AMIGOS Library Services Opportunity Award Report

Core Workforce Competencies for the 21st Century: Building a Comprehensive Academic Skills Program for TAMU-SA Graduates

This planning grant was designed to identify core literacy competencies needed for all graduating Texas A&M University-San Antonio (TAMU-SA) students and to develop a plan for establishing a comprehensive literacy program at the university. The main goal of the project was to develop a comprehensive literacy program that may be incorporated into or supplement existing academic programs in order to provide TAMU-SA graduates with the skills needed for success in the 21st century workplace. As the primary academic support unit on campus at the time, the library took the lead on generating conversations regarding competencies for our students. As planned in the grant proposal, a number of meetings took place over the two years of the grant project with both faculty and staff involved. A private wiki for the project was also created for the sharing of information and documents. Planning Team members included:

Kathleen Frank, Career Advisor (at the time of the initial grant)
Sherita Love, Instruction Designer
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Stefanie Wittenbach, University Librarian, chair

Two years ago when this project was conceived of and planned, there existed national core curricula, the Texas Higher Education Coordinating Board (THECB) was reviewing the general education core curriculum for possible revision, and the literature was beginning to look at preparation of college students for the 21st century workplace. THECB is a Texas state agency that oversees higher education for the state, providing leadership and coordination.

Since that time, the THECB has revised the core curriculum for entering freshman that will be fully implemented in fall 2014. In addition, the Texas A&M University System launched the "EmpowerU" program in 2012, which identifies core competencies for graduates in all system schools, among other initiatives. System administration will begin assessing system schools' efforts to ensure students' success in those competencies. On the TAMU-SA campus, the University purchased e-portfolio software for students in two of the three colleges and is currently piloting SmarterMeasures, software that assesses students' readiness to take online courses. So, the environment in which the grant team was operating changed pretty significantly, but along very similar lines that the grant project intended to follow, thus assisting our work tremendously.

The following were the anticipated project outcomes for the grant project:

1. Develop a comprehensive literacy program for implementation at TAMU-SA.
2. Describe the current skills environment of TAMU-SA students, informed by feedback from

current students, alumni, and employers (prior training, current skills, and needed skills).
3. Apply the information literacy model to a broader set of skills, identifying core competencies to be addressed.
4. Position the library as leader in academic learning support at TAMU-SA and as a potential model for other academic libraries.
5. Identify best practices for university, academic and workplace skills development.
6. Create a rubric that identifies a variety of learning tools for literacy skills (e-portfolio, Blackboard course and other online modules, face to face training, and course projects).

The project outcomes are addressed below.

Core Competencies

The following core competencies were identified by the Planning Team through the course of several discussions about the objectives of this grant.

Math
Computation
Budget/finance
Formulate and solve word problems
Interpret/analyze data
Statistics

Computer skills
PowerPoint
Excel
Text edit
Web use/navigation
Hardware
Applications/platforms

Critical thinking
Reading
Evaluating
How to read different material
Relating it to thesis
Faculties ability to test
Problem-solving skills

Language skills
Written
Oral/speaking presentations
Listening

Interpersonal skills
Flexibility
Collaborating/group work

Organizational fit/professionalism (dress, tattoos, punctuality, attendance, etc.)
Ethics/morals

Information literacy
Formulate a topic
Find relevant sources
Locate and access sources
Evaluate sources
Use sources effectively

The Texas A&M System's "EmpowerU" initiative identifies "a common set of important outcomes and is accountable for sustained measurement." The following learning outcomes are articulated in this initiative:

Decision Making & Social Responsibility
Globalization and Diversity
Specific Knowledge
Communication
Integration ("synthesize knowledge from general and specialized studies")
Problem Solving
Critical Thinking

A number of measures were identified with each of these learning outcomes as well. The outcomes and the measures overlap significantly with what the Planning Team had identified in 2011. See EmpowerU for descriptions of the learning outcomes and suggested measures for each.

Core Competencies Rubric

While the Planning Team identified core competencies and discussed possible course projects and co-curricular activities that could provide students with these skills, the group was not able to fully articulate a rubric that identified specific activities, tests, or other measures to populate a rubric for each of the core competencies. This was due in part to discussions with faculty regarding the use of individualized course projects rather than a defined or prescribed activity that would be required of them to use in order to satisfy the core competencies. Faculty were reluctant to do additional work to record student efforts for the core competencies or be expected to use certain assignments in order to fulfill the core competencies. The group had not discussed the idea of students self-selecting course projects to submit for the rubric, although that has been discussed since the Texas A&M System has now launched its core learning outcomes.

Student Skills Preparation (by Deirdre McDonald)

Texas A&M University-San Antonio currently offers only upper-division undergraduate and graduate level courses. The underlying assumption of this type of academic environment is that students will come to the university with the academic skills necessary to do advanced undergraduate work. This is usually achieved through completing the General Education Core Curriculum during the students' first two years of college coursework. In the case of TAMU-SA, the core curriculum requirements are fulfilled through transfer credits obtained at another

institution. As part of the 2+2 plan, some students may, in fact, take advanced courses at TAMU-SA before finishing their core requirements at a local community college. To understand students' levels of preparedness, therefore, it is important to look at both the ideal preparation they may have after completing their core as well as the actual experiences of many of our transfer students that have not taken the full core requirements or have taken them under less than ideal circumstances.

Student Skills Preparation As Required By the State of Texas

The State of Texas has some rules, as part of the Texas Administrative Code, for student readiness and success that apply to all Texas colleges and universities. The most important of these are the Texas Success Initiative (TSI) and the Core Curriculum. The TSI defines specific achievement levels on select standardized tests to allow enrollment in freshman-level courses. However, low student test scores will not keep students out of college. Instead, they are to act in a gatekeeper function, sending students with low scores in reading, writing, and/or mathematics into remedial/ developmental courses.

The Core Curriculum mandate requires that students in undergraduate programs complete at least 42 lower-division semester credit hours of specific courses that an individual institution identifies as its core. While institutions maintain some control over which courses are core, the curriculum must be designed so that students meet six learning objectives: the development of critical thinking skills, communication skills, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility. These learning objectives are integrated into courses in the traditional areas of: communications; mathematics; life and physical sciences; language, philosophy, and culture; creative arts; American history; government/political science; and the social and behavioral sciences. A student graduating from an academic program at either an associate or bachelor level will have completed coursework in these areas.

Student Skills Preparation at the Alamo Colleges

The majority of TAMU-SA students take core courses at one or more of the Alamo Colleges. To take academic courses, students must first meet TSI requirements. The Alamo Colleges allow a number of different ways to meet TSI requirements. They can take the THEA, Accuplacer, ASSET, or have the requirement waived by submitting ACT, SAT, or TAKS (Texas Assessment of Knowledge and Skills) scores. Additionally, students in the military or students that completed certain requirements in Texas high schools qualify for a waiver. It is important to keep in mind that the TSI standards do not keep students from taking classes, but they will keep them from taking college-level English, Mathematics, and other core courses at the community college until they have taken remedial coursework to raise their scores. Each campus of the Alamo College System has slightly different requirements and processes, but the overall rules are the same.

In addition to working with adult students, the Alamo Colleges have been promoting a dual-enrollment program for high school students. These students can earn up to 24 credit hours towards their associate degree while earning their high school diploma. In the past, dual enrollment students usually attended courses at the community colleges. However, the new form of dual-enrollment takes place in the high school or online. These courses are usually taught by high school faculty who receive an additional stipend from the community college. In other words, students can now graduate from high school with eight core curriculum courses

completed, yet these students may never have been to a college campus or even been taught by a college professor.

The core curriculum itself varies from program to program within each campus. However, the campuses have systems in place to measure the learning objectives identified by the State of Texas. Palo Alto College, for example, has their PAC Student Skills. These skills are measured through the use of rubrics. Students are evaluated in the areas of communications, critical thinking, empirical and quantitative reasoning, personal responsibility, social responsibility, and teamwork. As part of the SACs reaccreditation process, Palo Alto implemented a QEP in Fall, 2012. This QEP aims to enhance student's critical thinking, collaboration, communication, and reflection skills through the use of problem-based learning. The other Alamo College campuses have been implementing similar programs.

Questions for Further Research

Overall, the core curriculum and educational philosophy behind the programs at the Alamo Colleges should be producing students that are ready for upper-division work. Yet, a significant number of students are arriving at TAMU-SA underprepared for college-level work. This has been reported both anecdotally and can be seen in student scores on the MAPPS tests. To find out why students are underprepared, it may be necessary to look at the actual transcripts of incoming students. Are the majority of students coming into TAMU-SA core complete, or are they still taking core courses while taking upper-division courses in their fields? Are there mechanisms in place to assure that students are unable to take upper-division courses in core areas until they have completed the core courses? For example, can a student take a course like statistics at TAMU-SA without having a basic mathematics course? If so, how can the transfer and 2+2 agreements be improved so that students take the most developmentally appropriate courses first? If the majority of struggling students are coming in core complete, then we need to look more closely at the curriculum at the Alamo Colleges. However, if students are taking upper-division courses in fields where they have not yet developed freshman and sophomore level skills through the completion of core courses, this problem should be fairly simple to remedy with an enhanced prerequisite screening system at TAMU-SA.

Alumni Skills

In reviewing the results of the National Survey of Student Engagement, administered at TAMU-SA in 2010 and 2012, students indicated that, "TAMU-SA made significant contributions to their career readiness and critical thinking abilities. Fully 68.9% of students reported that TAMU-SA contributed 'quite a bit' or 'very much' to their acquisition of work-related knowledge and skills. Additionally, 89.1% of students reported that TAMU-SA contributed 'quite a bit' or 'very much' to their ability to think critically and analytically. Over 80% of students also reported that TAMU-SA contributed 'quite a bit' or 'very much' to their writing and speaking skills. Again, TAMU-SA's results are very similar to data obtained from the national sample." ("National Survey of Student Engagement Results 2010 and 2012 Administrations," p.8) These results indicate that the majority of current students feel that they are being prepared for the workplace at TAMU-SA.

In summer 2013, the university surveyed all alumni for which a valid e-mail address was available. Over 400 students responded to the survey. Questions on the survey addressed core competency skills, the university's contribution to those skills, and the importance of those skills in their current job.

In terms of oral, written, and electronic communication skills, the majority of alumni indicated that the university made a significant contribution to their communication skills while

the majority indicated that these skills are very important in their current job. When asked about critical thinking skills, the majority of alumni again said that the university made a significant contribution to their critical thinking skills and that these skills are very important in their current job. In terms of globalization and cultural diversity, the majority of alumni responded that the university made a significant contribution to their awareness of these issues. The majority indicated that awareness of globalization is important in their current job, but awareness of cultural diversity is very important in their current job.

For ethical decision-making skills and a sense of social responsibility, the majority of alumni indicated that the university made a significant contribution to these skills, and that both are very important in their current job. With regard to discipline specific knowledge, alumni rated the university's contribution to their knowledge and the importance to their current job as very important. Finally, in terms of the ability to synthesize or integrate broad knowledge, alumni indicated that the university made an important contribution to their ability to synthesize knowledge and that these skills are very important to their current job.

The alumni survey results indicate that the Planning Team's list of core competencies is on target with the skills needed by graduates. The survey also indicates that the university is currently doing a good job of imparting these skills to students throughout their time at the university.

Employer Expectations

Planning Team members attempted to gather members of the College of Business' Business Advisory Group for focus groups regarding employee skills, particularly those of new hires. Very little response was received, so the focus groups were not conducted. However, a number of studies of employer priorities, attitudes, and perceptions were conducted during 2012 and 2013, again after the initial conception for this planning grant. In an online survey conducted by Hart Research Associates in January 2013, entitled "It Takes More than a Major: Employer Priorities for College Learning and Student Success," the majority of employers responding to the survey indicated that "a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major." (Hart, p.1) The survey also found that the majority of employers "want colleges to place more emphasis on helping students develop five key learning outcomes, including: critical thinking, complex problem-solving, written and oral communication, and applied knowledge in real-world settings." (Hart, p.1) Nearly all of the employers look for "ethical judgment and integrity, intercultural skills, and the capacity for continued new learning" when hiring. (Hart, p.1) Additionally, "four in five employers say an electronic portfolio would be useful to them in ensuring that job applicants have the knowledge and skills they need to succeed in their company or organization." (Hart, p.3)

Best Practices

Texas A&M University-San Antonio has been slow to develop comprehensive academic support programs for students, despite our non-traditional student population. Student Affairs offers JAGS (Jaguar Academic Guide for Success), a series of workshops designed to build academic skills, primarily for students who are on academic probation. New initiatives with FY14 include hiring a tutoring coordinator and a faculty member to oversee the writing center part-time. The biggest challenge facing students who need assistance is the disaggregation of services across multiple departments, including Student Affairs, the University Library, and the English Department, making it more difficult for students to know where to turn for assistance.

An effort is underway in Student Affairs to create an academic support committee that will bring all units providing academic support together to ensure cohesiveness for students interfacing with the services. Ultimately, a one-stop academic support center would best serve the students, especially once the university downward expands and offers lower division undergraduate courses.

Another idea that the Planning Team investigated was the use of an e-portfolio system to build a rubric of the core competencies for which the students would submit course papers or projects, certificates for workshops, or other evidence to satisfy the core competencies. Faculty on the Planning Team were hesitant to incorporate additional work that they would have to do to create assignments around the competencies or report students' grades on assignments that fulfill any of the competencies. Students could self-select their best work that would satisfy the competencies and upload them independently to their e-portfolios. A rubric for the competencies would still be necessary.

The University has adopted e-resource portfolio software for two of the three colleges. Investing in e-portfolios for all students would enable the university to document and showcase students' achievements with regard to the Texas A&M System learning outcomes that will now be assessed across all System universities. Broad adoption of the learning outcomes and departmental discussion of coursework that would fulfill the outcomes will be necessary to comply with the System's planned assessment of university achievement of the learning outcomes.

Conclusion and Recommendations

While the grant project initiated a conversation amongst faculty and staff in key academic support areas regarding core competencies for TAMU-SA students, the Planning Team was not able to complete all of the objectives of the project. There is still much work to be done to implement a campus-wide initiative to address Texas A&M System's core learning objectives, particularly as the university anticipates downward expansion. As suggested in the "Questions for Further Research," there is an opportunity to better identify whether or not all entering TAMU-SA students have completed core courses, which has a direct impact on their success at TAMU-SA. Identifying students individually who don't do well on the ETS Proficiency Profile test and directing them in their first semester to academic support programs like JAGS, tutoring, and information literacy courses will assist them tremendously. Providing the resources for all students to create e-portfolios of their core competency accomplishments would be very productive for students and the university.

There is an opportunity to seek grant funding to institutionalize academic support programs that provide students with skills in the core competencies identified by the Texas A&M System. More importantly, administrators, faculty, and staff collectively need to engage in developing a robust suite of academic support services that includes the use of e-portfolio software to documents students' completion of core competencies. The university's values are commitment, excellence, service, and integrity. Committing to providing excellent academic support to TAMU-SA students with the expectation that all students graduate with skills in the core competencies reflects all of the university's values at once. The University Library and its librarians remain committed to assisting with campus efforts to support student success.

References

Verhasselt, Holly. (2013). "2013 Alumni Survey Results: Executive Summary." Unpublished.

Hart Research Associates. (2013). "It Takes More Than a Major: Employer Priorities for College Learning and Student Success." Retrieved from: http://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf

Prepared by Stefanie Wittenbach and Deirdre McDonald, September 2013

The Texas A&M University System embraces a common set of important outcomes and is accountable for sustained measurement.

The Texas A&M System has developed a common set of measures that allow us to hold our member institutions accountable for student success. Each A&M System university provides self-measures of progress for each learning outcome based upon a variety of measures. These self-measures provide a fair comparison of progress for each learning outcome as to whether an institution is developing a learning outcome, experiencing significant performance or performing outstandingly. A representative list of measures used to determine progress is provided with each outcome below.

Decision Making & Social Responsibility

Students will articulate multiple cultural perspectives in local, national and global communities. Students will identify and analyze social and ethical challenges, including possible resolutions.

Outcome: Upon completion of their degree program, students will be able to demonstrate an understanding of and use ethical reasoning for responsible personal and professional decision making in a culturally and ethnically diverse world.

Measures:
Employer assessment of academic preparation
Student leader learning outcomes projects
Case study analysis
Simulation test
Ethical responsibility and academic honesty survey
Professional ethics examination

Globalization & Diversity

Students will utilize multidisciplinary perspectives to evaluate initiatives that have been employed to address global issues. Students will describe the nature of global interdependence and its impacts. Students will articulate an understanding of cultural differences from diverse perspectives in specific disciplines.

Outcome: Upon completion of degree program, students will be able to analyze the impact of multiple factors on interconnectedness of diverse peoples in the global environment.

Measures:

Global perspectives inventory
Intercultural competence project
Course embedded assessment
Portfolios
Essay sampling
EBI Exit Survey

Specific Knowledge

Students will perform satisfactorily on licensure or certification exams necessary for professional status within their chosen careers, where applicable. Students will demonstrate skills required for success in their discipline. Students will identify and propose solutions to challenges or problems within their field. Students will identify, analyze, apply and evaluate disciplinary theories and concepts.

Outcome: Upon graduation, students will demonstrate mastery of the depth of knowledge required for their respective degrees.

Measures:

ETS Major Field Test
Graduating student survey
Capstone Portfolio
Recitals/Performances
NCLEX
TExES
LPC
Juries
Case Analysis
Area Concentration
Achievement test
Clinical Mock Boards
Senior Exit Examination

Communication

Students will use multiple formats and technologies to communicate ideas effectively in large and small group settings. Students will apply fundamental writing strategies such as invention, drafting, revising and editing to the development of effective academic and professional written communications. Students will deliver effective oral presentations in a variety of settings. Students will demonstrate the ability to incorporate multiple informational resources in projects and/or papers with appropriate citations.

Outcome: Upon completion of their degree program, students will be able to express ideas clearly and coherently orally, in writing and electronically to a diverse range of audiences and interact with others in large and small group settings.

Measures:

Course embedded assessment
ETS Proficiency Profile
Writing across the curriculum
Employer surveys

Portfolios
Collegiate Learning Assessment
MAPP Proficiency Profile

Integration

Students will demonstrate mastery of the general education core curriculum. Students will apply broad knowledge to academic disciplines and professional or technical fields.

Outcome: Upon completion of degree program, students will be able to synthesize knowledge from general and specialized studies.

Measures:

Course embedded assessment
Core curriculum assessment
e-Portfolios of gathered work|
Graduating Senior presentations
MAPP Proficiency profile

Problem Solving

Students will demonstrate the ability to identify, analyze and formulate solutions to complex problems.

Outcome: Upon completion of degree program, students will be able to utilize qualitative and quantitative reasoning as a base for problem solving.

Measures:

Course embedded assessment
ETS Proficiency profile
Employer Survey
ETS Tasks in critical thinking-problem solving
Collegiate assessment of academic proficiency (CAAP Mathematics)
EBI Exit Survey

Critical Thinking

Students will construct well-supported, clearly articulated and sustained arguments. Students will demonstrate an ability to justify conclusions based on evidence. Students will interpret, analyze and evaluate statements, graphs, articles and/or questions by discriminating among different degrees of credibility, accuracy and reliability of inferences drawn from data and recognizing assumptions of sources.

Outcome: Upon completion of degree program, students will be able to demonstrate critical thinking, including the ability to explain issues, find, analyze and select appropriate evidence, and construct a cogent argument that articulates conclusions and their consequences.

Measures:

Critical thinking assessment test
Student experience in Research University Assessment
ETS Proficiency Profile
Collegiate Learning Assessment
ETS Tasks in critical thinking
MAPP Proficiency Profile
California Test of critical thinking skills test
Collegiate assessment of academic proficiency test
CAAP Critical Thinking Assessment
EBI Exit Survey
NCLEX Licensure Exam

In July 2013, an electronic survey was distributed to all TAMU-SA alumni via email. The survey was designed to gather information related to several different initiatives:

1. An alumni survey is required as a performance indicator on the University's Strategic Plan.
2. Information on student's perceptions of their achievement of different learning outcomes was required for reporting on the Amigo's grant received by the University's Library. Information on student learning outcomes will also be included in reporting the Texas A&M University-System.
3. Baseline information was collected on students' preferences for different alumni activities.

The alumni database included 4,426 alumni email addresses; of these, 815 emails bounced, leaving 3,611 deliverable messages. At the end of the survey period, 426 alumni completed the survey, which equals an 11.8% response rate. Alumni who received degrees from Fall 2009 through Spring 2013 received an invitation to participate in this survey. The initial invitation was sent out on Monday, July 15th, 2013. A reminder email was sent out on Tuesday, July 30th. The survey was closed on Monday, August 5th, 2013.

I.   Demographic Information of Respondents

	Count	Percent
Bachelor's degree	310	72.8
Master's degree	107	25.1
Not reported	9	2.1

In general, this distribution matches the percentage of degrees awarded to TAMU-SA students. From 2009 – 2012, approximately 75.8% of all degrees were awarded to undergraduate students. Alumni respondents also provided a reasonable approximation of the degrees awarded by school. From 2009-2002, Arts and Sciences accounted for 32.9% of degrees awarded; Business for 22.3%; and Education and Kinesiology for 44.8%. Based on this information, Alumni Survey respondents are fairly representative of all TAMU-SA alumni based on degrees awarded.

	Undergraduate		Graduate		Total	
	Count	Percent	Count	Percent	Count	Percent
School of Arts and Sciences[1]	150	48.4	3	2.8	153	36.7
School of Business	69	22.3	34	31.5	103	24.6
School of Education and Kinesiology	88	28.4	70	64.8	158	37.8
Unreported	3	1.0	1	0.9	4	1.0
Total	310	100.0	108	100.0	418	100.0

[1]Includes all BAAS majors

Response rates varied depending on the individual's date of graduation. For future planning, it appears that it would be best to survey alumni within 1-2 years of their graduation. 58.5% of all respondents graduated in 2011 or 2012.

II.   Student Learning Outcomes

During 2012-2013, the Texas A&M University System appointed a Committee to develop a set of system-wide student learning outcomes. Alumni were asked to rate significance of TAMU-SA's contribution to their development of these skills, as well as to rate the importance of these skills to their current jobs.

- Communication: Upon completion of their degree program, students will be able to express ideas clearly and coherently orally, in writing, and electronically to a diverse range of audiences and interact with others in large and small group settings.

		Contribution		Importance	
		Undergrad	Graduate	Undergrad	Graduate
Oral Communication Skills	Not at all significant	4.5%	5.6%	1.3%	.9%
	Somewhat significant	21.6%	26.2%	2.9%	1.9%
	Significant	**41.9%**	**38.3%**	23.2%	19.6%
	Very significant	28.4%	27.1%	**68.4%**	**74.8%**
Written Communication Skills	Not at all significant	3.9%	5.6%	1.3%	1.9%
	Somewhat significant	18.1%	25.2%	6.5%	3.7%
	Significant	**41.3%**	**35.5%**	23.2%	19.6%
	Very significant	33.5%	29.9%	**64.8%**	**72.0%**
Electronic Communication Skills	Not at all significant	6.5%	11.2%	1.9%	.9%
	Somewhat significant	20.3%	**29.9%**	6.1%	4.7%
	Significant	**41.0%**	29.0%	24.8%	27.1%
	Very significant	28.4%	26.2%	**62.3%**	**64.5%**

- Critical Thinking: Upon completion of their degree program, students will be able to demonstrate critical thinking, including the ability to explain issues; find, analyze, and select appropriate evidence; and construct a cogent argument that articulates conclusions and their consequences.

		Contribution		Importance	
		Undergrad	Graduate	Undergrad	Graduate
	Not at all significant	2.9%	1.9%	1.9%	.9%
	Somewhat significant	15.2%	18.7%	5.2%	.9%
	Significant	**44.5%**	**43.9%**	25.5%	27.1%
	Very significant	33.2%	32.7%	**62.6%**	**67.3%**

- Globalization and Cultural Diversity: Upon completion of their degree program, students will be able to analyze the impact of multiple factors on the interconnectedness of diverse peoples in the global environment.

		Contribution		Importance	
		Undergrad	Graduate	Undergrad	Graduate
Awareness of globalization	Not at all significant	8.1%	10.3%	5.8%	5.6%
	Somewhat significant	21.0%	25.2%	21.3%	15.9%
	Significant	**43.2%**	**40.2%**	**37.4%**	35.5%
	Very significant	22.9%	21.5%	30.6%	**38.3%**
Awareness of cultural diversity	Not at all significant	5.5%	6.5%	4.8%	4.7%
	Somewhat significant	18.7%	19.6%	14.2%	11.2%
	Significant	**41.6%**	**39.3%**	32.6%	27.1%
	Very significant	27.4%	30.8%	**42.3%**	**52.3%**

- Ethical Decision-making and Social Responsibility: Upon completion of their degree program, students will be able to demonstrate an understanding of and use ethical reasoning for responsible personal and professional decision-making in a culturally and ethnically diverse world.

		Contribution		Importance	
		Undergrad	Graduate	Undergrad	Graduate
Ethical Decision-Making	Not at all significant	3.9%	7.5%	1.6%	.9%
	Somewhat significant	20.6%	15.0%	6.1%	.9%
	Significant	**36.1%**	**37.4%**	25.5%	20.6%
	Very significant	33.5%	33.6%	**60.6%**	**70.1%**
Social Responsibility	Not at all significant	4.8%	6.5%	1.9%	.9%
	Somewhat significant	17.4%	16.8%	7.7%	6.5%
	Significant	**36.8%**	**39.3%**	29.4%	23.4%
	Very significant	34.8%	30.8%	**53.5%**	**60.7%**

- Discipline-specific Knowledge: Upon graduation, students will demonstrate mastery of the depth of knowledge required for their respective degrees.

		Contribution		Importance	
		Undergrad	Graduate	Undergrad	Graduate
	Not at all significant	2.6%	2.8%	4.8%	1.9%
	Somewhat significant	9.4%	13.1%	9.7%	5.6%
	Significant	**42.6%**	32.7%	29.0%	27.1%
	Very significant	40.0%	**43.0%**	**50.3%**	**57.9%**

- Integration of Broad Knowledge: Upon completion of their degree program, students will be able to synthesize knowledge from general and specialized studies

		Contribution		Importance	
		Undergrad	Graduate	Undergrad	Graduate
	Not at all significant	2.3%	3.7%	3.5%	1.9%
	Somewhat significant	14.8%	12.1%	11.0%	6.5%
	Significant	**45.2%**	**47.7%**	37.4%	36.4%
	Very significant	31.0%	28.0%	**41.0%**	**46.7%**

III.   Lifelong learning

Since TAMU-SA's mission statement highlights the desire to create lifelong learners, so all alumni were asked to describe their educational plans for the next five years. 366 of the 426 respondents, or 85.9%, reported plans to participate in some type of lifelong learning during the next five years.

	Count	Percent
Another bachelor's degree	31	8.5%
A master's degree	226	61.7%
A doctoral degree	63	17.2%
A professional degree (JD or MD)	19	5.2%
Continuing education for professional development	103	28.1%
Continuing education for personal enrichment	52	14.2%
Professional licensure or certification courses	103	28.1%

IV.   Current Employment Status

	Count	Percent
Full-time employment in my chosen career field	181	46.3%
Full-time employment but not in my field of study	54	13.8%
Full-time employment somewhat related to my field of study	72	18.4%
Full-time employment but actively seeking a job in my chosen career field	21	5.4%
Part-time employment in my field of study	10	2.6%
Part-time employment but not in my field of study	14	3.6%
Not employed but seeking employment	21	5.4%
Not employed and not currently seeking employment	6	1.5%
Full-time care-giver	5	1.3%
Full-time student	7	1.8%

V.   Interest in Alumni Activities

Finally, alumni were asked to rate their interest in various activities. 68.9% of respondents indicated that they were very interested or somewhat interested in membership in an alumni organization, and 125 respondents provided contact information in response to an item asking if they would be interested in being part of the development of a TAMU-SA alumni organization.

Most popular activities	"very" or "somewhat" interested	Least popular activities	"very" or "somewhat" interested
Alumni discounts at businesses	81.5%	Mentoring current TAMU-SA students	52.1%
Alumni discounts at campus bookstore	72.9%	Printed alumni magazine	52.1%
Electronic alumni newsletter	71.6%	Family events	53.6%