



TEXAS A&M
UNIVERSITY
KINGSVILLE

Strategic Plan 2016-2021

Summative Report

February 2023

Office of Performance Excellence and Strategy

Introduction

Texas A&M University-Kingsville (Texas A&M-Kingsville) launched its 2016-2021 Strategic Plan in the Fall 2016 semester after a multi-year planning process. The following report describes the progress made to attain the university's student achievement goals and its strategic Goals and Objectives.

Student Achievement Information AY 2017-2021

The University's student achievement metrics and goals were initially developed in 2013 with input from the University's Academic Deans Council, the Council of Chairs, and the Faculty Senate. These metrics and goals were revised and updated in 2015 to better align with the 2016-2021 strategic plan. The metrics include the following:

- Student retention (Table 1)
- Course completion rate (Table 2)
- Number of degrees awarded (Tables 3, 4, 5)
- 6-year graduation rate (Tables 6, 7, 8, 9)
- 4-year graduation rate for transfer students (Table 10)
- State licensure pass rate (Tables 11, 12)
- Graduate outcomes (Table 13)
- Median graduate salary (Table 14)

Appropriateness of Student Achievement Metrics

Texas A&M-Kingsville reports student achievement by its performance across various measures. The metrics selected aligned not only with the University's mission and strategic plan but also with State initiatives for higher education, with particular regard to diversity and equity. While some of the metrics (e.g., student retention, course completion rates, and the number of degrees awarded) were standard measures of student achievement, others were more intentional, reflecting the unique student population at Texas A&M-Kingsville and the academic programs that serve the region.

It should be noted that Texas A&M-Kingsville is a Hispanic-Serving Institution, where almost 69% of the students are of Hispanic origin. Many of the University's students come from what the Texas Higher Education Coordinating Board (THECB) defines as the South Texas Region (Region 8). This region consists of 40 counties, 30 of which experience poverty levels higher than the national and state poverty levels (12% and 13% respectively) according to the 2020 Census data. In its 60x30TX Plan, the THECB specifically called for greater educational attainment among students from various minority backgrounds and "parity between economically disadvantaged students and their non-disadvantaged counterparts." In support of the THECB's plan, the University tracked the number of undergraduate degrees earned by minority students and the 6-year graduation rate (a key performance indicator or KPI) by gender and ethnicity. As 91% of all first-time, full-time degree-seeking students receive some form of financial aid, the University also took into consideration the socioeconomic status of the student population.

Texas A&M-Kingsville’s mission is to “enrich lives through education, discovery and service in South Texas and beyond.” Regionally, the institution has prioritized developing and sustaining partnerships with area two-year colleges. Thus, Texas A&M–Kingsville tracks the 4-year graduation rate of transfer students. The University also serves most of the South Texas K–12 schools through its teacher preparation program and offers premier programs in engineering, both of which uphold the University’s mission. For this reason, the University reported on two metrics related to the pass rates of professional standards in teacher education and engineering.

Finally, the University used two metrics to determine the success of its graduates: the rate of graduates employed or enrolled in graduate studies and the salaries they earn with a bachelor’s degree and 0–5 years of work experience. Texas A&M–Kingsville believes these metrics are appropriate to measure the achievements of its students.

Appropriateness of Student Achievement Goals

The student achievement goals reported here were intended for attainment in the 2020 academic year. Longitudinal data from 2017 to 2021 has been included for each metric to serve as reference in the discussion of the 2020 goals, corresponding thresholds, and student achievement levels. In general, each 2020 goal was set after consideration of the achievements of the 2014 goals, the overall trends of the previous five years, and the informed anticipation for the next five years. Given these considerations and the scope for continued improvement, the thresholds for some of the metrics for the 2020 goals were set at the academic year 2014 achievement level or at the average of a few previous years. In some other cases, the approach needed to be more conservative. Prior to the outbreak of the COVID-19 pandemic in spring of 2020, many of the goals had been or were close to being met, the values having improved from academic year 2015 to 2020 for nine out of the eleven measures. The subsequent drop seen in the data for academic year 2021 reflects the effect of the pandemic. The goals and their achievement status are reported below.

Student Retention

Table 1. Student Retention, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017	2018	2019	2020	2021
Freshman Retention	68%	64%	68.1%	66.8%	65.0%	72.1%	65.8%

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

Definition. The percentage of full-time first-time degree-seeking freshmen who enroll during one fall term and return the next fall term at Texas A&M-Kingsville.

Analysis. From academic year 2017 to 2021, the freshman retention rate consistently exceeded the threshold; however, the 2020 goal was met in academic year 2017 and 2020 only. The University fell short of its goal in academic years 2018 to 2019 due to several factors, including the challenges posed by the nearby landfall of Hurricane Harvey in early Fall of 2017

(academic year 2018), as well as multiple changes in leadership and programming offered through the Center for Student Success. In response to the declining retention rates from academic year 2017–2019, the University reestablished many student support mechanisms for freshmen, including improved academic advising, peer tutoring, peer mentoring, early intervention for at-risk students, and the freshman experience course. Although the relaunch of all of these services was slowed by the advent of the COVID-19 pandemic, the University experienced a sharp increase in retention from 66.8% in academic year 2018 to 72.1% in academic year 2020, exceeding the 2020 goal of 68%.

Course Completion Rates

Table 2. Course Completion Rates, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017	2018	2019	2020	2021
SCH Completed	98%	96%	96.4%	96.6%	96.5%	97.2%	96.5%

Source: Certified state CBM00S Student Schedule Report

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 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.

Analysis. From academic year 2017 to 2021, the number of semester hours completed consistently exceeded the threshold but fell short of the goal. With the deliberate strategies implemented by the Center for Student Success, as described in the previous section, the semester hours completed in academic year 2020 was 97.2%. While it is still relatively high, it fell just short of the goal of 98%.

Number of Degrees Awarded

Undergraduate Degrees

Table 3. Number of Undergraduate Degrees Awarded, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017	2018	2019	2020	2021
Undergraduate Degrees	1000	985	1033	996	1101	1151	1191

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

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

Analysis. From 2017 to 2021, the number of undergraduate degrees awarded exceeded the threshold. With 1,151 undergraduate degrees awarded in 2020 and 1,191 in 2021, the University exceeded the goal.

Undergraduate degrees awarded to students in minoritized groups

Table 4. Number of Undergraduate Degrees Awarded to Students in Minoritized Groups, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017	2018	2019	2020	2021
Undergraduate Minority Degrees	750	645	768	735	812	828	926

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

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

Analysis. In all the academic years from 2017 to 2021, the number of undergraduate minority degrees awarded exceeded the threshold. With 812 undergraduate minority degrees awarded in 2019, 828 in 2020, and 926 in 2021, the University exceeded the goal.

Graduate degrees

Table 5. Number of Graduate Degrees Awarded, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017	2018	2019	2020	2021
Graduate Degrees	900	533	1206	927	707	595	549

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

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

Analysis. Although the University met this 2020 goal in academic years 2017 and 2018, the goal ultimately proved unsustainable due to declining graduate enrollment, as reflected in the numbers for academic years 2019 (707 degrees), 2020 (595 degrees), and 2021 (549 degrees). However, in all the academic years from 2017 to 2020, the number of graduate degrees awarded exceeded the threshold.

Graduation Rates (within 6-years)

Overall 6-Year Graduation Rate

Table 6. 6-Year Graduation Rate, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017	2018	2019	2020	2021
6-Year Graduation Rate	36%	35%	34.7%	37.3%	39.3%	44.7%	43.5%

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 THECB and reported to IPEDS

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 Texas A&M-Kingsville.

Analysis. From academic year 2018 to 2021, the six-year graduation rate exceeded the University's goal. Again, due to efforts by units across the University, such as Academic Affairs, Enrollment Management, and Financial Aid, the University attained a six-year graduation rate of 44.7% in academic year 2020, the highest in the last ten years, and remained high in 2021 despite the effects of the COVID-19 pandemic.

Table 7. 6-Year Graduation Rate Disaggregated by Ethnicity, AY 2017-2021							
Measure	2026 Goal	Threshold for Acceptability	Academic Year				
			2017 (Fall 2010 Cohort)	2018 (Fall 2011 Cohort)	2019 (Fall 2012 Cohort)	2020 (Fall 2013 Cohort)	2021 (Fall 2014 Cohort)
Hispanic/Latino	36%	35%	29.3% (262/894)	35.0% (295/842)	34.6% (291/842)	37.4% (313/835)	46.5% (365/784)
White			36.0% (77/214)	38.9% (77/198)	43.2% (99/229)	45.5% (106/233)	46.2% (79/171)
Black or African American			17.6% (24/136)	29.5% (31/105)	34.0% (34/100)	36.0% (36/100)	18.1% (17/94)
Non-Resident Alien	No goal set due to small population size	No threshold set due to population size	30.0% (3/10)	25.0% (3/12)	63.6% (14/20)	60.0% (12/20)	76.9% (10/13)
Asian			25.0% (2/8)	33.3% (2/6)	66.7% (6/9)	37.5% (3/8)	70.0% (7/10)
Two or More Races			33.3% (1/3)	15.0% (3/20)	61.1% (11/18)	31.3% (5/16)	44.4% (4/9)
Unknown			23.5% (4/17)	28.6% (2/7)	33.3% (2/6)	66.7% (2/3)	50.0% (2/4)
American Indian or Alaska Native			28.6% (2/7)	0.0% (0/1)	33.3% (1/3)	0.0% (0/0)	100.0% (2/2)
Native Hawaiian or other Pacific Islander			0% (0/0)	0.0% (0/0)	0.0% (0/0)	100.0% (1/1)	0.0% (0/1)

Source: IPEDS Graduation Rates for AY 2018-2022

Analysis. As with the overall 6-year graduation rate, the 6-year graduation rate for each ethnic group generally increased from academic year 2017 to 2020, with most exceeding the goal in academic year 2020. It should be noted that the sudden decrease in the 6-year graduation rate for African American students in academic year 2021 (Fall 2014 freshman cohort) was likely related to the impact of Hurricane Harvey in the fall of 2017. Among the 94 African American students that made up the 2014 freshman cohort, 83 students (88%) were from the areas affected by Hurricane Harvey and 63 (67%) of them were from the significantly impacted Houston Metropolitan area.

Disaggregated by Gender

Table 8. 6-Year Graduation Rate Disaggregated by Gender, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017 (Fall 2010 Cohort)	2018 (Fall 2011 Cohort)	2019 (Fall 2012 Cohort)	2020 (Fall 2013 Cohort)	2021 (Fall 2014 Cohort)
Male	36%	35%	24.3% (182/748)	29.9% (203/679)	35.7% (248/694)	37.9% (265/699)	42.3% (255/603)
Female			35.7% (193/541)	41.0% (210/512)	39.1% (210/536)	41.2% (213/517)	47.6% (231/485)

Source: IPEDS Graduation Rates for AY 2018-2022

Analysis. From academic year 2018 to 2021, female students surpassed the 2020 goal. Male students surpassed the 2020 goal in 2020 and 2021. The 6-year graduation rate for both males and females peaked in academic year 2021. Although the University’s female population has routinely had a higher graduation rate than that of the male population, the overall number of males both entering and graduating remained higher than females.

Disaggregated by Socioeconomic Status

Table 9. 6-Year Graduation Rate Disaggregated by Socioeconomic Status, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017 (Fall 2011 Cohort)	2018 (Fall 2012 Cohort)	2019 (Fall 2012 Cohort)	2020 (Fall 2013 Cohort)	2021 (Fall 2014 Cohort)
Pell Recipients	36%	35%	27.0% (237/879)	29.9% (228/762)	31.4% (224/714)	33.5% (237/707)	39.6% (248/626)
Direct Subsidized Loan Recipients			28.2% (44/156)	43.3% (68/157)	39.2% (73/186)	40.9% (66/161)	52.8% (175/331)
Did not receive either a Pell Grant or Direct Subsidized Loan			37.0% (94/254)	43.0% (117/272)	48.8% (161/330)	50.2% (175/348)	48.1% (63/131)

Source: IPEDS Graduation Rates for AY 2018-2022

Analysis. Although experiencing some fluctuation, the 6-year graduation rates for both financial aid recipients and non-recipients have shown a general upward trend, with all categories exceeding the 2020 goals and thresholds by the academic year 2021.

Transfer Student Graduation rates (within 4 years)

Table 10. 4-Year Graduation Rate for Transfer Students, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017	2018	2019	2020	2021
Transfer Students who Graduate in 4 Years	70%	68%	69.3%	63.6%	68.1%	63.5%	71.0%

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

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.

Analysis. From academic year 2017 to 2020 the transfer student rate fluctuated annually and unfortunately, the University did not meet the 70% goal prior to academic year 2021. Further, the threshold was not realized in academic year 2018 or academic year 2020, possibly related to the debilitating impacts of Hurricane Harvey in Fall 2017 and the COVID-19 shutdown of Spring 2020. Although the goals and thresholds were not met until the academic year 2021, it should be noted that the University's transfer students only make up a small percentage of the total student population (6% in Fall 2020).

State Licensure Pass Rates

State Licensure Pass Rate-TEXES

Table 11. State Licensure Pass Rate for Teacher Education, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017	2018	2019	2020	2021
State Licensure Pass Rate (TEXES)	95%	87%	94.0%	83.2%	84.1%	75.0%	86.4%

Source: College of Education and Human Performance

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.

Analysis. The University was unable to reach its 2020 threshold for the state licensure pass rates for teacher preparation.

State Licensure Pass Rate- Engineering

Table 12. State Licensure Pass Rate of Engineering, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017	2018	2019	2020	2021
State Licensure Pass Rate (ENGINEERING)	50%	32%	36.4%	42.5%	35.3%	39.2%	43.8%

Source: College of Engineering

Definition. The percentage of the institution’s undergraduate engineering 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 or any required internship.

Analysis. Although the University met the 2020 threshold for licensure pass rates in Engineering from academic year 2017 to 2021, the 2020 goal was proven to be unattainable due in part to students’ lacking appropriate test preparation and a change in the test format. In response, the College of Engineering took measures to increase the overall number of students taking the exam, to ensure that the curriculum better aligned with the current discipline-specific testing format, and to provide students with access to exam preparation materials. More recently, the Legislative Budget Board reviewed the University’s previous pass rate trends and set Texas A&M-Kingsville’s pass rate goal at 35%. The University exceeded this standard with a pass rate of 39.2% in academic year 2020 and again in academic year 2021 with a pass rate of 43.8%.

Graduate Outcomes (employment and/or further education)

Table 13. Graduates Employed or Pursuing Additional Education, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017	2018	2019	2020	2021
Graduates employed or in graduate school	80%	78%	72.6%	76.9%	77.5%	77.1%	n/a

Source: THECB 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 the academic year 2021 is not yet available.

Definition. The percentage of students found working or enrolled in Texas within one year after earning a degree or certificate from Texas A&M-Kingsville.

Analysis. Although the goal was not met, the University has made consistent gains each year, approaching the threshold in academic year 2020. Due to a 2-year lag in the availability of data from the THECB’s accountability system, the data for academic year 2021 is not yet available.

Graduate Salary (bachelor degree)

Table 14. Median Salaries for Recent Graduates, AY 2017-2021							
Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017	2018	2019	2020	2021
Salaries for bachelor degree with 0 – 5 years experience	Above peer group mean	Peer Group Mean	49,900 TAMU K	52,200 TAMU K	\$53,100 TAMU K	\$54,300 TAMU K	\$57,400 TAMU K
			45,683 THECB Peers	46,233 THECB Peers	\$47,783 THECB Peers	\$48,117 THECB Peers	\$50,917 THECB Peers

Source: Payscale.com

Definition. The typical median salary for Texas A&M–Kingsville graduates with 0-5 years’ experience in their field.

Analysis. For academic year 2020, the starting salaries for Texas A&M–Kingsville graduates averaged \$54,300, while that of its peer group was \$48,117. This metric continued to increase in academic year 2021, with the median salary for Texas A&M–Kingsville graduates at \$57,400 and \$50,917 for its peers. The University far exceeded its 2020 goal of being above its peer group mean and has achieved the highest average starting salary among members of its peer group for five consecutive years.

Goal 1 – Learning: Experiences that prepare students intellectually, creatively, ethically and socially.

Texas A&M-Kingsville strives to provide students with the highest quality of relevant education both inside and outside the classroom or lab. The university curricula is integrated with co-curricular engagement that fully prepares our students to take their place and succeed in the global society that awaits them upon graduation. Below is a list of the various examples of these learning experiences that were created and/or implemented in AY 2017 through 2021.

1.1 Educational opportunities that engage students through experiential learning and innovated teaching methods

The Office of Academic Affairs funded several service learning projects from each of the academic colleges throughout the years with a few of the funded service learning projects doubling as study abroad projects, another experiential learning teaching method. This funding was available due to the university's previous Quality Enhancement Plan. Due to budget constraints, service learning funding was unfortunately cut in AY 2019-2020. Faculty have used grants or departmental funding to continue to provide service learning opportunities. The table below lists the number of projects funded in the years available.

	2016-2017	2017-2018
Number of Service Learning Projects Funded	26	20

Source: Office of Academic Affairs Institutional Effectiveness Report

Undergraduate seniors who participated in the National Survey of Student Engagement (NSSE) responded to a question asking how many courses they have taken that included a community-based project (service learning). Below are the responses compared to our Texas Higher Education Coordinating Board (THECB) peer institutions for 2016 through 2019 and 2021.

	2016		2017		2018		2019		2021	
	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peer</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>
Most or all	17%	15%	16%	17%	15%	19%	17%	17%	15%	16%
Some	54%	47%	52%	47%	57%	47%	54%	48%	47%	47%
None	29%	38%	32%	36%	28%	33%	29%	35%	38%	37%

Source: National Survey on Student Engagement (NSSE)

The university stayed relatively consistent even after funding from the Office of Academic Affairs was cut which funded a significant amount of service learning projects throughout the university (average of 23 projects per academic year). The decrease in percentage of courses having some service learning component in 2021 also can be attributed to the

COVID-19 pandemic as many courses had been moved to a virtual format in that academic year and social distancing cause many projects to be cancelled.

The Office of International Studies and Programs (later changed to the Center for Global Engagement in 2022) organizes the faculty-led study abroad and student exchange programs. Below is the information provided on the number of student participants in study abroad programs. It is important to note that most study abroad programming takes place in the summer and intersession semesters. For AY 2019-2020 and AY 2020-2021, all study abroad programs were cancelled due to international travel restrictions related to the COVID-19 pandemic.

Table 17. Student Participation in Study Abroad Programs			
	2016-2017	2017-2018	2018-2019
Number of Student Who Participated in Study Abroad Programs or Foreign Travel	79	91	77

Source: Office of International Studies and Programs Institutional Effectiveness Report

The university saw an increase in student participation from AY 2016-2017 to AY 2017-2018. However, there was a slight decline in AY 2018-2019 prior to the cancellations of the pandemic. This decrease aligns with the overall decrease in student headcount as mentioned in Objective 5.2.

Undergraduate seniors who participated in the National Survey of Student Engagement (NSSE) responded to the question regarding whether they have done or plan to participate in a study abroad program. Below are the responses compared to our Texas Higher Education Coordinating Board (THECB) peer institutions for 2016 through 2019 and 2021.

Table 18. Senior Response to Participation in a Study Abroad Program										
	2016		2017		2018		2019		2021	
	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peer</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>
Done or In Progress	5%	7%	8%	7%	7%	8%	7%	6%	4%	5%
Plan to Do	18%	9%	15%	9%	15%	10%	12%	11%	13%	8%

Source: National Survey on Student Engagement (NSSE)

Although the university had a smaller number of students who had participated in study abroad as compared with THECB peers, the students that indicated that they planned to participate was higher each year than the university’s THECB peers. Because the majority of the university’s population is on some sort of financial aid, students may want to participate in the programs but are unable to afford the additional cost to participate. Additional scholarship opportunities for study abroad as well as finding alternatives to lower the cost would help increase the percentage of students transitioning from the “plan to do” into the “done or in progress” category.

Undergraduate seniors were asked in the National Survey of Student Engagement (NSSE) whether or not they have done or plan to work with a faculty member on a research project before they graduate. Below are the responses compared to our Texas Higher Education Coordinating Board (THECB) peer institutions for 2016 through 2019 and 2021.

Table 19. Senior Response to Working with a Faculty Member on a Research Project										
	2016		2017		2018		2019		2021	
	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>
Done or In Progress	30%	17%	25%	18%	21%	20%	21%	17%	19%	15%
Plan to Do	20%	14%	22%	14%	16%	15%	16%	16%	21%	12%

Source: National Survey on Student Engagement (NSSE)

The university rated higher than its THECB peers in both the “done or in progress” and “plan to do” responses. With the university earning the recognition as a Carnegie Classified Doctoral University with High Research Activity in 2019, these responses align with that recognition.

Undergraduate seniors who participated in the National Survey of Student Engagement (NSSE) responded to a question of whether they have done or plan to participate in an internship, co-op, field experience, student teaching, or clinical placement. Below are the responses compared to our Texas Higher Education Coordinating Board (THECB) peer institutions for 2016 through 2019 and 2021.

Table 20. Response to Participation in an Internship, Co-op, Field Experience, Student Teaching, or Clinical Placement										
	2016		2017		2018		2019		2021	
	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>
Done or In Progress	44%	40%	44%	39%	36%	40%	41%	36%	39%	36%
Plan to Do	34%	28%	39%	30%	41%	31%	40%	33%	28%	28%

Source: National Survey on Student Engagement (NSSE)

The university rated higher than its THECB peers in both the “done or in progress” and “plan to do responses”. Many of the institution’s programs such as teacher preparation and social work, for example, require as part of their degree plan enrollment in student teaching, practicum, etc. Such as in the case of service learning and study abroad, the decline in 2021 can be attributed to the COVID-19 pandemic where businesses were not willing or able to provide internships, student teaching, etc. Student teaching had a significant impact with school districts moving completely remote and locations closed.

1.2 Timely graduation

As mentioned in the Student Achievement Data earlier in this document, the university exceeded its goal with its six-year graduation rate reaching its highest rate in the last ten years (44.7%) in AY 2020. Below are some examples of initiatives on campus that contributed to this increase in the graduation rate:

- Improvements in academic advising for students
- Increases in 2+2 articulation agreements with community colleges
- University-wide recruitment events
- Increases in tutoring and mentor services (i.e. Graduation Pathway Success Mentoring Center, Pathways Academic Assistance Center, Academic Career Literacy)
- Increases in student scholarships
- Review and modification of curriculum requirements and/or course frequency (i.e. Moving UNIV 1101 and UNIV 1102 course to UNIV 1201)

Student participated in the Noel Levitz Student Satisfaction Inventory (SSI) in 2016 and 2020. Among the questions asked was students’ overall satisfaction with academic advising. It is important to note that in 2020, the survey was administered in Spring 2020 when the university first went into lockdown due to the COVID-19 pandemic. Below are the results of the surveys administered both years compared to the national four-year public institutions result.

Table 21. Student Satisfaction with Academic Advising				
	2016		2020	
	<i>Texas A&M-Kingsville</i>	<i>National Four - Year Publics</i>	<i>Texas A&M-Kingsville</i>	<i>National Four-Year Publics</i>
Importance	6.35	6.37	6.44	6.42
Satisfaction/SD	5.50/1.42	5.48/1.37	5.83/1.35	5.66/1.35

Source: Noel Levitz Student Satisfaction Inventory

Students indicated the high satisfaction and high importance of academic advising with the university receiving an increase in 2020 in both areas. In both reporting years, the university had a higher level of satisfaction as compared to their peers with a 0.17 increase in 2020. Below is a list of specific questions the university not only improved on between 2016 and 2020 but also received higher satisfaction ratings compared to national four-year public institutions in 2020.

Table 22. Student Satisfaction with Specific Academic Advising Questions				
	2016		2020	
	<i>Texas A&M-Kingsville</i>	<i>National Four-Year Publics</i>	<i>Texas A&M-Kingsville</i>	<i>National Four-Year Publics</i>
My academic advisor is knowledgeable about requirements in my major.	5.63	5.67	6.01	5.87
My academic advisor is approachable.	5.60	5.61	6.01	5.80
My academic advisor is concerned about my success as an individual.	5.39	5.41	5.74	5.60
My academic advisor helps me set goals to work toward.	5.19	5.16	5.55	5.31

Source: Noel Levitz Student Satisfaction Inventory (SSI)

The Center for Student Success offers Academic Career Literacy to help ensure students are placed in the correct major. Information is presented during Javelina Preview Days as well as Hoggie Days to help students plan their time to degree by selecting a major that fits their aptitude and overall achievement goals.

The Graduation Pathway Success Mentoring program was established in Fall 2011 as a peer mentoring initiative for first-time in college (FTIC) students. The Graduation Pathway Success Center ensures student success by coordinating an array of services that are responsive to our students' unique needs and by linking students to appropriate services. Each FTIC student is assigned a peer mentor with whom they meet once a week for 30 minutes throughout their freshman year. These mentors are selected by application, with the criteria that they be a junior or senior with a minimum 3.5 GPA.

The Pathways Academic Assistance Center (PAAC) provides academic tutoring, Javelina Embedded Tutors (JET) and Supplemental Instruction (SI). The PAAC provides free tutoring that specializes in specific subjects listed on their website or by request. All academic tutors, JET tutors and SI leaders are AVID-trained. Supplemental instruction is offered to help students successfully complete their coursework in courses that are historically difficult courses. The SI leader attends the particular class assigned to them and holds weekly study session outside of class to ensure students understand the course material.

1.3 Continued student success upon graduation

The Office of Career Engagement (formerly known as the Office of Career Services) offers on-campus employer Career Fairs each academic year. The Office experienced significant transitions not only in organizational structure but also in personnel during this timeframe. In addition, the COVID-19 pandemic impacted not only the ability to host in-person career fairs on campus but many businesses were either shut down or not hiring during the pandemic.

The Office of Alumni Services and Giving updated and increased the Javelina Alumni Association Alumni Directory as well as increased communications efforts to alumni through email, social media, events, meetings and gifts.

1.4 Opportunities for personal and professional development

Texas A&M-Kingsville fosters student-faculty interactions to help promote social opportunities. The university administered the NSSE to undergraduate first-year and senior students in 2016 through 2019 and again in 2021. One of the engagement indicators is student-faculty interactions. Below are the mean comparisons of student responses (first-year and senior) compared to THECB peer institutions for the years administered.

Table 23. Student-Faculty Interactions Responses										
Texas A&M-Kingsville Mean Comparison between THECB Peers for First-Year and Senior Undergraduate Students										
	2016		2017		2018		2019		2021	
	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>
First-Year Students	24.8	20.4	22.7	21.2	24.9	21.3	22.0	20.6	20.0	19.8
Seniors	28.3	24.1	27.0	24.0	27.8	24.8	27.9	24.3	24.6	22.1

Source: National Survey on Student Engagement (NSSE)

The university had higher averages than its THECB peers for both first-year and senior students who responded to the survey. The university did see a significant decline in 2021 as did the THECB peer institutions that year. This can be contributed to many campuses still operating remotely due to the COVID-19 pandemic which impacted interaction.

Table 24. FSSE 2016 Student – Faculty Interactions				
Very Often or Often Percent				
	First-Year Lower Division		Senior Upper Division	
	<i>Faculty Response</i>	<i>Student Response</i>	<i>Faculty Response</i>	<i>Student Response</i>
Talked about career plans	65%	49%	70%	49%
Worked on activities other than coursework	41%	44%	33%	42%
Discussed course topics, ideas or concepts outside of class	59%	73%	32%	44%
Discussed academic performance	76%	75%	34%	44%

Source: Faculty Survey of Student Engagement (FSSE)

Table 25. FSSE 2021 Student – Faculty Interactions Very Often or Often Percent				
	First-Year Lower Division		Senior Upper Division	
	<i>Faculty Response</i>	<i>Student Response</i>	<i>Faculty Response</i>	<i>Student Response</i>
Talked about career plans	47%	34%	68%	41%
Worked on activities other than coursework	37%	24%	45%	34%
Discussed course topics, ideas or concepts outside of class	46%	29%	58%	32%
Discussed academic performance	74%	28%	77%	36%

Source: Faculty Survey of Student Engagement (FSSE)

When the NSSE survey data (student response) is compared to FSSE survey data (faculty response) for similar questions asked, the results differ slightly with FSSE reporting higher percentage of responses of “Very Often” and “Often” for both lower and upper division (first-year and seniors) in both 2016 and 2021 as shown in the table above. Although the university received higher student ratings than its peer, it is important to note that perception differs between students and faculty. Although faculty may feel they are conducting these interactions often, students are not observing the same frequency of interactions.

Goal 2 – Research: Scholarly work that contributes to the quality of life and body of knowledge.

Texas A&M-Kingsville enjoys a proud tradition of excellent research and scholarly work. The university understands that research and scholarly work impart vitality and relevance to the teaching and learning functions on campus. Below is a list of the various examples of research and scholarly work that contributed to the quality of life and body of knowledge that were created and/or implemented in Academic Year 2017 through Academic Year 2021.

2.1 Excellence in research, scholarly activity, and research compliance

Texas A&M-Kingsville advanced to the second-highest tier of research universities as established by the Carnegie Classification of Institutions of Higher Education in 2019 and again in 2022. The university was recognized as a Carnegie Classified Doctoral University with High Research Activity. Of the 4,339 universities classified by the Carnegie Foundation, only six percent receive this distinction. Texas A&M-Kingsville is one of 89 public institutions in the country and one of six public university in Texas to receive this classification. The designation recognizes universities that award at least 20 research or scholarship doctoral degrees, but award at least 30 professional practice doctoral degrees in at least 2 programs. In addition, institutions receiving a “High Research Activity” designation must have at least \$5 million in total research expenditures, as reported by the National Science Foundation’s Higher Education Research and Development Survey. The university received the honor again in 2022 with reaffirmation of the designation. Texas A&M-Kingsville awarded 29 doctoral degrees during the 2019-2020 academic year and reported research expenditures over \$22.2 million in the 2019 fiscal year and over \$22.7 million for fiscal year 2020.

Faculty continued to excel and increase the number of peer reviewed journal articles published and scholarly work presented. Specific examples are included under Goal 5 with information for each College on the number of faculty participating in the various forms of research from academic year 2017 through 2019 where available. Faculty also received recognition by the Colleges for outstanding research. The Javelina Alumni Association annually presents the Distinguished Research Award to a deserving faculty member who has shown superior scholarship through publication, continued creativity, had research impact on their field and has garnered other academic or professional awards. The table below list the past recipients of this award for the years listed.

Table 26. Javelina Alumni Association Distinguished Research Award				
	2016	2017	2018	2019
Distinguished Research Award	Dr. John Da Graca	Dr. Shad Nelson	Dr. Richard Miller	Dr. Jingbo Liu

Source: Javelina Alumni Association

The Office of Research and Sponsored Programs conducted grant-specific workshops for faculty each year. Some popular topics were Research Office (Pre-& Post-Award Overview), Intellectual Property and Commercialization, and Graduate School and Research Compliance. The office is invited each year to present to the New Faculty Investment Program members with

the Center for Teaching Effectiveness. The office also created a networking session for individuals and units to discuss possible collaboration on upcoming grant proposals.

2.2 Research and development funding

As mentioned previously, Texas A&M-Kingsville was designated as a Carnegie Classified Doctoral University with High Research Activity with one of the requirements being that the university must have at \$5 million in total research expenditures. The table below lists the total amount award from federal sponsors, state agencies and private foundations for fiscal year 2017 through 2021.

Table 27. Annual Awarded Amounts for Fiscal Year 2017 through 2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Total Awarded Amount	\$11,806,498	\$16,534,617	\$12,544,958	\$19,314,513	\$17,998,566

Source: Office of Research and Graduate Studies

Although there was a significant decrease in expenditures in FY 2019 and a slight decrease in FY 21, the university still continued to surpass the \$5 million requirement of the Carnegie recognition. These totals include awards by federal sponsors, state agencies, and private foundations for each year. The Office of Research and Graduate Studies also provided startup funds for new faculty who engaged in research.

Table 28. Startup Funds (From RDF) for Fiscal Year 2017 through 2021					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Startup Funds	\$456,000	\$530,000	\$421,924	\$260,010	\$483,210

Source: Office of Research and Graduate Studies

Although startup funds suffered a decrease in FY 2020, the funding did increase in FY 2021 back to the institutional average. In line with research and development funding was the goal of increasing graduate assistantships. The table below shows the number of graduate teaching assistants as well as graduate research assistants as reported to the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS) for Fall 2016 through Fall 2020.

Table 29. Total Number of Graduate Assistants for Fall 2016 through Fall 2020					
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Graduate Assistants - Teaching	226	113	103	82	66
Graduate Assistants - Research		0	98	88	91
Total	226	113	201	170	157

Source: National Center for Education Statistics Integrated Postsecondary Education Data System

The decline in graduate assistantships during this timeframe aligns with the overall decline in university enrollment discussed in Objective 5.2.

2.3 Research and development infrastructure

Texas A&M-Kingsville continued to improve and renovate existing research spaces. For example, one environmental engineering laboratory and one computational laboratory was developed in Academic Year 2017 and one computational laboratory was developed in Academic Year 2018.

Faculty continue to generate research funding with proposal submissions each year. The tables include the total number of proposals that were submitted as well as the total number awarded each fiscal year as reported by the Office of Research and Graduate Studies.

Table 30. Total Number of Proposal Submitted FY 2019 through FY 2021			
	FY 2019	FY 2020	FY 2021
Total Number of Proposal Submitted	168	234	226
Total Number of Awarded Grants	113	142	148

Source: National Center for Education Statistics Integrated Postsecondary Education Data System

The number of proposals submitted increased each year with a slight decrease in FY 2021. The university had an approximate 60% acceptance rate of proposals submitted each year. This success rate can be attributed not only the high quality of research being proposed but also to the support and training of the Office of Research and Graduate Studies for the faculty/units submitting.

The Office of Research and Graduate Studies started an awards report newsletter in 2019. The newsletter lists all grants that were received during the fiscal year.

2.4 Research activities focused on outreach and community engagement

Texas A&M-Kingsville continues to build strong relationships with the community that surrounds the campus and beyond with cutting edge research that focuses on outreach and community engagement of the area. Successful research grants helped faculty develop ideas to solve problems facing communities in South Texas and across the world as well as having a tremendous impact in providing students with opportunities and experiences that will prepare them to contribute to the world. Below are a few examples of research done that contributed to community outreach and development efforts.

Located at 231 E. Kleberg on the corner of Kleberg and Seventh Streets, the former Wilson Tru-Hardware Building became a state-of-the-art facility designed to foster innovation, entrepreneurship and community engagement. This building, owned by Texas A&M-Kingsville, is now home to the Kingsville Record and the Kingsville Chamber of Commerce/EDC. In May 2011, the building was gifted to the University by the Wilson family. The original building was demolished and rebuilt but sat empty for years. In 2019, the idea of using the building as a business incubator bringing academia, the media and business community together came to fruition.

The South Texas Native Seeds project within the Caesar Kleberg Wildlife Research Institute (CKWRI) played a crucial part in restoring land impacted by the Eagle Ford Shale development. The project also worked with the Texas Department of Transportation to enable them to change their seeding practices for two-thirds of the state with the goal of impacting the entire state eventually.

The College of Business Administration annually hosted community events such as the Economic Forum and Community Breakfast. These events provided the community with information on the latest research and a snapshot of the county's economic outlook. The Office of Student Access obtained several grants that impacted the community. Below is list of various grants awarded and their purpose in serving the community.

- Talent Search (TS) – Academic, career, and financial aid counseling aimed toward high school completion and postsecondary education. Participants attend Saturday Academic Meetings (SAMs) on campus and participate in college/cultural activities. Target high schools served include H.M. King, West Oso, San Diego, and Robstown.
- Upward Bound (UB) Regular and Rural – College ready preparation services include Saturday Academic Meetings (SAMs) on campus and a 6-week summer residential program. Services include a summer bridge program with college coursework and work-study. Target schools are Alice, H.M. King, San Diego, Premont, and Raymondville.
- Upward Bound Math and Science (UBMS) Regular and Rural – College ready preparation services included in the UB programs mentioned above with special emphasis on STEM. Target schools are Alice, H.M. King, Robstown, San Diego, and Taft.
- Texas A&M University-Kingsville GEAR UP Partnership (TKGU) – Comprehensive educational and outreach services to students, teachers, and parents at H.M. King High School, Carroll High School, and Miller High School. Services include tutoring/mentoring, pre-college testing, admissions preparation, financial aid assistance, and career awareness.
- Educational Opportunity Center (EOC) Regular and Rural – Postsecondary education counseling for adults age 19 and over. Services include college admission preparation, financial aid assistance, career advising, and GED completion. Areas served are Kleberg, Jim Wells, Duval, Nueces, Hidalgo, Willacy, and Brooks counties.

Goal 3 – Student-focused Environment: A evolving campus conducive to life, learning and success for a diverse student body

Texas A&M-Kingsville continues to improve student learning facilities with new and better teaching spaces and instructional technology. The campus provided a holistic campus experience of life and learning where students can feel safe and foster student success.

3.1 A culture of inclusion and accessibility that values diverse perspectives and experiences

According to the Noel Levitz Student Satisfactory Inventory Survey, undergraduate student satisfaction in the University’s responsiveness to diverse populations increase from 2016 to 2020. Texas A&M-Kingsville also had a higher satisfaction rate than national four-year public institutions who participated in the survey each year in each item listed on the survey. The university made statistically significant improvement in satisfaction in all areas except commitment to evening students which was only slightly significantly improved between 2016 and 2020. Students responded to each item on a 1 to 7 Likert scale, with 7 being high. Averages of satisfaction scores are typically in range of 4 to 5.

Table 31. Satisfaction Results to Responsiveness to Diverse Populations				
Scale/Item	2016		2020	
	<i>Texas A&M-Kingsville</i>	<i>National Four-Year Publics</i>	<i>Texas A&M-Kingsville</i>	<i>National Four-Year Publics</i>
Overall	5.45	5.36	5.75	5.52
Institution’s commitment to part-time students?	5.30	5.36	5.72	5.52
Institution’s commitment to evening students?	5.30	5.33	5.64	5.42
Institution’s commitment to older, returning learners?	5.56	5.31	5.85	5.59
Institution’s commitment to under-represented populations?	5.52	5.42	5.78	5.56
Institution’s commitment to commuters?	5.23	5.38	5.53	5.28
Institution’s commitment to students with disabilities?	5.75	5.17	6.00	5.77

Source: Noel Levitz Student Satisfactory Inventory (SSI)

To collect information from first-year and senior students about the characteristic and quality of experience, the university administers the National Survey of Student Engagement (NSSE) Survey. One of the engagement areas that students from both groups respond to is the students’ experience learning with peers specifically how often did they have discussions with diverse others. The surveys were administered for years 2016-2019 and in 2021. Below are the results of those surveys for each year. These results are also compared to the average results of

Texas A&M-Kingsville’s Texas Higher Education Coordinating Board (THECB) peer institutions for both first-year and senior students.

Table 32. First-Year Students Mean Results Compared to THECB Peer Institutions										
Engagement Indicator	2016		2017		2018		2019		2021	
	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>
Discussions with Diverse Others	38.9	41.0	38.3	40.2	34.2	37.2	35.5	37.9	35.1	37.6

Source: National Survey on Student Engagement (NSSE)

Table 33. Senior Students Mean Results Compared to THECB Peer Institutions										
Engagement Indicator	2016		2017		2018		2019		2021	
	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>	<i>Texas A&M-Kingsville</i>	<i>THECB Peers</i>
Discussions with Diverse Others	40.9	41.2	40.7	41.0	40.0	40.0	37.4	39.4	36.5	37.9

Source: National Survey on Student Engagement (NSSE)

Senior students had higher means than first-year students each year the survey was administered, however, both first year and senior means were lower than the THECB peer institutions. This result indicates that seniors are having more frequent discussions with diverse populations but not at the same frequency of THECB peer institutions. Although there was improvement from first-year to senior year students, there are areas of improvement to raise the university average closer to the THECB peer institutions.

In 2021, a topical module was added to the NSSE survey administered regarding inclusiveness and engagement with diversity to first year students and seniors. On a scale of 1 to 4 (4=very much and 1=very little), the following shows the mean comparison between first year student and senior year responses as well as comparison between institutions that participated in the topical module that year.

Table 34. Response on Inclusiveness & Engagement with Diversity				
During the current school year, how much has your coursework emphasized the following?	First Year Mean	21 Module Mean	Seniors Mean	21 Module Mean
Developing the skills necessary to work effectively with people from various backgrounds	2.7	2.5*	2.9	2.7*

Recognizing your own cultural norms and biases	2.7	2.5	2.6	2.6
Sharing your own perspectives and experience	2.9	2.7**	2.9	2.8
Exploring your own background through projects, assignments, or programs	2.5	2.4	2.6	2.5
Learning about other cultures	2.5	2.5	2.4	2.5
Discussing issues of equity or privilege	2.5	2.5	2.3	2.5*
Respecting the expression of diverse ideas	2.8	2.8	2.7	2.8

*p<.05, **p<.01, ***p<.001 (2-tailed)

Source: National Survey on Student Engagement (NSSE)

Seniors indicated an increase in emphasis in the areas of skills necessary to work effectively with people from various backgrounds and exploring your own background through projects, assignments or programs, however; saw decrease in other items such as learning about other cultures, discussing issues of equity or privilege and respecting the expression of diverse ideas. In general, first year students and seniors had higher means than institutions that participated in the topical module that year.

Students were asked to indicated how much the institution emphasizes certain areas related to diversity and inclusivity. On a scale of 1 to 4 (4=very much and 1=very little), the following shows the mean comparison between first year student and senior year responses as well as comparison between institutions that participated in the topical module that year.

Table 35. Response on Inclusiveness & Engagement with Diversity				
How much does your institution emphasize the following?	First Year Mean	21 Module Mean	Seniors Mean	21 Module Mean
Demonstrating a commitment to diversity	2.8	2.9	2.8	2.9
Providing students with resources needed for success in a multicultural world	2.8	2.8	2.8	2.8
Creating an overall sense of community among students	2.9	2.8	2.9	2.8
Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	2.9	3.0	2.8	2.9
Providing information about anti-discrimination and harassment policies	3.0	2.9	2.9	2.9
Taking allegations of discrimination or harassment seriously	3.0	3.0	3.0	2.9
Helping students develop the skills to confront discrimination and harassment	2.9	2.8	2.8	2.7

*p<.05, **p<.01, ***p<.001 (2-tailed)

Source: National Survey on Student Engagement (NSSE)

The institutional emphasize regarding areas of diversity and inclusivity, overall, remained the same between first year and seniors. The questions “providing information about anti-discrimination and harassment policies” and “helping students develop the skills to confront discrimination and harassment” declined by a point between first year students and seniors. Overall, the university either scored the same or slightly higher than institutions that participated in the topical module.

Students were asked to indicate how much the institution provided a supportive environment to various diverse groups on campus. On a scale of 1 to 4 (4=very much and 1=very little), the following shows the mean comparison between first year student and senior year responses as well as comparison between institutions that participated in the topical module that year.

Table 36. Response on Inclusiveness & Engagement with Diversity				
How much does your institution provide a supportive environment for the following forms of diversity?	First Year Mean	21 Module Mean	Seniors Mean	21 Module Mean
Racial/ethnic identity	3.0	3.1	3.0	3.0
Gender Identity	2.8	3.0**	2.8	2.9
Economic background	2.9	2.9	2.8	2.8
Political affiliation	2.7	2.6	2.6	2.6
Religion affiliation	2.9	2.8	2.7	2.7
Sexual orientation	2.8	3.0	2.8	2.9
Disability status	2.9	2.9	2.8	2.9

*p<.05, **p<.01, ***p<.001 (2-tailed)

Source: National Survey on Student Engagement (NSSE)

The average mean between first year and seniors remained relatively the same for each of the areas asked if the institution provided a supportive environment indicating a consistency between the two levels of students. One area did see a drop in the average mean for seniors compared to first year was religious affiliation going from 2.9 to 2.7, however both averages were slightly higher or the same to the institutions that participated in the topical module. An area that the university scored slightly lower than institutions that participated in the topical module was sexual orientation.

Students were also asked to indicate how often have they done a list of activities related to diversity and inclusivity in the current school year the survey was administered. In a scale of 1 to 4 (4=very often and 1=never), first year and seniors responded the following:

Table 37. Response on Inclusiveness & Engagement with Diversity				
During the current school year, about how often have you done the following?	First Year Mean	21 Module Mean	Seniors Mean	21 Module Mean
Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	2.0	1.8**	2.0	1.8**

Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	1.7	1.6*	1.7	1.6
Participation in diversity-related club or organization	1.7	1.5**	1.9	1.5***
Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	1.6	1.4	1.5	1.5
Reflected on your cultural identity	2.1	2.0	2.0	2.2*

*p<.05, **p<.01, ***p<.001 (2-tailed)

Source: National Survey on Student Engagement (NSSE)

Overall, student reported higher participating in various diversity and inclusivity activities than students from institutions that also participated in the topical module. It should be noted that the NSSE survey was administered in the middle the COVID-19 pandemic where many classes and activities were still in a virtual format both at Texas A&M-Kingsville and around the nation. Although the university scores were higher than other institutions that participated in the topical module, the university should strive to have the mean reach closer to a 4 indicating that that students participated very often in the activities listed.

3.2 Learner-Center Environment

High-impact practices (HIPs) create educational environments that encourage students to be active, responsible participants in their own learning. According to the National Survey of Student Engagement (NSSE) administered in 2016 through 2019, and again in 2021, the participation of seniors in two or more high-impact practices was higher that of Texas A&M-Kingsville’s Texas Higher Education Coordinator Board (THECB) Peer Institutions. Although first-year students were surveyed, their results are traditionally low due to only having completed one semester on campus when the survey was administered.

	2016		2017		2018		2019		2021	
Seniors Participation	Two or more HIPs	One HIP	Two or more HIPs	One HIP	Two or more HIPs	One HIP	Two or more HIPs	One HIP	Two or more HIPs	One HIP
Texas A&M-Kingsville	62%	29%	62%	25%	59%	29%	58%	29%	51%	30%
THECB Peers	51%	29%	51%	31%	53%	31%	49%	32%	48%	31%

Source: National Survey on Student Engagement (NSSE)

It should be noted that this survey administered in 2019 was at the start of the COVID-19 pandemic with the university moving all course virtually and all face-to-face events being subsequently cancelled (last reminder email of the survey was distributed March 12, 2019).

In addition to high-impact practices, Texas A&M-Kingsville has also developed and refined various programs and initiatives that help enhance a learner-centered environment. Texas A&M-Kingsville is in its eighth year as an Advancement via Individual Determination (AVID)

higher education school, practicing AVID strategies to help students learn and succeed. The program serves all students but focuses on the least served students in the academic middle. The program is designed to increase school-wide learning and performance. The AVID system accelerates students learning, uses research-based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. All professional academic advisors, all academic tutors including Supplemental Instructions and many faculty members are AVID trained. Texas A&M-Kingsville became the first four-year university in the nation to achieve the status of National Demonstration School with the Advancement via Individual Determination (AVID) for Higher Education.

Another program that supports a learner-center environment is Living and Learning Communities. Living and Learning Communities allows students with specific majors or interests to be placed in residence halls together to encourage the formation of study groups and other student support services. Living and Learning Communities provide student learning opportunities outstanding outside of the classroom that strengthen intellectual and personal growth. They are designed to integrate curricular and co-curricular experience that complement and extend classroom learning by fostering faculty and resident interactions and enhances the intellectual and personal development of the residents. The various communities are developed around an academic or special interest theme and are structured so that students have a high degree of involvement in the program. Overall, this grouping of students fosters friendships and relationships that provide support and assistance during their education endeavors. These communities include: Fitness and Wellness, Music, Engineering, Agriculture and Wildlife, ROTC, and Honors.

3.3 Support services that foster student success and healthy lifestyles

According to the Noel Levitz Student Satisfactory Inventory (SSI) administered in 2016 and in 2020, students indicated their satisfaction as well as importance with the campus climate, campus life, and concern for the individual. Students responded to each item on a 1 to 7 Lickert scale, with 7 being high. Averages of importance are typically in the range of 5 to 6 and averages of satisfaction scores are typically in range of 4 to 5. Note that the 2020 survey was administered during the COVID-19 pandemic.

Table 39. Texas A&M University-Kingsville Surveys 2016 & 2020				
Scale	Importance		Satisfaction/SD	
	2016	2020	2016	2020
Campus Climate	6.21	6.28	5.36/1.20	5.68/1.15
Concern for the Individual	6.18	6.27	5.30/1.30	5.61/1.24
Campus Life	5.99	6.12	5.34/1.21	5.58/1.25

Source: Noel Levitz Student Satisfactory Inventory (SSI)

Students saw an increase in importance in all three areas between 2016 and 2020 with Campus Life being lower on the importance compared to the other items. Campus Life assesses the effectiveness of the student life programs offered by the university, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to

determine student's perception of their rights and responsibilities. Students also indicated higher satisfaction in all three areas from 2016 to 2020. An area that saw the highest importance and higher satisfaction was Campus Climate. Campus Climate assess the extent to which the campus provides experience that promote a sense of campus pride and feelings of belonging. Concern for the Individual was very close in importance with Campus Climate but did not see the same satisfaction as Campus Climate in both years. Concern for the Individual assess the university's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, etc.) are included in this assessment.

Below is a listing of examples of support services that foster student success that were either implemented or refined during the 2016-2021 Strategic Plan:

- The University Success course (UNIV 1101 & 1102) was restructured to transition these courses to a one semester experience (UNIV 1201) as well as revised the curriculum to center arounds a common read that culminated with a poster symposium to increase student engagement. The UNIV course is required of freshman and design to assist with enhancing their academic skills while introducing them to campus life at Texas A&M-Kingsville.
- The Center for Student Success (CSS) initiated Social Work Referral Services in Fall 2019 to provide students with information and guidance on access to university or community resource to help them cope with nonacademic challenges they may face. This initiative was motivated by the understanding that students are sometimes diverted from academic success due to nonacademic issues, such as housing and/or food insecurity. Students in the University's social work program serve as interns, they complete FERPA and Title IX training and work under the supervision of the Associate Vice President for Student Success in conjunction with Social Work faculty members. In Spring 2020, the CSS collaborated with Student Access to create an online repository of resources. Students can access the social work referral services at the Pathways Academic Assistance Center in person, via email, telephone, or virtually. Students are notified about these services through advisors, Students Affairs, or faculty members. Recently, the CSS added a Pandemic Intervention Flag in Starfish, an early intervention software to assist students at risk and by which faculty can raise non-academic concerns about students, prompting the social work interns to reach out to the student.
- Advisors Jennifer Alaniz and Ashley Ochoa established the Fostering to Success student organization for current TEXAS A&M-KINGSVILLE students formerly in foster care in AY 2016-2017. They also organized an annual foster care conference which gained attention of the Texas A&M System. This organization is still currently active on campus with its mission to create a campus-wide network of support to assist foster care alumni in achieving educational success by focusing on the academic, financial, career and social well-being of each student, enabling them to arrive and thrive on campus.
- The Pathways Academic Assistance Center (PAAC) assist students on an individual, case-by-case basis, helping students understand general course content, promoting independent learning and helping resolve immediate academic crisis. Courses for which the University provided tutoring support are selected on the D/F/W rates of course that serve large numbers of students. During the pandemic, the PAAC transitioned to offering online services by appointment. Starting Fall 2020, the PAAC also began offering sessions to aid in general study and time management skills. In January 2021, the Pathways Academic Assistance Center allowed students to request either course-based or

skill-based tutoring while continuing to provided online as well as face-to-face meetings. The Center for Student Success is home to the Peer Assistance Leader (PALs) Mentoring Program. The program aims to promote the success of First-Year and Transfer students by providing opportunity for a one-to-one and small group mentor relationship. Peer mentors share skills and positive habits; they also create awareness of the resources, programs and opportunities on campus. PALs attend in-person classes where allowed, participate via Blackboard when needed, and communicate regularly with their assigned students.

Similar to the initiatives for student success, various programs were implemented or refined during the 2016-2021 Strategic Plan in order to support healthy lifestyles of the students at Texas A&M-Kingsville. Below is a listing of some of those items:

- The Department of Campus Recreation and Fitness promotes and provides programs, services, and facilities that focus on holistic healthy lifestyles. They operate the Student Recreation Center and the Recreational Sport Complex built in AY 2016-2017. It provides unlimited opportunities through the year for students to participate in open recreation and fitness programs designed to meet their fitness and recreational goals. The Department also runs Texas A&M-Kingsville's Intramural Sports program with a wide variety of sports and leagues for students to participate in throughout the year.
- Student Health and Wellness – Counseling Services offers a wide range of free and confidential personal, psychological academic, and career counseling to all currently enrolled students. In response to the pandemic, Counseling Services began offering Tele-Mental Health counseling service through the HIPAA secure platform Zoom and virtual counseling via Tele-Mental Health and continues to use these options.
- Student Health and Wellness – Health Care Clinic (HCC) provides ambulatory/outpatient medical and nursing services to students who are enrolled for the current semester or intersession while classes are in session. All registered students pay a health service fee that includes unlimited visits to see a health care provider. Medication, lab services, minor surgical procedures, and immunizations have a minimal fee.
- Student Health and Wellness – Wellness Program (WP) strives to provide increased award on education, prevention and intervention services involving alcohol, tobacco and other drug abuse and misuse, HIV/AIDS & other STDs, sexual health, and sexual assault while promoting positive decision-making and health lifestyles. Two primary components of the Wellness Program are the Peer Educator Program (PEP Talk) and the Women's Enrichment Program. The PEP Talk goal is to share, teach and empower peers to review their lifestyles and make responsible, healthier decisions. The Women's Enrichment program's goal is to establish a gender equity environment that encourages personal growth via individualized services, skill building training, and educational outreach. Annual programs include the annual Breast Cancer Awareness Walk/Run, Women's History Month, Walk a Mile in Her Shoes, and Take Back the Night. Other components within the Wellness Program include the Don't Cancel Class/Educational Outreach Program and the STEP-UP Javelina Bystander Intervention Program.
- Javelina CARE Closet (formerly the Javelina CARE Pantry) was established in 2018 to provide food, hygiene products and professional clothing for students who are having financial difficulties. The Javelina Care Closet is a proud member of the College and University Food Bank Alliance.

3.4 Resources that include personnel, infrastructure and technology to support educational programs and student services.

Texas A&M-Kingsville actively allocates resources to support educational programs and student services. Student learning facilities continue to improve with new and better teaching spaces and instructional technology. In addition, student life facilities continued to undergo planned improvements. Below is a list of some of the key areas of improvements to infrastructure and technology through allocated resources.

- As mentioned previously, in AY 2016-2017, the 17.2-acre Recreation and NCAA Sport Complex, a \$7 million-dollar project, added sand volleyball, a cricket pitch, new tennis courts, and allowed for additional fields such as soccer fields for the future.
- Construction began in 2017 for the new \$60 million Education Complex and Music Building. This building tripled the size of the current Bellamah Music Building and includes a 500-seat performance hall, a 100-seat recital hall and four large rehearsal halls for band, choir, orchestra and jazz. The building was open to students and faculty in the Fall 2019 semester.
- The large animal teaching facility pavilion finished construction in AY 2016-2017.
- The HOWE 155 lab/classroom was renovated and increased seating capacity to 5 students using College of Agriculture and Natural Resources funding. The University funds renovated KLAG 102 classroom with seating capacity for 80 students.
- The Center for Academic Technology (formerly known as Center for Distance Learning and Instructional Technology) were able to upgrade the instructional technology for 91 academic classrooms from AY 16 thru AY 20 including temporary academic large lecture spaces such as Jones Auditorium, Little Theater and Turner Bishop Hall Cafeteria in response to the COVID-19 pandemic accommodations.
- Student Recreation and Fitness Center completed a \$350,000 renovation of the facilities in AY 2017-2018.
- College of Agriculture and Natural Resources and University Funds helped renovated the KLAG Soil Lab in AY 2018-2019.
- Bloomberg Financial Classroom with the College of Business and Administration was opened in Spring 2019 thanks to a generous donation from Kleberg Bank. This space provides students with real-time access to comprehensive, industry-leading data used by brokerage houses, investment banks, corporations, and government agencies.

During the years of the strategic plan, the university distributed two one-time merit payment to eligible employees on February 28, 2019 and again in April 23, 2021. PriceWaterhouseCooper (PwC) work with the Texas A&M University System and Texas A&M University-Kingsville for two years (Fall 2014 through Fall 2016) to standardized title codes and to create as system-wide pay plan for non-faculty positions. Through this review, it was evident that positions were not properly classified and aligned with new title codes and pay plan. This new alignment resulted in positive salary adjustments for some individuals. These measures as well as individual unit hiring and promotion practices help recruit and retain high, quality faculty and staff.

3.5 An affordable student experience that lessens student debt and time to degree

Texas Higher Education Coordinating Board (THECB) reports various key measures regarding student debt at the statewide and institutional levels. For some of these key measures, there is a two-year gap in the data due to state reporting deadlines and data collection.

Median Percent	2017	2018	2019
Texas A&M-Kingsville	72.41%	70.14%	71.19%
Texas A&M-Corpus Christi	74.46%	66.43%	68.34%
Sam Houston State University	68.21%	69.66%	64.27%
Texas A&M-Commerce	71.11%	66.94%	61.75%
Texas Southern University	107.29%	103.18%	100.01%
Texas Woman’s University	66.98%	58.22%	55.14%
University of Texas-Rio Grande Valley	50.23%	50.24%	47.81%
Statewide	61.18%	58.18%	55.62%

Source: Texas Higher Education Coordinating Board Accountability System

The first measure reported is student debt as percentage of wage. This is the median of individual student loan debt as a percentage of first year wage for students awarded a certificate, associate degree, or bachelor’s degree in a given year from a Texas public institution. Individual must have student loan debt at the time of award and wages in the first year following award. Each student’s loan debt includes loans reported in the THECB financial aid databased (FADS) report by any institution for that student in the last 15 years, excluding parent loan debt. First year wages are based on UI wage data reported to the Texas Workforce Commission. Bachelor’s degrees awarded at community colleges are not included. Below is the statewide median percentage as well as the median data for Texas A&M-Kingsville and its THECB peer institutions for years available.

Although Texas A&M-Kingsville is higher than the statewide median, the university was not as far off from its peers particularly those within the Texas A&M System. The university did see a 2% decrease between 2017 and 2018 in the median percentage but did see a slight increase in 2019. The university has areas of improvement to lower the median percentage of student debt of the first-year wages of its undergraduate students. As mentioned in the student achievement section, Texas A&M-Kingsville graduates on average receive higher salaries than our THECB peer institutions in the years reported. Considering that over half (~70%) of their higher salary compared to THECB peers is the students’ loan debt is an area that the institution should focus on.

Median Percent	2017	2018	2019
Texas A&M-Kingsville	67.37%	69.47%	70.90%
Texas A&M-Corpus Christi	68.74%	67.95%	66.78%
Sam Houston State University	64.23%	65.37%	66.24%

Texas A&M-Commerce	66.55%	61.75%	57.88%
Texas Southern University	65.90%	71.61%	76.68%
Texas Woman's University	66.65%	66.61%	65.04%
University of Texas-Rio Grande Valley	60.29%	55.59%	54.50%
Statewide	57.67%	56.42%	55.27%

Source: Texas Higher Education Coordinating Board Accountability System

Another key measure of statewide student debt is the percentage of graduates with debt. The percentage of students awarded an associate or bachelor's degree from a Texas public or private (independent) 4-year institution, or awarded a certificate or associate degree from a Texas public or private (independent) 2-year institution in a given year who have student loan debt. Each student's load debt includes loans reported in the THECB financial aid databased (FADS) report by any institution for that student in the last 15 years, excluding parent loan debt. Below is the statewide percentage as well as the percentages for Texas A&M-Kingsville and its THECB peer institutions for years available

Similar to the previous data, Texas A&M-Kingsville's percentage is higher than the statewide percentage by 15%. While most institutions saw a decrease in the percentage each year, Texas A&M-Kingsville saw a small increase each year (around 2% increase each year). In line with the state's strategic plan to lower the cost of higher education and thus lowering the amount and number of students graduating with student debt, the institution will need to focus on programs and initiatives to help in this area.

Table 42. Average Time to Degree in Years (Bachelor's degree)			
	2019	2020	2021
Texas A&M-Kingsville	4.80	4.70	4.90
Texas A&M-Corpus Christi	4.80	4.80	4.80
Sam Houston State University	4.90	4.80	4.80
Texas A&M-Commerce	5.10	5	5.90
Texas Southern University	5.50	5.40	5.40
Texas Woman's University	5.20	5.20	5.10
University of Texas-Rio Grande Valley	5	4.80	4.80
Statewide	4.70	4.70	4.60

Source: Texas Higher Education Coordinating Board Accountability System

The table above list the average length of time in year to complete a bachelor's degree. Students are tracked 10 years back for total years and months that have elapsed from the first date of entry. Dual credit and developmental education hours are excluded.

Texas A&M-Kingsville is slightly above the statewide rate and that of Texas A&M University-Corpus Christi and University of Texas at Rio Grande Valley, two of the institutions closes to the university geographically. It should be noted that Texas A&M-Kingsville's most popular majors, music and engineering, have degree plans with total required semester credit hours higher than the required 120 SCH (as high as requiring a total of 132 SCH).

Table 43. Average Attempted SCH to Degree (Bachelor's Degree)			
	2019	2020	2021
Texas A&M-Kingsville	139	139	139
Texas A&M-Corpus Christi	137	139	138
Sam Houston State University	138	135	136
Texas A&M-Commerce	136	135	134
Texas Southern University	151	150	149
Texas Woman's University	139	138	136
University of Texas-Rio Grande Valley	140	136	136
Statewide	135	133	133

Source: Texas Higher Education Coordinating Board Accountability System

The table above displays the average attempted semester credit hours (SCH) to complete a bachelor's degree for Texas A&M-Kingsville as well as its THECB peers and statewide. Students are tracked 10 years back for accumulation of semester credit hours that have elapsed from the first date of entry. Dual credit and developmental education hours are excluded.

As mentioned in the previous table analysis, Texas A&M-Kingsville's most popular majors, music and engineering, have required total SCH higher than the minimum of 120 (as high as requiring a total of 132 SCH). Although the average is higher than the statewide and the majority of the institution's peers, many of these institutions do not have large music and engineering program (both in SCH and enrollment of students) as Texas A&M-Kingsville which may contribute to the lower SCH listed.

Goal 4 – Prominence: Renowned programs, faculty, staff and student body.

Texas A&M-Kingsville is nationally known for signature programs in agriculture, engineering, music, and others. Faculty, staff and student continue to strive for excellence and showcase the university in the national and international area.

4.1 National recognition of faculty, staff and student achievements

Information collected below was listed in executive summaries of university institutional effectiveness plans as well as university news publications. This listing is not inclusive of all national and international faculty, staff and student achievements.

National Recognition of Individual Student Achievements

2016-2017

- Natalie Janes won the National Intramural-Recreational Sports Association's William N. Wasson Student Leadership and Academic Award (university's first recipient of this award).
- Cerelia Diaz, 2017 National Student Teacher of the Year by Kappa Delta Pi (KDP) and the Association of Teacher Education (ATE).

2017-2018

- Janele Nieves and Taryn Melugin presented a poster at the Texas National Association of Social Workers (NASW) conference and were award first place in the student competition, they were only one of two BSW level posters, the rest were all Master of Social Work level.
- Anthony Villasana, Jerome Watkins, Ruben Mendiola, Roque Cortinas officiated in National Intramural-Recreational Sports Association's Regional Championship Series for Flag Football and Basketball.
- Bass Trombone student, Eden Garza, won the International Trombone Association Bass Trombone Orchestral Excerpts Competition.

2018-2019

- Cruz Armas (Grad) received Honorable Mention for the 2019 American Kinesiology Association (AKA) National Master's Scholar Award, and award given annually to the top kinesiology Master's student in the nation.
- Roger Garcia became Texas A&M-Kingsville's first Goldwater Scholar last year, 3 other Honors students were Goldwater nominees and one was a Fulbright Semi-Finalist
- Ashlea Rosenbaum was awarded National Intramural-Recreational Sports Association's William N. Wasson Award – the top honors a student may receive on a national scale in collegiate recreation.

2019-2020

- Shae Diehl won first place in the undergraduate level competition at the Subtropical Agriculture and Environments Society Annual Meeting.
- Alvaro Garcia won second place in the graduate level competition at the Subtropical Agriculture and Environments Society Annual Meeting

2020-2021

- Jessica N. Hinojosa has received the 2021 National Master's Scholar Award from the American Kinesiology Association (AKA)
- Karen Colchado Davila, placed in the final rounds of the National Association of Teachers of Singing (NATS) national competition. Tied for second place in the final round of the Graduate/Advanced Category of American Negro Spirituals

National Recognition of Organization/Unit Achievements

2016-2017

- Javelina Cheerleaders earned 3 Blue Superior Ribbons at Universal Cheerleaders Association Cheer Camp (Note: Blue Ribbon is the highest earned ribbon at UCA Cheerleading Camps: (1) School Fight Song; (2) Game Day Timeout Scenario; (3) Crowd Leading Sideline Scenario.
- Texas A&M-Kingsville Rangeland Team, 2017 Rangeland Cup Award, International Society for Range Management.
- Texas A&M-Kingsville Wildlife Society placed 5th at International The Wildlife Society (TWS) Wildlife Quiz Bowl (September 2017)
- Texas A&M-Kingsville Trumpet Ensemble was selected to perform at the International Trumpet Guild in Pennsylvania
- Texas A&M-Kingsville Trombone Choir performed at the Big 12 Trombone Conference at Texas Tech University in Lubbock;
- Texas A&M-Kingsville Tuba/Euphonium Ensemble invited to perform at the South-Central Tuba Euphonium Association Conference at the University of Texas-Rio Grande Valley in Edinburg;
- Three flute students were invited to perform with the National Flute Association Flute Ensemble in Minnesota
- Golden Key won Key Status recognition (1 of 26 chapter nationwide).
- A student team from the AIChE student chapter was awarded first place in the Southwest Regional ChemE car competition for the second year in a row. They will represent TEXAS A&M-KINGSVILLE at the Fall AIChE 2017 National Meeting in Minneapolis.
- College of Engineering ranked 10th among all universities in the country for international MS student enrollment in 2016 (Source: ASEE Prizm Magazine, Summer 2017 issue)
- The Texas A&M-Kingsville Chapter of Golden Key International Honour Society achieved Key Chapter status for 2017. Out of the 405 Golden Key chapters around the world, only 32 were awarded this status for 2017.
- The Texas A&M-Kingsville chapter of Alpha Lambda Delta (First Year Honor Society) was awarded the 2017 Delta Award – Gold for a 114% increase in the chapter's membership from 2015-2016 to 2016-2017.
- The U.S. Government Publishing Office named the Library the 2016 Federal Depository Library of the Year.
- A student team from the AIChE student chapter was awarded first place in the Southwest Regional ChemE car competition for the second year in a row. They

- represented Texas A&M-Kingsville at the Fall AIChE 2017 National Meeting in Minneapolis.
- The student chapter for the American Association for Drilling Engineers was awarded first place from the national society for their outstanding efforts in the area of community service.
 - The U.S. Government Publishing Office (GPO) named James C. Jernigan Library the 2016 Federal Depository Library of the Year. The library was selected for its leadership, educational outreach, and commitment to providing free public access to federal government information.

2017-2018

- Texas A&M-Kingsville Wildlife Society was named the Outstanding Student Chapter in 2018 by the International Wildlife Society.
- Beach Volleyball won the Division II American Volleyball Coaches Association National Championship
- Men's Track and Field won the National Collegiate Athletic Association (NCAA) Division II Men's Outdoor Track National Championship
- Baseball won the National Collegiate Athletic Association (NCAA) South Central Regional Championship and advanced to the DII College World Series for the first time in the program's history.
- Texas A&M-Kingsville Trumpet Ensemble was selected to perform at the International Trumpet Guild in San Antonio;
- Texas A&M-Kingsville Tuba/Euphonium Ensemble invited to perform at the South-Central Tuba Euphonium Association Conference at West Texas A&M University in Canyon;
- Three Trumpet Ensembles were selected to compete in the National Trumpet Competition while the top ensemble made it to the semi-finals,
- Bass Trombone student, Eden Garza, won the International Trombone Association Bass Trombone Orchestral Excerpts Competition
- National Natural Toxin Research Center hosted an international conference, Venom Week VI, on the campus
- The Texas A&M-Kingsville American Nuclear Society student section tied for 2nd Runner Up in the 2017 Samuel Glasstone Award competition. This award is given each year to the outstanding student section of the American Nuclear Society for accomplishing the most notable achievements in public service and the advancements of nuclear engineering.
- The Javelina Cheerleaders earned Blue Superior Ribbons at Universal Cheerleaders Association Cheerleading Camp for School Fight Song, Game Day Timeout Scenario and Crowd Leading Sideline Scenario. The Blue Superior Ribbon is the highest honor earned at camp.
- In Summer 2019, the Javelina Horn Quartet won the Quartet Competition at the 51st International Horn Society Symposium in Belgium.
- AY 2018-2019: The Beta Gamma Sigma chapter in the College of Business Administration was recognized as a Highest Honor Chapter. This is a student honor society associated with the Association to Advance Collegiate Schools of Business (AACSB).

2018-2019

- Softball – Finished 2nd in the nation after winning South Central Regional
- W. Track and Field SA Racheal Somoye won the DII National Championship in the Hammer Throw
- Beach Volleyball – Finished the Spring 2019 season ranked 2nd
- Mens' Track – Finished 6th at the 2019 Outdoor National Championship
- Texas A&M-Kingsville Soil Judging Team received awards (3rd place Southern Region and 9th place Nationals) Team Judging Soil Pit competition.
- Beta Gamma Sigma Honors Society in the College of Business Administration was recognized as a Highest Honors Chapter. Qualifying for this recognition is indicative of a campus where academic excellence is highly valued and where chapter officers work diligently to enhance Beta Gamma Sigma's stature on campus.
- Zeta Nu Chapter Sigma Pi Business Fraternity was recognized as a Chapter of Excellence. A Chapter of Excellence is a chapter that is operationally sound with a well-rounded program that focuses on larger scale events and national Fraternity promotion.
- College of Engineering: Best Chapter Award – IEEN/HKN Student Chapter, 4 years in a row (24 are selected worldwide).
- In Spring 2019, the National Association of Veterinary Technicians in America (NAVTA) awards Texas A&M-Kingsville Student Chapter of the Year to the Vet Tech Club. The award is given to a NAVTA student chapter that works to promote the field of veterinary technology/nursing and demonstrates involvement in community service.
- In Spring 2019, Texas A&M-Kingsville received recognition as a Carnegie Classified Doctoral University with High Research Activity, the second highest tier of research universities. Of the 4,339 universities classified by Carnegie Foundation, only six percent receive this distinction or higher. Texas A&M-Kingsville is one of 89 public institutions in the country and one of five public universities in Texas to be classified as Doctoral University with High Research Activity.

2019-2020

- Wind Symphony placed second in one of the nation's most prestigious performing arts competition – The American Prize.
- The Golden Key Chapter is one of only 24 chapters worldwide to receive the Key Chapter Award for 2020. This is the second time the university received this international award. First time was 2017.
- Texas A&M-Kingsville Trombone Choir as named second runner-up in the Emory Remington Competition which is one of several competitions held by the International Trombone Association.
- Texas A&M-Kingsville American Chemical Society student chapter selected to receive a national award. According to its website, the Society Committee on Education selects student chapters to receive special recognition on the basis of their program and activities.
- Texas A&M-Kingsville Wind Symphony made the list of semi-finalists in the American Prize National Nonprofit Competition in the Performing Arts.
- Texas A&M-Kingsville opera group named finalize in National Opera Association Competition.

2020-2021

- Trumpet Ensemble named finalist in the National Trumpet Competition (NTC)
- School of Music Jazz Band I was awarded the Outstanding Performance Award in the Graduate College category at the annual DownBeat Student Music Award. Downbeat magazine the world leading music publication devote to jazz.
- A trombone quartet named The Chulobones was named the winner of the International Trombone Association (ITA) trombone quartet competition.
- The Institute of Architectural Engineering Heritage Team won Best Build and Best Poster at the Association for Preservation Technology International (APTI) Student Design Build Competition.

National Recognition of Faculty Achievements

2016-2017

- Dr. Scott Henke, Advisors of the Year Award, The Wildlife Society (international)
- Dr. Bart Ballard, Wetland Conservation Achievement 2016 Award, Ducks Unlimited.
- Dr. Lenny Brennan, Society Fellow Award, American Ornithologist's Union
- Dr. Alfonso 'Poncho' Ortega, received Presea al Merito Pro Flora Y Fauna, Categoria Educacion from Nuevo Leon
- Dr. Dongnyoung Kim was recognized at the annual Academy of Finance meeting. Dr. Kim's paper, "CEO Political Ideology and Employee Relation," won the best paper award in corporate finance track form Academy of Finance.
- Dr. Thomas Krueger won the 2017 "Best in Track Award: Personal Finance" at the Academy of Finance Meeting, Chicago
- Dr. Hans Schuman was selected for a Fulbright Award to Albania for Spring 2018 semester to conduct research and lead master classes. He joined the faculty of Luarasi University.
- Dr. Michael Knight was awarded the best research publication by the International Journal of Strategic Management (IJSM) Vol 16, Issue 2.
- Dr. Thomas Krueger chaired the 2017 Academy of Finance annual meeting and served as a program chair.
- Dr. Martha Sale, Editorial Board Member, Academy of Accounting and Financial Studies Journal
- Dr. John Cicala, Member of Editorial Board, Journal of Business and Industrial Marketing; Member of Editorial Board, Marketing Education Review; Member of Advisory Council, Harvard Business Review
- Dr. Gerald Ledlow, Editor, Journal of Global Business and Technology; Editorial Review Board Member, Health Communication
- Dr. Michael Knight, Editor, Dr. Jack Short, Associate Editor, International Journal of Social and Organizational Dynamics in Information Technology
- Dr. William Worek served as Co-Editor for Marks' Handbook for Mechanical Engineers, McGraw-Hill
- Dr. William Worek serves as the Executive Editor, Applied Thermal Engineering (Elsevier) since 2015

- Dr. Steve Nix was elected as a Life Member of American Society for Engineering Education, 2017
- Dr. Mohammad Alam served as the General Chair for the 19th IEEE International Conference on Computers and Information Technology (ICCIT 2016)
- Dr. Mohammad Alam served as the Conference Chair for the 29th SPIE Conference on Pattern Recognition and Tracking (PRT 2017)
- Dr. Agarwal received numerous honors. Thomson Reuters again named him a “Highly Cited Researcher”. He received an honorary Doctorate from the University of Nis, Serbia, and the designation of Doctor Honoris Causa from several universities in Bulgaria and Romania.

2017-2018

- Dr. Ravi Agarwal was ranked as Highly Cited Mathematician 12th time consecutively by the world’s most prestigious organization Thomson Reuters/Clarivate Analytics
- Dr. Sarjinder Singh was externally nominated to be a Fellow of the American Statistical Association (ASA).
- Dr. Clay Hilton, Executive Committee and new Chair of Executive Board of the American Association of Zoo Veterinarians
- Dr. Sandra Rideout-Hanzak, Faculty Fellowship in Israel, Jewish National Fund
- Dr. Shad Nelson, 2018 Friend of Conservation Award, Region III Soil & Water Conservation Districts
- Dr. John da Graca, Arthur Potts Award, Subtropical Ag & Environments Society
- Dr. Thomas Krueger won the 2018 Best in Track Award: Personal Finance at the Academy of Finance Meeting
- Dr. Thomas Krueger served as the 2018 President of the Academy of Finance
- Mr. Harmeet Singh received the Technology Innovator of the Year Award.
- Dr. William Worek, 2018 Frank Keith Energy Award Recipient, American Society of Mechanical Engineers.
- Dr. Mohammad Alam presented 3 Keynote Addresses and 1 Plenary Talk at international conferences.
- Dr. Mohammad Alam served as the General Chair for the 21th IEEE International Conference on Computers and Information Technology (ICCIT 2017).
- Dr. Mohammad Alam served as the Conference Chair for the 30th SPIE Conference on Pattern Recognition and Tracking (PRT 2018).
- Odette Gonzalez was awarded the ACE Award from the American Speech-Language-Hearing-Associate- given to professionals who have demonstrated a commitment to lifelong learning.

2018-2019

- Dr. Steven Chumbley, Distinguished Innovative Award, American Association of Agriculture Educators
- Dr. Michelle Garcia, President, Subtropical Ag & Environmental Society.
- Dr. Tanner Machado, Exec. Committee of the Intercollegiate Meat Judging Coaches’ Association
- Dr. Clay Hilton, Executive Committee and new Chair of Executive Board of the American Association of Zoo Veterinarians

- Dr. Hearon served on the Board of Directors for American Kinesiology Association.
- Dr. Burt was appointed to the American Kinesiology Association Communications Committee.
- Dr. Steve Bain was elected President-Elect of the European Branch of the American Counseling Association.
- Dr. Guzmán served as Co-chair of the Outstanding Dissertation Award committee for the Hispanic Research Issues –Special Interest Group (HRI-SIG) of the American Education Research Association (AERA). August 2018-April 2019. Conference held April 2019, Toronto, Canada.
- At the regional level, Dr. Sowell Serves as Board Member At-Large, Southwest Education Research Association (SERA), February 2018-2021
- Dr. Kim Jones organized the 20th Annual US EPA Region 6 Water Quality and Management Conference.
- Dr. William Worek received the 2018 Frank Keith Energy Award from ASME.
- Dr. Mohammad Alam presented 2 Keynote addresses and 1 Plenary Talk at international conferences.
- Dr. Mohammad Alam served as the General Chair for the 21st IEEE International Conference on Computers and Information Technology (ICCIT 2018).
- Dr. Mohammad Alam served as the Conference Chair for the 31st SPIE Conference on Pattern Recognition and Tracking (PRT 2018).

2019-2020

- Dr. John da Graca won Special Recognition Award by the Subtropical Agriculture and Environments Society in appreciation of his outstanding and dedicated service to the Society and the citrus industry in the Lower Rio Grande Valley
- Dr. Michelle Garcia serves as the President of the Subtropical Agriculture and Environments Society.
- Dr. Natalya Delcours was elected to the Board of Directors of the Association to Advance Collegiate Schools of Business International (AACSB), a three-year term.
- Dr. Ari Sherris was a co-recipient of the 2019 Best Article Award from the International Association of Task-Based Language Teaching.

2020-2021

- Dr. Daniel Burt was presented with a Presidential Award for Excellence in Leadership from the National Association for Kinesiology in Higher Education NAKHE
- Dr. Jingbo Liu named one of the 2021 Distinguished Women in Chemistry or Chemical Engineering by the International Union of Pure and Applied Chemistry.
- Dr. Jingbo Liu, was selected as a Fellow of both Vebleo and the International Association of Advanced Materials (IAAM).
- USDA selected two faculty as 2021 E. Kika De La Gaza Fellows: Dr. Ammar Bhandari and Dr. Roberto Vela Cordova. They are among the 25 faculty and staff chosen from Hispanic-Serving Institutions across the nation.

National Recognition of Staff Achievements

2016-2017

- Anthony Kreitzer served as the Director of the NIRSA Officials at the University Texas-Dallas and University of Nebraska-Lincoln, served as the Official's Committee at the NIRSA's National Flag Football Tournament in Pensacola, FL, and served on the Official's Committee at the NIRSA's Regional Basketball Tournament at the University Houston.
- Advisor Breanne Flores-Contreras was elected to the Board of Directors for the Emerging Leaders Program through the National Academic Advising Association (NACADA).

2017-2018

- Cindy Longoria was awarded Outstanding Academic Advising award through the National Academic Advising Association (NACADA).
- Nicole Morris was selected for the Dow Jones Multi-Media Fellowship.
- Barbara Birdwell served as member of the AVID Higher Ed Student Success Initiative Committee.
- Tony Kreitzer received NIRSA's Horace Moody Award for outstanding commitment to student development.

4.2 Innovative Programs

Texas A&M-Kingsville maintains national recognition for signature programs in engineering, education, agriculture, wildlife management, music, biomedical sciences and others. During the 2016-2021 academic years, several existing programs received accolades while several new programs were established. Below is listing of nationally recognized programs as well as new programs approved. This listing is not inclusive of all recognized programs or new programs created in the academic years 2016-2021.

- College of Engineering's MS in Electrical Engineering ranked as the 17th best master's degree program (CollegeChoice.net).
- College of Engineering's Ph.D. in Environmental Engineering nationally ranked at 69 (previous ranking was 83) 2018-2019
- In 2017, the website Fashion-schools.org ranked the fashion merchandising concentration (within the human science major) at Texas A&M-Kingsville in the top 10 fashion schools in the Southwest. The program ranked eighth out of schools considered in Texas, Oklahoma, Arizona, New Mexico, Colorado, Utah and Nevada. In addition to the regional ranking, Texas A&M-Kingsville ranked 46th among fashion merchandising schools in the U.S., alongside internationally known schools like the top-ranked Fashion Institution of Technology in New York, Kent State University, Drexel University, Oregon State University, and University of Delaware. The criteria considered in ranking the program includes academic reputation, admissions selectivity, depth and breadth of program and faculty and geographic location.
- In November 2017, the College of Business Administration was granted Association to Advance Collegiate Schools of Business (AACSB) accreditation. This puts the

- Texas A&M-Kingsville business college among the top five percent of all business schools around the world. AACSB is the world's largest business education alliance connecting educators, students and business to achieve a common goal: to create the next generation of great leaders. AACSB provides quality assurance, business education intelligence, and professional development service to nearly 1,600-member organizations and more than 790 accredited business schools worldwide
- In 2017, Texas A&M-Kingsville was one of only 65 colleges and universities in the nation to be recognized as a member of the Phi Theta Kappa Transfer Honor Roll which recognizes the top four-year colleges and universities for creating dynamic pathways to support community college transfer students. Winners were selected based on engagement, collaboration, impact and achievements related to the transfer of community college students. Other criteria included partnerships, support, admissions outreach, scholarships/financial aid, student engagement opportunities, and institutional priorities.
 - In Spring 2018, two graduate engineering programs at Texas A&M-Kingsville received national recognition. The electrical engineering graduate program has been ranked 17th in the nation according to CollegeChoice.net. The program is only one of two from the state of Texas included in the 35-school list. The environmental engineering graduate program is ranked 69th in the nation according to U.S. News and World Report. This tied Texas A&M-Kingsville's environmental engineering graduate program with schools that included Dartmouth College, Marquette University and University of Georgia, among others.
 - Texas A&M-Kingsville became the first four-year university in the nation to achieve the status of National Demonstration School with the Advancement via Individual Determination (AVID) for Higher Education. The university also received the first inaugural AVID for Higher Education Lighthouse Institution Award in December 2019.
 - College of Business Administration earns #1 spot on this year's list among "Top 50 Affordable Online Masters of Business Administration Degrees."
 - College of Engineering's MS in Industrial Engineering ranked as the 9th best online engineering program for 2018 (Best College Reviews).
 - In AY 2018-2019, the Online MBA program ranked #1 by College Consensus.
 - In Spring 2020, the undergraduate teacher preparation program has been given an "A" rating by the National Council on Teacher Quality's Teacher Prep Review. In total, 15 traditional undergraduate and graduate programs in Texas earned an "A" in the 2020 Teacher Prep Review. Texas A&M-Kingsville joins Texas A&M University and Texas A&M University-San Antonio as the only schools in The Texas A&M University System included in the ratings.
 - In July 2020, PayScale's College Salary Report ranked Texas A&M-Kingsville among the list of top colleges in the state based on alumni salaries. The university was recognized as an engineering and research state university and ranked 20 out of 80 on the list for 2019 which included both public and private colleges. This list included salary data for alumni whose highest degree was a bachelor's degree. According to the data collected, Texas A&M-Kingsville was the top of the list with 53% of degrees award in Science, Technology, Engineering and Mathematics (STEM). The data also showed 63% of alumni say their work makes the world a better place.

- In October 2020, Texas A&M-Kingsville ranked among the top 25 universities in the nation based on alumni rating by Forbes Media. The university ranked 21st on the list and is one of only two Texas universities to be included in the rankings, the other institution being Rice University. Topping the list are Princeton University, Yale University and Massachusetts Institute of Technology.
- In December 2020, Texas A&M-Kingsville’s School of Music was named in the top quarter of the “100 Great Value College for Music Majors” by Great Value Colleges, a resource website for students that ranks program and degree offerings. Texas A&M-Kingsville was ranked 25th on the list with a score of 11 points which is determined by tuition, student to faculty ratio, graduate degree opportunities, accreditation and other factors.
- In April 2020, the special education master’s online degree program ranked 24th by Online U in the Most Affordable category. The online sport management program ranked 11th in the nation as most affordable by Online U. To be considered for these subject ranks, schools need to be regionally accredited and need to offer at least one fully online degree in the subject for the degree level of the list.
- College of Engineering ranked 8th among all universities in the country for awarding MS degrees to international students in 2016 (Source: ASEE Prizm Magazine, Summer 2017 issue)
- New programs approved:
 - 2016-2017 MS in Rual Mental Health Counseling program approved by THECB
 - 2017-2018 MS in Petrophysics approved by System and THECB.
 - 2018-2019: MS in Mechatronics; MS in Environmental Systems Management, BS in Industrial Engineering

4.3 Strategic external partnership and collaborations

Texas A&M-Kingsville strives to develop and maintain collaborative relationship with existing and prospective partners. Below is a listing of a few external partnerships and collaborations that occurred during the academic years of 2016-2021:

- Although established in 2013, Premont ISD and Texas A&M-Kingsville as well as Texas A&M University System celebrated the successful alliance between the university and the school district in 2018 due to their unprecedented turnaround. Five years prior, the Texas A&M System and official from the Texas Education Agency announced that the alliance was forming to help the struggling school district avoid closure. Through the alliance, Texas A&M-Kingsville provided a number of support programs to the district including helping raise about \$8 million in grants for Premont ISD, aiding the district in the transition of a new state accreditation system, kicking off a Teacher Advancement Program, helping to launch Premont ISD’s Early College High School and Summer Bridge programs, and even allowing Premont high school freshman to study and take classes at the university. In 2016, Premont ISD met the state’s academic standards for the first time since 2011. In 2018, the district broke ground on the new Ernest H. Singleton Premont Early College Academy, which is named for the superintendent who first entered into the alliance.
- Texas A&M-Kingsville hosted the 2019 NCAA Division II Outdoor Track and Field Championship at Javelina Stadium. The annual event features the top athletes in the

division and these include Olympians and some of the top-ranked runners, jumpers and throwers in the world.

- Dr. Christine Reiser-Robbins received a grant for a collaborative digital humanities partnership between Texas A&M-Kingsville, Del Mar College, and the Corpus Christi City Landmark Commission.
- Del Mar College and Texas A&M-Kingsville signed a five-year memorandum in May 2021 to form a partnership to provide a joint admission programs, reverse transfers and a non-academic consortium agreement. The agreement started Fall 2021. The mutual goal is to provide students access to all resources and services they need to be successful. The joint admission allows students to take classes at both schools concurrently and offers enhanced access to advising services, email accounts, online libraries and computer facilities. Reverse transfer will enable students who enroll at Texas A&M-Kingsville to easily transfer their coursework back to Del Mar to complete their associate degree program. The non-academic consortium part of the agreement facilitates important services for transferring students such as financial aid, distance education and career services.
- Texas A&M-Kingsville, City of Kingsville Chamber of Commerce and The Kingsville Record partnered in June 2021 to establish a state-of the art facility designed to foster innovation, entrepreneurship, and community engagement in downtown Kingsville.
- In August 2020, The Kingsville Record and the university's newspaper, The South Texan announce collaboration to share relevant stories and work on joint projects that will benefit the community.
- In May 2021, Victoria College and Texas A&M-Kingsville signed a five-year memorandum of agreement to establish a proactive educational partnership by offering students pursuing an engineering degree joint admission and reserve transfer opportunities. This collaborative effort will provide Victoria College students an opportunity to obtain degrees in mechanical, chemical and electrical engineering by taking combination of general education and lower-division engineering courses at Victoria College before they move on to Texas A&M-Kingsville to complete their upper-division work.
- In August 2021, Fannin Innovation Studio announced it had been awarded a \$2 million Small Business Innovation Research (SBIR) Phase II grants from the Office of Research Infrastructure Programs, National Institute of Health (NIH) for development of a novel Raptamer TM-based antivenom, in partnership with Texas A&M-Kingsville. This type of antivenom is expected to have several advantages over the traditional antivenoms on the market. This "cocktail" would have an enhanced safety profile, a longer shelf-life, and faster production. The National Natural Toxin Center would be providing the purified toxins from the venoms of four snake species that are all housed at the serpentarium.
- College of Business Administration Volunteer Income Tax Assistance Program (VITA) provides free basic income tax preparation over the years of the strategic plan to individuals in the community.

4.4 Recognition of exemplary contributions to the University

The University recognizes the exemplary contributions by faculty through service, teaching and scholarship. Below is the list of faculty scholarly activity for years 2016 through 2019 for

each college. Because each college has different criteria for research and scholarly activities for their annual reviews, each table has different items listed based on those criteria. This information was not available for the 2020 and 2021 calendar years.

Table 44. College of Agriculture and Natural Resources Faculty Research and Scholarly Activities 2016-2021				
	2016	2017	2018	2019
Number of faculty ongoing research or contracts	33	34	36	31
Funds awarded through research grants, contracts, or donations (research expenditures & donations)	12.1	11.76	11.29	12.18
Number of referred articles published	63	59	93	60
Number of research publications other than referred (books, extensions and proceedings)	14	17	12	11
Number of other scholarly or creative works (popular articles)	34	45	27	49
Number of faculty publishing research	34	34	33	29
Presentations at professional meetings	240	293	285	256
Number of faculty presenting	39	37	35	32
Number of professional recognitions awarded to faculty	5	28	14	17
Elected officers in state, national, and international professional societies	16	7	12	8

Source: College of Agriculture and Natural Resources

Table 45. College of Arts and Sciences Faculty Research and Scholarly Activities AY 2016-2017 thru AY 2020-2021			
	2016-2017	2017-2018	2018-2019
Books	14	7	9
Chapters	27	19	19
Articles	194	169	143
Conference Proceedings	11	8	6
Books Reviews	20	23	17
Performances/exhibits	187	204	212
Creative	13	10	4
Conference Presentations	323	236	182
Lectures	14	24	13

Source: College of Arts and Sciences

Table 46. College of Business Administration Faculty Research and Scholarly Activities AY 2016-2017 thru AY 2020-2021			
	2016-2017	2017-2018	2018-2019
Journal Articles	41	20	25
Book Chapters		1	0
Presentations/Meetings	44	18	26
Proceedings		6	14
Research Grants		1	0

Source: College of Business Administration

Table 47. College of Education and Human Performance Faculty Research and Scholarly Activities AY 2016-2017 thru AY 2020-2021			
	2016-2017	2017-2018	2018-2019
Publications	70	76	69
Presentations	110	116	97
Grant Acquisition	\$344,334	\$189,350	\$59,311.58

Source: College of Education and Human Performance

Table 48. College of Engineering Faculty Research and Scholarly Activities AY 2016-2017 thru AY 2020-2021				
	2016-2017	2017-2018	2018-2019	2019-2020
Publications per faculty	2.51	2.55	2.80	2.40
External Funded Research	\$2.5M	\$3.5M	\$10M	

Source: College of Engineering

Goal 5 – Growth: Strategic increase in student enrollment, institutional influence and campus resources body.

5.1 Successful recruitment and retention of students

As referenced in the Student Achievement Data listed earlier in this report, the University exceed its threshold for freshmen retention rates in all academic years from 2016 to 2021. The University fell short of its goal from AY 2018-2019 due to several factors, including the challenges posed by nearby landfall of Hurricane Harvey in early Fall 2017 (academic year 2018), as well as multiple changes in leadership and programming offered through the Center for Student Success.

Measure	2020 Goal	Threshold for Acceptability	Academic Year				
			2017	2018	2019	2020	2021
Freshman Retention	68%	64%	68.1%	66.8%	65.0%	72.1%	65.8%

5.2 Sustainable and balanced enrollment growth

Texas A&M University-Kingsville (Texas A&M-Kingsville) saw a decline in student enrollment. Declines in academic year (AY) 2020 & 2021 reflect the national trend of higher education enrollment decline due to the impacts of COVID-19 pandemic. The university, as with most university around the world, were forced to shut down and move instruction to online modalities in the middle of the Spring 2020.

Semester	2016	2017	2018	2019	2020	2021
Fall	9,278	8,674	8,541	7,479	6,915	
Spring		8,339	8,016	7,906	6,723	6,330

5.3 Strategic growth in annual giving and corporate sponsorship

Texas A&M-Kingsville raised more than \$100 million in private support through its comprehensive capital campaign, With You. Without Limits. The campaign was publicly launched in April 2018 with a goal of \$100 million in gifts and pledgers. The university exceeded its goal in January 2020, 20 months ahead of schedule (campaign ended August 31, 2021). The final tally raised was \$114,073,541 in support of the university. The funding would support the University and its mission to enrich lives through education, discovery, and service in South Texas and beyond. An added benefit of the campaign was strengthening the Foundation’s alumni outreach and contacting most of the university’s alumni and start a tradition

of giving. Overall, the campaign received more than 6,000 gifts, with over 3,400 supporters making their first ever gift to the University.

5.4 Effective community outreach

In response to Hurricane Harvey displacing workers in our community, Career Services reacted by holding an open-to-the public Career Fair that featured 30 regional employers and attendees from all over the Coastal Bend area.

In April 2020, Texas A&M-Kingsville presented COVID-19 testing kits to Kleberg County. The university was pleased to be able to provide these much-needed test kits to the community during challenging times. These viral sampling kits were rushed to Texas A&M-Kingsville by the Texas A&M Veterinary Medical Diagnostic Laboratory in College Station. The kits were assembled from lab supplies usually reserved for pigs, cows and chickens at A&M's four diagnostic labs across the state. This partnership and support played a vital role in keeping the county and area residents safe during the COVID-19 pandemic and ensure the stability of the regional remote COVID-19 testing center in Kleberg County. The university also provided test kits to two Kingsville area health care clinics that often serve the Kingsville community and the University student population – Castaneda Quick Care and StatCare Urgent Care.