



2025–2026 Annual Student Achievement Report

What do students say about Amberton?

I AM VERY PROUD TO SAY I GRADUATED FROM AMERBERTON UNIVERSITY. Amberton was an exceptionally fulfilling pathway for me in achieving my goals and elevating my skills in so many ways. I am so grateful for the wonderful professors, learning platform, and curriculum that have made me a better person...and better able to serve others.

—Survey response from a recent Amberton graduate

2025-2026 Annual Student Achievement Report

Table of Contents

Executive Summary	2-5
Introduction.....	6-7
Student Achievement Outcomes.....	8-26
Measures of Successful Course Completion	8-10
Measures of Graduation Rates.....	11-17
Measures of Professional Success	18-23
Measures of Program Learning Outcomes	24-26
Next Steps	26
Appendix.....	27-43

2025–2026 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 new terms used in Amberton’s student achievement reports beginning 2024–2025:

- **Stretch Goal**—Amberton University has a set standard threshold of acceptability for 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 that provides early warning about whether students are on track to reach long-term outcomes such as graduation.
- **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 Amberton University’s *2025–2026 Annual Student Achievement Report*.

Strengths

A review of the annual data trends, levels, and comparisons indicate that Amberton University demonstrates six key strengths for its student achievement results. These six 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 2025–2026.

1. **Leading Indicator**: Students continue to successfully complete courses at high levels
 - meeting and exceeding institutional stretch goals for graduate courses over the last ten years

- meeting and exceeding institutional stretch goals for undergraduate courses for five of the last ten years and meeting and exceeding the threshold of acceptability for the remaining five years. See Tables 1 and 2 and Chart 2.
2. Lagging Indicator: 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 (Table 6).
 3. For the most recent new student cohort evaluated in 2025–2026, Clinical and Mental Health Counseling had by far the largest new student cohort and the largest number of graduates (Table 3b).
 4. Leading/Lagging Hybrid Indicator: Students in Amberton’s graduate-level programs met or exceeded 71% of the Program Learning Outcome targets for 2025–2026 and 100% of the Post Graduate Learning Outcomes (Table 12).
 5. Leading/Lagging Hybrid Indicator: 75% of graduate-level programs met targets for at least two of three Program Learning Outcomes. 88% of undergraduate programs met targets for at least two of three Program Learning Outcomes including General Education Curriculum (Table 12).
 6. Lagging Indicator: The percentage of graduating students who received a promotion or significant salary increase exceeded the stretch goal all five years for students in graduate-level programs and four of five years for students in undergraduate programs (Tables 9 & 10).

Opportunities for Improvement

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

1. Lagging Indicator: Declines were noted by demographic categories for 8-Year graduation rates of new student cohorts.
 - For undergraduate students, declines in graduation rates were noted by gender and for race/ethnicity for White and Hispanic students. African American graduation rates

- remained the same, below the goal range for all six years. Only graduation rates for Asian students exceeded the stretch goal. See Table 2.
- For students in graduate-level programs, declines in graduation rates were noted for African American and Hispanic students. See Table 4.
2. Lagging Indicator: Human Resources Training and Development, Organizational Leadership, and General Business show the lowest average graduation rates over a six-year period (Table 3).
 3. Lagging Indicator: Students who completed the Marriage and Family Therapy program have performed below the threshold of acceptability on the Association of Marital & Family Therapy Regulatory Board examination over the past four years (Table 7).
 4. Leading/Lagging Hybrid Indicator: Students in five of Amberton's twenty graduate-level programs did not meet at least three of the Program Learning Outcome targets for 2025–2026 (Table 12).
 5. Lagging Indicator: Amberton's 8-year graduation rate at the undergraduate level has fallen below the IPEDS Median Graduation Rate for comparison institutions for the last five of six years (Chart 3).
 6. Lagging Indicator: Students graduating from the Counseling program have consistently performed well on the National Counselor Examination (NCE) exceeding the institution's threshold of acceptability five out of six years, however, this most recent year the passing rate for Amberton students taking the NCE declined by eight percentage points falling below the threshold of acceptability (Table 5 & Chart 5).

Next Steps

During 2026–2027, 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 that 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 through systematic reengagement strategies 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 continue to closely analyze the student performance on the Association of 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 Marriage & 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 have analyzed data in programs where targets for Program Learning Outcomes were not met to determine root causes. Program Coordinators have initiated action plans for academic program improvement.
- Amberton University administration has identified a small team to review how the University uses feedback from student surveys to more effectively improve programs and processes.

2025–2026 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 40 years of age in 2025.

Programs Offered

Students may complete almost all the University's degree programs 100% online. A graduate degree in School Counseling cannot be completed 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 Program 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 represent 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 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 in late August on the University's website. Previous reports for 2023–2024 and 2024–2025 are included in the archive section.

STUDENT ACHIEVEMENT OUTCOMES

What do our students say? *Attending Amberton University was one of the best decisions I have made. It was a completely amazing experience. The professors were engaging and insightful based upon today's world we live in. They were extremely knowledgeable in the areas of study/teaching and that made it more connected to be successful in completing my graduate degree. Thank you, Amberton University!!!*
—Survey response from a recent graduate

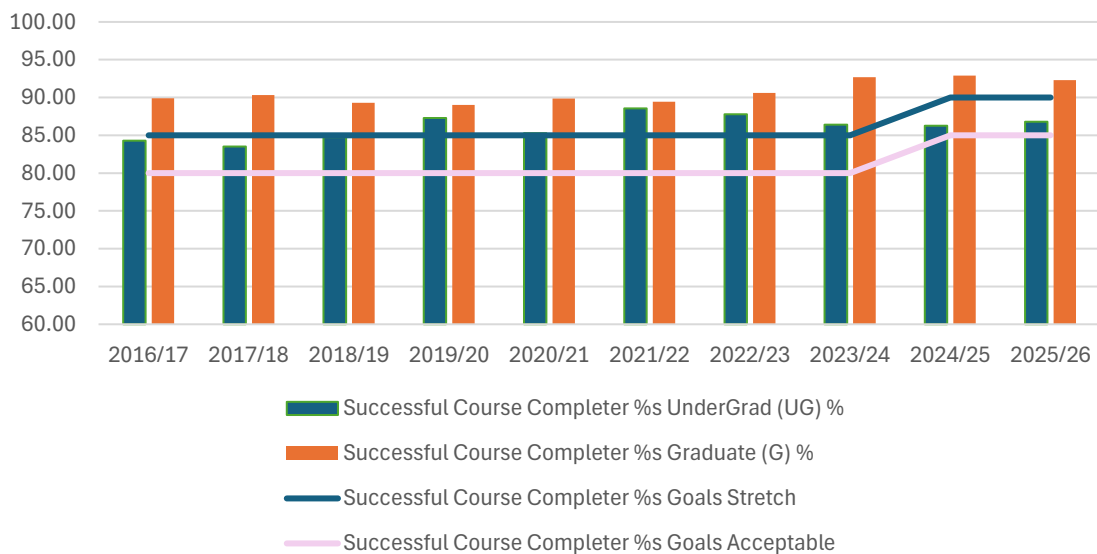
Measures of Successful Course Completion

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 86% 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 2026–2027 action plan matrix due to consistent high performance.

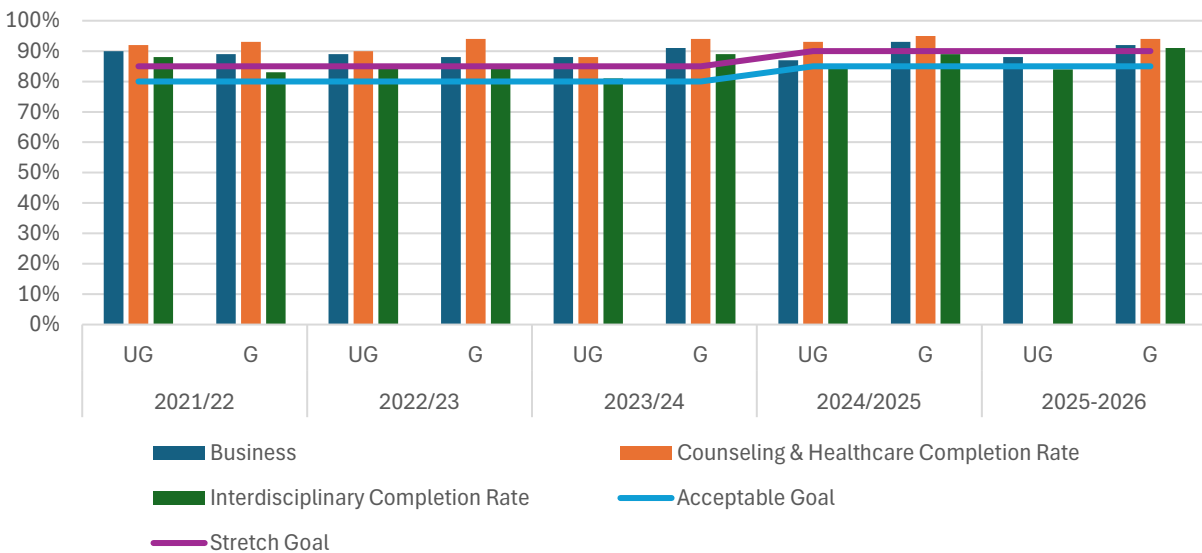
Table 1 and Chart 1 represent a ten-year history of successful course completion rates for Amberton undergraduate and graduate students from academic years 2016–2017 through 2025–2026. Amberton counts a course as successfully completed if the student did not drop with a “W” grade and earned academic credit, i.e., did not fail. Grades of “D” are counted as successful 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 ten-year period, consistently outperforming the institutional Stretch Goal with a ten-year average pass rate of 91%. Successful average course completion at the undergraduate level is 86% for the same period, with inconsistent performance over ten years. However, successful course completion for undergraduate courses has consistently met or exceeded the threshold of acceptability for five of ten years and has met or exceeded the stretch goal five out of the last ten academic years. (See Table 1 and Chart 1.)

Table 1.	Successful Course Completer %s				Total Grades Included in the Denominator		
Academic Year	Undergrad (UG)	Graduate (G)	Goals		Academic Year	Undergrad (UG)	Graduate (G)
	%	%	Stretch	Acceptable		#	#
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
2025–26	86.78	92.31	90.00	85.00	2025–26	855	4,370

CHART 1. Ten-Year Trend in Successful Course Completers Compared to Goals by Level



**CHART 2. Amberton University Five-Year History
of Successful Course Completion
by Academic Division and Academic Level**



As Chart 2 above indicates, student course successful completion rates at the graduate-level have trended near or have exceeded the new Stretch Goal of 90% over a five-year period. Performance for successful course completion in undergraduate courses has been inconsistent but meeting the threshold of acceptability goal over a five-year period.

Given these successful course completion results, Amberton University academic leadership raised the stretch and acceptability thresholds to 90% and 85% respectively for academic year 2024–2025 and going forward. 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

What do our students say?

I share my Amberton experience with friends pursuing a Master's degree, as the university and its strong support system truly set it apart.

LOVE Amberton University. Thank you for an outstanding learning experience!!

—Survey responses from recent graduates

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 2025–2026, disaggregated by degree programs for new student cohorts from 2012–2013 through 2025–2026. 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 five out of six years. Amberton has exceeded the overall average IPEDS 8-Year Outcome rate for four of the last six years but fell below both IPEDS comparisons in the most recent year.

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 five of the last six years. Amberton raised the Stretch Goal to 45% for 2025-2026 and the Threshold of Acceptability goal to 40%. Amberton's graduation rate

for undergraduate programs fell below the minimally acceptable rate for this most recent year. Undergraduate programs for Professional Development, Management, and Applied Studies met or exceeded Amberton's stretch goal for five out of the last six years. Human Relations and Business met or exceeded the stretch goal for four of the last six years. Programs for Project Management and General Business represent opportunities to improve the graduation rate.

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

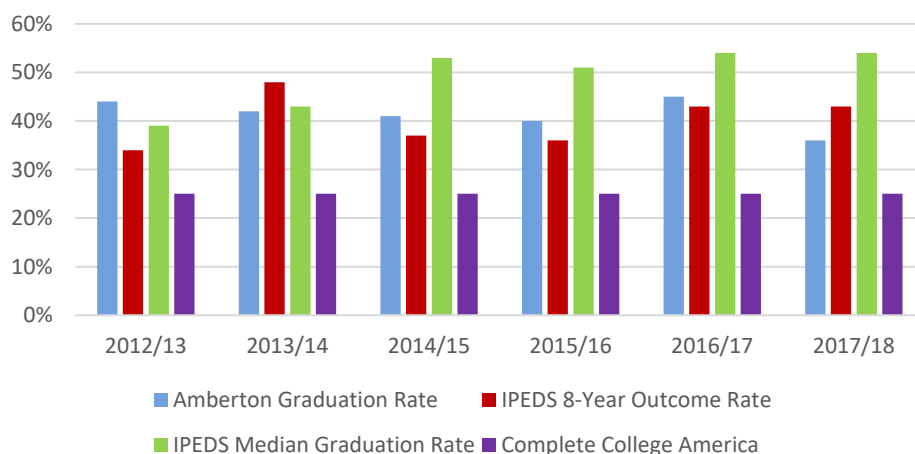
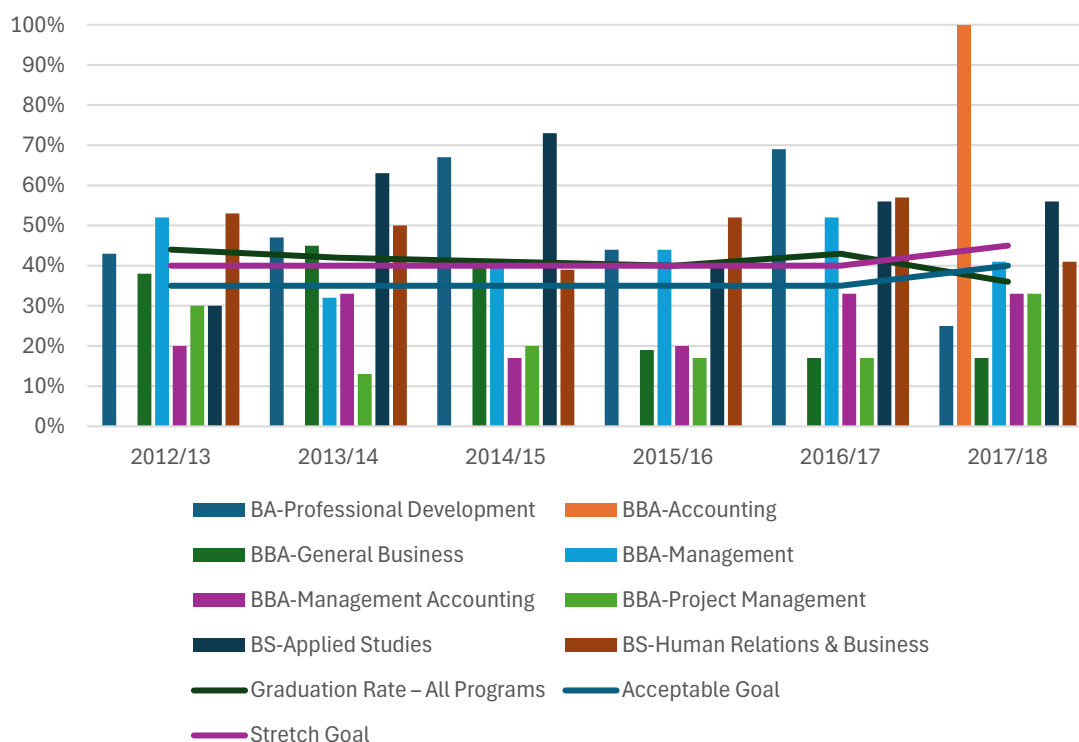


CHART 4. Amberton 8-Year Graduation Rates by Undergraduate Program Compared to Amberton Goals



Note: BBA Accounting was first offered in 2017–2018 with one new student and one graduate for the reporting period.

Table 2. Amberton University Undergraduate 8-Year Graduation Rates by Gender and Ethnicity for New Student Cohorts

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Demographic Categories	New Student Cohort=145	New Student Cohort=131	New Student Cohort=148	New Student Cohort=144	New Student Cohort=150	New Student Cohort=129
	Evaluation Year					
	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025	2025–2026
Male	45%	43%	48%	48%	44%	33%
Female	44%	41%	36%	36%	46%	39%
White/Caucasian	35%	40%	41%	48%	56%	34%
Black/African American	40%	26%	28%	18%	31%	31%
Hispanic/Latino	40%	46%	31%	40%	50%	20%
Asian	73%	76%	67%	57%	47%	72%
Unknown	50%	50%	50%	75%	43%	20%
All Graduates	44%	42%	41%	40%	43%	36%

Table 2 demonstrates graduation rates for undergraduate program cohorts over the last six years by gender and race/ethnicity. The most recent cohort data shows percentage point declines in graduates for both males and females, and for White and Hispanic students over the 2016–2017 cohort year. Except for Asian students, all demographic categories fell below the threshold of acceptability for the 2017–2018 new student 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 raised the Stretch Goal to 55% for graduate programs and 50% as the Threshold of Acceptability due to consistently high graduation rates for these programs. Overall, the graduation rate for new student cohorts in graduate programs has been 50% or higher for five of the last six years. Of fourteen graduate programs, two met or exceeded Amberton’s stretch goal for the last six years. Three programs met or exceeded the stretch goal for five of the last six years, and one program met or exceeded the stretch goal for four of the last six years. Human Resources Training & Development, Organizational Leadership, and General Business show the lowest average graduation rates over a six-year period. These programs represent an opportunity to improve the new student cohort graduation metric.

Table 3. Amberton University Six-Year Trend for Graduate-Level Graduates by Program						
8-Year Graduation Rates for New Student Cohorts						
Graduate Programs	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	N=678	N=675	N=679	N=621	N=671	N=548
	Evaluation Year					
	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025	2025–2026
MA Clinical Mental Health Counseling	44%	49%	51%	41%	51%	43%
MA Marriage & Family Therapy	This program was counted with Clinical Mental Health Counseling due to small #			100%	56%	42%
MA Professional Development	78%	71%	56%	58%	65%	65%
MA School Counseling	65%	68%	60%	60%	69%	73%
MBA General Business	50%	42%	40%	45%	51%	41%
MBA International Business	0%	0%	0%	21%	50%	33%
MBA Management	62%	56%	50%	42%	57%	69%
MBA Strategic Leadership	70%	63%	64%	61%	69%	53%
MBA Project Management	58%	57%	59%	45%	52%	67%
MS Agile Project Management	Agile Project Management Program added in 2017–2018					40%
MS Family Studies	53%	58%	39%	56%	57%	41%
MS Human Relations & Business	54%	69%	68%	64%	50%	47%
MS Human Resource Training & Development	38%	43%	49%	46%	37%	48%
MS Organizational Leadership	62%	46%	39%	37%	43%	30%
Graduation Rate—All Programs	54%	54%	54%	49%	54%	51%
Total Graduates within 8 Years	364	362	367	305	365	279
The Stretch Goal = 55% and the Threshold of Acceptability = 50% for 2025–2026 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 48 hours plus 160 practicum hours. All other programs require 30 or 36 hours.						

To provide some additional perspective for the new student cohort graduation rates, Tables 3a and 3b include raw numbers by program as well as percentages for this most recent cohort year. Table 3a details the graduate rates by undergraduate programs with raw numbers in each new student program cohort and the number and percentage of students who graduated within an eight-year period. Human Relations and Business has the highest number in the new student cohort for 2017–2018 as well as being in the top three programs for graduation rate. The BBA Accounting is not included in the top three due to the very small number in the cohort.

Table 3a. New Student Cohort Tracking Program Graduates Within 8 Years	New Student Cohort AY17–18	Graduated by 25–26	
PROGRAM	#	#	%
BA PROFESSIONAL DEVELOPMENT	12	3	25.00%
BBA ACCOUNTING	1	1	100.00%
BBA GENERAL BUSINESS	18	3	16.67%
BBA MANAGEMENT	17	7	41.18%
BBA MANAGEMENT ACCOUNTING	9	3	33.33%
BBA PROJECT MANAGEMENT	9	3	33.33%
BS APPLIED STUDIES	9	5	55.56%
BS HUMAN RELATIONS AND BUSINESS	54	22	40.74%
TOTAL UNDERGRADUATE	129	47	36.43%

Table 3b details the graduate rates by graduate-level programs with raw numbers in each new student program cohort and the number and percentage of students who graduated within an eight-year period. Clinical Mental Health Counseling has by far the highest number of new students in the 2017–18 cohort. While it does not demonstrate the highest graduation percentage, it does demonstrate the highest number of graduates. Moreover, it is important to note that Clinical Mental Health Counseling requires 48–60 hours for graduation and School Counseling requires 48 hours and a minimum of 160 practicum hours. All other master’s-level programs require 36 hours or as few as 30 hours.

Table 3b. New Student Cohort Tracking Program Graduates Within 8 Years	New Student Cohort AY17–18	Graduated by 25–26	
PROGRAM	#	#	%
MA CHRISTIAN COUNSELING	1	0	0.00%
MA MARRIAGE AND FAMILY THERAPY	17	7	41.18%
MA CLINICAL MENTAL HEALTH COUNSELING	123	53	43.09%
MA PROFESSIONAL DEVELOPMENT	31	20	64.52%
MA SCHOOL COUNSELING	40	29	72.50%
MBA GENERAL BUSINESS	44	18	40.91%
MBA INTERNATIONAL BUSINESS	12	4	33.33%
MBA MANAGEMENT	26	18	69.23%
MBA PROJECT MANAGEMENT	49	33	67.35%
MBA STRATEGIC LEADERSHIP	73	39	53.42%
MS AGILE PROJECT MANAGEMENT	20	8	40.00%
MS FAMILY STUDIES	13	5	38.46%
MS FAMILY STUDIES WITH SPEC CHRISTIAN CSL	9	4	44.44%
MS HUMAN RELATIONS AND BUSINESS	49	23	46.94%
MS HUMAN RESOURCE MANAGEMENT	0	0	0%
MS TRAINING & DEVELOPMENT formerly MS Human Resource Training and Development	31	15	48.39%
MS MANAGERIAL SCIENCE	10	3	30.00%
TOTAL GRADUATE	548	279	50.91%

Table 4 indicates the graduation rates for six years of new student cohorts 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 six years. African American students have met or exceeded the stretch goal four out of six years. This performance further supports Amberton's decision to raise the Stretch Goal for this metric to 55% and the Threshold of Acceptability to 50%.

Table 4. Amberton University Graduate 8-Year Graduation Rates by Gender and Ethnicity for New Student Cohorts						
	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Demographic Categories	New Student Cohort N=678	New Student Cohort N=675	New Student Cohort N=679	New Student Cohort N=621	New Student Cohort N=671	New Student Cohort N=548
	Evaluation Year					
	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025	2025–2026
Male	58%	48%	52%	45%	53%	51%
Female	52%	51%	55%	53%	52%	49%
White/Caucasian	52%	54%	56%	52%	53%	56%
Black/African American	54%	40%	50%	45%	47%	33%
Hispanic/Latino	50%	49%	45%	52%	55%	45%
Asian	63%	60%	59%	61%	66%	66%
Unknown	52%	41%	64%	39%	18%	50%
The Stretch Goal = 55% and the Threshold of Acceptability = 50% for 2025-2026 Blue Cells indicate meeting or exceeding the stretch goal for that time period.						

Measures of Professional Success

What do our students say?

Attending Amberton and getting my graduate degree was one of the best decisions of my life. I graduated in 2016 and my yearly income at the time was roughly 60k now its north of 200k.

—Survey response from a graduate in a longitudinal study

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.

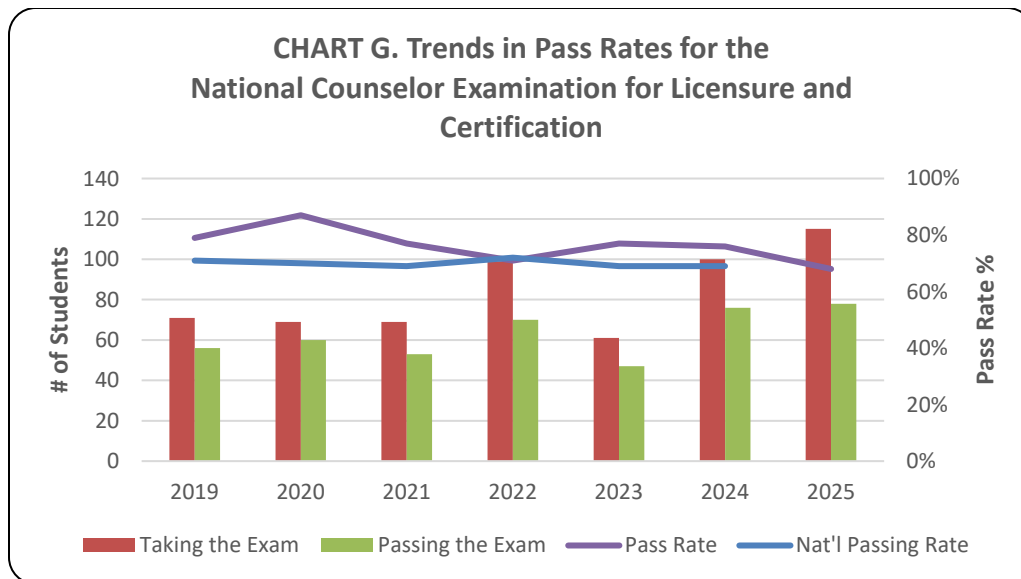
State and National Licensing Examinations

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 2019–2025 examinations.

Table 5. Amberton University							
National Counselor Examination for Licensure and Certification							
2019–2025 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%
2025	115	78	37	68%	75%	85%	



The Counseling faculty has set a 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. The pass rates in 2025 are the lowest in seven years. More students are taking the exam and more students are passing. However, the number who are not passing is larger. 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. The national average pass rate is not yet available for 2025. Amberton's faculty are meeting to analyze and determine the cause of the downturn in passing rates and expect to identify and expand improvement actions by early fall.

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 and reported by the Texas Education Agency (TEA). Amberton requires students in the Master of Arts in School Counseling program to pass the Texas Examinations of Educator Standards (TExES 252 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 most current test results will not be available until fall of 2026, therefore the data included are the most recent available. The Counseling faculty has set an institutional

Stretch Goal of a 100% Pass Rate for the TExES and a Threshold of 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%.

Table 6. Amberton University History of Pass Rates for TExES Exam 2017–2025					
Academic Year	Total Takers	Total Passed	Percentage Passed	Threshold of Acceptability	Institutional Stretch 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%
2025–2026	Not Yet Available			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. The Counseling faculty has set the Threshold of Acceptability at 75% with an institutional Stretch 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 six years with a slight uptick in rate for 2025–2026 and below the threshold of acceptability for the last four 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%
2025–2026	17	8	47.06%	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 determine the root cause. It is possible that the focus of the examination has changed, and the preparation exam is no longer adequate. Faculty will continue to 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. To improve the overall passing rates, for the assessment cycle for 2026–2027 the counseling faculty developed a Comprehensive Outline (study guide) for the MFT program covering the six (6) core domains that will be included on the MFT National Exam. The Comprehensive Outline will be included in the preparation materials located in Moodle.

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 seven-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 and 2025-2026 exceeds the threshold of acceptability, the data 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	Threshold of Acceptability	Institutional Stretch 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%
2025–2026	1,270	1,123	88%	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	25–26
Percent of students indicating they had received a promotion or significant increase in salary since enrollment	52%	62%	58%	76%	52%
Threshold of Acceptability	55%	55%	55%	55%	55%
Institutional Stretch Goal	60%	60%	60%	60%	60%
Percent of students indicating that studies at Amberton influenced promotion or salary increases	91%	88%	91%	76%	88%
Threshold of Acceptability	75%	75%	75%	75%	75%
Institutional Stretch Goal	80%	80%	80%	80%	80%

For the undergraduate program responses, survey respondents indicated they had received a promotion or increase in salary since enrollment below the institutional Stretch Goal range of 55% to 60%. For three out of five years, graduates indicated that Amberton influenced their promotional opportunity or salary increase above the institutional stretch goal. However, the percentage declined for 2024-2025 to the bottom of the goal range and then increased again for 2025-2026. 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	25–26
Percent of students indicating they had received a promotion or significant increase in salary since enrollment	60%	60%	57%	65%	57%
Threshold of Acceptability	55%	55%	55%	55%	55%
Institutional Stretch Goal	60%	60%	60%	60%	60%
Percent of students indicating that studies at Amberton influenced promotion or salary increases	93%	91%	95%	87%	91%
Threshold of Acceptability	75%	75%	75%	75%	80%
Institutional Stretch Goal	80%	80%	80%	80%	85%

For those completing graduate programs (Table 10), survey respondents indicated they had received a promotion or increase in salary since enrollment within the threshold of acceptability goal of 55% to 60% from 2021–2022 to 2023–2024, exceeding the Stretch Goal at 65% for 2024–2025 but declining for 2025–2026 although still in goal range. 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 five years even though Amberton leadership raised the stretch goal to 85% and the Threshold of Acceptability 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 one undergraduate-level program met or exceeded all targets for Program Learning Outcomes. This program was the BBA in Project Management. Of the five general education curriculum Program Learning Outcomes, three were met and two were not met. Six programs exceeded target goals for at least two of three PLOs. Overall, 62% of 29 undergraduate PLOs were met or exceeded.

Table 11. 2025–2026 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
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%	66.67%	33.33%
BBA Project Management	0.00%	100.00%	0.00%
BS Applied Studies	0.00%	33.33%	66.67%
BS Human Relations & Business	0.00%	66.67%	33.33%
General Education Curriculum	0.00%	60.00%	40.00%
Total for Undergraduate Programs	0.00%	62.07%	37.93%

The data in Table 12 indicate that students met or exceeded all PLO target goals for 8 of 20 graduate-level programs (40%). Of the twelve remaining programs, seven met or exceeded at least two of three PLO targets. 74% percent of all graduate-level Program Learning Outcome targets, including postgraduate (n=62) were met or exceeded.

Table 12. 2025–2026 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%	33.33%	66.67%
MA Marriage & Family Therapy	0.00%	33.33%	66.67%
MA Professional Development	0.00%	100.00%	0.00%
MA School Counseling	0.00%	66.67%	33.33%
MBA Accounting	0.00%	33.33%	66.67%
MBA Entrepreneurship	0.00%	100.00%	0.00%
MBA Finance	0.00%	33.33%	66.67%
MBA General Business	0.00%	66.67%	33.33%
MBA Management	0.00%	100.00%	0.00%
MBA Project Management	0.00%	100.00%	0.00%
MBA Strategic Leadership	0.00%	66.67%	33.33%
MHA Healthcare Administration	0.00%	66.67%	33.33%
MS Agile Project Management	0.00%	100.00%	0.00%
MS Applied Artificial Intelligence	0.00%	66.67%	33.33%
MS Data Analytics	0.00%	100.00%	0.00%
MS Family Studies	0.00%	100.00%	0.00%
MS Human Relations & Business	0.00%	66.67%	33.33%
MS Human Resource Management	0.00%	33.33%	66.67%
MS Training & Development	0.00%	66.67%	33.33%
MS Organizational Leadership	0.00%	100.00%	0.00%
Postgraduate Learning Outcomes	0.00%	100.00%	0.00%
Total for Graduate Programs	0.00%	70.96%	29.03%

Faculty, Program Coordinators, and the Academic Dean collaborated to identify specific areas for focused improvement. The opportunities for improvement and related action plans are posted in SPOL for later follow-up and analysis. Appendices C and F describe specific opportunities to improve for Program Learning Outcomes and action plans using the results to develop improvement plans.

Next Steps

During 2026–2027, Amberton University will continue to leverage its current strengths to address 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 focused on course completion rates, which indirectly indicate in-class retention. Amberton's successful course completion rates are high and tend to meet or exceed stretch goals. As a cycle of improvement 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.
- To improve overall passing rates for the Marriage and Family Therapy National Exam, the counseling faculty developed a Comprehensive Outline to serve as a study guide for the MFT program. See Appendix E for details regarding this improvement initiative implemented for the 2026–2027 academic year.
- 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 2026–2027. See Appendix F for improvement plans in programs with student learning outcomes below the benchmark. Detailed plans are outlined in the Use of Results section of each program assessment report for 2025–2026.
- 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.

APPENDICES

APPENDIX A. IPEDS 8-Year Graduation Rate for Undergraduate Programs	2012— 2013 New Student Cohort N=145	2013— 2014 New Student Cohort N=131	2014—2015 New Student Cohort N=148	2015— 2016 New Student Cohort N=144	2016— 2017 New Student Cohort N=150	2017—2018 New Student Cohort N=129
	2020—2021 Evaluation Year	2021—2022 Evaluation Year	2022—2023 Evaluation Year	2023—2024 Evaluation Year	2024—2025 Evaluation Year	2025—2026 Evaluation Year
BA Professional Development	43%	47%	67%	44%	69%	25%
BBA Accounting	BBA Accounting Program began 2017–2018 with 1 new student.					100%
BBA General Business	38%	45%	41%	19%	17%	17%
BBA Management	52%	32%	41%	44%	52%	41%
BBA Management Accounting	20%	33%	17%	20%	33%	33%
BBA Project Management	30%	13%	20%	17%	17%	33%
BS Applied Studies	30%	63%	73%	40%	56%	56%
BS Human Relations & Business	53%	50%	39%	52%	57%	41%
Graduation Rate—All Programs	44%	42%	41%	40%	45%	36%
Total headcount of students graduating within 8 Years	64	55	61	51	68	47
Threshold of Acceptability Graduation Rate—All Programs	35%	35%	35%	35%	35%	40%
Institutional Stretch Goal—All Programs	40%	40%	40%	40%	40%	45%
Institutional Goal Status	Met	Met	Met	Met	Met	Not Met
IPEDS 8 Year Outcome Rate	34%	48%	37%	36%	43%	Not Avail.
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%	54%	Not Available
Amberton Graduation Rate—All Programs	44%	42%	41%	40%	45%	36%
Amberton University IPEDS 8 Year Outcome Goal Status vs. Comparison Institutions	Met	Not Met	Not Met	Not Met	Not Met	
Amberton University IPEDS 8 Year Outcome Goal Status vs. All Institutions	Met	Not Met	Met	Met	Met	
Other Comparison Data: 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	22.7% graduation rate for 8 years – students who attend exclusively part time

APPENDIX B. IPEDS 8-Year Graduation Rate for Graduate Programs	2012–2013 New Student Cohort N=678	2013–2014 New Student Cohort N=675	2014–2015 New Student Cohort N=679	2015–2016 New Student Cohort N=621	2016–2017 New Student Cohort N=671	2017–2018 New Student Cohort N=548
	2020–2021 Evaluation Year	2021–2022 Evaluation Year	2022–2023 Evaluation Year	2023–2024 Evaluation Year	2024–2025 Evaluation Year	2025–2026 Evaluation Year
MA Clinical Mental Health Counseling *	44%	49%	51%	42%	52%	43%
MA Professional Development	78%	71%	56%	58%	65%	65%
MA School Counseling	65%	68%	60%	60%	69%	73%
MBA General Business	50%	42%	40%	45%	51%	41%
MBA Management	62%	56%	50%	42%	57%	69%
MBA Strategic Leadership	70%	63%	64%	61%	69%	53%
MBA Project Management	58%	57%	59%	45%	52%	67%
MS Family Studies **	53%	58%	39%	56%	57%	41%
MS Human Relations & Business	54%	69%	68%	64%	50%	47%
MS Human Resource Training & Development	38%	43%	49%	46%	37%	48%
MS Managerial Science—now Organizational Leadership	62%	46%	39%	37%	43%	30%
*Includes Clinical Mental Health Counseling, Marriage & Family Therapy **Includes Family Studies & Family Studies with Christian Counseling						
Total Graduates within 8 Years	364	362	367	296	365	279
Graduation Rate—All programs	54%	54%	54%	50%	54%	51%
Threshold of Acceptability Graduation Rate All Programs	40%	40%	40%	40%	40%	50%
Institutional Goal—All Programs	45%	45%	45%	45%	45%	55%
Institutional Goal Status	Exceeded Stretch	Exceeded Stretch	Exceeded Stretch	Exceeded Stretch	Exceeded Stretch	Exceeded Minimum

APPENDIX C. 2025–2026 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. 2025–2026 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.

APPENDIX C. 2025–2026 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. 2025–2026 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 FINANCE

PLO 1—Formulate and execute strategic financial decisions using advanced knowledge of capital structures, profitability drivers, and performance metrics to maximize organizational value.

PLO 2—Integrate financial theory with interdisciplinary economics, technology, and management knowledge to solve complex business challenges in dynamic environments.

PLO 3—Lead innovation by applying emerging financial technologies—including AI, blockchain, and digital currencies to improve financial services and organizational efficiency.

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.

APPENDIX C. 2025–2026 Program Learning Outcomes Assessment Results for Graduate Programs
Blue indicates meeting or exceeding PLO Target, Red indicates not meeting PLO target

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.

MHA HEALTHCARE ADMINISTRATION

PLO 1—Develop operational management principles, strategic decision-making tools, and data-driven approaches to lead and optimize healthcare organizations and enhance overall performance.

PLO 2—Evaluate, integrate, and manage advanced healthcare technologies and informatics systems to enhance patient care, maximize operational efficiency, and ensure regulatory compliance.

PLO 3—Design, implement & advocate for population health strategies, utilizing Social Determinants of Health to promote health equity, improve community wellness, and drive value-based care outcomes.

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.

MS APPLIED ARTIFICIAL INTELLIGENCE

PLO 1—Design, implement, and evaluate AI-based tools and models to solve complex problems and support innovation across diverse organizational contexts.

PLO 2—Apply advanced analytics, machine learning models, and interdisciplinary data insights to drive evidence-based decision-making and enhance organizational effectiveness.

PLO 3—Develop innovative project management solutions by applying agile methodologies, focusing on continuous improvement and addressing complex challenges with creative strategies.

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.

APPENDIX C. 2025–2026 Program Learning Outcomes Assessment Results for Graduate Programs
Blue indicates meeting or exceeding PLO Target, Red indicates not meeting PLO target

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 TRAINING AND DEVELOPMENT

PLO 1—Design, implement, & assess evidence-based training programs that use adult learning theory, instructional design models, and strategies to improve individual and organizational performance.

PLO 2—Integrate digital learning technologies and evaluation methods to create inclusive, engaging, and data-driven learning experiences that align with strategic organizational goals.

PLO 3—Facilitate collaborative learning environments and lead change initiatives through consultation, communication, and culturally responsive leadership in diverse workplace contexts.

APPENDIX C. 2025–2026 Program Learning Outcomes Assessment Results for Graduate Programs

Blue indicates meeting or exceeding PLO Target, Red indicates not meeting PLO target

MS ORGANIZATIONAL LEADERSHIP – previously 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 easily 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 during 2026–2027.

- 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 plan to improve Marital & Family Regulatory Board Examination Pass rates.

Faculty have developed a Comprehensive Outline to serve as a study guide covering the six core domains included in the MFT National Exam. The Comprehensive Outline is included in the preparation materials located in Moodle for the 2026–2027 academic year.

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. Specific improvement details are included in the Use of Results section of the *2025–2026 Academic Assessment Report*.

Undergraduate Programs

BA Professional Development

PLO #2—Faculty will improve oral and written communication by adding clearer models, practice opportunities, feedback checkpoints, and rubric-based guidance.

BBA Accounting

PLO #2—Faculty will enhance accounting analysis and communication through clearer expectations, guided practice, and targeted feedback on financial information.

BBA Entrepreneurship

PLO #1—Faculty will develop students' entrepreneurial analysis by clarifying expectations, adding examples, and providing guided practice and formative feedback.

BBA General Business

PLO #2—Faculty will improve business communication by clarifying assignment expectations, increasing feedback opportunities, and reinforcing professional writing standards.

PLO #3—Faculty will advance analytical and decision-making skills by adding more guided practice, applied examples, and feedback on evidence-based reasoning.

BBA Management

PLO #2—Faculty will reinforce management analysis by clarifying expectations, emphasizing application of management concepts, and providing targeted feedback on decision-making.

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

BS Applied Studies

PLO #1—Faculty will improve applied analysis by providing clearer assignment guidance, practical examples, and more structured feedback on student work.

PLO #3—Faculty will enhance professional communication and integration of learning by increasing rubric guidance, applied practice, and feedback checkpoints.

BS Human Relations & Business

PLO #3—Faculty will develop students' ability to analyze human relations and business issues through clearer expectations, applied examples, and targeted feedback.

General Education Curriculum

PLO #3—Faculty will promote stronger critical thinking by adding clearer expectations, applied examples, and more practice with analysis, evidence, and reasoning.

PLO #4—Faculty will improve communication skills by reinforcing writing expectations, providing models, and increasing opportunities for feedback and revision.

Graduate Programs

MA Clinical & Mental Health Counseling

PLO #1—Faculty will reinforce counseling knowledge and application by clarifying expectations, emphasizing core concepts, and providing more targeted feedback.

PLO #3—Faculty will enhance clinical reasoning and professional counseling skills through guided practice, applied case analysis, and feedback on decision-making.

MA Marriage & Family Therapy

PLO #1—Faculty will reinforce family therapy knowledge and application by emphasizing key concepts, clarifying expectations, and providing targeted feedback.

PLO #2—Faculty will improve clinical assessment and intervention skills through applied case practice, clearer guidance, and feedback on therapeutic decision-making.

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

MA School Counseling

PLO #3—Faculty will enhance school counseling application by increasing guided case practice, clarifying expectations, and providing targeted feedback on professional decision-making.

MBA Accounting

PLO #1—Faculty will improve accounting analysis by providing clearer assignment expectations, applied examples, and targeted feedback on interpretation and decision-making.

PLO #2—Faculty will enhance accounting communication and evaluation skills through guided practice, rubric-based expectations, and feedback on financial analysis.

MBA Finance

PLO #1—Faculty will improve financial analysis by increasing guided practice, clarifying expectations, and providing targeted feedback on financial decision-making.

PLO #3—Faculty will enhance finance research and communication by reinforcing evidence-based analysis, professional writing, and feedback on applied financial recommendations.

MBA General Business

PLO #2—Faculty will improve business analysis and application by clarifying expectations, adding applied examples, and providing targeted feedback on decision-making.

MBA Strategic Leadership

PLO #3—Faculty will advance strategic leadership analysis by increasing applied practice, clarifying expectations, and providing feedback on evidence-based recommendations.

MHA Healthcare Administration

PLO #1—Faculty will reinforce healthcare administration analysis by emphasizing key concepts, clarifying expectations, and providing targeted feedback on applied decision-making.

MS Applied Artificial Intelligence

PLO #3—Faculty will enhance applied AI analysis and communication by clarifying expectations, adding guided practice, and providing feedback on evidence-based recommendations.

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

MS Human Relations & Business

PLO #1—Faculty will reinforce human relations and business analysis by emphasizing foundational concepts, clarifying expectations, and providing targeted feedback.

MS Human Resource Management

PLO #2—Faculty will improve HR analysis and professional application by increasing guided practice, clarifying expectations, and providing feedback on evidence-based decisions.

MS Training & Development

PLO #1—Faculty will enhance training and development analysis by clarifying expectations, adding applied examples, and providing targeted feedback on instructional decision-making.

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

For 2025–2026 Amberton University leadership began a process for 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. This improvement process will continue for 2026–2027.

- The first step was to make a comprehensive list of all student surveys currently conducted. The list included the target student population, the purpose of the survey, the survey frequency, and how the survey results are utilized.
- During 2026–2027 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 survey questions have been finalized, the leadership will implement the new surveys during the 2026–2027 academic year.
- Going forward, all survey results will include response rates and raw numbers 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.