



TEXAS CHRISTIAN UNIVERSITY  
Recent Alumni Report  
August 2005-May 2006  
Baccalaureate Graduates

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**Recent Alumni Survey  
2005-2006 Baccalaureate Graduates**

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**Recent Alumni Survey  
2005-2006 Baccalaureate Graduates**

**Executive Summary**

In August 2006, December 2006, and May 2007, a Recent Alumni Survey was sent via e-mail to 1,452 baccalaureate graduates from August 2005-May 2006. The on-line survey<sup>1</sup> consisted of items that asked respondents to assess the importance of a variety of academic and social knowledge areas and skills which reflect the TCU Mission Statement and the development of those knowledge areas and skills as a result of their TCU experience. Information was also collected regarding the respondent's current employment status as well as other demographic variables. One hundred twenty of the e-mail notices were returned as undeliverable resulting in a final population of 1,332. Two hundred sixty-seven alumni responded to the survey yielding a response rate of 20%. Alumni were offered an opportunity to be entered into a drawing for several gift certificates in exchange for completing the survey. The survey instrument is available at <http://www.ir.tcu.edu/DemoSurveys.htm>.

**Demographic Characteristics**

About two-thirds of the respondents were female and four out of five respondents were white. The majority of the respondents had entered TCU as first-time, full-time students and about one in four studied abroad while at TCU. The vast majority of the respondents reported that they had done well academically at TCU, graduating with a self-reported GPA of 3.0 or better (85.4%) and most of the respondents reported working at some time while completing their education at TCU. At the time of the survey (one year out from graduation), about two-thirds of the respondents reported that they were employed full-time. Of those who reported their income, most were making between \$30,000 and \$50,000 followed by those who made less than \$30,000. About 21% of the respondents reported that they were full-time students. Of those who reported attending

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<sup>1</sup> The survey instrument includes several items adapted from a graduating senior survey developed by Ronald Pollard, Office of Institutional Research, University of North Florida, used with permission of the author.

## **Recent Alumni Survey 2005-2006**

graduate or professional school since graduating from TCU, about two-thirds were seeking a master's degree (64.9%), followed by a law degree (13.5%), doctorate (8.1%), and medical degree (8.1%).

The College of Communication had the best representation among the respondents followed by AddRan, Business, Science & Engineering, Nursing & Health Sciences, Education, and Fine Arts in that order. Business had proportionately more male respondents than did the other colleges while Nursing & Health Sciences had proportionately more female respondents than did the other colleges except Education, which was excluded from the gender analysis because all of the Education respondents were female. There were no differences in response by ethnicity (white or minority) across the colleges. Nursing & Health Sciences alumni were more likely than other alumni to have entered TCU as a transfer student from a public four year university and were less likely to have studied abroad than alumni from other colleges. AddRan alumni were more likely than alumni from other colleges to report that they had studied abroad while at TCU.

### **Satisfaction with TCU**

A vast majority of alumni indicated that they would recommend TCU to a close friend or relative although alumni from the School of Education were less likely than other alumni to make this recommendation. One in five alumni said that if they had it to do over again, they would choose a different major. As a whole, the survey respondents thought that, given where they are today, their TCU experience was "worth it." When asked to elaborate on what made their TCU experience "worth it," respondents most often mentioned how well they felt TCU had prepared them for work, graduate school, or life in general. The relationships developed while at TCU with other students, faculty, and staff were also frequently noted as something that made the TCU experience "worth it." Alumni cited faculty as the third most common factor which made their TCU

## Recent Alumni Survey 2005-2006

experience “worth it” and faculty were also the most often mentioned experience or resource given in response to the question “Of the experiences you had outside the classroom, which one or two were the most valuable to you?” When asked what could have been improved about their TCU experience, the most common responses had to do with increasing the level of academic challenge in general and broadening the curriculum in some areas.

### Knowledge and Skill Development

Respondents were asked to reflect on various skills and knowledge areas, to identify how important these skills and knowledge were to them now, and to assess their knowledge and skills in these areas prior to coming to TCU and now. The skills and knowledge were divided into two groups - academic and job-related skills and knowledge, and social/personal skills and knowledge. There were fourteen items related to job and academic skills and knowledge, and nine items related to social/personal skills and knowledge. Respondents were first asked to rate the importance of the items on a four-point scale—Very Important, Important, Somewhat Important, and Not Important—and then to assess their skill level in these areas prior to coming to TCU and now using a five-point scale—Very Strong, Strong, Average, Weak, or None.

*Academic Skills and Knowledge.* Five areas of knowledge and skills that might be collectively described as having to do with work processes were rated as important or very important by almost all of the respondents. Nearly 100% of the respondents indicated that the ability to “articulate thoughts clearly using verbal and nonverbal communication skills” was important or very important. Working effectively with others and the ability to successfully manage conflicts also received nearly unanimous acclaim as being important or very important followed by the ability to acquire new skills or knowledge independently, and writing effectively.

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Other areas that a large majority of respondents rated as important or very important might be loosely described as areas that have to do with living and working in a local community and global society. These areas included the ability to relate to people from diverse backgrounds, the ability to identify and understand ethical issues, to have knowledge of trends, issues, and opportunities that impact the global community, to contribute to the welfare of the community, to participate in the democratic electoral process, and to understand the role of religion in society. Nine of ten respondents said that the ability to relate to people from diverse backgrounds and to be able to identify and understand ethical issues was important or very important. Four of five respondents said that contributing to the welfare of their community and having knowledge of global issues was important or very important. Just under three-fourths of the respondents said that participating in the electoral process and understanding the role of religion in society was important or very important.

The final three areas - the ability to place events in historical and philosophical perspective, understanding the importance of the natural sciences, and using mathematical reasoning to solve complex problems - might be collectively described as the application of academic knowledge. These areas were perceived as the least important of all the areas assessed. Slightly more than half of the respondents rated the ability to place events in historical and philosophical perspective and understanding the importance of the natural sciences as important or very important while less than half of the respondents indicated that the ability to use mathematical reasoning to solve complex problems was very important.

*Social/Personal Skills and Knowledge.* In addition to rating the importance of and TCU influence on academic skills and knowledge, respondents also rated social/personal knowledge and skills. Across the board, the social/personal skills assessed were perceived as important or very important by a vast majority of

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respondents. Almost 100% of the respondents said that taking responsibility for choices and actions, building and nurturing personal relationships, building support systems, and maintaining emotional health was important or very important. About nine out of ten respondents rated creating good health habits concerning weight management and fitness, maintaining good health with responsible choices regarding alcohol and tobacco, engaging in regular physical activity, and taking responsibility for their health through regular check-ups and exams as important or very important. Of the social/personal skills assessed, the ability to satisfy and nurture individual spiritual needs was perceived as least important with about three-fourths of the respondents rating this area as important or very important.

When asked to assess their knowledge and skill levels in both the academic and social/personal areas prior to coming to TCU and then at the time of the survey one year after graduation from TCU, the respondents reported gains in knowledge and skills in almost every area. The knowledge and skill levels reported by respondents one year after graduation differed significantly from pre-TCU levels in every area assessed except in the ability to maintain good health with responsible choices regarding alcohol and tobacco. However, no change in this area is still considered a positive outcome as most students come of legal age for alcohol and tobacco use while in college which could increase the likelihood of making less responsible choices regarding alcohol and tobacco use.

*College differences in knowledge/skill development.* There was some variation in knowledge and skill development across colleges. Regarding the ability to use mathematical reasoning to solve complex problems, only alumni in Business and Nursing & Health Sciences reported significant gains. Respondents from the School of Education were the only group which did not report significant gains in their ability to work effectively with others while alumni from Nursing & Health Sciences were the only

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group to report significant gains in skill level regarding their ability to maintain good health with responsible choices regarding alcohol and tobacco. Respondents from AddRan, Education, Fine Arts, and Nursing & Health Sciences reported significant knowledge and skill gains regarding their ability to create good health habits concerning weight management and fitness. Nursing & Health Sciences alumni were the only group to report significant gains in knowledge or skills regarding the ability to take responsibility for their health through regular check-ups and self-exams and the ability to engage in regular physical activity to improve fitness or health. Respondents from Communication and Nursing & Health Sciences also reported significant gains in their ability to satisfy and nurture individual spiritual needs.

### Conclusion

Alumni who responded to the Recent Alumni Survey were largely satisfied with their experiences at TCU. The vast majority of respondents said they would recommend TCU to someone considering college today, and felt that their TCU experience was “worth it.” Not surprisingly, respondents placed the most importance on knowledge and skills having to do with the work process. Respondents reported significant knowledge and skill gains in these areas and in all other areas except the use of alcohol and tobacco where pre-TCU knowledge and skills were retained rather than diminished despite gaining legal access to alcohol and tobacco. Following this summary are tables and graphs<sup>2</sup> which provide detailed information on respondent characteristics, satisfaction, and the assessment of knowledge and skill development.

*Limitations of the Study.* A relatively low response rate of 20%, which may be due in part to inadequate e-mail addresses, is a major limitation of this study and may hinder generalization of the results to all alumni in this cohort. This limitation is

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<sup>2</sup> Special thanks to Shawn Keane, Sociology, Criminal Justice, and Anthropology, for assistance in preparing the graphs assessing knowledge/skill development by college.



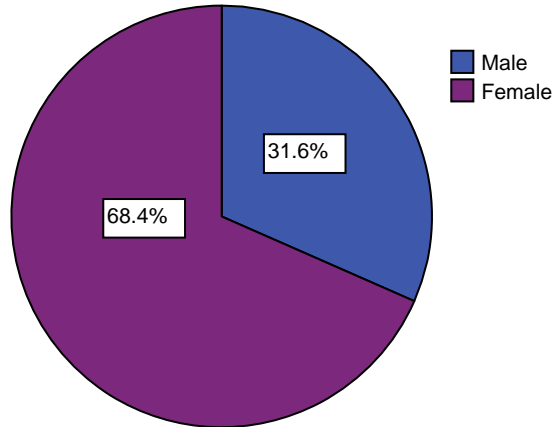
## **Recent Alumni Survey 2005-2006**

particularly serious for results reported at the college level for those colleges which had fewer than 20 respondents. In addition, the majority of the respondents entered TCU as freshmen and reported a GPA of 3.0 or greater which may reflect the process of self-selection and introduce bias into the results. Thus the results reported here may reflect a response bias and care must be taken in generalizing these results to the entire baccalaureate graduate population as they may not necessarily reflect the opinions of all alumni. Despite these limitations, the results provide food for thought and a starting point for discussion of how the TCU experience and education can be improved for future generations of Horned Frogs.

# Recent Alumni Survey 2005-2006 Demographic Characteristics

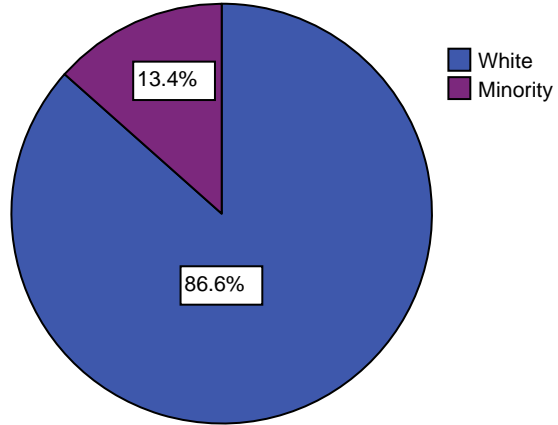
## Gender of Respondents

	N	%
Male	84	31.6%
Female	182	68.4%
Total	266	100.0%



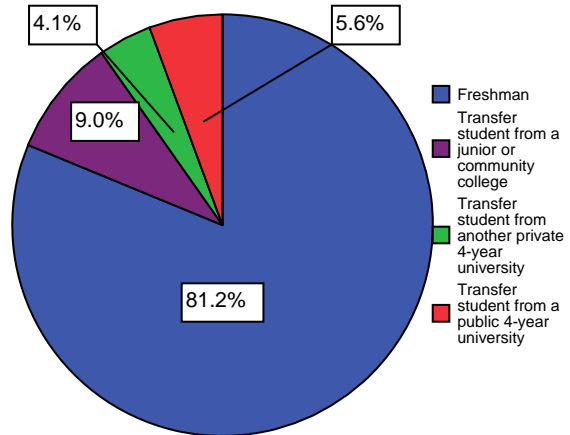
## Ethnicity of Respondents

	N	%
White	219	86.6%
Minority	34	13.4%
Total	253	100.0%



## Entry Point to TCU

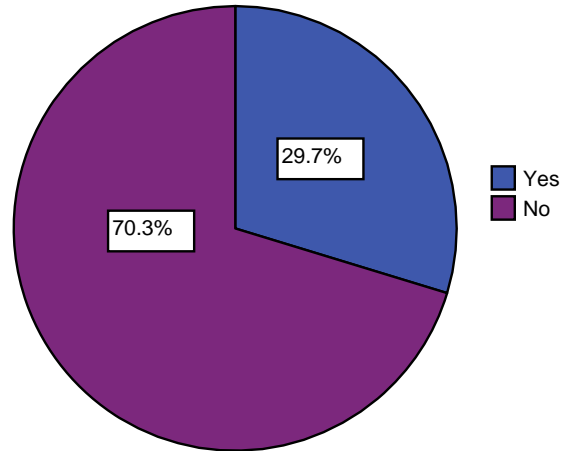
	N	%
Freshman	216	81.2%
Transfer -jr or comm.. college	24	9.0%
Transfer - private 4-yr university	11	4.1%
Transfer public 4-yr university	15	5.6%
Total	266	100.0%



## Recent Alumni Survey 2005-2006 Demographic Characteristics

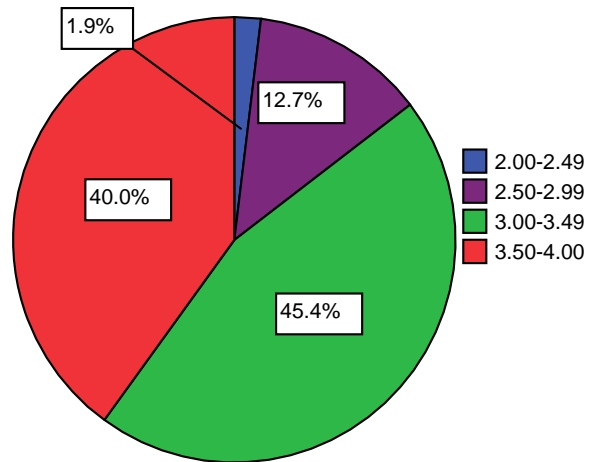
### Did you study abroad while at TCU?

	N	%
Yes	79	29.7%
No	187	70.3%
Total	266	100.0%



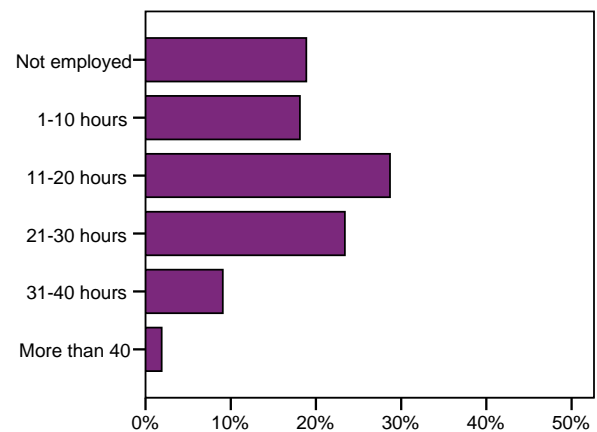
### Self-reported GPA of Respondents (Chart reflects only those reporting a GPA)

	N	%
less than 2.00	0	.0%
2.00-2.49	5	1.9%
2.50-2.99	33	12.4%
3.00-3.49	118	44.4%
3.50-4.00	104	39.1%
Don't remember	5	1.9%
Prefer not to answer	1	.4%
Total	266	100.0%



### Hours worked per week while at TCU

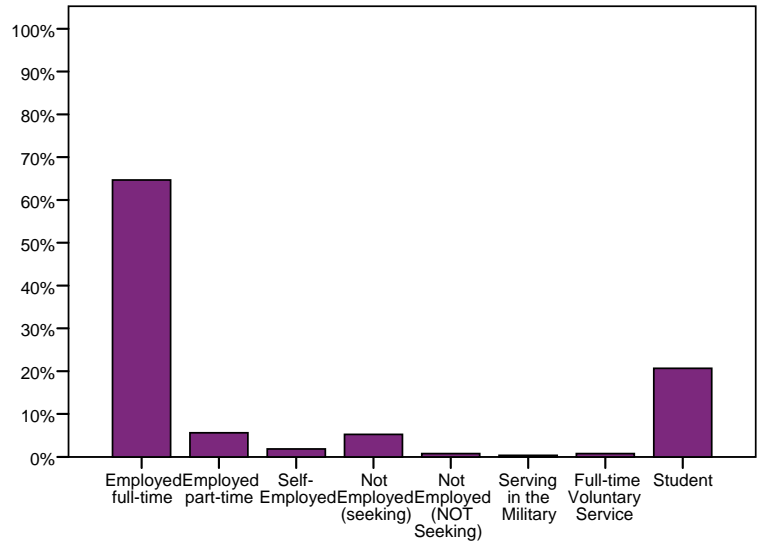
	N	%
Not employed	50	18.9%
1-10 hours	48	18.1%
11-20 hours	76	28.7%
21-30 hours	62	23.4%
31-40 hours	24	9.1%
More than 40 hours	5	1.9%
Total	265	100.0%



## Recent Alumni Survey 2005-2006 Demographic Characteristics

### Employment Status of Respondents

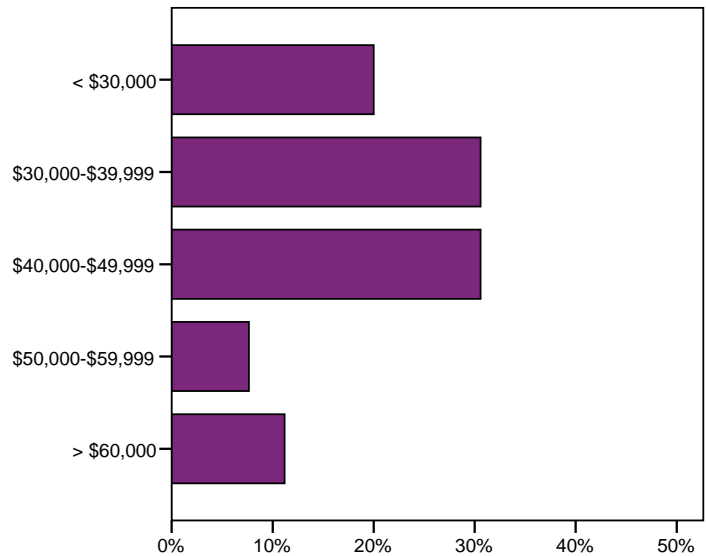
	N	%
Employed full-time	172	64.7%
Employed part-time	15	5.6%
Self-Employed	5	1.9%
Not Employed (seeking)	14	5.3%
Not Employed (NOT seeking)	2	.8%
Serving in the Military	1	.4%
Full-time Voluntary Service	2	.8%
Student	55	20.7%
Other	0	.0%
<b>Total</b>	<b>266</b>	<b>100.0%</b>



**What is your CURRENT work status?**

### Full-time salary of those reporting income

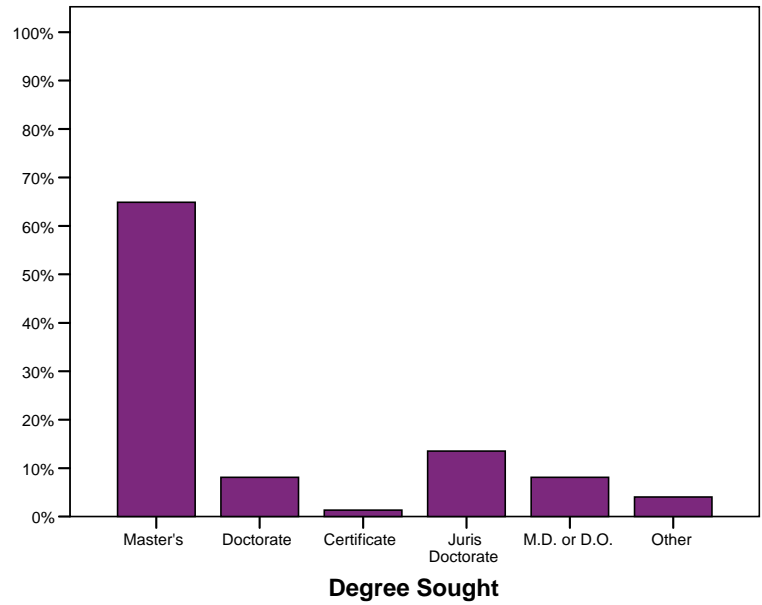
	N	%
Less than \$20,000	8	4.7%
\$20,000-\$29,999	34	20.0%
\$30,000-\$39,999	52	30.6%
\$40,000-\$49,999	52	30.6%
\$50,000-\$59,999	13	7.6%
\$60,000-\$69,999	7	4.1%
\$70,000-\$79,999	1	.6%
\$80,000 or more	3	1.8%
<b>Total</b>	<b>170</b>	<b>100.0%</b>



## Recent Alumni Survey 2005-2006 Demographic Characteristics

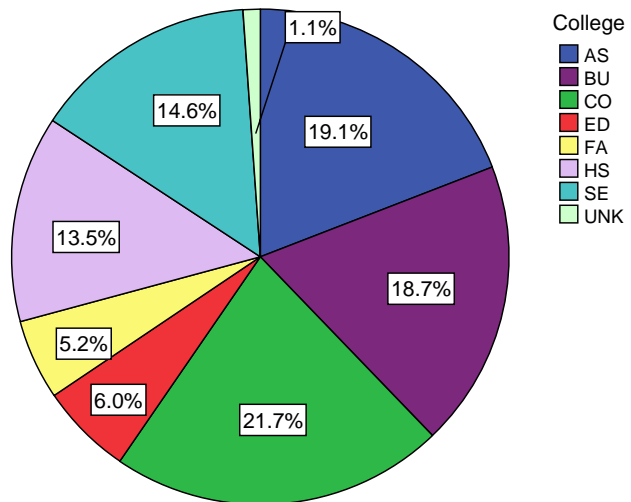
### Degree sought by respondents reporting they had attended graduate or professional school since TCU

	N	%
Bachelor's	0	.0%
Master's	48	64.9%
Doctorate	6	8.1%
Specialist	0	.0%
Certificate	1	1.4%
Juris Doctorate	10	13.5%
M.D. or D.O.	6	8.1%
Other	3	4.1%
<b>Total</b>	<b>74</b>	<b>100.0%</b>



### College of Respondents

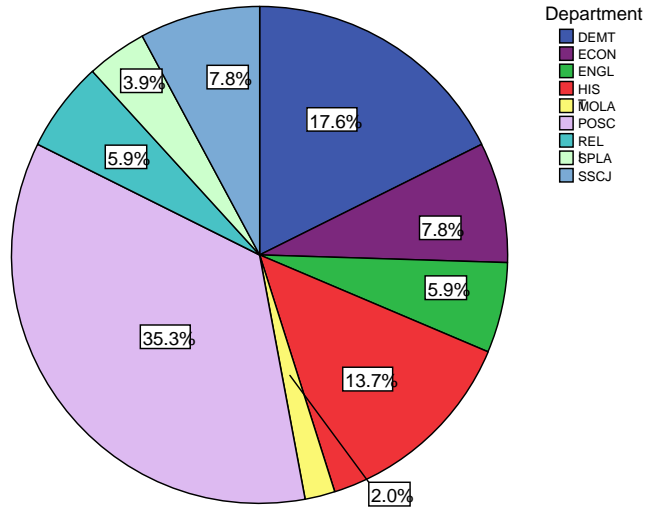
	N	%
AS	51	19.1%
BU	50	18.7%
CO	58	21.7%
ED	16	6.0%
FA	14	5.2%
HS	36	13.5%
SE	39	14.6%
UNK	3	1.1%
<b>Total</b>	<b>267</b>	<b>100.0%</b>



## Recent Alumni Survey 2005-2006 Demographic Characteristics

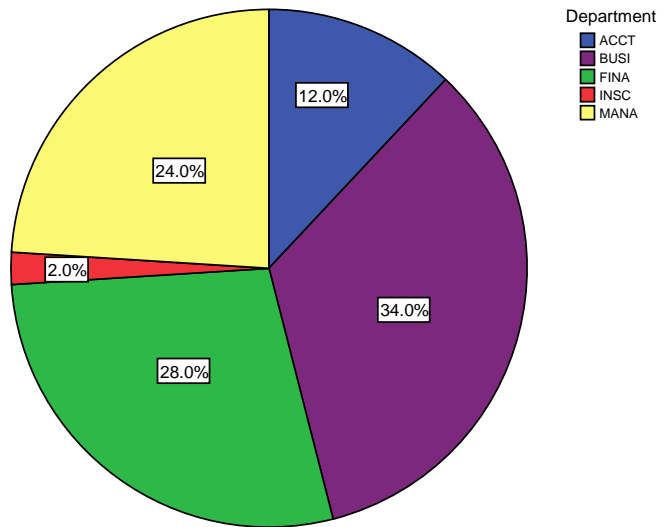
### Respondents by Department within AddRan

	N	%
DEMT	9	17.6%
ECON	4	7.8%
ENGL	3	5.9%
HIST	7	13.7%
MOLA	1	2.0%
POSC	18	35.3%
RELI	3	5.9%
SPLA	2	3.9%
SSCJ	4	7.8%
Total	51	100.0%



### Respondents by Department within Business

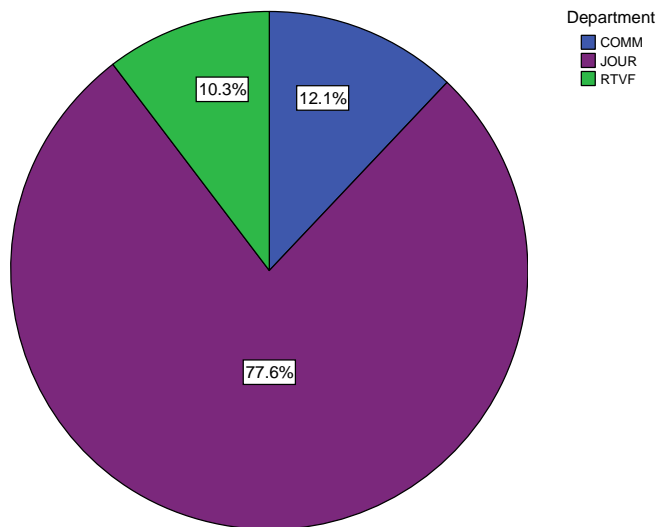
	N	%
ACCT	6	12.0%
BUSI	17	34.0%
FINA	14	28.0%
INSC	1	2.0%
MANA	12	24.0%
Total	50	100.0%



## Recent Alumni Survey 2005-2006 Demographic Characteristics

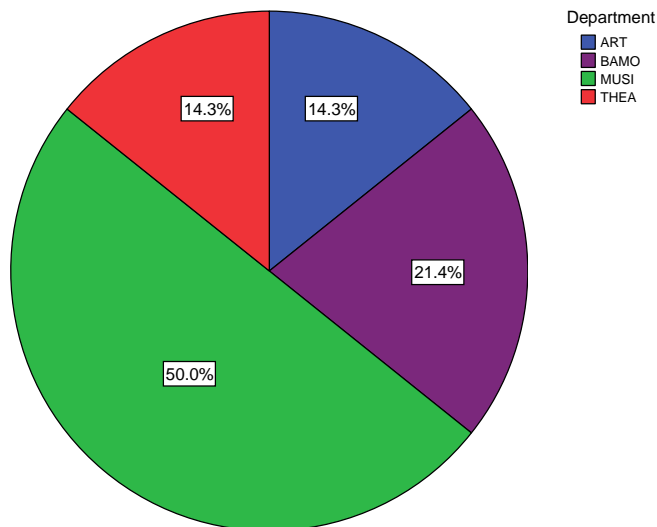
### Respondents by Department within Communication

	N	%
COMM	7	12.1%
JOUR	45	77.6%
RTVF	6	10.3%
Total	58	100.0%



### Respondents by Department within Fine Arts

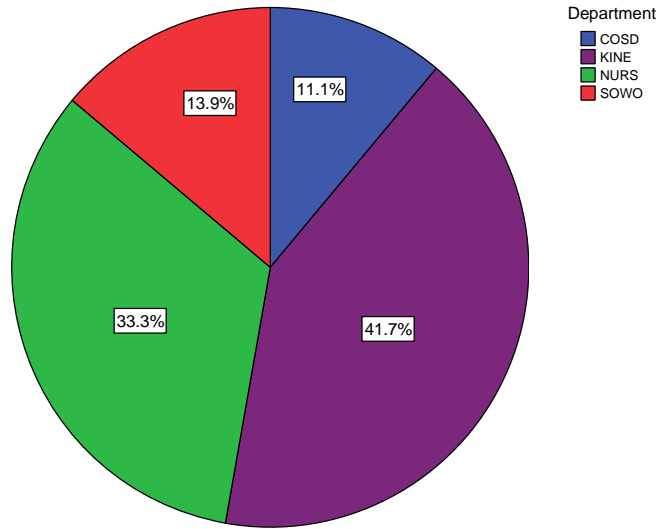
	N	%
ART	2	14.3%
BAMO	3	21.4%
MUSI	7	50.0%
THEA	2	14.3%
Total	14	100.0%



## Recent Alumni Survey 2005-2006 Demographic Characteristics

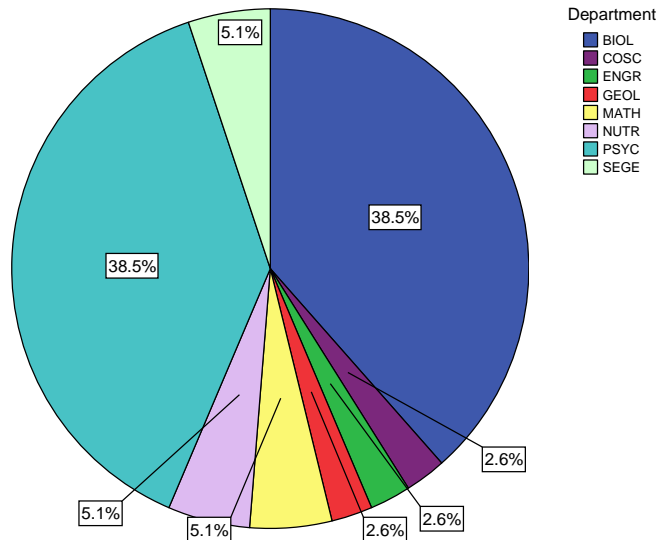
### Respondents by Department within Nursing & Health Sciences

	N	%
COSD	4	11.1%
KINE	15	41.7%
NURS	12	33.3%
SOWO	5	13.9%
Total	36	100.0%



### Respondents by Department within Science & Engineering

	N	%
BIOL	15	38.5%
COSC	1	2.6%
ENGR	1	2.6%
GEOL	1	2.6%
MATH	2	5.1%
NUTR	2	5.1%
PSYC	15	38.5%
SEGE	2	5.1%
Total	39	100.0%



No chart is included for the School of Education as there are no separate departments within the school.

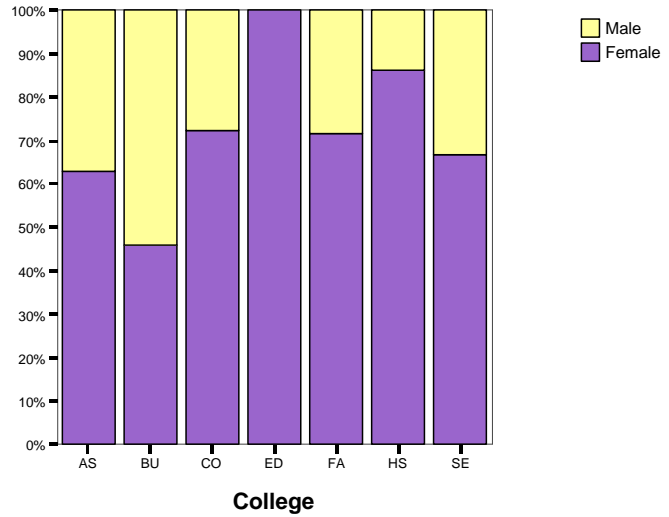


## Recent Alumni Survey 2005-2006 Demographic Characteristics by College

### Gender Distribution by College

	Male	Female
	%	%
AS (n=51)	37.3%	62.7%
BU (n=50)*	54.0%	46.0%
CO (n=58)	27.6%	72.4%
ED (n=16)	.0%	100.0%
FA (n=14)	28.6%	71.4%
HS (n=36)*	13.9%	86.1%
SE (n=39)	33.3%	66.7%
UNK (n=2)	.0%	100.0%
Total	31.6%	68.4%

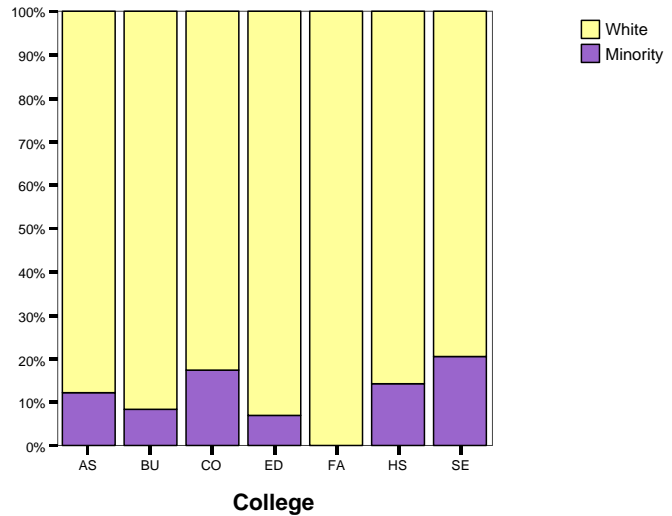
\*Proportions significantly different from other colleges (p<.05)



### Ethnic Distribution by College

	White	Minority
	%	%
AS (n=49)	87.8%	12.2%
BU (n=48)	91.7%	8.3%
CO (n=52)	82.7%	17.3%
ED (n=14)	92.9%	7.1%
FA (n=14)	100.0%	.0%
HS (n=36)	85.7%	14.3%
SE (n=39)	79.5%	20.5%
UNK (n=2)	50.0%	50.0%
Total	86.6%	13.4%

No significant differences in ethnic distribution.

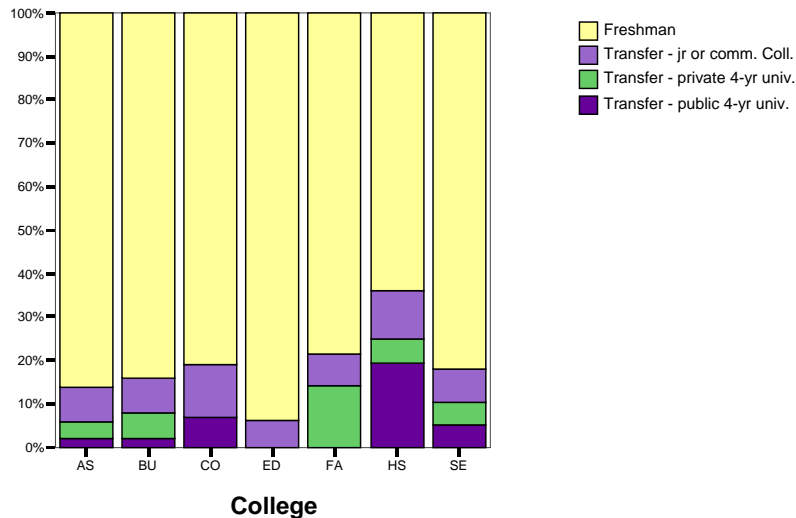


## Recent Alumni Survey 2005-2006 Demographic Characteristics by College

### Entry Point to TCU by College

	Freshman	Transfer - jr or comm. college	Transfer - private 4-yr univ.	Transfer - public 4-yr univ.
	%	%	%	%
AS (n=51)	86.3%	7.8%	3.9%	2.0%
BU (n=50)	84.0%	8.0%	6.0%	2.0%
CO (n=58)	81.0%	12.1%	.0%	6.9%
ED (n=16)	93.8%	6.3%	.0%	.0%
FA (n=14)	78.6%	7.1%	14.3%	.0%
HS* (n=36)	63.9%	11.1%	5.6%	19.4%
SE (n=39)	82.1%	7.7%	5.1%	5.1%
UNK (n=2)	100.0%	.0%	.0%	.0%
Total	81.2%	9.0%	4.1%	5.6%

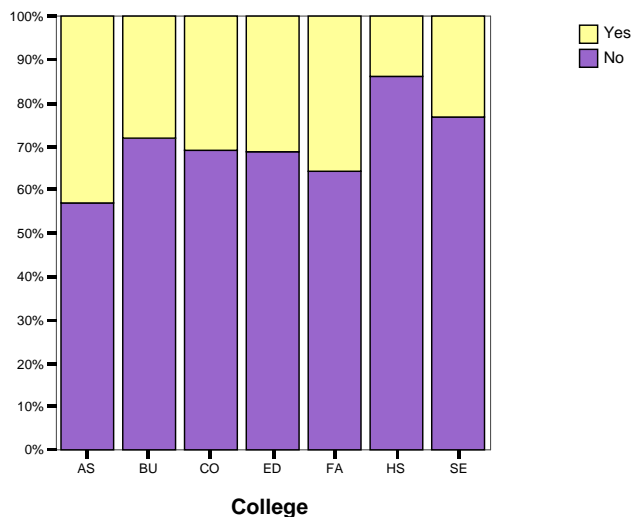
\*Proportions significantly different from other colleges (p<.05)



### Study Abroad by College

	Yes	No
	%	%
AS (n=51)*	43.1%	56.9%
BU (n=50)	28.0%	72.0%
CO (n=58)	31.0%	69.0%
ED (n=16)	31.3%	68.8%
FA (n=14)	35.7%	64.3%
HS (n=36)*	13.9%	86.1%
SE (n=39)	23.1%	76.9%
UNK (n=2)	50.0%	50.0%
Total	29.7%	70.3%

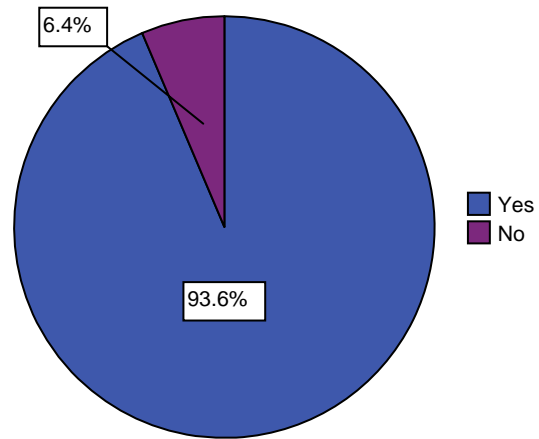
\*Proportions significantly different from other colleges (p<.05)



## Recent Alumni Survey 2005-2006 Satisfaction with TCU

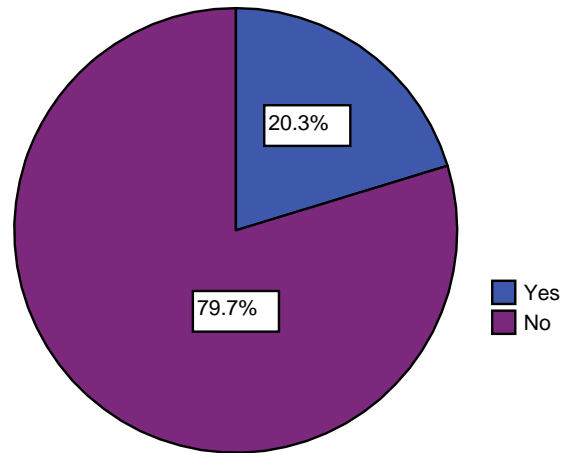
**Would you recommend a TCU education to a close friend or relative?**

	N	%
Yes	249	93.6%
No	17	6.4%
Total	266	100.0%



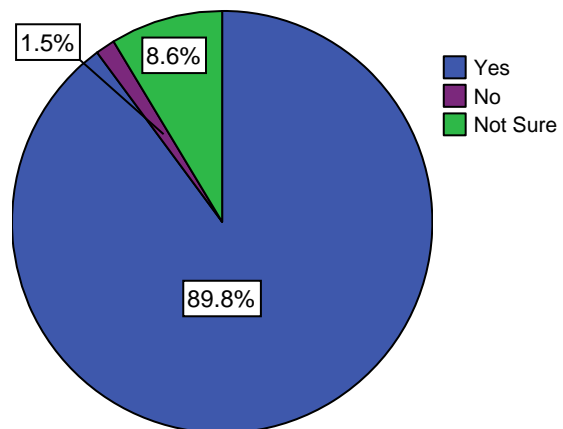
**Percentage of respondents who would choose a different major today**

	N	%
Yes	54	20.3%
No	212	79.7%
Total	266	100.0%



**Was your TCU experience "worth it"?**

	N	%
Yes	239	89.8%
No	4	1.5%
Not Sure	23	8.6%
Total	266	100.0%

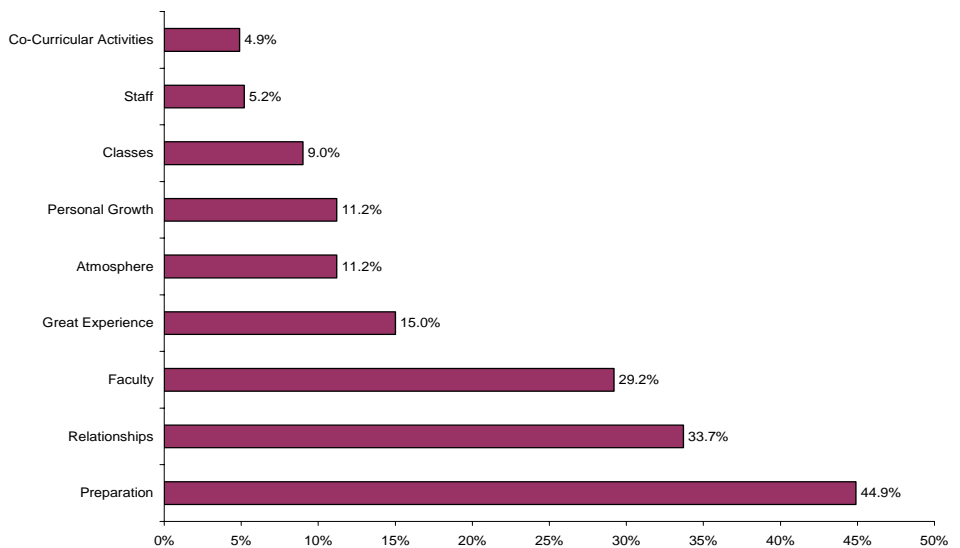


# Recent Alumni Survey 2005-2006 Satisfaction with TCU

## What made TCU "worth-it"?

n=267	%
Preparation	44.9%
Relationships	33.7%
Faculty	29.2%
Great Experience	15.0%
Atmosphere	11.2%
Personal Growth	11.2%
Classes	9.0%
Staff	5.2%
Co-Curricular Activities	4.9%

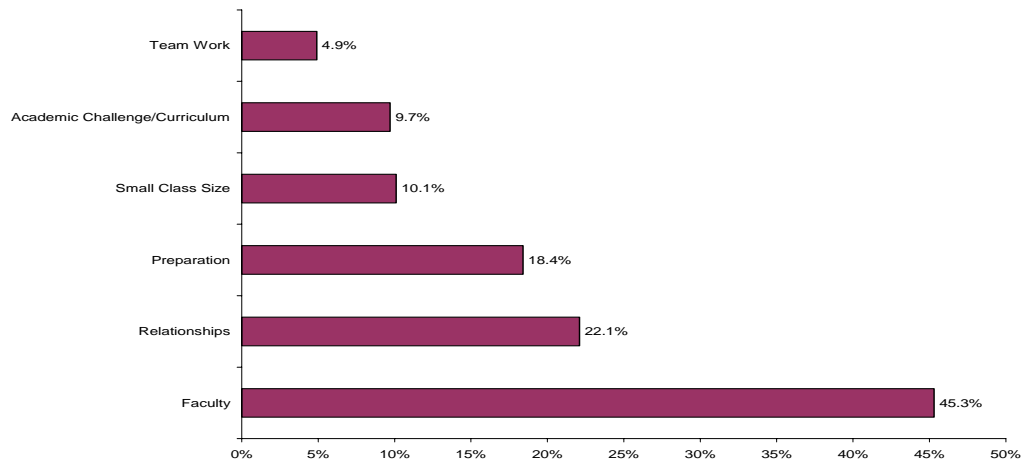
What made TCU "worth-it"?



## What experiences outside the classroom at TCU were most valuable to you?

n=267	%
Faculty	45.3%
Relationships	22.1%
Preparation	18.4%
Small Class Size	10.1%
Academic Challenge/Curriculum	9.7%
Team Work	4.9%

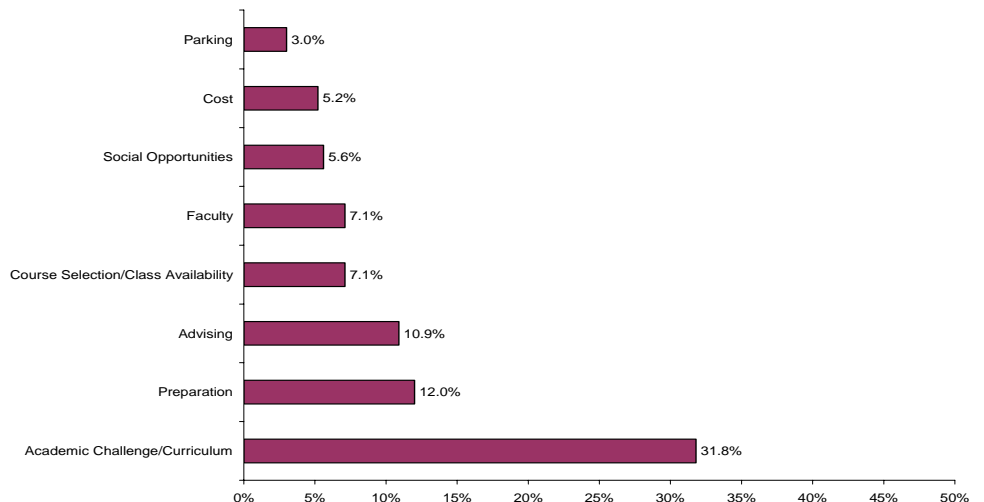
What experiences outside the classroom at TCU were most valuable to you?



## What could have been improved at TCU?

n=267	%
Academic Challenge/Curriculum	31.8%
Preparation	12.0%
Advising Course Selection/Class Availability	10.9%
Faculty	7.1%
Social Opportunities	5.6%
Cost	5.2%
Parking	3.0%

What could have been improved at TCU?

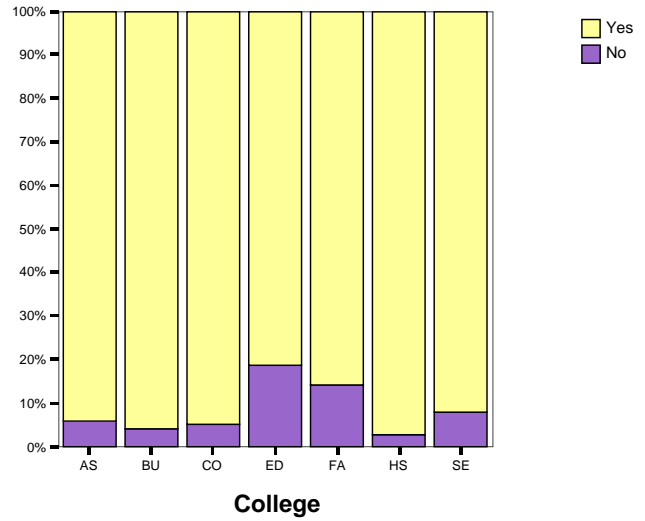


## Recent Alumni Survey 2005-2006 Satisfaction by College

### Recommend TCU by College

	Yes	No
	%	%
AS (n=51)	94.1%	5.9%
BU (n=50)	96.0%	4.0%
CO (n=58)	94.8%	5.2%
ED (n=16)*	81.3%	18.8%
FA (n=14)	85.7%	14.3%
HS (n=36)	97.2%	2.8%
SE (n=39)	92.3%	7.7%
UNK (n=2)	100.0%	.0%
Total	93.6%	6.4%

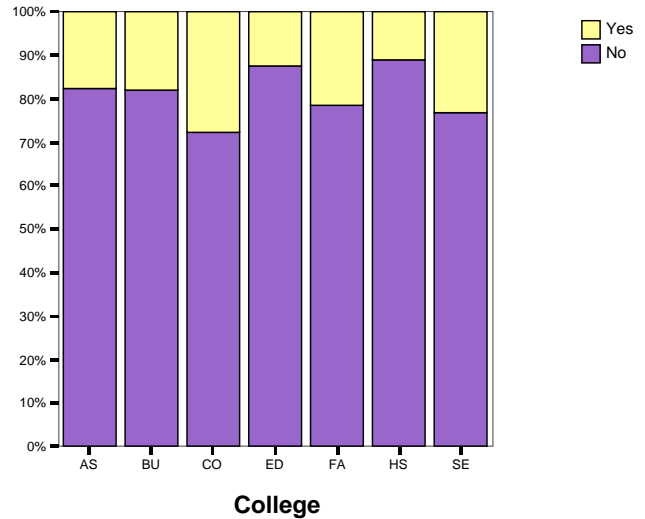
\*Proportions significantly different from other colleges (p<.05)



### Choose a Different Major by College

	Yes	No
	%	%
AS (n=51)	17.6%	82.4%
BU (n=50)	18.0%	82.0%
CO (n=58)	27.6%	72.4%
ED (n=16)	12.5%	87.5%
FA (n=14)	21.4%	78.6%
HS (n=36)	11.1%	88.9%
SE (n=39)	23.1%	76.9%
UNK (n=2)	100.0%	.0%
Total	20.3%	79.7%

ns



**Recent Alumni Survey 2005-2006  
Importance of Knowledge/Skill Areas**

**Importance of Academic Knowledge and Skill Areas**

	N	Important or Very Important	Somewhat Important	Not Important
Articulate thoughts clearly using verbal and nonverbal communication skills	263	99.6%	.4%	.0%
Work effectively with others	262	97.7%	2.3%	.0%
Successfully manage conflicts	261	97.7%	2.3%	.0%
Acquire new skills or knowledge on my own	262	96.6%	3.1%	.4%
Write effectively	264	92.8%	5.7%	1.5%
Relate to people from diverse social, economic, racial, and cultural backgrounds	263	91.3%	8.7%	.0%
Identify and understand ethical issues in personal, professional, and societal contexts	263	90.1%	9.9%	.0%
Contribute to the welfare of my community	263	81.7%	17.5%	.8%
Knowledge of trends, issues, and opportunities that impact the global community	260	81.5%	16.5%	1.9%
Participate in the democratic electoral process at the state and national level	263	71.1%	21.7%	7.2%
Understand the role of religion in society, culture, and individual life	262	70.6%	22.5%	6.9%
Place events in historical and philosophical perspective	264	57.2%	28.4%	14.4%
Understand the importance of the natural sciences	261	54.0%	33.7%	12.3%
Use mathematical reasoning to solve complex problems	264	48.9%	31.1%	20.1%

**Importance of Personal/Social Knowledge and Skill Areas**

	N	Important or Very Important	Somewhat Important	Not Important
Take responsibility for my choices and actions	259	98.5%	1.2%	.4%
Build and nurture personal relationships	262	97.7%	2.3%	.0%
Build support systems through family, friends, and coworkers	261	96.9%	2.7%	.4%
Maintain emotional health by striving for balance with responsible choices	260	95.8%	4.2%	.0%
Create good health habits concerning weight management and fitness	262	91.2%	8.8%	.0%
Maintain good health with responsible choices regarding alcohol and tobacco	261	90.4%	8.8%	.8%
Engage in regular physical activity to improve fitness or health	260	89.2%	9.6%	1.2%
Take responsibility for my health through regular check-ups and self-exams	261	85.1%	13.4%	1.5%
Satisfy and nurture my individual spiritual needs	260	76.9%	18.8%	4.2%

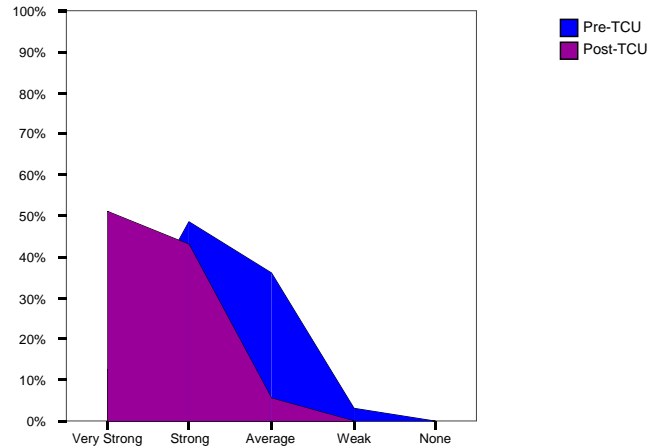
**Recent Alumni Survey 2005-2006**  
**Self-Reported Knowledge and Skill Development Pre- and Post-TCU**

**Articulate thoughts clearly using verbal and non-verbal communication (n=264)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	12.5%	48.5%	36.0%	3.0%	.0%
Post-TCU	51.1%	43.2%	5.7%	.0%	.0%

p < .001

**Articulate thoughts clearly using verbal and non-verbal communication**

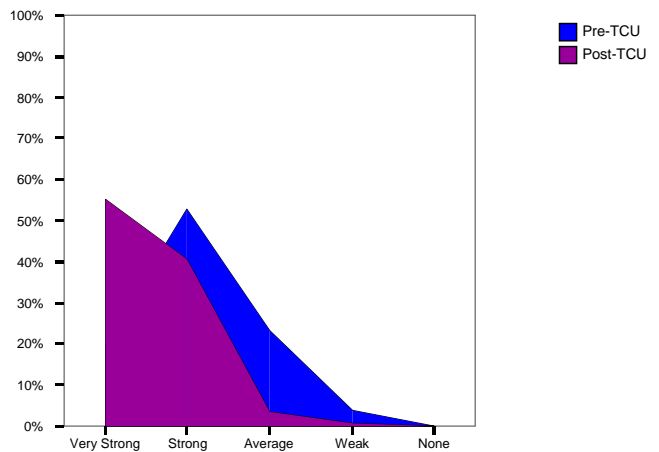


**Work effectively with others (n=262)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	20.2%	52.7%	23.3%	3.8%	.0%
Post-TCU	55.3%	40.5%	3.4%	.8%	.0%

p < .001

**Work effectively with others**

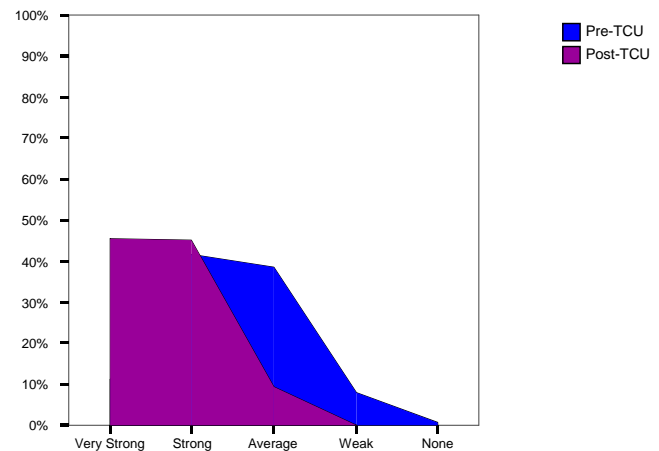


**Successfully manage conflicts (n=262)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	11.1%	41.6%	38.5%	8.0%	.8%
Post-TCU	45.4%	45.0%	9.5%	.0%	.0%

p < .001

**Successfully manage conflicts**



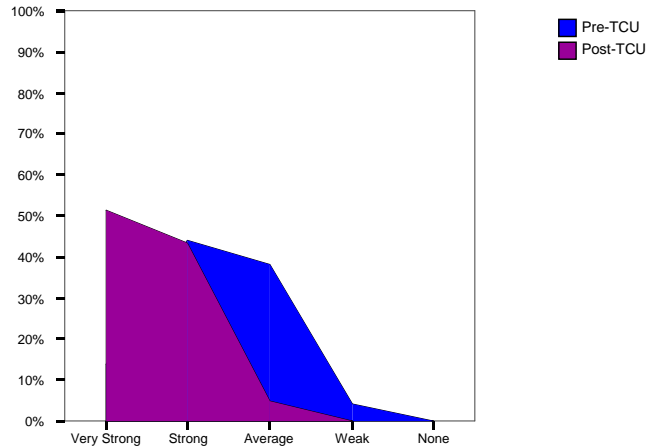
**Recent Alumni Survey 2005-2006  
Self-Reported Knowledge and Skill Development Pre- and Post-TCU**

**Acquire new skills or knowledge on my own (n=262)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	13.7%	43.9%	38.2%	4.2%	.0%
Post-TCU	51.5%	43.5%	5.0%	.0%	.0%

p < .001

**Acquire new skills or knowledge on my own**

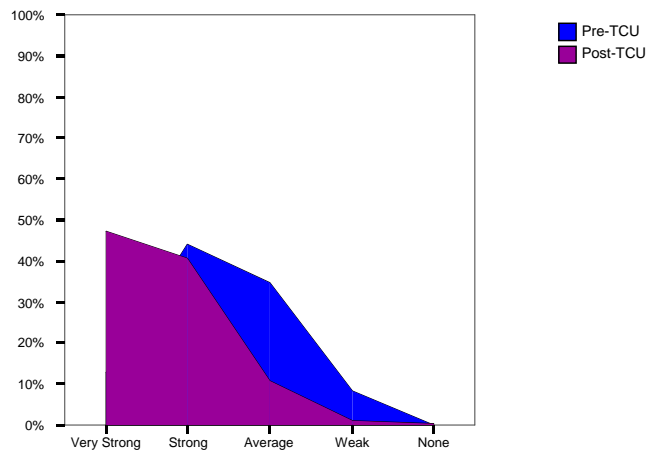


**Write effectively (n=264)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	12.9%	43.9%	34.8%	8.3%	.0%
Post-TCU	47.3%	40.5%	10.6%	1.1%	.4%

p < .001

**Write effectively**

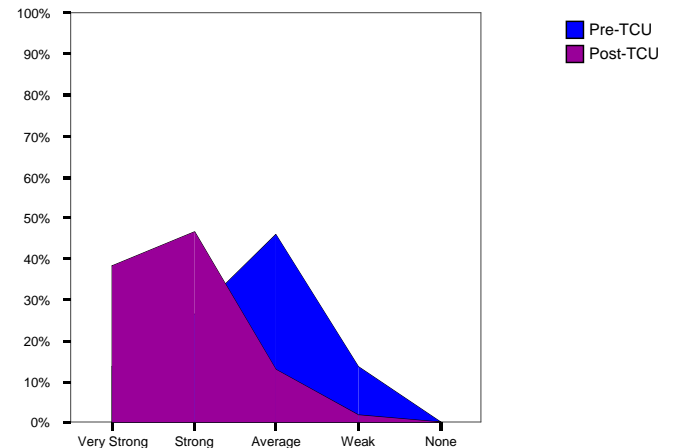


**Relate to people from diverse social, economic, racial, and cultural backgrounds (n=263)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	13.7%	26.6%	46.0%	13.7%	.0%
Post-TCU	38.4%	46.8%	12.9%	1.9%	.0%

p < .001

**Relate to people from diverse social, economic, racial, and cultural backgrounds**





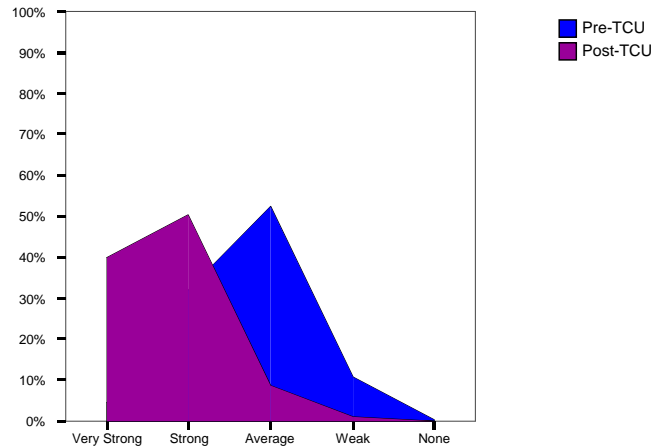
**Recent Alumni Survey 2005-2006**  
**Self-Reported Knowledge and Skill Development Pre- and Post-TCU**

**Identify and understand ethical issues in personal, professional, and societal contexts (n=263)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	4.6%	31.9%	52.5%	10.6%	.4%
Post-TCU	39.9%	50.2%	8.7%	1.1%	.0%

p < .001

**Identify and understand ethical issues in personal, professional, and societal contexts**

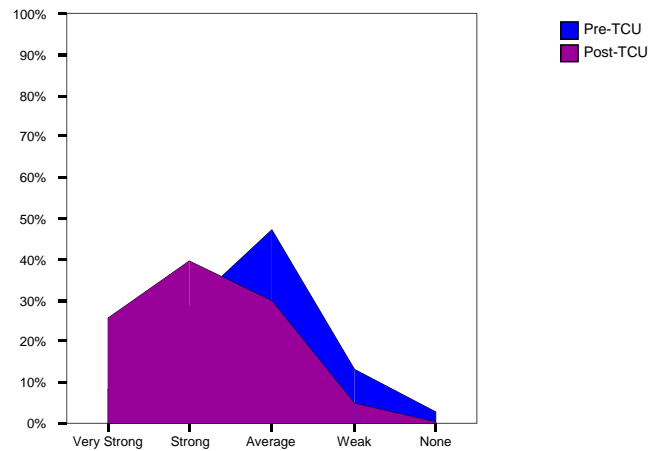


**Contribute to the welfare of my community**

**Contribute to the welfare of my community (n=263)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	8.4%	28.5%	47.1%	13.3%	2.7%
Post-TCU	25.5%	39.5%	29.7%	4.9%	.4%

p < .001

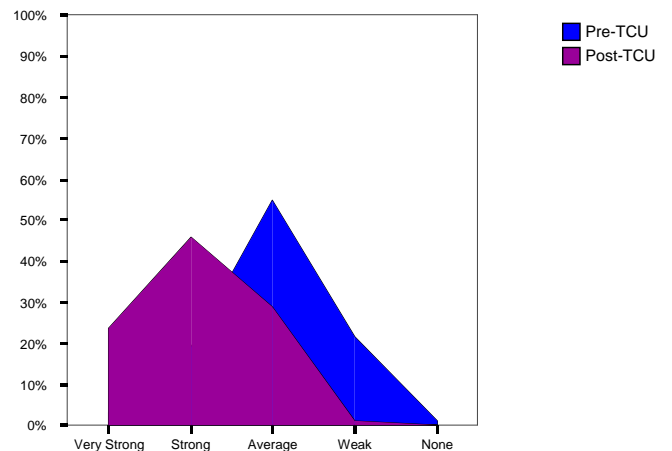


**Knowledge of trends, issues, and opportunities that impact the global community**

**Knowledge of trends, issues, and opportunities that impact the global community (n=262)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	3.1%	19.1%	55.0%	21.8%	1.1%
Post-TCU	23.8%	46.0%	29.1%	1.1%	.0%

p < .001



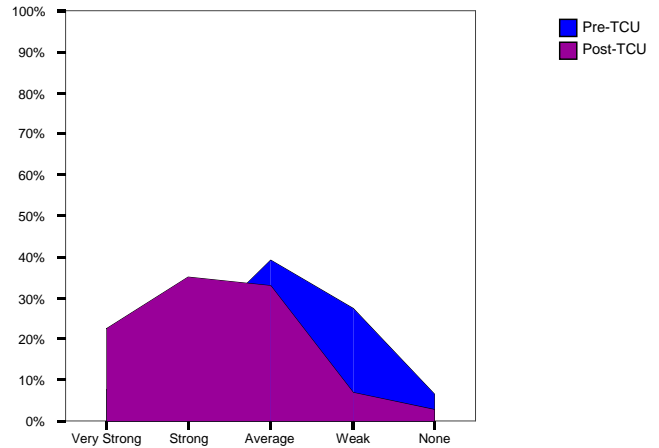
**Recent Alumni Survey 2005-2006**  
**Self-Reported Knowledge and Skill Development Pre- and Post-TCU**

**Participate in the democratic electoral process at the state and national level (n=263)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	7.6%	19.4%	39.2%	27.4%	6.5%
Post-TCU	22.4%	35.0%	33.1%	6.8%	2.7%

p < .001

**Participate in the democratic electoral process at the state and national level**

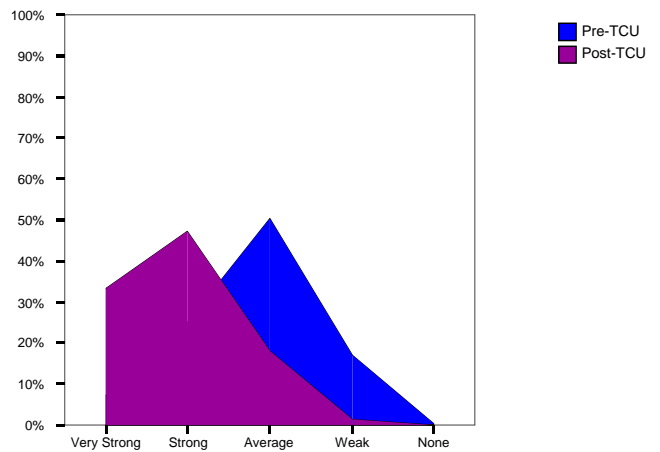


**Understand the role of religion in society, culture, and individual life (n=263)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	7.2%	25.1%	50.2%	17.1%	.4%
Post-TCU	33.2%	47.3%	17.9%	1.5%	.0%

p < .001

**Understand the role of religion in society, culture, and individual life**

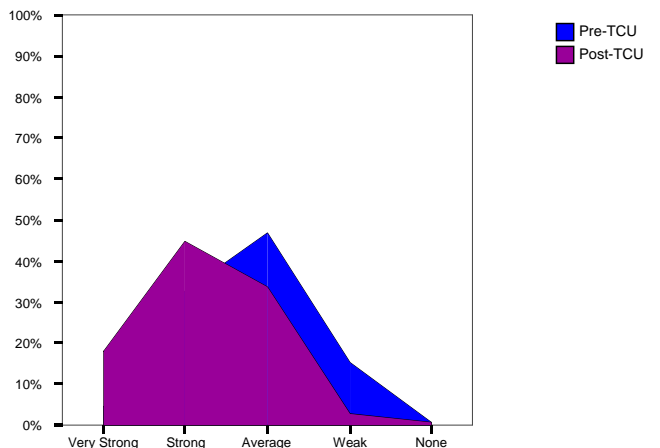


**Place events in historical and philosophical perspective (n=264)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	4.5%	32.6%	47.0%	15.2%	.8%
Post-TCU	17.9%	44.9%	33.8%	2.7%	.8%

p < .001

**Place events in historical and philosophical perspective**



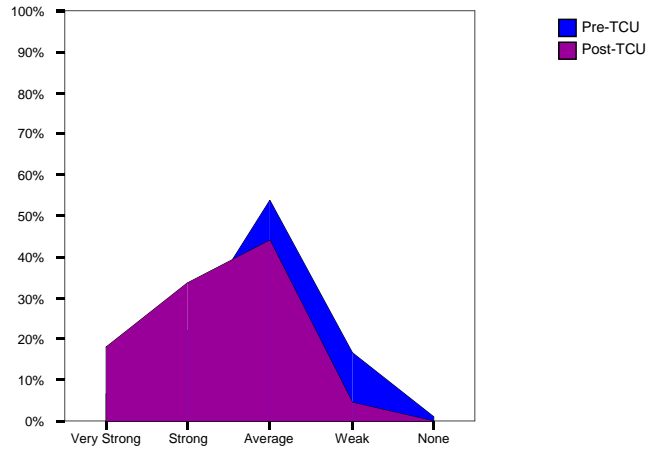
**Recent Alumni Survey 2005-2006**  
**Self-Reported Knowledge and Skill Development Pre- and Post-TCU**

**Understand the importance of the natural sciences**

**Understand the importance of the natural sciences (n=262)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	6.5%	21.8%	53.8%	16.8%	1.1%
Post-TCU	17.9%	33.6%	43.9%	4.6%	.0%

p < .001

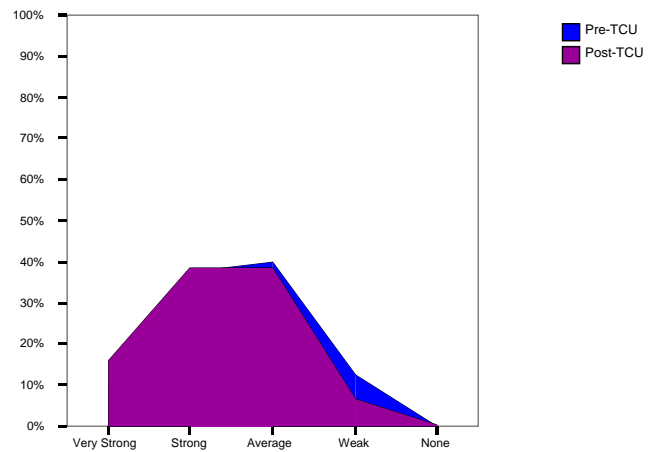


**Use mathematical reasoning to solve complex problems**

**Use mathematical reasoning to solve complex problems (n=264)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	10.2%	37.5%	39.8%	12.5%	.0%
Post-TCU	15.9%	38.6%	38.6%	6.4%	.4%

p < .001



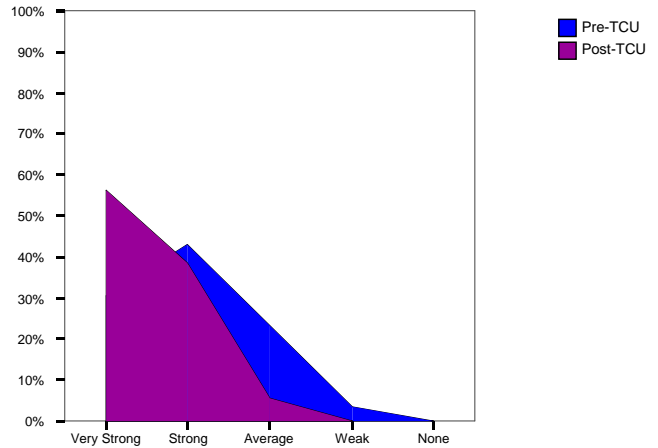
**Recent Alumni Survey 2005-2006  
Self-Reported Knowledge and Skill Development Pre- and Post-TCU**

**Take responsibility for my choices and actions**

**Take responsibility for my choices and actions (n=260)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	30.4%	43.1%	23.1%	3.5%	.0%
Post-TCU	56.2%	38.5%	5.4%	.0%	.0%

p < .001

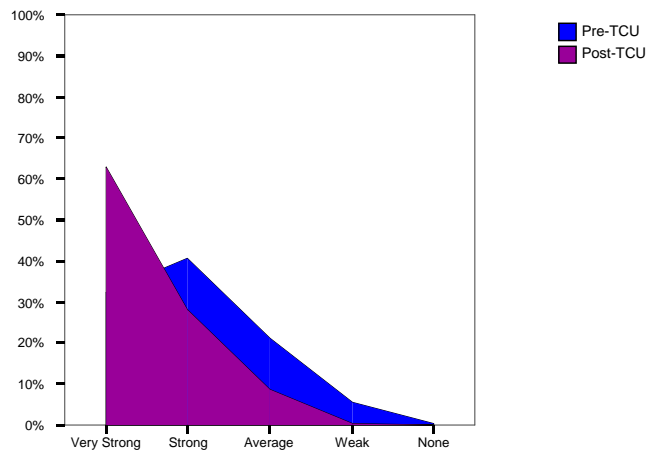


**Build and nurture personal relationships**

**Build and nurture personal relationships (n=261)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	32.2%	40.6%	21.1%	5.7%	.4%
Post-TCU	62.7%	28.1%	8.8%	.4%	.0%

p < .001

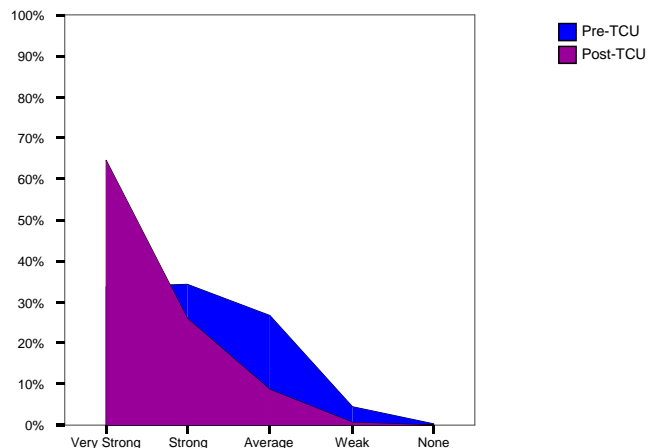


**Build support systems through family, friends and coworkers**

**Build support systems through family, friends and coworkers (n=261)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	33.7%	34.5%	26.8%	4.6%	.4%
Post-TCU	64.4%	26.1%	8.8%	.8%	.0%

p < .001



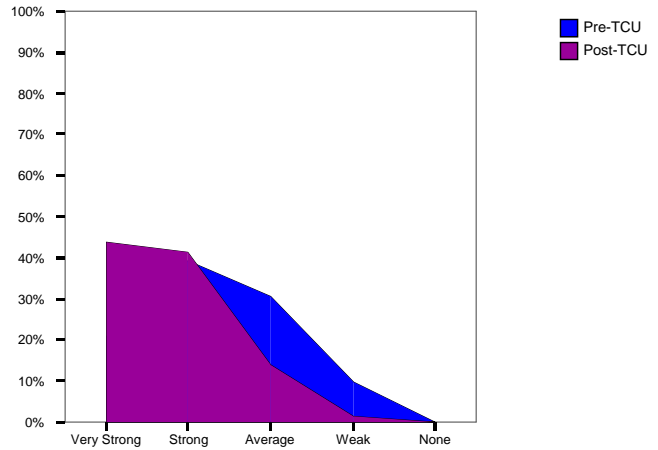
**Recent Alumni Survey 2005-2006**  
**Self-Reported Knowledge and Skill Development Pre- and Post-TCU**

**Maintain emotional health by striving for balance with responsible choices (n=260)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	20.8%	39.2%	30.4%	9.6%	.0%
Post-TCU	43.8%	41.2%	13.8%	1.2%	.0%

p < .001

**Maintain emotional health by striving for balance with responsible choices**

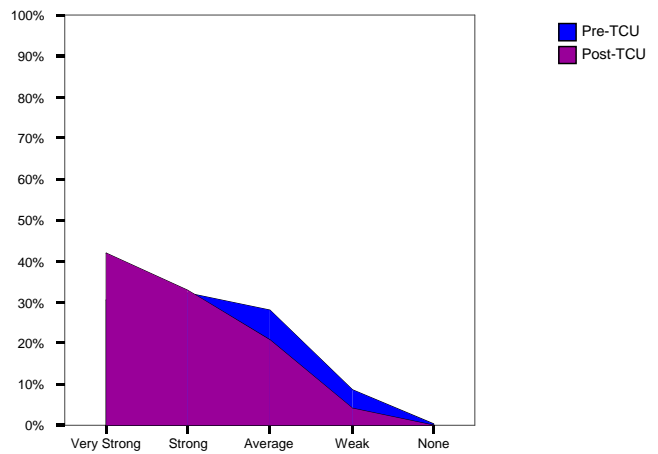


**Create good health habits concerning weight management and fitness (n=261)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	30.7%	32.2%	28.0%	8.8%	.4%
Post-TCU	42.1%	33.0%	20.7%	4.2%	.0%

p < .001

**Create good health habits concerning weight management and fitness**

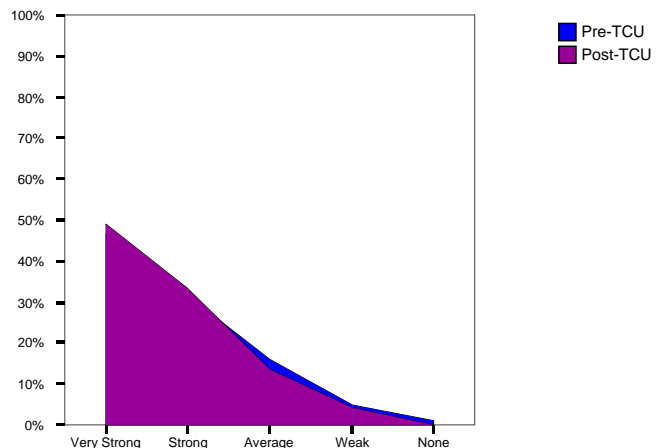


**Maintain good health with responsible choices regarding alcohol and tobacco (n=261)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	46.4%	31.4%	16.1%	5.0%	1.1%
Post-TCU	49.0%	33.3%	13.4%	4.2%	.0%

ns

**Maintain good health with responsible choices regarding alcohol and tobacco**



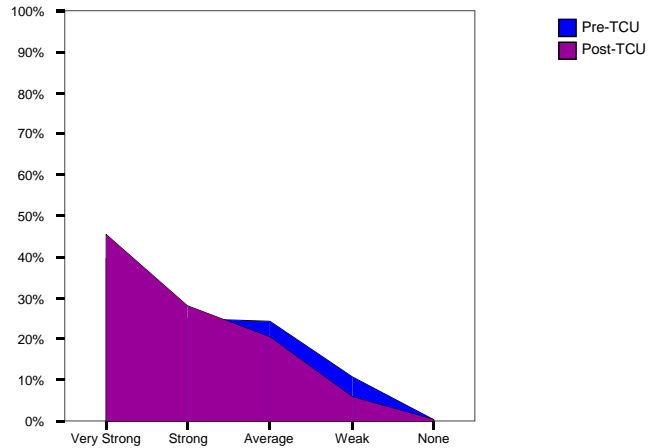
**Recent Alumni Survey 2005-2006  
Self-Reported Knowledge and Skill Development Pre- and Post-TCU**

**Engage in regular physical activity to improve fitness or health (n=260)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	39.6%	25.0%	24.2%	10.8%	.4%
Post-TCU	45.4%	28.1%	20.4%	5.8%	.4%

p < .01

**Engage in regular physical activity to improve fitness or health**

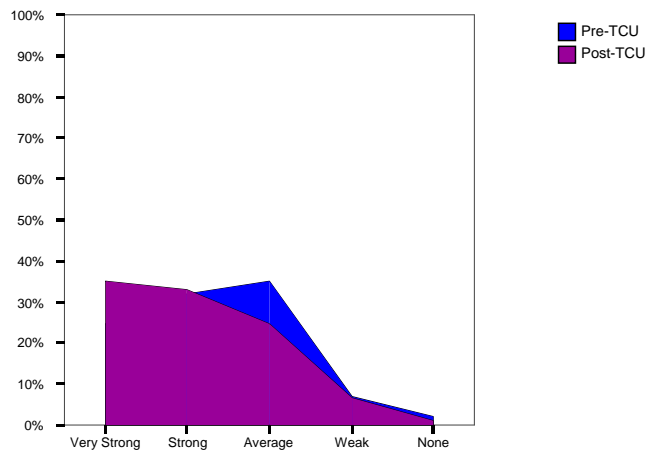


**Take responsibility for my health through regular check-ups and self-exams (n=261)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	24.5%	31.8%	34.9%	6.9%	1.9%
Post-TCU	34.9%	33.0%	24.5%	6.5%	1.1%

p < .001

**Take responsibility for my health through regular check-ups and self-exams**

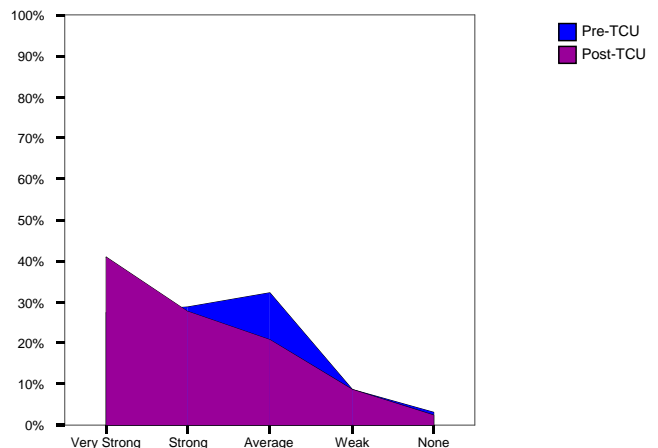


**Satisfy and nurture my individual spiritual needs (n=260)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	27.3%	28.8%	32.3%	8.5%	3.1%
Post-TCU	40.8%	27.7%	20.8%	8.5%	2.3%

p < .001

**Satisfy and nurture my individual spiritual needs**



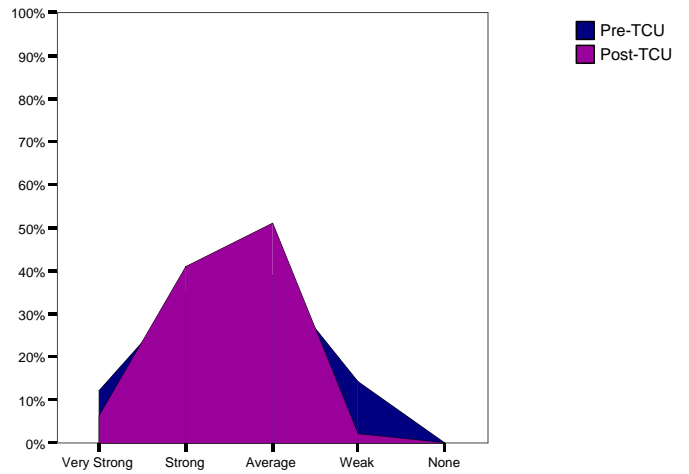
**Recent Alumni Survey 2005-2006**  
**College differences—Use mathematical reasoning to solve complex problems**

**AddRan (n=49)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	12.2%	34.7%	38.8%	14.3%	.0%
Post-TCU	6.1%	40.8%	51.0%	2.0%	.0%

ns

**AddRan**

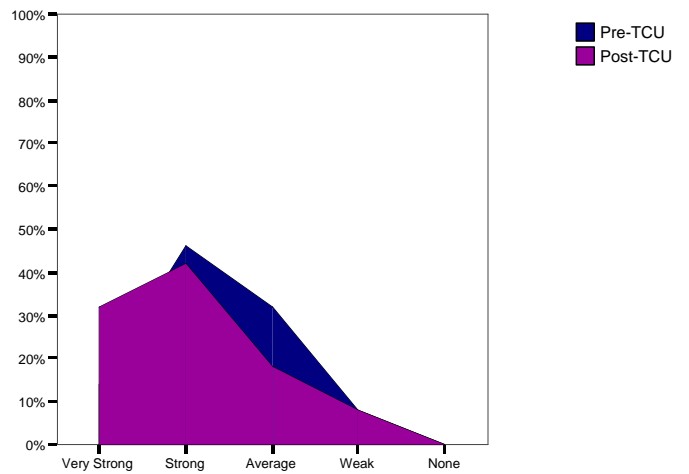


**Business (n=50)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	14.0%	46.0%	32.0%	8.0%	.0%
Post-TCU	32.0%	42.0%	18.0%	8.0%	.0%

p<.05

**Business**

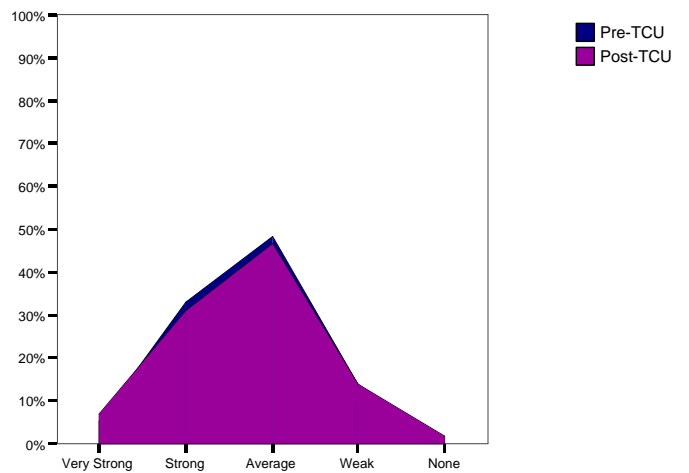


**Communication**

**Communication (n=58)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	5.2%	32.8%	48.3%	13.8%	.0%
Post-TCU	6.9%	31.0%	46.6%	13.8%	1.7%

ns



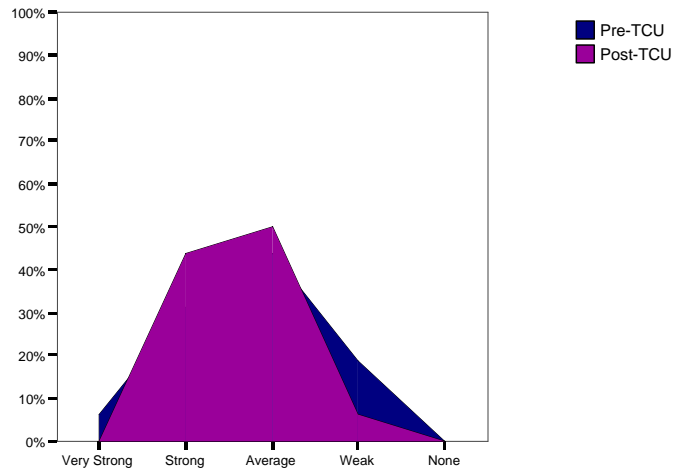
**Recent Alumni Survey 2005-2006**  
**College differences—Use mathematical reasoning to solve complex problems**

**Education (n=16)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	6.3%	31.3%	43.8%	18.8%	.0%
Post-TCU	.0%	43.8%	50.0%	6.3%	.0%

ns

**Education**

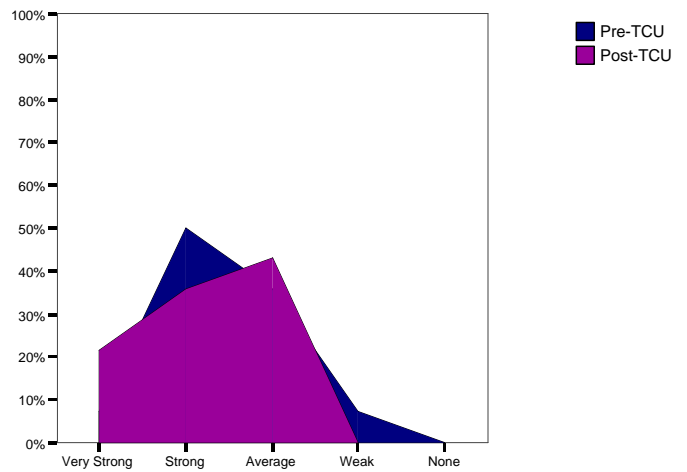


**Fine Arts (n=14)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	7.1%	50.0%	35.7%	7.1%	.0%
Post-TCU	21.4%	35.7%	42.9%	.0%	.0%

ns

**Fine Arts**

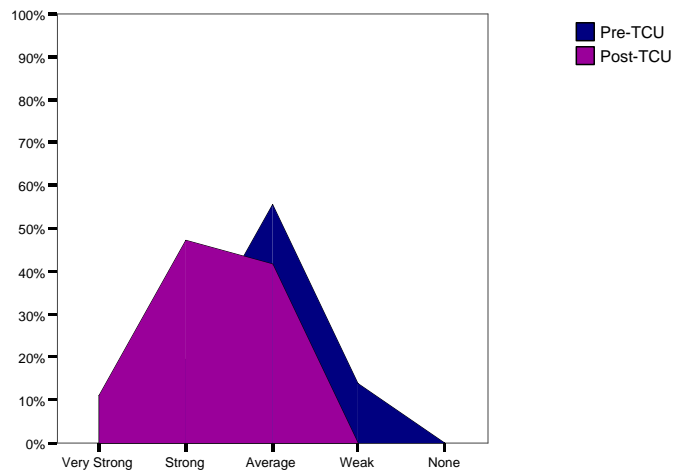


**Nursing & Health Sciences**

**Nursing & Health Sciences (n=36)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	11.1%	19.4%	55.6%	13.9%	.0%
Post-TCU	11.1%	47.2%	41.7%	.0%	.0%

p<.01





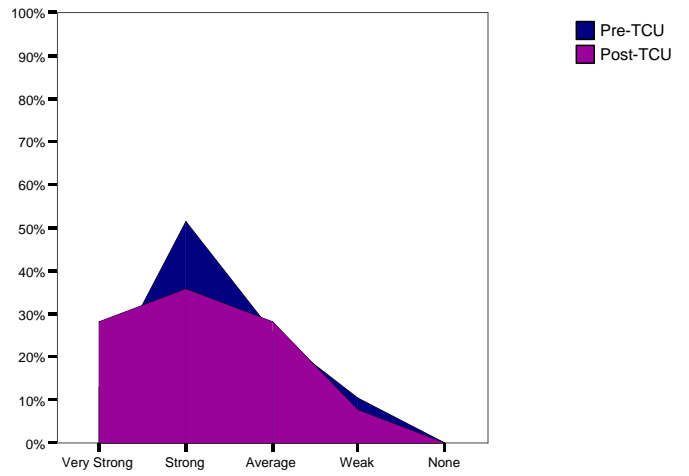
**Recent Alumni Survey 2005-2006**  
**College differences—Use mathematical reasoning to solve complex problems**

**Science & Engineering (n=39)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	12.8%	51.3%	25.6%	10.3%	.0%
Post-TCU	28.2%	35.9%	28.2%	7.7%	.0%

ns

**Science & Engineering**



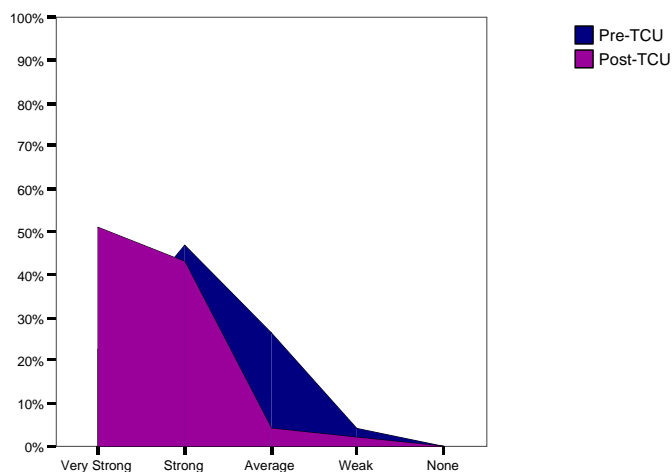
**Recent Alumni Survey 2005-2006**  
**College differences—Build support systems through family, friends, and coworkers**

**AddRan (n=49)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	22.4%	46.9%	26.5%	4.1%	.0%
Post-TCU	51.0%	42.9%	4.1%	2.0%	.0%

p<.001

**AddRan**

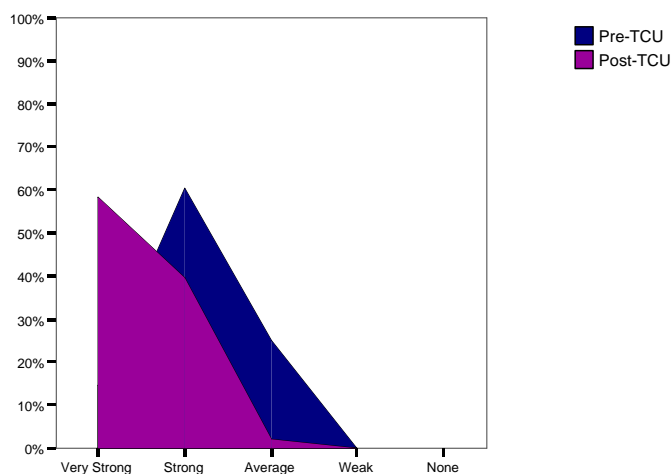


**Business (n=48)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	14.6%	60.4%	25.0%	.0%	.0%
Post-TCU	58.3%	39.6%	2.1%	.0%	.0%

p<.001

**Business**

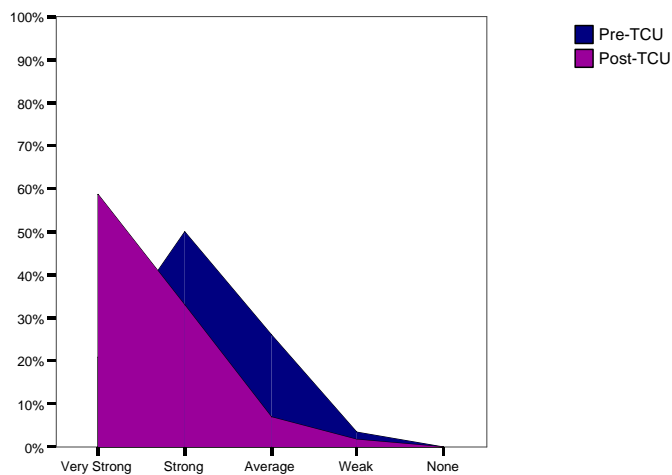


**Communication (n=58)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	20.7%	50.0%	25.9%	3.4%	.0%
Post-TCU	58.6%	32.8%	6.9%	1.7%	.0%

p<.001

**Communication**



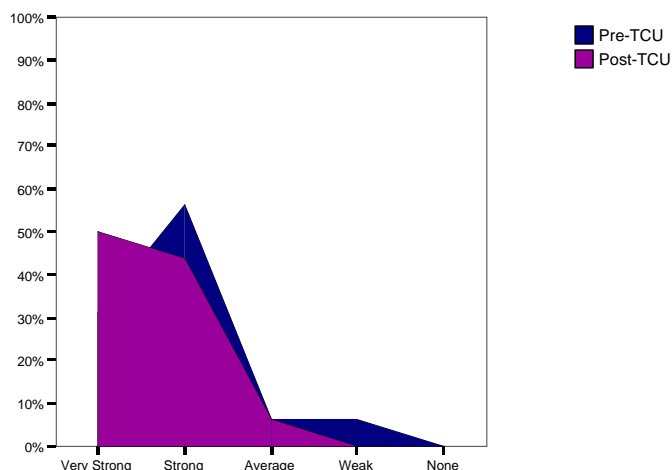
**Recent Alumni Survey 2005-2006**  
**College differences—Build support systems through family, friends, and coworkers**

**Education (n=16)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	31.3%	56.3%	6.3%	6.3%	.0%
Post-TCU	50.0%	43.8%	6.3%	.0%	.0%

ns

**Education**

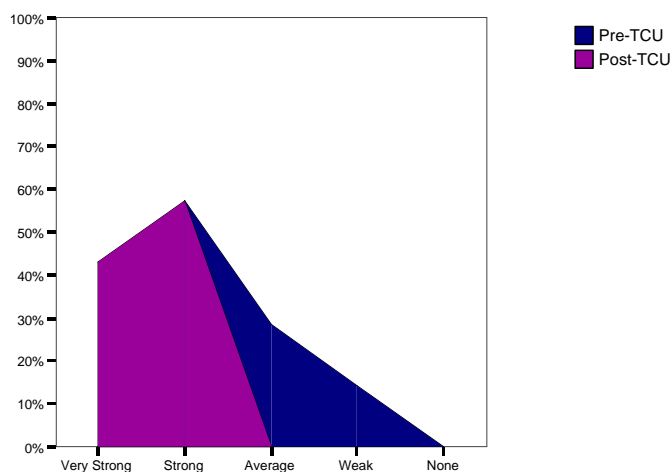


**Fine Arts (n=14)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	.0%	57.1%	28.6%	14.3%	.0%
Post-TCU	42.9%	57.1%	.0%	.0%	.0%

p<.01

**Fine Arts**

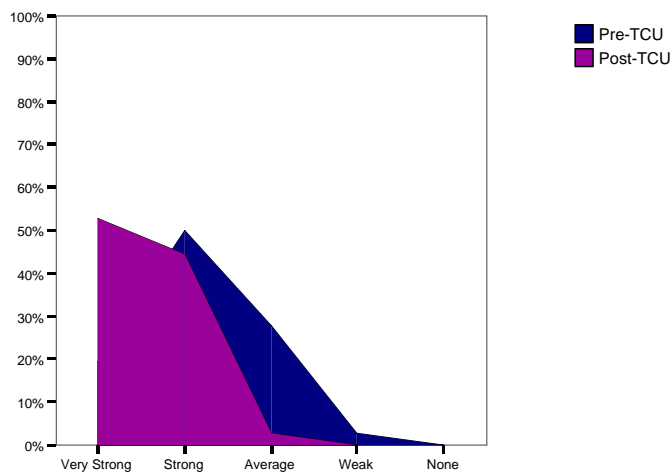


**Nursing & Health Sciences**

**Nursing & Health Sciences (n=36)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	19.4%	50.0%	27.8%	2.8%	.0%
Post-TCU	52.8%	44.4%	2.8%	.0%	.0%

p<.001



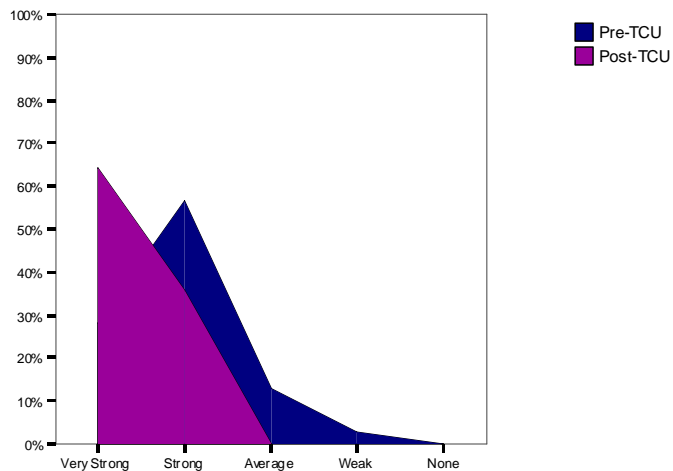
**Recent Alumni Survey 2005-2006**  
**College differences—Build support systems through family, friends, and coworkers**

**Science & Engineering**

**Science & Engineering (n=39)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	28.2%	56.4%	12.8%	2.6%	.0%
Post-TCU	64.1%	35.9%	.0%	.0%	.0%

p<.001



## Recent Alumni Survey 2005-2006

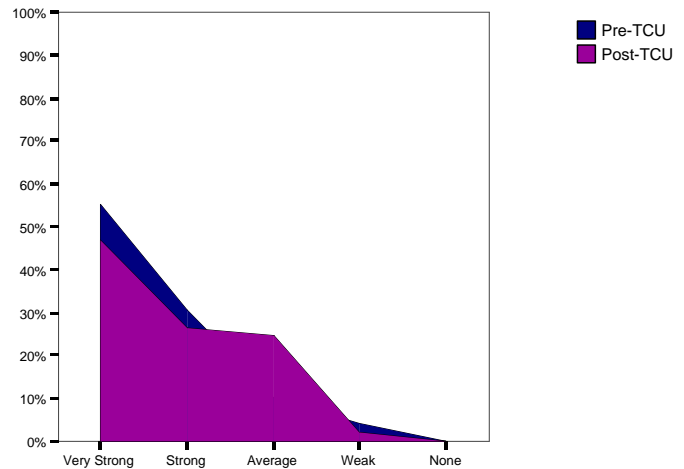
### College differences—Maintain good health with responsible choices regarding alcohol and tobacco

#### AddRan (n=49)

	Very Strong	Strong	Average	Weak	None
Pre-TCU	55.1%	30.6%	10.2%	4.1%	.0%
Post-TCU	46.9%	26.5%	24.5%	2.0%	.0%

ns

#### AddRan

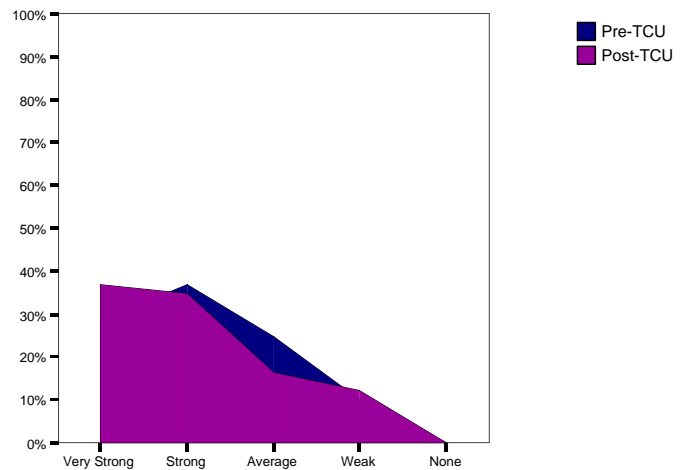


#### Business (n=49)

	Very Strong	Strong	Average	Weak	None
Pre-TCU	28.6%	36.7%	24.5%	10.2%	.0%
Post-TCU	36.7%	34.7%	16.3%	12.2%	.0%

ns

#### Business

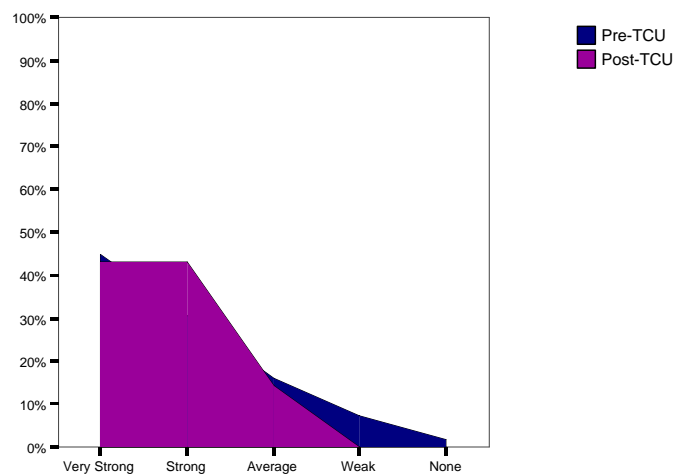


#### Communication (n=56)

	Very Strong	Strong	Average	Weak	None
Pre-TCU	44.6%	30.4%	16.1%	7.1%	1.8%
Post-TCU	42.9%	42.9%	14.3%	.0%	.0%

ns

#### Communication



## Recent Alumni Survey 2005-2006

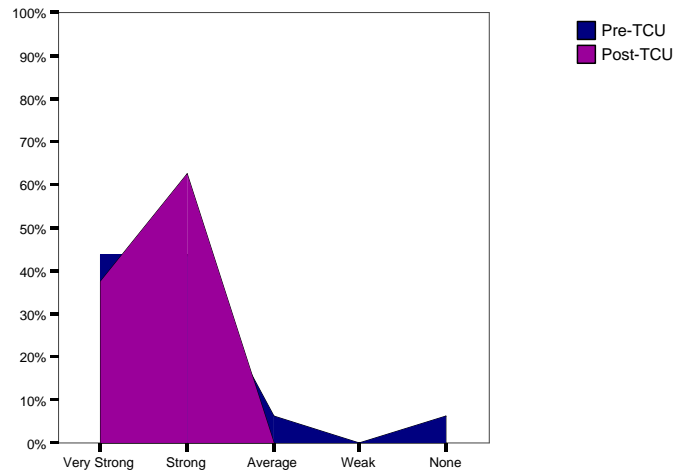
### College differences—Maintain good health with responsible choices regarding alcohol and tobacco

#### Education (n=16)

	Very Strong	Strong	Average	Weak	None
Pre-TCU	43.8%	43.8%	6.3%	.0%	6.3%
Post-TCU	37.5%	62.5%	.0%	.0%	.0%

ns

#### Education

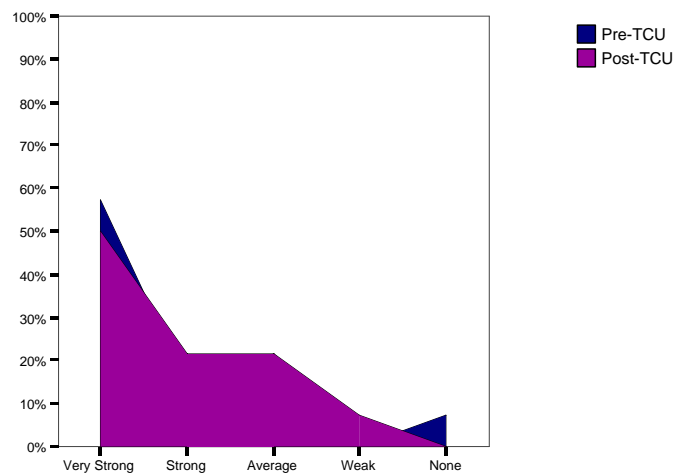


#### Fine Arts (n=14)

	Very Strong	Strong	Average	Weak	None
Pre-TCU	57.1%	14.3%	21.4%	.0%	7.1%
Post-TCU	50.0%	21.4%	21.4%	7.1%	.0%

ns

#### Fine Arts

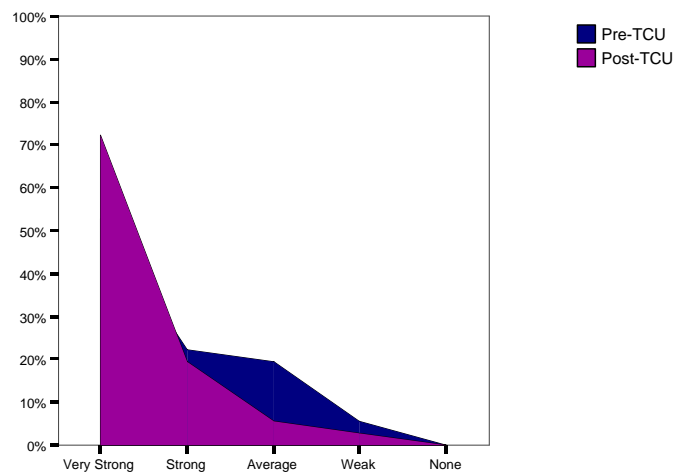


#### Nursing & Health Sciences

#### Nursing & Health Sciences (n=36)

	Very Strong	Strong	Average	Weak	None
Pre-TCU	52.8%	22.2%	19.4%	5.6%	.0%
Post-TCU	72.2%	19.4%	5.6%	2.8%	.0%

p<.01



# Recent Alumni Survey 2005-2006

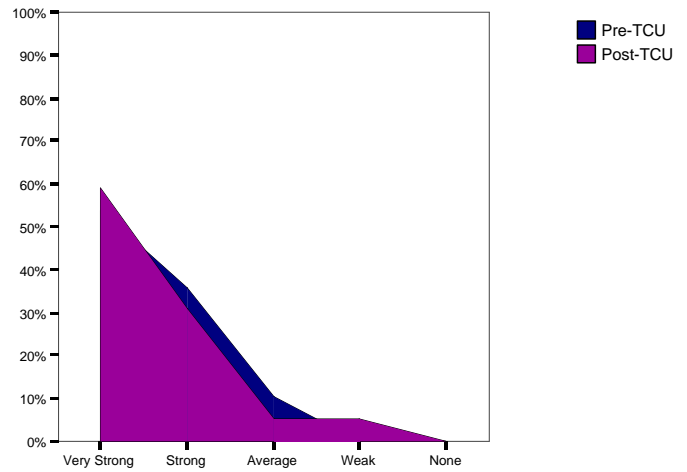
## College differences—Maintain good health with responsible choices regarding alcohol and tobacco

### Science & Engineering

#### Science & Engineering (n=39)

	Very Strong	Strong	Average	Weak	None
Pre-TCU	53.8%	35.9%	10.3%	.0%	.0%
Post-TCU	59.0%	30.8%	5.1%	5.1%	.0%

ns



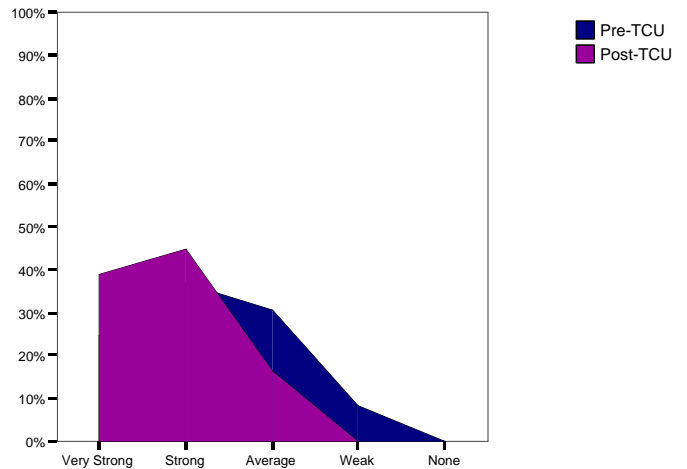
**Recent Alumni Survey 2005-2006**  
**College differences—Create good health habits concerning weight management and fitness**

**AddRan (n=49)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	24.5%	36.7%	30.6%	8.2%	.0%
Post-TCU	38.8%	44.9%	16.3%	.0%	.0%

p<.01

**AddRan**

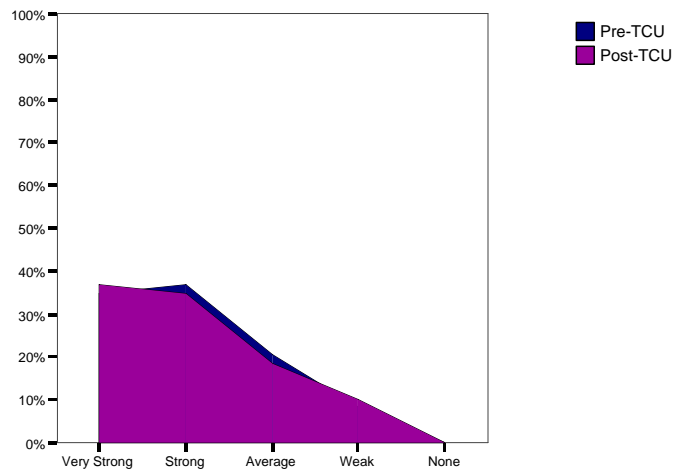


**Business (n=49)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	34.7%	36.7%	20.4%	8.2%	.0%
Post-TCU	36.7%	34.7%	18.4%	10.2%	.0%

ns

**Business**

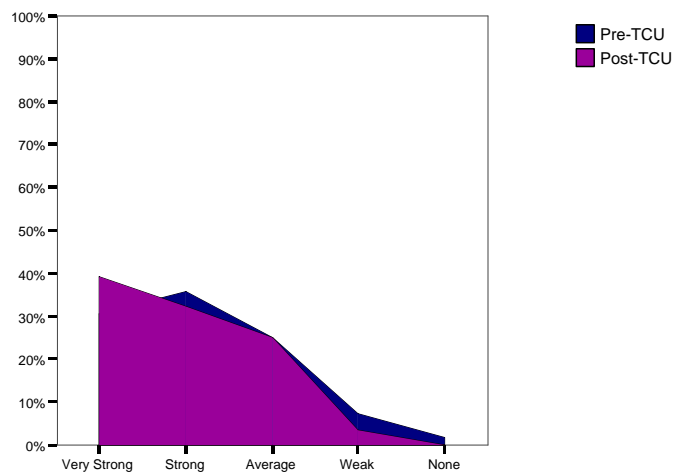


**Communication (n=56)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	30.4%	35.7%	25.0%	7.1%	1.8%
Post-TCU	39.3%	32.1%	25.0%	3.6%	.0%

ns

**Communication**





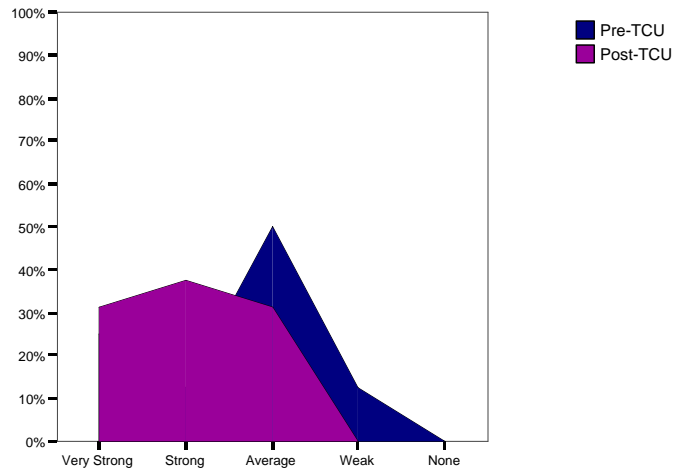
**Recent Alumni Survey 2005-2006**  
**College differences—Create good health habits concerning weight management and fitness**

**Education (n=16)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	25.0%	12.5%	50.0%	12.5%	.0%
Post-TCU	31.3%	37.5%	31.3%	.0%	.0%

p<.05

**Education**

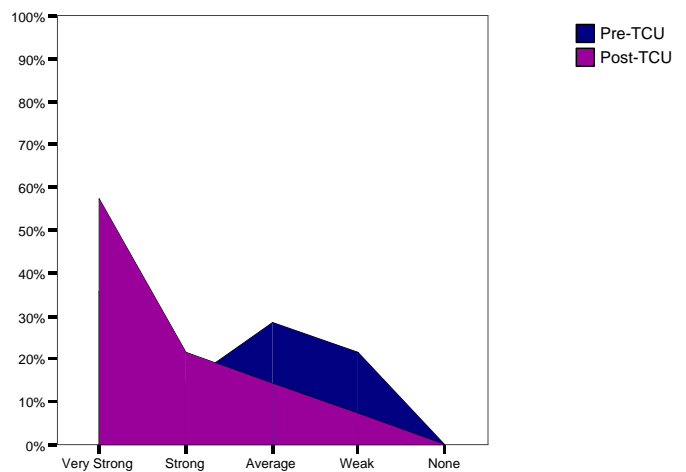


**Fine Arts (n=14)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	35.7%	14.3%	28.6%	21.4%	.0%
Post-TCU	57.1%	21.4%	14.3%	7.1%	.0%

p<.05

**Fine Arts**

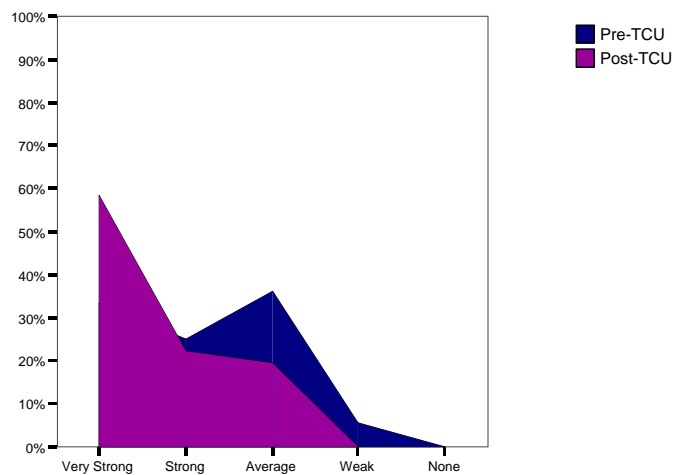


**Nursing & Health Sciences**

**Nursing & Health Sciences (n=36)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	33.3%	25.0%	36.1%	5.6%	.0%
Post-TCU	58.3%	22.2%	19.4%	.0%	.0%

p<.01



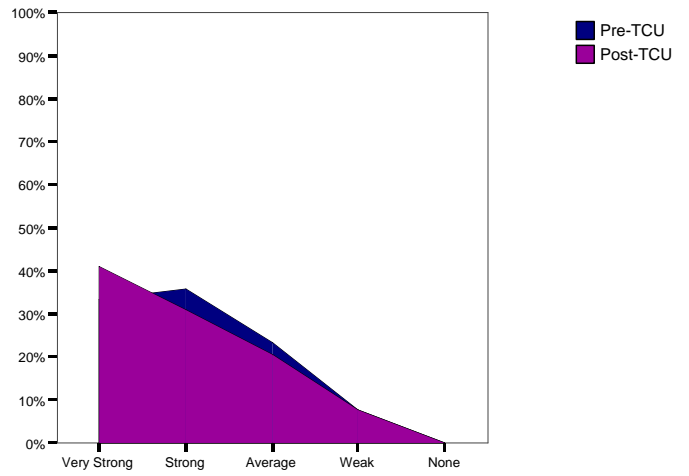
**Recent Alumni Survey 2005-2006**  
**College differences—Create good health habits concerning weight management and fitness**

**Science & Engineering**

**Science & Engineering (n=39)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	33.3%	35.9%	23.1%	7.7%	.0%
Post-TCU	41.0%	30.8%	20.5%	7.7%	.0%

ns



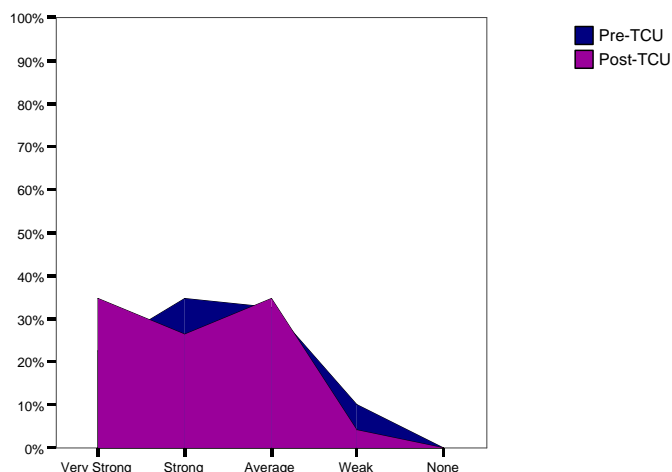
**Recent Alumni Survey 2005-2006**  
**College differences—Take responsibility for my health through regular check-ups and self-exams**

**AddRan (n=49)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	22.4%	34.7%	32.7%	10.2%	.0%
Post-TCU	34.7%	26.5%	34.7%	4.1%	.0%

ns

**AddRan**

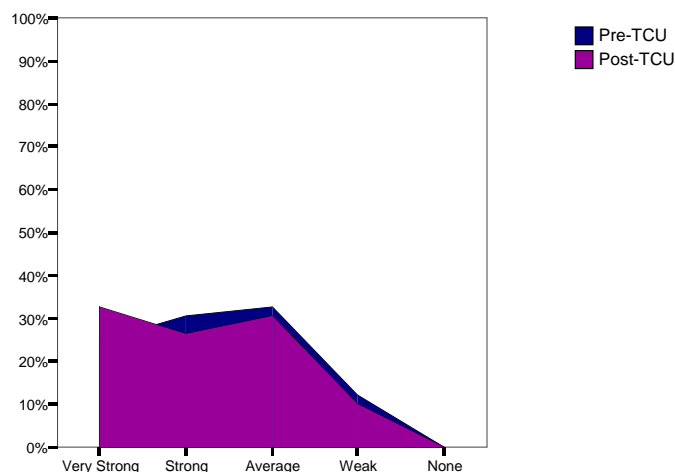


**Business (n=49)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	24.5%	30.6%	32.7%	12.2%	.0%
Post-TCU	32.7%	26.5%	30.6%	10.2%	.0%

ns

**Business**

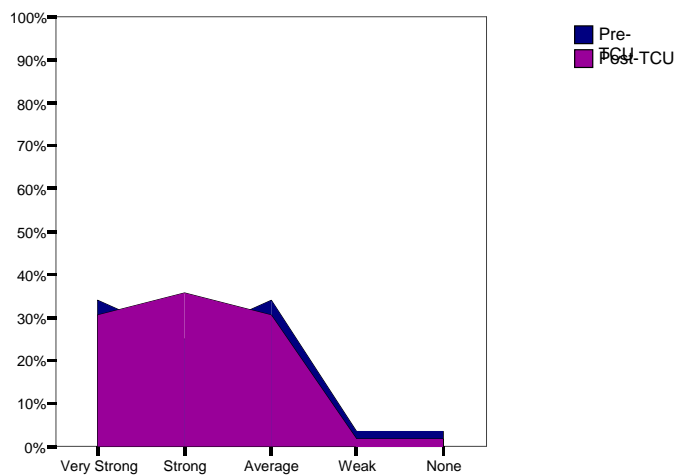


**Communication (n=56)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	33.9%	25.0%	33.9%	3.6%	3.6%
Post-TCU	30.4%	35.7%	30.4%	1.8%	1.8%

ns

**Communication**



## Recent Alumni Survey 2005-2006

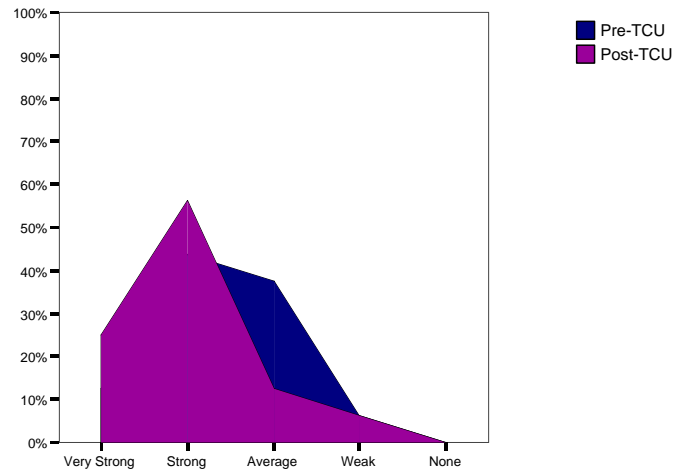
### College differences—Take responsibility for my health through regular check-ups and self-exams

#### Education (n=16)

	Very Strong	Strong	Average	Weak	None
Pre-TCU	12.5%	43.8%	37.5%	6.3%	.0%
Post-TCU	25.0%	56.3%	12.5%	6.3%	.0%

p<.05

#### Education

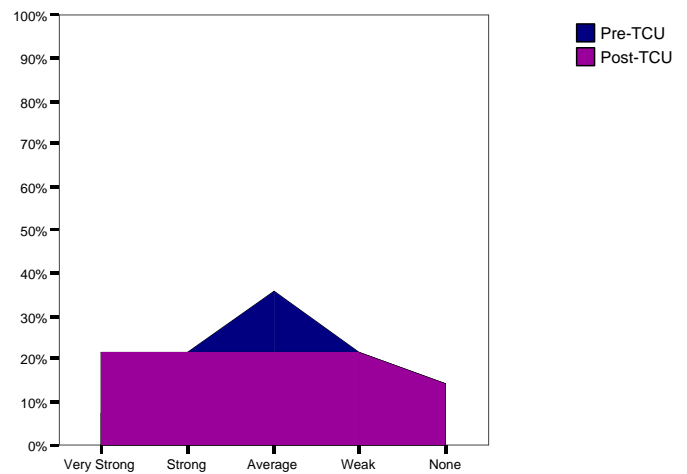


#### Fine Arts (n=14)

	Very Strong	Strong	Average	Weak	None
Pre-TCU	7.1%	21.4%	35.7%	21.4%	14.3%
Post-TCU	21.4%	21.4%	21.4%	21.4%	14.3%

ns

#### Fine Arts

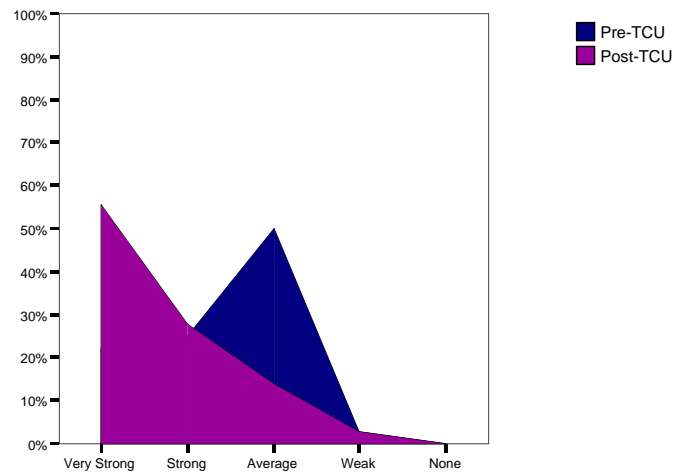


#### Nursing & Health Sciences

#### Nursing & Health Sciences (n=36)

	Very Strong	Strong	Average	Weak	None
Pre-TCU	22.2%	25.0%	50.0%	2.8%	.0%
Post-TCU	55.6%	27.8%	13.9%	2.8%	.0%

p<.001



# Recent Alumni Survey 2005-2006

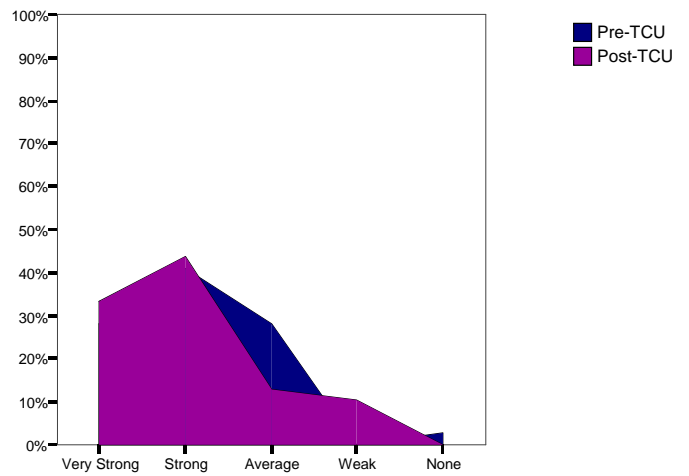
## College differences—Take responsibility for my health through regular check-ups and self-exams

### Science & Engineering

#### Science & Engineering (n=39)

	Very Strong	Strong	Average	Weak	None
Pre-TCU	28.2%	41.0%	28.2%	.0%	2.6%
Post-TCU	33.3%	43.6%	12.8%	10.3%	.0%

ns



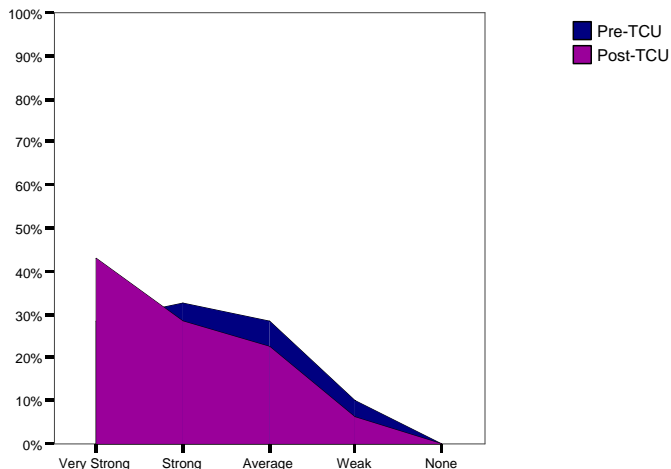
**Recent Alumni Survey 2005-2006**  
**College differences—Engage in regular physical activity to improve fitness or health**

**AddRan (n=49)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	28.6%	32.7%	28.6%	10.2%	.0%
Post-TCU	42.9%	28.6%	22.4%	6.1%	.0%

ns

**AddRan**

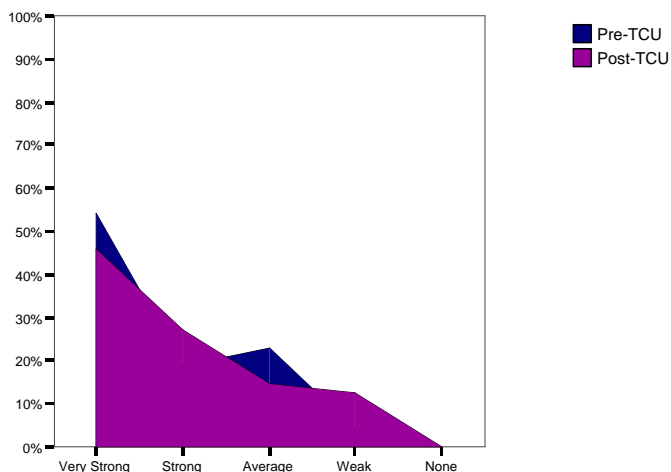


**Business (n=48)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	54.2%	18.8%	22.9%	4.2%	.0%
Post-TCU	45.8%	27.1%	14.6%	12.5%	.0%

ns

**Business**

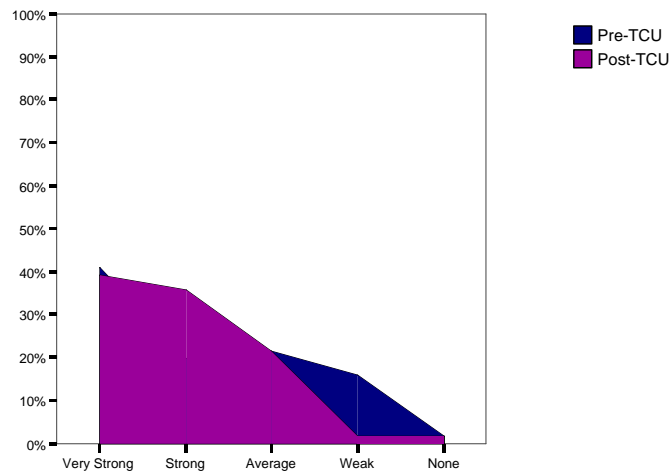


**Communication (n=56)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	41.1%	19.6%	21.4%	16.1%	1.8%
Post-TCU	39.3%	35.7%	21.4%	1.8%	1.8%

ns

**Communication**



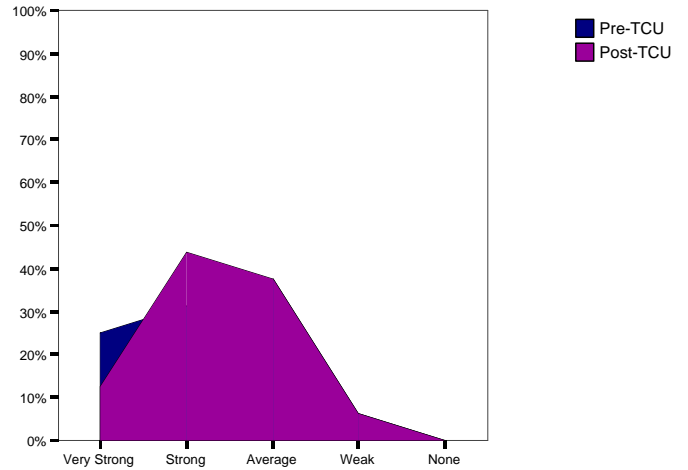
**Recent Alumni Survey 2005-2006**  
**College differences—Engage in regular physical activity to improve fitness or health**

**Education (n=16)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	25.0%	31.3%	37.5%	6.3%	.0%
Post-TCU	12.5%	43.8%	37.5%	6.3%	.0%

ns

**Education**

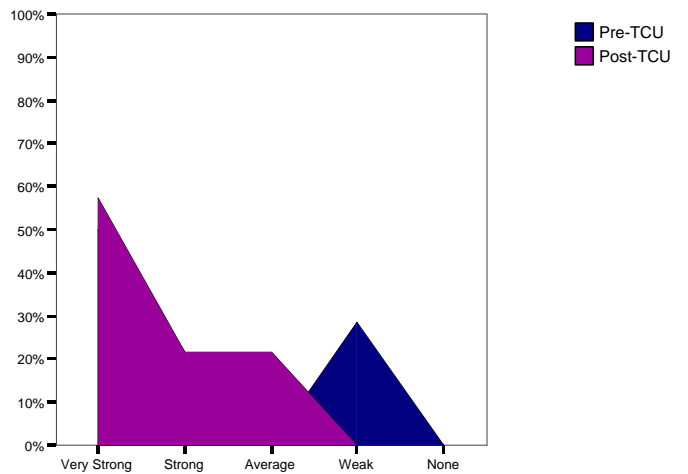


**Fine Arts (n=14)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	50.0%	21.4%	.0%	28.6%	.0%
Post-TCU	57.1%	21.4%	21.4%	.0%	.0%

ns

**Fine Arts**

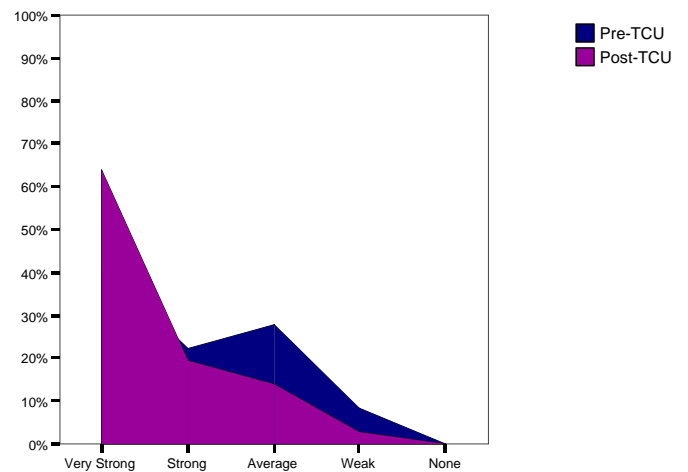


**Nursing & Health Sciences**

**Nursing & Health Sciences (n=36)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	41.7%	22.2%	27.8%	8.3%	.0%
Post-TCU	63.9%	19.4%	13.9%	2.8%	.0%

p<.05



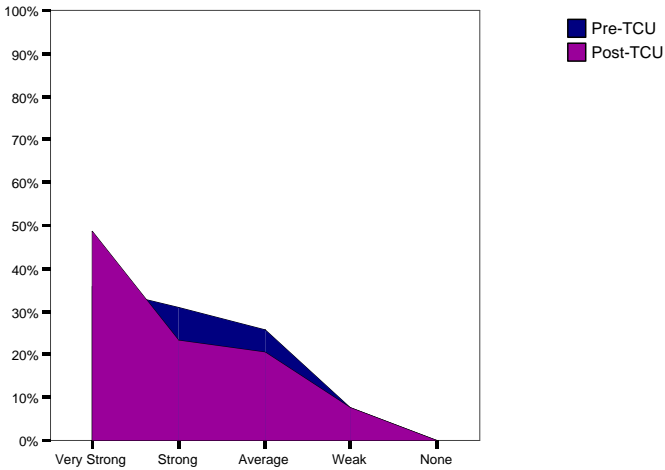
**Recent Alumni Survey 2005-2006**  
**College differences—Engage in regular physical activity to improve fitness or health**

**Science & Engineering (n=39)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	35.9%	30.8%	25.6%	7.7%	.0%
Post-TCU	48.7%	23.1%	20.5%	7.7%	.0%

ns

**Science & Engineering**





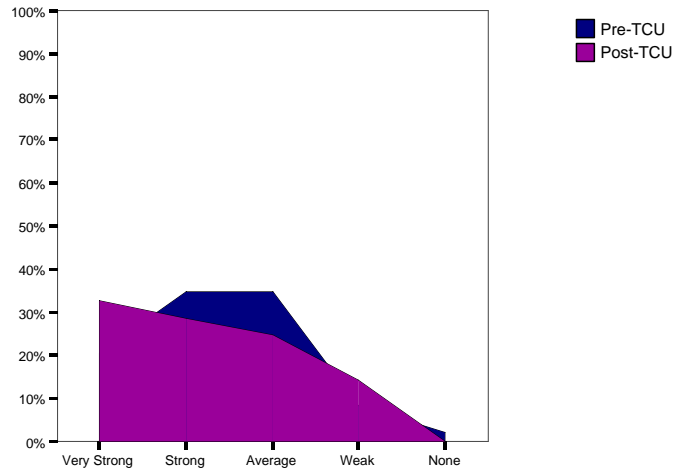
**Recent Alumni Survey 2005-2006**  
**College differences—Satisfy and nurture my individual spiritual needs**

**AddRan (n=49)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	20.4%	34.7%	34.7%	8.2%	2.0%
Post-TCU	32.7%	28.6%	24.5%	14.3%	.0%

ns

**AddRan**

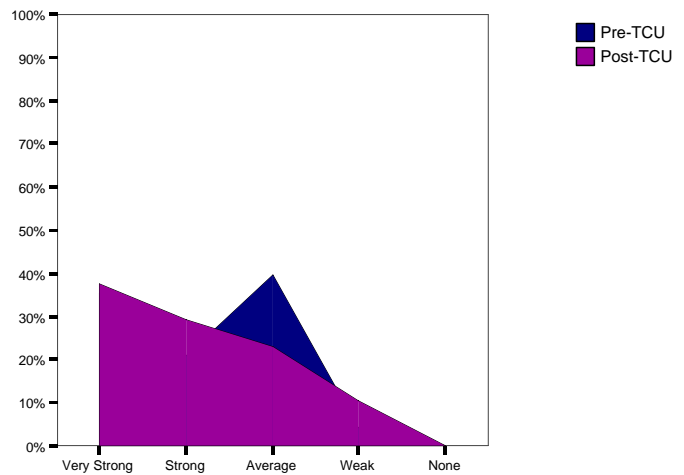


**Business (n=48)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	35.4%	20.8%	39.6%	4.2%	.0%
Post-TCU	37.5%	29.2%	22.9%	10.4%	.0%

ns

**Business**

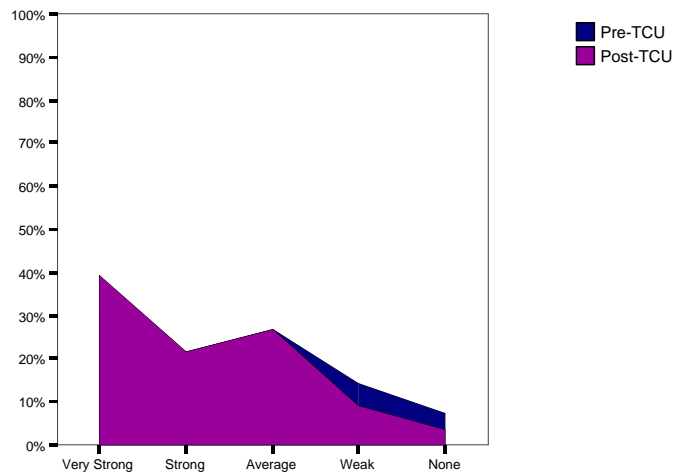


**Communication (n=56)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	30.4%	21.4%	26.8%	14.3%	7.1%
Post-TCU	39.3%	21.4%	26.8%	8.9%	3.6%

p<.05

**Communication**



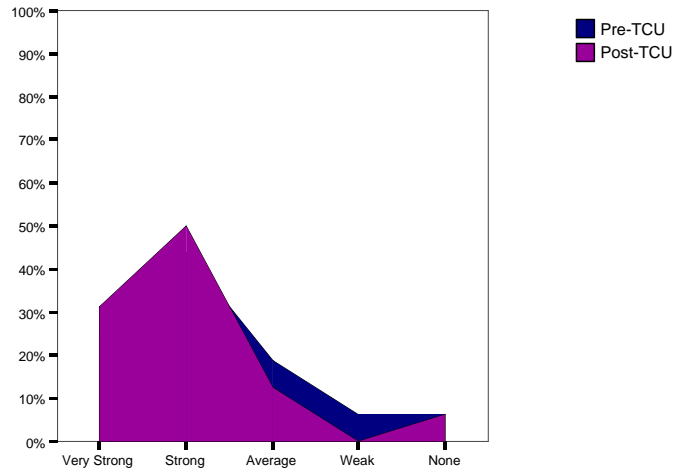
**Recent Alumni Survey 2005-2006**  
**College differences—Satisfy and nurture my individual spiritual needs**

**Education (n=16)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	25.0%	43.8%	18.8%	6.3%	6.3%
Post-TCU	31.3%	50.0%	12.5%	.0%	6.3%

ns

**Education**

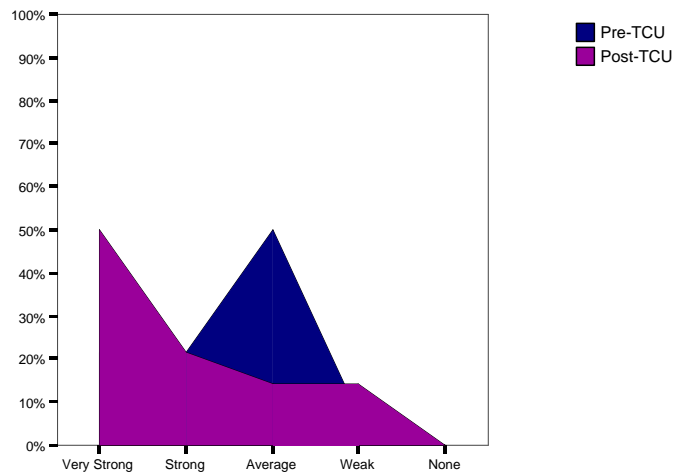


**Fine Arts (n=14)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	21.4%	21.4%	50.0%	7.1%	.0%
Post-TCU	50.0%	21.4%	14.3%	14.3%	.0%

ns

**Fine Arts**

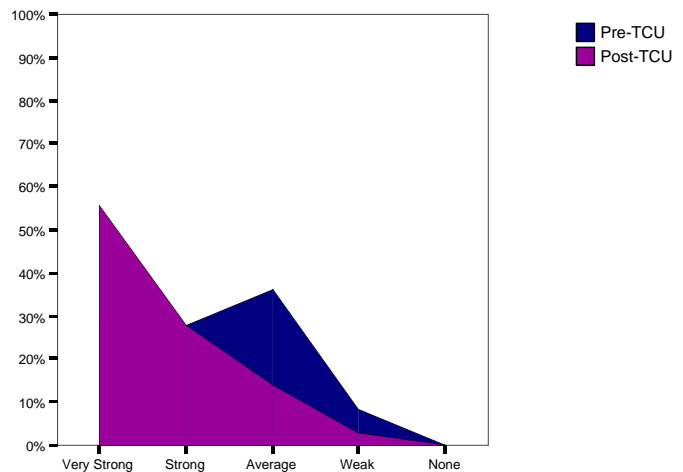


**Nursing & Health Sciences**

**Nursing & Health Sciences (n=36)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	27.8%	27.8%	36.1%	8.3%	.0%
Post-TCU	55.6%	27.8%	13.9%	2.8%	.0%

p<.01



**Recent Alumni Survey 2005-2006**  
**College differences—Satisfy and nurture my individual spiritual needs**

**Science & Engineering (n=39)**

	Very Strong	Strong	Average	Weak	None
Pre-TCU	25.6%	38.5%	23.1%	7.7%	5.1%
Post-TCU	43.6%	25.6%	17.9%	5.1%	7.7%

ns

**Science & Engineering**

