



STUDENT ACHIEVEMENT REPORT 2013/2014

Amberton University evaluates success with respect to student achievement consistent with its mission. Amberton University is a specialized institution designed to meet the specific educational needs of the mature, working adult. Evaluation criteria include those items appropriate for the adult learner and consistent with the mission of the University, including course completion, graduation rate, state licensing examinations, surveys of recent graduates, and longitudinal surveys of graduates. In addition, the University measures to what extent the University’s courses and programs meet the adult student’s own personal goals and needs.

Course Completion

Each year, the Office for Institutional Research and Effectiveness produces a report on course completion. Adult students often have work and family responsibilities that prevent them from successful course completion. Amberton University faculty works with these students on an individual basis to help them successfully complete the course; however, sometimes the best decision is to withdraw and to re-take the course at another time.

The following chart represents a five- year history of course completion rates for undergraduate and graduate students from academic years 2008/2009 through 2013/2014 derived from the annual reports of course completion. A course is counted as completed if the student did not drop and earned academic credit.

Five Year History of Course Completion Rates												
	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14	
Level	UG	G										
Completion Rate	87%	91%	87%	92%	87%	91%	86%	90%	85%	89%	85%	90%

The course completion data for the past five years shows a consistency in rates for undergraduates and graduates. Undergraduates complete courses within a range of 85% to 87% while graduate students complete at a rate of 89% to 92%. In reviewing course completion data, the University seeks to achieve an 85% completion rate or greater for undergraduates and graduates.

Graduation Rates

Amberton University measures student achievement through graduation rates. Research shows that 59% of undergraduate students finish their degrees within 8 years while 61% of graduate level students complete their degrees within the same 8-year period. Over 90% of these students are attending part-time and many do not stay continuously enrolled throughout each of the four sessions during the academic year. Obtaining suitable comparative data for the non-traditional, part-time adult student is challenging as the information supplied through IPEDS and the Department of Education is for first-time students attending full-time and seeking bachelor's degrees. Comparative data through Complete College America for the state of Texas provides data for bachelor's degree seeking students. Established in 2009, Complete College America is a national nonprofit with a single mission: to work with states to increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations. According to the data supplied by the State of Texas to Complete College America, new students seeking a bachelor's degree, attending part-time and in the age group of 25 and over had a graduation rate of 18.3% within eight years.

State Licensing Exams

Amberton University uses state licensing examinations as a measure of student achievement for two of the University's graduate programs – the Master of Arts in Professional

Counseling and the Master of Arts in School Counseling.

National Counselor Examination for Licensure and Certification (NCE)

Amberton University's Master of Arts in Professional Counseling prepares students for the National Counselor Examination for Licensure and Certification (NCE). The NCE is used for two purposes: national counselor certification and state counselor licensure. The State of Texas uses the NCE for state credentialing for Licensed Professional Counselors. The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. The 200 question, multiple-choice exam is designed to assess cognitive knowledge, which should be known by all counselors regardless of their individual professional specialties.

The Amberton University NCE pass rate for the period from January 1, 2012 through October 31, 2014 is 89% with 177 out of 199 candidates passing the exam.

Texas Examinations of Educator Standards (TExES Exam)

Amberton University's Master of Arts in School Counseling provides the academic credential necessary for certification as a School Counselor in the State of Texas. The program also prepares the student to perform successfully on the state credentialing exam as specified by the State Board of Educator Certification. The TExES tests are criterion-referenced examinations designed to measure a candidate's knowledge in relation to an established criterion rather than to the performance of other candidates. Passing of the TExES exam for School Counseling Professionals is required before a candidate can be certified as a School Counselor in the State of Texas.

Amberton University students consistently perform well on the TExES exam. Graduates earning the Master of Arts in School Counseling have achieved a 100% pass rate on the TExEs

exam for over ten years.

Job Placement

Since the majority of Amberton students are employed when they enroll, the University uses other, more relevant measures for student achievement. However, the University does track the percentage of employed students. For the 2013/14 academic year, the percentage of employed students was 90%. The remaining students listing no employer fell into the following categories: 1) international students who are prohibited from employment because of their status as F-1 students, 2) retired persons or other individuals not currently seeking employment and 3) those students who are unemployed.

Surveys of Recent Graduates

Students are surveyed at the time of graduation and asked questions related to job status changes. Students are asked to indicate whether or not they have encountered a job status change during their enrollment and whether their additional education contributed to a significant salary increase or promotion while enrolled at Amberton. This information is gathered as a part of the University’s institutional research. A three-year summary of recent graduates is presented below:

Amberton University						
Survey of Recent Graduates 2011/12 – 2013/14						
	2011/2012		2012/2013		2013/2014	
Question 31	UG	G	UG	G	UG	G
Percent of students receiving a promotion or significant salary increase during their enrollment.	50%	51%	63%	52%	56%	53%
Percent of students who believe their additional education affected this job status change.	83%	89%	90%	86%	92%	93%

Longitudinal Survey of Graduates

Amberton University uses longitudinal data on Amberton graduates to document student achievement and success. For the latest study conducted in 2012, longitudinal data on Amberton graduates were collected and included approximately 5100 graduates from the past twelve years. Data were collected by mailed surveys, telephone interviews, and use of social networks. The primary emphasis was on the amount of success the graduates had achieved in their professional lives following completion of their degrees. The survey respondents were divided into three groups depending on the number of years since graduation. Group 1 included graduates for 2008 – 2012, Group 2 included graduates for 2003-2007, and Group 3 included graduates from 2000 - 2002.

Employment Data

With regards to employment, over 85% of the respondents indicated an employer at the time of completing the survey.

Impact of Amberton Degree

Amberton graduates were asked to determine to what extent completion of their Amberton degree influenced certain aspects of their lives. The influence included items determining if their degree had satisfied the major reason for obtaining a degree, resulted in recent pay raises or promotions, and/or helped them personally or professionally. Overall, the responses were positive.

Survey Response of Graduates by Year of Graduation
(Expressed in percent of affirmative agreement)

Graduates indicating earning their Amberton University degree:

	Group 1 (2008 – 12 Grads)	Group 2 (2003-07 Grads)	Group 3 (2000-02 Grads)
Fulfilled their major goal or purpose for seeking a degree:	97.6%	96.3%	98.2%
Was a factor in recent job promotions:	44.7%	45.2%	45.6%
Was a factor in recent salary increases:	71.4%	75.3%	63.2%
Has not contributed to their career or personal life:	2.4%	3.6%	1.8%
Encouraged further educational attainment(s)	33.7%	41.6%	29.8%

Over 96% of all three groups indicated earning a degree from Amberton University fulfilled their major goal or purpose for seeking a degree, with Group 3 showing the highest degree of satisfaction. The responses indicating how much their Amberton degree played a part in recent job promotions and salary increases were aligned closely among all three groups with the exception of responses for Group 3 - recent salary increases at 63%. The lower percentage may indicate that graduates in this group have been in their positions for a longer time and have advanced as far as they can go in their respective organizations. It is important to note that less than 4% of the groups felt that their Amberton University degree had no impact on their careers or personal lives. The survey also asked graduates if they had earned any other degrees or certifications, since their time at Amberton. Group 2 had the largest percent with almost 42% of the graduates indicating they had pursued advanced degrees or certifications.

Graduate Earnings

The survey also tracked responses to current pay scales for the graduates. Not

surprisingly, the highest paid group by percent is the one with the most years since graduation, Group 3. The group with the most graduates in the mid-range \$40,000 - \$60,000 is Group 1 with the least amount of years since graduation.

Survey Responses on Graduate Pay Scale			
By Year of Graduation			
	Group 1	Group 2	Group 3
	(2008 – 12 Grads)	(2003-07 Grads)	(2000-02 Grads)
Graduates earning:			
\$40,000 or less	10%	13%	8%
\$40,001 - \$60,000	34%	25%	8%
\$60,001 - \$80,000	24%	23%	16%
Greater than \$80,000	32%	39%	68%

Conclusion

Amberton University students show a high level of achievement and success evidenced by performance on licensing exams, state certifications, employment, and professional advancement. The University is equally proud that the majority of alumni feel their time at Amberton University was productive and contributed greatly to their career and attainment of personal goals and self-worth. These factors are in keeping with the mission of Amberton University as a specialized institution designed to meet specific educational needs of mature students.