AMBERTON UNIVERSITY

2024-2025 Annual Student Achievement Report

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Education is for improving the lives of others and for leaving your community and world better than you found it.

- *Marian Wright Edelman*

AMBERTON [A] UNIVERSITY

2024-2025 Annual Student Achievement Report

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2024/2025 Annual Student Achievement Report
EXECUTIVE SUMMARY

Amberton University identifies, evaluates, and publishes goals and key outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered.

Following are definitions of terms not used in previous student achievement reports:
- Stretch Goal - Amberton University has a set standard minimum acceptable level of student achievement. In addition to this, Amberton has set a stretch goal which is an aspirational, higher target that represents the desired level of exceptional performance we hope to achieve beyond the minimum standard.
- Leading Indicator - A leading indicator is defined as a current, actionable measure (such as course engagement) that provides early warning about whether students are on track to reach long-term outcomes like completion or transfer.
- Lagging Indicator - A lagging indicator is defined as a measure that reflects the results of past performance or actions, showing what has already happened rather than predicting future outcomes.

The narrative below is a summary of strengths and opportunities to improve for key student outcomes from the *Amberton University 2024 -2025 Annual Student Achievement Report*.

Strengths
A review of the annual data trends, levels, and comparisons indicate that Amberton University demonstrates five key strengths for its student achievement results. These five strengths are significant because they represent important leading and lagging indicators of student success, how well students perform while they enrolled and how many successfully complete programs and pass licensure exams. Following are Amberton's key student achievement strengths for 2024-2025.

- <u>Leading Indicator</u>: Students successfully complete courses meeting and exceeding institutional stretch goals.
- <u>Lagging Indicator</u>: Students graduating from the Counseling program consistently perform well on the *National Counselor Examination* exceeding the institution's threshold of acceptability five out of six years, as well as exceeding the national average passing rate for five of six years.
- <u>Lagging Indicator</u>: Students graduating from the School Counseling program consistently perform well on the *Texas Examinations of Educator Standards for School Counseling Professionals* with a 100% passing rate six out of eight years and a 95% pass rate for two years.
- <u>Lagging Indicator</u>: In general, there appears to be little difference in performance when tracking new student cohorts by gender and race/ethnicity to graduation in graduate-level programs. All student segments tend to meet or exceed institutional goal ranges.
- <u>Leading/Lagging Hybrid Indicator</u>: Students in Amberton's graduate-level programs met or exceeded 83% of the Program Learning Outcome targets for 2024-2025 and 100% of the Post Graduate Learning Outcomes. Undergraduate students met or exceeded program learning outcomes targets for all five general education curriculum PLOs.

Opportunities to Improve

A review of the annual data trends, levels, and comparisons indicate that Amberton University demonstrates five key opportunities to improve (OFIs) student achievement results. These five OFIs are important because they represent important lagging indicators for student professional success and may negatively impact future program enrollment. Following are Amberton's key opportunities for improvement in student achievement.

- Lagging Indicator: Students who completed the Marriage and Family Therapy program have not performed well on the Association of Marital & Family Therapy Regulatory Board examination over the past two years.
- Lagging Indicator: The number of undergraduate program completers has declined by 62% since 2016-17.
- Lagging Indicator: The number of graduate program completers has declined by 35% since 2016-2017.
- Leading Indicator: The percentage of undergraduate students who are successful course completers has declined each year for the past four years.
- Leading/Lagging Hybrid Indicator: Students in six of Amberton's eight undergraduate-level programs did not meet all of the Program Learning Outcome targets for 2024-2025.

Next Steps

During 2025-2026, Amberton University will leverage its current strengths to address the identified opportunities for improvement. Amberton's students successfully complete coursework at high levels, which should lead to higher numbers of graduates and successful licensure completers. Leveraging this strength and the expertise of Amberton's faculty and staff, the following key process improvements will be initiated. Improvement plans are listed in Appendices D – G.

- In the past, Amberton has focused on course completion rates which indirectly indicate in-class retention. Amberton's course completion rates are high and tend to meet or exceed stretch goals. As a cycle of improvement going forward to improve graduation rates and enrollment, Amberton will focus more closely on keeping students in the pipeline to increase the number of graduates within a reasonable time frame. Increasing student persistence will not only improve the number of completers but will also bring additional stability to enrollment numbers. This action plan will require collaboration between the staff of Student Services and faculty/staff in Academic Services.

- Amberton Counseling faculty will closely analyze the student performance on the Marital & Family Therapy Regulatory Board examination to determine why graduating students do well on the practice exam, but do not do well on the official examination. It is imperative that graduates from the Marital & Family Therapy program be successful on the licensure exam, for the sake of the graduates' professional success, but also for the reputation of Amberton University's program.

- Faculty in academic programs will analyze data in programs where targets for Program Learning Outcomes were not met to determine root causes. Program Coordinators will initiate action plans for academic program improvement.

- The Amberton University administration will review how the university uses feedback from student surveys to more effectively improve programs and processes.

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2024/2025 Annual Student Achievement Report

INTRODUCTION

Amberton University identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. Amberton's leadership uses multiple measures, including leading and lagging indicators to document its key student achievement outcomes. Leading indicators are early signs and future focused while lagging indicators are indicative of the past. Amberton's Key Student Completion Indicator (KSCI) required by SACSCOC is IPEDS 8-Year Outcomes.

Mission

The mission for Amberton University is to provide a quality, relevant, technologically advanced education to adult students in a Christian environment.

Target Student Population

Amberton's target student population is working adults who require accessible, flexible, and affordable higher education options. The average age of Amberton students over the last ten years is 40.5 years of age, gradually increasing from a low of 39.8 years in 2015 to highs of 41.2 years of age in 2023 and 41 years of age in 2024.

Programs Offered

Students may complete all but three of the University's degree programs 100% online. Students in Counseling programs may complete the MA-Clinical Mental Health Counseling, MA-Marriage and Family Therapy, and the MA-School Counseling degrees with a combination of online and on-campus courses but not 100% online.

Multiple Measures

Amberton University uses multiple measures including both leading and lagging indicators to document student success for the identified key achievement outcomes. These measures include: (1) course completion rates, (2) graduation rates, (3) state and national licensing examination pass rates, (4) professional success, and (5) achievement of student learning outcomes. Amberton tracks desired levels of performance for its measures, trends in performance, and comparisons when possible. Amberton

segments key outcome results for measures as appropriate by level (undergraduate vs. graduate), gender, race/ethnicity, and by program. Course completion rates and assessments of student learning outcomes allow for just-in-time improvement interventions. Graduation rates, state and national licensure passing rates, and professional success reflect lagging indicators of student achievement. Amberton segments student achievement results to ensure that student success is reflected across the student population spectrum.

Expected Outcomes, Evaluation and Assessment, and Improvement

Amberton University identifies expected outcome levels by setting institutional goals with minimum thresholds of acceptability for each measure based on trend data and expected impact of strategic initiatives. Faculty and staff collaborate with Amberton instructional leadership to evaluate and assess student achievement of expected outcomes. This collaboration results in the identification of opportunities for improvement objectives and aligned action plans. Departmental leaders record identified strengths and opportunities for improvement in Amberton's Institutional Assessment Plan using the SPOL platform.

Publication

Amberton University's *Annual Student Achievement Report* is published each year on the University's website, StudentAchievement2425.pdf.

STUDENT ACHIEVEMENT OUTCOMES

Measures of Successful Course Completion

Successful course completion is a key leading indicator of successful degree completion. At the end of each session, academic leadership and faculty review a grade distribution report by course. As the data in Table 1 indicate, Amberton University students, both undergraduate and graduate-level students, tend to successfully complete coursework at high levels. Looking at the last five academic years of undergraduate results, performance has ranged from 85% to 89%. Results for graduate-level students have ranged from 89% to 93%. While leadership keeps a watchful eye on these achievement results, successful course completion is not part of the 2025-2026 action plan matrix due to consistent high performance.
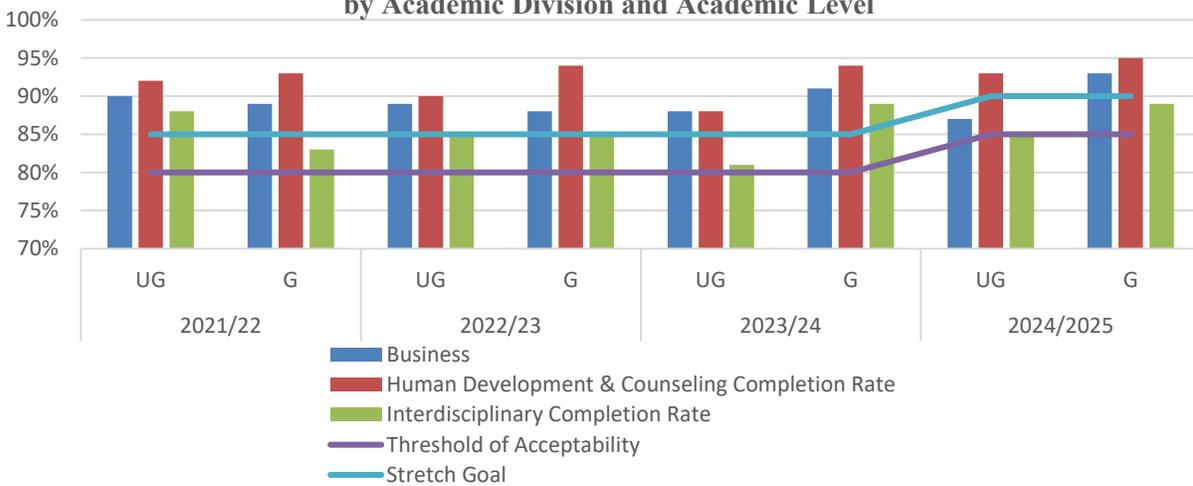
Table 1 and Chart 1 represent a nine-year history of successful course completion rates for Amberton undergraduate and graduate students from academic years 2016/2017 through 2024/2025. Amberton counts a course as successfully completed if the student did not drop with a "W" grade and earned academic credit, i.e. did not fail. Grades of "D" are counted as completion for undergraduates but are not counted in graduate-level courses. A "Threshold of Acceptability" is the minimal expectation for student performance, while the "Stretch Goal" is challenging yet achievable. In determining thresholds of acceptability and stretch goal ranges for course completion rates, the University relies on its historical data for trends and benchmarks. Successful course completion at the graduate-level has trended positively over the nine-year period, consistently outperforming the institutional stretch goal with a nine-year average pass rate of 90.45%. Successful average course completion at the undergraduate level is 86% for the same period, with inconsistent performance over nine years. Successful course completion for undergraduate courses has trended unfavorably over the last four years, but performance has nevertheless met the institutional stretch goal for six of nine years tracked. (See Table 1 & Chart 1)

TABLE 1.	Successful Course Completer %s			Goals			Total Grades Included in the Denominator		
	Under Grad (UG)	Graduate (G)						Under Grad (UG)	Graduate (G)
Academic Year	%	%	Stretch	Threshold of Acceptability		Academic Year		#	#
2016/17	84.28	89.91	85.00	80.00		2016/17		1,928	5,870
2017/18	83.51	90.32	85.00	80.00		2017/18		1,898	5,756
2018/19	84.74	89.31	85.00	80.00		2018/19		1,736	5,372
2019/20	87.28	89.03	85.00	80.00		2019/20		1,729	5,087
2020/21	85.28	89.85	85.00	80.00		2020/21		1,963	5,477
2021/22	88.55	89.45	85.00	80.00		2021/22		1,458	4,843
2022/23	87.77	90.62	85.00	80.00		2022/23		1,022	4,732
2023/24	86.41	92.69	85.00	80.00		2023/24		898	4,908
2024/25	86.26	92.91	90.00	85.00		2024/25		955	4,737

CHART 1. Nine Year Trend in Successful Course Completers Compared to Stretch Goals & Thresholds of Acceptability by Level

Legend:
- Successful Course Completer %s UnderGrad (UG) %
- Successful Course Completer %s Graduate (G) %
- Successful Course Completer %s Goals Stretch
- Successful Course Completer %s Goals Threshold of Acceptability
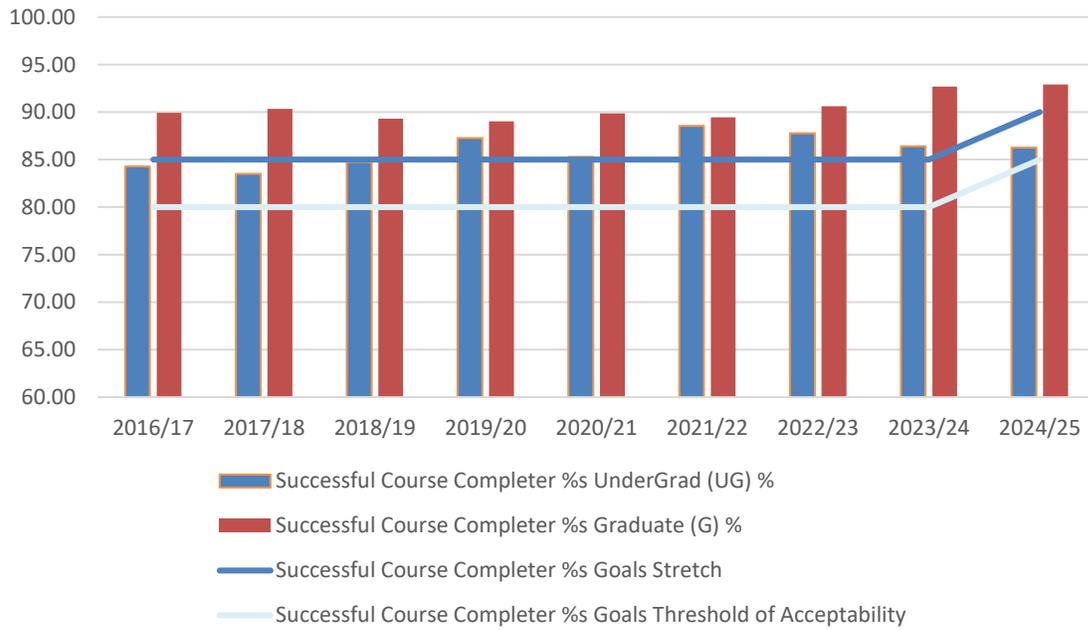
CHART 2. Amberton University Four-Year History of Successful Course Completion Compared to Stretch Goals & Thresholds of Acceptability by Academic Division and Academic Level

Legend:
- Business
- Human Development & Counseling Completion Rate
- Interdisciplinary Completion Rate
- Threshold of Acceptability
- Stretch Goal

As Chart 2 above indicates, except for the Interdisciplinary Division, student course successful completion rates at the graduate-level have trended near or have exceeded the new stretch goal of 90%. The Interdisciplinary Division for graduate courses demonstrates a four-year positive trend. Performance

for successful course completion in undergraduate courses has been inconsistent but meeting the threshold of acceptability goal.

Given these successful course completion results, Amberton University academic leadership raised the stretch and acceptability thresholds to 90% and 85% respectively for academic year 2024/25. Amberton leadership's commitment to continuous improvement is reflected in its decision to raise the bar, striving for what is challenging, yet attainable.
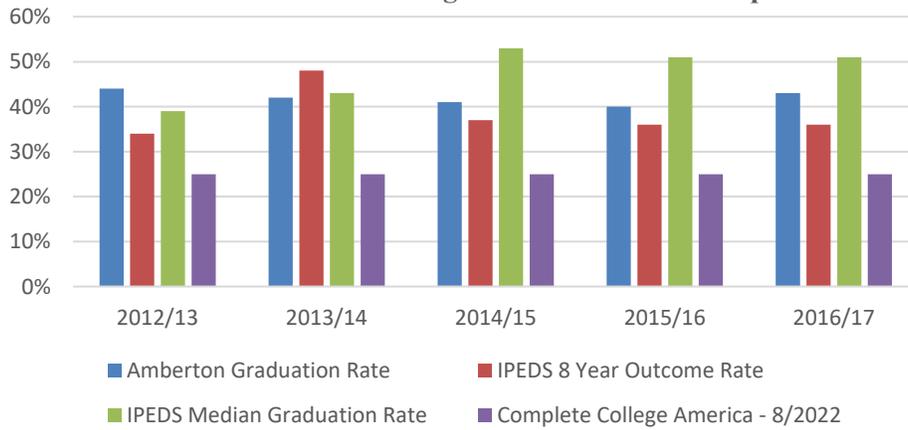
Measures of Graduation Rates

Amberton University monitors student achievement through tracking new student cohort graduation rates within eight years as a lagging indicator of success. Amberton's Key Student Completion Indicator (KSCI) is IPEDS 8-Year Outcomes. The university leadership disaggregates graduation rate data by academic level and degree programs. Leadership further disaggregates academic level graduation data by gender and race/ethnicity. The University chooses to disaggregate the data in these ways as they yield the most useful data for analysis and identifying strengths and opportunities for improvement. Amberton University uses other sources of research for comparison of graduation rates for its target student population, including recent studies focusing on the working adult student. Amberton University's academic year 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.

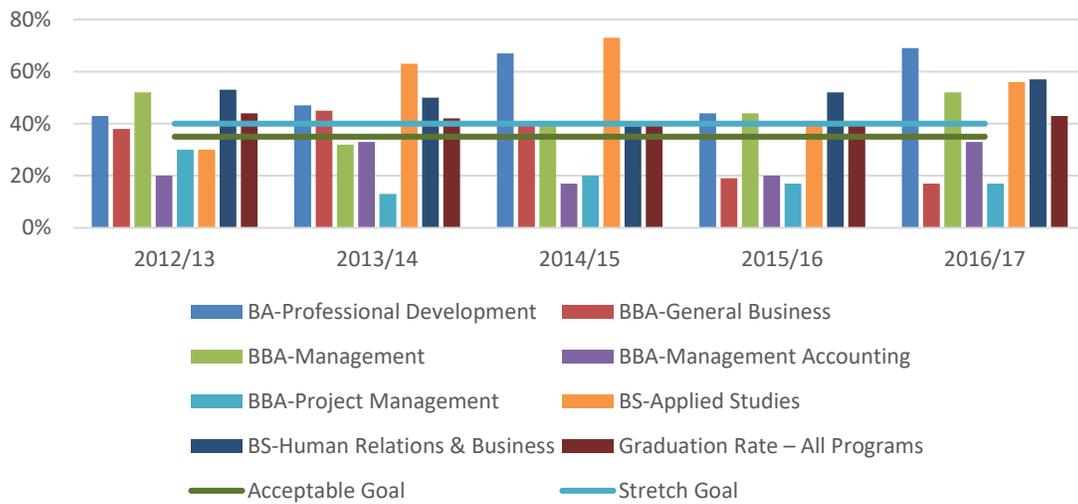*Undergraduate Programs – New Student Cohort Tracking*

The table in Appendix A shows undergraduate program eight-year graduation rates over a six-year period 2020/2021 through 2024/2025, disaggregated by degree programs for new student cohorts. The table 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*. As shown in Chart 3, Amberton's 8-Year Graduation rate at the undergraduate-level has fallen below the IPEDS Median Graduation Rate for comparison institutions for the last four out of five years. Amberton has exceeded the overall average IPEDS 8-Year Outcome rate for four of the last five years. Amberton University identified its Minimum Threshold for Acceptability as 35% for undergraduate programs while the Institutional Stretch Goal is 40%.

Chart 4 demonstrates that overall, the undergraduate new student cohort, 8-Year Graduation rate has met or exceeded Amberton's stretch goal of 40% for the last five years. Undergraduate programs for Professional Development and Human Relations & Business met or exceeded Amberton's stretch goal for five out of the last five years. Programs for Management and Applied Studies met or exceeded the stretch goal for four of the last five years. Programs for Project Management, General Business, and Management Accounting represent opportunities to improve the graduation rate. Amberton's leadership raised the undergraduate threshold of acceptability to 40% and the stretch goal to 45% for 2025-2026.

CHART 3. Amberton 8-Year Graduation Rates for New Student Cohorts - Undergraduate-level with Comparisons

Legend:
- Amberton Graduation Rate
- IPEDS 8 Year Outcome Rate
- IPEDS Median Graduation Rate
- Complete College America - 8/2022

CHART 4. Amberton 8-Year Graduation Rates for New Student Cohorts by Undergraduate Program Compared to Stretch Goals & Thresholds of Acceptability

Legend:
- BA-Professional Development
- BBA-General Business
- BBA-Management
- BBA-Management Accounting
- BBA-Project Management
- BS-Applied Studies
- BS-Human Relations & Business
- Graduation Rate – All Programs
- Acceptable Goal
- Stretch Goal

Table 2. Amberton University Five-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	16/17 New Student Cohort Graduates N=68 Cohort=150
	2020/2021 Evaluation Year	2021/2022 Evaluation Year	2022/2023 Evaluation Year	2023/2024 Evaluation Year	2024/2025 Evaluation Year
Male	45%	43%	48%	48%	44%
Female	44%	41%	36%	36%	46%
White/Caucasian	35%	40%	41%	48%	56%
Black/African American	40%	26%	28%	18%	31%
Hispanic/Latino	40%	46%	31%	40%	50%
Asian	73%	76%	67%	57%	47%
Unknown	50%	50%	50%	75%	43%
All Graduates	**44%**	**42%**	**41%**	**40%**	**43%**

Table 2 demonstrates graduation rates for undergraduate program cohorts over the last five years by gender and race/ethnicity. The most recent cohort data shows a four-percentage point decline in male graduates in undergraduate programs over the last three cohort years. Overall, performance for male graduates has been inconsistent in undergraduate programs. Graduation percentages for females have increased over the five-year period improving from a low of 36% in cohorts 14/15 and 15/16 to 46% in the 16/17 cohort.

Graduate Programs – New Student Cohort Tracking

Table 3 details graduation rates for new student cohort tracking for each of Amberton's graduate-level programs. Amberton identified the stretch goal as 45% for graduate programs and 40% as the threshold of acceptability. Overall, the graduation rate for new student cohorts in graduate programs has been 54% for four of the last five years. The rate dropped to 50% in 2023/2024 but improved to 54% for 2024/2025. Of eleven graduate programs, five met or exceeded Amberton's stretch goal for the last five years. Two programs met or exceeded the stretch goal for four of the last five years, and two programs met or exceeded the stretch goal for three of the last five years. Human Resources Training & Development and Managerial Science show the lowest graduation rates, meeting or exceeding the stretch goal only two of the last five years. These programs represent an opportunity to improve. Due to the consistent high graduation rate for new students in graduate programs, Amberton raised the stretch goal to 55% and the threshold of acceptability to 50% for academic year 2025-2026.

Table 3. Amberton University Five-Year Trend for New Student Cohorts - Graduate-Level Graduates by Program					
8-Year Graduation Rates for New Student Cohorts					
Graduate Programs	**2012/13** N=678 Evaluation Year 2020/2021	**2013/14** N=675 Evaluation Year 2021/2022	**2014/15** N=679 Evaluation Year 2022/2023	**2015/16** N=592 Evaluation Year 2023/2024	**2016/17** N=671 Evaluation Year 2024/2025
MA-Clinical Mental Health Counseling	44%	49%	51%	42%	52%
MA-Professional Development	78%	71%	56%	58%	65%
MA-School Counseling	65%	68%	60%	60%	69%
MBA-General Business	50%	42%	40%	45%	51%
MBA-Management	62%	56%	50%	42%	57%
MBA-Strategic Leadership	70%	63%	64%	61%	69%
MBA-Project Management	58%	57%	59%	45%	52%
MS-Family Studies	53%	58%	39%	56%	57%
MS-Human Relations & Business	54%	69%	68%	64%	50%
MS-Human Resource Training & Development	38%	43%	49%	46%	37%
MS-Managerial Science	62%	46%	39%	37%	43%
Graduation Rate – All Programs	**54%**	**54%**	**54%**	**50%**	**54%**
Total Graduates within 8 Years	**364**	**362**	**367**	**296**	**365**
The Stretch Goal = 45% and the Threshold of Acceptability = 40% **Blue Cells** indicate meeting or exceeding the Stretch Goal. *Note that Clinical Mental Health Counseling requires 48-60 Hours for graduation and School Counseling requires 42-45 hours. All other programs require 36 hours.*					

Table 4 indicates the graduation rates for each new student cohort by gender and race/ethnicity. Overall, graduation rates have compared favorably to the Amberton stretch goal. For example, all graduates, regardless of gender, have met or exceeded the Amberton stretch goal of 45% over the last three years. All Caucasian, Hispanic/Latino, and Asian students have met or exceeded the graduation stretch goal over the last five years. African American students have met or exceeded the stretch goal four out of five years.

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This performance further supports raising Amberton's stretch goal to 55% and the threshold of acceptability to 50%.

Categories	12/13 New Student Cohort Graduates N=364 Cohort N=678 2020/2021 Evaluation Year	13/14 New Student Cohort Graduates N=362 Cohort N=675 2021/2022 Evaluation Year	14/15 New Student Cohort Graduates N=367 Cohort N=679 2022/2023 Evaluation Year	15/16 New Student Cohort Graduates N=296 Cohort N=592 2023/2024 Evaluation Year	16/17 New Student Cohort Graduates N=365 Cohort N=671 2024/2025 Evaluation Year
Table 4. Amberton University Five-Year History of Graduate Program Graduation Rates by Gender and Ethnicity					
Male	58%	48%	52%	45%	53%
Female	52%	51%	55%	53%	52%
White/Caucasian	52%	54%	56%	52%	53%
Black/African American	54%	40%	50%	45%	47%
Hispanic/Latino	50%	49%	45%	52%	55%
Asian	63%	60%	59%	61%	66%
Unknown	52%	41%	64%	39%	18%
The Stretch Goal = 45% and the Threshold of Acceptability = 40% **Blue Cells** indicate meeting or exceeding the Stretch Goal.					

Measures of Professional Success

Amberton University uses multiple metrics to determine the professional success of its graduates as another lagging indicator of student achievement. These include (1) state/national licensing examination results, (2) job placement and employment, and (3) graduate surveys to determine promotions, salary increases, and salary levels.
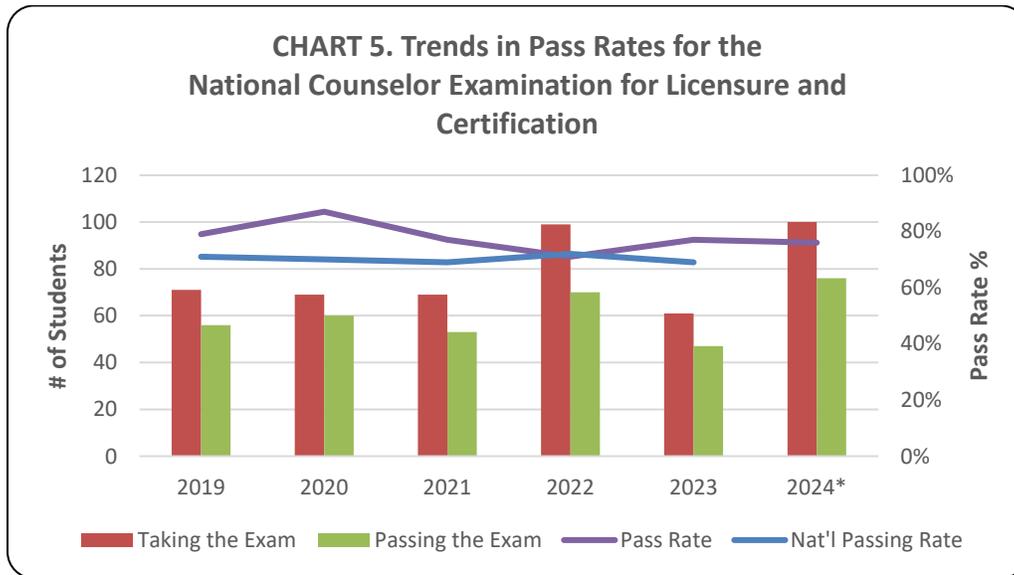
State and National Licensing Examinations

State and national licensing examinations are a measure of student achievement for three of the University's graduate programs – the Master of Arts in Clinical Mental Health Counseling, the Master of Arts in Marriage and Family Therapy, and the Master of Arts in School Counseling.

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 assesses cognitive knowledge, which should be known by all counselors regardless of their individual professional specialties. Amberton compares the performance of its graduates against National Pass Rate Average.

Table 5 and Chart 5 show the Amberton University NCE pass rates for the 2019 -2024 examinations.

Table 5. Amberton University							
National Counselor Examination for Licensure and Certification 2019-2024 Pass Rates							
	Number of Students			Amberton Graduate	Institutional Goals		National Average
Year	Taking the Exam	Passing the Exam	Failing the Exam	Passing Rate	Threshold of Acceptability	Stretch	Passing Rate
2019	71	56	15	79%	75%	85%	71%
2020	69	60	9	87%	75%	85%	70%
2021	69	53	16	77%	75%	85%	69%
2022	99	70	29	71%	75%	85%	72%
2023	61	47	14	77%	75%	85%	69%
2024	100	76	24	76%	75%	85%	69%

CHART 5. Trends in Pass Rates for the National Counselor Examination for Licensure and Certification

The Counseling faculty has set a Minimum Threshold of Acceptability of 75% for the NCE with a Stretch 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. Faculty consider the CPCE to be a preparation exam for the NCE and believe this exam will continue to improve overall NCE scores as evidenced by the improvement in scores for 2023 and 2024. Amberton graduates have scored above the national average on the NCE for five out of six years, falling just below the national average in 2022. Since Amberton's graduates have only met or exceeded the rigorous stretch goal one time in six years, the stretch goal will remain the same for 2025-2026.

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 students to perform successfully on the state credentialing exam as specified by the State Board of Educator Certification. Amberton requires students in the Master of Arts in School Counseling program to pass the *Texas Examinations of Educator Standards (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 the tests in the *TExES* licensure program use multiple-choice and essay questions. The State of Texas requires passing the *TExES* exam for School Counseling Professionals 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 Minimum Acceptability of 90%. Amberton University graduates consistently perform well on the *TExES* exam. Table 6 shows an eight-year history of pass rates for Amberton students. For all but the last two

years, 100% of students taking the test passed. Ninety-five percent passed in 2023-24 and 2024-2025. The eight-year average pass rate on the *TExES* Exam is 99%.

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Table 6. Amberton University History of Pass Rates for *TExES* Exam 2017-2025					
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%
2024-2025	22	21	95%	90%	100%
Total	**151**	**150**	**99%**	**90%**	**100%**

To be eligible to become a Licensed Marriage and Family Therapist (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 *Marriage and Family Therapy National Examination* 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 assists 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 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 graduates seeking this program as a second degree after completing the Master of Arts Clinical Mental Health Counseling program. Counseling faculty has set the Minimum Threshold of Acceptability at 75% with an Institutional Goal of 85% for the (AMFTRB) exam. Student performance on the MFT National Examination represents an opportunity for Amberton to improve. Table 7 demonstrates a negative trend in pass rates over the past five years.

Table 7. Marriage and Family Therapy					
	#		**%**	**Goal**	**Goal**
	Test Takers	**Passing**	**Pass Rate**	**Stretch**	**Threshold of Acceptability**
2020-2021	2	2	100.00%	85%	75%
2021-2022	12	9	75.00%	85%	75%
2022-2023	7	5	71.43%	85%	75%
2023-2024	12	7	58.33%	85%	75%
2024-2025	14	5	35.71%	85%	75%

While more graduates are taking the exam, a much smaller percentage is passing even though students are performing well on the required practice exam. Faculty have analyzed the data to find the root cause. It is possible that the focus of the examination has changed, and the preparation exam is no longer adequate. Faculty will research performance of students from similar institutions to determine what improvement actions are needed so that Amberton graduates are better prepared to be successful on this important licensure exam.

Employment

Amberton University tracks the percentage of employed students, although the majority of Amberton students are employed when they enroll, therefore the University uses other, more relevant measures for student achievement rather than job placement after graduation. Table 8 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 prohibited from working while enrolled or students listing their employment status as retired. While performance for 2024-2025 exceeds the minimum acceptable threshold, it represents a decline over the previous four years. It is unclear what accounts for this decline.

Table 8. 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	1,568	1,443	92%	85%	90%
2020-2021	1,544	1,422	92%	85%	90%
2021-2022	1,412	1,318	93%	85%	90%
2022-2023	1,327	1,284	97%	85%	90%
2023-2024	1,358	1,283	95%	85%	90%
2024-2025	1,294	1,111	86%	85%	90%

Amberton University surveys graduates at the time of graduation to determine the impact Amberton University had on their professional success and progression. At the time of graduation, Amberton asks questions related to job status changes during their enrollment. Graduates 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 salary increase or promotion since enrollment at Amberton. These responses are shown in Tables 9 and 10 by degree level.

Table 9.	Amberton University Survey of Recent Graduates in Undergraduate Programs			
	21/22	22/23	23/24	24/25
Percent of students indicating they had received a promotion or significant increase in salary since enrollment	52%	62%	58%	76%
Minimum Threshold of Acceptability	55%	55%	55%	55%
Institutional Stretch Goal	60%	60%	60%	60%
Percent of students indicating that studies at Amberton influenced promotion or salary increases	91%	88%	91%	76%
Minimum Threshold of Acceptability	75%	75%	75%	75%
Institutional Stretch Goal	80%	80%	80%	80%

For the undergraduate program responses, survey respondents indicated they had received a promotion or increase in salary since enrollment within the institutional goal range of 55% to 60%. For three out of four years, graduates indicated that Amberton influenced their promotional opportunity or salary increase above the institutional stretch goal. However, the percentage declined for 24/25 to the bottom of the goal range. Amberton staff will research the discrepancy between the responses to these two questions to determine whether opportunities for improvement are indicated.

Table 10.	Amberton University Survey of Recent Graduates in Graduate Programs			
	21/22	22/23	23/24	24/25
Percent of students indicating they had received a promotion or significant increase in salary since enrollment	60%	60%	57%	65%
Minimum Threshold of Acceptability	55%	55%	55%	55%
Institutional Stretch Goal	60%	60%	60%	60%
Percent of students indicating that studies at Amberton influenced promotion or salary increases	93%	91%	95%	87%
Minimum Threshold of Acceptability	75%	75%	75%	75%
Institutional Stretch Goal	80%	80%	80%	80%

For those completing graduate programs (Table 10), survey respondents indicated they had received a promotion or increase in salary since enrollment within the institutional goal range of 55% to 60% from

2021/2022 to 2023/2024, exceeding the stretch goal at 65% for 2024/2025. The percentage of students who indicated that studies at Amberton influenced their promotional opportunities or salary increases exceeded the stretch goal of 80% for all four years. Due to graduates consistently indicating that studies at Amberton influenced a promotion or salary increase, Amberton leadership raised the stretch goal to 85% and the minimum acceptable to 80% for 2025/2026.

Measures of Program Learning Outcomes

The faculty of Amberton University, in collaboration with academic leadership, assesses student achievement for defined program learning outcomes (PLOs). Details regarding each program learning outcome by academic level are shown in Appendix C. Tables 11 and 12 show a summary of program learning outcomes by academic level and by program.

Table 11 indicates that two undergraduate-level programs met or exceeded the targets for program learning outcomes. These programs were the BBA in Management and the BS in Human Relations and Business. The five general education curriculum program learning outcomes were either met or exceeded as well. Six programs exceeded target goals for at least two of three PLOs. Overall, 76% of undergraduate PLOs were met or exceeded.

Table 11. 2024-2025 Program Learning Outcomes Assessment Summary Sheet Blue indicates all Program PLO targets s were met or exceeded			
	%		
Program	PLOs meeting target goal	PLOs exceeding target goal	PLOs not meeting target goal
BA Professional Development	0.00%	66.67%	33.33%
BBA Accounting	0.00%	66.67%	33.33%
BBA Entrepreneurship	0.00%	66.67%	33.33%
BBA General Business	0.00%	66.67%	33.33%
BBA Management	0.00%	100.00%	0.00%
BBA Project Management	0.00%	66.67%	33.33%
BS Applied Studies	0.00%	66.67%	33.33%
BS Human Relations & Business	0.00%	100.00%	0.00%
General Education Curriculum	20.00%	80.00%	0.00%
Total for Undergraduate Programs	**0.00%**	**75.86%**	**24.14%**

The data in Table 12 indicate that students met or exceeded all PLO target goals for 10 of 18 graduate-level programs (89%). Of the eight remaining programs, all but one met or exceeded at least two of three PLO targets. Eighty-three percent of all program learning outcome targets (n=53) were met or exceeded.

Table 12. 2024-2025 Program Learning Outcomes Assessment Summary Sheet Blue indicates all Program PLO targets were met or exceeded			
	%		
Program	PLOs meeting target goal	PLOs exceeding target goal	PLOs not meeting target goal
MA Clinical Mental Health Counseling	0.00%	100.00%	0.00%
MA Marriage & Family Therapy	0.00%	66.67%	33.33%
MA Professional Development	0.00%	100.00%	0.00%
MA School Counseling	0.00%	100.00%	0.00%
MBA Accounting	0.00%	66.67%	33.33%
MBA Entrepreneurship	0.00%	100.00%	0.00%
MBA General Business	0.00%	66.67%	33.33%
MBA Management	0.00%	66.67%	33.33%
MBA Project Management	0.00%	100.00%	0.00%
MBA Strategic Leadership	0.00%	100.00%	0.00%
MS Agile Project Management	0.00%	100.00%	0.00%
MS Data Analytics	0.00%	66.67%	33.33%
MS Family Studies	0.00%	66.67%	33.33%
MS Human Relations & Business	0.00%	66.67%	33.33%
MS Human Resource Management	0.00%	33.33%	66.37%
MS Human Resource Training & Development	0.00%	100.00%	0.00%
MS Managerial Science	0.00%	100.00%	0.00%
Post Graduate Learning Outcomes	0.00%	100.00%	0.00%
Total for Graduate Programs	**0.00%**	**83.02%**	**16.98%**

Faculty, Program Coordinators, and the Dean of Academic Services will collaborate to identify specific areas for focused improvement. The opportunities for improvement and related action plans will be posted in SPOL for later follow-up and analysis.

Next Steps

During 2025-2026, Amberton University will leverage its current strengths to address the identified opportunities for improvement. Amberton's students successfully complete coursework at high levels, which should lead to higher numbers of graduates and successful licensure completers. Leveraging this strength and the expertise of Amberton's faculty and staff, the following key improvement action plans will be initiated.

- In the past, Amberton has focused on course completion rates which indirectly indicate in-class retention. Amberton's course completion rates are high and tend to meet or exceed stretch goals. As a cycle of improvement going forward to improve graduation rates and enrollment, Amberton will focus more closely on keeping students in the pipeline to increase the number of graduates within a reasonable time frame. Increasing student persistence will not only improve the number of completers but will also bring additional stability to enrollment numbers. This action plan will require collaboration between the staff of Student Services and faculty/staff in Academic Services. See Appendix D for a list of improvement plans related to student retention and graduation.

- Amberton Counseling faculty will closely analyze the student performance on the Marital & Family Therapy Regulatory Board examination to determine why graduating students do well on the practice exam, but do not do well on the official examination. It is imperative that graduates from the Marital & Family Therapy program be successful on the licensure exam, for the sake of the graduates' professional success, but also for the reputation of Amberton University's program. See Appendix E for an improvement plan for Marital & Family Therapy Regulatory Board examination pass rates.

- Faculty in academic programs will analyze data in programs where targets for Program Learning Outcomes were not met to determine root causes. Program Coordinators will initiate action plans for program improvement to be implemented in 2025-2026. See Appendix F for improvement plans in programs with student learning outcomes below the benchmark.

- The Amberton University administration will review how the university uses feedback from student surveys to more effectively improve programs and processes. See Appendix G for an improvement to Amberton's student survey process.

APPENDIX

Appendix A. IPEDS 8-Year Graduation Rate Comparisons for Undergraduate Programs

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	16/17 New Student Cohort N=150 2024/2025 Evaluation Year
BA-Professional Development	43%	47%	67%	44%	69%
BBA-General Business	38%	45%	41%	19%	17%
BBA-Management	52%	32%	41%	44%	52%
BBA-Management Accounting	20%	33%	17%	20%	33%
BBA-Project Management	30%	13%	20%	17%	17%
BS-Applied Studies	30%	63%	73%	40%	56%
BS-Human Relations & Business	53%	50%	39%	52%	57%
Graduation Rate – All Programs	**44%**	**42%**	**41%**	**40%**	**43%**
Total headcount of students graduating within 8 Years	64	55	61	51	68
Threshold of Acceptability Graduation Rate – All Programs	35%	35%	35%	35%	35%
Institutional Stretch Goal – All Programs	40%	40%	40%	40%	40%
Institutional Goal Status	Met	Met	Met	Met	Met
IPEDS 8 Year Outcome Rate	34%	48%	37%	36%	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%	51%*
Amberton University IPEDS 8 Year Outcome Threshold of Acceptability	35%	35%	35%	35%	35%
Amberton University IPEDS 8 Year Outcome Goal	40%	40%	40%	40%	40%
Amberton University IPEDS 8 Year Outcome Goal Status	Not Met	Met	Not Met	Not Met	Met*
	2012/13 Cohort	**2013/14 Cohort**	**2014/15 Cohort**	**2015/16 Cohort**	**2016/17 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	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	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	22.7% graduation rate for 8 years – students who attend exclusively part-time
Institutional Threshold of Acceptability	35%	35%	35%	35%	35%
Institutional Goal – All Programs	40%	40%	40%	40%	40%
Graduation Rate – All Programs	**44%**	**42%**	**41%**	**40%**	**43%**

Appendix B. IPEDS 8-Year Graduation Rate Comparisons for Graduate Programs

Graduate Programs	12/13 New Student Cohort N=678 2020/2021 Evaluation Year	13/14 New Student Cohort N=675 2021/2022 Evaluation Year	14/15 New Student Cohort N=679 2022/2023 Evaluation Year	15/16 New Student Cohort N=592 2023/2024 Evaluation Year	16/17 New Student Cohort N=671 2024/2025 Evaluation Year
MA-Clinical Mental Health Counseling	44%	49%	51%	42%	52%
MA-Professional Development	78%	71%	56%	58%	65%
MA-School Counseling	65%	68%	60%	60%	69%
MBA-General Business	50%	42%	40%	45%	51%
MBA-Management	62%	56%	50%	42%	57%
MBA-Strategic Leadership	70%	63%	64%	61%	69%
MBA-Project Management	58%	57%	59%	45%	52%
MS-Family Studies	53%	58%	39%	56%	57%
MS-Human Relations & Business	54%	69%	68%	64%	50%
MS-Human Resource Training & Development	38%	43%	49%	46%	37%
MS-Managerial Science	62%	46%	39%	37%	43%
Total Graduates within 8 Years	364	362	367	296	365
Graduation Rate – All programs	**54%**	**54%**	**54%**	**50%**	**54%**
Minimum Threshold of Acceptability Graduation Rate All Programs	40%	40%	40%	40%	40%
Institutional Goal – All Programs	45%	45%	45%	45%	45%
Institutional Goal Status	Met	Met	Met	Met	Met

Appendix C. Program Learning Outcomes Results

2024-2025 Program Learning Outcomes Assessment Results for Undergraduate Programs Blue indicates meeting or exceeding PLO Target, Red indicates not meeting PLO target
BA PROFESSIONAL DEVELOPMENT
PLO 1 - Integrate interdisciplinary knowledge to solve problems and make informed decisions in diverse professional contexts.
PLO 2 - Articulate effective oral and written communication principles, crafting clear and coherent messages tailored for diverse professional settings.
PLO 3 - Apply life-learning skills by demonstrating the ability to adapt to new information, technologies, and changing professional environments.
BBA ACCOUNTING
PLO 1 - Demonstrate how accounting information is used for decision making.
PLO 2 - Illustrate the accounting process for a business.
PLO 3 - Develop well formulated responses based on accounting research to accounting questions.
BBA ENTREPRENEURSHIP
PLO 1 - Apply entrepreneurial financial and managerial techniques, emphasizing strategic staffing and organizational and financial efficiency.
PLO 2 - Analyze the market to identify venture opportunities and challenges and effectively respond to competitive demands.
PLO 3 - Implement analytical skills and critical thinking to inform decisions and strategic plans for business innovation and growth.
BBA GENERAL BUSINESS
PLO 1 - Implement relevant business concepts to construct business solutions.
PLO 2 - Formulate appropriate corporate social responsibility action(s) within an organization.
PLO 3 - Apply critical thinking skills to analyze business case studies to inform evidence-based decisions.
BBA MANAGEMENT
PLO 1 - Construct business ideas and decision-making strategies for efficiency, logic, and optimization.
PLO 2 - Comprehend the role of diversity in the integration and enhancement of business organizations.
PLO 3 - Implement business principles and best practices effectively in real-world scenarios.

Appendix C. Program Learning Outcomes Results, continued

2024-2025 Program Learning Outcomes Assessment Results for Undergraduate Programs Blue indicates meeting or exceeding PLO Target, Red indicates not meeting PLO target
BBA PROJECT MANAGEMENT
PLO 1 - Define core principles and methodologies outlined in the PMBOK Guide, recognizing their application in achieving project and business objectives.
PLO 2 - Understand the importance of leadership and effective communication in managing diverse project teams, ensuring collaboration and stakeholder engagement.
PLO 3 - Apply innovative strategies and best practices in project management to improve organizational performance and adapt to changing business environments.
BS APPLIED STUDIES
PLO 1 - Apply business acumen, human behavior insight, and technical expertise skills to make effective decisions.
PLO 2 - Evaluate how diversity impacts individual, group, management, and organizational decisions.
PLO 3 - Create effective oral and written communication by conducting, understanding, and analyzing relevant research.
BS HUMAN RELATIONS AND BUSINESS
PLO 1 - Identify current human relations challenges in business and suggest ways to improve interpersonal dynamics in business.
PLO 2 - Apply human relations theories and strategies, such as communication, conflict resolution, and team-building, to enhance organizational relationships and foster positive work environments.
PLO 3 - Articulate clear, persuasive messages and proposals to inform and influence stakeholders in business and organizational contexts.
GENERAL EDUCATION CURRICULUM
PLO1 - Apply effective speaking and/or writing principles and techniques.
PLO2 - Utilize critical thinking skills to solve problems and to support statements of beliefs and/or opinions.
PLO3 - Link and synthesize information learned to the greater body of knowledge.
PLO4 - Incorporate appropriate ethical standards to discussions, interpretations, and/or personal use of information.
PLO5 - Conduct effective course-related research.

2024-2025 Program Learning Outcomes Assessment Results for Graduate Programs **Blue** indicates meeting or exceeding PLO Target, **Red** indicates not meeting PLO target
MA CLINICAL MENTAL HEALTH COUNSELING
PLO 1 - Analyze and apply knowledge of the functional area of counseling.
PLO 2 - Implement a framework for counseling diverse client populations.
PLO 3 - Demonstrate expertise and understanding of clients' biological, psychological, and social functioning using appropriate assessment procedures.
MA MARRIAGE AND FAMILY THERAPY
PLO 1 - Analyze therapeutic outcomes and processes, using evidence-based methods to assess effectiveness and improvement.
PLO 2 - Integrate counseling theories and techniques to develop personalized therapeutic strategies for individuals, couples, and families from diverse backgrounds.
PLO 3 - Demonstrate expertise in marriage and family therapy principles, practices, and professional standards.
MA PROFESSIONAL DEVELOPMENT
PLO 1 - Analyze critical thinking skills and concepts from business, communication, counseling, or human development to enhance innovative thinking and decision-making skills.
PLO 2 - Evaluate communication strategies for effectiveness in diverse professional contexts, focusing on adaptability and leadership.
PLO 3 - Create structured frameworks for problem-solving, leveraging critical thinking and strategic planning to address and resolve real-world challenges effectively.
MA SCHOOL COUNSELING
PLO 1 - Create a comprehensive guidance program tailored to the developmental planning needs of students.
PLO 2 - Maximize decision-making strategies which conform to state law and professional standards required of school counselors.
PLO 3 - Combine developmental theories and therapeutic skills to demonstrate understanding of the dynamic in child-parent-school case studies.
MBA ACCOUNTING
PLO 1 - Utilize technology to analyze data and improve business performance.
PLO 2 - Demonstrate the use of management accounting techniques to make informed decisions.
PLO 3 - Portray management skills necessary to lead organizations.

Appendix C. Program Learning Outcomes Results, continued

2024-2025 Program Learning Outcomes Assessment Results for Graduate Programs Blue indicates meeting or exceeding PLO Target, Red indicates not meeting PLO target
MBA ENTREPRENEURSHIP
PLO 1 - Analyze financial, economic, marketing, and management principles to identify opportunities and challenges in new ventures.
PLO 2 - Formulate branding strategies for an entrepreneurial venture and generate and manage business processes effectively.
PLO 3 - Implement innovative business models that meet emerging market needs, ensuring sustainable growth and competitive advantage.
MBA GENERAL BUSINESS
PLO 1 - Analyze contemporary business concepts, focusing on their application within various organizational contexts.
PLO 2 - Evaluate business strategies to solve complex business problems using economic, finance, management, and marketing principles.
PLO 3 - Explain strategic insights utilizing persuasive communication techniques to engage business stakeholders.
MBA MANAGEMENT
PLO 1 - Analyze complex business scenarios to inform innovative strategic and tactical decision-making.
PLO 2 - Integrate critical thinking skills with human relations and emotional intelligence competencies.
PLO 3 - Synthesize strategic solutions for real-world business challenges to sustain competitive advantage.
MBA PROJECT MANAGEMENT
PLO 1 - Analyze key components of project management, such as project requirements, constraints, stakeholder dynamics, and resource allocations.
PLO 2 - Evaluate the effectiveness of project management practices and decisions in diverse organizational settings.
PLO 3 - Implement innovative project management strategies and solutions to address unique organizational challenges and goals.
MBA STRATEGIC LEADERSHIP
PLO 1 - Analyze leadership principles and practice in relation to an organization's strategic goals & objectives.
PLO 2 - Evaluate leadership competencies and characteristics in organizational situations.
PLO 3 - Explain internal and external factors and policies impacting organizations.
MS AGILE PROJECT MANAGEMENT
PLO 1 - Analyze predictive and agile methodologies and frameworks for the optimization of value delivery.
PLO 2 – Evaluate the effectiveness of agile project management tools and techniques, making informed judgements based on established criteria and standards.
PLO 3 – Develop innovative project management solutions by applying agile methodologies, focusing on continuous improvement and addressing complex challenges with creative strategies.

Appendix C. Program Learning Outcomes Results, continued

2024-2025 Program Learning Outcomes Assessment Results for Graduate Programs   Blue **indicates meeting or exceeding PLO Target,** Red **indicates not meeting PLO target**
MS DATA ANALYTICS
PLO 1 - Interpret complex datasets using advanced statistical methods and predictive analytics.
PLO 2 - Create robust database designs and data management strategies that support complex data storage and analysis.
PLO 3 - Evaluate data and hypotheses using appropriate statistical techniques to derive actionable insights.
MS FAMILY STUDIES & MS FAMILY STUDIES WITH CHRISTIAN COUNSELING
PLO 1 - Characterize the emotional, social, and developmental components and issues within the lifespan of families.
PLO 2 - Evaluate effective modes of communication aligned with diverse cultures and socio-economic groups.
PLO 3 - Formulate a framework to identify family issues and alternative solutions.
MS HUMAN RELATIONS AND BUSINESS
PLO 1 - Apply critical thinking skills to analyze complex business and human relations problems to enhance performance outcomes in diverse organizational settings.
PLO 2 - Utilize interpersonal and intercultural skills to negotiate, resolve conflicts, encourage teamwork, and improve organizational decision-making.
PLO 3 - Create strategies from human development and management to boost workplace productivity and employee well-being.
MS HUMAN RESOURCE MANAGEMENT
PLO 1 - Analyze complex strategic and operational issues in public and private organizations.
PLO 2 - Explain best practices in talent development, global human resources, performance management, compensation, and benefits.
PLO 3 - Utilize metrics and systems to strategically develop human capital and maximize employee productivity and performance.
MS HUMAN RESOURCE TRAINING AND DEVELOPMENT
PLO 1 - Analyze training and development methodologies, covering needs assessment, adult learning, implementation, and evaluation, to achieve organizational learning outcomes.
PLO 2 - Evaluate modern learning and development strategies and technologies, measuring their impact on driving organizational objectives.
PLO 3 - Design comprehensive and strategic training programs that enhance both organizational and employee performance.

Appendix C. Program Learning Outcomes Results, continued

2024-2025 Program Learning Outcomes Assessment Results for Graduate Programs **Blue** indicates meeting or exceeding PLO Target, **Red** indicates not meeting PLO target
MS MANAGERIAL SCIENCE
PLO 1 - Explain the purpose and functions of leadership and management in organizations.
PLO 2 - Utilize Behavioral Science Theories in Leadership and Management Practice.
PLO 3 - Create leadership and management strategies, particularly in applying people skills within dynamic business environments.
Post Graduate Learning Outcomes (PGLO)
PLO 1 - Synthesize universal ethical principles to navigate complex issues with integrity.
PLO 2 - Utilize research methodologies to generate insights and enhance professional practice.

APPENDIX D – Improvement Plans for Student Persistence

Although Amberton has had a practice of contacting students who fail to re-enroll, a review of the practice revealed that it was not systematic and therefore it could not be evaluated for effectiveness. To keep more students in the pipeline thus improving graduation rates and enrollment, Amberton Student Services staff in collaboration with Academic Affairs will implement the following actions.

- Staff will review current re-enrollment communication practices detailed above with a focus on making the contact more systematic and intentional, i.e. (a) registration reminder emails will be scheduled every session, (b) Student Services will implement personalized follow-up messages tailored to each student's academic progress and previous engagement whenever possible, (c) advisors will discuss potential barriers to continuation and available support resources, and (d) Student Services and Academic Affairs will collaboratively implement targeted interventions—such as virtual check-ins—to re-engage students before they withdraw fully.

- Amberton will utilize a more data-informed approach to improve student persistence by documenting student contacts and tracking which students return and which do not.

- Amberton will continue its current process of surveying students who do not return to determine reasons. Additionally, staff will design a new process to monitor transcript requests to determine if non-returning students transfer to another university. This additional data point will supplement survey results.

- Dr. Paul Burton will appoint a small cross-functional committee to lead these action plans and to assess their effectiveness.

- Amberton's leadership will review the process each year to determine continued effectiveness.

Appendix E – Improvement Plan for Marital & Family Therapy Regulatory Board Examination Pass Rates

Based on an analysis of results that included reaching out to other MFT programs for consultation and comparing the contents of the MFT practice exam to the actual exam, faculty in the Marital & Family Therapy program have initiated the following action plans to improve Marital & Family Regulatory Board Examination Pass rates.

- Faculty are currently developing a graduate level course with a focus on the systemic aspects of MFT. Based on an analysis of the Marital & Family Regulatory Board Examination Pass rates, faculty believe this is a missing component. This course will be recommended to students who need additional preparation for the exam.
- The Counseling faculty will place more emphasis on the six domains that make up the National MFT exam.
- The faculty developed and is implementing a recommended study strategy.
- The faculty included the Texas Association of Marriage & Family Therapy (TAMFT) Study sources and TAMFT Study Course in the AMFTRB Prep Center in *Moodle*. Faculty highly recommend these resources to students.

APPENDIX F – Improvement Plans for Student Learning Outcomes by Program

Based on an analysis of results, the following improvements are underway for academic programs with performance on Program Learning Outcomes (PLOs) that fell below the benchmark target.

Undergraduate Programs

BA-Professional Development:

PLO #3 - Faculty will refine assignments and instructional practices to emphasize learning, reflection, collaboration, and the effective use of emerging technologies, supporting deeper critical thinking and communication.

BBA-Accounting:

PLO #3 - Faculty will enhance the curriculum by adding targeted research instruction and AI-supported learning activities to help students better understand, evaluate, and communicate information.

BBA-Entrepreneurship:

PLO #2 - Faculty aims to strengthen students' analytical and inquiry skills by refining instructional resources, emphasizing the integration of research, and providing more guided practice and formative feedback to support deeper evaluation of evidence and decision-making processes.

BBA-Project Management:

PLO #1 - Faculty will refine application-based assignments to provide structure and guided practice in analysis and reasoning, improving students' ability to apply critical thinking in project management contexts.

BBA-General Business:

PLO #1 - Faculty will clarify assignment expectations with examples and structured check-ins to promote deeper analysis and improve overall performance.

APPENDIX F – Improvement Plans for Student Learning Outcomes by Program, continued

BS-Applied Studies:

PLO #3 - Faculty will revise assignment instructions and rubrics to emphasize critical analysis, integration of peer-reviewed research, and application of theory, supported by more explicit guidance and examples to promote deeper engagement

Graduate Programs

MA Marriage and Family Therapy:

PLO #2 - Faculty will strengthen this Family Systems Genogram activity by placing greater emphasis on the written narrative component, providing more explicit guidance to help students more effectively apply family systems theory to their genogram analyses and therapeutic interpretations.

MBA Accounting:

PLO #2 - Faculty will incorporate more opportunities for revision, clearer support for the use of analytical software, and exposure to AI-supported tools to strengthen students' financial analysis, methodological clarity, and real-world decision-making skills.

MBA-General Business

PLO #2 - Faculty will strengthen student learning by helping students better recognize ethical issues and apply ethical standards when discussing ideas, interpreting information, and making everyday decisions.

MBA-Management

PLO #1 - The program will refine case-based and research assignments to encourage deeper analysis and clearer connections between theory, evidence, and strategic decision-making in business scenarios.

MS-Data Analytics

PLO #3 - Faculty will strengthen expectations for data analysis, interpretation, and communication through more precise guidance, hands-on use of shared datasets or analytical tools, and add formative support to help students move beyond description to evidence-based insight.

APPENDIX F – Improvement Plans for Student Learning Outcomes by Program, continued

MS-Family Studies

PLO #3 - Faculty will improve student learning by adding more varied case examples and targeted practice opportunities (e.g., brief role-play or simulated-interview elements) to help students strengthen individualized clinical reasoning and intervention planning beyond template-driven responses.

MS Human Relations and Business:

PLO #2 - Faculty will enhance instruction by emphasizing more explicit analytical reasoning, evidence-supported explanations, and experiential learning activities that strengthen students' interpersonal, intercultural, and negotiation skills across diverse organizational contexts.

MS Human Resource Management:

PLO 2 - Faculty will add targeted mini-lessons, formative checkpoints, and a rubric that emphasizes analysis and evaluation to help students move beyond summary toward a deeper application of global HR best practices.

PLO 3 - Faculty will strengthen instructional support for advanced analysis and interdisciplinary integration by expanding guided reflection, scaffolded research activities, and opportunities for formative feedback to deepen students' ability to apply HR theory, data, and systems to complex organizational contexts.

APPENDIX G – Improvement Plan for More Effective Use of Student Surveys

Amberton University leadership has begun a process of reviewing all its current student surveys to determine (a) which should be reviewed, revised, and continued; (b) which should be discontinued; and (c) what surveys might be added, if any.

- The first step is to make a comprehensive listing of all student surveys currently conducted. The list will include the student population surveyed, the purpose of the survey, the survey frequency, and which standard reports utilize the survey results.

- Leadership will obtain feedback from key stakeholders across the university regarding survey questions to determine which questions yield important information, which questions may be obsolete and no longer valid, which questions may be confusing, and what additional questions we should be asking.

- Once student surveys and related questions have been determined, the leadership will implement the new surveys during the 2026-2027 academic year.

- All survey results will include response rates for better perspective regarding results.

- Leadership will share survey results appropriately and survey results will be one key factor in decision-making regarding services to students.