TEXAS A&M UNIVERSITY-KINGSVILLE®

STUDENT ACHIEVEMENT REPORT

YEAR 1: AY 2024-2025

INTRODUCTION

Texas A&M University-Kingsville launched its 2025-2027 Strategic Plan in August 2024. The following report describes the progress made to attain the University's student achievement goals in Year 1 (Fall 2024 through Summer 2025).

Student Achievement Progress Report

Texas A&M University-Kingsville (TAMUK) has identified eight Key Performance Indicators (KPIs) to measure student achievement. The KPIs include the following:

- Student Retention, Fall-to-Spring and Fall-to-Fall (Full-time FTIC, Master's, Doctoral) [Tables 1-6]
- Number of Degree Completions (Bachelor's, Master's, Doctorates) [Tables 7-9]
- 6-year Undergraduate Full-time FTIC Graduation Rates (IPEDs Traditional Overall Graduation Rate, 150% of standard time) [Tables 10-13]
- 4-Year Undergraduate Transfer Graduation Rates [Table 14]
- Graduates Found to be Working or Enrolled in Texas [Table 15]
- Student Grade Point Average [Tables 16-17]
- College Readiness Attainment Rates [Table 18]
- First College-Level Course Completion [Table 19]

Components of the Student Achievement Progress Report

Key Performance Indicators (KPIs) describe how the University measures progress toward meeting its student achievement goals.

- **Definition** defines the metric chosen for the KPI.
- **KPI Thresholds** are expectations set by the University to define its own acceptable level of achievement (a minimum target, usually aligned with baseline data).
- **KPI Targets** are the University's expectations for improvement and/or aspirational targets that define what the University intends to achieve (improvement/aspirational target).

Data Findings for each KPI describe how the University is performing.

- The most recent year of KPI data is compared to the identified KPI Threshold and Target.
    - If the indicator met or exceeded the KPI Threshold and/or Target, this field was coded in **green**.
    - If the indicator did not meet or exceed the KPI Threshold and/or Target, this field was coded in **red**.

Analysis of Results describes the data findings, including changes over time and comparisons with a peer group (if available).

Use of Results for Improvement describes the actions and activities that the University implemented to seek the attainment of the KPI Thresholds and Targets. This also describes the actions that the University will take in the future to support continuous improvement and the attainment of the KPI Thresholds and targets.

STUDENT ACHIEVEMENT KPI DATA

KPI: Student Retention

Full-time First-Time-In College (FTIC) Fall-to-Spring Retention

Definition. The percentage of full-time first-time degree-seeking students who enroll during one fall term and return the subsequent spring term at TAMUK.

Table 1. Data Findings: Fall-to-Spring Retention (Full-time FTICs)					
Measure	**Fall 2023 Cohort**	**Fall 2024 Cohort**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Full-Time FTIC Retention	87.8%	90.7%	**+2.9 percentage points**	87%	92%

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. The full-time FTIC Fall-to-Spring retention rate for the Fall 2024 cohort was 90.7%, an increase of 2.9 percentage points over the Fall 2023 cohort. Though the KPI Threshold of 87% was exceeded, the KPI Target (92%) was not met. The 90.7% rate was the highest achieved in at least 8 years.

Full-time First-Time-In College (FTIC) Fall-to-Fall Retention

Definition. The percentage of full-time first-time degree-seeking students who enroll during one fall term and return the subsequent fall term at TAMUK.

Table 2. Data Findings: Fall-to-Fall Retention (Full-time FTICs)					
Measure	**Fall 2023 Cohort**	**Fall 2024 Cohort**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Full-Time FTIC Retention	64.6%	71.1%	**+6.5 percentage points**	66%	71%

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. The full-time FTIC Fall-to-Fall retention rate for the Fall 2024 cohort was 71.1%, an increase of 6.5 percentage points over the Fall 2023 cohort. Both the KPI Threshold of 66% and the KPI Target of 71% were exceeded. The 71.1% rate was the highest achieved since 2019.

Use of Results for Improvement: The university-wide implementation of Franklin Covey's 4 Disciplines of Execution (4DX) framework beginning in the Fall 2024 semester has positively influenced student retention rates. TAMUK's Wildly Important Goal (WIG) of enrolling 10,000 students by the Fall 2028 semester is supported by two sub-WIGs focused on student recruitment and retention. Many departments chose to pursue WIGs focused on student retention. Examples of WIGs that support retention are included below:

Student Business Services / Bursar (Spring WIG)

- WIG: Reduce the number of students with all balances greater than $500 from 368 to 299 by 05/07/2025
- Lead Measures:
    - Each team member would contact 10 students per week and encourage them to enroll in the currently offered payment plan for a weekly team total of 50.
    - Each team member would contact three students per week and remind them of payment plan installments for a team total of 15.
- Goal Exceeded by 30.4% at 208, a 43.5% decrease from the starting point

Music – Retention Team (Spring WIG)

- WIG: Improve the SOM F24 Productive Grade Rate from 0% (baseline 88.8%) in MUSA/MUSI classes to 89.2% by 06/02/2025
- Lead Measure: 21 team members will positively reinforce student behavior five times per week for a team total of 105. Lead Measure ends May 17, 2025
- Goal Exceeded by 4.6% at 93%, which is an increase of 4.7% from the baseline

Additionally, in early 2025, TAMUK launched Caring Campus, a framework designed to increase student connectedness and engagement on campus and in the classroom. The Institute for Evidence-Based Change (IEBC) developed Caring Campus based on research indicating that students who feel more connected to their university are more likely to achieve their academic goals. Through Caring Campus, faculty and staff are coached to implement research-based behaviors that increase student connectedness, leading to increased student success.

TAMUK hosted its first Welcome Stations during the first days of the Fall 2024 semester. Faculty and staff volunteered at stations throughout the Kingsville campus to welcome students, answer questions, provide directions, and distribute snacks. This first event began a tradition in which stations are set up each fall and spring semester to not only foster a welcoming environment but also ensure that students' questions are answered on the first day.

Finally, the Office of Student Success coordinated efforts across the University to contact enrolled students who had not registered for future terms. As part of these outreach efforts, students were reminded of the importance of registering for classes early and taking care of payment responsibilities.

TAMUK will continue to pursue improved student outreach and support to increase undergraduate retention rates. Retention will remain a priority within TAMUK's 4DX efforts. Selected faculty leaders participated in the Caring Campus for Faculty training program in the Spring 2025 semester, with implementation plans in place for the 2026 academic year.

Master's Student Fall-to-Spring Retention

Definition. The percentage of all students enrolled in master's degree programs in a given fall term who were retained in the subsequent spring term at TAMUK.

Table 3. Data Findings: Fall-to-Spring Retention (Master's)					
Measure	**Fall 2023 Cohort**	**Fall 2024 Cohort**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Master's Retention	82.3%	80.9%	**-1.4 percentage points**	79%	85%

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. The master's student Fall-to-Spring retention rate was 80.9%, down 1.4 percentage points. Neither the KPI Threshold of 79% nor the KPI Target of 85% was met. Additionally, out of the 1,233 master's students enrolled in the Fall 2024 semester, 143 (11.6%) graduated that semester. The combined total of students who graduated in the fall or were retained in the spring semester was 92.5%.

Master's Student Fall-to-Fall Retention

Definition. The percentage of all students enrolled in master's degree programs in a given fall term who were retained in the subsequent fall term at TAMUK.

Table 4. Data Findings: Fall-to-Fall Retention (Master's)					
Measure	**Fall 2023 Cohort**	**Fall 2024 Cohort**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Master's Retention	49.9%	44.9%	**-5 percentage points**	45%	51%

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. The master's student Fall-to-Fall retention rate was 44.9%, down 5 percentage points from the previous year. Neither the KPI Threshold of 45% nor the KPI Target of 51% was met. Additionally, out of the 1,233 master's students enrolled in the Fall 2024 semester, 575 (46.6%) graduated within the same academic year. The combined total of students who graduated that academic year or were retained in the Fall 2025 semester was 91.5%. This combined total is the highest in 6 years, driven by a larger number of students graduating.

Use of Results for Improvement. Master's student enrollment and retention rates were greatly impacted by federal changes to student visa policies. Student enrollment and retention began to decline beginning in the Spring 2025 semester. Additionally, many master's students

elected to graduate as soon as possible, resulting in an above-average number of students graduating in the Spring 2025 semester and not returning in the fall.

TAMUK remains committed to serving both domestic and international master's students. The Division of Academic Affairs conducted a thorough review of its existing degree programs to determine areas in which revamping, development, or closure. Plans for new programs in Space and Aeronautical Engineering and Architectural Engineering were developed, with the intention of offering the programs in January 2026.

Doctoral Student Fall-to-Spring Retention

Definition. The percentage of all students enrolled in doctoral degree programs in a given fall term who were retained in the subsequent spring term at TAMUK.

Table 5. Data Findings: Fall-to-Spring Retention (Doctoral)					
Measure	**Fall 2023 Cohort**	**Fall 2024 Cohort**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Doctoral Retention	83.8%	89.7%	**+5.9 percentage points**	85%	90%

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. The doctoral student Fall-to-Spring retention rate for the Fall 2024 cohort was 89.7%, an increase of 5.9 percentage points over the Fall 2023 cohort. Though the KPI Threshold of 85% was exceeded, the KPI Target (90%) was not met. Additionally, out of the 243 doctoral students enrolled in the Fall 2024 semester, 8 (3.3%) graduated that semester. The combined total of students who graduated in the fall or were retained in the spring semester was 93%.

Doctoral Student Fall-to-Fall Retention

Definition. The percentage of all students enrolled in doctoral degree programs in a given fall term who were retained in the subsequent fall term at TAMUK.

Table 6. Data Findings: Fall-to-Fall Retention (Doctoral)					
Measure	**Fall 2023 Cohort**	**Fall 2024 Cohort**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Doctoral Retention	74.2%	79.4%	**+5.2 percentage points**	73%	79%

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. The doctoral student Fall-to-Fall retention rate for Fall 2024 was 79.4%, an increase of 5.2 percentage points over the Fall 2023 cohort. Both the KPI Threshold of 73% and the KPI Target of 79% were exceeded. The 79.4% retention rate is the highest rate achieved in the prior 6 years. Additionally, of the 243 doctoral students enrolled in the Fall 2024 semester, 27 (11.1%) graduated that same academic year. The combined total of students who graduated that academic year or were retained in the Fall 2025 semester was 90.5%. The 90.5% combined total of graduates and retained students was the highest achieved in at least 6 years.

Use of Results for Improvement: The 4DX, Caring Campus, and centralized student outreach strategies as described above also positively impacted doctoral student retention.

TAMUK will continue to pursue improved student outreach and support to increase doctoral retention rates. Additional support will be provided to doctoral students entering the dissertation phase of their degree program to encourage dissertation completion. Retention will remain a priority within TAMUK's 4DX efforts. Selected faculty leaders participated in the Caring Campus for Faculty training program in the Spring 2025 semester, with implementation plans in place for the 2026 academic year.

KPI: Degree Completions

Bachelor's Degrees Conferred

Definition. The number of undergraduate degrees awarded within the reporting period.

Table 7. Data Findings: Degree Completions (Bachelor's)					
Measure	**AY 2024**	**AY 2025**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Bachelor's Degree Conferred	905	853	**-52**	900	1,100

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. TAMUK awarded 853 bachelor's degrees in AY 2025. This is a decrease of 52 degrees as compared to the prior year. Neither the KPI Threshold of 900 nor the KPI Target of 1,100 was met.

Master's Degrees Conferred

Definition. The number of Master's degrees awarded within the reporting period.

Table 8. Data Findings: Degree Completions (Master's)					
Measure	**AY 2024**	**AY 2025**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Master's Degree Conferred	479	575	**+96**	475	550

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. TAMUK awarded 575 master's degrees in AY 2025. This is an increase of 96 degrees compared to the prior year and is the highest number of master's degrees awarded in 6 years. Both the KPI Threshold of 475 and the KPI Target of 550 were exceeded.

Doctoral Degrees Conferred

Definition. The number of Doctoral degrees awarded within the reporting period.

Table 9. Data Findings: Degree Completions (Doctoral)					
Measure	**AY 2024**	**AY 2025**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Doctoral Degree Conferred	21	27	**+6**	22	35

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. TAMUK awarded 27 doctoral degrees in AY 2025. This is an increase of 6 degrees as compared to the prior year. Though the KPI Threshold of 22 was exceeded, the KPI Target (35) was not met.

Use of Results for Improvements. As described above, TAMUK began its university-wide implementation of the 4DX framework beginning in the Fall 2024 semester with a focus on overall student enrollment, recruitment, and retention. This initial framework did not prioritize student completion. However, TAMUK's 4DX model will adapt to include student completion beginning in the Fall 2026 semester. With increased student retention, more students will be prepared to complete their degrees more quickly and efficiently. Additionally, focused efforts will be made to increase the number of doctoral graduates, in support of TAMUK's goal of attaining the R1 research classification.

KPI: Six-Year Undergraduate Graduation Rates

Definition. The 6-year graduation rate is calculated by following a cohort of first-time full-time degree-seeking freshmen and determining the number of students in the cohort who are awarded undergraduate degrees after six years as a percentage of the total number of students in the freshman cohort at TAMUK.

6-Year Full-time First-Time-In-College (FTIC) Graduation Rate, Overall

Table 10. Data Findings: 6-Year Full-time First-Time-In-College (FTIC) Graduation Rate, Overall

Measure	AY 2024 (Fall 2018 Cohort)	AY 2025 (Fall 2019 Cohort)	Change from Prior Year	KPI Threshold	KPI Target
6-Year Graduation Rate	41.9%	45%	**+3.1 percentage points**	42%	46%

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. The 6-year graduation rate for academic year 2025 was 45%, an increase of 3.1 percentage points from the prior year. Though the KPI Threshold of 42% was exceeded, the KPI Target (46%) was not met.

6-Year Full-time First-Time-In-College (FTIC) Graduation Rate, Disaggregated by Gender

Table 11. Data Findings: 6-Year Full-time First-Time-In-College (FTIC) Graduation Rate Disaggregated by Gender

Measure	AY 2024 (Fall 2018 Cohort)	AY 2025 (Fall 2019 Cohort)	Change from Prior Year	KPI Threshold	KPI Target
Female	46.6%	49.5%	**+2.9 percentage points**	42%	46%
Male	38.1%	40.9%	**+2.8 percentage points**	42%	46%

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. 49.5% of females in the Fall 2019 full-time FTIC cohort graduated within 6 years, which is a 2.9 percentage point increase as compared to the prior year's cohort. Both the KPI Threshold of 42% and the KPI Target of 46% were met. 40.9% of males in the Fall

2019 full-time FTIC cohort graduated within 6 years, which is a 2.8 percentage point increase as compared to the prior year's cohort. Neither the KPI Threshold nor the KPI Target was met.

6-Year Full-time First-Time-In-College (FTIC) Graduation Rate, Disaggregated by Ethnicity

Table 12. Data Findings: 6-Year Full-time First-Time-In-College (FTIC) Graduation Rate Disaggregated by Race/Ethnicity

Measure	AY 2024 (Fall 2018 Cohort)	AY 2025 (Fall 2019 Cohort)	Change from Prior Year	KPI Threshold	KPI Target
Hispanic/ Latino	42.6%	45.3%	**+2.7 percentage points**	42%	46%
White	43.1%	46.2%	**+3.1 percentage points**	42%	46%
Black or African American	23.1%	37.5%	**+13.3 percentage points**	42%	46%

Source: Ethnicity and race categories are defined by IPEDs. Source: TAMUK's Office of Institutional Research and Analytics.
Note: American Indian, Asian, International, Native Hawaiian, 2 or more races, and unknown student groups were not assigned a threshold or target due to significant fluctuation in population sizes each year.

Analysis of Results. 45.3% of Hispanic/Latino students in the Fall 2019 full-time FTIC cohort graduated within 6 years, which is a 2.7 percentage point increase as compared to the prior year's cohort. The KPI Threshold of 42% was met, but the KPI Target of 46% was not met. 46.2% of White students in the Fall 2019 full-time FTIC cohort graduated within 6 years, a 3.1 percentage point increase from the prior year's cohort. Both the KPI Threshold and the KPI Target were met. 37.5% of Black or African American students in the Fall 2019 full-time FTIC cohort graduated within 6 years, which is a 13.3 percentage point increase as compared to the prior year's cohort. It is worth noting that the number of Black or African American students within the FT FTIC cohort tends to be small and varies significantly from year to year. The number of Black or African American students in the Fall 2018 FT FTIC cohort was 96, as compared to 48 in the Fall 2019 cohort.

6-Year Full-time First-Time-In-College (FTIC) Graduation Rate, Disaggregated by Pell Recipient Status

Table 13. Data Findings: 6-Year Full-time First-Time-In-College (FTIC) Graduation Rate Disaggregated by Pell Recipient Status					
Measure	**AY 2024 (Fall 2018 Cohort)**	**AY 2025 (Fall 2019 Cohort)**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Not a Pell Recipient	46.9%	45.7%	**-1.2 percentage points**	42%	46%
Pell Recipient	38.5%	44.5%	**+6.0 percentage points**	42%	46%

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. 45.7% of students who were not Pell recipients graduated within 6 years, a 1.2 percentage point decrease from the prior year's cohort. The KPI Threshold of 42% was exceeded, but the KPI Target of 46% was not met. 44.5% of students who received Pell graduated within 6 years, a 6 percentage point increase from the prior year's cohort. The KPI Threshold of 42% was exceeded, but the KPI Target of 46% was not met.

Use of Results for Improvements. As stated above, TAMUK began its university-wide implementation of the 4DX framework beginning in the Fall 2024 semester with a focus on overall student enrollment, recruitment, and retention. This initial framework did not prioritize student completion. However, TAMUK's 4DX model will adapt to include student completion beginning in the Fall 2026 semester. With increased student retention, more students will be prepared to complete their degrees more quickly and efficiently.

KPI: Four-Year Undergraduate Transfer Student Graduation Rate

Definition. The percentage of full-time degree-seeking undergraduate students who transfer into TAMUK for the first time in the Fall with at least 30 earned credit hours and graduate within four academic years.

Table 14. Data Findings: 4-Year Undergraduate Transfer Student Graduation Rate					
Measure	**AY 2024 (N /Fall 2020 Cohort)**	**AY 2025 (N /Fall 2021 Cohort)**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Transfer Students who Graduate in 4 Years	63.4%	66.8%	**+3.4 percentage points**	63%	73%

Source: TAMUK Office of Institutional Research and Analytics

Analysis of Results. Undergraduate transfer students graduated in four years at a rate of 66.8%, a 3.4 percentage-point increase over the prior year. The KPI Threshold of 63% was met, but the KPI Target of 73% was not met. The 5-year average attainment rate for the 2016-2020 transfer cohorts is 68%.

Use of Results for Improvements: TAMUK has committed to strengthening services for transfer students by restructuring transfer services. The Office of Admissions now employs three full-time staff members dedicated to transfer students: an Associate Director of Transfer Recruitment & Services, an Associate Director of Transfer Pathways and Credit Articulation, a Transfer and Readmission Coordinator, and a Transfer Counselor. Specific graduation targets for transfer students will be included in the next version of TAMUK's 4DX model.

KPI: Graduates Found Working or Enrolled in Texas Within One Year After Earning a Degree or Certificate

Definition. Graduates found working or enrolled within one year after earning a degree or certificate, as per the Texas Higher Education Coordinating Board (THECB) Accountability System.

Table 15. Data Findings: Graduates Employed or Pursuing Additional Education					
Measure	**AY 2022**	**AY 2023**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Working Only	63.6%	62%	-	-	-
Enrolled Only	6.6%	7.2%	-	-	-
Working and Enrolled	11.4%	11.9%	-	-	-
Total	81.60%	81%	**-0.6 percentage points**	77%	83%

Source: Texas Higher Education Coordinator Board (THECB) Accountability System

Analysis of Results. 81% of academic year 2023 graduates were found to be working and/or enrolled in Texas within 1 year after earning a degree or certificate. This is a decrease of 0.6 percentage points from the prior year. A lower percentage of students were found to be working only, and a higher percentage of students were found to be enrolled only. A higher percentage of students were found to be both working and enrolled in higher education.

Use of Results for Improvements. Graduates' attainment of employment or the continued pursuit of education will remain priorities for TAMUK. The University's Quality Enhancement Plan (QEP), titled *Focus on Your Future*, is designed to support career readiness through first-year engagement, second- and third-year touchpoints, a senior capstone, and faculty training. Implementation will begin in the Fall 2025 semester.

KPI: Student Grade Point Average, Undergraduates

Definition. The percentage of undergraduates (by classification) earning less than a 2.0 grade point average (GPA).

Table 16. Data Findings: Student Grade Point Average, Undergraduate Earning a Less Than 2.0 GPA Average, Fall Semesters					
Measure	**Fall 2023**	**Fall 2024**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Freshman	31.1%	24.3%	**-6.8 percentage points**	30%	20%
Sophomore	20%	14.6%	**-5.4 percentage points**	20%	15%
Junior	18.4%	12.4%	**-6.0 percentage points**	18%	15%
Senior	11%	9.1%	**-1.9 percentage points**	11%	8%

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. Decreases in the percentage of students earning less than a 2.0 were attained across all classification levels. All KPI Thresholds were attained. The KPI targets for Freshmen and Seniors were not met, while those for Sophomores and Juniors were.

Table 17. Data Findings: Student Grade Point Average, Undergraduate Earning a Less Than 2.0 GPA Average, Spring Semesters					
Measure	**Spring 2024**	**Spring 2025**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Freshman	30%	26.2%	**-3.8 percentage points**	30%	20%
Sophomore	22.9%	17.1%	**-5.8 percentage points**	20%	15%
Junior	16.1%	13.5%	**-2.6 percentage points**	18%	15%
Senior	10.4%	9.3%	**-1.1 percentage points**	11%	8%

Source: TAMUK's Office of Institutional Research and Analytics

Analysis of Results. Decreases in the percentage of students earning less than a 2.0 were attained across all classification levels. All KPI Thresholds were attained. The KPI targets for Freshmen, Sophomores, and Seniors were not met, while the target for Juniors was.

Use of Results for Improvements: TAMUK has made significant investments in the Center for Faculty Excellence (CFE) to support excellence in teaching and learning. A space on the first floor of the Jernigan Library was renovated and dedicated to the Center's use. A new Director for the CFE was also hired. The CFE now hosts regular teaching and learning development sessions focused on supporting new faculty (Faculty Investment Program), artificial intelligence, and other emerging fields.

Additionally, the Office of Student Success has regularly communicated to Deans, Chairs, and faculty the importance of student success in their first semester. TAMUK students who do not earn at least a 2.0 grade point average in their first semester are frequently not retained in the subsequent semester. The Office of Student Success also encouraged faculty to use the Starfish early alert software through targeted outreach and training. The analysis of Productive Grade Rate (PGR) data led to additional support for courses in which a large number of students were not successful.

As described above, as part of the university's implementation of the 4 Disciplines of Execution (4DX) framework, many departments chose to pursue Wildly Important Goals (WIGs) focused on student retention. Many of these WIGs involved inventions to support student success in the classroom, such as attendance monitoring and outreach to students at-risk of failing. Specific examples of these WIGs are included below:

Physics & Geosciences (Spring WIG)

- WIG: Increase attendance rate from 0% to 80% by 05/07/2025
- Lead Measures:
    - Each faculty member identifies "at-risk" students who are struggling each week (missing assignments, poor attendance), then conducts a reach-out to these students, for a team total of 10 reach-outs per week.
    - Each staff member will compile at-risk student information from faculty each week for a team total of 2 per week.
- Goal Exceeded by 2% at 82%

Veterinary Technology (Spring WIG)

- WIG: Increase retention from 96% to 97% by 05/15/2025
- Lead Measures:
    - Instructors (5) will contact at least one student each week who is considered "at risk" of not succeeding in the program for a team total of 5
    - Staff (1) will participate in one retention/positivity activity each week for a team total of 1
- Goal Exceeded by 1% at 98%, which is an increase of 2.8% from the starting point

KPI: Unprepared Students Who Satisfy TSI Requirements in 2 Years

Definition. Of the first-time summer/fall entering degree-seeking undergraduates who did not meet the college readiness standard and were not TSI exempted, the percentage of students satisfying TSI requirement within 2 years.

Table 18. Data Findings: Unprepared Students Who Satisfy TSI Requirements in 2 Years					
Measure	**Fall 2020 FTIC Cohort**	**Fall 2021 FTIC Cohort**	**Change from Prior Year**	**KPI Threshold**	**KPI Target**
Math	49.5%	49.1%	**-0.4 points**	55%	75%
Reading	61.1%	67.8%	**+6.7 points**	72%	88%
Writing	54.5%	59%	**+4.5 Points**	60%	76%

Source: Texas Higher Coordinating Board (THECB) Accountability System

Analysis of Results. 49.1% of students in the Fall 2021 FTIC cohort who did not meet the college readiness standard in Math satisfied the TSI requirements within two years. This is a 0.4-point decrease from the prior year. Neither the KPI threshold nor the target was met. 67.8% of students in the Fall 2021 FTIC cohort who did not meet the college readiness standard in Reading satisfied the TSI requirements within two years. This is a 6.7-point increase from the prior year. Neither the KPI threshold nor the target was met. 59% of students in the Fall 2021 FTIC cohort who did not meet the college readiness standard in English satisfied the TSI requirements within two years. This is a 4.5-point increase from the prior year. Neither the KPI threshold nor the target was met.

It is worth noting that the percentage of students who originally tested below college-readiness levels varied significantly between the 2020 and 2021 Fall FTIC cohorts. In Math, 35% (366/1,055) of the Fall 2020 cohort were identified as not college-ready, as compared to 50% (468/935) of the Fall 2021 cohort. In Reading, 17% (175/1,055) of the Fall 2020 cohort were identified as not college-ready, as compared to 33% (311/935) of the Fall 2021 cohort. In Writing, 10% (110/1,055) of the Fall 2020 cohort were identified as not college-ready, as compared to 33% (307/935) of the Fall 2021 cohort.

Use of Results for Improvements: Several strategies are in place to support students who do not initially meet the TSI college-readiness requirements. TAMUK has moved to a 100% co-requisite model for both English and Math in diagnostic levels 4-6. With the expansion of the co-requisite through multiple-measures assessment (MMA) and the evaluation of disaggregated data, the accuracy of student placement has emerged as a challenge. To address this, efforts will be geared towards developing an automated process for Math and English placement. This will include coding on our institutions' software systems, Degree Works and Banner, and outsourcing to create a mistake-free placement process.

Additionally, faculty development will support High Impact Learning Practices for ENGL composition/rhetoric, Contemporary Math (MATH 1334), College Algebra (MATH 1314),

Elementary Statistics (MATH 1342), and developmental co-requisite courses associated with them, to better prepare faculty to teach vulnerable students. TAMUK will also offer faculty support to redesign MATH 1334, MATH 1314, Math 1342, ENGL 1301, INRW, and NCBI co-requisite courses to improve pedagogy for students placed by MMA. This program will also evaluate the creation of stand-alone MATH 1314 and ENGL 1301 courses for students who have passed High School College Preparatory (CP) Math and English courses. Consultants will be hired to aid in curriculum redevelopment and implementation of changes to improve course outcomes.

Finally, TAMUK will implement a sequential mentoring system involving both English and Math faculty and students to enhance academic performance and provide financial support to current TAMUK students. Faculty will train student mentors who have excelled in ENGL 1301 and/or various math courses, such as MATH 1314, 1334, and 1342, to guide current students through developmental courses. English mentors will help students improve their composition and rhetoric skills, while math mentors will assist with understanding and succeeding in math courses.

KPI: Unprepared Students Completing a College-Level Course in 2 Years

Definition. Of the first-time summer/fall entering degree-seeking undergraduates who did not meet the college readiness standard and were not TSI exempted, the percentage of students successfully completing college-level courses (grade A, B, or C) in the subject they entered was not ready within 2 years.

Table 19. Data Findings: Unprepared Students Completing a College-Level Course in 2 Years

Measure	Fall 2020 FTIC Cohort	Fall 2021 FTIC Cohort	Change from Prior Year	KPI Threshold	KPI Target
Math	44.8%	37.8%	-7 points	45%	60%
Reading	66.3%	63.3%	-3 points	70%	85%
Writing	45.5%	55%	+9.5 points	55%	68%

Source: Texas Higher Coordinating Board (THECB) Accountability System

Analysis of Results. 37.8% of students in the Fall 2021 FTIC cohort who did not meet the college readiness standard in Math completed a college-level course in Math within two years. This is a 7-point decrease from the prior year. Neither the KPI threshold nor the target was met. 63.3% of students in the Fall 2021 FTIC cohort who did not meet the college readiness standard in Reading completed a college-level course in Reading within two years. This is a 3-point decrease from the prior year. Neither the KPI threshold nor the target was met. 55% of students in the Fall 2021 FTIC cohort who did not meet the college readiness standard in English completed a college-level course in English within two years. This is a 9.5-point increase from the prior year. The KPI threshold (55%) was met, but the KPI target (68%) was not met. The 45.5% course-completion rate in English achieved by the Fall 2020 FTIC cohort appears to be an anomaly; the average rate is around 60%.

As described above, the percentage of students who originally tested below college-readiness levels varied significantly between the 2020 and 2021 Fall FTIC cohorts. In Math, 35% (366/1,055) of the Fall 2020 cohort were identified as not college-ready, as compared to 50% (468/935) of the Fall 2021 cohort. In Reading, 17% (175/1,055) of the Fall 2020 cohort were identified as not college-ready, as compared to 33% (311/935) of the Fall 2021 cohort. In Writing, 10% (110/1,055) of the Fall 2020 cohort were identified as not college-ready, as compared to 33% (307/935) of the Fall 2021 cohort.

Use of Results for Improvements: As described above, several strategies are in place to support students who do not initially meet the TSI college-readiness requirements. TAMUK has moved to a 100% co-requisite model for both English and Math in diagnostic levels 4-6. With the expansion of the co-requisite through multiple-measures assessment (MMA) and the evaluation of disaggregated data, the accuracy of student placement has emerged as a challenge. To address this, efforts will be geared towards developing an automated process for Math and English placement. This will include coding on our institutions' software systems, Degree Works and Banner, and outsourcing to create a mistake-free placement process.

Additionally, faculty development will support High Impact Learning Practices for ENGL composition/rhetoric, Contemporary Math (MATH 1334), College Algebra (MATH 1314), Elementary Statistics (MATH 1342), and developmental co-requisite courses associated with them, to better prepare faculty to teach vulnerable students. TAMUK will also offer faculty support to redesign MATH 1334, MATH 1314, Math 1342, ENGL 1301, INRW, and NCBI co-requisite courses to improve pedagogy for students placed by MMA. This program will also evaluate the creation of stand-alone MATH 1314 and ENGL 1301 courses for students who have passed High School College Preparatory (CP) Math and English courses. Consultants will be hired to aid in curriculum redevelopment and implementation of changes to improve course outcomes.

Finally, TAMUK will implement a sequential mentoring system involving both English and Math faculty and students to enhance academic performance and provide financial support to current TAMUK students. Faculty will train student mentors who have excelled in ENGL 1301 and/or various math courses, such as MATH 1314, 1334, and 1342, to guide current students through developmental courses. English mentors will help students improve their composition and rhetoric skills, while math mentors will assist with understanding and succeeding in math courses.


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49
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85


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83


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12