**MISSION**

Texas A&M University-Texarkana is a proud member of The Texas A&M University System. A&M-Texarkana is a comprehensive regional university that provides students with academically challenging, engaging, and rewarding educational experiences through quality teaching, scholarship, student support services, co-curricular programming, research, and service. Through the personal attention of our faculty and staff, students are afforded the opportunity to acquire the knowledge, abilities, and skills to become leaders in their chosen profession and to prepare for opportunities to serve in a global environment.

A&M-Texarkana has set four specific student achievement goals and documents the university’s progress in meeting these goals. At least three types of measures are reported per goal to provide a comprehensive view of our progress and to examine replication of results across measures.

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<td>9</td>
</tr>
<tr>
<td>Measure #3: Discipline-Specific Knowledge and Integration of Broad Knowledge Indirect Assessments</td>
<td>9</td>
</tr>
</tbody>
</table>
GOAL #1: Students will persist at a consistent rate, complete degree programs, and obtain employment or seek additional education.

MEASURE #1: DEGREES CONFERRED
A&M-Texarkana has reached 71% of our university stretch goal for degrees awarded by academic year. The highest number of undergraduate degrees awarded occurred in the 2017-2018 academic year. As for graduate degrees, completion rates have declined in recent years. However, this trend is affected by: (1) the elimination of five master’s degree programs, (2) the restructuring of several degree programs and concentrations, and (3) the elimination of a college department. These actions reduce the pool of potential graduates from graduate programs and decrease the addition of new graduate degree programs.

A&M-Texarkana is currently at 76% of our stretch goal for overall four-year graduation rate for undergraduate students, and is currently at 70% of our stretch goal for four-year graduation rate for full-time transfer students. The overall four-year graduation rate is measured for all first-time in college (FTIC) and full-time transfer degree seeking students. FTIC students are students enrolling in a college or university for the first time after high school graduation. Transfer students measured have earned at least 30 semester credit hours prior to enrollment at the university.

Degrees Awarded by Academic Year
Stretch Goal    700 degrees by 2020

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
<th>DOCTORAL</th>
<th>TOTAL</th>
<th>+/- COUNT PREVIOUS YEAR</th>
<th>+/- % PREVIOUS YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>334</td>
<td>188</td>
<td>N/A</td>
<td>522</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2013-2014</td>
<td>350</td>
<td>145</td>
<td>N/A</td>
<td>495</td>
<td>-27</td>
<td>-5.17%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>346</td>
<td>143</td>
<td>N/A</td>
<td>489</td>
<td>-6</td>
<td>-1.21%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>335</td>
<td>144</td>
<td>N/A</td>
<td>479</td>
<td>-10</td>
<td>-2.04%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>357</td>
<td>130</td>
<td>N/A</td>
<td>487</td>
<td>+8</td>
<td>+1.02%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>373</td>
<td>121</td>
<td>4</td>
<td>498</td>
<td>+11</td>
<td>+1.02%</td>
</tr>
</tbody>
</table>

*Source: CBM009 State Required Report to the Texas Higher Education Coordinating Board (THECB)

Overall Four-Year Graduation Rate
Stretch Goal 40%

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PERCENTAGE</th>
<th>+/- PREVIOUS YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>16.84%</td>
<td>N/A</td>
</tr>
<tr>
<td>2015</td>
<td>18.48%</td>
<td>+1.64%</td>
</tr>
<tr>
<td>2016</td>
<td>15.92%</td>
<td>-2.56%</td>
</tr>
<tr>
<td>2017</td>
<td>26.45%</td>
<td>+10.53%</td>
</tr>
<tr>
<td>2018</td>
<td>30.67%</td>
<td>+4.22%</td>
</tr>
</tbody>
</table>

*Source: Legislative Budget Board (LBB)
Four-Year Graduation Rate for Full-Time Transfer Students+
Stretch Goal 85%

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PERCENTAGE</th>
<th>+/- PREVIOUS YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>61.64%</td>
<td>N/A</td>
</tr>
<tr>
<td>2016</td>
<td>65.92%</td>
<td>+4.28%</td>
</tr>
<tr>
<td>2017</td>
<td>62.73%</td>
<td>-3.19%</td>
</tr>
<tr>
<td>2018</td>
<td>59.78%</td>
<td>-2.95%</td>
</tr>
</tbody>
</table>

*Source: Legislative Budget Board (LBB)
+Students transferring at least 30 semester credit hours

MEASURE #2: STUDENT PERSISTENCE
Persistence generally refers to the rate at which degree-seeking undergraduate students new to A&M-Texarkana: (1) began classes (full-time) in the fall semester; (2) completed their freshmen academic year; and (3) remained enrolled in classes (full-time) at the beginning of their sophomore year.

The first time in college (FTIC) persistence rate refers to all new, full-time, degree-seeking undergraduate students. Full-time, degree-seeking transfer students are a subset of that group. We are currently at 77% of our stretch goal for FTIC students and 84% of the stretch goal for full-time, transfer students. Relative to the most recently reported year’s findings, the persistence rates have increased for the FTIC students and slightly decreased for Transfer students.

Overall First Time In College (FTIC) Persistence Rate
Stretch Goal 70% (Fall to Fall)

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>PERCENTAGE</th>
<th>+/- PREVIOUS FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2012</td>
<td>44%</td>
<td>N/A</td>
</tr>
<tr>
<td>FALL 2013</td>
<td>55%</td>
<td>+11%</td>
</tr>
<tr>
<td>FALL 2014</td>
<td>58%</td>
<td>+3%</td>
</tr>
<tr>
<td>FALL 2015</td>
<td>52%</td>
<td>-6%</td>
</tr>
<tr>
<td>FALL 2016</td>
<td>55%</td>
<td>+3%</td>
</tr>
<tr>
<td>FALL 2017</td>
<td>54%</td>
<td>-1%</td>
</tr>
</tbody>
</table>

*Source: Legislative Budget Board (LBB); First-Time Full-Time Degree Seeking

First Year Persistence Rate for Full-Time Transfer Students
Stretch Goal 90% (Fall to Fall)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PERCENTAGE</th>
<th>+/- PREVIOUS FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2015</td>
<td>70.17%</td>
<td>N/A</td>
</tr>
<tr>
<td>FALL 2016</td>
<td>68.66%</td>
<td>-1.51%</td>
</tr>
<tr>
<td>FALL 2017</td>
<td>75.74%</td>
<td>+7.08%</td>
</tr>
</tbody>
</table>

*Source: Institutional Data Management
MEASURE #3: EMPLOYMENT AND FUTURE PLANS
A&M-Texarkana seeks to increase the percentage of graduates who find gainful employment or who enroll in graduate or professional school after they graduate. Relative to the previously year’s reported findings, this percentage increased.

Institutional Data Management is currently working with Career Development and Alumni Relations to create a survey that will allow us to obtain additional information regarding employment and future plans. This initiative is also in line with the marketable skills measurement in the state’s 60X30 plan.

GRADUATION PLANS
Baccalaureate Graduates Employed and/or Enrolled in Graduate or Professional School

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PERCENTAGE</th>
<th>+/- PREVIOUS FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>76.8%</td>
<td>N/A</td>
</tr>
<tr>
<td>2015</td>
<td>73.4%</td>
<td>-3.4%</td>
</tr>
<tr>
<td>2016</td>
<td>74.2%</td>
<td>+0.8%</td>
</tr>
</tbody>
</table>

*Source: Texas Higher Education Coordinating Board, Marketable Skills M01A – Working or Enrolled within One Year

GOAL #2: Students will achieve academically and participate in engaging educational experiences.

PART ONE: ACADEMIC ACHIEVEMENT

MEASURE #1: PERSONAL RESPONSIBILITY DIRECT ASSESSMENTS (CORE CURRICULUM)
During the 17-18 academic year, the Personal Responsibility Core Objective was assessed. The table below features the direct assessment data sources (evaluated samples of student work), results, and a comparison of those results with the acceptable goal and ideal goal established by A&M-Texarkana. Students met or exceeded these goals on some measures (program outcomes assessment) and have opportunities for growth on other measures (course-embedded assessments).

<table>
<thead>
<tr>
<th>Direct Assessment Data Source</th>
<th>Results</th>
<th>Acceptable Goal</th>
<th>Ideal Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course-Embedded Assessment (Rubric)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Self-Awareness</td>
<td>Mean Score: 1.73 ($SD = 0.81$)</td>
<td>Mean Score: 2.0</td>
<td>Mean Score: 2.5</td>
</tr>
<tr>
<td>Ethical Issues Recognition</td>
<td>Mean Score: 1.45 ($SD = 0.86$)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of Different Ethical</td>
<td>Mean Score: 1.15 ($SD = 0.81$)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Outcomes Assessment</td>
<td>Students met (or exceeded) the acceptable student performance standard on 100% of measures. Students met (or exceeded) the ideal student performance standard on 100% of measures.</td>
<td>Goal depends on academic program preferences.</td>
<td></td>
</tr>
</tbody>
</table>
MEASURE #2: SOCIAL RESPONSIBILITY DIRECT ASSESSMENTS (CORE CURRICULUM)
During the 17-18 academic year, A&M-Texarkana also obtained direct assessments for the Social Responsibility Core Objective. Results indicated that students met or exceeded these goals on most measures.

<table>
<thead>
<tr>
<th>Direct Assessment Data Source</th>
<th>Results</th>
<th>Acceptable Goal</th>
<th>Ideal Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course-Embedded Assessment (Empirical &amp; Quantitative Skills Rubric)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity of Communities and Cultures                                                        Mean Score: 0.82 (SD = 0.50)</td>
<td>Mean Score: 2.0</td>
<td>Mean Score: 2.5</td>
<td></td>
</tr>
<tr>
<td>Connection of Knowledge                                                                      Mean Score: 0.57 (SD = 0.64)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge                                                                                    Mean Score: 0.42 (SD = 0.58)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Outcomes Assessment                                                                  Students met (or exceeded) the acceptable student performance standard on 100% of measures. Students met (or exceeded) the ideal student performance standard on 100% of measures.</td>
<td>Goal depends on academic program preferences.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MEASURE #3: INDIRECT ASSESSMENTS FOR TEAMWORK AND EMPIRICAL & QUANTITATIVE SKILLS (CORE CURRICULUM)
Personal Responsibility and Social Responsibility were also assessed using indirect assessments (collections of student perceptions). The table below features the indirect assessment data sources, results, and a comparison of those results with the acceptable goal and ideal goal established by A&M-Texarkana. Results revealed opportunities for growth for Personal Responsibility and mixed results for Social Responsibility.

<table>
<thead>
<tr>
<th>Indirect Assessment Data Source</th>
<th>Personal Responsibility Results (Average Percentage)</th>
<th>Social Responsibility Results (Average Percentage)</th>
<th>Acceptable Goal</th>
<th>Ideal Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATING STUDENT SURVEY (GSS)</td>
<td>81.7%</td>
<td>65.9%</td>
<td>70%</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of respondents who reported that A&amp;M-Texarkana contributed either “Much” or “A Lot” to the development of competencies associated with each Core Objective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)</td>
<td>67.0%</td>
<td>66.8%</td>
<td>70%</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of respondents who reported that A&amp;M-Texarkana contributed either “Quite a Bit” or “Very Much” to the development of competencies associated with each Core Objective. (Also includes if students were “Often” or “Very Often” able to participate in activities relevant to each Core Objective at Texas A&amp;M University-Texarkana.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART TWO: ENGAGING EDUCATIONAL EXPERIENCES

MEASURE #1: STUDENT ENROLLMENT IN EL-DESIGNATED COURSES (QEP)
A&M-Texarkana’s Quality Enhancement Plan (QEP) is called Connect 360: The Eagle Experience. The focus of Connect 360 is experiential learning. To participate in Connect 360, students complete EL-designated courses associated with the QEP. One of the goals of the QEP is to continuously increase student enrollment in EL designated courses.

The 16-17 and 17-18 academic years served as baseline years. All data provided for subsequent academic years will be used to determine the extent to which the QEP is meeting its enrollment goal.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>ENROLLMENT IN EL-DESIGNATED COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2016</td>
<td>N/A; QEP had not yet been launched this semester.</td>
</tr>
<tr>
<td>SPRING 2017</td>
<td>237</td>
</tr>
<tr>
<td>FALL 2017</td>
<td>266</td>
</tr>
<tr>
<td>SPRING 2018</td>
<td>381</td>
</tr>
<tr>
<td>TOTAL 17-18 ENROLLMENT</td>
<td>647</td>
</tr>
</tbody>
</table>

*Source: Personal Correspondence with Sara Lawrence, QEP Co-Director, on November 19th, 2018

MEASURE #2: EXPERIENTIAL LEARNING COURSE-EMBEDDED ASSESSMENTS (QEP)
Students participating in Connect 360 complete and turn in one student artifact (per course) that is later assessed using the Connect 360 Assessment Rubric. The table below features each rubric criterion, results, and a comparison of those results with the acceptable goal and ideal goal established by the QEP. Results revealed opportunities for growth.

<table>
<thead>
<tr>
<th>RUBRIC CRITERION</th>
<th>RESULTS</th>
<th>ACCEPTABLE GOAL</th>
<th>IDEAL GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections to Experience</td>
<td>Mean Score: 1.52 (SD =0.91)</td>
<td>Mean Score: 2.0</td>
<td>Mean Score: 2.5</td>
</tr>
<tr>
<td>Reflection and Self-Assessment</td>
<td>Mean Score: 1.59 (SD = 1.05)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Personal Correspondence with Sara Lawrence and Gaynell Green, QEP Co-Directors, on July 9th, 2018

MEASURE #3: NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)
Each spring semester, seniors complete the NSSE. The NSSE includes questions about high-impact practices (HIPS). HIPS are educational activities that share several traits—including (but not limited to) activities that: (1) demand considerable time and effort; (2) facilitate learning outside of the classroom; (3) require meaningful interaction with faculty and other students; (4) encourage collaboration with diverse others; and (5) provide frequent and substantive feedback.

The table below features a list of various HIPS and the percentage of A&M-Texarkana students who reported participating in each activity. Results revealed that A&M-Texarkana seniors met the national average on service-learning participation. Results also revealed opportunities for growth in other areas.
### GOAL #3: Students will receive personal attention from faculty and staff.

**MEASURE #1: CLASS SIZES**

Lower division courses include courses offered at the freshman and sophomore level at a four-year college or university. A&M-Texarkana has continued to keep class sizes smaller than the Texas state average even with increasing enrollment.

**Average Lower Division Class Size**

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>A&amp;M-TEXARKANA</th>
<th>STATE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>23</td>
<td>39</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>22</td>
<td>39</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>21</td>
<td>39</td>
</tr>
</tbody>
</table>

*Source: Texas Higher Education Coordinating Board, Sector-Specific/Other X02U – Average and Median Class Size*

**MEASURE #2: STUDENT/FACULTY RATIO**

A&M-Texarkana seeks to maintain a reasonable student/faculty ratio. On average, there is one faculty member for every 10 students.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>A&amp;M-TEXARKANA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>11:1</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>9:1</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>11:1</td>
</tr>
</tbody>
</table>

*Source: IPEDS Fall Enrollment Survey, Fall 2017*
MEASURE #3: STUDENT SATISFACTION SURVEY
The purpose of the Student Satisfaction Survey is to collect students’ perceptions of the effectiveness of various A&M-Texarkana administrative units and staff. The focus of the Spring 2018 survey was Student Life, Information Technology, and the Business Office. The following table features aggregate results for all participating A&M-Texarkana units/staff. Results from the Spring 2018 Student Satisfaction Survey revealed that the acceptable goal had been met or exceeded on the majority of items.

<table>
<thead>
<tr>
<th>How often has the ________ staff met your expectations on the following criteria?</th>
<th>Percentage of respondents who selected “Often” or “Always”</th>
<th>Acceptable Goal</th>
<th>Ideal Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with me as frequently as I would like.</td>
<td>67.2%</td>
<td>70%</td>
<td>85%</td>
</tr>
<tr>
<td>Clearly expressing themselves (verbally or in written form) when communicating with me.</td>
<td>74.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizing and showing concern for my needs.</td>
<td>70.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivering on promises and commitments made to me in a timely and responsive manner.</td>
<td>71.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adhering to high interpersonal and ethical standards when working with me.</td>
<td>78.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showing thorough understanding of services, policies, and procedures.</td>
<td>73.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearing organized and prepared when meeting with me.</td>
<td>71.8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: SSS, Spring 2018

GOAL #4: Students will acquire the knowledge, abilities, and skills they need to become leaders in their chosen professions and serve in their communities.

MEASURE #1: GLOBALIZATION & CULTURAL DIVERSITY DIRECT ASSESSMENTS (TAMUS ASSESSMENT)
During the 17-18 academic year, A&M-Texarkana collected program outcomes assessment data to assess Globalization and Cultural Diversity. The table below features each direct assessment data source, results, and a comparison of those results with the acceptable goal and ideal goal established by academic programs. Results from available data revealed that students exceeded both the acceptable and ideal goals.

<table>
<thead>
<tr>
<th>Direct Assessment Data Source</th>
<th>Results</th>
<th>Acceptable Goal</th>
<th>Ideal Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Outcomes Assessment</td>
<td>The percentage of programs who reported that their students met or exceeded program-specified acceptable and ideal performance goals on outcomes aligned with TAMUS Objectives.</td>
<td>100% of students met or exceeded the acceptable goal and the ideal goal.</td>
<td>Set by individual academic programs.</td>
</tr>
</tbody>
</table>
MEASURE #2: ETHICAL DECISION-MAKING AND SOCIAL RESPONSIBILITY DIRECT ASSESSMENTS (TAMUS ASSESSMENT)

During the 17-18 academic year, A&M-Texarkana collected program outcomes assessment data to assess Ethical Decision-Making and Social Responsibility. The table below features each direct assessment data source, results, and a comparison of those results with the acceptable goal and ideal goal established by academic programs. Results from available data revealed that students exceeded both the acceptable and ideal goals.

<table>
<thead>
<tr>
<th>Direct Assessment Data Source</th>
<th>Results</th>
<th>Acceptable Goal</th>
<th>Ideal Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Outcomes Assessment</td>
<td>100% of students met or exceeded the acceptable goal and the ideal goal.</td>
<td>Set by individual academic programs.</td>
<td>Set by individual academic programs.</td>
</tr>
</tbody>
</table>

MEASURE #3: INDIRECT ASSESSMENTS FOR GLOBALIZATION AND CULTURAL DIVERSITY & ETHICAL DECISION-MAKING AND SOCIAL RESPONSIBILITY (TAMUS ASSESSMENT)

Indirect assessments (collections of student perceptions) were also used to assess discipline-specific knowledge and integration of broad knowledge. The table below features the indirect assessment data sources, results, and a comparison of those results with the acceptable goal and ideal goal established by A&M-Texarkana. Results revealed opportunities for growth on most measures.

<table>
<thead>
<tr>
<th>Indirect Assessment Data Source</th>
<th>Globalization and Cultural Diversity Results (Average Percentage)</th>
<th>Ethical Decision-Making and Social Responsibility Results (Average Percentage)</th>
<th>Acceptable Goal</th>
<th>Ideal Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATING STUDENT SURVEY (GSS)</td>
<td>62.2%</td>
<td>69.3%</td>
<td>70%</td>
<td>85%</td>
</tr>
<tr>
<td>NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)</td>
<td>67.0%</td>
<td>66.8%</td>
<td>70%</td>
<td>85%</td>
</tr>
<tr>
<td>STUDENT CULTURE, DIVERSITY, &amp; GLOBALIZATION SURVEY</td>
<td>71.6%</td>
<td>--</td>
<td>70%</td>
<td>85%</td>
</tr>
</tbody>
</table>