out to former students who have not graduated. Advisors regularly email or call former students to encourage them to return. Former students are sent marketing emails and kept informed of new degrees and courses to open communication with them. Instructors reach out to students who are not participating during their courses to offer assistance.

In addition to staff and instructor outreach, Amberton University also employs other initiatives to keep and retain the adult learner. The University has developed micro-credentials in the form of four course certifications, which can be stacked or integrated into a degree program. These micro-credentials provide twelve hours of college credit and serve a dual purpose of allowing the student to achieve a marketable, relevant credential that can be used immediately while also advancing progress toward degree completion. Achievement of a credential helps to keep the student engaged and focused. Recently, the University has seen increased interest from employers in the Dallas/Ft. Worth area in certifications for specialized areas, such as customer service and digital marketing. The development of these credentials enhance Amberton University’s course delivery and scheduling system which is tailored to the needs of the mature, working adult student – four, 10-week sessions, on-campus, hybrid, and online courses, convenient payment plans and acceptance of employer tuition assistance and VA Benefits. The University also offers Title IV Federal Financial Aid to eligible students.

State Licensing Exams

Amberton University uses state licensing examinations as a measure of student achievement for three of the University’s graduate programs – the Master of Arts in Professional Counseling, the Master of Arts in Marriage and Family Therapy, and the Master of Arts in School Counseling.

National Counselor Examination for Licensure and Certification (NCE)

Amberton University's Master of Arts in Professional Counseling prepares students for the National Counselor Examination for Licensure and Certification (NCE). The State of Texas uses the NCE for state credentialing for Licensed Professional Counselors. The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. The 200 question, multiple-choice exam is designed to assess cognitive knowledge, which should be known by all counselors regardless of their individual professional specialties.

The Amberton University NCE pass rates for the 2019 -2021 examination are reflected below:

Table 8.1.7

Amberton University National Counselor Examination for Licensure and Certification 2019-2021 Pass Rates				
Year	Total of Students Taking Exam	Total Students Passing the Exam	Total Students Failing the Exam	Pass Rate
2019	71	56	15	79%
2020	69	60	9	87%
2021	69	53	16	77%

The Counseling faculty has set a Minimum Threshold of Acceptability of 75% for the NCE with an Institutional Goal of 85% or greater. Recently, the Counseling Division voted to require students to take and pass the Counselor Preparation Comprehensive Examination (CPCE) before entering practicum courses. The CPCE is considered a preparation exam for the NCE. Counseling faculty believe this exam will improve overall NCE scores.

Texas Examinations of Educator Standards (TExES Exam)

Amberton University's Master of Arts in School Counseling provides the academic credential necessary for certification as a School Counselor in the State of Texas. The program also prepares the student to perform successfully on the state credentialing exam as specified by the State Board of Educator Certification. Students in the Master of Arts in School Counseling program are required to pass the TExES Exam for School Counseling Professionals before advancing to the practicum stage of the program. The TExES tests are criterion-referenced examinations designed to measure a candidate's knowledge in relation to an established criterion rather than to the performance of other candidates. All of the tests in the TExES licensure program use multiple-choice and essay questions. Passing of the TExES exam for School Counseling Professionals is required before a candidate can be certified as a

School Counselor in the State of Texas. The Counseling faculty has set an Institutional Goal of a 100% Pass Rate for the TExES and a Threshold of Acceptability of 90%.

Amberton University students consistently perform well on the TExES exam. The following chart shows a five -year history of pass rates for Amberton students.

Table 8.1.8

Amberton University History of Pass Rates for TExES Exam 2017-2021			
Academic Year	Total Takers	Total Passed	Percentage Passed
2017-2018	12	12	100%
2018-2019	31	31	100%
2019-2020	17	17	100%
2020-2021	22	22	100%
2021-2022	28	28	100%
Total	110	110	100%

The Marriage and Family Therapy National Examination

To be eligible to become an LMFT Associate in Texas, an individual must have a graduate degree in Marriage and Family Therapy or a related field from an accredited program and pass the national licensing exam administered by the Association of Marital and Family Therapy Regulatory Boards (AAMFTRB). The LMFT Associate license allows a person to begin accruing the supervised clinical experience necessary to become a full Licensed Marriage and Family Therapist (LMFT).

The Association of Marital and Family Therapy Regulatory Boards (AMFTRB) MFT National Examination is provided to assist state licensing boards in evaluating the knowledge and experience of applicants for licensure. There is a wide diversity of educational backgrounds among the applicants who seek licensure in marital and family therapy. AMFTRB offers a standardized examination for use by its member boards in order to determine if these applicants have attained the knowledge and experience considered essential for entry level professional practice and to provide a common element in the evaluation of candidates from one state to another. The contribution of subject matter experts, AMFTRB, and Professional Testing Corporation (PTC) are used in the development and continuing improvement of the examination. The MFT National Examination is only part of the overall evaluation used by the member boards.

Amberton University’s Master of Arts in Marriage and Family Therapy meets the academic requirements for individuals seeking LMFT licensure in the State of Texas. The Master of Arts in Marriage and Family

Therapy is a 60 credit hour program and is a relatively new degree at Amberton University. The most recent data from the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) MFT National Examination for the period January 2020 to June 2021 shows Amberton University had six students take the exam with four students passing, for a pass rate of 67%. Counseling faculty has not set an Institutional Goal or Threshold of Acceptability for this metric as there is not enough historical data to make an informed decision; however, faculty is requiring that all MFT students pass the AMFTRB Practice Exam before entering the program’s practicums. Faculty believes this addition will improve student preparation for the MFT National Examination.

Job Placement/Employment

Since the majority of Amberton students are employed when they enroll, the University uses other, more relevant measures for student achievement rather than job placement after graduation. However, the University does track the percentage of employed students. The following table provides a three-year history of employment status for employment eligible Amberton University students. The table does not include international students holding an F-1 visa who are prohibited from working while enrolled or students listing their employment status as retired.

Table 8.1.9

Amberton University – Three-Year History Student Employment Status			
Academic Year	Unduplicated Employment Eligible Students	# Employed	Percent Employed
2019-2020	1568	1443	92%
2020-2021	1544	1422	92%
2021-2022	1412	1318	93%

Surveys of Recent Graduates

While the University does not use job placement rates, students are surveyed at the time of graduation and asked questions related to job status changes during their enrollment. Students are asked to indicate whether they have encountered a job status change since their enrollment and to what extent their additional education contributed to a significant salary increase or promotion since enrollment at Amberton. This information, broken down by degree level, is gathered as a part of the University’s institutional research in Question #31. (Recent Graduates 2019/20 #31, Recent Graduates 2020/21 #31, Recent Graduates 2021/22 #31).

Table 8.1.10

Amberton University Survey of Recent Graduates – Question #31						
Academic Year	2019/2020		2020/2021		2021/2022	
Academic Level	Undergraduate	Graduate	Undergraduates	Graduates	Undergraduates	Graduates
Percent of students indicating they had received a promotion or significant increase in salary since enrollment	71%	54%	66%	58%	52%	60%
Percent of students indicating that studies at Amberton influenced promotion or salary increases	91%	80%	82%	94%	91%	93%

A review of the data for undergraduates shows that the percent of students indicating they had received a promotion or significant increase in salary since enrollment has declined over the past two years, while the graduate percentage increased slightly. The variance in these numbers is attributed to fluctuating economic conditions. While the University looks for high percentages in this area of at least 60%, we realize that external conditions outside of the University’s control can affect outcomes. The second part of the question (percent of students indicating that studies at Amberton influenced promotion or salary increases) is of greater interest to faculty as it is one indicator of how relevant current courses are to the adult student’s immediate workplace and advancement. The University looks for a percentage of at least 80% for undergraduates and graduates alike. A review of the data for all three years shows that this goal was met.

Longitudinal Survey of Graduates

Amberton University uses longitudinal data on Amberton graduates to document student achievement and success. For the most recent study, data on Amberton graduates were collected and included approximately 3000 graduates from the past seven years. Responses were collected by an online survey tool. The primary emphasis was on the amount of success the graduates had achieved in their professional lives following completion of their degrees. The survey respondents were divided into three groups. Group 1 included graduates from the Business Division; Group 2 included graduates from the Counseling/Human Behavior Division, and Group 3 included graduates from the Interdisciplinary Division.

Impact of Amberton Degree

Amberton graduates were polled to determine to what extent completion of their Amberton degree influenced certain aspects of their lives. The influence included items determining if their degree had

satisfied the major reason for obtaining a degree and whether they had received recent pay raises or promotions. The survey also asked if the graduate had sought further educational attainment. Overall, the responses were positive. A summary of survey results is shown below:

Table 8.1.11

Amberton University Survey Responses of Graduates by Academic Division			
Graduates indicating earning their Amberton degree:	Group 1 Business Division	Group 2 Counseling/Human Behavior Division	Group 3 Interdisciplinary Division
Fulfilled their major goal or purpose for seeking a degree:	98%	97%	94%
Received a recent job promotion:	63%	39%	52%
Received a recent salary increase:	88%	66%	73%
Recently changed jobs	57%	56%	49%
Completed additional credentials:	42%	62%	59%
Master's:	30%	20%	36%
Certifications/Licenses:	48%	71%	37%
Professional Degree:	2%	0%	0%
Doctoral Degree:	18%	9%	24%

Over 93% of all three groups indicated earning a degree from Amberton University fulfilled their major goal or purpose for seeking a degree, with Group 1 and Group 2 showing the highest degree of satisfaction. This number exceeds the Institutional Goal of 90%. The responses indicating recent job promotions and salary increases were varied across the three groups with the Business Division having the highest percentages. It is somewhat expected that Group 2 (Counseling/Human Behavior) would have the lowest percentage for job promotion since the goal of most respondents in this division is to achieve a licensure (LPC or LMFT) or certification (Certified School Counselor). Many of the graduates achieving these credentials work in private practices, counseling centers, or in independent school districts where promotions may be infrequent. However, all groups indicated good percentages in receiving recent salary increases. The responses for recent job changes were aligned closely across all groups.

The most variations are shown in the responses to attaining additional credentials with 62% of the Group 2 indicating they had, indeed, completed added credentials. Of the 62%, twenty percent of this group completed additional master's programs, 71% completed certifications or licenses, and 9% completed doctoral degrees. Of Group 1 respondents, 42% completed additional credentials: 30% completed one or

more master’s degrees, 48% percent completed a certification or license and 18% completed a doctoral program. Group 1 was the only group to indicate completion of professional degrees, for example law or medicine. The Interdisciplinary Division showed 59% of respondents had completed additional credentials, with 36% of these respondents attaining a master’s, 37% achieving certifications or licenses, and almost 25% completing doctoral degrees. Group 3 had the largest number of graduates earning doctoral degrees of the three divisions.

Graduate Earnings

The survey also tracked responses to current pay scales for the graduates. The highest paid group (\$100,000 and above) is Group 1 – Business Division. The group with the most graduates in the mid-range (\$60,000-80,000) is Group 2 – Counseling/Human Behavior. Group 3-Interdisciplinary showed a fairly even distribution among the pay scales of \$40,000 and above. A table of the responses is shown below:

Table 8.1.12

Amberton University Longitudinal Survey Responses on Graduate Pay Scale by Academic Division			
Graduates Earning:	Group 1 Business Division	Group 2 Counseling/Human Behavior Division	Group 3 Interdisciplinary Division
\$40,000 or less	2%	14%	7%
\$40,001 - \$60,000	8%	15%	19%
\$60,001 - \$80,000	13%	48%	27%
\$80,001 - \$100,000	15%	9%	23%
Greater than \$100,000	62%	14%	24%

Conclusion

Amberton University students show a high level of achievement and success evidenced by performance on licensing exams, state certifications, employment, and professional advancement. The University is equally proud that the majority of alumni feel their time at Amberton University was productive and contributed greatly to their career and attainment of personal goals and self-worth. These factors are in keeping with the mission of Amberton University as a specialized institution designed to meet specific educational needs of mature students.

Documentation:

Amberton University Student Achievement Report-Website
IPEDS Data Feedback Report

Non-Pell, Non-First Time, part-time, degree-seeking students, all ages after 8 years of study – comparison institutions graduation rate:

2020

2021

2022

Complete College America – 8/2022

College Graduation Statistics [2021]

<https://educationdata.org/number-of-college-graduates/>

National Student Clearinghouse Research Center: February 2022

<https://nscresearchcenter.org/completing-college>

Survey of Recent Graduates 2019/2020

Survey of Recent Graduates 2020/2021

Survey of Recent Graduates 2021/2022