



2023/2024 Student Achievement Report

An annual report of goals, thresholds of acceptability, and outcomes used to document student achievement and success at Amberton University

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 an institutional goal for each measure. These metrics are reviewed and approved by Amberton faculty. Amberton University's student achievement report is published on the University's website, [Amberton.edu](https://amberton.edu), under "About Amberton" and "Institutional Research Effectiveness." (<https://amberton.edu/accreditation/institutional-research-effectiveness>)

All but three of the University's degree programs can be completed 100% online. The MA-Clinical Mental Health Counseling (formerly MA-Professional Counseling), MA-Marriage and Family Therapy, and the MA-School Counseling degrees can be completed with a combination of online and on-campus courses but cannot be completed 100% online. The majority of Amberton University students enroll in online courses at some point throughout their journey of completing their degree with many taking only online courses. The measures presented in this report are inclusive of online and on-campus offerings for the main campus in Garland and the off-site location in Frisco. The same measures are used across all modes and locations of delivery with combined results reported.

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 2017/2018 through 2023/2024 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 exclusive 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 1

Amberton University Seven Year History of Course Completion Rates														
	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23		2023/24	
Academic Level	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G
Completion Rate	84%	90%	85%	89%	87%	88%	87%	91%	90%	90%	88%	91%	87%	93%
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	Met	Met	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 84% to 90%. Graduate students complete at a rate of 88% to 93%. 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 six 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.

Table 2

Amberton University Three Year History of Course Completion by Academic Division						
Divisions	2021/22		2022/23		2023/24	
	UG	G	UG	G	UG	G
Business Completion Rate	90%	89%	89%	88%	88%	91%
Human Development & Counseling Completion Rate	92%	93%	90%	94%	88%	94%
Interdisciplinary Completion Rate	88%	83%	85%	85%	81%	89%
Threshold of Acceptability	80%	80%	80%	80%	80%	80%
Institutional Goal	85%	85%	85%	85%	85%	85%
Goal Status	Met	Met except for Interdisciplinary	Met	Met	Met except for Interdisciplinary	Met

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. 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.

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, due to economic challenges.

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 14% of its enrollment is undergraduate with the other 86% 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.

Four-Year History of Graduation Rates

The following table shows undergraduate program graduation rates for a four-year period 2020/2021 through 2023/2024, disaggregated by degree programs. The table also provides comparative data from four sources: IPEDS Data Feedback Report 2021, 2022, 2023 and 2024, *Complete College America – Part-Time Students Must Be a Full-Time Priority-August 2022*, *College Graduation Statistics (Graduation Statistics by Age, 2022 and 2023*, and the National Student Clearinghouse Research Center: February 2022 as quoted in *Complete College America – Building on Completion Gains – December 2022*. Table 4 shows demographics for the same time period and same new student cohorts.

Table 3

Undergraduate Programs	12/13 New Student Cohort N=145 2020/2021 Evaluation Year	13/14 New Student Cohort N=131 2021/2022 Evaluation Year	14/15 New Student Cohort N=148 2022/2023 Evaluation Year	15/16 New Student Cohort N=144 2023/2024 Evaluation Year
BA-Professional Development	43%	47%	67%	44%
BBA-General Business	38%	45%	41%	19%
BBA-Management	52%	32%	41%	44%
BBA-Management Accounting	20%	33%	17%	20%
BBA-Project Management	30%	13%	20%	17%
BS-Applied Studies	30%	63%	73%	40%
BS-Human Relations & Business	53%	50%	39%	52%
Graduation Rate – All Programs	44%	42%	41%	40%
Total headcount of students graduating within 8 Years	64	55	61	51
Threshold of Acceptability Graduation Rate – All Programs	35%	35%	35%	35%
Institutional Goal – All Programs	40%	40%	40%	40%
Institutional Goal Status	Met	Met	Met	Met
IPEDS 8 Year Outcome Rate	34%	48%	37%	36%
IPEDS Data Feedback Reports 2020, 2021,2022, 2023, 2024 Non-Pell, Non-First Time, part-time, degree-seeking students, all ages, 8 years from matriculation – comparison institutions median graduation rate	39%	43%	53%	51%
Amberton University IPEDS 8 Year Outcome Threshold of Acceptability	35%	35%	35%	35%
Amberton University IPEDS 8 Year Outcome Goal	40%	40%	40%	40%
Amberton University IPEDS 8 Year Outcome Goal Status	Not Met	Met	Not Met	Not Met
	2012/13 Cohort	2013/14 Cohort	2014/15 Cohort	2015/16 Cohort
Complete College America – 8/2022	25% graduation rate for part-time students 8 yrs	25% graduation rate for part-time students 8 yrs	25% graduation rate for part-time students 8 yrs	25% graduation rate for part-time students 8 yrs
College Graduation Statistics https://educationdata.org/number-of-college-graduates/ 2021 & 2023		20% for 24- to 29-year-olds graduating within 5 years. 16.4% for those 30 years and older	8.4% for 24-29 year-olds graduating within 5 years 14.2% for those 30 years and older	8.4% for 24-29 year-olds graduating within 5 years 14.2% for those 30 years and older

National Student Clearinghouse Research Center: November 2023 https://nscresearchcenter.org/completing-college	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	22.7% graduation rate for 8 years – students who attend exclusively part-time	22.7% graduation rate for 8 years – students who attend exclusively part-time
Institutional Threshold of Acceptability	35%	35%	35%	35%
Institutional Goal – All Programs	40%	40%	40%	40%
Graduation Rate – All Programs	44%	42%	41%	40%

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 four-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 three programs in the 2015/2016 cohort did not meet either standard (BBA-General Business, BBA-Management Accounting, and the BBA-Project Management). Graduation rates among undergraduate programs tend to fluctuate from year to year. 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 4

Amberton University Four-Year History of Undergraduate Program Graduation Rates by Gender and Ethnicity				
Categories	12/13 New Student Cohort Graduates N=64 Cohort=145	13/14 New Student Cohort Graduates N=55 Cohort=131	14/15 New Student Cohort Graduates N=61 Cohort=148	15/16 New Student Cohort Graduates N=51 Cohort=127
	2020/2021 Evaluation Year	2021/2022 Evaluation Year	2022/2023 Evaluation Year	2023/2024 Evaluation Year
Male	45%	43%	48%	48%
Female	44%	41%	36%	36%
White/Caucasian	35%	40%	41%	48%
Black/African American	40%	26%	28%	18%
Hispanic/Latino	40%	46%	31%	40%
Asian	73%	76%	67%	57%
Unknown	50%	50%	50%	75%

A five-year review of gender and ethnicity of cohort graduation rates shows a slight increase of male graduation rates from the 2012/2013 cohort compared to the 2015/2016 cohort and a decrease in female graduation rates for the same time period. Please note that the categories of Native American/Alaskan Native and Pacific Islander were omitted since the N was very minimal for these groups.

Four-Year History of Graduation Rates Graduates

The following table (Table 5) shows 8-Year graduate program graduation rates for a four-year period, 2020/2021, 2021/2022, 2022/2023, and 2023/24 disaggregated by degree programs. Table 6 shows gender and ethnicity graduation rates for the same time periods and cohorts.

Table 5

Amberton University Four-Year History of Graduate Program Graduation Rates					
Graduate Programs	Program Length Excluding Prerequisites	12/13 New Student Cohort N=678	13/14 New Student Cohort N=675	14/15 New Student Cohort N=679	15/16 New Student Cohort N=592
		2020/2021 Evaluation Year	2021/2022 Evaluation Year	2022/2023 Evaluation Year	2023/2024 Evaluation Year
MA-Clinical Mental Health Counseling (formerly MA- Professional Counseling)	48-60 hours	44%	49%	51%	42%
MA-Professional Development	36 hours	78%	71%	56%	58%
MA-School Counseling	42-45 hours	65%	68%	60%	60%
MBA-General Business	36 hours	50%	42%	40%	45%
MBA-Management	36 hours	62%	56%	50%	42%
MBA-Strategic Leadership	36 hours	70%	63%	64%	61%
MBA-Project Management	36 hours	58%	57%	59%	45%
MS-Family Studies	36 hours	53%	58%	39%	56%
MS-Human Relations & Business	36 hours	54%	69%	68%	64%
MS-Human Resource Training & Development	36 hours	38%	43%	49%	46%
MS-Managerial Science	36 hours	62%	46%	39%	37%
Total Graduates within 8 Years		364	362	367	296
Graduation Rate – All programs		54%	54%	54%	50%
Minimum Threshold of Acceptability Graduation Rate All Programs		40%	40%	40%	40%
Institutional Goal – All Programs		45%	45%	45%	45%
Institutional Goal Status		Met	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; however, 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 four-year history shows that the combined graduation rate for all programs met the Institutional Goal of 45% for the four years. A review by individual degree program shows that three

programs fell below the 45% goal for the 15/16 cohort. The MA-Clinical Mental Health Counseling and the MBA-Management missed the mark by 3% while the MS-Managerial Science fell 8% below the goal. A review of the MA-Clinical Mental Health Counseling for all four years shows that some 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 6

Amberton University Four-Year History of Graduate Program Graduation Rates by Gender and Ethnicity				
Categories	12/13 New Student Cohort Graduates N=364 Cohort N=678	13/14 New Student Cohort Graduates N=362 Cohort N=675	14/15 New Student Cohort Graduates N=367 Cohort N=679	15/16 New Student Cohort Graduates N=296 Cohort N=592
	2020/2021 Evaluation Year	2021/2022 Evaluation Year	2022/2023 Evaluation Year	2023/2024 Evaluation Year
Male	58%	48%	52%	45%
Female	52%	51%	55%	53%
White/Caucasian	52%	54%	56%	52%
Black/African American	54%	40%	50%	45%
Hispanic/Latino	50%	49%	45%	52%
Asian	63%	60%	59%	61%
Unknown	52%	41%	64%	39%

A review of the graduate program graduation rates by gender and ethnicity shows that most categories have stayed relatively stable over the last four years. It is worthy to note that fluctuating economic conditions have a significant effect on the enrollment and graduation of the adult student, which can account for the year to year changes.

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. 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 enrolled in degree programs.

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 Clinical Mental Health Counseling (formerly MA-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 Clinical Mental Health 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 -2023 examination are reflected below:

Table 7

Amberton University National Counselor Examination for Licensure and Certification 2019-2023 Pass Rates						
Year	Total of Students Taking Exam	Total Students Passing the Exam	Total Students Failing the Exam	Pass Rate	Threshold of Acceptability	Institutional Goal
2019	71	56	15	79%	75%	85%
2020	69	60	9	87%	75%	85%
2021	69	53	16	77%	75%	85%
2022	99	70	29	71%	75%	85%
2023	61	47	14	77%	75%	85%

The Counseling faculty has set a Minimum Threshold of Acceptability of 75% for the NCE with an Institutional Goal of 85% or greater. Currently, the Counseling Division requires 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 believes this exam will continue to improve overall NCE scores as evidenced by the improvement from 2022 to 2023 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 seven -year history of pass rates for Amberton students.

Table 8

Amberton University History of Pass Rates for TExES Exam 2017-2024					
Academic Year	Total Takers	Total Passed	Percentage Passed	Minimum Threshold of Acceptability	Institutional Goal
2017-2018	12	12	100%	90%	100%
2018-2019	31	31	100%	90%	100%
2019-2020	17	17	100%	90%	100%
2020-2021	22	22	100%	90%	100%
2021-2022	28	28	100%	90%	100%
2022-2023	21	21	100%	90%	100%
2023-2024	20	19	95%	90%	100%
Total	151	150	99%	90%	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 (AMFTRB). 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 with many of the graduates seeking this program as a second degree after first completing the Master of Arts –Clinical Mental Health Counseling program. 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 2024 shows Amberton University had 48 students take the exam with 28 students passing, for a pass rate of 58%. Counseling faculty has set the Minimum Threshold of Acceptability at 75% with an Institutional Goal of 85% for the (AMFTRB) MFT exam. Counseling faculty currently requires 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 and raise test scores and pass rates.

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 five-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 9

Amberton University – Five-Year History Student Employment Status					
Academic Year	Unduplicated Employment Eligible Students	# Indicating Employment	Percent Indicating Employment	Minimum Threshold of Acceptability	Institutional Goal
2019-2020	1568	1443	92%	85%	90%
2020-2021	1544	1422	92%	85%	90%
2021-2022	1412	1318	93%	85%	90%
2022-2023	1327	1284	97%	85%	90%
2023-2024	1358	1283	95%	85%	90%

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 2021/22 #31, Recent Graduates 2022/23 #31), Recent Graduates 2023/24 #31)

Table 10

Amberton University Survey of Recent Graduates – Question #31						
Academic Year	2021/2022		2022/2023		2023/2024	
Academic Level	Undergrads	Graduates	Undergrads	Graduates	Undergrads	Graduates
Percent of students indicating they had received a	52%	60%	62%	60%	58%	57%

promotion or significant increase in salary since enrollment						
Minimum Threshold of Acceptability	55%	55%	55%	55%	55%	55%
Institutional Goal	60%	60%	60%	60%	60%	60%
Percent of students indicating that studies at Amberton influenced promotion or salary increases	91%	93%	88%	91%	91%	95%
Minimum Threshold of Acceptability	75%	75%	75%	75%	75%	75%
Institutional Goal	80%	80%	80%	80%	80%	80%

A review of the data for undergraduates and graduates shows that the percent of students indicating they had received a promotion or significant increase in salary since enrollment has decreased in the last year. 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 (undergraduate and graduate levels) 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 primary measure of interest in this survey is determining if

the student's degree had satisfied the major reason for obtaining a degree. The faculty has established a Threshold of Acceptability and Institutional Goal for this measure. The survey also asked if the graduate had received recent pay raises or promotions and had sought further educational attainment. Overall, the responses were positive. A summary of survey results is shown below:

Table 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%
Threshold of Acceptability	85%	85%	85%
Institutional Goal	90%	90%	90%
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. All three divisions met the established Thresholds of Acceptability and Institutional Goal. A table of the responses is shown below:

Table 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%
Threshold of Acceptability	60% with Pay Scale exceeding \$60,000	60% with Pay Scale exceeding \$60,000	60% with Pay Scale exceeding \$60,000
Threshold Status	Met	Met	Met
Institutional Goal	70% with Pay Scale exceeding \$60,000	70% with Pay Scale exceeding \$60,000	70% with Pay Scale exceeding \$60,000
Institutional Goal Status	Met	Met	Met

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:

IPEDS Data Feedback Reports

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

2020

2021

2022

2023

Complete College America – 8/2022

College Graduation Statistics [2022 and 2023]

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

National Student Clearinghouse Research Center: November 2023

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

Survey of Recent Graduates 2020/2021

Survey of Recent Graduates 2021/2022

Survey of Recent Graduates 2022/2023

Survey of Recent Graduates 2023/2024

* Submitted by Dr. Melinda Reagan