



TEXAS CHRISTIAN UNIVERSITY
Recent Alumni Report
August 2006-May 2007
Baccalaureate Graduates

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**Recent Alumni Survey
2006-2007 Baccalaureate Graduates**

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Recent Alumni Survey 2006-2007

Executive Summary

In August 2007, December 2007, and May 2008, a Recent Alumni Survey was sent via e-mail to 1,546 baccalaureate graduates from August 2006-May 2007. The on-line survey¹ 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 thirty-eight of the e-mail notices were returned as undeliverable resulting in a final population of 1,408. Three hundred fifty-one alumni responded to the survey yielding a response rate of 25%. 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. Over three-fourths of the respondents reported that they had done well academically at TCU, graduating with a self-reported GPA of 3.0 or better (76.4%) 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), just under two-thirds of the respondents reported that they were employed full-time, self-employed, or serving in the military. 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 22% of the respondents reported that they were full-time students at the time of the survey. Of those who reported attending graduate or professional school since graduating from TCU, about four-fifths were

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

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seeking a master's degree (81.6%), followed by a law degree (6.8%), doctorate (4.9%), and medical degree (3.9%).

The Neeley School of Business had the best representation among the respondents followed by AddRan, Communication, Science & Engineering, Nursing & Health Sciences, Education, and Fine Arts in that order. Business and Science & Engineering had proportionately more male respondents than did Communication, Education, and Nursing & Health Sciences. There were no significant differences in response by ethnicity (white or minority) across the colleges. AddRan alumni were more likely than alumni from Science & Engineering to report that they had studied abroad while at TCU. There were no significant differences in study abroad experiences among alumni from other colleges.

Satisfaction with TCU

A vast majority of alumni (93%) indicated that they would recommend TCU to a close friend or relative. There were no significant differences among alumni from different colleges regarding this recommendation. One in four alumni said that if they had it to do over again, they would choose a different major, a five percent increase over the number who said they would choose a different major one year ago. As a whole, the survey respondents thought that, given where they are today, their TCU experience was "worth it," but slightly fewer respondents this year felt that way compared to last year (86.3% compared to 89.8%) while slightly more respondents said it was not worth it (4% compared to 1.5%) or were not sure (9.7% compared to 8.6%).

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 quality of the education they received at TCU and 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 fourth most

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common factor which made their TCU experience “worth it.” Following are a few examples of comments from alumni about what made their TCU experience “worth it.”

“I feel that I am fully prepared in a very well rounded way to be an acting professional in the economy and a contributor to society.”

“I got a great education, made strong relationships and connections, and had lots of fun and great memories in the process.”

“the professors really caring about the students' success and future”

When asked what experiences outside the classroom were most valuable to them, the most common responses were Greek Life (22%) and other student organizations (18%), followed by the relationships they developed with other students, faculty, or staff (16%), and working either on or off campus (12%). A smaller proportion of alumni (5%) said that the opportunities for personal growth were most valuable to them. The following comments exemplify some of the experiences outside the classroom that alumni deemed most valuable.

“my Greek experience and my involvement in community service projects”

“the activities i was involved in and the people i met through extra curricular organizations and activities, as well as internships. (sic)”

“Being involved in all the organizations and working on campus while being in class full time.”

“My internships were incredibly valuable.”

“Living in a dormitory environment far away from home; I learned to be self-sufficient and how to live with other people.”

When asked what could have been improved about their TCU experience, the most common responses had to do with the curriculum. Some students felt they had to take too many classes they were not interested in while others thought that a broader selection of courses would have been helpful. The following comments summarize alumni thoughts on the curriculum and other areas where they suggested improvement.

“Some of the required core curriculum was not helpful as part of my overall experience, and the time would have been better served in classes that interested me.”

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“Availability of classes, to upperclassmen especially. Wider range of classes offered, both in regular semesters and summer sessions.”

“The comments provided by students in the course review at the end of the semester need to be scrutinized more closely. Basically, there needs to be more accountability.”

“Advising and getting a realistic layout of what would be most beneficial [sic] throughout my career at TCU.”

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 first rated the importance of the items on a four-point scale—Very Important, Important, Somewhat Important, and Not Important—and then assessed 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.

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,

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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 - understanding the importance of the natural sciences, the ability to place events in historical and philosophical perspective, 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 understanding the importance of the natural sciences and the ability to place events in historical and philosophical perspective as important or very important. The percentage of respondents who rated the ability to use mathematical reasoning to solve complex problems as important or very important was up four percent over last year (53% compared to 49%).

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 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

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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. About three-fourths of the respondents rated 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 every area. Overall, the knowledge and skill levels reported by respondents one year after graduation differed significantly from pre-TCU levels in every area assessed.

College differences in knowledge/skill development. There was some variation in knowledge and skill development across colleges. Respondents from the College of Fine Arts were the only group not to report significant gains in the ability to articulate thoughts clearly using verbal and non-verbal communication, understand the importance of the natural sciences, and take responsibility for their health through regular check-ups and self-exams, but the lack of significance is more likely due to a small N (16) than no change. Likewise, respondents from the College of Education were the only respondents not to report significant gains in participating in the democratic electoral process at the state and national level, contributing to the welfare of their community, building support systems through family, friends, and coworkers, and maintaining emotional health by striving for balance with responsible choices, and except for maintaining emotional health by striving for balance with responsible choices, the lack of significant gains is likely due to a small N (23) rather than no change.

Respondents from AddRan and Fine Arts did not report significant gains in the ability to use mathematical reasoning to solve complex problems while respondents from the Education and Fine Arts reported no significant gains in creating good health habits concerning weight and fitness and respondents from Education and Science & Engineering reported no significant gains in engaging in regular physical activity to improve fitness and health. Business alumni

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reported gains in engaging in regular physical activity to improve health and fitness that bordered on significance.

On a positive note, respondents from AddRan, Business, Nursing & Health Sciences, and Science & Engineering reported significant knowledge and skill gains regarding their ability to create good health habits concerning weight management and fitness while respondents from Communication, Fine Arts, and Nursing & Health Sciences reported significant gains in their ability to satisfy and nurture individual spiritual needs.

Conclusion

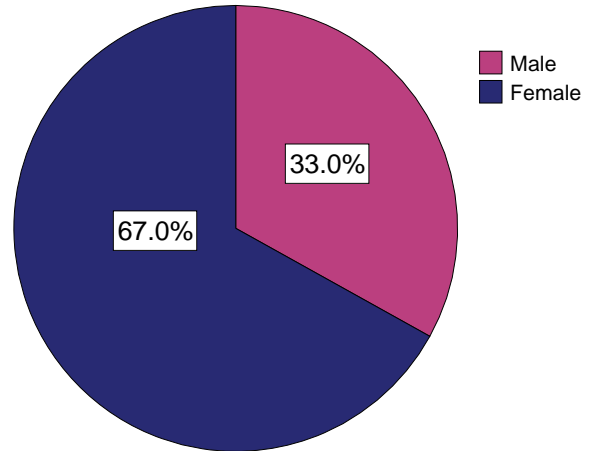
Alumni who responded to the Recent Alumni Survey were largely satisfied with their experiences at TCU. The vast majority of respondents said they would recommend TCU to someone considering college today, and felt that their TCU experience was “worth it.” Not surprisingly, respondents placed the most importance on knowledge and skills having to do with the work process. Overall, respondents reported significant knowledge and skill gains in these areas and in all other areas. Following this summary are tables and graphs 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 25%, 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 particularly serious for results reported at the college level for those colleges which had fewer than 20 respondents. In addition, the majority of 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 as they may not reflect the opinions of all alumni. Despite these limitations, the results provide a starting point for discussion of how the TCU experience and education can be improved for future generations of Horned Frogs.

Recent Alumni Survey 2006-2007 Demographic Characteristics

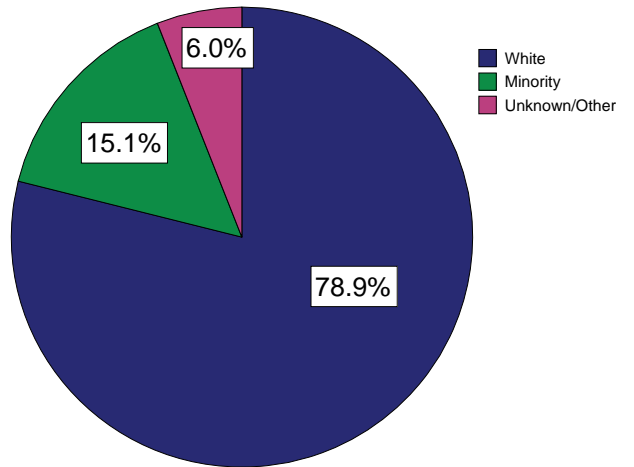
Gender of Respondents

	N	%
Male	116	33.0%
Female	235	67.0%
Total	351	100.0%



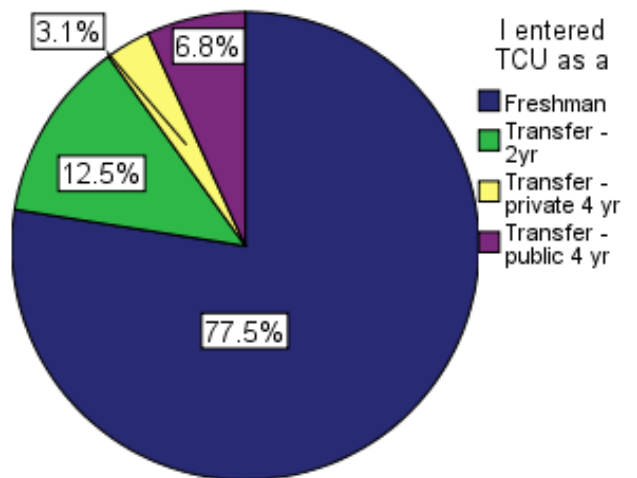
Ethnicity of Respondents

	N	%
White	277	78.9%
Minority	53	15.1%
Unknown/Other	21	6.0%
Total	351	100.0%



Entry Point to TCU

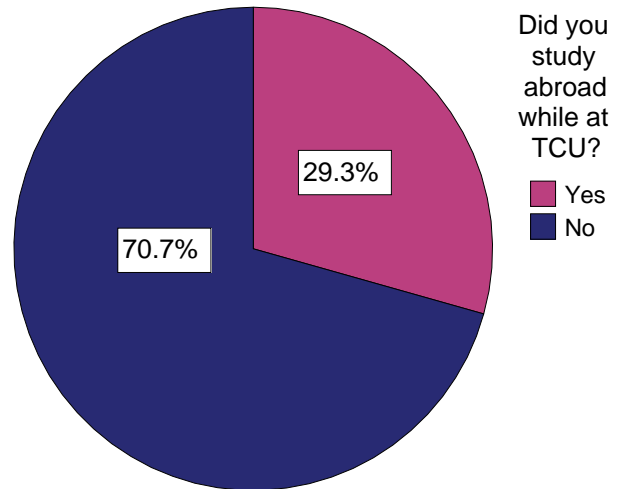
	N	%
Freshman	272	77.5%
Transfer - 2yr	44	12.5%
Transfer - private 4 yr	11	3.1%
Transfer - public 4 yr	24	6.8%
Total	351	100.0%



Recent Alumni Survey 2006-2007 Demographic Characteristics

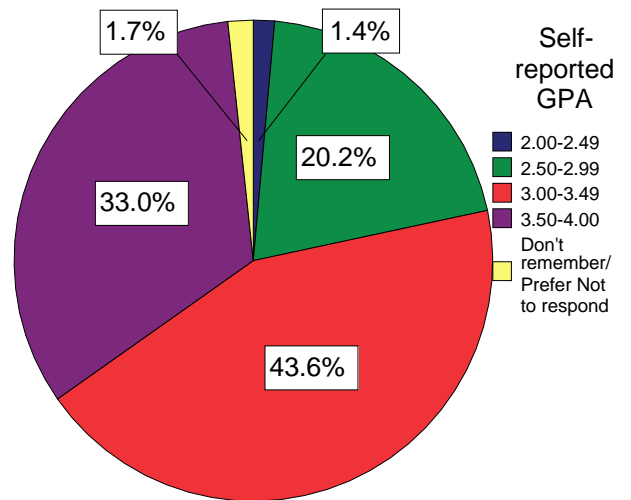
Percentage of Respondents who Studied Abroad

	N	%
Yes	103	29.3%
No	248	70.7%
Total	351	100.0%



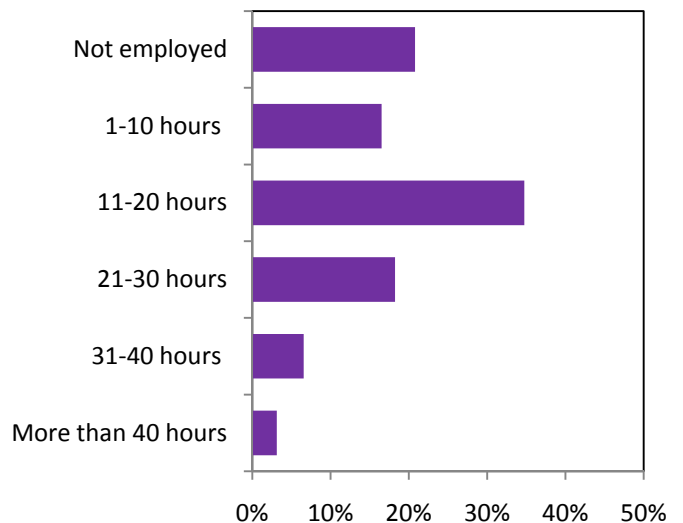
Self-reported GPA of Respondents

	N	%
2.00-2.49	5	1.4%
2.50-2.99	71	20.2%
3.00-3.49	153	43.6%
3.50-4.00	116	33.0%
Don't remember	4	1.1%
Prefer not to answer	2	.6%
Total	351	100.0%



Hours worked per week while at TCU

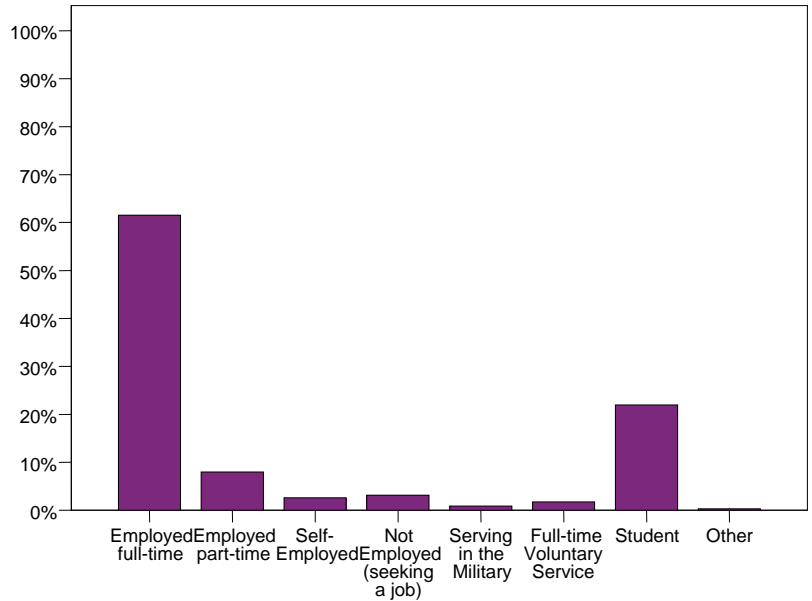
	N	%
I was not employed	73	20.8%
Worked 1-10 hours per week	58	16.5%
Worked 11-20 hours per week	122	34.8%
Worked 21-30 hours per week	64	18.2%
Worked 31-40 hours per week	23	6.6%
Worked more than 40 hours per week	11	3.1%
Total	351	100.0%



Recent Alumni Survey 2006-2007 Demographic Characteristics

Employment Status of Respondents

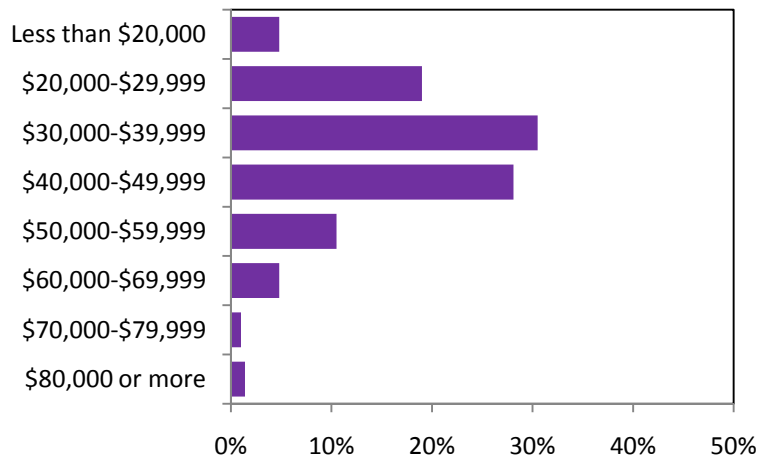
	N	%
Employed full-time	216	61.5%
Employed part-time	28	8.0%
Self-Employed	9	2.6%
Not Employed (seeking a job)	11	3.1%
Not Employed (NOT seeking a job)	0	.0%
Serving in the Military	3	.9%
Full-time Voluntary Service	6	1.7%
Student	77	21.9%
Other	1	.3%
Total	351	100.0%



What is your CURRENT work status?

Full-time salary of those reporting income

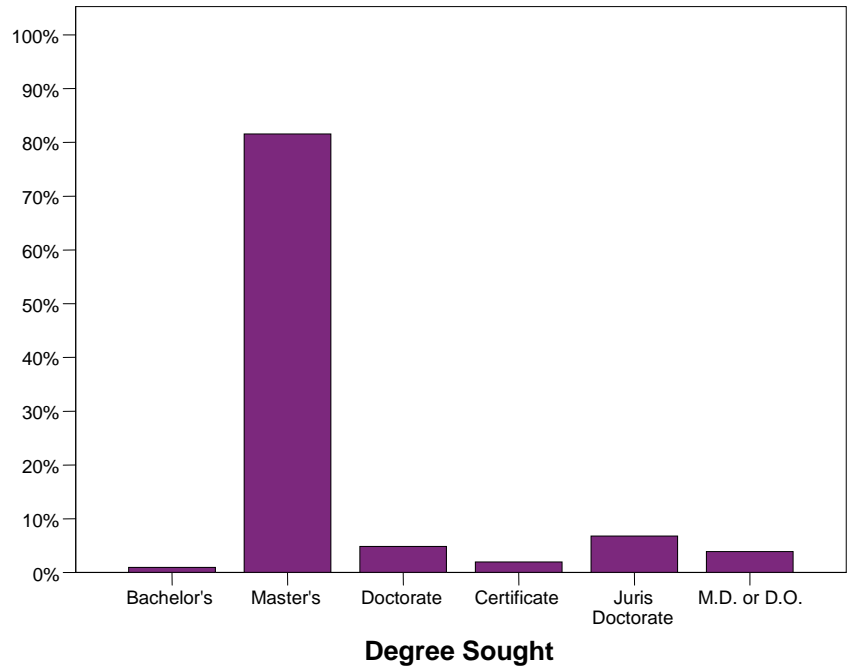
	N	%
Less than \$20,000	10	4.8%
\$20,000-\$29,999	40	19.0%
\$30,000-\$39,999	64	30.5%
\$40,000-\$49,999	59	28.1%
\$50,000-\$59,999	22	10.5%
\$60,000-\$69,999	10	4.8%
\$70,000-\$79,999	2	1.0%
\$80,000 or more	3	1.4%
Total	210	100.0%



**Recent Alumni Survey 2006-2007
Demographic Characteristics**

Degree sought by those respondents who reported they had attended graduate or professional school since TCU

	N	%
Bachelor's	1	1.0%
Master's	84	81.6%
Doctorate	5	4.9%
Specialist	0	.0%
Certificate	2	1.9%
Juris Doctorate	7	6.8%
M.D. or D.O.	4	3.9%
Total	103	100.0%

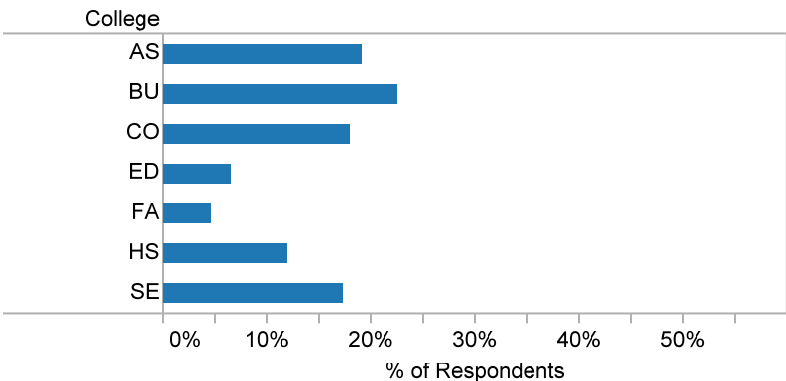


Recent Alumni Survey 2006-2007
Respondents by College and Department

College

College	N	%
AS	67	19.1%
BU	79	22.5%
CO	63	17.9%
ED	23	6.6%
FA	16	4.6%
HS	42	12.0%
SE	61	17.4%
Total	351	100.0%

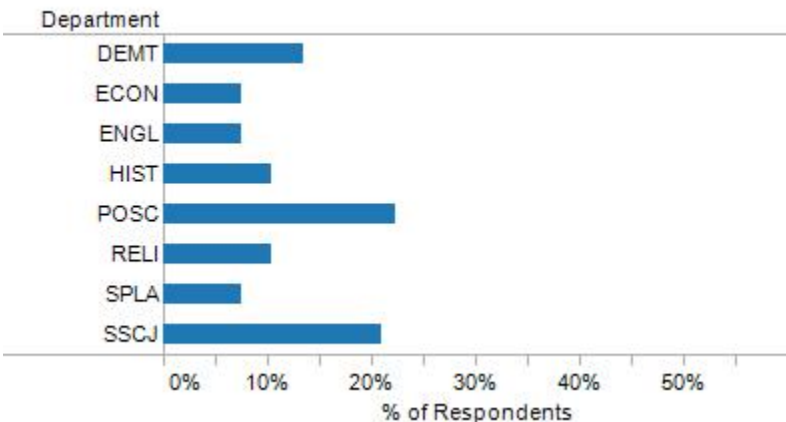
College



AddRan

Department	N	%
DEMT	9	13.4%
ECON	5	7.5%
ENGL	5	7.5%
HIST	7	10.4%
POSC	15	22.4%
RELI	7	10.4%
SPLA	5	7.5%
SSCJ	14	20.9%
Total	67	100.0%

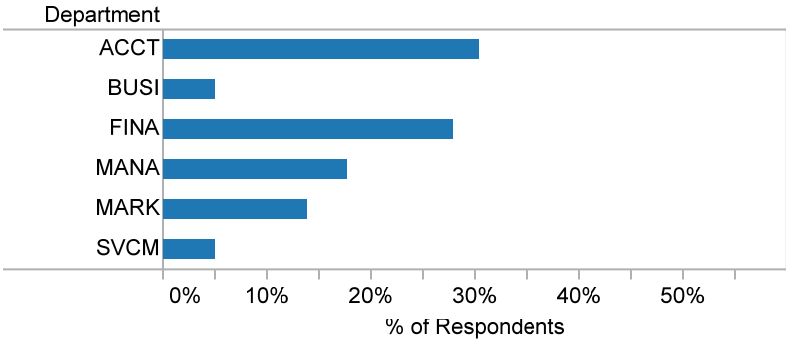
AddRan



Business

Department	N	%
ACCT	24	30.4%
BUSI	4	5.1%
FINA	22	27.8%
MANA	14	17.7%
MARK	11	13.9%
SVCM	4	5.1%
Total	79	100.0%

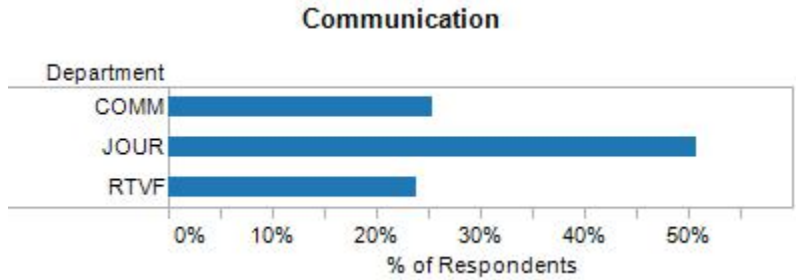
Business



Recent Alumni Survey 2006-2007
 Respondents by College and Department

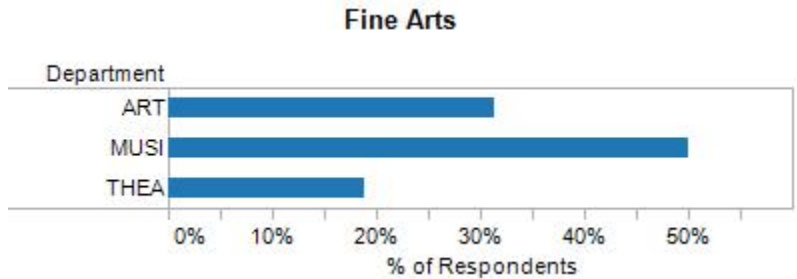
Communication

Department	N	%
COMM	16	25.4%
JOUR	32	50.8%
RTVF	15	23.8%
Total	63	100.0%



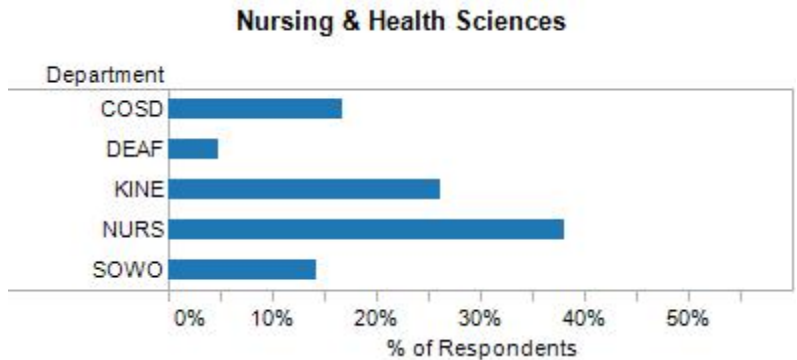
Fine Arts

Department	N	%
ART	5	31.3%
MUSI	8	50.0%
THEA	3	18.8%
Total	16	100.0%



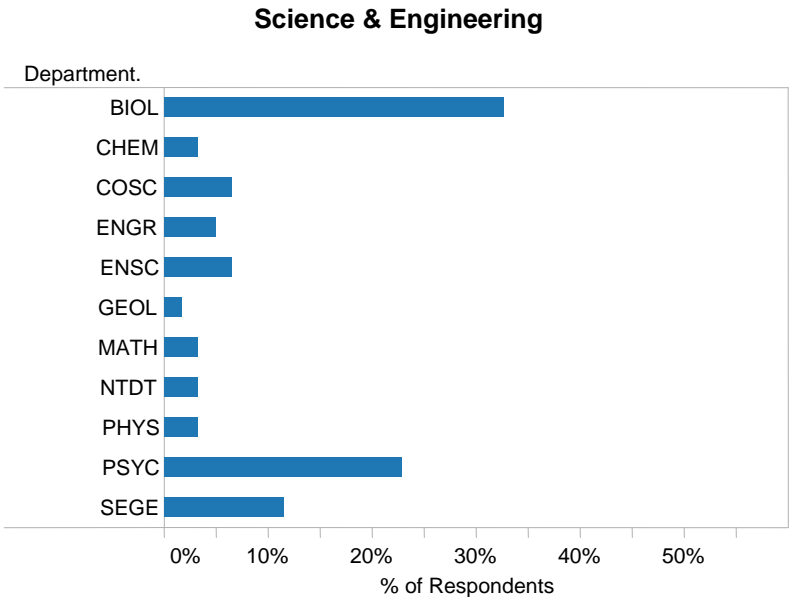
Nursing & Health Sciences

Department	N	%
COSD	9	21.4%
KINE	11	26.2%
NURS	16	38.1%
SOWO	6	14.3%
Grand Total	42	100.0%



Science & Engineering

Department.	N	%
BIOL	20	32.8%
CHEM	2	3.3%
COSC	4	6.6%
ENGR	3	4.9%
ENSC	4	6.6%
GEOL	1	1.6%
MATH	2	3.3%
NTDT	2	3.3%
PHYS	2	3.3%
PSYC	14	23.0%
SEGE	7	11.5%
Grand Total	61	100.0%

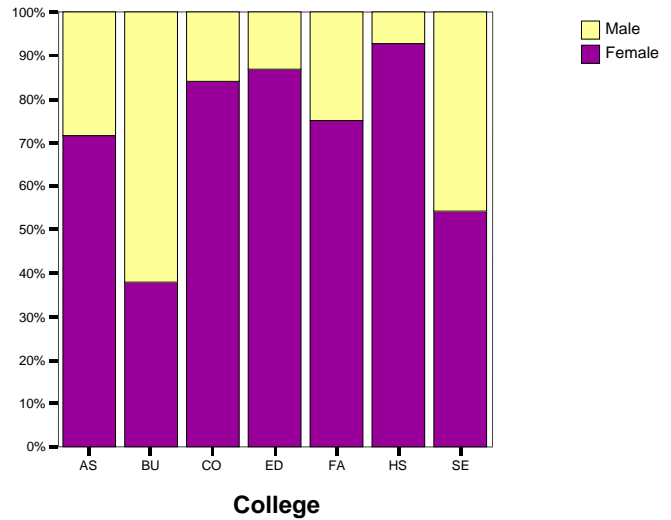


Recent Alumni Survey 2006-2007 Demographic Characteristics by College

Gender Distribution by College

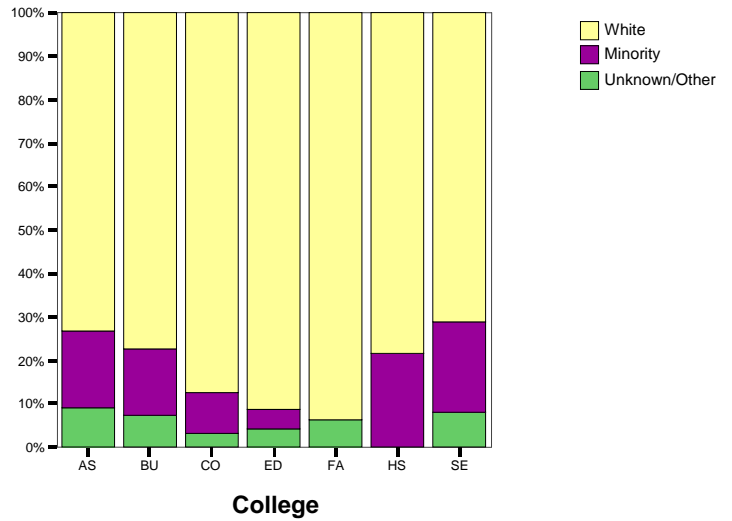
	Male		Female	
	N	%	N	%
AS	19	28.4%	48	71.6%
BU*	49	62.0%	30	38.0%
CO	10	15.9%	53	84.1%
ED	3	13.0%	20	87.0%
FA	4	25.0%	12	75.0%
HS	3	7.1%	39	92.9%
SE*	28	45.9%	33	54.1%
Total	116	33.0%	235	67.0%

*Proportions significantly different from CO, ED, and HS (p<.05)



Ethnic Distribution by College

	White		Minority		Unknown/Other	
	N	%	N	%	N	%
AS	49	73.1%	12	17.9%	6	9.0%
BU	61	77.2%	12	15.2%	6	7.6%
CO	55	87.3%	6	9.5%	2	3.2%
ED	21	91.3%	1	4.3%	1	4.3%
FA	15	93.8%	0	.0%	1	6.3%
HS	33	78.6%	9	21.4%	0	.0%
SE	43	70.5%	13	21.3%	5	8.2%
Total	277	78.9%	53	15.1%	21	6.0%

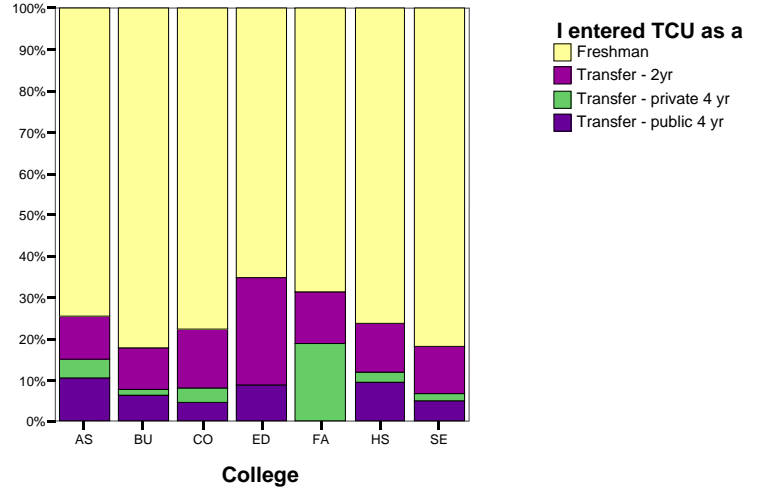


Recent Alumni Survey 2006-2007 Demographic Characteristics by College

Entry Point to TCU by College

		Fresh- man	Transfer – 2 yr college	Transfer – private 4 yr	Transfer – public 4 yr
	N	%	%	%	%
AS	67	74.6%	10.4%	4.5%	10.4%
BU	79	82.3%	10.1%	1.3%	6.3%
CO	63	77.8%	14.3%	3.2%	4.8%
ED	23	65.2%	26.1%	.0%	8.7%
FA*	16	68.8%	12.5%	18.8%	.0%
HS	42	76.2%	11.9%	2.4%	9.5%
SE	61	82.0%	11.5%	1.6%	4.9%
Total	351	77.5%	12.5%	3.1%	6.8%

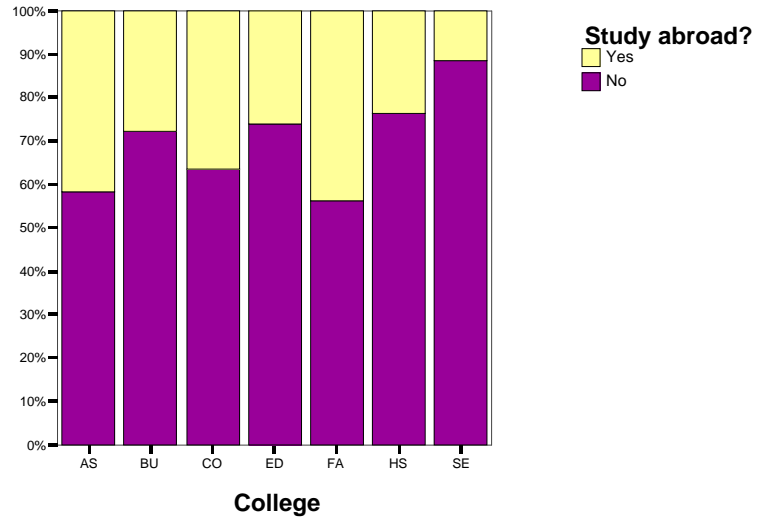
*The College of Fine Arts had proportionately more transfers from private 4 year colleges and universities than did other schools ($p < .05$).



Study Abroad by College

	Yes		No	
	N	%	N	%
AS*	28	41.8%	39	58.2%
BU	22	27.8%	57	72.2%
CO	23	36.5%	40	63.5%
ED	6	26.1%	17	73.9%
FA	7	43.8%	9	56.3%
HS	10	23.8%	32	76.2%
SE*	7	11.5%	54	88.5%
Total	103	29.3%	248	70.7%

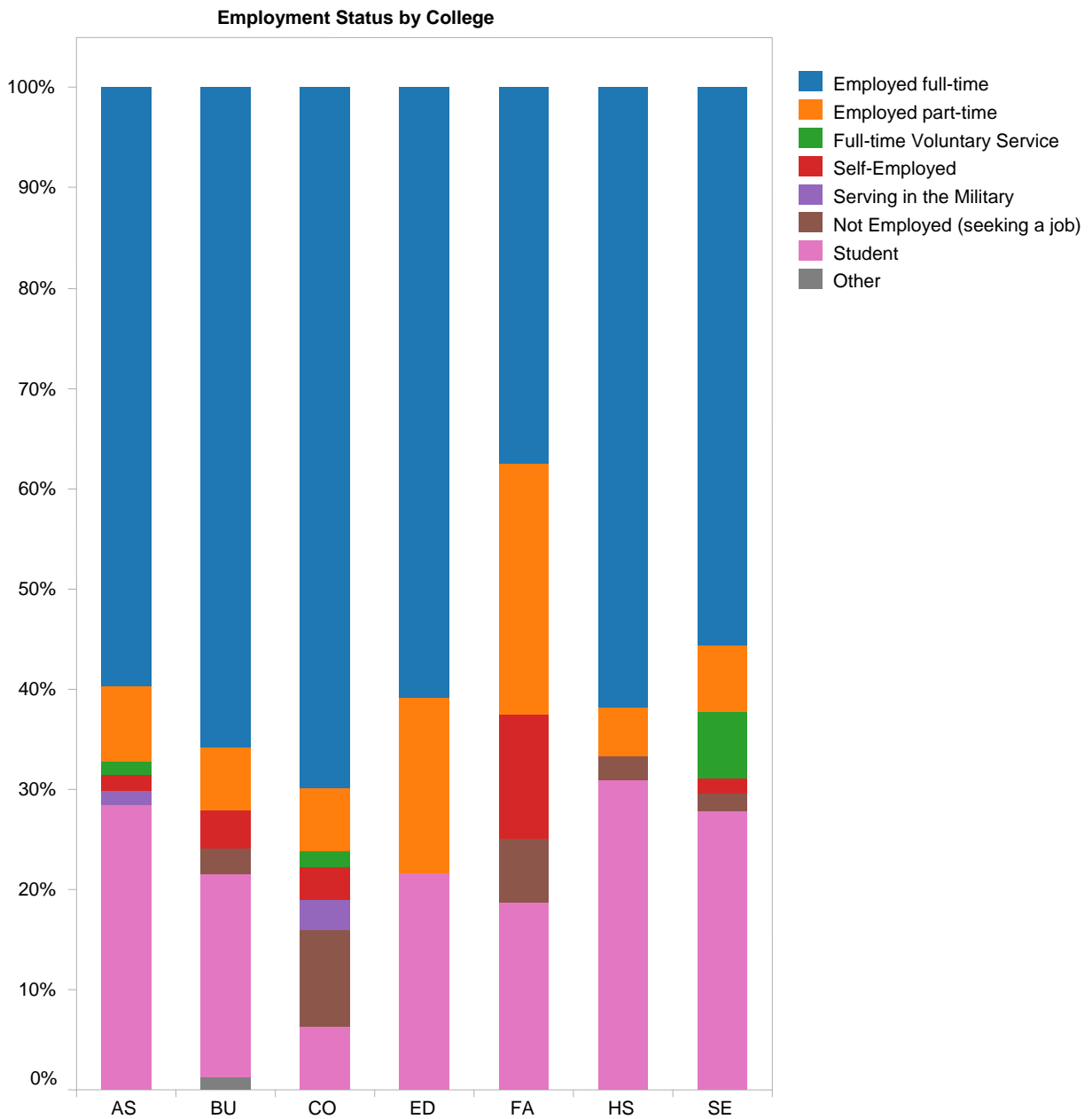
*Students in AddRan were more likely to study abroad than were students in Science & Engineering ($p < .05$).



**Recent Alumni Survey 2006-2007
Demographic Characteristics by College**

Employment Status by College

	AS	BU	CO	ED	FA	HS	SE	Total
Employed full-time	40	52	44	14	6	26	34	216
Employed part-time	5	5	4	4	4	2	4	28
Full-time Voluntary Service	1		1				4	6
Not Employed (seeking)		2	6		1	1	1	11
Other		1						1
Self-Employed	1	3	2		2		1	9
Serving in the Military	1		2					3
Student	19	16	4	5	3	13	17	77
Total	67	79	63	23	16	42	61	351

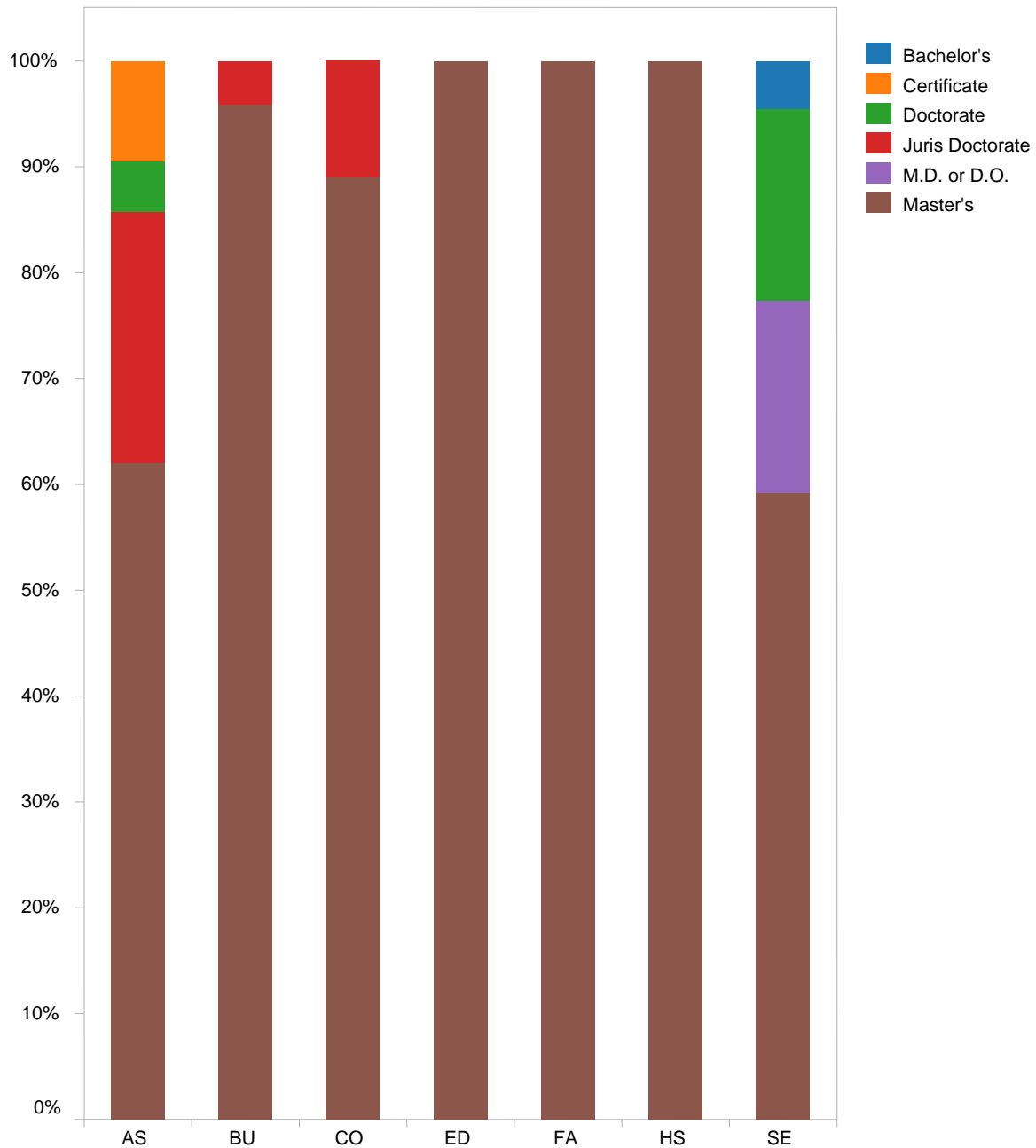


**Recent Alumni Survey 2006-2007
Demographic Characteristics by College**

Degree Sought by College for those who have attended school after TCU

	AS	BU	CO	ED	FA	HS	SE	Total
Bachelor's							1	1
Certificate	2							2
Doctorate	1						4	5
Juris Doctorate	5	1	1					7
M.D. or D.O.							4	4
Master's	13	23	8	8	4	15	13	84
Total	21	24	9	8	4	15	22	103

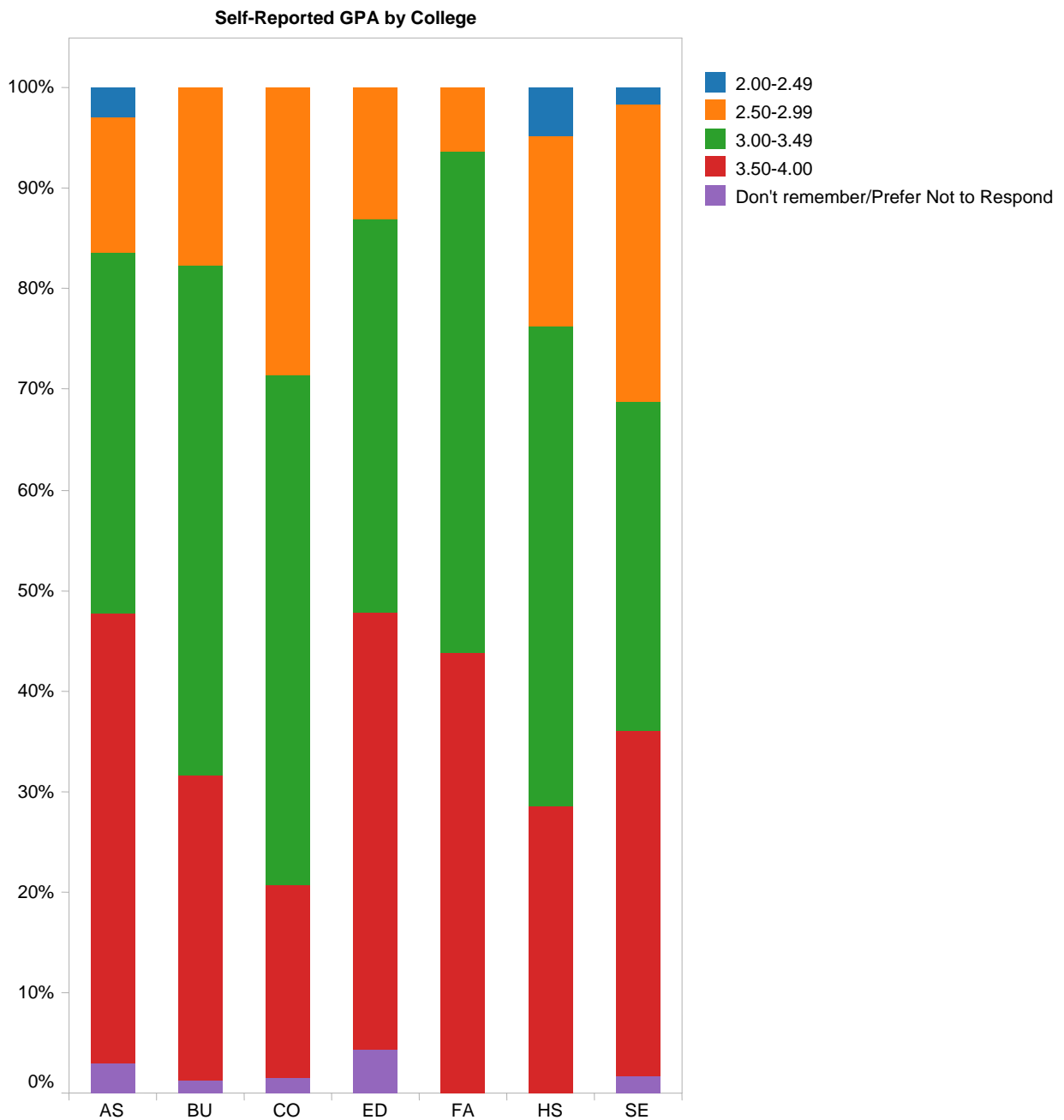
Degree Sought by College for those who attended school after TCU



**Recent Alumni Survey 2006-2007
Demographic Characteristics by College**

Self-Reported GPA by College

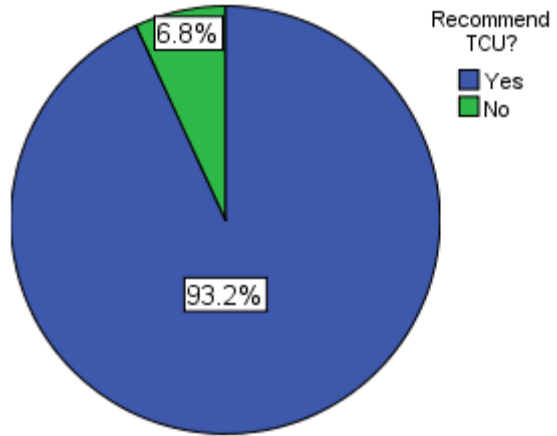
	AS	BU	CO	ED	FA	HS	SE	Total
2.00-2.49	2					2	1	5
2.50-2.99	9	14	18	3	1	8	18	71
3.00-3.49	24	40	32	9	8	20	20	153
3.50-4.00	30	24	12	10	7	12	21	116
Don't Rem./No Resp.	2	1	1	1			1	6
Total	67	79	63	23	16	42	61	351



**Recent Alumni Survey 2006-2007
Satisfaction**

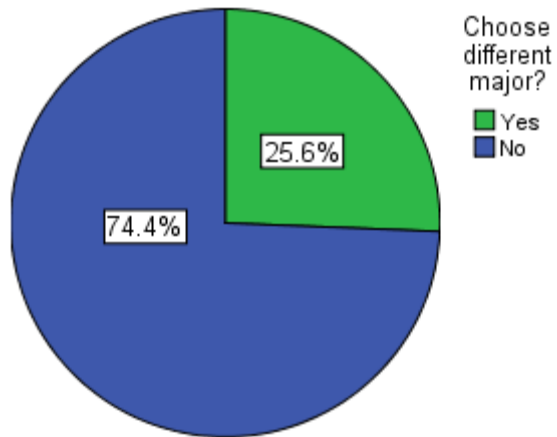
Would you recommend a TCU education to a close friend or relative?

	N	%
Yes	327	93.2%
No	24	6.8%
Total	351	100.0%



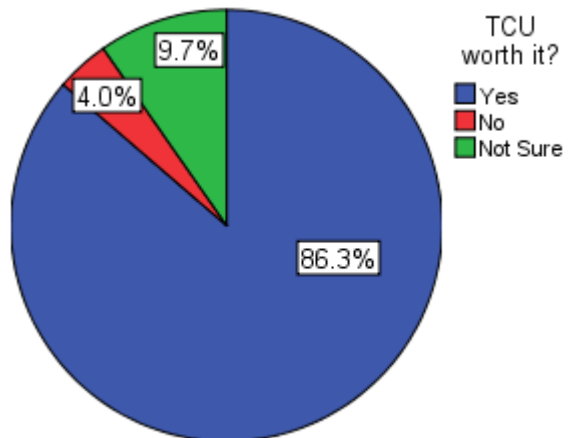
Percentage of respondents who would choose a different major today

	N	%
Yes	90	25.6%
No	261	74.4%
Total	351	100.0%



Was your TCU experience "worth it"?

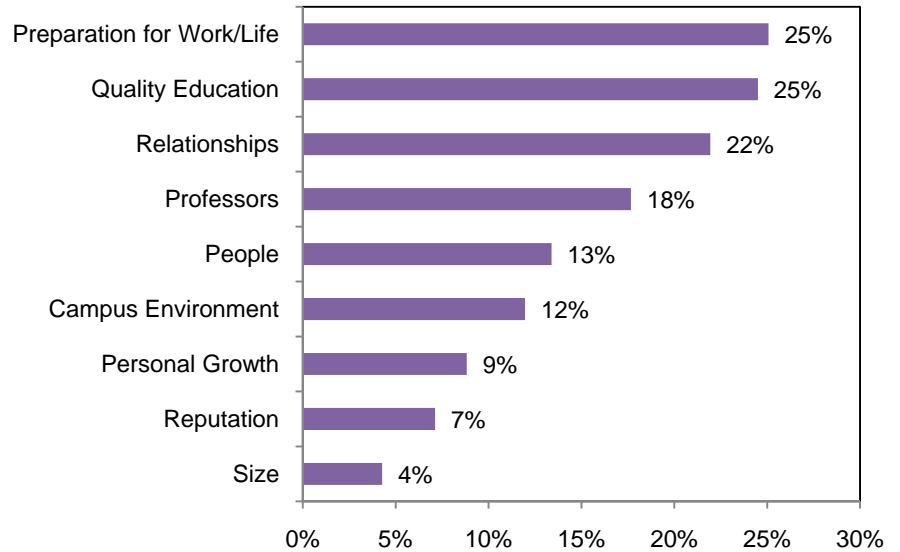
	N	%
Yes	303	86.3%
No	14	4.0%
Not Sure	34	9.7%
Total	351	100.0%



Recent Alumni Survey 2006-2007 Satisfaction

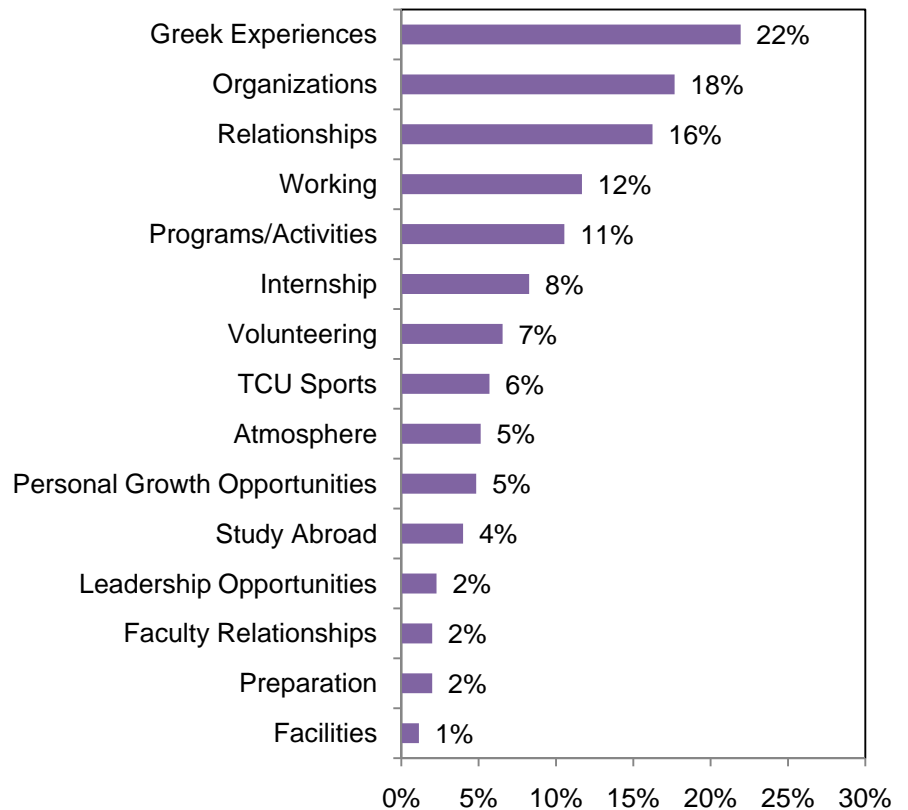
What made TCU "worth it"?

n=351	%
Preparation for Work/Life	25%
Quality Education	25%
Relationships	22%
Professors	18%
People	13%
Campus Environment	12%
Personal Growth	9%
Reputation	7%
Size	4%



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

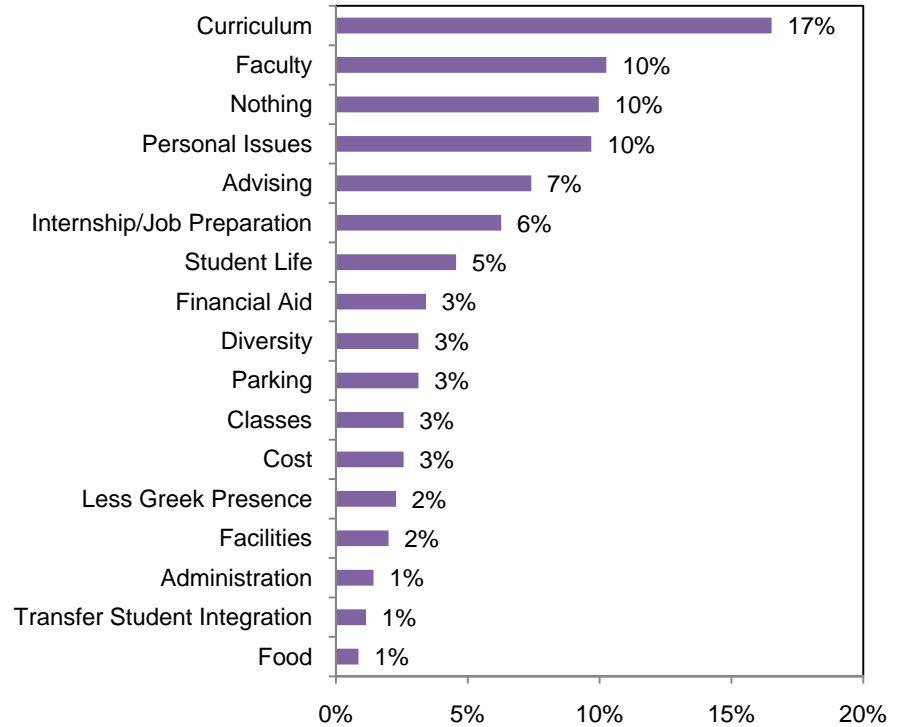
n=351	%
Greek Experiences	22%
Organizations	18%
Relationships	16%
Working	12%
Programs/Activities	11%
Internship	8%
Volunteering	7%
TCU Sports	6%
Atmosphere	5%
Personal Growth Opportunities	5%
Study Abroad	4%
Leadership Opportunities	2%
Faculty Relationships	2%
Preparation	2%
Facilities	1%



Recent Alumni Survey 2006-2007 Satisfaction

What could have been improved at TCU?

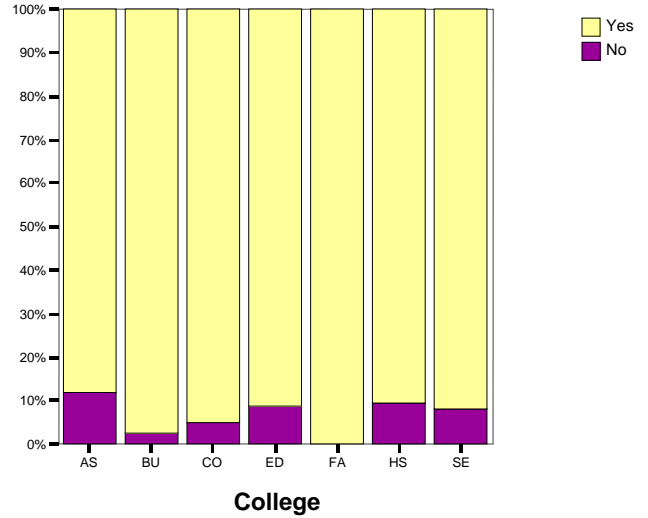
n=351	%
Curriculum	17%
Faculty	10%
Nothing	10%
Personal Issues	10%
Advising	7%
Internship/Job Preparation	6%
Student Life	5%
Financial Aid	3%
Parking	3%
Diversity	3%
Cost	3%
Classes	3%
Less Greek Presence	2%
Facilities	2%
Administration	1%
Transfer Student Integration	1%
Food	1%



Recent Alumni Survey 2006-2007 Satisfaction by College

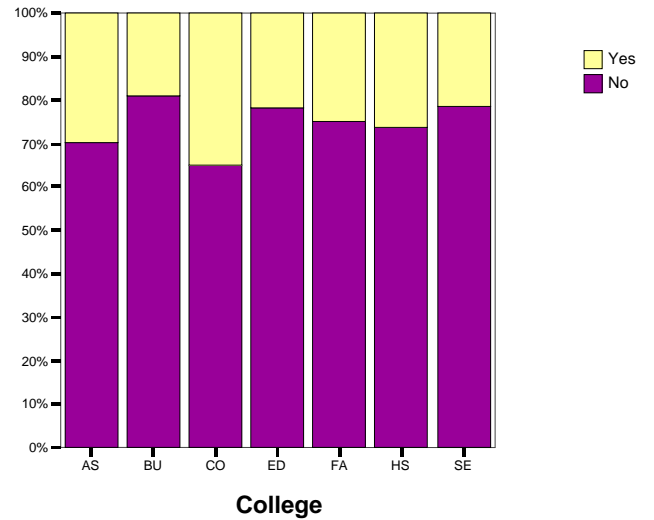
Recommend TCU by College

	Yes		No	
	N	%	N	%
AS	59	88.1%	8	11.9%
BU	77	97.5%	2	2.5%
CO	60	95.2%	3	4.8%
ED	21	91.3%	2	8.7%
FA	16	100.0%	0	.0%
HS	38	90.5%	4	9.5%
SE	56	91.8%	5	8.2%
Total	327	93.2%	24	6.8%



Choose a Different Major by College

	Yes		No	
	N	%	N	%
AS	20	29.9%	47	70.1%
BU	15	19.0%	64	81.0%
CO	22	34.9%	41	65.1%
ED	5	21.7%	18	78.3%
FA	4	25.0%	12	75.0%
HS	11	26.2%	31	73.8%
SE	13	21.3%	48	78.7%
Total	90	25.6%	261	74.4%



Recent Alumni Survey 2006-2007
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	350	98.0%	2.0%	.0%
Work effectively with others	338	97.3%	2.4%	.3%
Successfully manage conflicts	338	95.9%	3.0%	1.2%
Acquire new skills or knowledge on my own	339	96.8%	3.2%	.0%
Write effectively	350	94.6%	4.6%	.9%
Relate to people from diverse social, economic, racial, and cultural backgrounds	346	93.1%	5.8%	1.2%
Identify and understand ethical issues in personal, professional, and societal contexts	346	91.6%	8.4%	.0%
Contribute to the welfare of my community	346	86.4%	11.0%	2.6%
Knowledge of trends, issues, and opportunities that impact the global community	339	79.6%	19.2%	1.2%
Participate in the democratic electoral process at the state and national level	346	72.3%	19.1%	8.7%
Understand the role of religion in society, culture, and individual life	346	72.5%	22.0%	5.5%
Understand the importance of the natural sciences	338	56.2%	31.4%	12.4%
Place events in historical and philosophical perspective	350	54.9%	32.0%	13.1%
Use mathematical reasoning to solve complex problems	349	52.7%	29.5%	17.8%

Importance of Personal/Social Knowledge and Skill Areas

	N	Important or Very Important	Somewhat Important	Not Important
Take responsibility for my choices and actions	337	99.1%	.9%	.0%
Build and nurture personal relationships	342	97.7%	1.8%	.6%
Build support systems through family, friends, and coworkers	342	97.1%	2.6%	.3%
Maintain emotional health by striving for balance with responsible choices	339	94.7%	5.3%	.0%
Create good health habits concerning weight management and fitness	342	92.7%	7.0%	.3%
Maintain good health with responsible choices regarding alcohol and tobacco	342	90.9%	7.6%	1.5%
Engage in regular physical activity to improve fitness or health	339	86.7%	12.1%	1.2%
Take responsibility for my health through regular check-ups and self-exams	341	86.5%	11.4%	2.1%
Satisfy and nurture my individual spiritual needs	338	77.8%	16.3%	5.9%

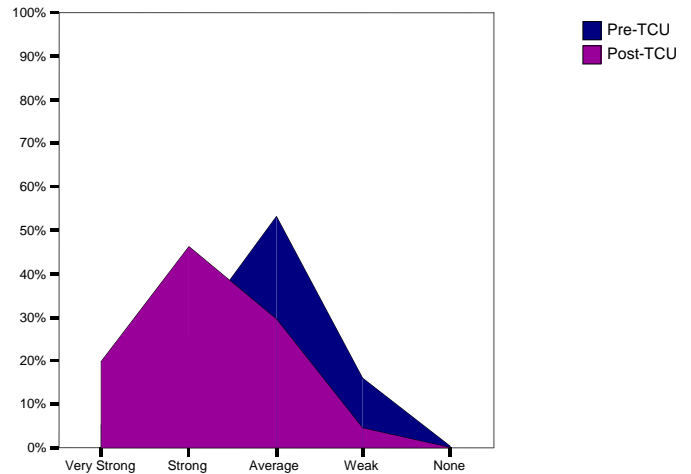
Recent Alumni Survey 2006-2007 Self-Reported Knowledge and Skill Development Pre- and Post-TCU

Place events in historical and philosophical perspective

	Very Strong	Strong	Average	Weak	None
Pre-TCU	5.1%	25.4%	53.0%	16.2%	.3%
Post-TCU	20.0%	45.7%	29.7%	4.6%	.0%

p<.001

Place events in historical and philosophical perspective

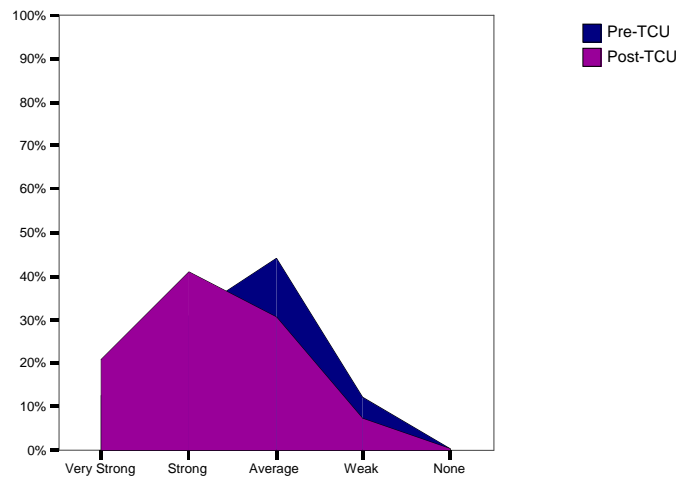


Use mathematical reasoning to solve complex problems

	Very Strong	Strong	Average	Weak	None
Pre-TCU	12.5%	30.8%	44.2%	12.3%	.3%
Post-TCU	20.8%	41.0%	30.5%	7.4%	.3%

p<.001

Use mathematical reasoning to solve complex problems

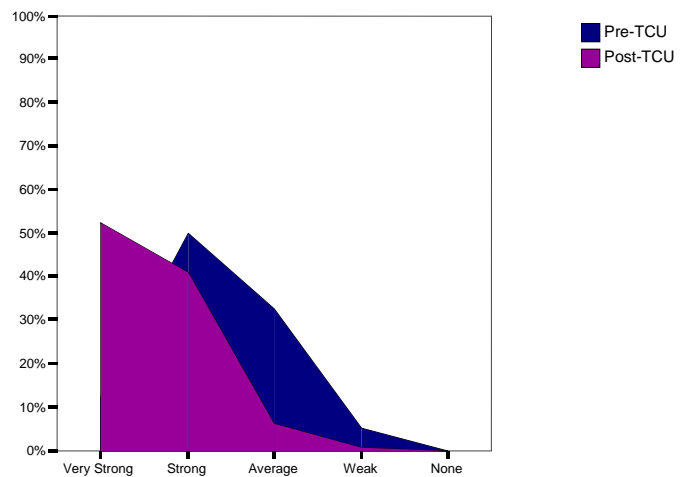


Articulate thoughts clearly using verbal and non-verbal communication

	Very Strong	Strong	Average	Weak	None
Pre-TCU	12.5%	49.6%	32.8%	5.1%	.0%
Post-TCU	52.7%	40.5%	6.3%	.6%	.0%

p<.001

Articulate thoughts clearly using verbal and non-verbal communication



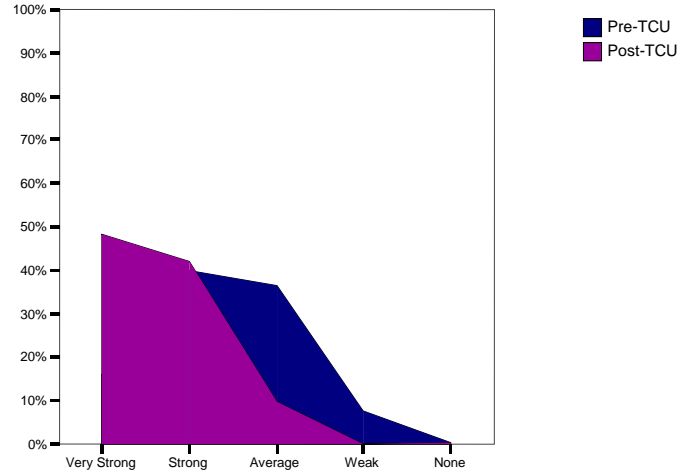
**Recent Alumni Survey 2006-2007
Self-Reported Knowledge and Skill Development Pre- and Post-TCU**

Write effectively

	Very Strong	Strong	Average	Weak	None
Pre-TCU	16.0%	39.9%	36.2%	7.7%	.3%
Post-TCU	48.4%	41.5%	9.7%	.0%	.3%

p<.001

Write effectively

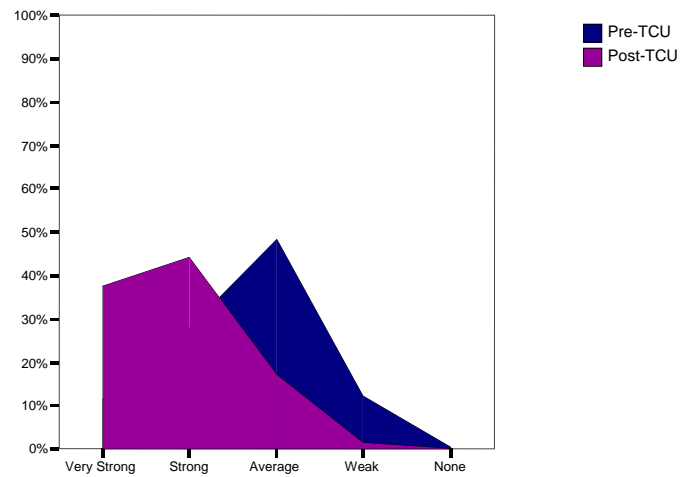


Understand the role of religion in society, culture, and individual life

	Very Strong	Strong	Average	Weak	None
Pre-TCU	11.6%	28.0%	48.0%	12.1%	.3%
Post-TCU	37.6%	44.2%	16.8%	1.4%	.0%

p<.001

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

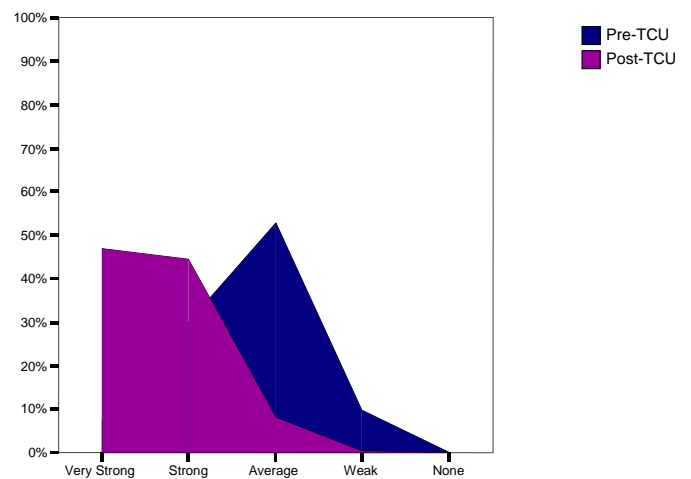


Identify and understand ethical issues in personal, professional, and societal contexts

	Very Strong	Strong	Average	Weak	None
Pre-TCU	7.6%	29.9%	52.6%	9.9%	.0%
Post-TCU	47.4%	44.2%	8.1%	.3%	.0%

p<.001

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



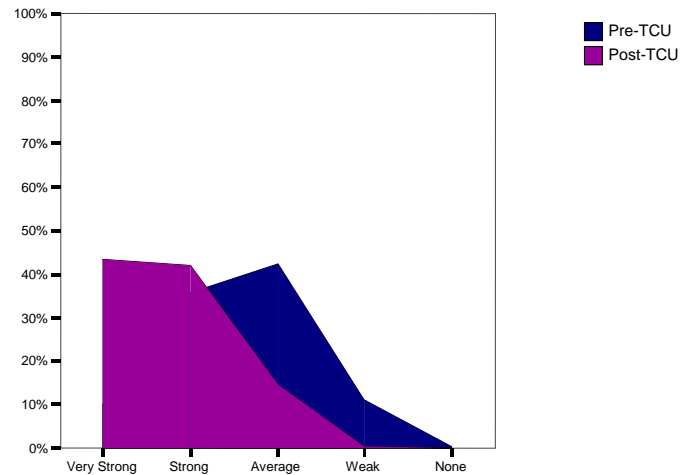
Recent Alumni Survey 2006-2007 Self-Reported Knowledge and Skill Development Pre- and Post-TCU

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

	Very Strong	Strong	Average	Weak	None
Pre-TCU	10.1%	36.1%	42.2%	11.3%	.3%
Post-TCU	43.6%	41.9%	14.2%	.3%	.0%

p<.001

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

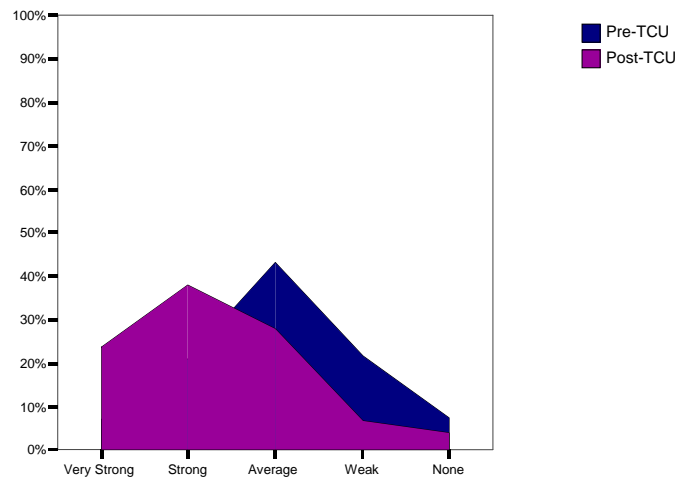


Participate in the democratic electoral process at the state and national level

	Very Strong	Strong	Average	Weak	None
Pre-TCU	6.9%	20.8%	43.1%	21.7%	7.5%
Post-TCU	23.7%	37.6%	28.0%	6.6%	4.0%

p<.001

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

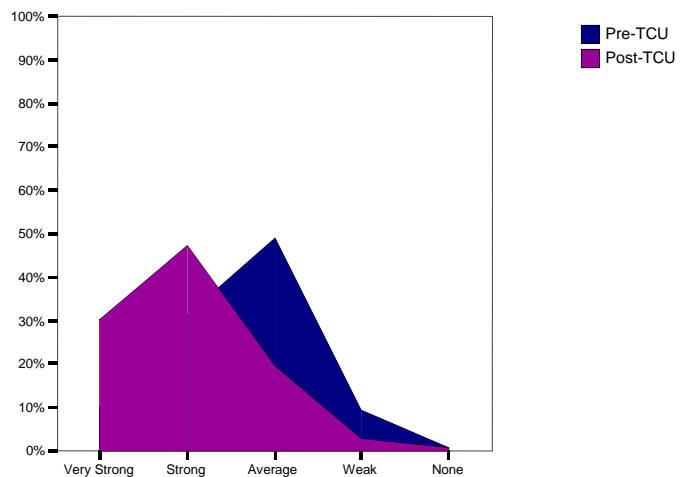


Contribute to the welfare of my community

	Very Strong	Strong	Average	Weak	None
Pre-TCU	10.1%	31.5%	48.6%	9.2%	.6%
Post-TCU	30.3%	47.1%	19.1%	2.9%	.6%

p<.001

Contribute to the welfare of my community



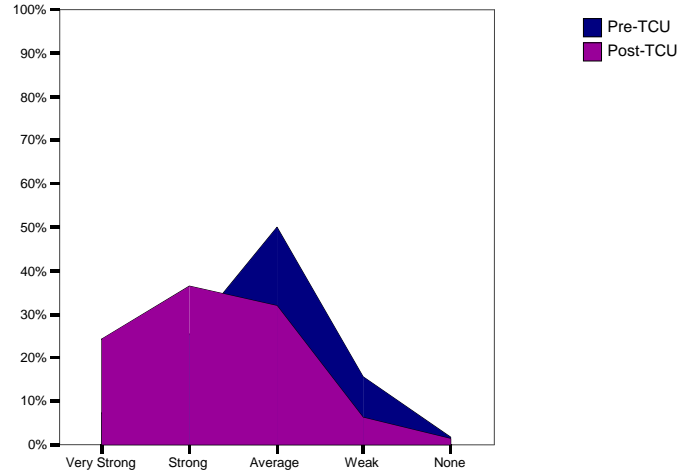
**Recent Alumni Survey 2006-2007
Self-Reported Knowledge and Skill Development Pre- and Post-TCU**

Understand the importance of the natural sciences

	Very Strong	Strong	Average	Weak	None
Pre-TCU	7.4%	25.1%	50.0%	15.7%	1.8%
Post-TCU	24.6%	36.4%	31.7%	6.2%	1.2%

p<.001

Understand the importance of the natural sciences

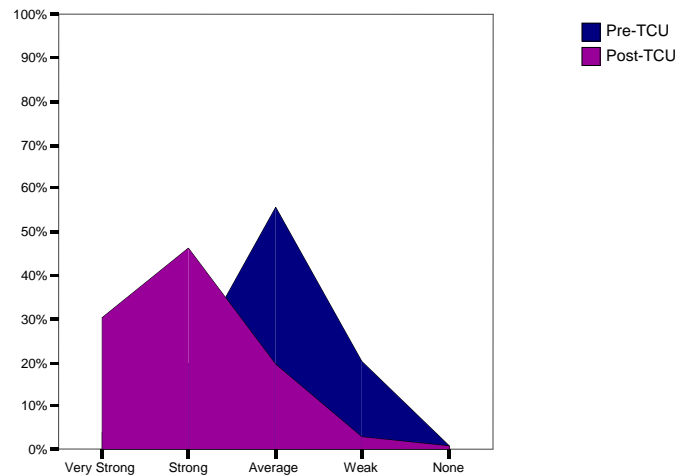


Knowledge of trends, issues, and opportunities that impact the global community

	Very Strong	Strong	Average	Weak	None
Pre-TCU	3.8%	19.8%	55.5%	20.4%	.6%
Post-TCU	30.4%	46.0%	19.8%	2.9%	.9%

p<.001

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

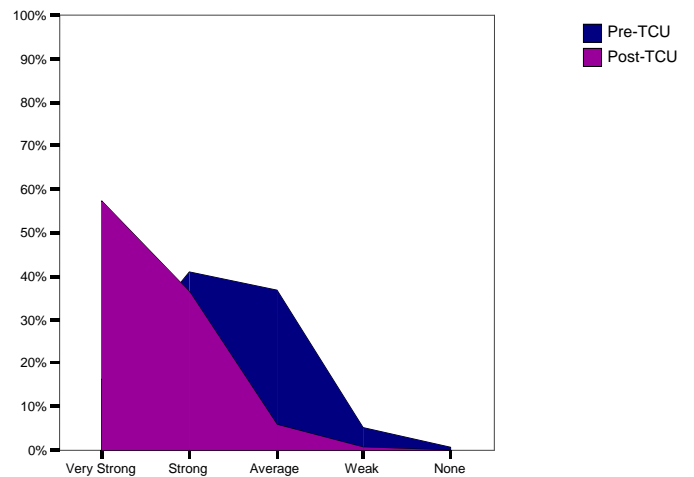


Acquire new skills or knowledge on my own

	Very Strong	Strong	Average	Weak	None
Pre-TCU	16.5%	40.7%	36.9%	5.3%	.6%
Post-TCU	57.5%	36.3%	5.6%	.6%	.0%

p<.001

Acquire new skills or knowledge on my own



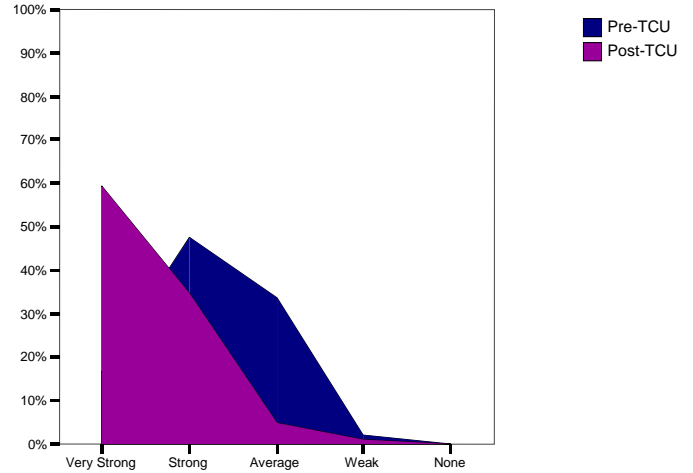
**Recent Alumni Survey 2006-2007
Self-Reported Knowledge and Skill Development Pre- and Post-TCU**

Work effectively with others

	Very Strong	Strong	Average	Weak	None
Pre-TCU	16.8%	47.5%	33.6%	2.1%	.0%
Post-TCU	59.9%	34.2%	5.0%	.9%	.0%

p<.001

Work effectively with others

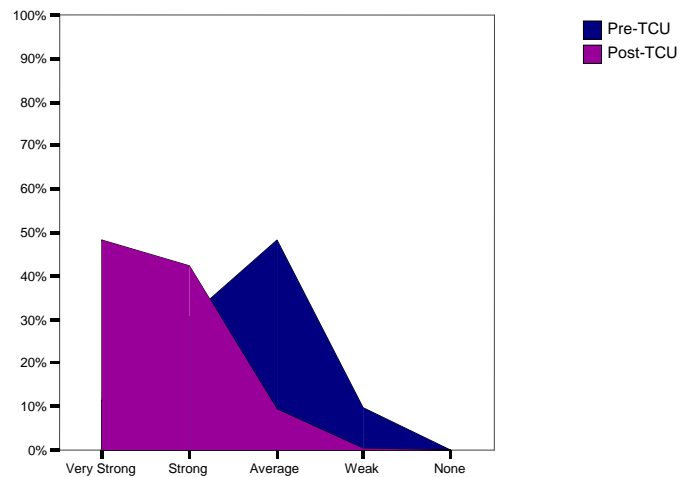


Successfully manage conflicts

	Very Strong	Strong	Average	Weak	None
Pre-TCU	11.5%	30.1%	48.7%	9.7%	.0%
Post-TCU	48.4%	41.8%	9.5%	.3%	.0%

p<.001

Successfully manage conflicts

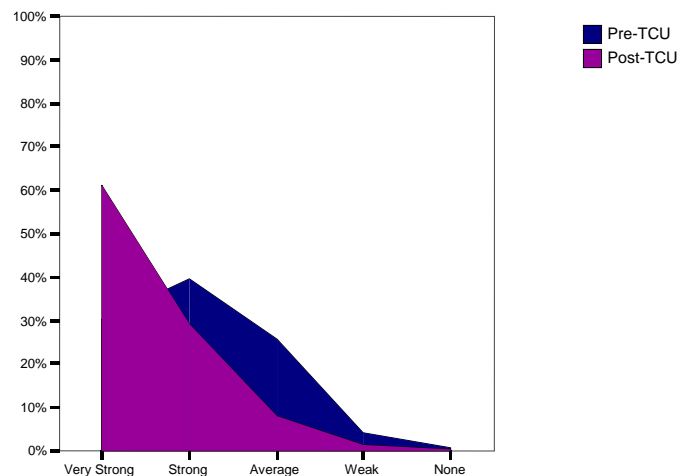


Build and nurture personal relationships

	Very Strong	Strong	Average	Weak	None
Pre-TCU	30.4%	39.2%	25.7%	4.1%	.6%
Post-TCU	61.1%	28.9%	8.2%	1.5%	.3%

p<.001

Build and nurture personal relationships



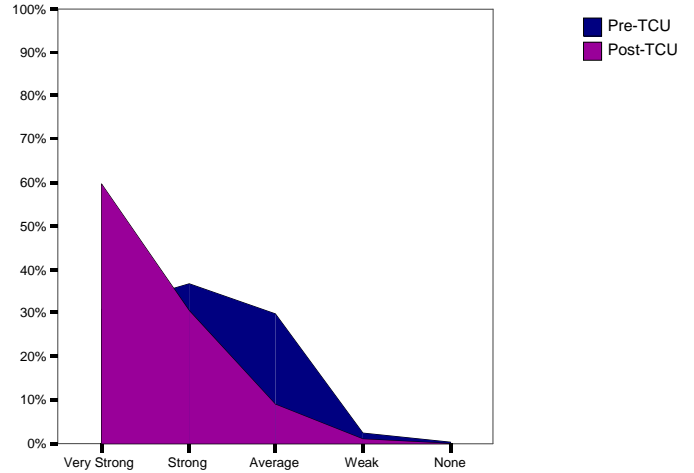
Recent Alumni Survey 2006-2007 Self-Reported Knowledge and Skill Development Pre- and Post-TCU

Build support systems through family, friends and coworkers

	Very Strong	Strong	Average	Weak	None
Pre-TCU	31.1%	36.4%	29.9%	2.3%	.3%
Post-TCU	59.6%	30.4%	9.1%	.9%	.0%

p<.001

Build support systems through family, friends and coworkers

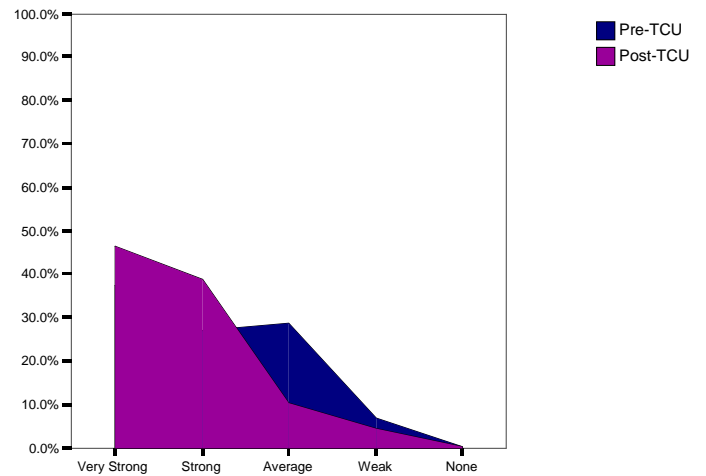


Maintain good health with responsible choices regarding alcohol and tobacco

	Very Strong	Strong	Average	Weak	None
Pre-TCU	37.7%	26.6%	28.7%	6.7%	.3%
Post-TCU	46.4%	38.8%	10.2%	4.4%	.3%

p<.001

Maintain good health with responsible choices regarding alcohol and tobacco

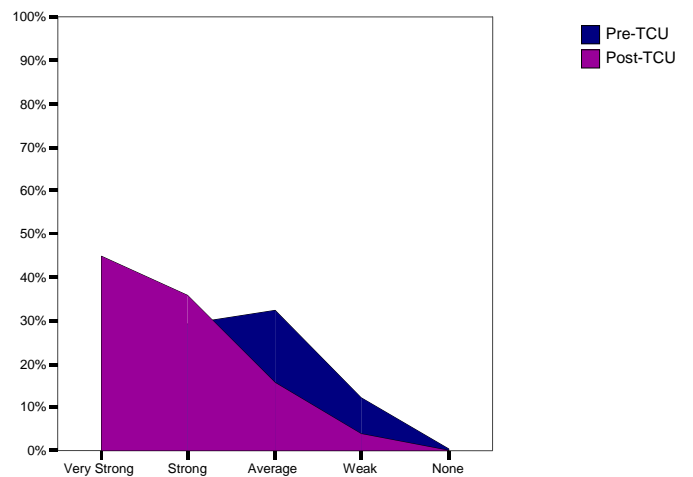


Create good health habits concerning weight management and fitness

	Very Strong	Strong	Average	Weak	None
Pre-TCU	25.7%	28.9%	32.5%	12.3%	.6%
Post-TCU	44.9%	35.6%	15.7%	3.8%	.0%

p<.001

Create good health habits concerning weight management and fitness



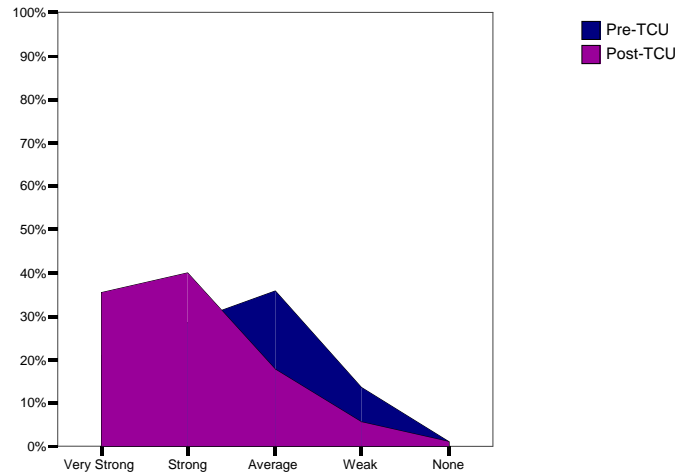
**Recent Alumni Survey 2006-2007
Self-Reported Knowledge and Skill Development Pre- and Post-TCU**

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

	Very Strong	Strong	Average	Weak	None
Pre-TCU	21.1%	28.1%	36.0%	13.7%	1.2%
Post-TCU	35.3%	39.9%	17.8%	5.8%	1.2%

p<.001

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

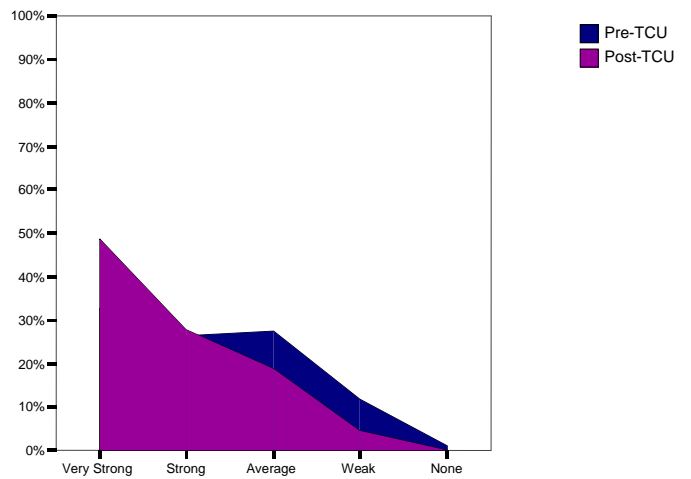


Engage in regular physical activity to improve fitness or health

	Very Strong	Strong	Average	Weak	None
Pre-TCU	32.6%	26.5%	27.6%	12.1%	1.2%
Post-TCU	48.8%	27.6%	18.8%	4.7%	.0%

p<.001

Engage in regular physical activity to improve fitness or health

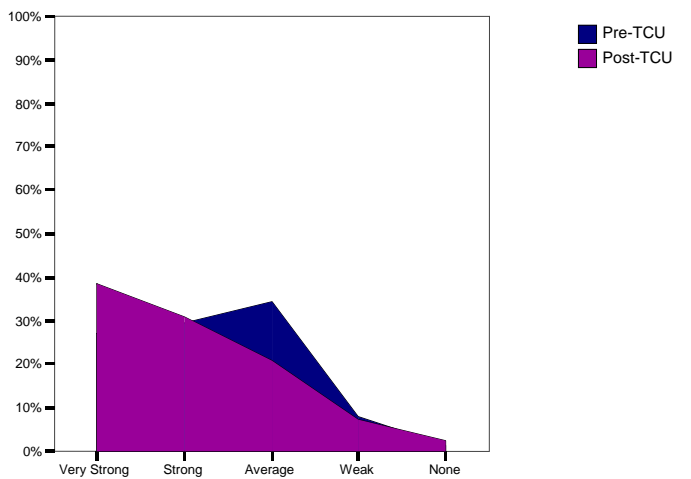


Satisfy and nurture my individual spiritual needs

	Very Strong	Strong	Average	Weak	None
Pre-TCU	27.1%	29.4%	34.4%	7.9%	1.2%
Post-TCU	38.5%	31.2%	20.6%	7.4%	2.4%

p<.001

Satisfy and nurture my individual spiritual needs



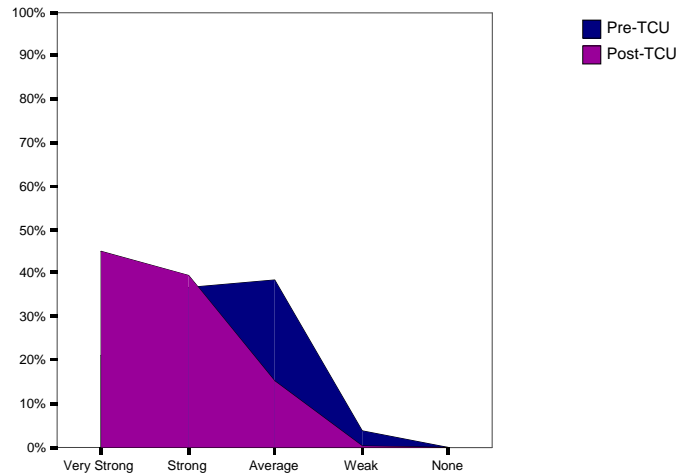
Recent Alumni Survey 2006-2007
Self-Reported Knowledge and Skill Development Pre- and Post-TCU

Maintain emotional health by striving for balance with responsible choices

	Very Strong	Strong	Average	Weak	None
Pre-TCU	21.2%	36.8%	38.2%	3.8%	.0%
Post-TCU	45.0%	39.4%	15.3%	.3%	.0%

p<.001

Maintain emotional health by striving for balance with responsible choices

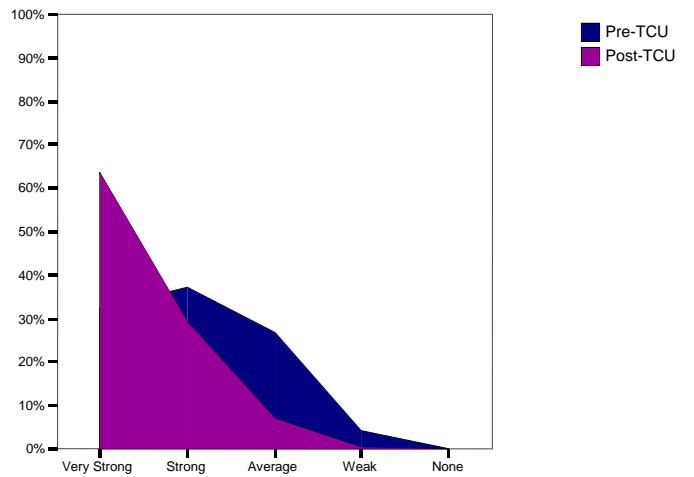


Take responsibility for my choices and actions

	Very Strong	Strong	Average	Weak	None
Pre-TCU	32.1%	37.1%	26.8%	4.1%	.0%
Post-TCU	63.2%	29.4%	7.1%	.3%	.0%

p<.001

Take responsibility for my choices and actions



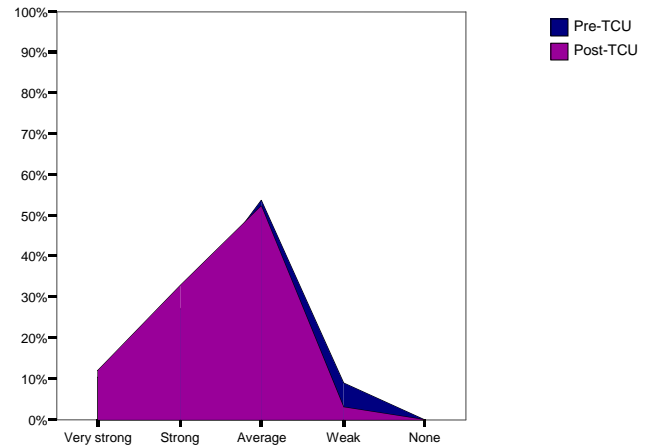
Recent Alumni Survey 2006-2007
College Differences – Use mathematical reasoning to solve complex problems

AddRan - Use mathematical reasoning to solve complex problems

	Very strong	Strong	Average	Weak	None
Pre-TCU	10.4%	26.9%	53.7%	9.0%	.0%
Post-TCU	11.9%	32.8%	52.2%	3.0%	.0%

ns

AddRan - Use mathematical reasoning to solve complex problems

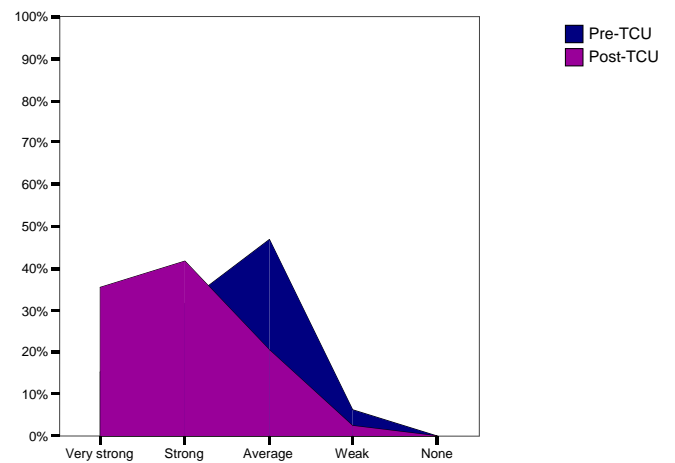


Business - Use mathematical reasoning to solve complex problems

	Very strong	Strong	Average	Weak	None
Pre-TCU	15.2%	31.6%	46.8%	6.3%	.0%
Post-TCU	35.4%	41.8%	20.3%	2.5%	.0%

p<.001

Business - Use mathematical reasoning to solve complex problems

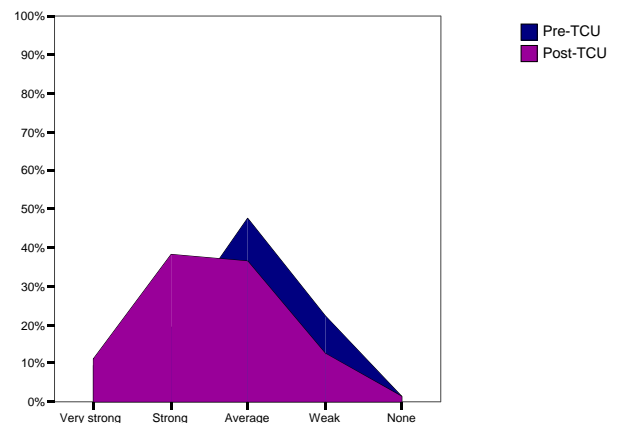


Communication - Use mathematical reasoning to solve complex problems

	Very strong	Strong	Average	Weak	None
Pre-TCU	9.5%	19.0%	47.6%	22.2%	1.6%
Post-TCU	11.1%	38.1%	36.5%	12.7%	1.6%

p<.001

Communication - Use mathematical reasoning to solve complex problems



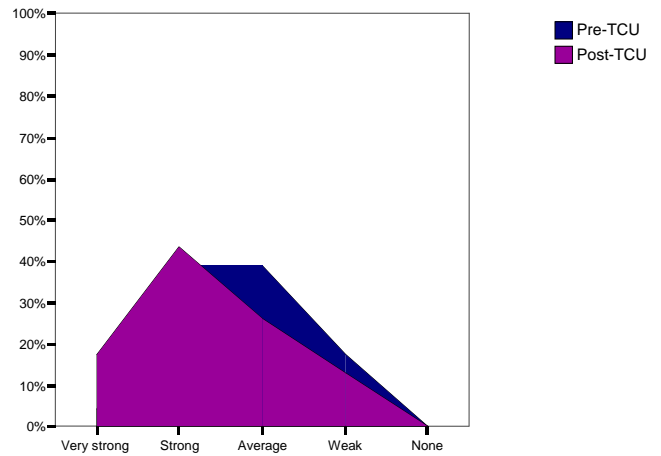
Recent Alumni Survey 2006-2007
College Differences – Use mathematical reasoning to solve complex problems

Education - Use mathematical reasoning to solve complex problems

	Very strong	Strong	Average	Weak	None
Pre-TCU	4.3%	39.1%	39.1%	17.4%	.0%
Post-TCU	17.4%	43.5%	26.1%	13.0%	.0%

p<.05

Education - Use mathematical reasoning to solve complex problems

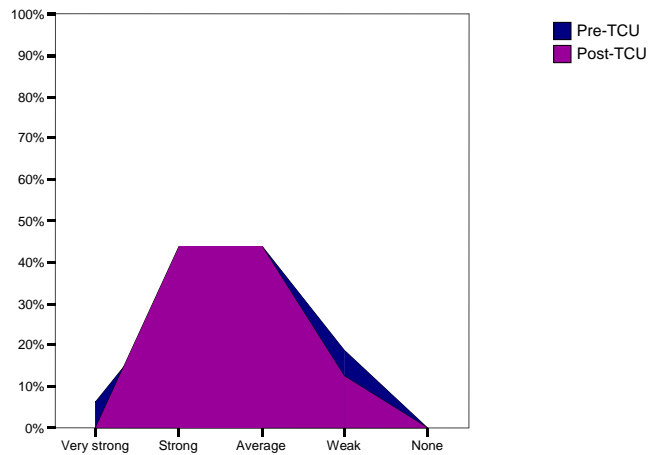


Fine Arts - Use mathematical reasoning to solve complex problems

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

ns

Fine Arts - Use mathematical reasoning to solve complex problems

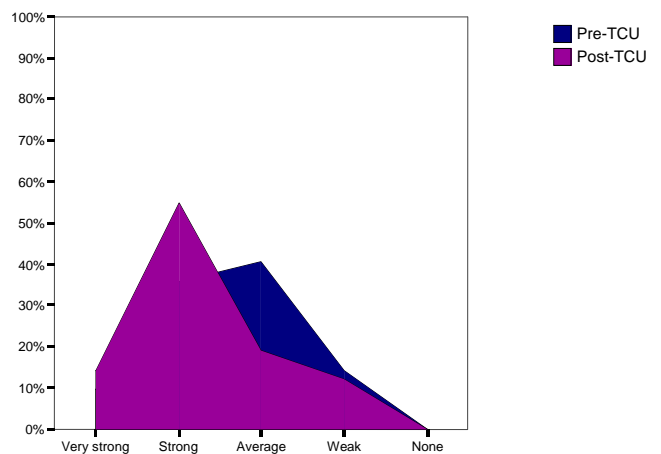


Nursing & Health Sciences - Use mathematical reasoning to solve complex problems

	Very strong	Strong	Average	Weak	None
Pre-TCU	9.5%	35.7%	40.5%	14.3%	.0%
Post-TCU	14.3%	54.8%	19.0%	11.9%	.0%

p<.05

Nursing & Health Sciences - Use mathematical reasoning to solve complex problems



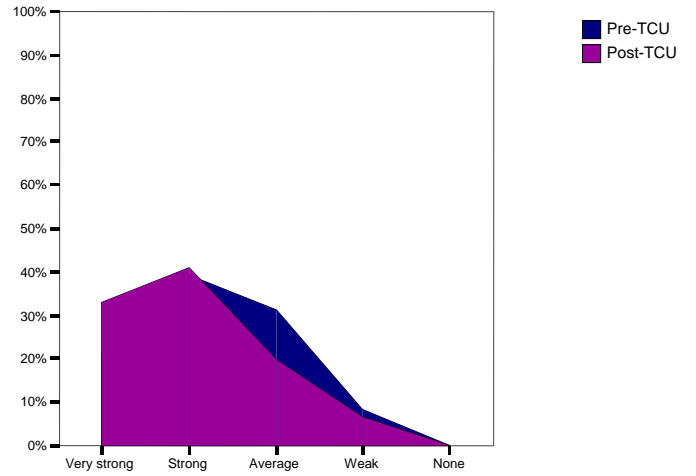
Recent Alumni Survey 2006-2007
College Differences – Use mathematical reasoning to solve complex problems

Science & Engineering - Use mathematical reasoning to solve complex problems

	Very strong	Strong	Average	Weak	None
Pre-TCU	21.3%	39.3%	31.1%	8.2%	.0%
Post-TCU	32.8%	41.0%	19.7%	6.6%	.0%

p<.05

Science & Engineering - Use mathematical reasoning to solve complex problems



Recent Alumni Survey 2006-2007

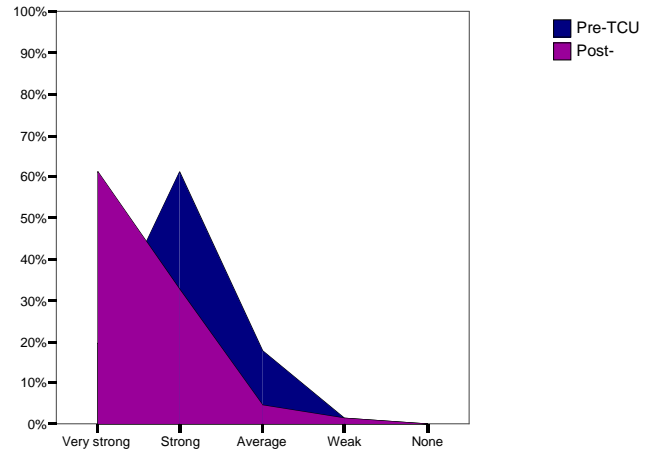
College differences – Articulate thoughts clearly using verbal and non-verbal communication

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

	Very strong	Strong	Average	Weak	None
Pre-TCU	19.4%	61.2%	17.9%	1.5%	.0%
Post-TCU	61.2%	32.8%	4.5%	1.5%	.0%

p<.001

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

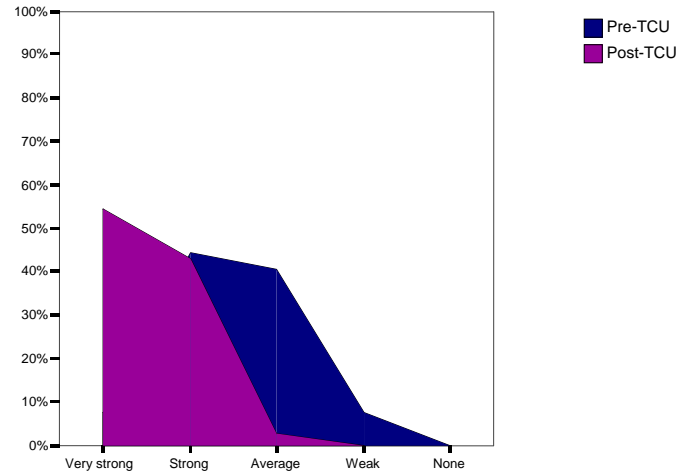


Business - Articulate thoughts clearly using verbal and non-verbal communication

	Very strong	Strong	Average	Weak	None
Pre-TCU	7.6%	44.3%	40.5%	7.6%	.0%
Post-TCU	54.4%	43.0%	2.5%	.0%	.0%

p<.001

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

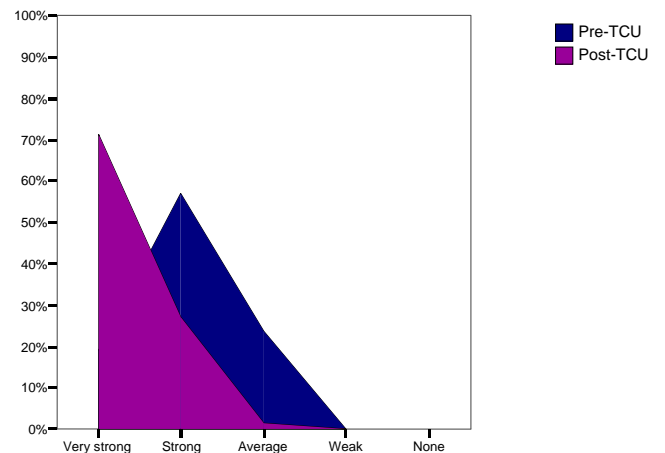


Communication - Articulate thoughts clearly using verbal and non-verbal communication

	Very strong	Strong	Average	Weak	None
Pre-TCU	19.0%	57.1%	23.8%	.0%	.0%
Post-TCU	71.4%	27.0%	1.6%	.0%	.0%

p<.001

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



Recent Alumni Survey 2006-2007

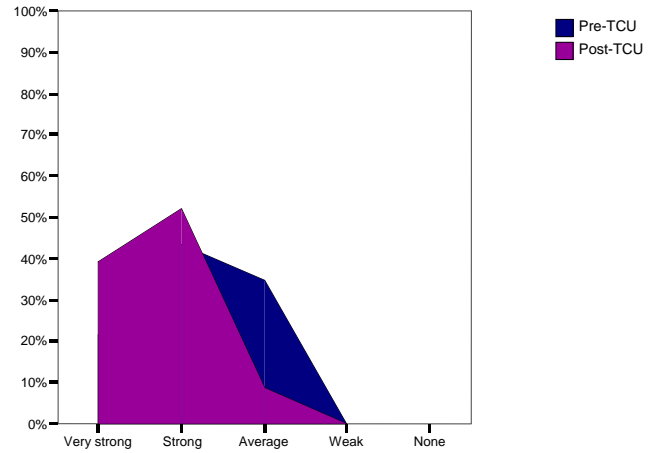
College differences – Articulate thoughts clearly using verbal and non-verbal communication

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

	Very strong	Strong	Average	Weak	None
Pre-TCU	21.7%	43.5%	34.8%	.0%	.0%
Post-TCU	39.1%	52.2%	8.7%	.0%	.0%

p<.01

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

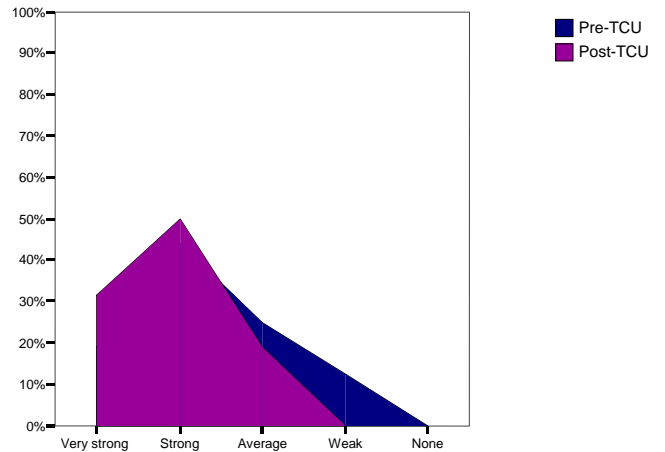


Fine Arts - Articulate thoughts clearly using verbal and non-verbal communication

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

ns

Fine Arts - Articulate thoughts clearly using verbal and non-verbal communication

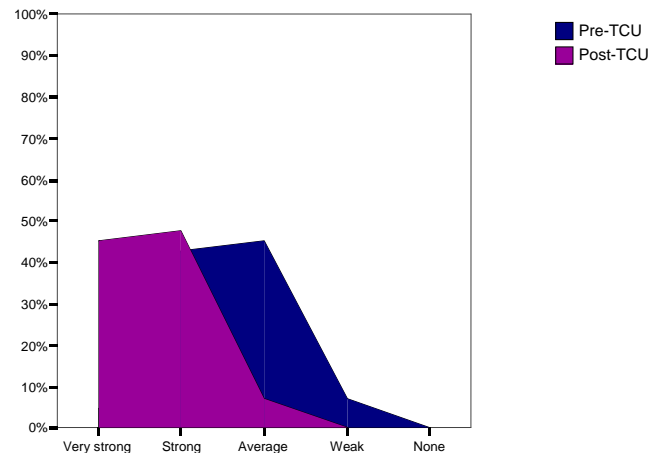


Nursing & Health Sciences - Articulate thoughts clearly using verbal and non-verbal communication

	Very strong	Strong	Average	Weak	None
Pre-TCU	4.8%	42.9%	45.2%	7.1%	.0%
Post-TCU	45.2%	47.6%	7.1%	.0%	.0%

p<.01

Nursing & Health Sciences - Articulate thoughts clearly using verbal and non-verbal communication



Recent Alumni Survey 2006-2007

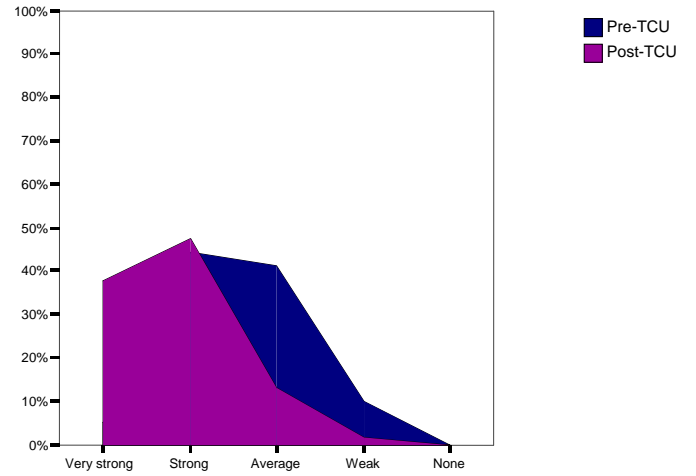
College differences – Articulate thoughts clearly using verbal and non-verbal communication

Science & Engineering - Articulate thoughts clearly using verbal and non-verbal communication

	Very strong	Strong	Average	Weak	None
Pre-TCU	4.9%	44.3%	41.0%	9.8%	.0%
Post-TCU	37.7%	47.5%	13.1%	1.6%	.0%

p<.001

Science & Engineering - Articulate thoughts clearly using verbal and non-verbal communication



Recent Alumni Survey 2006-2007

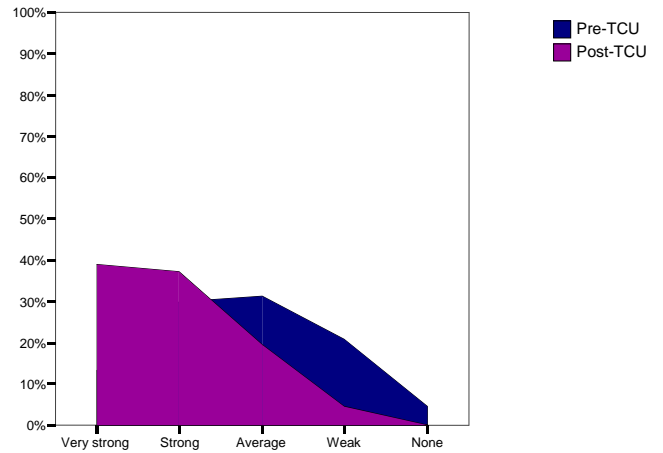
College differences – Participate in the democratic electoral process at the state and national level

AddRan - Participate in the democratic electoral process at the state and national level

	Very strong	Strong	Average	Weak	None
Pre-TCU	13.4%	29.9%	31.3%	20.9%	4.5%
Post-TCU	38.8%	37.3%	19.4%	4.5%	.0%

p<.001

AddRan - Participate in the democratic electoral process at the state and national level

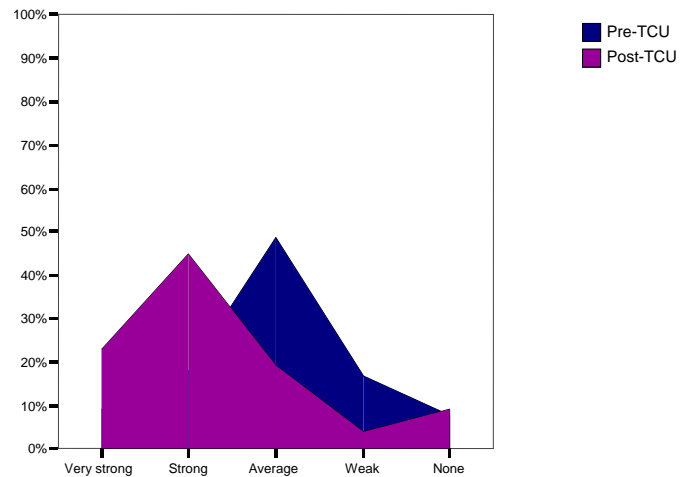


Business - Participate in the democratic electoral process at the state and national level

	Very strong	Strong	Average	Weak	None
Pre-TCU	9.0%	17.9%	48.7%	16.7%	7.7%
Post-TCU	23.1%	44.9%	19.2%	3.8%	9.0%

p<.001

Business - Participate in the democratic electoral process at the state and national level

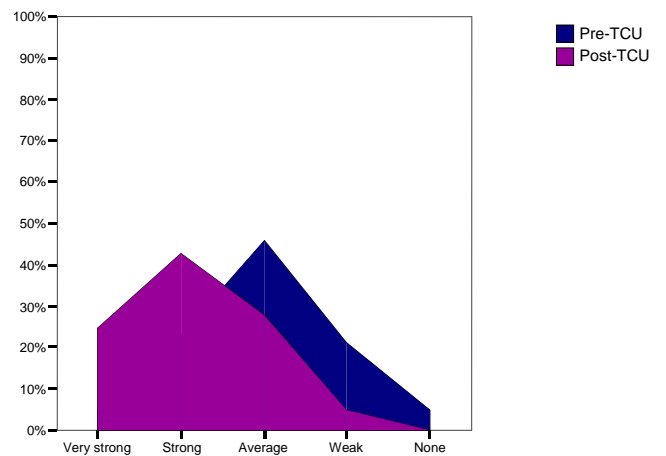


Communication - Participate in the democratic electoral process at the state and national level

	Very strong	Strong	Average	Weak	None
Pre-TCU	4.9%	23.0%	45.9%	21.3%	4.9%
Post-TCU	24.6%	42.6%	27.9%	4.9%	.0%

p<.001

Communication - Participate in the democratic electoral process at the state and national level



Recent Alumni Survey 2006-2007

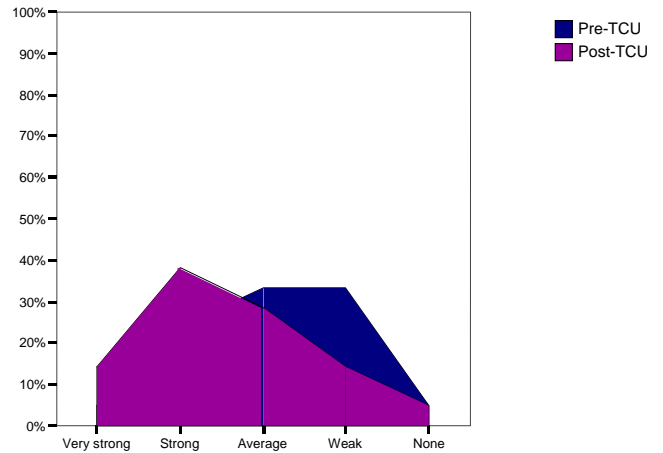
College differences – Participate in the democratic electoral process at the state and national level

Education - Participate in the democratic electoral process at the state and national level

	Very strong	Strong	Average	Weak	None
Pre-TCU	4.8%	23.8%	33.3%	33.3%	4.8%
Post-TCU	14.3%	38.1%	28.6%	14.3%	4.8%

ns

Education - Participate in the democratic electoral process at the state and national level

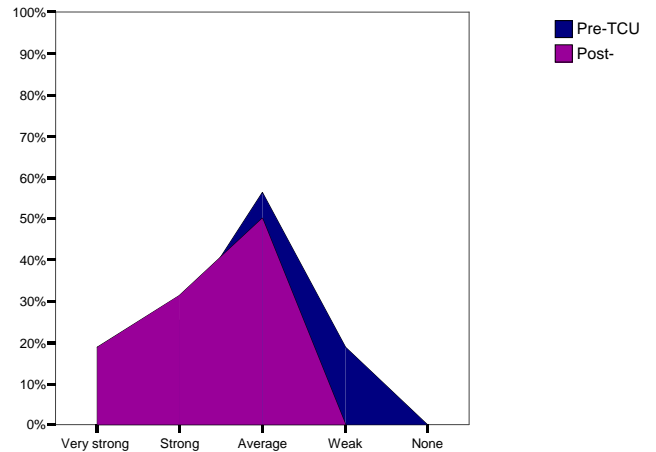


Fine Arts - Participate in the democratic electoral process at the state and national level

	Very strong	Strong	Average	Weak	None
Pre-TCU	.0%	25.0%	56.3%	18.8%	.0%
Post-TCU	18.8%	31.3%	50.0%	.0%	.0%

p<.05

Fine Arts - Participate in the democratic electoral process at the state and national level

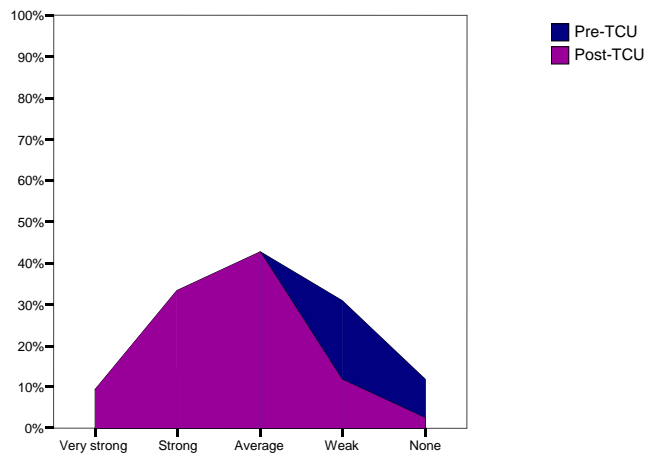


Nursing & Health Sciences - Participate in the democratic electoral process at the state and national level

	Very strong	Strong	Average	Weak	None
Pre-TCU	.0%	14.3%	42.9%	31.0%	11.9%
Post-TCU	9.5%	33.3%	42.9%	11.9%	2.4%

p<.001

Nursing & Health Sci. - Participate in the democratic electoral process at the state and national level



Recent Alumni Survey 2006-2007

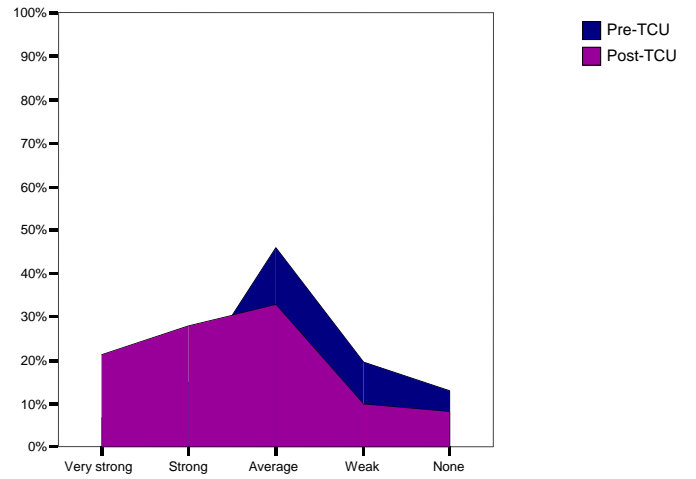
College differences – Participate in the democratic electoral process at the state and national level

Science & Engineering - Participate in the democratic electoral process at the state and national level

	Very strong	Strong	Average	Weak	None
Pre-TCU	6.6%	14.8%	45.9%	19.7%	13.1%
Post-TCU	21.3%	27.9%	32.8%	9.8%	8.2%

p<.001

Science & Engr - Participate in the democratic electoral process at the state and national level



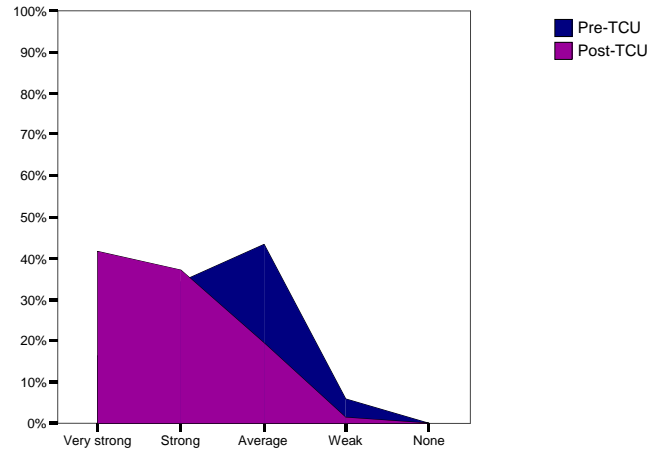
Recent Alumni Survey 2006-2007
College differences – Contribute to the welfare of my community

AddRan - Contribute to the welfare of my community

	Very strong	Strong	Average	Weak	None
Pre-TCU	16.4%	34.3%	43.3%	6.0%	.0%
Post-TCU	41.8%	37.3%	19.4%	1.5%	.0%

p<.001

AddRan - Contribute to the welfare of my community

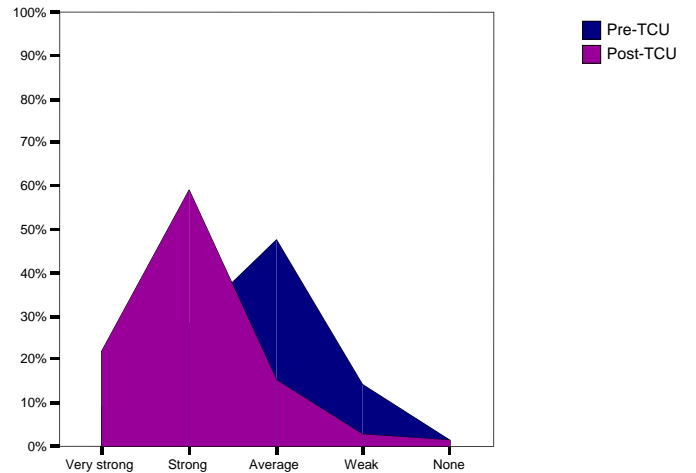


Business - Contribute to the welfare of my community

	Very strong	Strong	Average	Weak	None
Pre-TCU	9.0%	28.2%	47.4%	14.1%	1.3%
Post-TCU	21.8%	59.0%	15.4%	2.6%	1.3%

p<.001

Business - Contribute to the welfare of my community

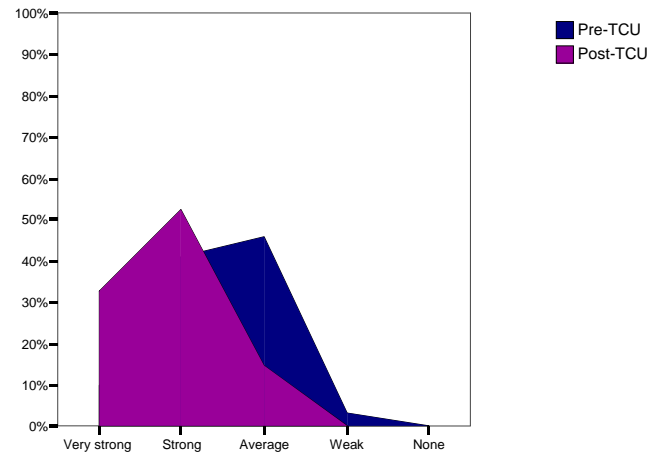


Communication - Contribute to the welfare of my community

	Very strong	Strong	Average	Weak	None
Pre-TCU	9.8%	41.0%	45.9%	3.3%	.0%
Post-TCU	32.8%	52.5%	14.8%	.0%	.0%

p<.001

Communication - Contribute to the welfare of my community



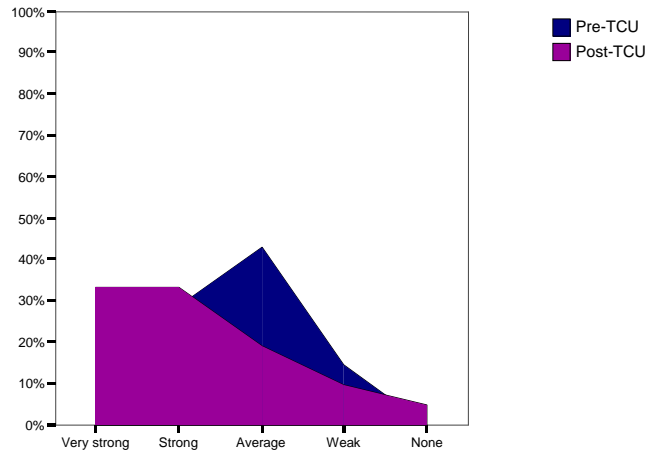
Recent Alumni Survey 2006-2007
College differences – Contribute to the welfare of my community

Education - Contribute to the welfare of my community

	Very strong	Strong	Average	Weak	None
Pre-TCU	14.3%	28.6%	42.9%	14.3%	.0%
Post-TCU	33.3%	33.3%	19.0%	9.5%	4.8%

ns

Education - Contribute to the welfare of my community

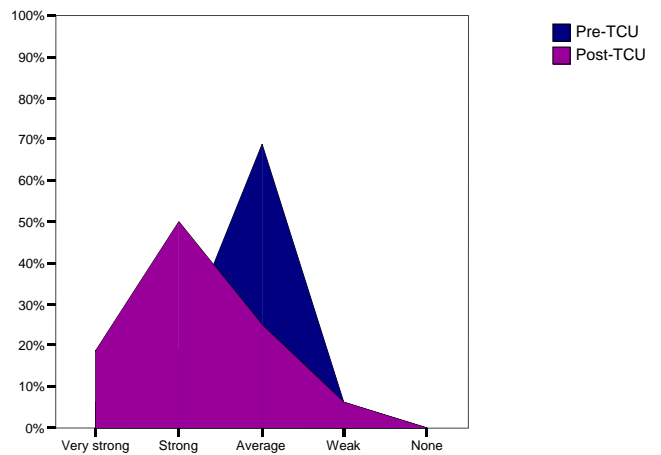


Fine Arts - Contribute to the welfare of my community

	Very strong	Strong	Average	Weak	None
Pre-TCU	6.3%	18.8%	68.8%	6.3%	.0%
Post-TCU	18.8%	50.0%	25.0%	6.3%	.0%

p<.05

Fine Arts - Contribute to the welfare of my community

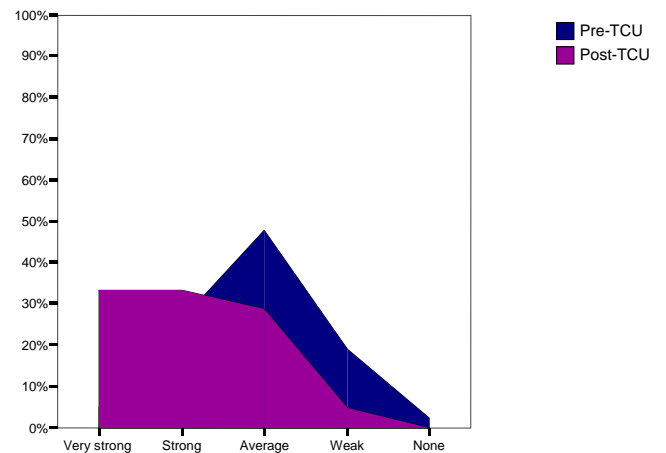


Nursing & Health Sciences - Contribute to the welfare of my community

	Very strong	Strong	Average	Weak	None
Pre-TCU	4.8%	26.2%	47.6%	19.0%	2.4%
Post-TCU	33.3%	33.3%	28.6%	4.8%	.0%

p<.001

Nursing & Health Sciences - Contribute to the welfare of my community



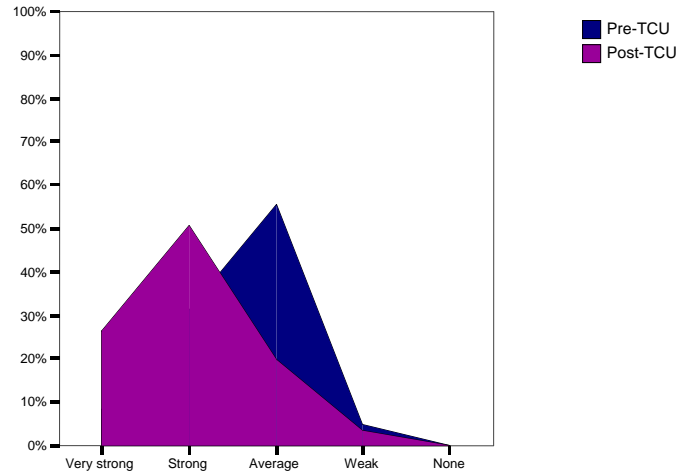
Recent Alumni Survey 2006-2007
College differences – Contribute to the welfare of my community

Science & Engineering - Contribute to the welfare of my community

	Very strong	Strong	Average	Weak	None
Pre-TCU	8.2%	31.1%	55.7%	4.9%	.0%
Post-TCU	26.2%	50.8%	19.7%	3.3%	.0%

p<.001

Science & Engineering - Contribute to the welfare of my community



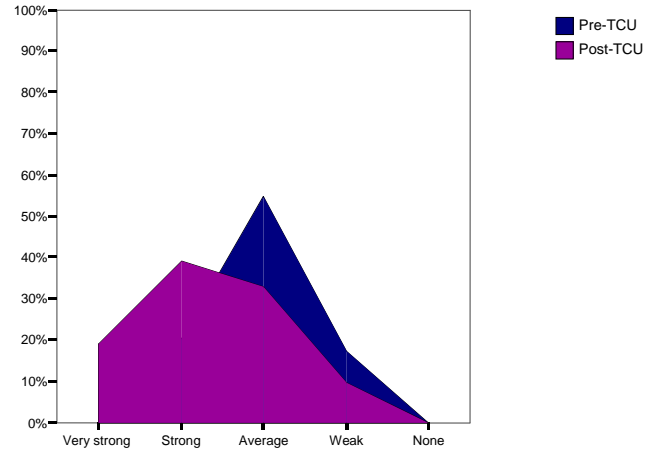
Recent Alumni Survey 2006-2007
College differences – Understand the importance of the natural sciences

AddRan - Understand the importance of the natural sciences

	Very strong	Strong	Average	Weak	None
Pre-TCU	7.8%	20.3%	54.7%	17.2%	.0%
Post-TCU	18.8%	39.1%	32.8%	9.4%	.0%

p<.001

AddRan - Understand the importance of the natural sciences

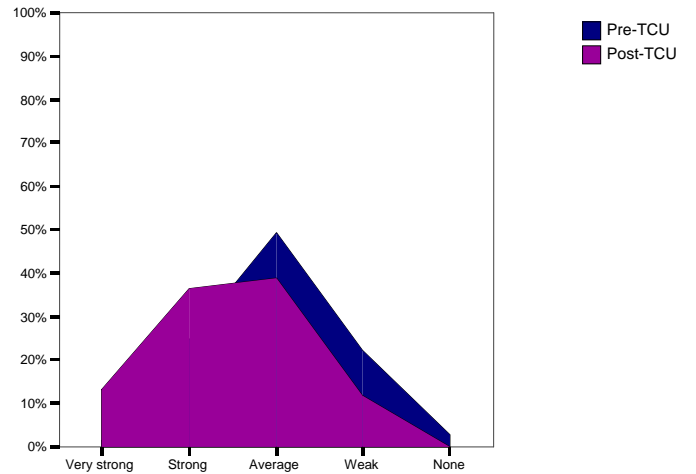


Business - Understand the importance of the natural sciences

	Very strong	Strong	Average	Weak	None
Pre-TCU	1.3%	24.7%	49.4%	22.1%	2.6%
Post-TCU	13.0%	36.4%	39.0%	11.7%	.0%

p<.001

Business - Understand the importance of the natural sciences

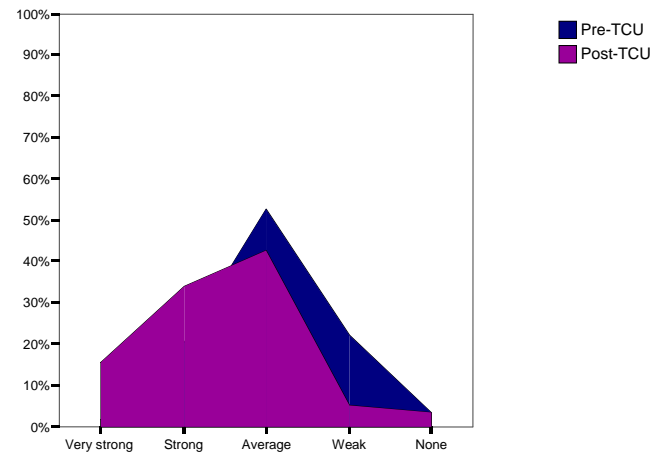


Communication - Understand the importance of the natural sciences

	Very strong	Strong	Average	Weak	None
Pre-TCU	1.7%	20.3%	52.5%	22.0%	3.4%
Post-TCU	15.3%	33.9%	42.4%	5.1%	3.4%

p<.001

Communication - Understand the importance of the natural sciences



Recent Alumni Survey 2006-2007

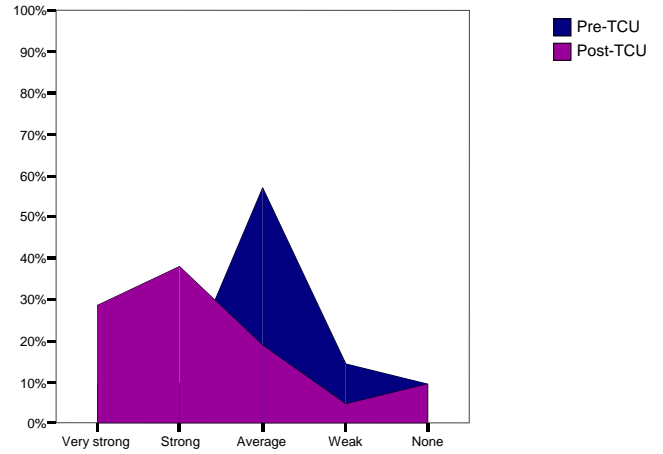
College differences – Understand the importance of the natural sciences

Education - Understand the importance of the natural sciences

	Very strong	Strong	Average	Weak	None
Pre-TCU	9.5%	9.5%	57.1%	14.3%	9.5%
Post-TCU	28.6%	38.1%	19.0%	4.8%	9.5%

p<.01

Education - Understand the importance of the natural sciences

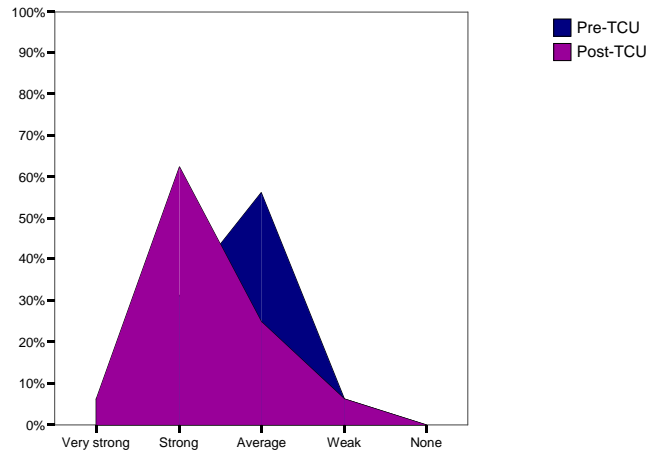


Fine Arts - Understand the importance of the natural sciences

	Very strong	Strong	Average	Weak	None
Pre-TCU	6.3%	31.3%	56.3%	6.3%	.0%
Post-TCU	6.3%	62.5%	25.0%	6.3%	.0%

ns

Fine Arts - Understand the importance of the natural sciences

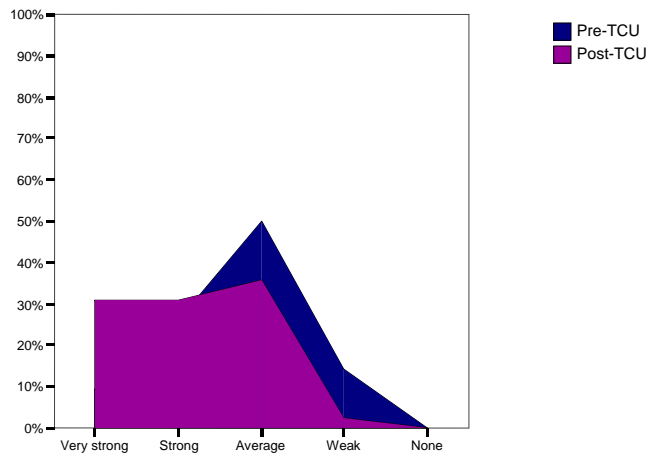


Nursing & Health Sciences - Understand the importance of the natural sciences

	Very strong	Strong	Average	Weak	None
Pre-TCU	9.5%	26.2%	50.0%	14.3%	.0%
Post-TCU	31.0%	31.0%	35.7%	2.4%	.0%

p<.001

Nursing & Sciences - Understand the importance of the natural sciences



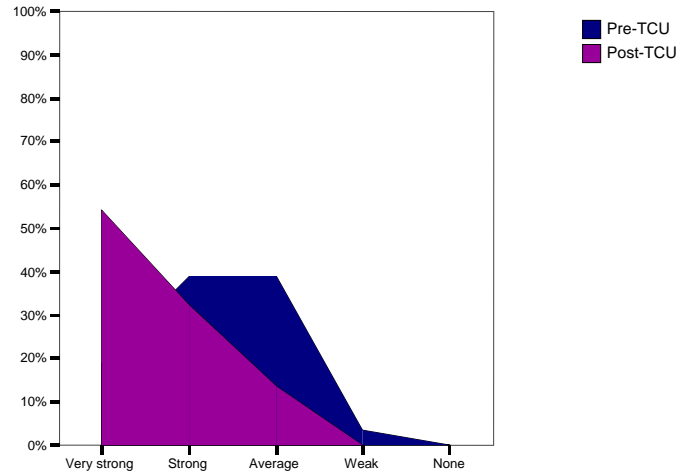
Recent Alumni Survey 2006-2007
College differences – Understand the importance of the natural sciences

Science & Engineering - Understand the importance of the natural sciences

	Very strong	Strong	Average	Weak	None
Pre-TCU	18.6%	39.0%	39.0%	3.4%	.0%
Post-TCU	54.2%	32.2%	13.6%	.0%	.0%

p<.001

Science & Engineering - Understand the importance of the natural sciences



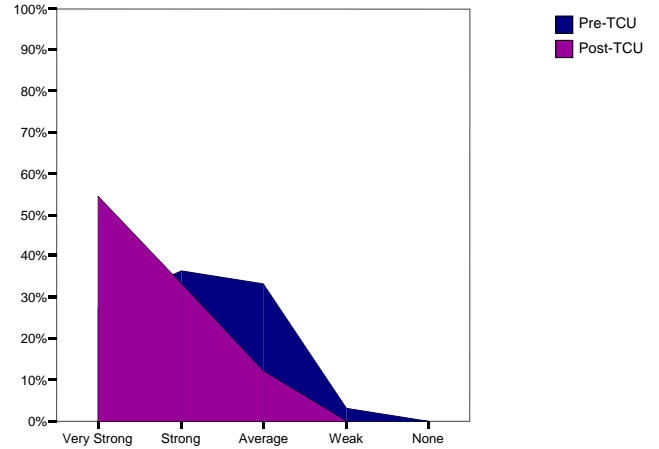
Recent Alumni Survey 2006-2007
College differences – Build support systems through family, friends, and coworkers

AddRan - Build support systems through family, friends and coworkers

	Very Strong	Strong	Average	Weak	None
Pre-TCU	27.3%	36.4%	33.3%	3.0%	.0%
Post-TCU	54.5%	33.3%	12.1%	.0%	.0%

p<.001

AddRan - Build support systems through family, friends and coworkers

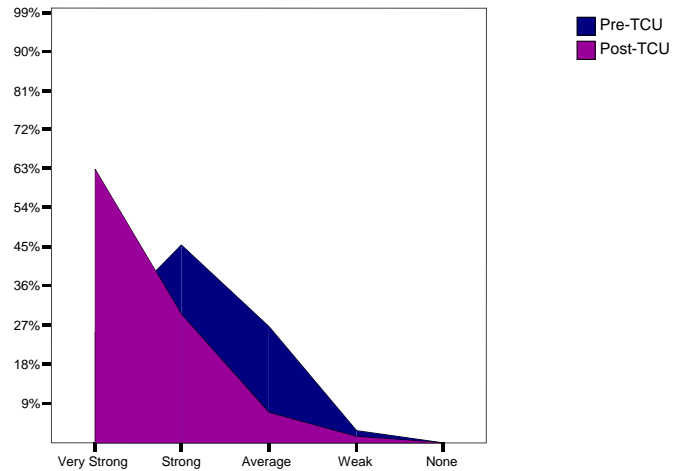


Business - Build support systems through family, friends and coworkers

	Very Strong	Strong	Average	Weak	None
Pre-TCU	25.3%	45.3%	26.7%	2.7%	.0%
Post-TCU	62.7%	29.3%	6.7%	1.3%	.0%

p<.001

Business - Build support systems through family, friends and coworkers

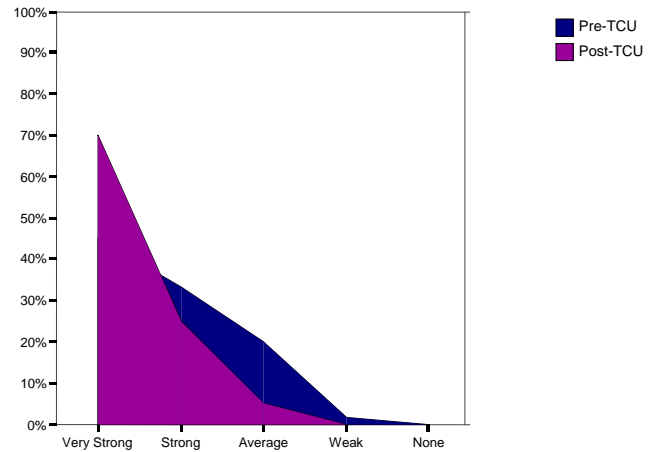


Communication - Build support systems through family, friends and coworkers

	Very Strong	Strong	Average	Weak	None
Pre-TCU	45.0%	33.3%	20.0%	1.7%	.0%
Post-TCU	70.0%	25.0%	5.0%	.0%	.0%

p<.001

Communication - Build support systems through family, friends and coworkers



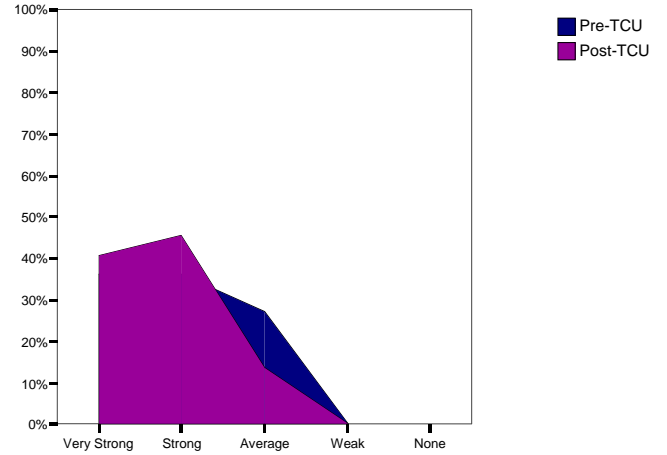
Recent Alumni Survey 2006-2007
College differences – Build support systems through family, friends, and coworkers

Education - Build support systems through family, friends and coworkers

	Very Strong	Strong	Average	Weak	None
Pre-TCU	36.4%	36.4%	27.3%	.0%	.0%
Post-TCU	40.9%	45.5%	13.6%	.0%	.0%

ns

Education - Build support systems through family, friends and coworkers

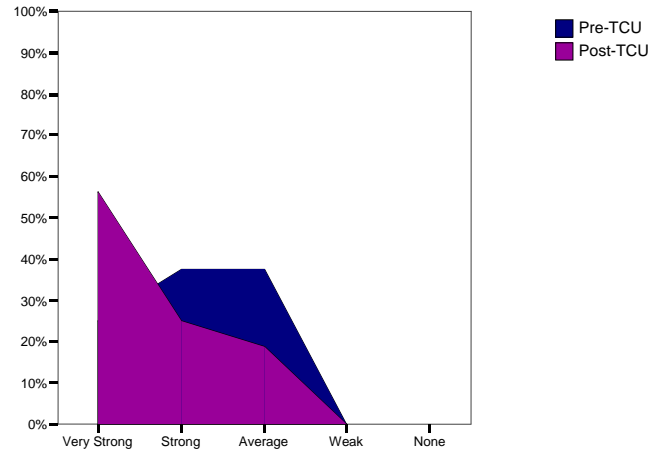


Fine Arts - Build support systems through family, friends and coworkers

	Very Strong	Strong	Average	Weak	None
Pre-TCU	25.0%	37.5%	37.5%	.0%	.0%
Post-TCU	56.3%	25.0%	18.8%	.0%	.0%

p<.05

Fine Arts - Build support systems through family, friends and coworkers

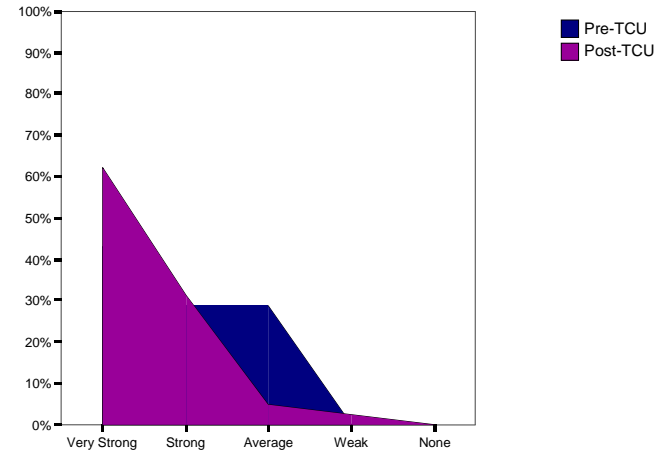


Nursing & Health Sciences - Build support systems through family, friends and coworkers

	Very Strong	Strong	Average	Weak	None
Pre-TCU	42.9%	28.6%	28.6%	.0%	.0%
Post-TCU	61.9%	31.0%	4.8%	2.4%	.0%

p<.01

Nursing & Health Sciences - Build support systems through family, friends and coworkers



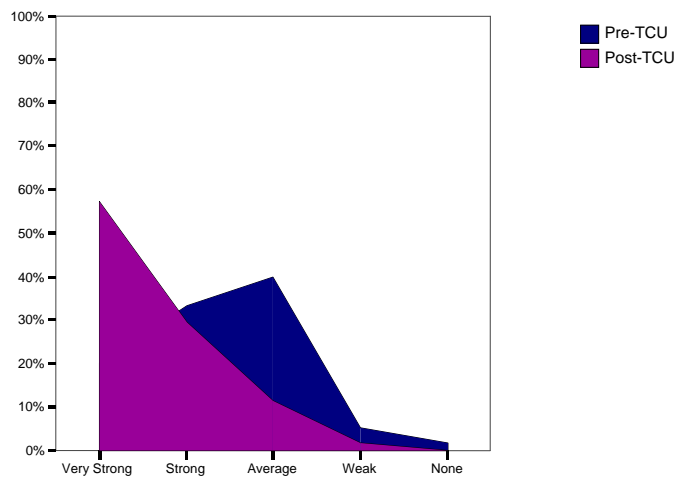
Recent Alumni Survey 2006-2007
College differences – Build support systems through family, friends, and coworkers

Science & Engineering - Build support systems through family, friends and coworkers

	Very Strong	Strong	Average	Weak	None
Pre-TCU	20.0%	33.3%	40.0%	5.0%	1.7%
Post-TCU	57.4%	29.5%	11.5%	1.6%	.0%

p<.001

Science & Engineering - Build support systems through family, friends and coworkers



Recent Alumni Survey 2006-2007

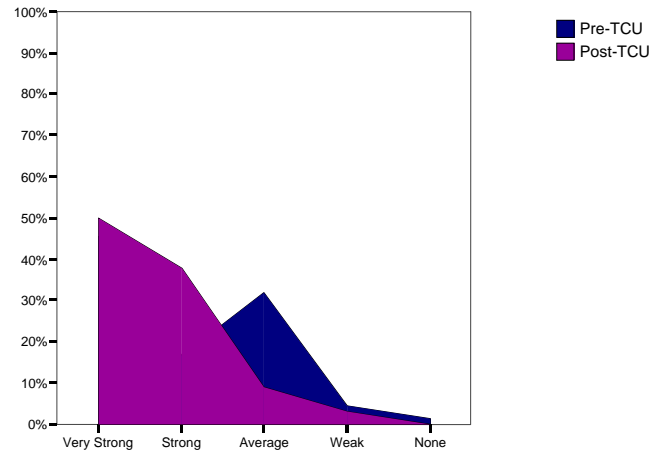
College differences – Maintain good health with responsible choices regarding alcohol and tobacco

AddRan - Maintain good health with responsible choices regarding alcohol and tobacco

	Very Strong	Strong	Average	Weak	None
Pre-TCU	45.5%	16.7%	31.8%	4.5%	1.5%
Post-TCU	50.0%	37.9%	9.1%	3.0%	.0%

p<.05

AddRan - Maintain good health with responsible choices regarding alcohol and tobacco

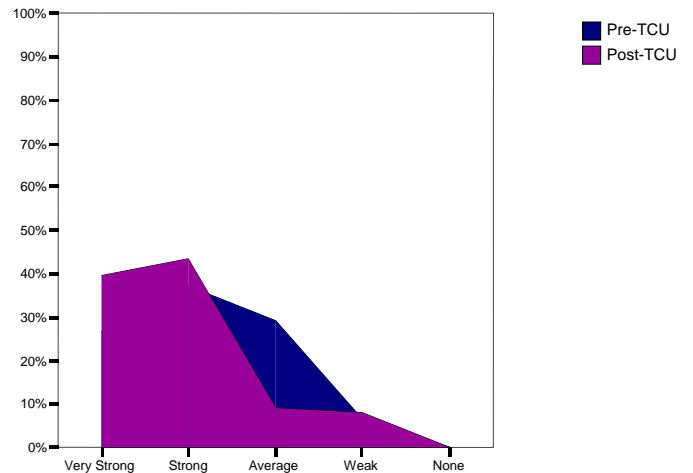


Business - Maintain good health with responsible choices regarding alcohol and tobacco

	Very Strong	Strong	Average	Weak	None
Pre-TCU	26.7%	37.3%	29.3%	6.7%	.0%
Post-TCU	39.5%	43.4%	9.2%	7.9%	.0%

p<.01

Business - Maintain good health with responsible choices regarding alcohol and tobacco

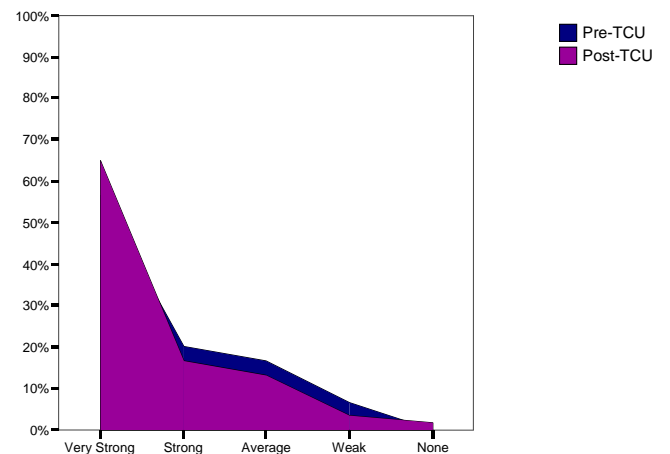


Communication - Maintain good health with responsible choices regarding alcohol and tobacco

	Very Strong	Strong	Average	Weak	None
Pre-TCU	56.7%	20.0%	16.7%	6.7%	.0%
Post-TCU	65.0%	16.7%	13.3%	3.3%	1.7%

ns

Communication - Maintain good health with responsible choices regarding alcohol and tobacco



Recent Alumni Survey 2006-2007

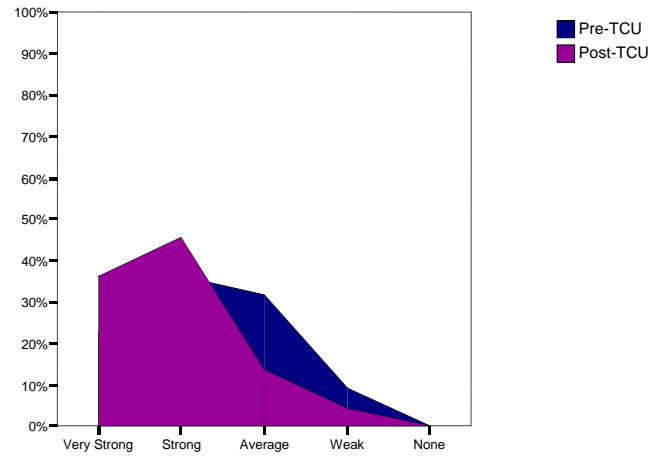
College differences – Maintain good health with responsible choices regarding alcohol and tobacco

Education - Maintain good health with responsible choices regarding alcohol and tobacco

	Very Strong	Strong	Average	Weak	None
Pre-TCU	22.7%	36.4%	31.8%	9.1%	.0%
Post-TCU	36.4%	45.5%	13.6%	4.5%	.0%

ns

Education- Maintain good health with responsible choices regarding alcohol and tobacco

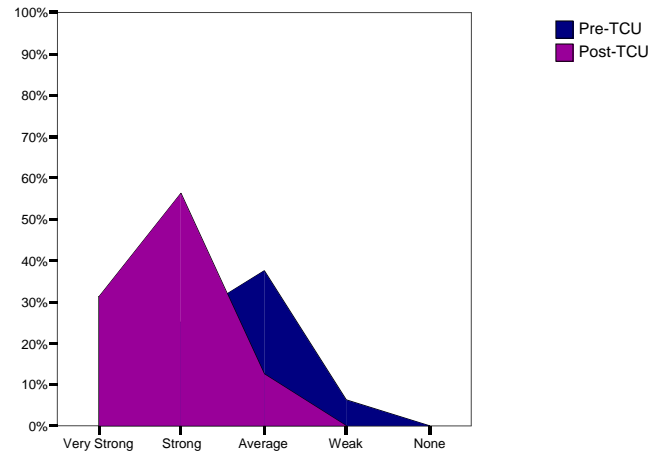


Fine Arts - Maintain good health with responsible choices regarding alcohol and tobacco

	Very Strong	Strong	Average	Weak	None
Pre-TCU	31.3%	25.0%	37.5%	6.3%	.0%
Post-TCU	31.3%	56.3%	12.5%	.0%	.0%

ns

Fine Arts - Maintain good health with responsible choices regarding alcohol and tobacco

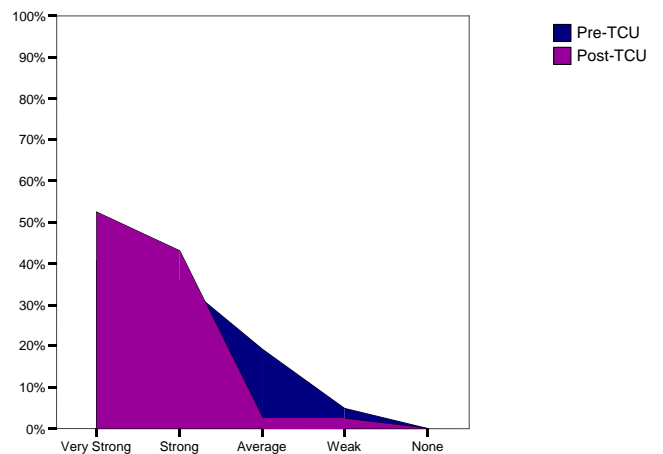


Nursing & Health Sciences - Maintain good health with responsible choices regarding alcohol and tobacco

	Very Strong	Strong	Average	Weak	None
Pre-TCU	40.5%	35.7%	19.0%	4.8%	.0%
Post-TCU	52.4%	42.9%	2.4%	2.4%	.0%

p<.01

Nursing & Health Sciences - Maintain good health with responsible choices regarding alcohol and tobacco



Recent Alumni Survey 2006-2007

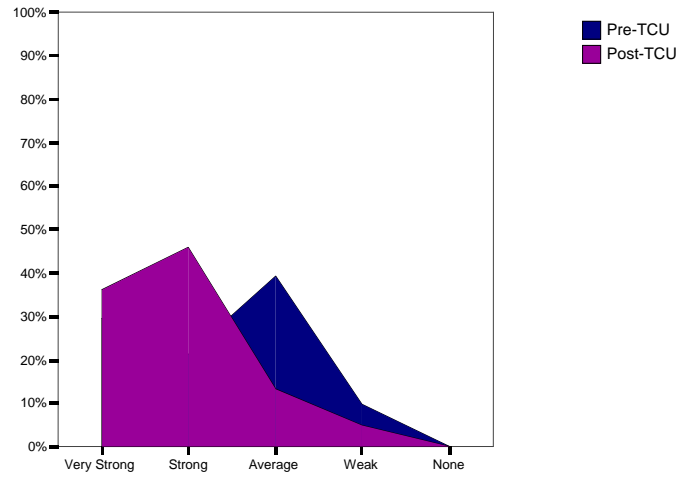
College differences – Maintain good health with responsible choices regarding alcohol and tobacco

Science & Engineering - Maintain good health with responsible choices regarding alcohol and tobacco

	Very Strong	Strong	Average	Weak	None
Pre-TCU	29.5%	21.3%	39.3%	9.8%	.0%
Post-TCU	36.1%	45.9%	13.1%	4.9%	.0%

p<.01

Science & Engineering - Maintain good health with responsible choices regarding alcohol and tobacco



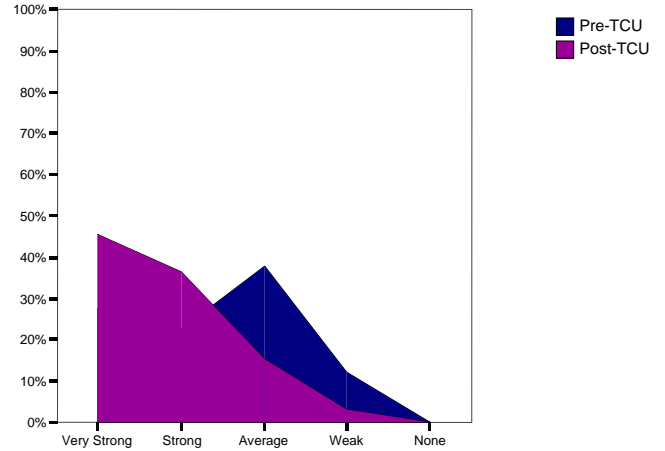
Recent Alumni Survey 2006-2007
College differences – Create good health habits concerning weight management and fitness

AddRan - Create good health habits concerning weight management and fitness

	Very Strong	Strong	Average	Weak	None
Pre-TCU	27.3%	22.7%	37.9%	12.1%	.0%
Post-TCU	45.5%	36.4%	15.2%	3.0%	.0%

p<.001

AddRan - Create good health habits concerning weight management and fitness

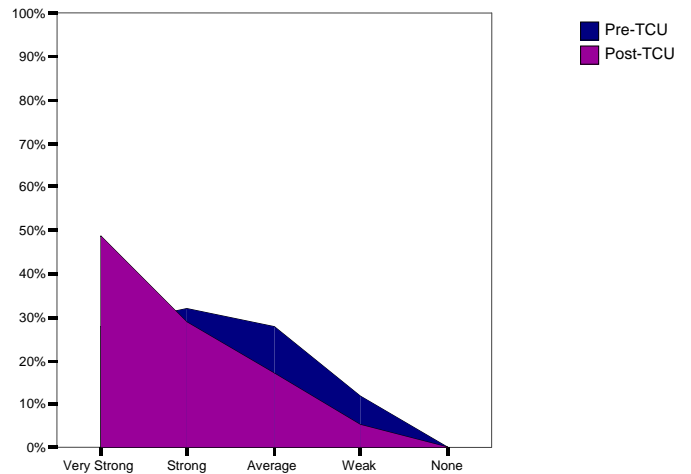


Business - Create good health habits concerning weight management and fitness

	Very Strong	Strong	Average	Weak	None
Pre-TCU	28.0%	32.0%	28.0%	12.0%	.0%
Post-TCU	48.7%	28.9%	17.1%	5.3%	.0%

p<.01

Business - Create good health habits concerning weight management and fitness

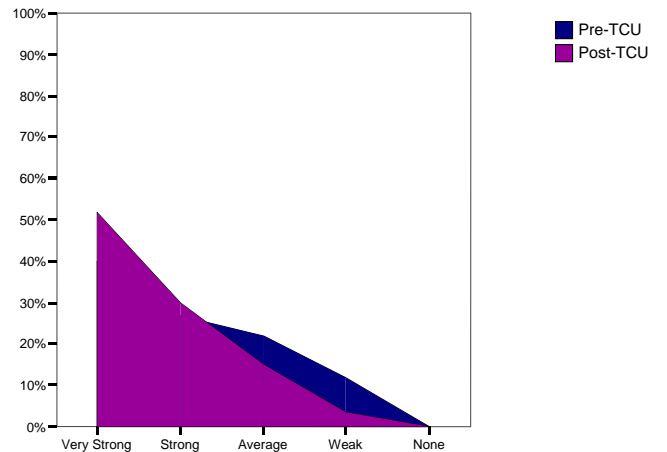


Communication - Create good health habits concerning weight management and fitness

	Very Strong	Strong	Average	Weak	None
Pre-TCU	40.0%	26.7%	21.7%	11.7%	.0%
Post-TCU	51.7%	30.0%	15.0%	3.3%	.0%

p=.01

Communication - Create good health habits concerning weight management and fitness



Recent Alumni Survey 2006-2007

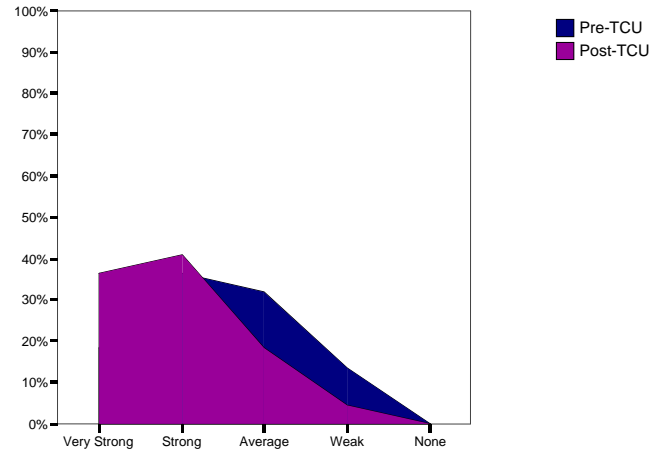
College differences – Create good health habits concerning weight management and fitness

Education - Create good health habits concerning weight management and fitness

	Very Strong	Strong	Average	Weak	None
Pre-TCU	18.2%	36.4%	31.8%	13.6%	.0%
Post-TCU	36.4%	40.9%	18.2%	4.5%	.0%

ns

Education - Create good health habits concerning weight management and fitness

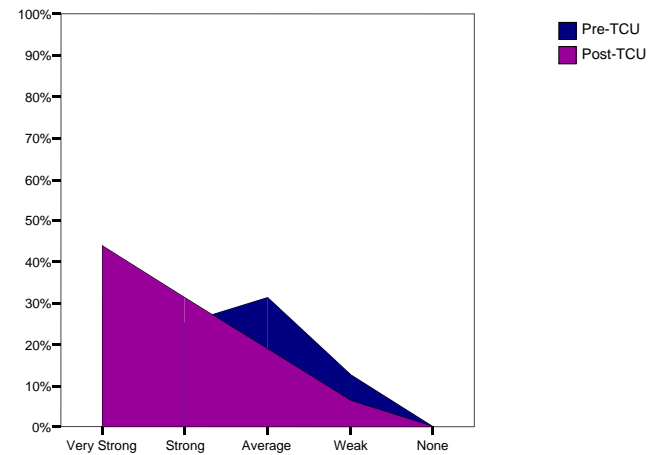


Fine Arts - Create good health habits concerning weight management and fitness

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

ns

Fine Arts - Create good health habits concerning weight management and fitness

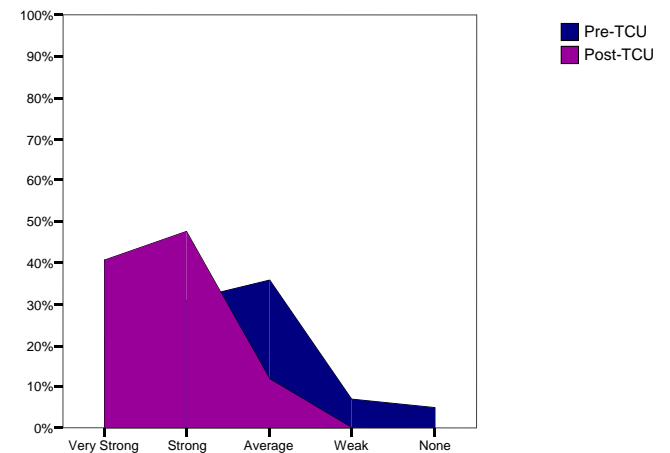


Nursing & Health Sciences - Create good health habits concerning weight management and fitness

	Very Strong	Strong	Average	Weak	None
Pre-TCU	21.4%	31.0%	35.7%	7.1%	4.8%
Post-TCU	40.5%	47.6%	11.9%	.0%	.0%

p<.001

Nursing & Health Sciences - Create good health habits concerning weight management and fitness



Recent Alumni Survey 2006-2007

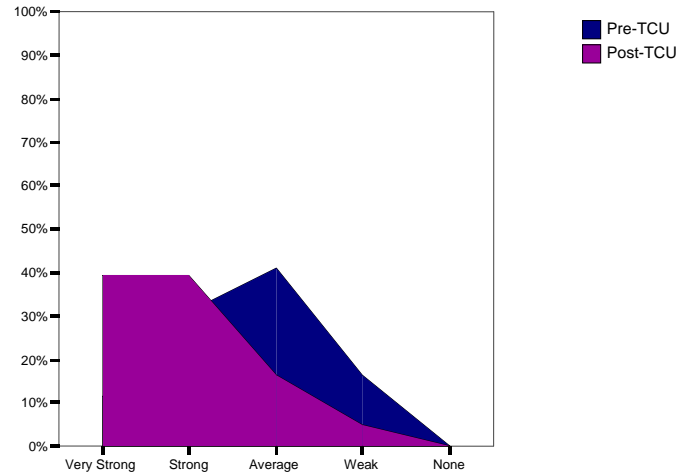
College differences – Create good health habits concerning weight management and fitness

Science & Engineering - Create good health habits concerning weight management and fitness

	Very Strong	Strong	Average	Weak	None
Pre-TCU	11.5%	31.1%	41.0%	16.4%	.0%
Post-TCU	39.3%	39.3%	16.4%	4.9%	.0%

p<.001

Science & Engineering - Create good health habits concerning weight management and fitness



Recent Alumni Survey 2006-2007

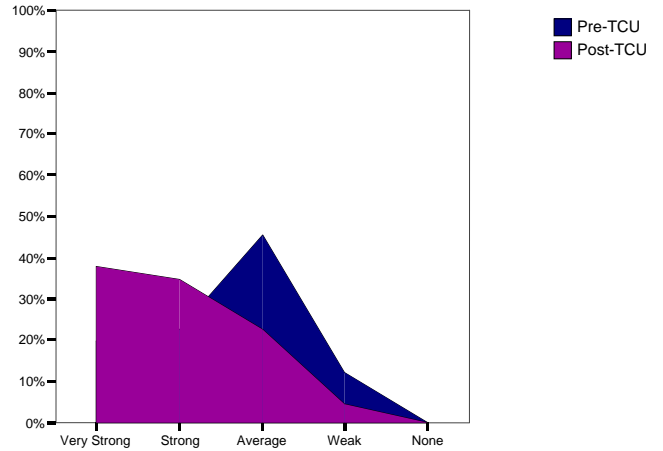
College differences – Take responsibility for my health through regular check-ups and self-exams

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

	Very Strong	Strong	Average	Weak	None
Pre-TCU	19.7%	22.7%	45.5%	12.1%	.0%
Post-TCU	37.9%	34.8%	22.7%	4.5%	.0%

p<.001

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

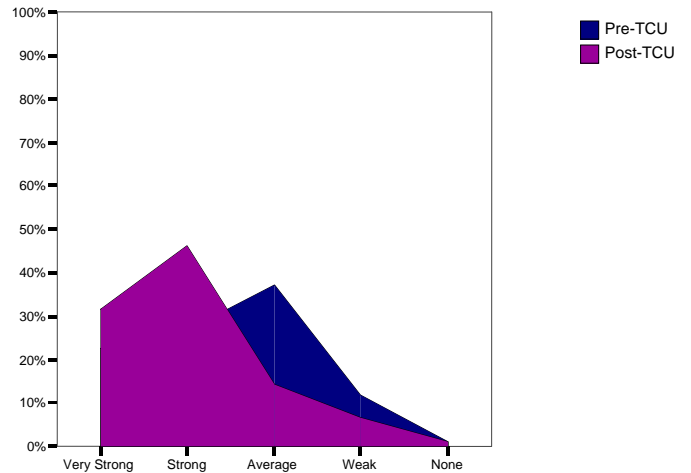


Business - Take responsibility for my health through regular check-ups and self-exams

	Very Strong	Strong	Average	Weak	None
Pre-TCU	22.7%	26.7%	37.3%	12.0%	1.3%
Post-TCU	31.6%	46.1%	14.5%	6.6%	1.3%

p=.001

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

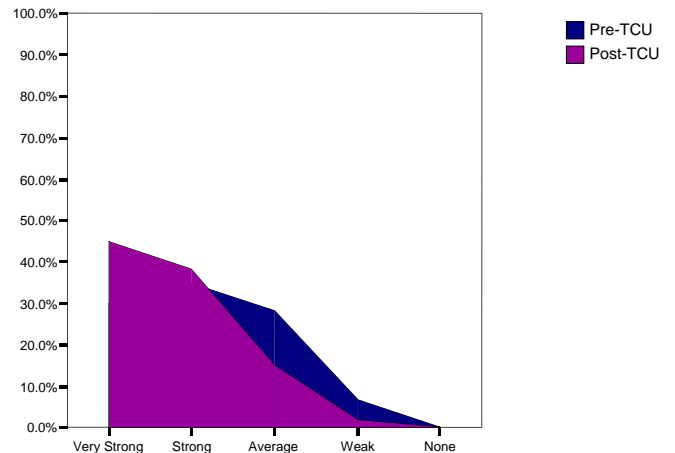


Communication - Take responsibility for my health through regular check-ups and self-exams

	Very Strong	Strong	Average	Weak	None
Pre-TCU	30.0%	35.0%	28.3%	6.7%	.0%
Post-TCU	45.0%	38.3%	15.0%	1.7%	.0%

p=.001

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



Recent Alumni Survey 2006-2007

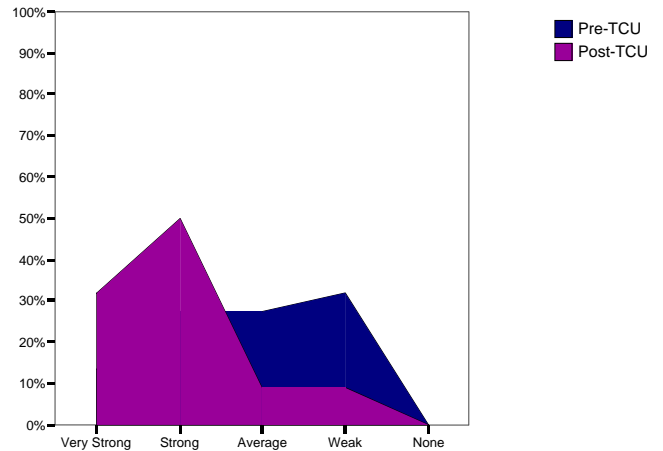
College differences – Take responsibility for my health through regular check-ups and self-exams

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

	Very Strong	Strong	Average	Weak	None
Pre-TCU	13.6%	27.3%	27.3%	31.8%	.0%
Post-TCU	31.8%	50.0%	9.1%	9.1%	.0%

p<.01

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

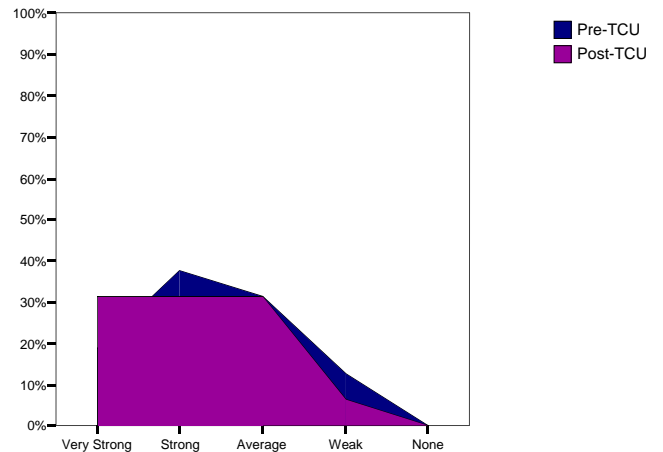


Fine Arts - Take responsibility for my health through regular check-ups and self-exams

	Very Strong	Strong	Average	Weak	None
Pre-TCU	18.8%	37.5%	31.3%	12.5%	.0%
Post-TCU	31.3%	31.3%	31.3%	6.3%	.0%

ns

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

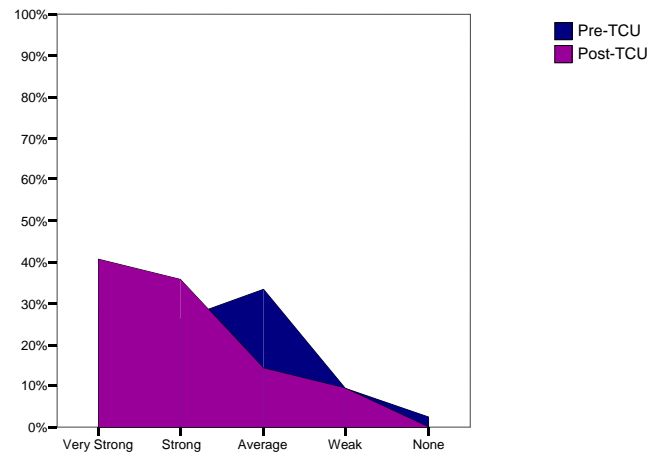


Nursing & Health Sciences - Take responsibility for my health through regular check-ups and self-exams

	Very Strong	Strong	Average	Weak	None
Pre-TCU	28.6%	26.2%	33.3%	9.5%	2.4%
Post-TCU	40.5%	35.7%	14.3%	9.5%	.0%

p<.01

Nursing & Health Sciences - Take responsibility for my health through regular check-ups and self-exams



Recent Alumni Survey 2006-2007

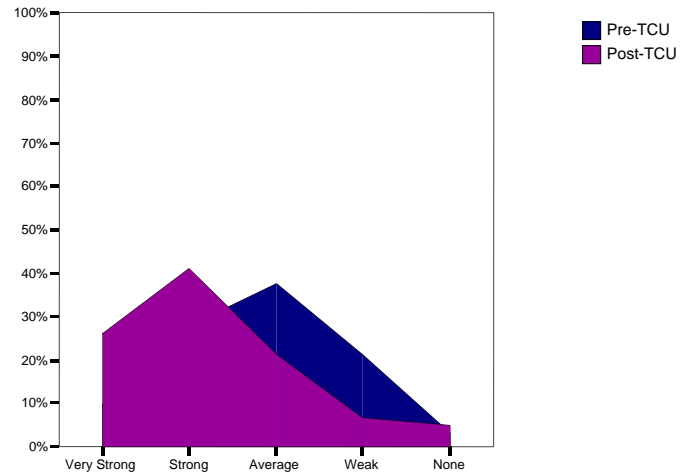
College differences – Take responsibility for my health through regular check-ups and self-exams

Science & Engineering - Take responsibility for my health through regular check-ups and self-exams

	Very Strong	Strong	Average	Weak	None
Pre-TCU	9.8%	27.9%	37.7%	21.3%	3.3%
Post-TCU	26.2%	41.0%	21.3%	6.6%	4.9%

p<.001

Science & Engineering - Take responsibility for my health through regular check-ups and self-exams



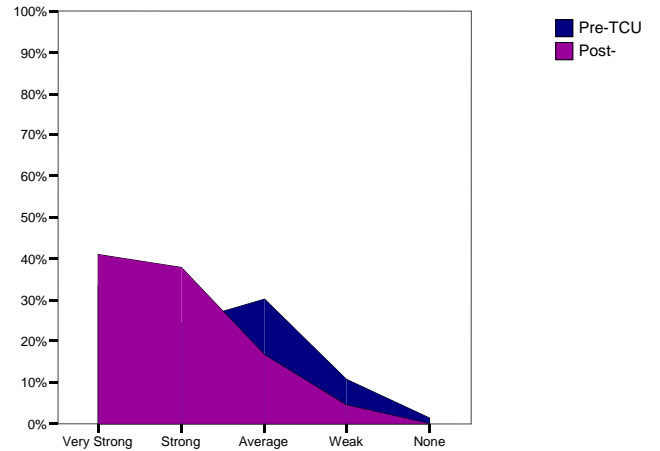
Recent Alumni Survey 2006-2007
College difference – Engage in regular physical activity to improve fitness or health

AddRan - Engage in regular physical activity to improve fitness or health

	Very Strong	Strong	Average	Weak	None
Pre-TCU	33.3%	24.2%	30.3%	10.6%	1.5%
Post-TCU	40.9%	37.9%	16.7%	4.5%	.0%

p=.01

AddRan - Engage in regular physical activity to improve fitness or health

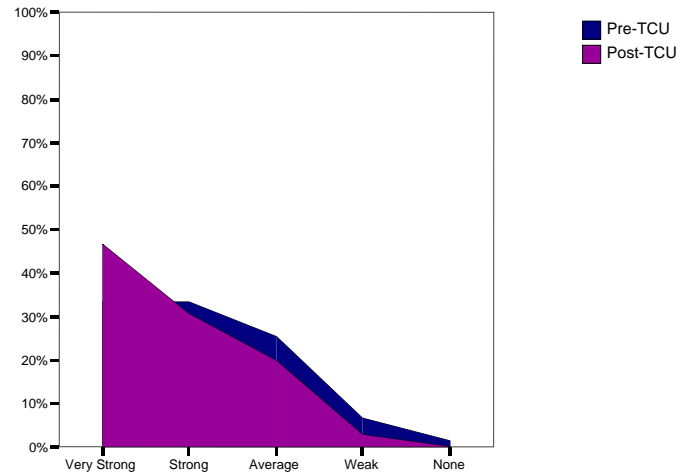


Business - Engage in regular physical activity to improve fitness or health

	Very Strong	Strong	Average	Weak	None
Pre-TCU	33.3%	33.3%	25.3%	6.7%	1.3%
Post-TCU	46.7%	30.7%	20.0%	2.7%	.0%

p=.051

Business - Engage in regular physical activity to improve fitness or health

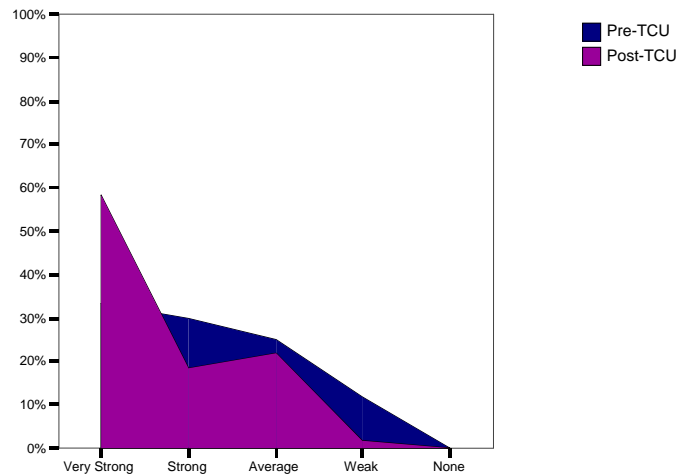


Communication - Engage in regular physical activity to improve fitness or health

	Very Strong	Strong	Average	Weak	None
Pre-TCU	33.3%	30.0%	25.0%	11.7%	.0%
Post-TCU	58.3%	18.3%	21.7%	1.7%	.0%

p<.01

Communication - Engage in regular physical activity to improve fitness or health



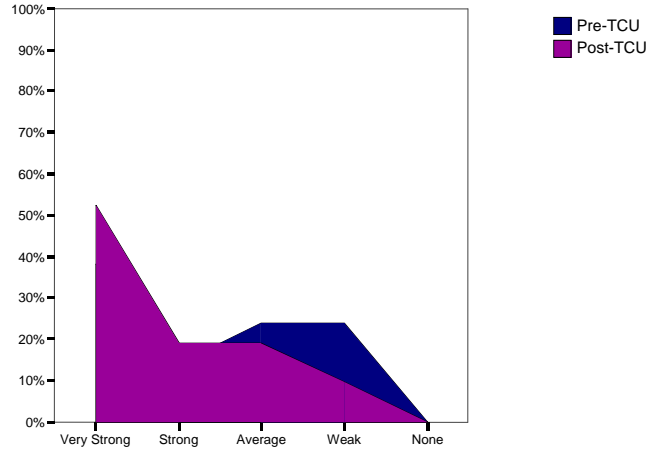
Recent Alumni Survey 2006-2007
College difference – Engage in regular physical activity to improve fitness or health

Education - Engage in regular physical activity to improve fitness or health

	Very Strong	Strong	Average	Weak	None
Pre-TCU	38.1%	14.3%	23.8%	23.8%	.0%
Post-TCU	52.4%	19.0%	19.0%	9.5%	.0%

ns

Education - Engage in regular physical activity to improve fitness or health

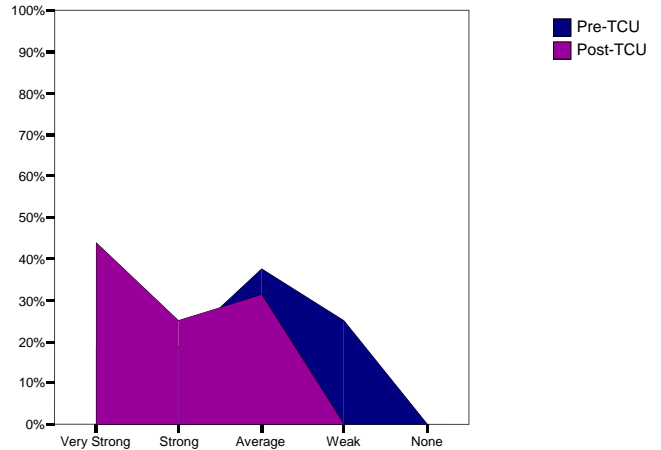


Fine Arts - Engage in regular physical activity to improve fitness or health

	Very Strong	Strong	Average	Weak	None
Pre-TCU	18.8%	18.8%	37.5%	25.0%	.0%
Post-TCU	43.8%	25.0%	31.3%	.0%	.0%

p<.05

Fine Arts - Engage in regular physical activity to improve fitness or health

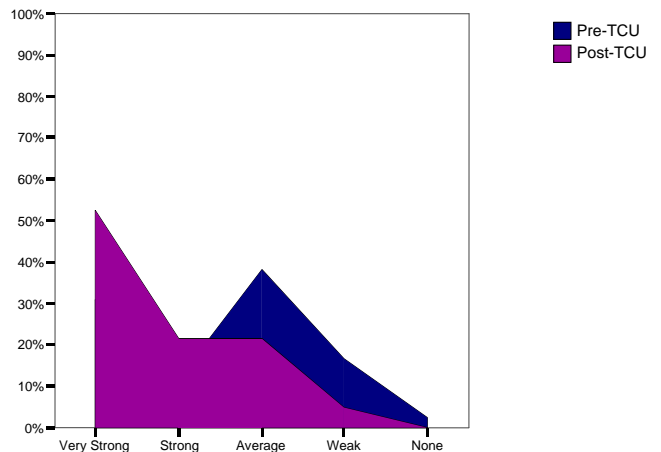


Nursing & Health Sciences - Engage in regular physical activity to improve fitness or health

	Very Strong	Strong	Average	Weak	None
Pre-TCU	31.0%	11.9%	38.1%	16.7%	2.4%
Post-TCU	52.4%	21.4%	21.4%	4.8%	.0%

p<.01

Nursing & Health Sciences - Engage in regular physical activity to improve fitness or health



Recent Alumni Survey 2006-2007

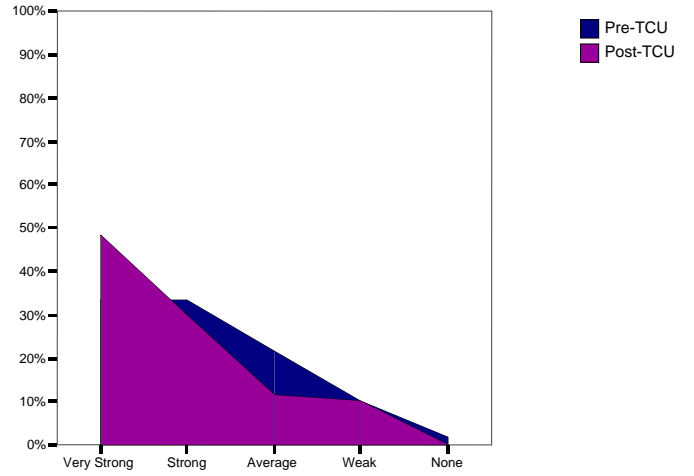
College difference – Engage in regular physical activity to improve fitness or health

Science & Engineering - Engage in regular physical activity to improve fitness or health

	Very Strong	Strong	Average	Weak	None
Pre-TCU	33.3%	33.3%	21.7%	10.0%	1.7%
Post-TCU	48.3%	30.0%	11.7%	10.0%	.0%

ns

Science & Engineering - Engage in regular physical activity to improve fitness or health



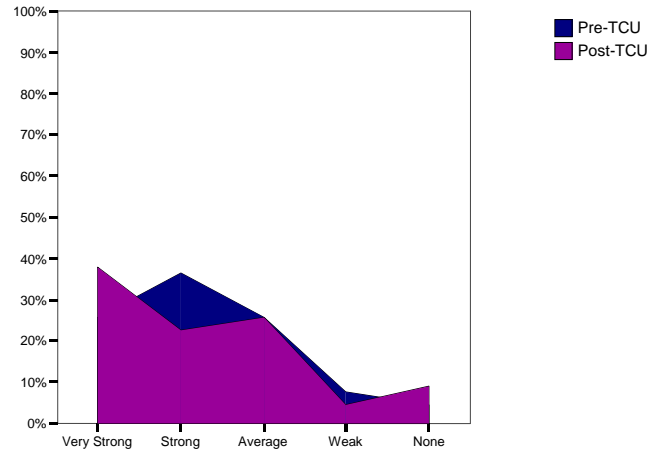
Recent Alumni Study 2006-2007
College differences – Satisfy and nurture my individual spiritual needs

AddRan - Satisfy and nurture my individual spiritual needs

	Very Strong	Strong	Average	Weak	None
Pre-TCU	25.8%	36.4%	25.8%	7.6%	4.5%
Post-TCU	37.9%	22.7%	25.8%	4.5%	9.1%

ns

AddRan - Satisfy and nurture my individual spiritual needs

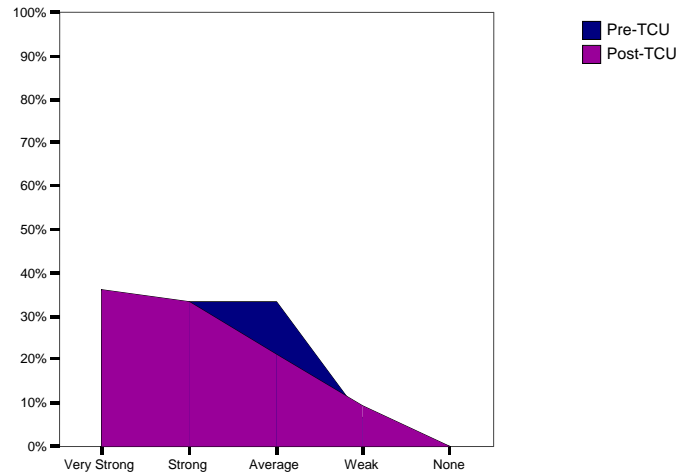


Business - Satisfy and nurture my individual spiritual needs

	Very Strong	Strong	Average	Weak	None
Pre-TCU	26.7%	33.3%	33.3%	6.7%	.0%
Post-TCU	36.0%	33.3%	21.3%	9.3%	.0%

ns

Business - Satisfy and nurture my individual spiritual needs

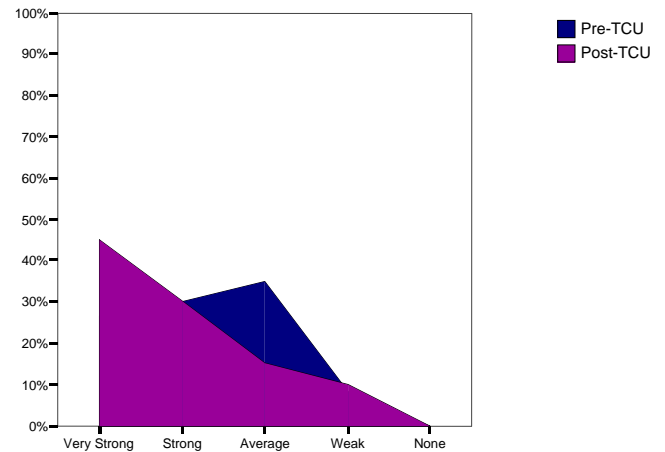


Communication - Satisfy and nurture my individual spiritual needs

	Very Strong	Strong	Average	Weak	None
Pre-TCU	26.7%	30.0%	35.0%	8.3%	.0%
Post-TCU	45.0%	30.0%	15.0%	10.0%	.0%

p<.05

Communication - Satisfy and nurture my individual spiritual needs



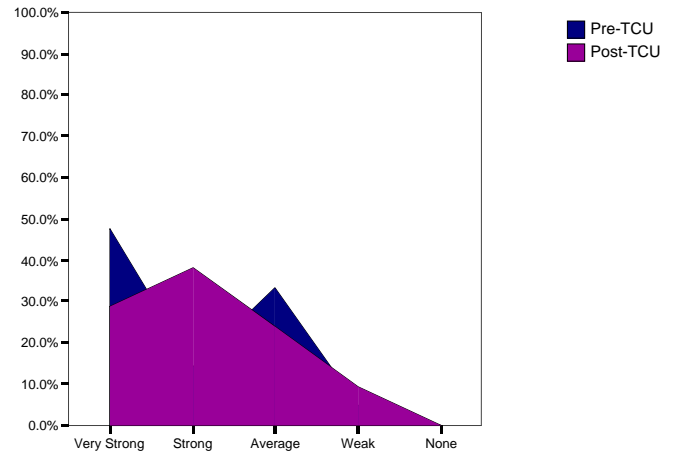
Recent Alumni Study 2006-2007
College differences – Satisfy and nurture my individual spiritual needs

Education - Satisfy and nurture my individual spiritual needs

	Very Strong	Strong	Average	Weak	None
Pre-TCU	47.6%	14.3%	33.3%	4.8%	.0%
Post-TCU	28.6%	38.1%	23.8%	9.5%	.0%

ns

Education - Satisfy and nurture my individual spiritual needs

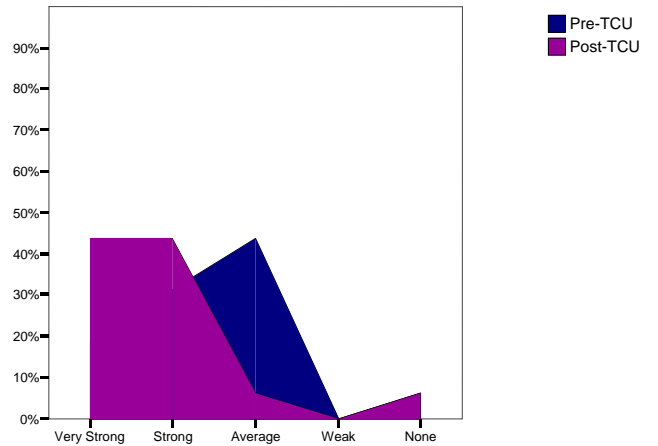


Fine Arts - Satisfy and nurture my individual spiritual needs

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

p<.01

Fine Arts - Satisfy and nurture my individual spiritual needs

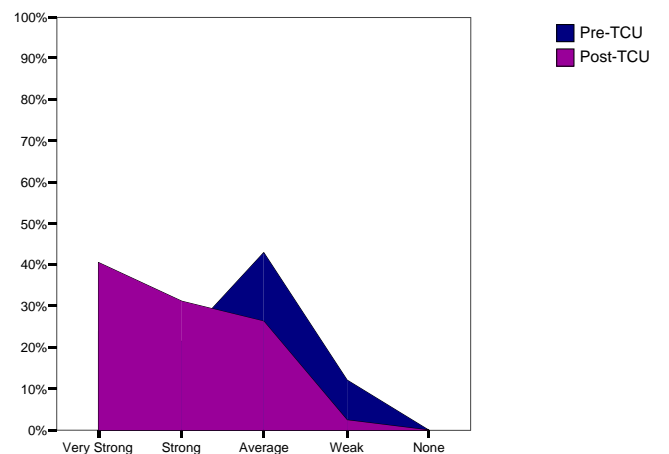


Nursing & Health Sciences - Satisfy and nurture my individual spiritual needs

	Very Strong	Strong	Average	Weak	None
Pre-TCU	23.8%	21.4%	42.9%	11.9%	.0%
Post-TCU	40.5%	31.0%	26.2%	2.4%	.0%

p<.05

Nursing & Health Satisfy and nurture my individual spiritual needs



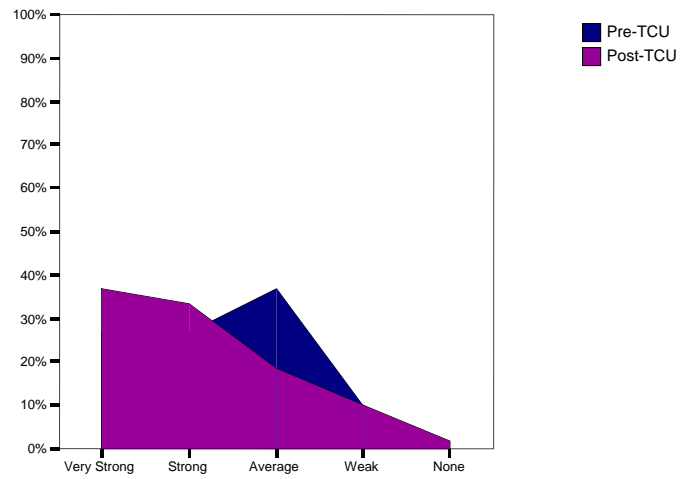
Recent Alumni Study 2006-2007
College differences – Satisfy and nurture my individual spiritual needs

Science & Engineering - Satisfy and nurture my individual spiritual needs

	Very Strong	Strong	Average	Weak	None
Pre-TCU	26.7%	26.7%	36.7%	10.0%	.0%
Post-TCU	36.7%	33.3%	18.3%	10.0%	1.7%

ns

Science & Engineering - Satisfy and nurture my individual spiritual needs



Recent Alumni Study 2006-2007

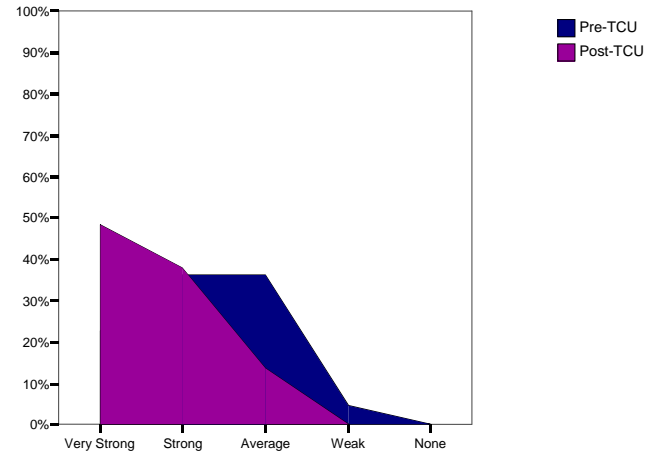
College differences – Maintain emotional health by striving for balance with responsible choices

AddRan - Maintain emotional health by striving for balance with responsible choices

	Very Strong	Strong	Average	Weak	None
Pre-TCU	22.7%	36.4%	36.4%	4.5%	.0%
Post-TCU	48.5%	37.9%	13.6%	.0%	.0%

p<.01

AddRan - Maintain emotional health by striving for balance with responsible choices

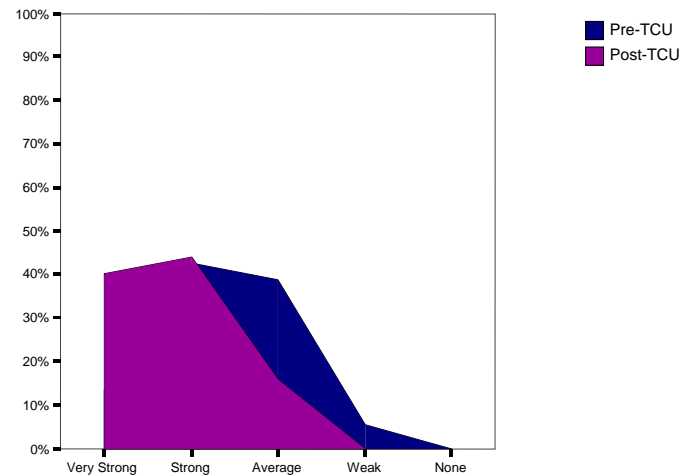


Business - Maintain emotional health by striving for balance with responsible choices

	Very Strong	Strong	Average	Weak	None
Pre-TCU	13.3%	42.7%	38.7%	5.3%	.0%
Post-TCU	40.0%	44.0%	16.0%	.0%	.0%

p<.001

Business - Maintain emotional health by striving for balance with responsible choices

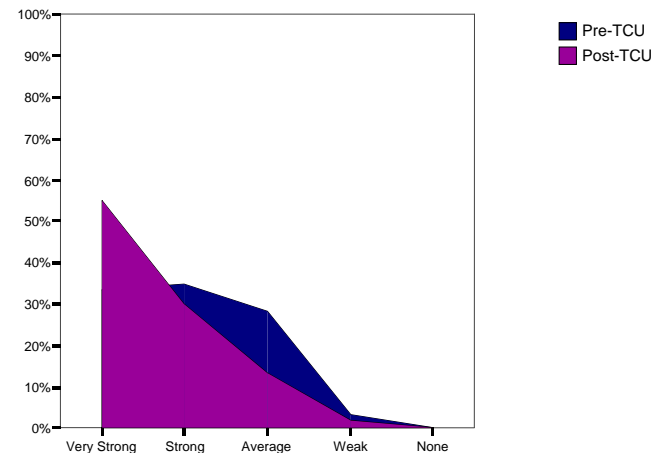


Communication - Maintain emotional health by striving for balance with responsible choices

	Very Strong	Strong	Average	Weak	None
Pre-TCU	33.3%	35.0%	28.3%	3.3%	.0%
Post-TCU	55.0%	30.0%	13.3%	1.7%	.0%

p=.001

Communication - Maintain emotional health by striving for balance with responsible choices



Recent Alumni Study 2006-2007

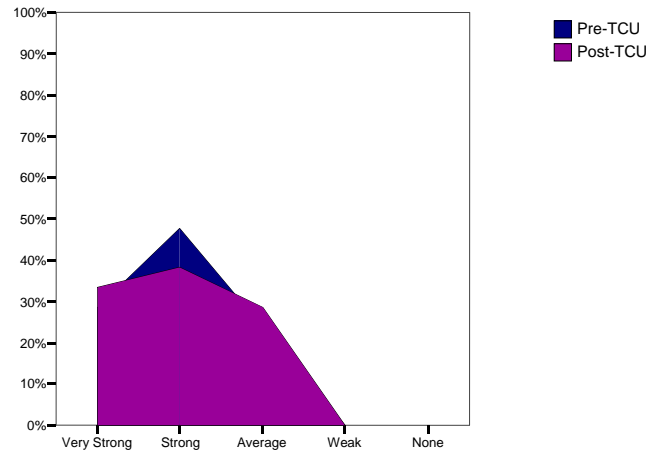
College differences – Maintain emotional health by striving for balance with responsible choices

Education - Maintain emotional health by striving for balance with responsible choices

	Very Strong	Strong	Average	Weak	None
Pre-TCU	28.6%	47.6%	23.8%	.0%	.0%
Post-TCU	33.3%	38.1%	28.6%	.0%	.0%

ns

Education - Maintain emotional health by striving for balance with responsible choices

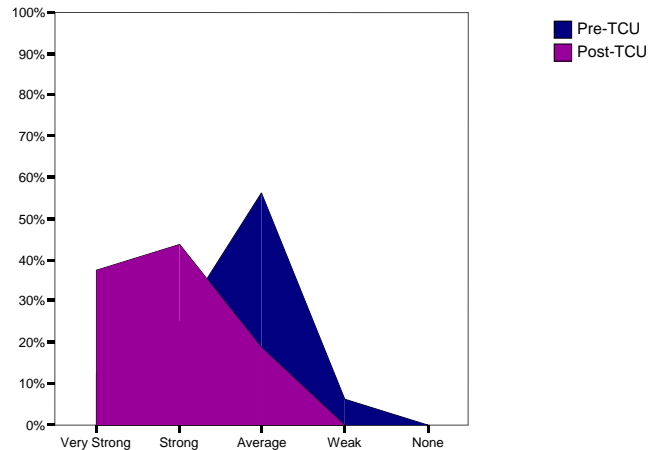


Fine Arts - Maintain emotional health by striving for balance with responsible choices

	Very Strong	Strong	Average	Weak	None
Pre-TCU	12.5%	25.0%	56.3%	6.3%	.0%
Post-TCU	37.5%	43.8%	18.8%	.0%	.0%

p<.01

Fine Arts - Maintain emotional health by striving for balance with responsible choices

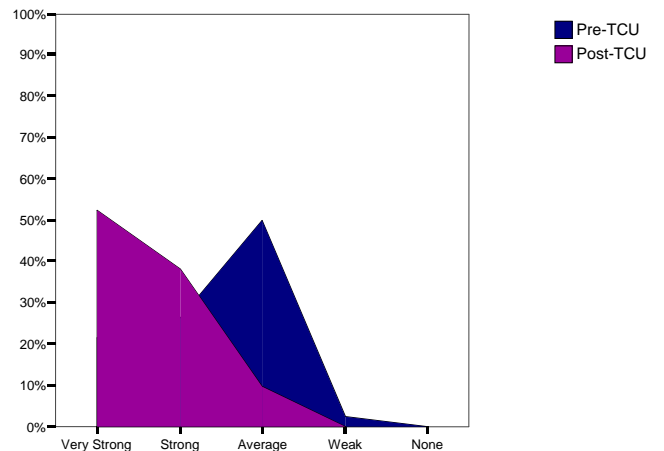


Nursing & Health Sciences - Maintain emotional health by striving for balance with responsible choices

	Very Strong	Strong	Average	Weak	None
Pre-TCU	21.4%	26.2%	50.0%	2.4%	.0%
Post-TCU	52.4%	38.1%	9.5%	.0%	.0%

p<.001

Nursing & Health Sciences - Maintain emotional health by striving for balance with responsible choices



Recent Alumni Study 2006-2007

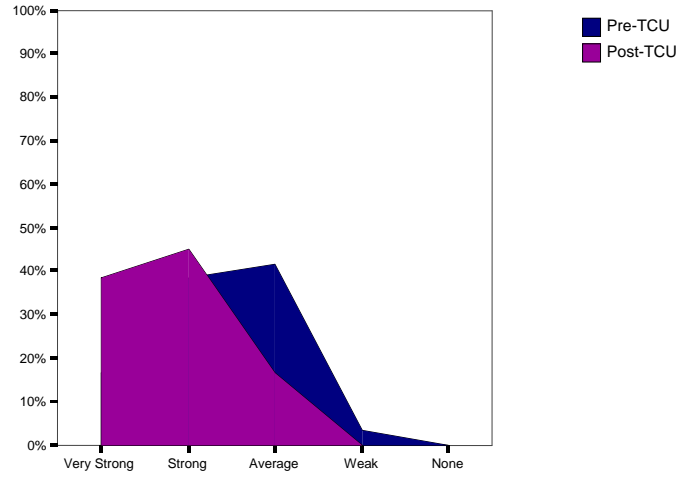
College differences – Maintain emotional health by striving for balance with responsible choices

Science & Engineering - Maintain emotional health by striving for balance with responsible choices

	Very Strong	Strong	Average	Weak	None
Pre-TCU	16.7%	38.3%	41.7%	3.3%	.0%
Post-TCU	38.3%	45.0%	16.7%	.0%	.0%

p<.001

Science & Engineering - Maintain emotional health by striving for balance with responsible choices



Recent Alumni Survey 2006-2007 Appendix A - Employers

A.C. Properties, Inc.	Cuerpos de Conservacion
Accenture	Cushman & Wakefield of Texas, Inc
Advanced Placement Strategies, Inc	CVS Pharmacy
AERO COMPONENTS, INC	Dallas Observer
AISD	Dana-Farber Cancer Institute
Alcon Laboratories	Dave Campbell's Texas Football
ALDI, Inc.	Decatur ISD
Ambrose Appraisal Company	Desoto ISD
Amerisure Insurance	Dr. Cornelius F. Cathcart
Army and Air Force Exchange Service	Economic Development Corporation of Lea County
Asset Consulting Group	Enterprise, National, and Alamo Car Rental Company
Automatic Data Processing	Ernst & Young
Backyard Productions	Erwin-Penland Advertising
Bana Box	eRx Network
BAYLOR ALL SAINTS	Ewing Irrigation Products, Inc.
Baylor University Medical Center	Fidelity Investments
Bella Flora Creative	First Command Bank
Beth Israel Deaconess Medical Center	Fort Worth Fire Dept.
Bimbo Bakeries USA	Fort Worth ISD
Birdville ISD	FreedomPark Airport Valet Services
Blind Visual	Freescale Semiconductor
BNSF Railway	Freese and Nichols, Inc.
Boys & Girls Clubs of Greater Fort Worth	Frisco ISD
BPI Realty Services, Inc.	Frost National Bank
Bracewell & Giuliani LLP	G. Bradley Alford & Associates, Inc.
C&M Media	Garland ISD
C. M. Architecture	Glazer's
Cancer Care Services	Grameen Foundation
Cardinal Logistics	Grand Prairie ISD
Carroll ISD	Gulfstream Trading
CB Richard Ellis	Harold's
Cbeyond	Harris Methodist Fort Worth Hospital
Cedra	Harris Methodist Southwest
Cheaper Than Dirt!	Henry House Foundation
Choate Company, Inc.	Hewlett-Packard
Citibank, NA	History Maker Homes
Citigroup, Inc.	HKS, Inc.
Cogdell Law Firm	Holland Acquisitions
Colonial Health Group	Honda Finance
Communities In Schools	House of Representatives
Conroe ISD	Huguley Memorial Medical Center
Cook Children's Health Care System	Institute of General Semantics
Cook Children's Medical Center	International Business Machines
Countrywide Commercial	Intuit
Crow Holdings	J. Mark Smith & Associates
Crowley ISD	JCPenney

Recent Alumni Survey 2006-2007 Appendix A - Employers

Jones Day	Robert E Lee High School
JPMorgan	Roberts Law Firm
JPS	Rothstein Kass
JWT	Santa Barbara Cottage Hospital
KAMR NBC 4	Service Broadcasting
Keller ISD	SIEMENS Energy & Automation
Keller Williams	Sound Management
Klabzuba Realty, LLC	Spring Branch ISD
KPMG, LLP	Stanley Elementary
KWTX-TV	Stanton Crenshaw
Lehman Brothers	Stephens Inc.
Lifetime Fitness-Colleyville	Strategic Financial Partners
LifeWay Christian Resources	Summit Consultants
m strategies inc.	Sunflower House
M.D.Anderson Cancer Center	TAC Americas
Manheim	Tarrant County
Mansfield ISD	Tarrant County Community Supervision and Corrections Department
Marcus & Millichap	TBN and KVRK
MCA	Texas Christian University
Mercatus Center	Terrell ISD
Meridian Bank Texas	Texans Together
Midland Certified Reagent Co.	Texas Health Resources
Midway Companies	Textron
Moroch Partners	The Austin American-Statesman
Netherland, Sewell & Associates, Inc.	The Biz Radio Network
NORDSTROM	The Gearhart Companies
Octagon	The Oakridge School
Orasi Development	The Paradies Shops
ORIX Finance	THR
Ossis Development	TPG Capital, L.P.
Pappas Restaurants	University Directories
Penn State University	University of Oklahoma Health Sciences
PFS	University of Texas at Dallas
PhysAssist Inc.	URS Corp
Pier 1 Imports	UTSouthwestern
PISD	VOLVO OF HOUSTON
Post Asylum	Walker & Doepfner, P.C.
Potbelly Sandwich Works	Washington University School of Medicine- St. Louis
Precision Meetings & Events	Weatherford ISD
Principal Financial	White Settlement ISD
Pritchard & Abbott	Whitney National Bank
PS Southwest Inc	Woodcrest Capital/Linda Ryffel
Rebecca Lucas	Worth National Bank
Red Sanders	Zale Corporation
Reformed University Ministries	