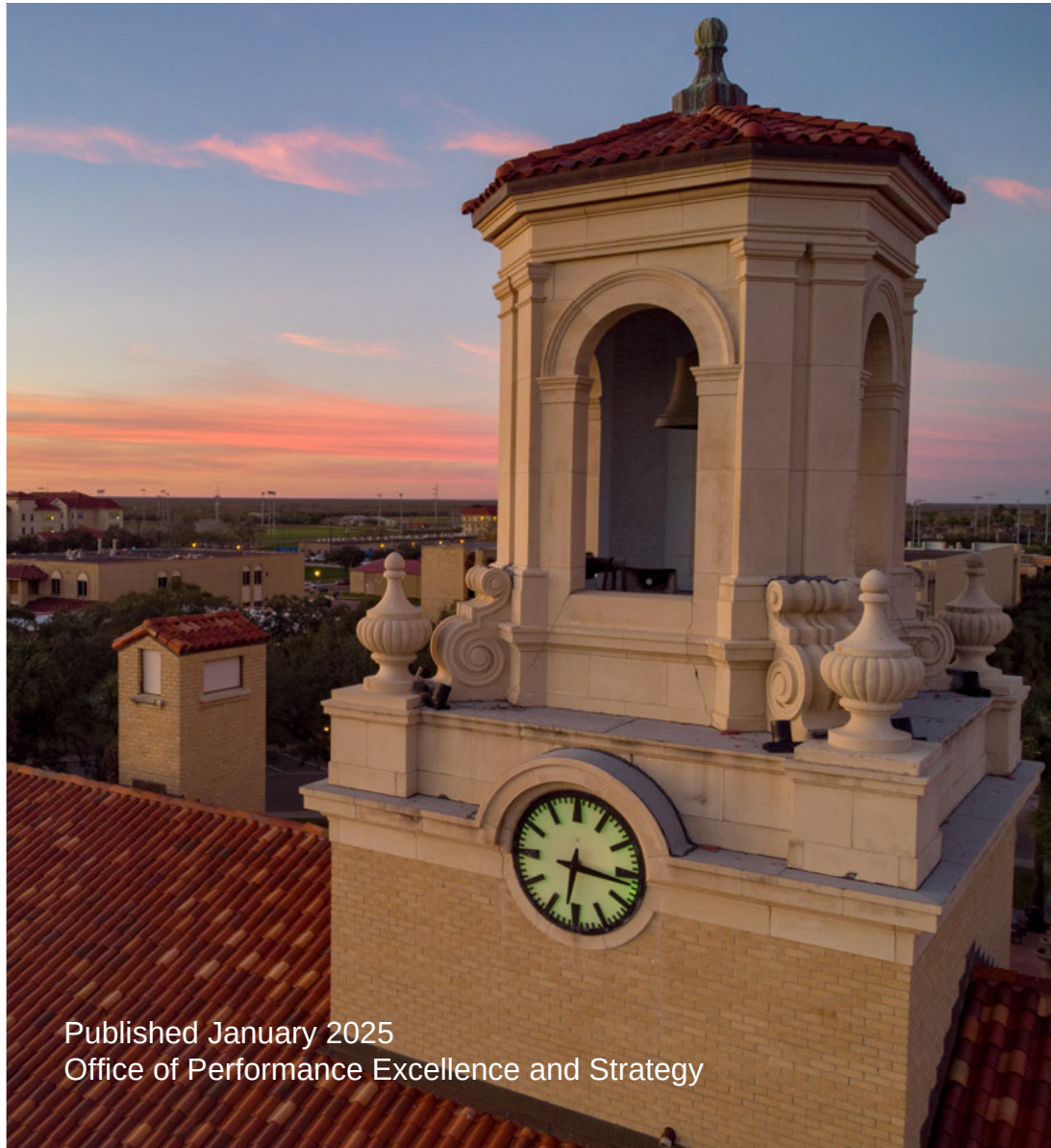
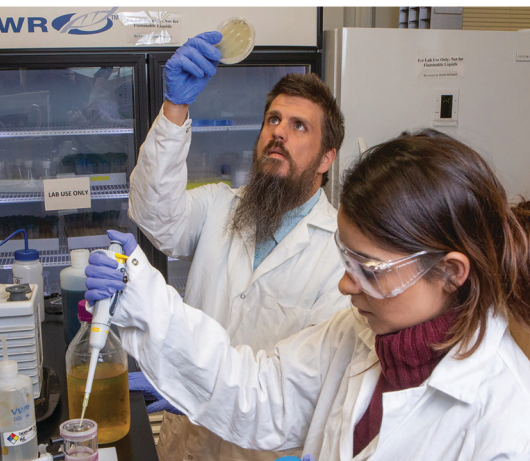




TEXAS A&M UNIVERSITY- KINGSVILLE®
STRATEGIC PLAN

Academic Years 2022-2024

Year 3 Progress Report , Fall 2023 - Summer 2024



Published January 2025
Office of Performance Excellence and Strategy

Introduction

Texas A&M University-Kingsville (TAMUK) launched its 2022-2024 Strategic Plan in the Fall 2021 semester after a multiyear planning process. The following report describes the progress made to attain the University's student achievement goals and its strategic Goals and Objectives in Year 3 (Fall 2023 through Summer 2024).

Student Achievement Progress Report

TAMUK has identified several Key Performance Indicators (KPIs) to measure student achievement. These KPIs were initially developed in 2013 with input from the University's Academic Deans Council, the Council of Chairs, and the Faculty Senate and have been revised and updated regularly since then as part of the University's strategic planning process. The most recent update in the academic year (AY) 2022 was intended to better align these KPIs with the 2022–2024 Strategic Plan. The KPIs include the following:

- Student retention (Table 1)
- Course completion rate (Table 2)
- Number of degrees awarded (Tables 3–5)
- 6-year graduation rate (Tables 6–9)
- 4-year graduation rate for transfer students (Table 10)
- State Licensure Pass Rate for Teacher Education (Table 11)
- State Licensure Pass Rate of Engineering (Table 12)
- Graduates Employed or Pursuing Additional Education (Table 13)
- Median Salaries for Recent Graduates (Table 14)

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 the University's performance. 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 for the year, this field was coded in **red**. KPI Targets will be coded in the final year of reporting.

Analysis of Results describes the data findings, including change over time and comparison to a peer group (if comparison data is 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 section also describes the actions that the University will take to support continuous improvement and the attainment of the KPI Thresholds and targets.

STUDENT ACHIEVEMENT KPI DATA

KPI: Student Retention

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

Table 1. Data Findings: Student Retention						
Measure	AY 2022	AY 2023	AY 2024	Change from Prior Year	KPI Threshold	2026 KPI Target
Freshman Retention	63.4%	67.0%	64.5%	- 2.5 pts.	68%	70%

Source: Headcount snapshots created by the Office of Institutional Research and Assessment that are consistent with the official state CBM001 Student Report

Analysis of Results. TAMUK did not attain the KPI Threshold of 68 percent in AY 2024. At 64.5 percent, the AY 2024 retention rate dipped below the AY 2023 rate.

Use of Results for Improvement: In June 2023, the University launched Franklin Covey's The 4 Disciplines of Execution® (4DX) methodology as the framework for increasing strategic execution by creating a culture of high performance. Leaders selected the following WIG: achieve an overall enrollment headcount of 10,000 students by the Fall 2028 semester. The two sub-WIGs identified to support the attainment of the main enrollment WIG are the recruitment of new students and the retention of currently enrolled students. Staff units launched 4DX in Summer 2024, with the full university (including academic departments) starting in Fall 2024. Using data as the guide, units select whether to focus their efforts on either recruitment or retention.

Caring Campus, developed by the Institute for Evidence-Based Change, is a proven approach to student success and retention that focuses on building connections and creating a welcoming and productive campus culture. TAMUK is the first university in the nation to adopt the Caring Campus model and was featured in a news article by Inside Higher Ed. The University launched the Caring Campus for Staff model with a Kick-Off meeting on December 12, 2023. Approximately 70 staff representatives from all areas of the University were selected to participate in the planning efforts. Staff participants learned about the Caring Campus Behaviors and adopted a plan for implementation at TAMUK. At the conclusion of the planning process, a small group of staff representatives were selected to lead the implementation of the Caring Campus plan. Infographics explaining the behaviors were created and disseminated to faculty and staff before the Fall 2024 semester. Additionally, TAMUK hosted Welcome Stations throughout the Kingsville campus in August 2024 during the first few days of the fall semester. Welcome Station volunteers answered student questions and provided campus directions as needed. Additionally, plans for the 2024–2025 academic year are underway. In Spring 2025,

TAMUK will launch the Caring Campus for Faculty model, which will focus on student engagement and success in the classroom.

Academic Affairs began the process of strengthening UNIV 1201 freshmen seminar courses by implementing Task Force recommendations from 2023. These recommendations included shared student learning outcome sand assignments, along with expectations to move UNIV courses under the Colleges for a broader meta-major approach to contents and themes. Training sessions took place in April, with identified UNIV faculty teaching in Fall 2024.

KPI: Course Completion Rates

Definition. The percentage of semester credit hours completed. The total number of semester credit hours for which students are enrolled on the last day of the semester is divided by the number of semester credit hours for which students were enrolled on the census day for fall and spring semesters or the appropriate census day for summer sessions.

Table 2. Data Findings: Course Completion Rates						
Measure	AY 2022	AY 2023	AY 2024	Change from Prior Year	KPI Threshold	2026 KPI Target
SCH Completed	96.3%	96.3%	96.7%	+ 0.4 pts	96%	98%

Source: Certified state CBM00S Student Schedule Report

Analysis of Results. TAMUK met the KPI Threshold for course completion rates. This rate has remained consistent (rates of over 95 percent) over the past several years.

Use of Results for Improvements: TAMUK will continue supporting students' course completion rates by offering effective learning supports such as tutoring, writing, and mentoring services. Though course completion rates are an important indicator of student achievement, the University may consider utilizing additional methods to measure effectiveness, such as productive course rates (percentage of students who successfully complete the course with an A, B, or C grade) and DFW rates (percentage of students who complete the course with a D or F grade or those who withdraw from the course).

KPI: Number of Degrees Awarded

Undergraduate Degrees

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

Table 3. Data Findings: Number of Undergraduate Degrees Awarded						
Measure	AY 2022	AY 2023	AY 2024	Change from Prior Year	KPI Threshold	2026 KPI Target
Undergraduate Degrees	949	897	905	+ 8 pts	1,148	1,377

Source: Certified state CBM009 Graduation Report; Legislative Budget Board definition for minority group is used

Analysis of Results. Despite a slight increase in the number of undergraduate degrees awarded in AY 2024 from AY 2023, TAMUK did not meet the KPI Threshold for the number of undergraduate degrees awarded.

Undergraduate degrees awarded to students in minoritized groups

Definition. The number of Hispanic, Black, and Native American students who earned a baccalaureate during the reporting period.

Table 4. Data Findings: Number of Undergraduate Degrees Awarded to Students in Minoritized Groups						
Measure	AY 2022*	AY 2023*	AY 2024	Change from Prior Year	KPI Threshold	2026 KPI Target
Undergraduate Minority Degrees	711	697	703	+ 6 pts	855	1026

Source: Certified state CBM009 Graduation Report; Legislative Budget Board (IPEDS) definition for minority group is used.

*Data for AY 2022 & AY 2023 have been verified and revised.

Analysis of Results. TAMUK did not meet the KPI Threshold for the number of undergraduate degrees awarded to students in minoritized groups, but the number has remained consistent in recent years.

Graduate degrees

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

Table 5. Data Findings: Number of Graduate Degrees Awarded						
Measure	AY 2022	AY 2023	AY 2024	Change from Prior Year	KPI Threshold	2026 KPI Target
Graduate Degrees	481	544	500	- 44 pts	617	740

Source: Certified state CBM009 Graduation Report; Legislative Budget Board definition on Minority group is used

Analysis of Results. TAMUK did not meet the KPI Threshold for the number of graduate degrees awarded. The number of graduate degrees awarded in AY 2024 decreased compared to AY 2023, the highest achieved since AY 2020 (595 in early COVID-19).

Use of Results for Improvements: The Javelina Relight program is dedicated to assisting students in completing their undergraduate degrees by aiding students who may have stopped or paused their academic goals and are now ready to resume their studies to complete their degree. Dr. Robert H. Vela Jr., University President, announced the Javelina Relight program during his inauguration speech in November 2022. Since then, the program has helped 72 students return to the classroom. The first 15 Javelina Relight students received their degree during summer, commencement held on August 4, 2023.

The University continues to implement the Javelina Promise program, which was launched in January 2022 and supports student enrollment, retention, and graduation. The program covers tuition and mandatory fees for eligible students by first applying for federal and state aid, such as the Pell Grant, the TEXAS Grant, scholarships, and other gift aid. This award covers any remaining tuition and mandatory fees not covered by the aforementioned programs. In AY 2024, the Office of Student Financial Aid offered \$159,843,865 in financial assistance to admitted students and more than \$2,268,859 in merit scholarships to new and continuing students.

KPI: Graduation Rates (within 6-years)

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.

Overall 6-Year Graduation Rate

Table 6. Data Findings: 6-Year Graduation Rate						
Measure	AY 2022 (N / Fall 2016 Cohort)	AY 2023 (N / Fall 2017 Cohort)	AY 2024 (N / Fall 2018 Cohort)	Change from Prior Year	KPI Threshold	2026 KPI Target
6-Year Graduation Rate	44.0% (528/1199)	45.6% (491/1077)	41.9%*	- 3.7 pts.	43%	48%

Source: Headcount and degree snapshots created by the Office of Institutional Research and Assessment consistent with the official CBM001 Student Report and CBM009 Graduation Report to the Texas Higher Education Coordinating Board and reported to IPEDS.

*AY 2024 data will not be available until the IPEDS report is finalized in March 2025. The data provided is preliminary.

Analysis of Results. At 41.9 percent, TAMUK's 6-year graduation rate did not meet the KPI threshold value of 43 percent. The 2024 data is currently preliminary and will be finalized in March 2025.

Table 7. Data Findings: 6-Year Graduation Rate Disaggregated by Ethnicity						
Measure	AY 2022 (N / Fall 2016 Cohort)	AY 2023 (N / Fall 2017 Cohort)	AY 2024 (N / Fall 2018 Cohort)*	Change from Prior Year	KPI Threshold	2026 KPI Target
Hispanic/ Latino	45.0% (390/867)	47.3% (382/808)	42.6%	- 4.7 pts.	43%	48%
White	45.2% (94/208)	45.3% (82/181)	43.1%	- 2.2 pts.	43%	48%
Black or African American	31.1% (23/74)	23.9% (11/46)	23.1%	- 0.8 pts.	43%	48%
Non- Resident Alien	50.0% (6/12)	53.8% (7/13)	70.6%	+ 16.8 pts.	No threshold set due to small population size	No goal set due to small population size
Asian	60.0% (6/10)	62.5% (5/8)	36.4%	- 26.1 pts.		
Two or More Races	42.1% (8/19)	16.7% (2/12)	61.5%	+ 44.8 pts.		
Unknown	33.3% (1/3)	50.0% (1/2)	75.0%	+ 25.0 pts.		
American Indian or Alaska Native	0.0% (0/1)	50.0% (1/2)	0.0%	- 50.0 pts.		
Native Hawaiian or other Pacific Islander	0.0% (0/5)	0.0% (0/5)	0.0%	—		

Source: Headcount and degree snapshots created by the Office of Institutional Research and Assessment that are consistent with the official CBM001 Student Report and CBM009 Graduation Report to the Texas Higher Education Coordinating Board and reported to IPEDS

* AY 2024 data is preliminary and will not be finalized until March 2025 (to correspond with the IPEDS data submission).

Analysis of Results. TAMUK exceeded the threshold for students belonging to the White ethnic group, but failed to meet the threshold for Hispanic/Latino and Black or African American students. Although the University did not set thresholds for other ethnic groups, the

graduation rates among students belonging to the Non-Resident Alien and Two or More Races groups have shown an increase from the prior year. The data for the final cohort size is not available at this time.

Disaggregated by Gender

Table 8. Data Findings: 6-Year Graduation Rate Disaggregated by Gender						
Measure	AY 2022 (N / Fall 2016 Cohort)	AY 2023 (N /Fall 2017 Cohort)	AY 2024 (N /Fall 2018 Cohort)*	Change from Prior Year	KPI Threshold	2026 KPI Target
Male	37.7% (244/648)	40.9% (244/596)	38.1%	- 2.8 pts.	43%	48%
Female	51.5% (284/551)	51.4% (247/481)	46.6%	- 4.8 pts.	43%	48%

Source: Headcount and degree snapshots created by the Office of Institutional Research and Assessment that are consistent with the official CBM001 Student Report and CBM009 Graduation Report to the Texas Higher Education Coordinating Board and reported to IPEDS

* AY 2024 data will not be available until IPEDS report is finalized in March 2025. Preliminary data is presented.

Analysis. The University did not meet the KPI threshold for male students. Although the KPI Threshold and Target for female students were met, there was a 2.8-point decrease compared to the prior year.

Disaggregated by Pell Status

Table 9. Data Findings: 6-Year Graduation Rate Disaggregated by Pell Status						
Measure	AY 2022 (N /Fall 2016 Cohort)	AY 2023 (N /Fall 2017 Cohort)	AY 2024 (N /Fall 2018 Cohort)*	Change from Prior Year	KPI Threshold	2026 KPI Target
Pell Recipients	40.0% (265/663)	40.4% (248/614)	38.5%	- 1.9 pts	43%	48%
Direct Subsidized Loan Recipients	54.0% (67/124)	44.3% (54/122)	–	–	43%	48%
Did not receive either a Pell Grant or Direct Subsidized Loan	47.6% (196/412)	55.4% (189/341)	46.9%	- 8.5 pts	43%	48%

Source: IPEDS Graduation Rates

* AY 2024 data will not be available until IPEDS report is finalized in March 2025. Any data presented is preliminary.

Analysis of Results. TAMUK did not meet the threshold for 6-year graduation rates among students who received Pell Grants.

Use of Results for Improvements: The Javelina Relight program is dedicated to assisting students in completing their undergraduate degrees by aiding students who may have stopped or paused their academic goals and are now ready to resume their studies to complete their degree. Dr. Robert H. Vela Jr., University President, announced the Javelina Relight program during his inauguration speech in November 2022. Since then, the program has helped 72 students return to the classroom. The first 15 Javelina Relight students received their degree during summer commencement, held on August 4, 2023.

The University continues to implement the Javelina Promise program, which was launched in January 2022 and supports student enrollment, retention, and graduation. The program covers tuition and mandatory fees for eligible students by first applying for federal and state aid, such as Pell Grant and TEXAS Grant, scholarships, and other gift aid. This award covers any remaining tuition and mandatory fees not covered by the aforementioned programs. In AY 2024, the Office of Student Financial Aid offered \$159,843,865 in financial assistance to admitted students and more than \$2,268,859 in merit scholarships to new and continuing students.

KPI: Transfer Student Graduation rates (within 4 years)

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

Table 10. Data Findings: 4-Year Graduation Rate for Transfer Students						
Measure	AY 2022	AY 2023	AY 2024	Change from Prior Year	KPI Threshold	2026 KPI Target
Transfer Students who Graduate in 4 Years	71.7%	70.5%	63.4%	- 7.1 pts.	68%	70%

Source: Legislative Budget Board definition based on matriculated college credits before the first semester at Texas A&M University-Kingsville

Analysis of Results. The 4-year graduation rate for transfer students dropped in AY 2024 below the threshold value.

Use of Results for Improvements: The Office of Student Completion and Community College Relations hired two Transfer Coordinators to better support the needs of transfer students and to create stronger transfer pathways.

KPI: State Licensure Pass Rates

State Licensure Pass Rate-TExES

Definition. The percentage of students of the institution's undergraduate teacher education program graduates attempting the state licensing examination who pass all parts either before graduation from the program or within the twelve months immediately following graduation from the program.

Table 11. Data Findings: State Licensure Pass Rate for Teacher Education						
Measure	AY 2022	AY 2023	AY 2024	Change from Prior Year	KPI Threshold	2026 KPI Target
State Licensure Pass Rate (TExES)	46.7%	79.5%	79.8%	+ 0.3 pts.	82%	93%

Source: College of Education and Human Performance

Analysis of Results. Although TAMUK did not reach the threshold for licensure pass rates for the state’s educator preparation exam, the AY 2024 pass rate of 79.8 percent is a slight increase over AY 2023. The department attained the following pass rates on their Texas Examinations for Educators Standards (TExES) in AY 2024.

- **TExES Core-Subjects EC-6 Certification exam:** 82.4 percent in AY 2024 (14 out of 17 teacher candidates passed), which was a 12 percent increase from 2022–2023 and is above the required met standards of 75 percent as required by Texas Administration Code §229.4 Determination of Accreditation Status for Educator Preparation Programs.
- **TExES Pedagogy and Professional Responsibilities Certification Exam:** 88.7 percent (47 out of 53 teach candidates passed), which exceeded the required standards of 85 percent required by the State Board of Educator Certification
- **Science of Teaching Reading (STR) Certification Exam:** 93.3percent (14 out of 15 teacher candidates passed)
- **Bilingual Target Language Proficiency Test (BTLPT):** 100 percent (3 out of 3 teacher candidates passed)
- **Bilingual Education Supplemental Exam:** 100 percent (5 out of 5 teacher candidates passed)
- **Mathematics 4–8 Exam:** 100 percent (One teacher candidate attempted and passed)
- **Special Education EC–12 Exam:** 100 percent (4 out of 4 teacher candidates passed)

Use of Results for Improvements: The Department of Teacher and Bilingual Education continued ongoing communication and collaboration with South Texas College to ensure that transfer students are better prepared in the content areas in which they will be tested. The curriculum alignment process was completed, supporting efforts to ensure that instruction and performance-based assessments align with the curriculum (standards). The department also realized that focused online workshops were ineffective. Faculty and student peer tutors have shifted to virtual and in-person tutoring sessions for teacher candidates who have experienced difficulties passing specific exams.

State Licensure Pass Rate-Engineering

Definition. The percentage of the institution’s undergraduate engineering program graduates attempting the state licensing examination who pass all parts either before graduation or within the twelve months immediately following graduation or any required internship.

Table 12. Data Findings: State Licensure Pass Rate of Engineering, AY 2022–2026						
Measure	AY 2022	AY 2023	AY 2024	Change from Prior Year	KPI Threshold	2026 KPI Target

State Licensure Pass Rate (Engineering)	21.4%	12.9%	29.7%	+ 16.8 pts.	40%	45%
---	-------	-------	-------	-------------	-----	-----

Source: College of Engineering

Analysis of Results. The pass rates for the Fundamental of Engineering (FE) examination have fluctuated in recent years. Although TAMUK did not reach its threshold for state licensure pass rates for engineers, the AY 2024 pass rate is a significant increase over AY 2023 and and the previously higher rate in AY 2022.

Use of Results for Improvements: The College of Engineering will continue to take a more intentional approach to prepare students for the Fundamental of Engineering (FE) examination. Improvements in the AY 2024 pass rate resulted from a successful intervention that included preparation sessions, tutoring, and mock tests to help students identify their areas of weakness. Students who passed the mock tests were encouraged to register for the official FE exam. To further incentivize participation, the College of Engineering offered to reimburse the exam fee in full for students who passed the FE exam.

KPI: Graduate Outcomes (employment and/or further education)

Definition. The percentage of students found working or enrolled in Texas within one year after earning a degree or certificate from TAMUK.

Table 13. Data Findings: Graduates Employed or Pursuing Additional Education						
Measure	AY 2020	AY 2021	AY 2022	Change from Prior Year	KPI Threshold	2026 KPI Target
Graduates employed or in graduate school	77.1%	79.8%	81.6%	1.8	74%	80%

Source: Texas Higher Education Coordinating Board accountability report

Note: There is a 2-year lag in data availability from the accountability reports submitted to the Texas Higher Education Coordinating Board. The scores for AY 2023 and AY 2024 are not yet available.

Analysis of Results. The University exceeded the threshold for the most recent data available (AY 2022). The rate increased by 1.8 points compared to AY 2021 and 4.5 points compared to AY 2020.

Use of Results for Improvements: The Division of Student Affairs and Community Relations created the Department of Workforce Development by hiring a Chief of Workforce Development. This unit will connect students from rural areas with personalized educational and workforce opportunities, build relationships between employers and educational institutions, enhance upskilling and reskilling opportunities for adult learners in rural communities, and reengage and re-enroll stopped out-students who possess some college credits but have yet to complete a certification or degree.

In May 2024, the Office of Career Engagement partnered with the job site and hiring platform Indeed to provide alumni with the skills and knowledge required for successful job searches. Indeed Job Search Academic, a free virtual training program, offers TAMUK alumni access to on-demand job search content and career planning resources that will assist them in achieving career goals on their schedules.

Additionally, TAMUK is developing its Quality Enhancement Plan (QEP), which will focus on integrating career exploration and engagement throughout the students' academic journey. A survey issued to students in December 2023 identified that students wanted to receive more support in selecting a major and career path. Students also indicated that they required strengthened advising services to support them along their educational journeys. The QEP is currently being finalized and will be launched in the Fall 2025 term.

KPI: Graduate Salary (bachelor's degree)

Definition. The typical median salary for TAMUK graduates with 0–5 years experience in their field.

Table 14. Data Findings: Median Salaries for Recent Graduates						
Measure	AY 2022	AY 2023	AY 2024	Change from Prior Year	KPI Threshold	2026 KPI Target
Salaries for bachelor degree with 0 – 5 years experience	\$57,400 TAMUK	\$64,200 TAMUK	\$64,600 TAMUK	+ \$400 TAMUK	Peer Group Mean	Above peer group mean
	\$50,917 THECB Peers	\$57,350 THECB Peers	\$59,220 THECB Peers	+ \$1,870 THECB Peers		

Source: Payscale.com

Analysis of Results. The University exceeded its threshold and target for median salaries for recent graduate students. For AY 2024, the median salary for TAMUK alumni with 0–5 years of experience was roughly 8.7 percent higher than the University’s peer group.

Use of Results for Improvements: The Division of Student Affairs and Community Relations created the Department of Workforce Development by hiring a Chief of Workforce Development. This unit will connect students from rural areas with personalized educational and workforce opportunities, build relationships between employers and educational institutions, enhance upskilling and reskilling opportunities for adult learners in rural communities, and reengage and re-enroll stopped out-students who possess some college credits but have yet to complete a certification or degree.

In May 2024, the Office of Career Engagement partnered with the job site and hiring platform Indeed to provide alumni with the skills and knowledge required for successful job searches. Indeed Job Search Academic, a free virtual training program, offers TAMUK alumni access to on-demand job search content and career planning resources that will assist them in achieving career goals on their schedules.

TAMUK is developing its Quality Enhancement Plan (QEP), which will focus on integrating career exploration and engagement throughout the students’ journey. A survey issued to students in December 2023 identified that students wanted more support in selecting a major and career path. Students also indicated that they required strengthened advising services to support them along their educational journeys. The QEP is being finalized and will be launched in the Fall 2025 term.

PROGRESS UPDATES FOR STRATEGIC GOALS AND OBJECTIVES

Strategic Plan Goal 1 – Assure all students are successful

1. Achieve a first-year retention rate of 85 percent or more

The freshman retention rate for AY 2024 was 64.5 percent. This is the percentage of full-time first-time degree-seeking freshmen who enroll during the fall term and return the next fall term at TAMUK. Although the University is not yet close to its aspirational 85 percent rate, TAMUK is moving towards its 2026 target of 70 percent through the implementation of Franklin Covey's The 4 Disciplines of Execution® (commonly known as 4DX). Summaries of TAMUK's major activities that contribute to increasing the retention rate are described below.

4DX

In June 2023, the University launched Franklin Covey's The 4 Disciplines of Execution® (4DX) methodology as the framework for increasing strategic execution by creating a culture of high performance. Leaders selected the following WIG: achieve an overall enrollment headcount of 10,000 students by the Fall 2028 semester. The two sub-WIGs identified to support the attainment of the main enrollment WIG are the recruitment of new students and the retention of currently enrolled students.

Leader Implementation Trainings were held October 16–18, 2023, to train leaders on the framework and start the conversation on developing Team WIGs and Lead Measures (lead actions/behaviors done by team members to move the Team WIG). Seventeen (17) teams (mostly student support units) volunteered to participate in a soft launch during Spring 2024. Of those teams, 47 percent saw their goal exceeded, with many of those units creating team WIGs focusing on the University's recruitment Sub-WIG.

A 4DX Leadership Summit took place on March 4, 2024, with members of the University Leadership Council to finalize TAMUK's implementation structure. Team leaders were invited to one of the training sessions on March 20 and 21, 2024, with a dedicated session for Academic Affairs on March 21, 2024. Team leaders were trained on the framework and how to develop their Team WIG and Lead Measures with their teams. A second virtual training took place from April 17–19, 2024, with various times that allowed leaders to select the day and time that worked best for them. Launch Reviews for all units were held from May 15–17, 2024. All staff units launched 4DX in Summer 2024, with the full university-wide (including academic departments) launch in Fall 2024.

Caring Campus

Caring Campus, developed by the Institute for Evidence-Based Change, is a proven approach to student success and retention that focuses on building connections and creating a welcoming and productive campus culture. TAMUK is the first university in the nation to adopt the Caring Campus model and was featured in a news article by Inside Higher Ed. The University launched the Caring Campus for Staff model with a Kick-Off meeting on December 12, 2023. Approximately 70 staff representatives from all areas of the University were selected to

participate in the planning efforts. Staff participants learned about the Caring Campus Behaviors and adopted a plan for implementation at TAMUK. At the conclusion of the planning process, a small group of staff representatives were selected to lead the implementation of the Caring Campus plan. Infographics explaining the behaviors were created and disseminated to faculty and staff before the Fall 2024 semester. Additionally, TAMUK hosted Welcome Stations throughout the Kingsville campus in August 2024 during the first few days of the fall semester. Welcome Station volunteers answered student questions and provided campus directions as needed. Additionally, plans for the 2024–2025 academic year are underway. In Spring 2025, TAMUK will launch the Caring Campus for Faculty model, which will focus on student engagement and success in the classroom.

Division of Academic Affairs:

- The Division of Academic Affairs conducted the following administrative searches in AY 2024 related to first-year retention:
 - Established an Associate Dean position for each incoming freshman class, starting with the Fall 2024 class. This individual supports the assigned cohort from their freshman year through graduation.
 - Filled the Associate Vice President for Academic Success role which directs division and departmental operations, initiatives, and activities. This individual is responsible for developing, implementing, and evaluating strategies that support increases in retention of undergraduate students.
 - Created and filled a Dean of Undergraduate Studies position to aid in undergraduate recruitment and retention initiatives in collaboration with enrollment management, admissions, academic deans, and department chairs.
- The Division of Academic Affairs established a for-credit Summer JumpStart program for up to 150 incoming freshmen to earn 3 to 5 hours of credit prior to the start of the fall semester without cost to the student. One hundred thirty-five (135) students completed the program with grades, preparing them better for freshman year and advancing them toward the 30 semester credit hours by Summer 2025. Over \$180,000 in scholarship support was invested in this first-year support initiative.
- Academic Affairs began the process of strengthening UNIV 1201 freshman seminar courses by implementing Task Force recommendations from 2023 that created shared student learning outcomes and assignments, and an expectation to move UNIV courses under the academic colleges for a broader, meta-major approach to course content and themes. Faculty development training took place in April, with faculty identified in each college teaching the UNIV courses in Fall 2024.
- The Marc Cisneros Center for Young Children (MCCYC) awarded 17 TAMUK student parents a \$400 scholarship from the Kennedy Grant to assist with childcare tuition. \$16,429 from the Child Care Access Means Parents in School (CCAMPIS) was awarded to 16 MCCYC student parents to cover Fall 2023 childcare tuition expenses.

Division of Student Affairs and Community Relations:

- Student Engagement and Campus Life's Javelina Camp Executive Board (E-Board) established new programming by creating college-specific information sheets to include in camp schedules. At Javelina Camp, pack leaders and campers broke out into their

colleges during “College Breakout,” and pack leaders facilitated group discussions. The campers are encouraged to take home the information sheets and refer to them during the year, providing valuable information on the resources around campus that will help the students succeed during their first year. After camp, surveys were sent to campers to see how helpful they found the college information sheets. Campers were asked the following questions on a scale of 1–5 to assess their pre- and post-camp knowledge. Respondents felt slightly more informed about the University after attending Javelina Camp.

- Survey Question: “How informed about TAMUK did you feel BEFORE Javelina Camp?” - average rating was 4.20
- Survey Question: “How informed about TAMUK did you feel AFTER Javelina Camp?” - average rating was 4.86

2. Achieve undergraduate graduation rates of at least 45 percent (4-year) and 70 percent (6-year)

The 4- and 6-year graduation rates are calculated by following a cohort for first-time, full-time degree-seeking freshmen and determining the number of students in the cohort who are awarded undergraduate degrees after four and six years as a percentage of the total number of students in the freshman cohort. For AY 2024, the 4-year graduation rate was 22.4 percent, and the 6-year graduation rate was 41.9 percent. Disaggregation of the 6-year graduation rate by ethnicity, gender, and socioeconomic status is available in the Student Achievement section in part one of this report. The University was among the top 4 percent of universities in the country regarding social mobility, according to U.S. News and World Report’s 2024 Best Colleges Rankings. The University was tied for 6th in social mobility among public Texas universities. In addition, the University ranks among the top 15 public universities in Texas, placing at No. 14, the highest-ranking Texas A&M University System institution on the list behind Texas A&M University, which was ranked 2nd. The social mobility designation factors in the number of Pell-grant awarded students a school enrolls and how many of those students then graduate with their degree, using six-year graduation rates.

In response to the graduation rate data, the Division of Academic Affairs began addressing Degree Works scribing needs for stronger advising support by hiring a consultant scribe from October 2023 through May 2024. Degree Works is an online software platform that allows students and advisors to plan their course-taking behavior for future semesters. The degree audit function of Degree Works also allows students to see how the courses they have taken apply to their degree and which courses they need to take in order to graduate. A well-functioning Degree Works tool will improve advising services for students.

3. Reduce the Dropped, Failed, or Withdrawal (DFW) rate for undergraduates to 10 percent or less

The average unweighted Dropped, Failed, or Withdrawal (DFW) rate for undergraduate students in AY 2024 was 12.3 percent (the weighted average was 16.7 percent). This average is

the same as the previous year. Below is a list of various initiatives in AY 2024 that helped contribute to this rate.

Division of Academic Affairs

- The Veterinary Technology (VEET) Program increased recruiting efforts to identify and engage students who are most likely to succeed at TAMUK and in the VETT Program. The program interviewed 35 students and selected 31, allowing the program to be more selective than in previous years. The program attained a 96.8 percent retention rate after the first semester, presumably due to the selection of strong candidates.
- The Department of Teacher and Bilingual Education continued ongoing communication and collaboration with South Texas College to ensure that transfer students are better prepared in the content areas in which they will be tested. The curriculum alignment process was completed, supporting efforts to ensure that instruction and performance-based assessments aligned with the curriculum (standards). After determining that focused online workshops were ineffective, faculty and student peer tutors have since pivoted to virtual and in-person tutoring sessions for teacher candidates who have experienced difficulties passing specific exams.
- The Department of Civil and Architectural Engineering saw that 15.4 percent (341 of 2,217) of students enrolled in a CEEN or AEEN course in AY 2024 received a D, F, or Q. This was an increase of 3 percent from the previous year (12 percent). The department used 4DX in Fall 2024 to focus on retention, with their lead measure being a commitment to making classes a more active learning environment to retain students by increasing learning and decreasing the DFW rate. Faculty were provided a copy of Felder and Brent's *Teaching and Learning STEM*, a resource for practical research-based strategies for designing and teaching STEM courses, to support their efforts at improving their class instruction and interaction.
- The Department of Environmental Engineering's DFW rate was 0.0 percent, which was 100 percent less than the DFW rate from the previous academic year's (3.4 percent). Department faculty members implemented active teaching methods to improve student learning in courses and provided tutoring assistance.
- The Department of Mechanical and Industrial Engineering had 25 courses with a DFW rate of more than 15 percent in AY 2024, with 15 being freshman and sophomore courses. The department also noted that 11 of the 25 courses have a DFW rate of more than 40 percent. The department will implement a list of actions early in the semester to track student performances. Close attention will be given to low-performing students in order to identify the causes of the low performance and attempt to provide feasible solutions.

Division of Student Affairs and Community Relations

- Counseling Services saw a 60 percent retention rate of students presenting in crisis (safety plan, hospitalization) with an average grade point average (GPA) of 2.87. The unit saw 66 students presenting in crisis during AY 2024.
 - 45 students in crisis retained
 - 17 students in crisis not retained
 - 4 students completed degrees

4. 90 percent of students seeking employment have a job related to their discipline of study within 6 months

The Texas Higher Education Coordinating Board publishes annual accountability reports, such as the graduate outcomes report, which lists the percentage of students found working or enrolled in Texas within one year after earning a degree or certification from TAMUK. Because of the 2-year lag in data availability, the percentages for AY 2024 are not yet available. Below is information for AY 2022, the most recent year available.

Table 15. Texas Higher Education Accountability System Working or Enrolled in Texas Within One Year After Award; AY 2022		
	Count	Percent
Total	1,014	81.6%
Working Only	790	63.6%
Enrolled Only	82	6.6%
Working and Enrolled	142	11.4%

Although the University has not yet attained its goal of 90 percent, it has seen a 1.8 percentage point increase compared to AY 2021 (79.8 percent). The University was ranked 5th public university in the state in terms of salary potential according to Payscale’s College Salary Report for 2023. The University ranked 12th overall in Texas, including both public and private. The list ranks schools by the salaries of alumni who have received bachelor’s degrees and depicts the median salary for Early Career Pay (alumni with 0–5 years of experience) and Mid-Career Pay (alumni with 10-plus years of experience). The report also listed the Percentage of High-Meaning (percentage of alumni who say their work makes the world a better place) and the Percentage of STEM (science, technology, engineering, or math) degrees awarded. Of university graduates, 61 percent said they believe their work makes the world a better place—the highest High-Meanings ranking among public and private institutions in the top 15. In addition, 35 percent of TAMUK degree awards are in the STEM field, placing the university among the top 3 institutions in STEM graduates in the state. Below is a list of various initiatives in AY 2024 to help the University reach its target.

Division of Academic Affairs

- The College of Education and Human Performance saw a 20-point increase in state exams after 3 years of scores of 67 percent and below. An aggregate of all exams produced an average of 96 percent of students passing their exam for the entire program.

Division of Student Affairs and Community Relations

- The Division of Student Affairs and Community Relations created the Department of Workforce Development by hiring a Chief of Workforce Development. This unit will connect students from rural areas with personalized educational and workforce opportunities, build relationships between employers and educational institutions, enhance upskilling and reskilling opportunities for adult learners in rural communities, and reengage and re-enroll stop-out students who possess some college credits but have yet to complete a certification or degree.

Division of Institutional Advancement and External Relations

- The Office of Career Engagement partnered with the job site and hiring platform Indeed to provide alumni with the skills and knowledge required for successful job searches in May 2024. The Indeed Job Search Academic, a free virtual training program, offers TAMUK alumni access to on-demand job search content and career planning resources that will assist them in achieving career goals on their schedules. The partnership will introduce co-branded resources for Javelina alumni that include workshops, webinars, a job search platform, company pages, a career guide, and salary tools. Within the program, users will focus on job searching, resume writing, interview prep, job offer evaluation, and career direction.

5. 90 percent of students seeking entrance to graduate school or professional school will be successful

The Texas Higher Education Coordinating Board publishes accountability reports such as graduate outcomes, which list the percentage of students found working or enrolled in Texas within one year after earning a degree or certification from TAMUK. As with other metrics from the accountability system, there is a two-year lag in data availability. Thus, the AY 2024 percentages are not yet available. Below is information for AY 2022, the most recent year available.

Table 15. Texas Higher Education Accountability System Working or Enrolled in Texas Within One Year After Award; AY 2022		
	Count	Percent
Total	1,014	81.6%
Working Only	790	63.6%
Enrolled Only	82	6.6%
Working and Enrolled	142	11.4%

Although the University has not yet attained its goal of 90 percent, it has seen a 1.8 percentage point increase compared to AY 2021 (79.8 percent).

Additionally, the Department of Biological and Health Sciences implemented an automatic acceptance into the M.S. in Biology program for qualifying undergraduate students to encourage enrollment.

Strategic Plan Goal 2 – Provide a residential campus experience that enriches our students

6. Provide students with weekly and varied social activities

The Office of Student Engagement and Campus Life hosted various small-scale social events (attendance of less than 150) created by departmental organizations under the office. These events encourage students to connect with one another, cultivate social and emotional learning, pursue opportunities for leadership and professional development, and create long-lasting memories through cross-cultural experiential experiences. In AY 2024, the office held a total of 89 events, including staycation events, which encouraged students to stay on campus during the weekends.

7. At least once a semester, hold a student social event with faculty and staff

The Division of Academic held the first faculty conference in August 2024. The conference focused on understanding today's students, working with AI in the classroom, reflections on a student voice panel, and productive grade report data.

The Conner Museum had 22 class visits, totaling 392 students/faculty/staff (including the Center for Young Children), for various learning experiences: immersive class assignments, museum historical tours, or assisting with the installation or de-installation of a temporary exhibit.

8. At least once a year, hold a student social event with families, faculty, and staff

The 2nd Annual Tamalada Festival was held in partnership with the Smithsonian Institution's National Museum of the American Indian (NMAI), College of Arts and Sciences, Family Weekend, and Student Engagement and Campus Life in Fall 2023. The event is a one-day outdoor festival that is free and open to the public, hosted on the museum's grounds on Family Weekend. According to Placer, which estimates attendance based on cell phone data, approximately 1,700 people attended the Fall 2023 festival, up from 1,000 estimated attendees in Fall 2022. The concept for the festival was inspired by one of the museum's permanent exhibits, *En Mi Familia*. The kitchen component features a narrative around a tamalada and making tamales with family. The festival featured activities, decor, food, and speakers/performers served to bring people to the campus and museum in hopes of inspiring more families to encourage our University as an option for their children/families.

The Office of Student Engagement and Campus Life created the Family Engagement Program that allowed staff to connect with family members of the student body through a new Family Engagement email for continued communication and a Family Portal that posts weekly and sends newsletters to those subscribed. The office experienced increased activity in the Spring 2024 semester when it was launched, with the top communities on the port being Financial Aid and Scholarships, Student Success, and TAMUK News.

9. Annual anonymous surveys of students regarding the student experience will show an 80 percent satisfaction rate or higher

The Office of Performance Excellence and Strategy, with support from the Office of Institutional Research and Assessment, administered the Noel Levitz Student Satisfaction Inventory (SSI) in Fall 2023 to all students. This survey allows students to share their perceptions about what is working and what improvements are needed. In the Fall 2023 administration, 1,088 students participated in the survey, with 56 percent identifying as female and 54 percent in the age group of 19–24. Below are the summary results regarding student satisfaction:

Table 16. Noel Levitz Student Satisfaction Inventory (SSI) Fall 2023 Result Summary	
Scales in Order of Importance	Performance Gap Between Important and Satisfaction
1. Academic Advising	
2. Instructional Effectiveness	
3. Campus Support Services	
4. Student Centeredness	
5. Campus Climate	
6. Service Excellence	4 th Largest Gap
7. Concern for the Individual	
8. Recruitment and Financial Aid	2 nd Largest Gap
9. Registration Effectiveness	3 rd Largest Gap
10. Campus Life	
11. Safety and Security	Largest Gap

Table 17. Noel Levitz Student Satisfaction Inventory (SSI) Fall 2023
Top 7 Strengths and Challenges

Top 7 Strengths	Top 7 Challenges
Nearly all of the faculty are knowledgeable in their fields.	I am able to register for classes I need with few conflicts
The content of the courses within my major is valuable.	TAMUK Item: Classroom technology is reliable.
Security staff respond quickly in emergencies.	TAMUK Item: Advising has been effective in guiding me to completion of my degree.
My academic advisor is knowledgeable about requirements in my major.	Faculty provide timely feedback about student progress in a course.
My academic advisor is approachable.	Tuition paid is a worthwhile investment.
TAMUK Item: I have the technology I need for self-service transactions (scheduling, appointments, accessing my student account, etc.)	Computer and/or Wi-Fi are adequate and accessible.
TAMUK Item: I have access to the resources necessary to be successful in my online or hybrid classes.	There are adequate services to help me decide upon a career.

Table 18. Noel Levitz Student Satisfaction Inventory (SSI) Fall 2023 Satisfaction Alone	
Highest Satisfaction	Lowest Satisfaction
TAMUK Item: I have technology I need for self-service transactions (scheduling, appointments, accessing my student account, etc.).	The amount of student parking space on campus is adequate.
Nearly all of the faculty are knowledgeable in their field.	Billing policies are reasonable.
TAMUK Item: The library provides a comfortable place to study.	Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.).
Faculty are usually available after class and during office hours.	Parking lots are well-lighted and secure.
This institution has a good reputation within the community.	Financial aid awards are announced to students in time to be helpful in college planning.
Males and females have equal opportunities to participate in intercollegiate athletics.	Adequate financial aid is available for most students.

In addition to the Student Satisfaction survey, the following surveys were conducted in AY 2024 to assess student satisfaction.

The University was ranked in the top 29 percent of universities worldwide by the Study Abroad Aide (SAA) World Best Value University Rankings for International Students 2024. The rankings are determined by the metrics of academic quality and cost of education. More than 8,000 universities from 69 countries are listed in the rankings. SAA ranks schools to encourage international students and offer them insights into affordable options abroad without compromising quality.

University Housing and Residence Life administered a survey to gather data on laundry services provided by the residence halls during Spring 2024. Sixty-five (65) percent of students indicated they were either not satisfied or not highly satisfied with campus laundry facilities. Based on these results, the unit was able to secure new laundry machines in the new contract slated for installation in December 2024.

The Fall 2023 Community Action Corporation of South Texas (CACOST) Impact report outlined the following survey results of students/patients' thoughts and perceptions about their Health Service experience:

Table 19. Fall 2023 CACOST Impact Report Results	
Survey Item	Percentage of Respondents Rating Extremely Satisfied to Very Satisfied
Office Convenience	88%
Overall Medical Care	97%
Obtaining Medical Refills	82%
Contacting the Community Action Health Center During Office Hours	96%
Contacting the Community Action Health Center After Hours	78%

Respondents also rated extremely satisfied with the Clinician (96 percent) and LVN/Medical Assistants (96 percent).

10. TAMUK will initiate or participate in one new annual event that builds community ties each year

The Institute for Rural Mental Health Initiatives hosted the first School Counselors' Luncheon, which provided professional development for the University's partnered districts.

Kingsville Parks and Recreation and the Department of Physics and Geosciences hosted a free community Stargazing Party in February 2024.

The College of Engineering hosted more than 150 high school and middle school students in its annual Introduce a Girl to Engineering Day event on Thursday, February 22, 2024. The event is a longstanding day celebrated internationally as part of Engineers Week. Despite its name, however, all are welcomed and encouraged to attend, as the intent is to engage and introduce all young minds to the world of engineering.

The Office of Student Engagement and Campus Life hosted the first Screamin' Javelina Music Fest on March 23, 2024, at the grass practice field inside Javelina Stadium. The festival was open to students and the community and featured student and local bands. The event saw an estimated 1,000 attendees with positive results. The office plans to make this event an annual tradition and include more departments and community members.

The Conner Museum saw 19 visits from community organizations or school districts experiencing the museum, totaling 845 visitors, with ages ranging from infant/toddler age to adults, including Winter Texas tour groups, MOPS community groups, summer camps, and/or alumni.

The Department of Agriculture, Agribusiness, and Environmental Sciences hosted its first Hoggie Leadership Development (LDE), with 130 high school students competing in eight public speaking competitions. In total, 35 undergraduate students volunteered to lead the event.

Strategic Plan Goal 4 – Recognized top-quality academic programs

11. Review and revise undergraduate academic programs with respect to number of majors, job opportunities for graduates and program interest resulting in revision of at least 10 percent of undergraduate degree programs

The College of Business Administration completed alignment with the Human Resources Curriculum Guidebook and Templates from the Society of Human Resource Management (SHRM). The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that HR students should study at the undergraduate and graduate levels. The programs that have been aligned are the undergraduate bachelor's degree in business administration with a human resources management minor and the graduate master's degree in business administration with a human resources management transcribed certificate. Throughout the world, SHRM has acknowledged over 500 programs in 425 institutions aligning with its suggested guides and templates.

12. Enhance the quality of the undergraduate programs to increase undergraduate enrollment by 20 percent

As documented in Table 20, TAMUK saw a 7 percent increase in enrollment from Fall 2022 to Fall 2023 and an 8 percent increase in enrollment from Spring 2023 to Spring 2024.

Table 20. Undergraduate Student Enrollment, Semester to Semester AY 2023 & AY 2024				
	Fall to Fall		Spring to Spring	
	Fall 2022	Fall 2023	Spring 2023	Spring 2024
Undergraduate	4,845	5,187	4,396	4,730

Table 21. Undergraduate Student Enrollment Comparison AY 2022 & AY 2024				
	Fall to Fall		Spring to Spring	
	Fall 2022	Fall 2024	Spring 2022	Spring 2024
Undergraduate	4,845	5,386	4,475	4,730

The College of Education and Human Performance Educator Preparation Program received a fully accredited report for the second consecutive year from the Texas Education

Agency (TEA). The college has also completed course mapping and curriculum alignment for 70 percent of its courses.

The Department of Health and Kinesiology achieved a significant milestone when the exercise science program was awarded accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). TAMUK is the only public institution in Texas with an accredited exercise science program.

The Board of Accreditation (BOA) of the Council on Social Work Education (CSWE) decided in June 2024 to reaffirm accreditation to the baccalaureate social work program for eight years, ending in June 2032.

The Graduate Communication Sciences and Disorders program successfully completed its accreditation report without citation/remediation for the American Speech-Language-Hearing Association.

13. Enhance the quality of the graduate programs to increase graduate enrollment by 20 percent

As documented in Table 21, TAMUK saw an 11 percent increase in graduate enrollment from Fall 2022 to Fall 2023 and a 14 percent increase in total graduate enrollment from Spring 2023 to Spring 2024. Doctoral programs saw the largest growth, with a 28 percent increase from Fall 2022 to Fall 2023 and a 13 percent increase from Spring 2023 to Spring 2024.

Table 22. Graduate Student Enrollment, Semester to Semester AY 2023 & AY 2024				
	Fall to Fall		Spring to Spring	
	Fall 2022	Fall 2023	Spring 2023	Spring 2024
Master’s	1,046	1,137	1,029	1,178
Doctoral	179	229	194	220
Total	1,225	1,366	1,223	1,398

The College of Engineering was featured in the 2023–2024 U.S. News and World Report’s Best Grad School Rankings as one of the best graduate engineering schools in Texas. The college was ranked No. 15 among public schools. The U.S. News’ ranking methods include comparing schools based on their research activity, faculty resources, academic achievements of entering students, and assessments done by other engineering schools and employers.

The College of Business Administration’s Master in Business Administration online program was ranked 32nd in the *Fortune* Magazine Poll. In 2023, the same program was ranked 92nd.

14. All full-time students will have at least one experiential education course each year

For the fourth year, the College of Arts and Sciences, in collaboration with the Smithsonian Institution's National Museum of the American Indian (NMAI), has offered TAMUK students an annual internship opportunity.

The Center for Teaching Excellence (CTE) administered a planning survey in October 2023 to determine current CTE use, needs, and workshops that could assist in High-Impact Practices (HIP) development and implementation. The survey results resulted, in part, in the co-sponsorship and support of the HIPS conference in Spring 2024.

The Office of Global Engagement saw five faculty-led study-abroad programs and one national student exchange in AY 2024, a decrease from AY 2023, which had seven faculty-led programs and four national student exchanges.

The Department of Rangeland and Wildlife Sciences created a new experiential course for the Spring 2024 intersession that took 12 undergraduate students around Texas to visit six ecoregions, listen to biologists, engage in hands-on learning experiences, and interact with department faculty. Due to the success of the course, the department plans to continue to offer it each spring intersession, funding allowed.

The Communication Science Disorders graduate students from the Department of Clinical Health Sciences traveled with faculty to Puerto Rico to provide speech-language services in a local elementary school.

The Department of Environmental Engineering had 71 percent of its graduate and undergraduate students participate in at least one experiential or high-impact activity in AY 2024.

15. 25 percent of all undergrad courses will be offered with an engaged hybrid mode of teaching

In AY 2024, there were 1,410 undergraduate courses listed in TAMUK's course inventory. Of those courses, 618 undergraduate courses (44 percent of the total inventory) were offered in Fall 2023, and 617 undergraduate courses (44 percent of the total inventory) were offered in Spring 2024. Below is the total number and percentage of courses offered during the Fall 2023 and Spring 2024 semesters in online and hybrid modalities.

Table 23. Number of Undergraduate Courses Offered Online & Hybrid Delivery Modes Fall 2023 & Spring 2024						
	Online		Hybrid		Total	
	Count	% of Total Offered	Count	% of Total Offered	Count	% of Total Offered
Fall 2023	101	16%	44	7%	145	23%
Spring 2024	115	19%	35	6%	150	24%

The University saw a decrease in online and hybrid offerings compared to the prior year, from 41 percent in Fall 2022 and 37 percent in Spring 2023, where 40 percent of the course inventory was offered. These declines could be attributed to a memo sent by the Provost and Senior Vice President for Academic Affairs that stated, effective Spring 2024, all faculty assigned as Instructor of Record to teach hybrid, online, and/or web-substituted sections must be certified by the Center for Academic Technology to teach distance learning courses. Certification lists were distributed to college deans and department chairs by September 29, 2023, so that current faculty status could be shared. Faculty not fully trained or certified would not be assigned to teach online. The certification aimed to ensure a consistent and high-quality online learning experience for all students while supporting faculty in teaching effectively online. Continued distance learning certification is needed once every 5 years to keep up with the evolving learning management system (LMS) upgrades and course design changes. At the time of the memo, 213 faculty had undergone training and were considered Distance Learning Certified. This change may have affected the ability to offer more online courses.

The Texas Higher Education Coordinating Board (THECB) approved the Bachelor of Applied Arts and Sciences program for online delivery in AY 2024 to increase its availability to potential students.

16. 40 percent of all graduate degree programs will be offered in flexible engaging and fully online programs

In AY 2024, TAMUK offered 58 master's and doctoral degrees, according to the Texas Higher Education Coordinating Board. This number does not include transcribed certificates or individual concentrations within graduate degree programs. Of these programs, 14 are approved by the Texas Higher Education Coordinating Board as 100 percent online or fully online (86–99 percent online), bringing the overall percentage of TAMUK's graduate degree programs offered as online programs to 24 percent. This percentage is a decline from the previous year at 36 percent and could be attributed to programs transitioning from Fully Online (86–99 percent Online) definition to Hybrid/Blended as per Texas Higher Education Coordinating Board definitions.

The Educational Leadership Doctoral Program initiated its first fully online EdD cohort and launched programming for its first year as a fully online doctoral program in AY 2023.

17. Cross-disciplinary high-impact professional learning practices will be used in at least 25 percent of courses offered

The Center for Academic Technology certified 102 faculty for online teaching and recertified 61 between September 2023 and August 2024.

The Division of Academic Affairs had 13 students complete the full-course ACUE, 8 complete a micro-course, and 12 complete the Fostering a Culture of Belonging, for a total of 33 completers in AY 2024, up from 26 completers in AY 2023.

18. Increase external research/scholarship/arts-based performance funding by 40 percent

The Office of Research and Innovation saw sustained progress and success in research in FY 2024. These accomplishments reflect the University's commitment to advancing knowledge, fostering innovation, and supporting impactful research as faculty continue to excel in the discovery, invention, and application of new knowledge to address real-world challenges.

- **Annual active award amount received for FY 2024** (including multiyear projects): \$32.772 million (a slight increase of 0.5 percent from FY 2023 total of \$32.608 million)
- **Total amount of funding requested for FY 2024:** \$106.09 million (a decrease of 33.8 percent from FY 2023 total of \$160.15 million). This drop is primarily due to a one-time USDA-NextGen funding opportunity in FY 2023, for which six proposals were submitted, requesting over \$60 million alone. Excluding this unique opportunity, the decline in requested funding would be more moderate.
- **Total number of proposals submitted for FY 2024:** 178 (a decrease of 6.8 percent from FY 2023 total of 191). This decrease is related to the increased success from the previous fiscal year when faculty secured a record number of proposals submitted.
- **Number of active awards for FY 2024:** 161 (a decrease of 7.5 percent from FY 2023 total of 174). This decrease may reflect either project completion or fewer successful proposals leading to active awards.
- **Total research expenditures (NSF HERD) for FY 2024:** \$30 million (a 14 percent increase from FY 2023 total of \$26.401 million). This notable rise indicates that, despite some decreases in proposals and funding requested, actual spending on research grew, reflecting a focus on effectively utilizing available funds.

The College of Agriculture and Natural Resources was ranked No. 1 in Research Expenditures among all Texas A&M University System Regional College of Agriculture and Natural Resources for the fourth year in a row. The college saw a record high in research expenditures at \$20.36 million, up \$4.78 million (>30 percent) over the previous high set in FY 2023.

The following is a selected list of awards received during FY 2024:

- Dr. Jianhong Jennifer Ren, Professor of Environmental Engineering at the College of Engineering, was awarded \$2 million from the National Science Foundation for Graduate STEM Education for Air and Water Resource Solutions in Coastal Communities. This research traineeship award will develop a new graduate training model to educate the next generation of environmental professionals with in-depth knowledge and skills to address environmental sustainability-related coastal issues.
- Dr. Richard Laughlin, Associate Professor and Chair of the Biological and Health Sciences Department, received \$2.4 million in federal funding from the United States Department of Agriculture's Animal and Plant Health Inspection Service (USDA APHIS) for

Surveillance of SARS-CoV-2 in Wild and Domestic Animal Populations in Central and South Texas.

- The National Natural Toxins Research Center (NNTRC) received renewal of funding from the National Institute of Health (NIH) Office of Research Infrastructure Programs (ORIP) worth \$2.75 million over the next five years. The renewed support will allow the unit to expand its research capabilities and provide enhanced services to its users.

Strategic Plan Goal 7 – Maintain an environment that promotes the health and wellness of everyone

19. Programs that promote health and wellness will be accessed by more than 40 percent of students

The University continues to promote and create programs that support health and wellness to its students. The University announced in Spring 2024 that it has joined the JED Campus initiative to student well-being and mental health. The program is a nationwide initiative of The Jed Foundation (JED) designed to help schools evaluate and strengthen their mental health, substance misuse, and suicide prevention programs and systems to ensure that schools have the strongest possible mental health safety nets. JED Campuses embark on a multiyear strategic collaboration that not only assesses and enhances existing programs and services but also helps create positive, lasting, systemic change in the campus community. The program provides the University with a framework for supporting student mental health in addition to assessment tools, feedback reports, a strategic plan, and ongoing support for the JED Higher Education Team. The JED Campus Task Force Committee conducted a baseline assessment in Spring 2024 with a campus visit conducted on September 24–25, 2024, to review the data collected and provide valuable input for the TAMUK JED Mental Health Strategic Plan.

Additionally, the following programs/initiatives/services were accessed by students during AY 2024:

- The Recreational Sports facility saw an 8 percent increase in the number of student visits from the previous academic year.
- During AY 2023–2024, the Wellness Program coordinated over 18 health and wellness prevention events with the strong partnership of the Peer Educators – PEP Talk Program and various campus and community partners.
- Pep Talk (Peer Educator Program under the leadership of the Wellness Program) was the winner of the U in the Driver Seat Program’s (a component of the Texas A&M Transportation Institute) 5-star level in the 2023–2024 All-Stars program and awarded a \$1,000 prize. Pep Talk accomplished this level by coordinating outreach activities/events in risk areas such as impaired driving, pedestrian safety, distracted driving, and night-time/drowsy driving.
- In October 2023, a Student Health and Wellness Advisory Council (SHWAC) was established with 10 students composed of different educational programs/disciplines (undergraduate, graduate, and doctoral students) and different aspects of the TAMUK community. The purpose of the SHWAC is to be the voice for health and wellness needs and provide recommendations to the University on operations and services. The members of SHWAC attended three meetings and accomplished the following.
 - Evaluated the current marketing tools of the Student Health and Wellness and recommended the following four new marketing tools to be implemented in the Spring 2024 and Fall 2024 semesters
 - Flyers in Bathroom Stalls

- 2-minute directional video to the SHW building
 - Send SHW event flyers via Instagram and share them with specific groups/student organizations such as SGA, Greeks, etc.
 - A Welcome to SHW all-day event held during the first week of school
- Reviewed the SHW core unit's services (Counseling Services, Disability Resource Center, and Wellness Program)
- Reviewed the Fall 2023 Impact Report on TAMUK services with Community Action Health Center
- Counseling Services saw the following data on service utilization:
 - **Total Unique Clients:** 29 percent increase (658 to 851) in total unique clients served from AY 2023 to AY 2024
 - **Total Number of Appointments:** 2 percent increase (6391 to 6491) in total appointments from AY 2023 to AY 2024
 - **New Personal Counseling:** 2 percent increase (from 183 to 186 in-person and telehealth combined) in New Personal Counseling unique clients/appointments
 - **Returning Personal Counseling:** 7 percent decrease (from 476 to 439) in unique clients and a 4 percent decrease (from 2,131 to 2,040 in person and telehealth combined)
 - **Wellness Appointments:** a 21 percent increase in follow-up appointments in between counseling sessions to ensure the client's mental well-being) (from 183 appointments to 227 appointments in person and telehealth combined)
 - **Academic U-Turn:** a 108 percent increase (68 appointments to 142 appointments in person and telehealth combined)
 - **POWER (Positive Opportunities for Wellness and Emotional Resiliency):** a 236 percent increase (from 22 appointments to 74 appointments in person and telehealth combined)
 - **Next Steps Career Counseling:** an 83 percent increase (from 24 appointments to 44 appointments in person and telehealth combined)
 - **DAAPP (Drug Alcohol Abuse Prevention Program):** has relatively stayed the same from 8 appointments to 9 appoints in person and telehealth combined
 - **Psychiatry Unique Clients:** a 4 percent decrease from 70 students to 67 students
- A partnership with the College of Engineering and the Department of Counseling Psychology was established for the creation of the REAL Project (Research Engagement, Quality Assurance, and Mental Readiness for Remote Learning). The goals of this project are to:
 - Increase engineering and science student enrollment and retention at TAMUK through high-quality remote learning and streamlined education.
 - Improve the awareness and readiness of mental wellness for remote and in-person learning environments among TAMUK students.
- The Javelina Care Closet experienced a 30 percent increase in visitation from 5,209 to 7,050 in AY 2024. The Javelina Care Closet is a combination of professional clothing closet and a food and hygiene product pantry. The purpose of the closet is to aid currently enrolled students in the event of short-term food and/or hygiene shortage.

Strategic Plan Goal 8 – A directed effort in improving the campus physical environment will be made

20. Bring up major building each year up to 21st century university standards

The University has made strides each year to bring major buildings up to 21st century university standards year over year. Below are some of the examples of progress made by various units in AY 2024:

Division of Academic Affairs

- The Provost and Senior Vice President for Academic Affairs identified 15 key classrooms and labs for critical renovation of up to \$1.7 million.
- The Department of Chemistry received approval for one teaching lab renovation, with construction taking place in AY 2025.
- The Conner Museum updated the West Gallery with a new coat of paint and texturizing. This gallery hosts temporary exhibitions created by faculty/students and alumni. Although not visible to the public, the artifact warehouse, inventory, and clean-up began in AY 2024 to organize the space and the artifacts housed and delete obsolete non-collection items. This allowed for the creation of a workstation that would allow additional people to be involved in evaluating artifacts/objects.
- The Provost and Senior Vice President for Academic Affairs identified a location and committed \$280,000 (which includes \$77,038 from the HEART Project) for renovations to establish a Center for Faculty Excellence with a permanent location in Library Room 125.
- The College of Agriculture and Natural Resources budget covered the cost of converting a low-use computer room in the Kleberg Ag Building into four new faculty offices and one new room for a copier and poster printer room to help with faculty growth on campus.
- The College of Engineering completed renovations of several rooms using funding from the Office of the Provost, supplemented by college funds: Engineering Complex 104 and 106, Gross Hall 107 and 108, and McNeil 304.

Division of Enrollment Management

- The Military & Veteran Resource Center was temporarily relocated to the lounge area due to remediation in the building where it is located. The entire area of operations will be under construction, with an estimated re-entry date of Spring 2025.
- The Welcome Center refresh was completed in AY 2024.

Division of Intercollegiate Athletics

The following upgrades were completed in AY 2024.

- Final branding and graphics for Ron Harms Football Locker Room
- Women's Golf hitting room construction was completed during the Fall 2023 semester

Office of Marketing and Communications

The Office of Marketing and Communication created more than 15 branded graphics, mural art, and signage for the revamped Memorial Student Union building to design a welcoming environment for students and the community.