

**1999 ALUMNI SURVEY
OF 1996-97 GRADUATES**

SUMMARY REPORT



Ball State University

Office of Academic Assessment

May, 2000

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of 1996-97 Graduates**

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EXECUTIVE SUMMARY

- This survey addresses alumni perceptions of learning at Ball State. Additionally, it provides information about employment, further education, and other departmental experiences.
- The 1999 Ball State Alumni Survey was mailed to 2,421 academic year 1996-97 baccalaureate degree graduates during the Summer of 1999. After three mailings, forty-one percent (985 alumni) responded to the survey.
- Demographics of respondents, such as age, race, and gender were similar to those of the population of all eligible 1996-97 graduates. However, a higher proportion of females responded to the survey than did males. Also, respondents had higher high school percentile ranks, Ball State GPAs, and SAT test scores than did all eligible 1996-97 graduates.
- Eighty-eight percent of respondents were employed full-time. About 79 percent of those employed full-time were employed in their major or in a field related to their major. About nine out of ten were satisfied or very satisfied with their employment.
- Among those employed full-time, about 71 percent reported that a college degree was required for their employment.
- Seventy-one percent of full-time employed alumni were working in Indiana. About 14 percent were working in contiguous states.
- Nearly 20 percent were continuing college course work at the time of the survey, including 14.5 percent who were pursuing graduate degrees. About 13 percent had completed additional degrees or certification programs since graduating from Ball State in 1996-97.
- Sixty-two percent reported plans to eventually obtain a graduate or professional degree. Only about eight percent indicated they had no plans for further education.
- More than ninety-six percent held positive or very positive attitudes toward Ball State.
- More than 97 percent of all respondents indicated that their experiences at Ball State prepared them very well or satisfactorily in the areas of intellectual and personal growth. More than nine out of ten reported that they were very well or satisfactorily prepared for a career and for further education.
- More than 93 percent of all respondents indicated that they were prepared very well or satisfactorily in the areas of understanding wellness, social sciences, humanities, writing, speaking, listening, problem solving, analyzing and evaluating ideas, using library resources, creative thinking, critical thinking, planning and organizing, making informed decisions, self-evaluation, self-reliance, working cooperatively, clarifying personal values, lifelong learning, and maintaining physical health and well being.
- Greater than 85 percent of respondents indicated that their experiences at Ball State prepared them very well or satisfactorily to understand other cultures, sciences, the arts, gender

issues, morals and ethics, and current events and contemporary issues.
(Table 3.2)

- About 96 percent of all employed respondents were using writing skills and computer skills on the job. About 92 percent were using quantitative skills on the job.
- When compared by year, respondents held progressively more positive attitudes toward their majors. Ratings of skills and knowledge items were for the most part very similar in 1996 through 1998. Alumni in 1999 rated their preparation in several skill and knowledge areas significantly higher than in prior years.
- A group of 412 alumni survey respondents also took the 1997 Ball State Senior Survey. Responses on each survey were compared. Respondents held more favorable attitudes toward the university as alumni than as seniors and also showed a more positive attitude toward some aspects of their major. However, alumni rated some skills and knowledge items lower than did seniors. Where differences were observed on skill and knowledge items, alumni were generally more likely to indicate they were “satisfactorily” prepared, while seniors were more likely to indicate they were “very well” or “poorly” prepared.

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INTRODUCTION AND PURPOSE

In the summer of 1999, the Office of Academic Assessment surveyed all Ball State University academic year 1996-97 baccalaureate degree recipients for whom addresses were obtainable. The *2000 Ball State Alumni Survey* (Appendix A) was mailed to alumni who graduated at the end of the Fall 1996, Spring 1997, or Summer 1997 semesters. Two follow-up mailings were sent to those who did not respond to earlier mailings. The final response rate was 40.7 percent—985 of the 2,421 graduates responded.

The survey was designed by the Office of Academic Assessment and the Alumni Survey Steering Committee. The committee is composed of faculty and professional staff from the colleges, and from the offices of Career Services, University College, Academic Assessment, and Institutional Research. (Appendix B lists the members of the committee.)

The primary goal of the project was to determine the extent to which Ball State met the needs of its graduates in important areas such as general education, wellness, computer education, racial and ethnic understanding, appreciation for diversity, and understanding and using new technologies.

With approximately two years of post-collegiate experience, alumni were asked to indicate whether their Ball State experiences prepared them or met their needs very well, satisfactorily, or poorly in these areas. Alumni were instructed to consider all activities that may have contributed to their learning, including those outside the classroom.

Traditional questions about employment and further education were also asked. These items addressed alumni employment patterns, the relationship of employment to the major, graduate work, professional development and career progress, income, and the geographical location of graduates.

Alumni were also asked for background information about their experiences at Ball State, such as their degree of interaction with faculty and their patterns of enrollment, study, and work.

The survey was first administered in Fall, 1991. In developing the survey, the committee reviewed the university mission statement as a means of identifying important topics. As a result, the instrument focused on areas that have remained important and most of the survey has remained the same.

For the second administration in Summer 1994, some items were changed slightly and a section was added that asked about the specific types of writing, computer use, and mathematics that graduates perform at work. For the administration in Summer 1996, the survey was modified to ask graduates about the importance of each knowledge and skill item. The 1997 administration remained virtually unchanged from 1996, with only some minor technical changes. The 1998 version included revised wording of three items about satisfaction with major departments. For the 1999 survey, the questions about the importance of knowledge and skill items were removed in order to shorten the survey.

This report is organized in eight sections. Section 1 compares academic and

demographic characteristics of respondents to the characteristics of all eligible 1996-97 baccalaureate graduates. Section 2 describes findings related to further education and employment. Section 3 contains ratings of preparation in several learning areas. Information about student work experiences and attitudes toward the university are also presented in Section 3. Section 4 covers findings about the major, while Section 5 describes data about graduates' on-the-job writing, computer, and mathematics use. Section 6 compares 1999 findings with three years of earlier data. Section 7 compares longitudinal responses among a group of 412 graduates who took both the 1997 Ball State Senior Survey and the 1999 Ball State Alumni Survey. Section 8 is a short summary and discussion.

SECTION 1

Demographic and Academic Characteristics

Summary This section compares the demographic and academic characteristics of survey respondents and academic year 1996-97 baccalaureate degree graduates.¹ Statistical tests were used to estimate the representativeness of the sample. Statistically significant differences were found between respondents and the population of all academic year 1996-97 graduates on several demographic and academic variables.

A higher proportion of women responded to the survey than did men. Respondents were also found to have slightly higher high school GPAs, SAT verbal and quantitative scores, and Ball State GPAs than the 1996-97 graduating class. Respondents were somewhat more likely than all graduates to have enrolled with distinction entry status. These differences were generally slight, but statistically significant. (Tables 1.1-1.3) Respondents were not significantly different from the population of all 1996-97 graduates when compared by race, age, high school class size, or ACT composite score.²

- Among 1996-97 graduates, about 57 percent were female and about 43 percent were male. Among respondents, these percentages were about 62 and 38 percent, respectively. Females were more likely to respond to the survey than were males. The differences between the sample and population were statistically significant.
- Based on a comparison of the overall distribution by race, the sample and population did not differ significantly. The response rate for African American alumni was about 43 percent, compared to 40

percent for all alumni. The response rate among other minority groups was about 34 percent.

- Respondents were not found to be significantly different from the population when compared by age, high school class size, or ACT composite score.
- The average GPA was 3.06 for all eligible graduates, and 3.13 for respondents. Although small, this difference in GPA was statistically significant. Sixty-one percent of respondents earned an average of 3.0 or higher, compared to about 54 percent of all eligible graduates.
- Average high school percentile rank was higher among respondents (70.8) than among all eligible graduates (67.7). The difference was statistically significant.
- The average SAT verbal score was significantly higher for respondents (435.8) than for all eligible graduates (427.1), as was the average SAT quantitative score. (Table 1.2)

¹ Information about the population was extracted from the student database. According to university records, a total of 2,614 students graduated with baccalaureate degrees during academic year 1996-97. However, 161 alumni (six percent) had no valid address information, and consequently did not receive the survey. The population of all eligible graduates described in this section refers to those for whom valid addresses were available (N=2,421).

² While a total of 985 alumni responded to the survey, twenty-two responded anonymously. Anonymous replies are included in the study where possible, but are not available for sample/population comparisons.

Table 1.1
Demographic and Academic Characteristics of Respondents
and Academic Year 1996-97 Graduates

	<u>Respondents</u> <i>Percentages</i>	<u>1996-97 Graduates</u> <i>Percentages</i>
GENDER*		
Female	38.1	43.2
Male	61.9	56.8
RACE		
African American	3.2	3.0
Caucasian	94.5	94.3
Other	2.3	2.7
AGE		
22 to 24	47.6	41.5
25	27.3	28.8
26	8.3	10.6
27	3.2	4.6
28 and older	13.6	14.5
<i>Mean</i>	<i>25.98</i>	<i>26.13</i>
GPA*		
Less than 2.5	9.7	12.9
2.50 to 2.99	29.3	33.7
3.00 to 3.49	36.7	34.4
3.50 to 4.00	24.4	19.1
<i>Mean</i>	<i>3.13</i>	<i>3.06</i>
ACADEMIC ENTRY TYPE*		
Distinction	18.9	13.8
Regular	67.2	68.6
Other	13.9	17.5
N[†]	963	2,421

* Statistically significant differences exist between respondents and the population of all graduates on this variable. ($p \leq .05$).

† Twenty-two respondents removed the address labels from their surveys and replied anonymously. A total of 985 respondents completed the survey.

Table 1.2
High School Academic Characteristics of Respondents
and Academic Year 1996-97 Graduates

	<u>Respondents</u>			<u>1996-97 Graduates</u>		
	<i>Mean</i>	<i>Std.dev.</i>	<i>N</i>	<i>Mean</i>	<i>Std.dev.</i>	<i>N</i>
High School Percentile Rank*	70.8	21.0	907	67.7	21.7	2257
High School Class Size	238.6	142.6	907	242.0	146.0	2257
SAT Verbal*	435.8	87.6	814	427.1	85.6	2021
SAT Quantitative*	514.4	84.5	822	505.1	84.7	2052
ACT Composite	22.1	4.3	334	21.6	4.1	750

* Statistically significant differences exist between respondents and the population of all graduates on this variable. (p≤.05)

Table 1.3
Ball State Alumni Survey Response Rates
by College of Major

	<i>N Mailed</i>	<i>N Returned</i>	<i>Percent Returned</i>
COLLEGE			
Applied Sciences and Technology	392	145	36.0
Architecture and Planning	92	41	43.5
Business	377	166	43.2
Fine Arts	140	54	37.9
Sciences and Humanities	830	341	40.2
Teachers College	259	113	42.5
Communications and Media	175	78	44.0
General Studies Major	156	47	30.1
N	2,421	985*	40.7

* Table 1.3 is based on program data from the student database, except for twenty-two students who responded anonymously—self reported data were used for those respondents.

- As shown in Table 1.3, response rates were not significantly different by college of major, though they varied from a low of about 30 percent among General Studies majors to a high of about 44 percent in the College of Communication, Information, and Media. The overall response rate was 40.7 percent.

SECTION 2

Employment and Further Education

Summary Eighty-eight percent of 1996-1997 alumni were employed full time. Of those employed full-time, 70 percent found employment prior to or within three months of graduation. About 79 percent of those with full-time jobs held jobs that were within their major or in an area related to their major. Seven out of ten (70.9%) alumni with full-time jobs indicated these jobs required a college degree. Ninety percent of respondents were satisfied or very satisfied with their employment. The most often cited occupations represented among those employed full-time were teachers (18.2%) (all types), managers and directors (7.8%), social and welfare workers (5.0%), sales representatives (4.3%), accountants (4.1%), bank managers (4.1%), nurses, EMTs and paramedics (3.7%), sales and retail managers (3.6%), and architects and landscape architects (3.5%). About 88 percent of those working

full-time reported earnings of at least \$20,000 per year. (Figure 6)

Alumni were asked about their current and anticipated educational activities and plans. At the time of the survey, nearly 20 percent were enrolled at a college or university, and 62 percent reported they plan to eventually complete a graduate or professional degree. About 92 percent plan to continue their education with some combination of professional development and/or additional college course work.

Employment

- Eighty-eight percent of 1996-97 alumni were employed full-time. (Figure 1)
- Five percent of alumni were employed part-time, and about three percent were employed primarily with graduate assistantships, fellowships, or student employment.

**Figure 1
Employment Status**

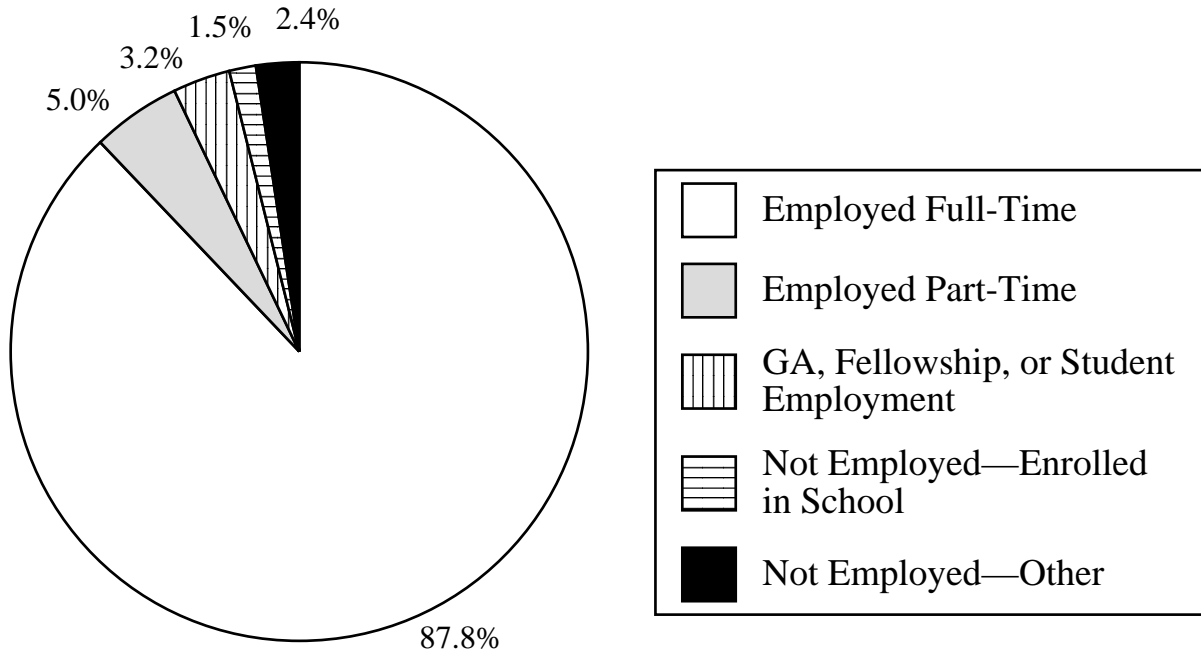
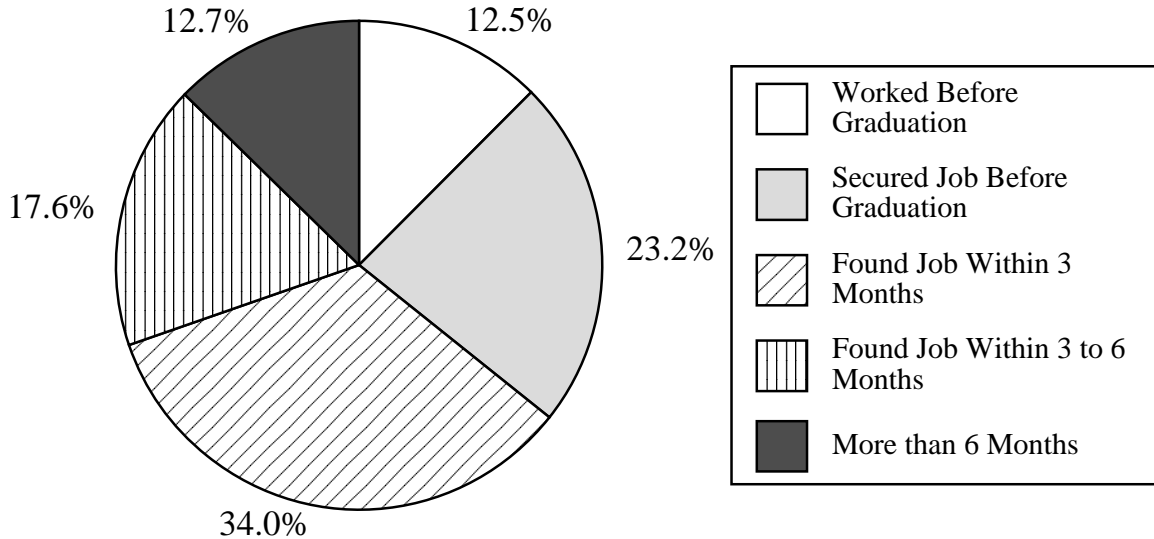


Figure 2
Length of Time to Find Full-Time Employment



- About four percent were not employed at the time of the survey. (Figure 1)
- Thirty-six percent of those employed full-time either continued a job that they had before graduation (12.5%) or secured employment before graduation (23.2%). As shown in Figure 2, an additional 34 percent found employment within three months of graduation, while about 30 percent found employment three or more months after graduation.
- About 71 percent of those with full-time jobs were working in Indiana, while about 14 percent worked in contiguous states. About 15 percent worked in other, noncontiguous states. One

individual worked outside the U.S. (Table 2.1)

- Nearly 55 percent of all full-time employed alumni were working within their major field of study. About 24 percent were employed in an area related to their major. (Figure 3)
- Of the 21.5 percent of full-time employed alumni who were working in areas *not* related to their major, the most frequently cited reason was that they could not find employment within their

Table 2.1
Location of Employment
Full-Time Employed Alumni Only

	<i>Percent</i>	<i>N</i>
Indiana	70.9	599
Contiguous States	13.9	118
Other States	15.1	127
Foreign Country	.1	1
Total	100.0	845

Table 2.2
Reasons for Working Outside the Major
Full-Time Employed Alumni Only

	<i>Percent</i>	<i>N</i>
Could not find job in major	32.1	53
Developed new interest	18.8	31
Better pay	12.7	21
Better advancement	6.7	11
Did not plan to work in major	3.6	6
Not licensed/certified	2.4	4
Could not relocate	1.2	2
Other	22.4	37
Total	100.0	165

Figure 3
Relationship of Employment to the Major
Full-Time Employed Alumni Only

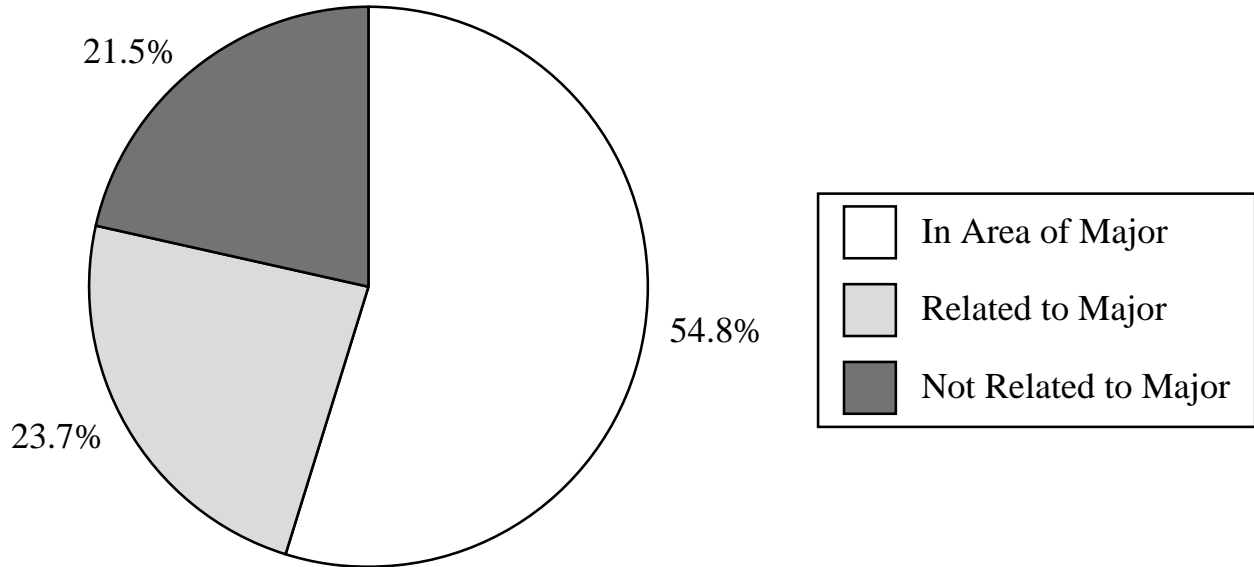
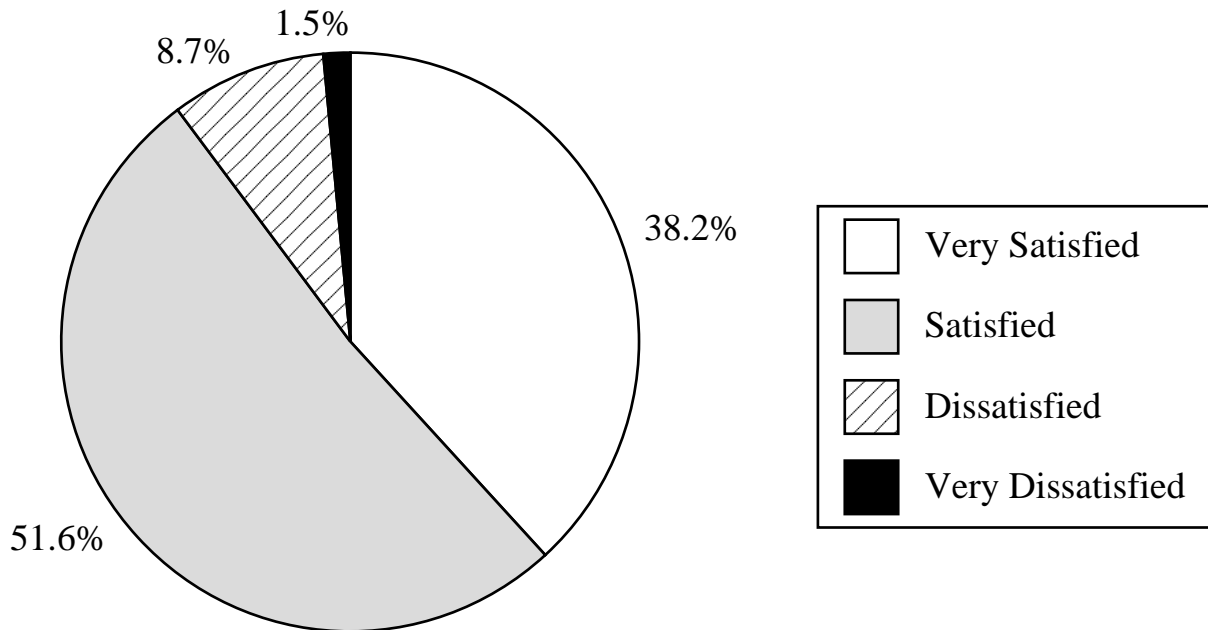


Figure 4
Satisfaction with Full-Time Employment



major. Other reasons included developing new interests and finding better pay outside their major. (Figure 3)

- Among those employed full-time, more than seven out of ten respondents

(70.9%) indicated that a college degree was required for their employment.

- Nine out of ten full-time employed alumni were satisfied or very satisfied with their employment. About 10 percent indicated that they were

dissatisfied or very dissatisfied with their current employment.

- Figure 5 contains information about the types of organizations and businesses in which alumni found full-time employment. The largest specific categories were education (21.5%), finance, insurance, and real estate (11.6%), health care (9.3%), wholesale and retail trade (7.6%), and manufacturing (7.6%).
- Other types of organizations in which alumni found full-time employment include media (7.1%); government (6.7%); social services (6.9%); and transportation and utilities (1.8%). (Figure 5)
- Teachers (including all full-time primary and secondary school teachers) formed by far the largest occupational category, accounting for more than 18 percent of

all full-time employed respondents. (Table 2.3)

- It can also be seen from Table 2.3 that alumni frequently reported full-time employment as managers and directors, social and welfare workers, sales representatives, accountants, bank managers, nurses, sales and retail managers, architects, computer programmers, and counselors, therapists, and speech pathologists.
- About 12 percent of full-time employed respondents were earning less than \$20,000 at the time of the survey. About 18 percent were earning between \$20,000 and \$24,999, and about 71 percent were earning \$25,000 or more in their second year after graduation. Figure 6 contains percentages for each salary range among those who were employed full-time.

Figure 5
Type of Organization in Which Alumni Found Employment

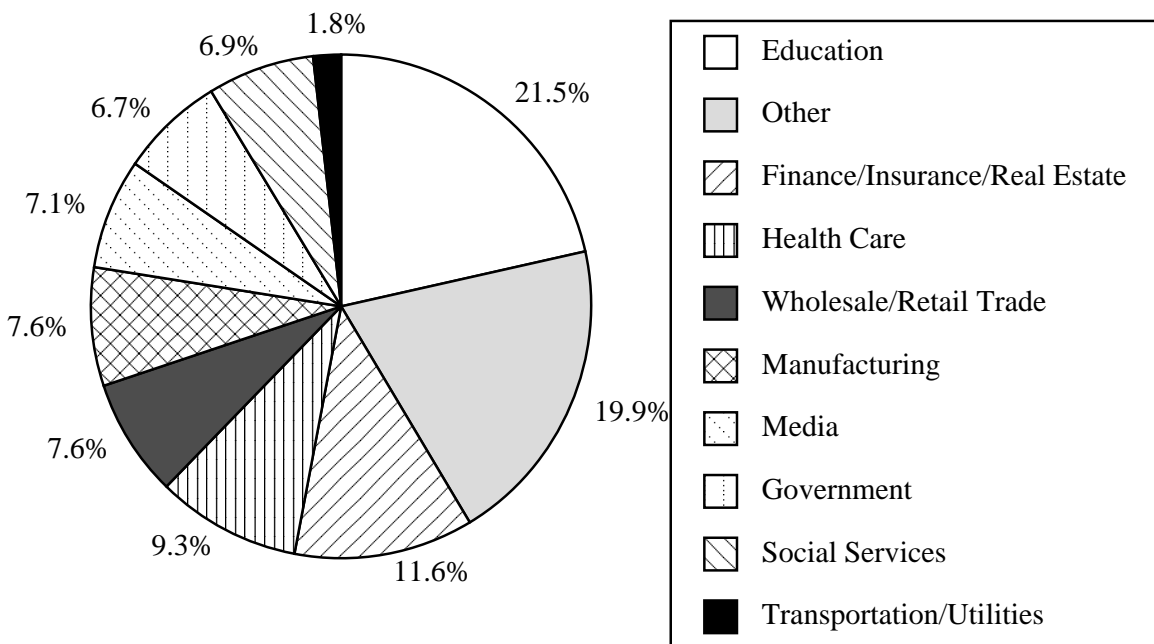


Table 2.3
Current Occupations of Alumni Employed Full-Time

<i>Occupation</i>	<i>N</i>	<i>Occupation</i>	<i>N</i>
Managers, Directors, Asst./Assoc. Directors, & Proprietors (not Sales, Retail, Personnel or Assistant Managers)	67	Paralegals, Legal Assistants, and Law Clerks	9
Teachers (Elementary Education)	43	Personnel Managers and Workers, Human Resources	8
Social and Welfare Workers	43	Technicians (Other)	8
Teachers (Other or Mixed Level)	42	Probation Officers	8
Sales Representatives, Sales People, and Sales Clerks	37	Environmental Scientists, Conservationists, and Foresters	8
Accountants, Auditors, & Assistant Auditors	35	Insurance Adjusters, Agents, Examiners, Investigators, and Underwriters	7
Bank Managers, Officials, Brokers, Analysts, Planners (not Urban Planners/Regional Planners)	35	Military (Members of the Armed Forces)	7
Nurses, EMTs, Paramedics, Health Care Associates	32	Artists (not Graphic), Entertainers, Musicians, & Writers	6
Sales and Retail Managers, Assistant Managers, Buyers, Merchandisers	31	Engineers	6
Architects, Landscape Architects, Interns, GIS, & Draftspersons	30	Public Relations	6
Computer Programmers, System Analysts, Support Personnel-Help Desk	25	Self-Employed Managers, Officials, Contractors, and Proprietors	6
Counselors, Therapists, & Speech Pathologists	19	Food Store Managers, Food Service Managers	5
Teachers (Middle School)	19	Researchers	5
Teachers (Special Education)	19	Communications, Professional and Technical	5
Police, Detectives, Security Agents (not Probation Officers)	18	Bank Tellers, Client Assistants, Document Assistants	4
Teachers (High School)	18	Secretaries and Word Processing Specialists	4
Manufacturing Workers (not Managers)	16	Technicians-Medical and Dental	4
Marketing	15	Urban and Regional Planners	4
Teachers (Preschool, Early Childhood Ed.)	15	Interior Designers	4
TV Producers, Assistant/Assoc. Producers, News Anchors/Reporters, Set Production	15	Real Estate Agents/Appraisers	4
Administrators and Administrative Assistants	15	Missionaries, Clergy	4
Consultants	14	Public Administrators and Officials	3
Account Executives, Account Representatives	14	Biologists	3
Editors, Reporters, Photojournalists (newspaper)	13	Carpenters/Painters/Construction Workers	3
Assistant Managers and Manager Trainees (not Sales/Retail)	11	Child Care Provider	3
Clerical Workers	11	Multimedia Designer, Web Designer	3
Service Workers	10	Attendants, Professional & Personal Service	2
Sports, Exercise, and Fitness Instructors/Officials	10	Chemists	2
Customer Service Representatives	9	Data Processing and Data Entry	2
Graphic Artists	9	Dieticians and Nutritionists	2
		Insurance Actuaries	2
		<i>All Other Occupations</i>	21
		Total	858

Figure 6
Annual Income from Full-Time Employment

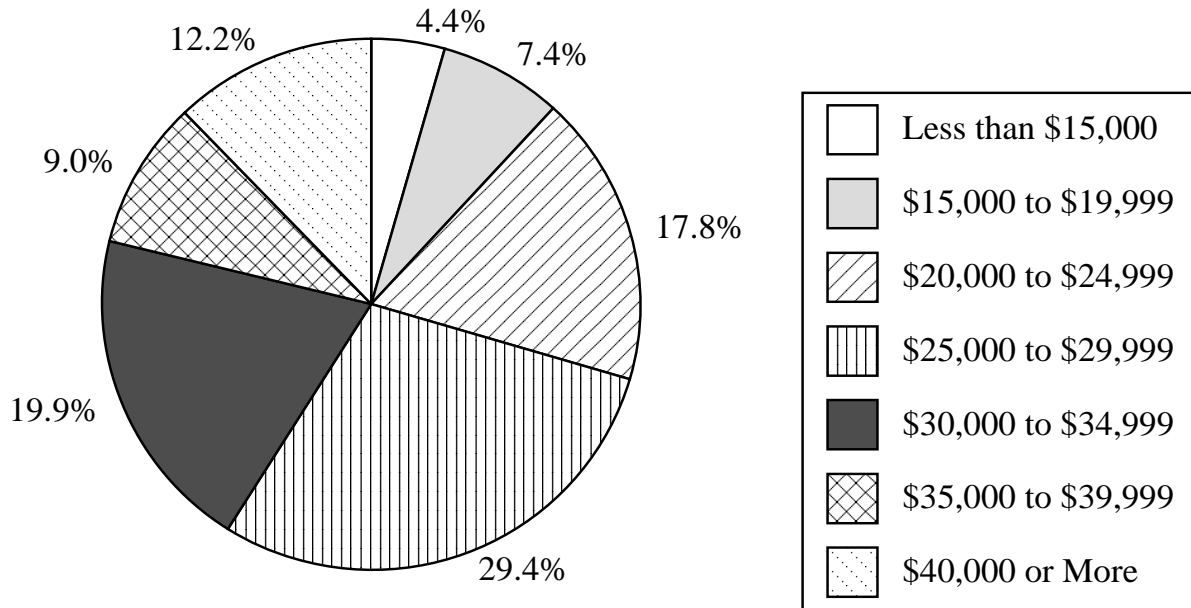


Figure 7
Current Educational Activities of Alumni

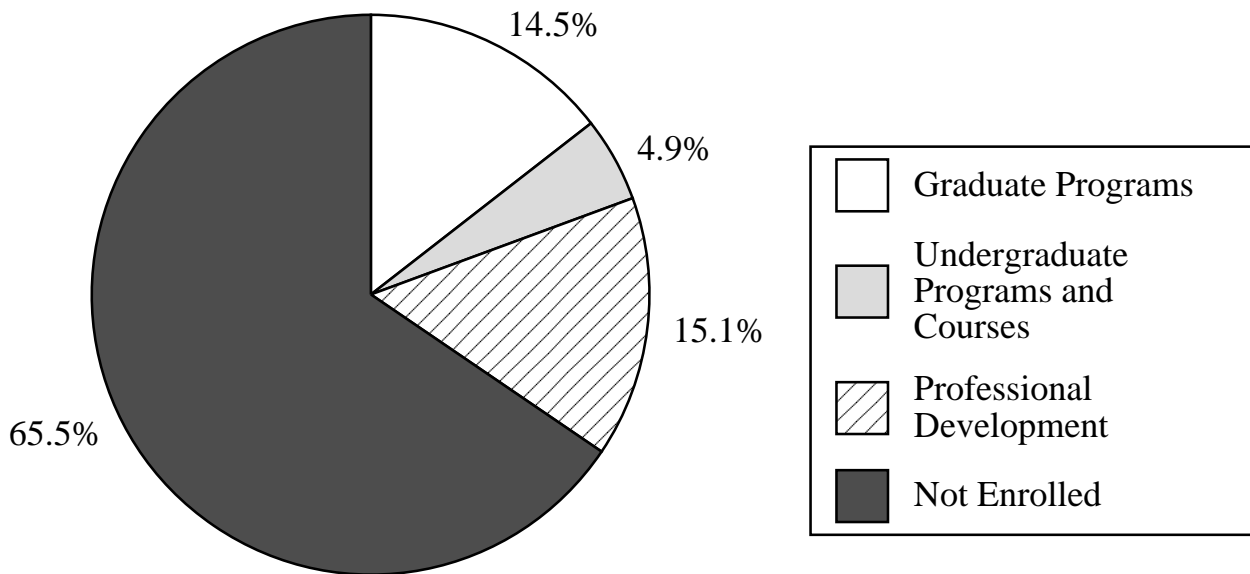


Table 2.4
Plans for Further Education

	<i>Percent</i>	<i>N</i>
DO YOU PLAN EVENTUALLY TO...		
Obtain a graduate or professional degree	61.9	601
Obtain another Bachelor's degree	7.2	70
Obtain certification with college course work	12.7	123
Obtain certification with non-college course work	23.2	225
Take additional college courses	7.9	77
Take professional development courses	31.5	306
No plans to continue education	8.3	81
Total Responses	152.7*	1,483

* Percentages total to greater than 100% because respondents could choose more than one response.
Nine hundred seventy-one (971) respondents chose one or more responses.

Further Education

- Nearly 20 percent were enrolled in college course work at the time of the survey. About 15 percent were pursuing graduate degrees, while about 5 percent were taking additional undergraduate course work. Fifteen percent were enrolled in non-collegiate professional development courses. (Figure 7)
- About 13 percent reported that they had completed an additional degree or certification program.
- About 62 percent reported that they plan to eventually obtain a graduate or professional degree. Only about eight percent of respondents indicated they had no plans to continue their education. (Table 2.4)

SECTION 3

Ball State Experiences

Summary Alumni were asked to reflect on their preparation with respect to several important areas of knowledge and skills. They were asked whether their experiences met their needs very well, satisfactorily, or poorly in areas such as writing, mathematics, critical thinking, and using computers.

Alumni were asked whether they would recommend Ball State to others, about their general attitude toward the university, and about interaction with faculty. Finally, alumni were asked about their internship experiences, and about the number of hours they studied and worked in a typical week at Ball State.

More than 97 percent of all respondents indicated that their experiences at Ball State prepared them very well or satisfactorily in the areas of intellectual and personal growth. More than nine out of ten alumni felt that BSU experiences prepared them very well or satisfactorily for further education and for their career.

In each knowledge and skill area, at least 81 percent of all respondents indicated that Ball State experiences prepared them very well or satisfactorily. (Table 3.2)

Fifty-three percent of students indicated that they participated in internships, campus employment, or off-campus employment. About 55 percent indicated that they studied at least 11 hours per week while at Ball State. About 23 percent indicated they worked more than 20 hours per week while enrolled at Ball State.

General Evaluation of Learning Experiences

- Greater than 97 percent indicated that intellectual and personal growth needs were met very well or satisfactorily. The majority of respondents felt very well prepared in these two areas.
- When asked about preparation for further education, 95 percent reported they felt very well (39.9%) or satisfactorily (55.1%) prepared. (Table 3.1)
- Nine out of ten felt they were very well (40.3%) or satisfactorily (50.5%) prepared for their careers. (Table 3.1) Even among those who were not employed full time (about 12 percent of all respondents), 83 percent indicated they were very well or satisfactorily prepared in their career area.

Knowledge and Understanding

- Wellness was the knowledge item for which alumni felt most prepared. About 38 percent indicated that they were very well prepared in this area, and 59 percent indicated they were satisfactorily prepared.
- About 95 percent felt they were very well or satisfactorily prepared in the humanities (93.8%), and social sciences (95.0%).
- About nine out of ten respondents felt very well or satisfactorily prepared in their understanding of the sciences, and current events and contemporary issues. (Table 3.2)
- Greater than 85 percent of respondents indicated that their experiences at Ball State prepared them very well or satisfactorily to understand other cultures, the arts, gender issues, and morals and ethics. (Table 3.2)

Figure 8
Attitude Toward Ball State

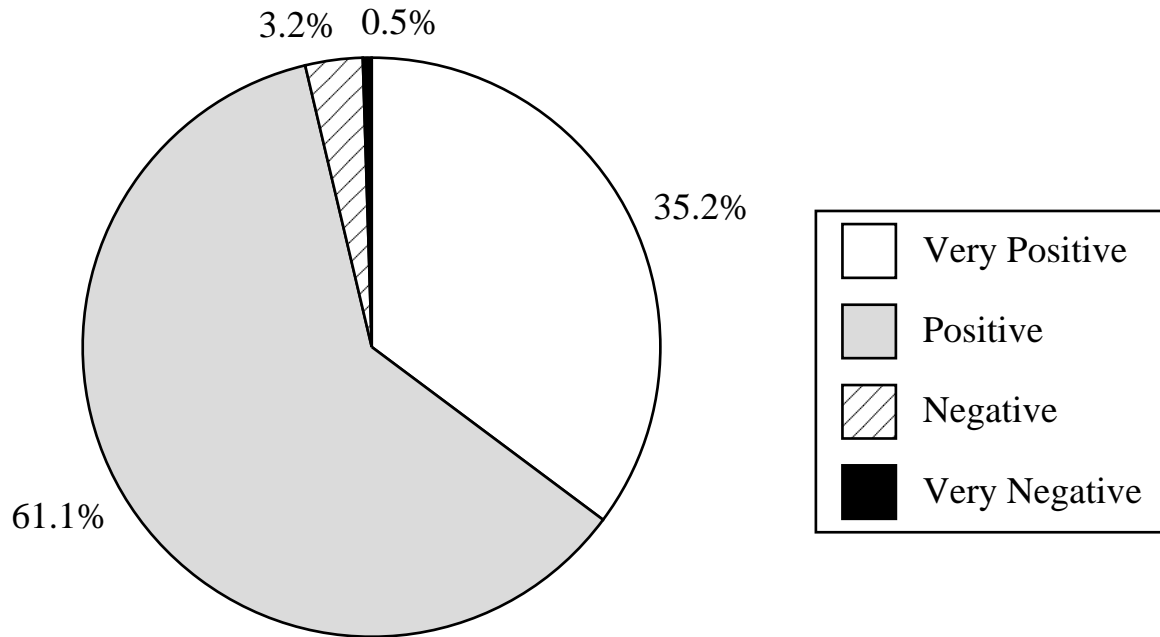


Table 3.1
Evaluation of Overall Experiences at Ball State

	<i>Rating of Growth or Preparation in Each Area</i>			<i>N</i>
	<u>Very Well</u>	<u>Satisfactorily</u>	<u>Poorly</u>	
<i>Percentages</i>				
OVERALL EVALUATION OF EXPERIENCES				
Intellectual Growth	52.5	46.1	1.4	979
Personal Growth	63.3	34.0	2.7	979
Preparation for Further Education	39.9	55.1	5.0	969
Preparation for Career	40.3	50.5	9.2	968

- About 82 percent felt they were at least satisfactorily prepared in their understanding of computer technology, racial issues, and global events.

Skills and Abilities

- The skill items with the highest percentage of responses in the “very well” prepared category included analyzing and evaluating ideas, using library resources, planning and organizing, self-reliance, and working cooperatively. At least 50 percent indicated they were very well prepared

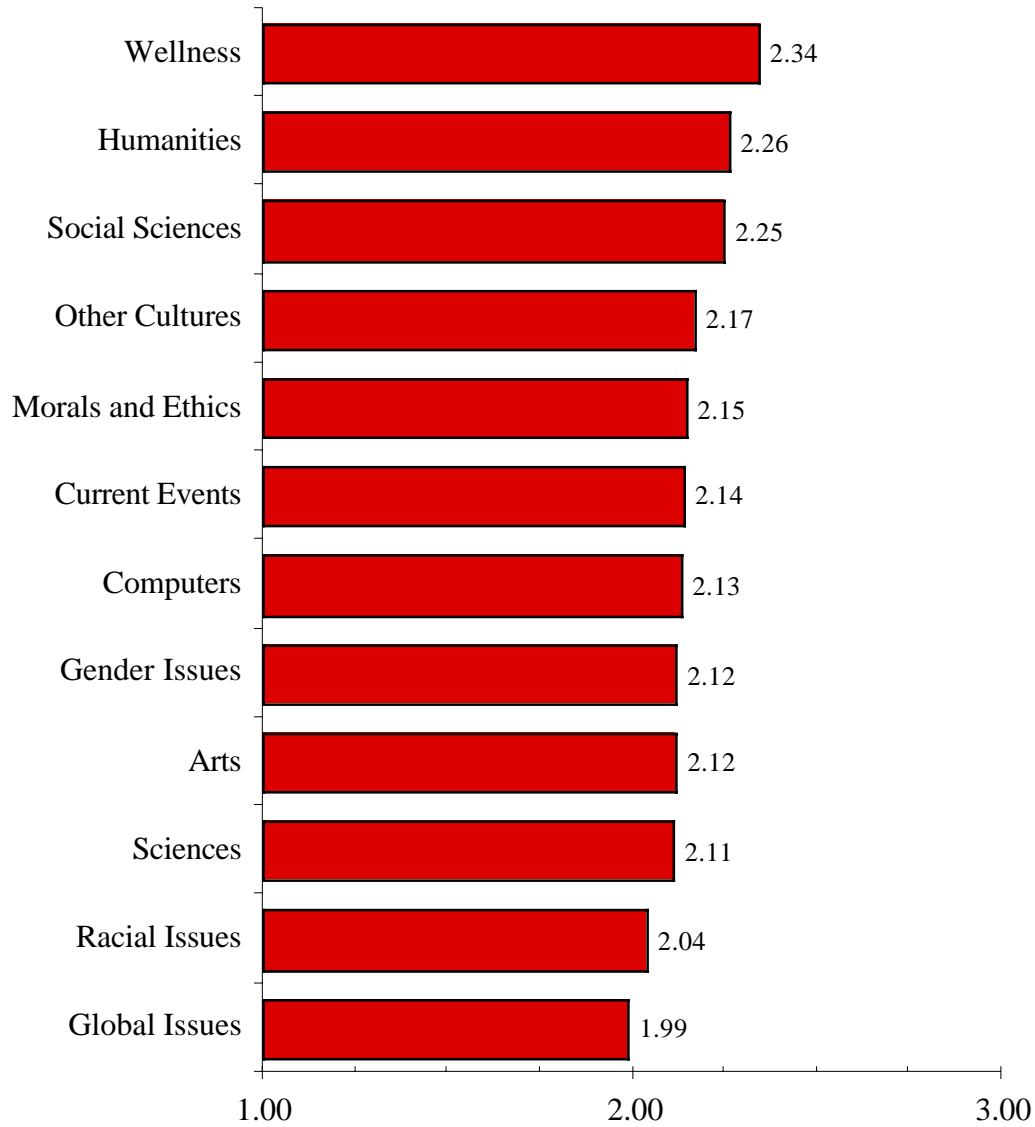
in these areas, and less than six percent indicated they were poorly prepared. (Table 3.2)

- At least 95 percent rated their preparation very well or satisfactory in the skill areas of speaking, listening, problem solving, analyzing and evaluating ideas, creative thinking, critical thinking, planning and organizing, making informed decisions, self-evaluation, self-reliance, working cooperatively, and lifelong learning. (Table 3.2)

Table 3.2
Evaluation of Experiences at Ball State

	<i>Rating of Preparation in Each Area</i>			N
	<u>Very Well</u>	<u>Satisfactorily</u>	<u>Poorly</u>	
	<i>Percentages</i>			
KNOWLEDGE AND UNDERSTANDING				
Other Cultures	28.0	60.6	11.4	974
Computer Technology	30.1	52.4	17.6	974
Wellness	37.9	58.5	3.6	976
Sciences	20.2	70.4	9.4	975
Social Sciences	29.6	65.4	5.0	973
Humanities	32.5	61.3	6.2	974
Arts	26.6	58.7	14.7	971
Gender Issues	25.3	61.6	13.1	970
Racial Issues	21.4	60.9	17.7	966
Morals and Ethics	27.2	60.9	11.9	967
Current Events and Contemporary Issues	24.4	64.8	10.8	974
Global Events	16.0	66.6	17.4	977
SKILLS AND ABILITIES				
Writing	46.9	47.9	5.1	974
Speaking	43.5	52.4	4.1	974
Listening	49.2	48.3	2.5	973
Problem Solving	49.5	48.2	2.4	974
Analyzing and Evaluating Ideas	51.9	45.9	2.3	970
Conducting Research	41.0	49.4	9.7	974
Using Library Resources	50.4	44.4	5.2	974
Using Mathematics	22.5	63.1	14.4	971
Creative Thinking	47.3	48.8	3.9	974
Critical Thinking	48.8	49.0	2.2	971
Using Computer Technology at Work	36.9	44.1	19.0	973
Providing Leadership	45.8	45.4	8.8	972
Persuading Others	33.7	56.2	10.1	971
Coping with Stress	27.5	55.2	17.3	973
Dealing with the Public	36.1	54.3	9.7	973
Managing Time	46.3	45.9	7.8	974
Planning and Organizing	52.0	43.9	4.1	973
Conflict Resolution	32.9	58.7	8.4	969
Interacting with Diverse Groups of People	39.3	50.6	10.1	974
Making Informed Decisions	45.0	53.6	1.4	972
Self-Evaluation	43.8	52.0	4.2	972
Self-Reliance	54.2	43.8	2.1	971
Working Cooperatively	54.9	42.6	2.6	975
Using New Technologies	34.0	49.6	16.4	968
Clarifying Personal Values	37.8	56.6	5.7	969
Experiencing and Responding to the Arts	27.4	56.4	16.2	970
Lifelong Learning	41.9	53.8	4.3	972
Maintaining Physical Health and Well-Being	35.1	58.5	6.4	972

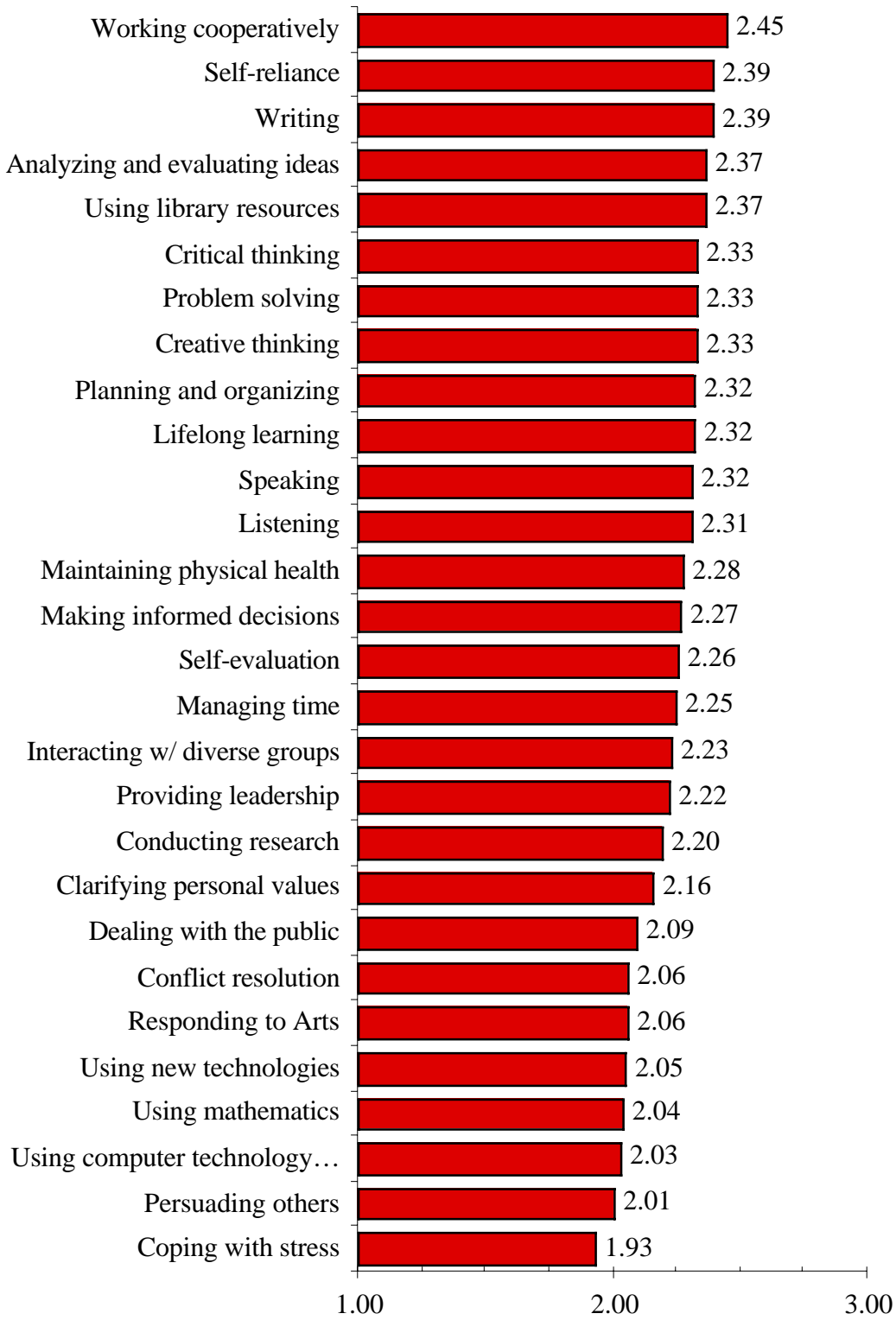
Figure 9
Mean Ratings of Preparation in Knowledge Areas*



*Where 1=Poorly, 2=Satisfactorily, and 3=Very Well

- Nearly 95 percent rated their preparation very well or satisfactory in the skill areas of writing, using library resources, clarifying personal values, and maintaining physical health and well-being. (Table 3.2)
- About nine out of ten respondents felt very well or satisfactorily prepared in conducting research, providing leadership, persuading others, dealing with the public, managing time, conflict resolution, and interacting with diverse groups of people.

Figure 10
Mean Ratings of Preparation in Skill Areas*



*Where 1=Poorly, 2=Satisfactorily, and 3=Very Well

- More than 80 percent of all respondents indicated they were very well or satisfactorily prepared in the areas of using mathematics, using computer technology at work, coping with stress, using new technologies, and experiencing and responding to the arts. (Table 3.2)
- Figures nine and ten show mean ratings for knowledge and skill areas, respectively. When rank ordered by mean, alumni were most confident of their preparation in the knowledge areas of wellness, humanities, and social sciences, and least confident in their understanding of racial and global issues. Skill areas that were rated highest include working cooperatively, self-reliance, and writing. The lowest rated skill area was “coping with stress.” (Figures 9 and 10)

Internships and Employment at Ball State

- Fifty-three percent of all respondents indicated that they participated in an internship program (53.3%), held campus employment (53.2%), or off-campus employment (52.6%), while attending Ball State. (Table 3.3)

Interaction with Faculty at Ball State

- When alumni were asked how often they met with faculty members outside of class, about 17 percent indicated that they met often, about 48 percent indicated they met occasionally, and about 35 percent indicated they met rarely or never with faculty members outside of class. (Table 3.4)

Number of Weekly Study and Work Hours

- About 55 percent of alumni reported that they studied 11 or more hours per week while attending classes at Ball State. Nearly 40 percent indicated that they studied five to ten hours per week. About five percent reported studying an average

of less than five hours per week. (Table 3.5)

- More than two-thirds of all respondents (67.0%) indicated that they typically worked 11 or more hours a week while attending classes.
- Only about 16 percent indicated that they typically did not work while attending classes. (Table 3.5)

Table 3.3
Internships and Student Employment

	<i>Percent*</i>	<i>N</i>
Internship	53.3	522
Campus Employment	53.2	521
Off-Campus Employment	52.6	515

*Percent is based on 979 valid cases. N shows the number who indicated internship or employment experience.

Table 3.4
Frequency of Interaction with Faculty

	<i>Percent</i>	<i>N</i>
Often	17.1	166
Occasionally	48.4	471
Rarely	30.7	299
Never	3.8	37
Total	100.0	973

Table 3.5
Number of Weekly Study and Work Hours at Ball State

	<i>Percent</i>	<i>N</i>
HOURS OF STUDY PER WEEK		
Not at All	.9	9
Less than 5 Hours	4.4	42
5-10 Hours	39.2	375
11-20 Hours	39.5	378
Over 20 Hours	15.9	152
Total	100.0	956
HOURS WORKED PER WEEK		
Not Employed	16.2	156
10 Hours or Less	16.8	161
11-20 Hours	43.8	421
Over 20 Hours	23.2	223
Total	100.0	961

SECTION 4

Satisfaction with Departmental Experiences

Summary Alumni were asked to indicate the degree to which they agreed or disagreed with statements about their department such as “I am satisfied with my department.” At least eighty-five percent of alumni agreed or strongly agreed they were satisfied with their department in general, as well as with teaching ability of faculty, faculty professional expertise, and fairness of grading in departmental courses. More than four out of five alumni agreed or strongly agreed they were satisfied with opportunities for interaction with departmental faculty, availability of required courses in the major, feedback from instructors, and opportunities for evaluation of classroom instruction.

Seven out of ten alumni agreed or strongly agreed that their departmental courses had prepared them for employment. More than two-thirds agreed or strongly agreed that they were satisfied with faculty advising in their department. About 61 percent agreed or strongly agreed they were satisfied with information provided about internships, practicums, or co-op experiences, opportunities to participate in internships, practicums, or co-op experiences, preparation for graduate or professional school, and opportunities to learn computer applications related to major. About 57 percent of those surveyed expressed satisfaction with opportunities to receive advice about planning a career, and opportunities to receive advice about obtaining a job. (Table 4.1)

-
- Satisfaction with the department, faculty teaching ability, and faculty professional expertise had the highest positive ratings

of all departmental items. More than 86 percent agreed or strongly agreed they were satisfied with their department, the teaching ability of faculty in their department, and with faculty professional expertise. (Table 4.1)

- At least eight out of ten respondents agreed or strongly agreed that they were satisfied with opportunities for interaction with departmental faculty (83.3%), the availability of required courses in their major (81.9%), feedback from instructors about academic progress (80.2%), and opportunities for evaluation of classroom instruction in the department (82.6%). (Table 4.1)
- Seven out of ten (70.0%) agreed or strongly agreed that their departmental courses had prepared them for employment.
- About 67 percent agreed or strongly agreed that they were satisfied with faculty advising in their department.
- At least six out of ten respondents agreed or strongly agreed that they were satisfied with information provided about internships, practicums, or co-op experiences (60.7%), opportunities to participate in internships, practicums, or co-op experiences (61.0%), preparation for graduate or professional school (61.5%), and opportunities to learn computer applications related to their major (60.8%).
- More than 55 percent of alumni agreed or strongly agreed that they were satisfied with opportunities to receive advice about planning a career (57.8%) and opportunities to receive advice about obtaining a job (56.5%). (Table 4.1)

Table 4.1
Satisfaction with Department of Major

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	<i>N</i>
	<i>Percentages</i>					
I am satisfied...						
with my department.	32.8	53.4	5.6	6.4	1.7	975
with teaching ability of faculty in my department.	36.9	51.8	5.4	4.4	1.4	973
with professional expertise of departmental faculty.	40.1	48.3	7.7	2.7	1.2	975
with opportunities for interaction with departmental faculty.	39.8	43.5	10.8	4.7	1.2	976
with the availability of required courses in my major.	34.1	47.8	7.5	8.1	2.5	976
with information provided about internships, practicums, or co-op experiences.	24.5	36.2	16.6	15.8	6.9	947
with opportunities to participate in internships, practicums, or co-op experiences.	27.9	33.1	17.6	15.0	6.5	943
that the courses in my department prepared me for employment.	28.1	41.9	15.9	8.8	5.3	960
that the courses in my department prepared me for graduate or professional school.	23.4	38.1	30.1	5.9	2.5	798
with the fairness of grading in departmental courses.	28.8	56.5	7.9	4.7	2.0	971
with feedback from instructors about my academic progress.	31.6	48.6	10.5	7.1	2.1	977
with opportunities to learn computer applications related to my major.	23.5	37.3	13.6	18.8	6.8	955
with opportunities for evaluation of classroom instruction in my department.	28.7	53.9	11.5	4.6	1.3	969
with faculty advising in my department.	27.7	39.5	13.6	12.8	6.4	971
with opportunities to receive advice about planning my career.	23.2	34.6	16.9	17.3	7.9	970
with opportunities to receive advice about obtaining a job.	22.3	34.2	18.2	17.0	8.3	960

SECTION 5

Writing, Quantitative Skills, and Computer Skills Performed on the Job

Summary At least 92 percent of all employed respondents were using writing, quantitative, or computer skills on the job. Alumni reported using a wide variety of skills in each of these areas, as summarized below.

Writing Tasks on the Job

- Memos, e-mail, and business letters were the most often cited types of writing used by alumni in the course of their employment. Seven out of ten (70.1%) employed alumni indicated that they write memos as a part of their job responsibilities, while about 62 percent reported writing electronic mail. About 52 percent indicated that they write business letters. (Table 5.1)
- Nearly one-third reported that they routinely perform proposal writing at work. About 27 percent reported writing field notes. Nineteen percent were writing research reports, 18 percent were writing promotional materials, and about 16 percent were writing product documentation. Slightly greater than 12 percent were writing sales letters and product specifications. Eleven percent reported writing sales brochures, and about five percent were writing lab reports. (Table 5.1)

Quantitative Tasks on the Job

- Eighty-three percent of all employed respondents reported using basic arithmetic skills on the job, while slightly less than one-half (48.2%) reported using decimal, fraction, and ratio skills at work. Financial calculations was the third most often used quantitative skill reported.

- More than one-third (34.0%), reported using financial calculations at work. (Table 5.2)

Table 5.1
Writing Tasks Performed on the Job

	<i>Percent</i>	<i>N</i>
WRITING TASKS		
Memos	70.1	650
Electronic Mail	62.4	578
Business Letters	52.4	486
Proposals	31.9	296
Field Notes	27.3	253
Research Reports	19.1	177
Promotional Materials	18.2	169
Product Documentation	15.7	146
Sales Letters	12.6	117
Product Specifications	12.3	114
Sales Brochures	11.0	102
Lab Reports	4.7	44
Other	27.4	254
None	4.1	38
Total*	369.4	3,424

* Percentages total to greater than 100% because alumni could chose more than one response.

Table 5.2
Quantitative Tasks Performed on the Job

	<i>Percent</i>	<i>N</i>
QUANTITATIVE TASKS		
Basic Arithmetic Skills	83.0	764
Decimal, Fraction, and Ratio Skills	48.2	444
Financial Calculations	34.0	313
Statistics	24.6	227
Algebra	23.3	215
Geometry	14.7	135
Higher Mathematics Applications	10.3	95
Other	2.3	21
None	8.0	74
Total*	248.4	2,288

* Percentages total to greater than 100% because alumni could chose more than one response.

- Less than one-fourth indicated the use of algebra (23.3%) or geometry (14.7%) on the job. About ten percent of respondents used higher mathematics applications on the job. (Table 5.2)

Computer Tasks on the Job

- About 96 percent of employed respondents reported that they used computers on the job. Word processing was the type of application most used—87 percent reported using word processing software on the job. (Table 5.3)
- E-mail and communications software were used by three out of four employed respondents (75.5%). (Table 5.3)
- Fifty-four percent of all employed respondents used spreadsheet software at work. Databases were used by 45 percent of all employed respondents, while information retrieval and graphics software were used on the job by about one-third of respondents. (Table 5.3)
- Lesser-used computer software included computer based tutorial programs (17.0%), financial analysis software (14.9%), statistics software (8.5%), programming (8.2%), and other types of software (11.3%). (Table 5.3)

Table 5.3
Computer Tasks Performed on the Job

	<i>Percent</i>	<i>N</i>
COMPUTER TASKS		
Word Processing	86.7	803
E-Mail/Communications	75.5	699
Spreadsheets	54.1	501
Database	44.5	412
Graphics	33.0	306
Information Retrieval	31.3	290
Computer Based Tutorials	17.0	157
Financial Analysis	14.9	138
Statistics	8.5	79
Programming	8.2	76
Other	11.3	105
None	3.9	36
Total*	389.0	3,602

* Percentages total to greater than 100% because alumni could chose more than one response.

SECTION 6

Comparison of Findings: 1996 through 1999

Summary In this section of the report, 1996, 1997, 1998, and 1999 alumni survey responses are compared by year to highlight similarities and differences. Tables in this section show survey items that were statistically significant when compared by year over this period. Findings are for the graduating class that concluded two years prior to the survey dates shown in the table. (Alumni received the surveys about two years after graduation.)

When compared by year, respondents held progressively more positive attitudes toward their majors. Alumni evaluations of preparation in skill and knowledge areas were generally steady from 1996 through 1998, and more favorable in 1999. Alumni in 1999 rated their preparation in most skill and knowledge areas higher than in earlier years.

For each survey report, statistical comparisons were made between academic and demographic characteristics of respondents and all alumni. For all four survey administrations shown, cumulative GPA and high school percentile rank were slightly higher among respondents than among all graduates. The 1997 through 1999 respondents were also found to score higher than the population of all eligible graduates on some achievement test scores, and had significantly higher proportions of females.

Ratings of Knowledge and Skills

- In each successive survey, respondents reported significantly higher incomes. The percentage of respondents reporting full-time incomes of at least \$30,000 has risen steadily from about 27 percent in 1996 to 41 percent in 1999. Conversely, in 1996,

nearly one-half of all respondents reported incomes of less than \$25,000. By 1999, less than 30 percent of all respondents reported an income of less than \$25,000. (Table 6.1)

- The percentage of alumni attending graduate school and involved in professional development programs varied only slightly from 1996 through 1999—the differences by year were not statistically significant. Also, there were no observed differences, by year, in the percentage of alumni who planned to eventually attend graduate school.
- Tables 6.2 and 6.3 show 32 self ratings of knowledge and skill items, respectively, that changed significantly from 1994 through 1998. Seven of these items were knowledge areas, while 25 were skills.

Table 6.1
Annual Income from Full-Time Employment: Comparison of 1996 through 1999 Respondents

	1996	1997	1998	1999
	<i>Percent</i>			
ANNUAL INCOME				
Less than \$15,000	6.4	5.4	3.9	4.4
\$15,000-\$19,999	14.4	10.2	9.3	7.4
\$20,000-\$24,999	26.4	24.5	23.5	17.8
\$25,000-\$29,999	25.5	29.5	27.2	29.4
\$30,000-\$34,999	13.6	15.0	17.2	19.9
\$35,000-\$39,999	6.8	6.9	8.0	9.0
\$40,000 or more	6.9	8.4	10.9	12.1
N	1401	1105	940	849

Table 6.2
Alumni Evaluation of Knowledge Items
Comparison of 1996, 1997, 1998, and 1999 Responses*

	<i>Percentage Rating Preparation in Each Area</i>			N
	Very Well	Satisfactorily	Poorly	
Other Cultures				
1999	28.0	60.6	11.4	974
1998	22.3	64.4	13.3	1115
1997	24.1	61.6	14.3	1334
1996	21.4	64.2	14.3	1666
Social Sciences				
1999	29.6	65.4	5.0	973
1998	24.8	69.0	6.1	1108
1997	22.8	70.5	6.7	1326
1996	23.3	71.1	5.5	1658
Humanities				
1999	32.5	61.3	6.2	974
1998	27.0	67.0	6.0	1101
1997	25.1	68.3	6.6	1329
1996	26.6	67.6	5.9	1655
The Arts				
1999	26.6	58.7	14.7	971
1998	22.2	63.4	14.4	1108
1997	21.3	62.0	16.7	1328
1996	20.4	61.6	18.0	1662
Gender Issues				
1999	25.3	61.6	13.1	970
1998	17.8	65.5	16.7	1110
1997	18.2	64.2	17.6	1329
1996	18.1	64.8	17.2	1654
Racial Issues				
1999	21.4	60.9	17.7	966
1998	18.4	62.4	19.3	1111
1997	16.2	62.9	20.9	1330
1996	16.8	63.2	20.0	1654
Morals and Ethics				
1999	27.2	60.9	11.9	967
1998	22.1	61.3	16.7	1105
1997	20.9	62.6	16.5	1328
1996	22.4	62.7	14.9	1647

* Differences are statistically significant. ($p \leq .05$)

Table 6.3
Alumni Evaluation of Skill Items
Comparison of 1996, 1997, 1998, and 1999 Responses*

	<i>Percentage Rating Preparation in Each Area</i>			N
	Very Well	Satisfactorily	Poorly	
Speaking				
1999	43.5	52.4	4.1	974
1998	37.9	55.8	6.3	1114
1997	41.3	52.1	6.6	1326
1996	41.6	52.8	5.6	1664
Listening				
1999	49.2	48.3	2.5	973
1998	37.3	56.6	6.2	1114
1997	40.0	53.8	6.3	1326
1996	39.9	55.0	5.1	1663
Problem Solving				
1999	49.5	48.2	2.4	974
1998	39.5	54.0	6.5	1111
1997	40.4	54.1	5.5	1322
1996	39.7	54.8	5.5	1661
Analyzing and Evaluating Ideas				
1999	51.9	45.9	2.3	970
1998	41.9	53.2	4.9	1109
1997	40.8	54.9	4.2	1325
1996	41.9	53.7	4.3	1660
Conducting Research				
1999	41.0	49.4	9.7	974
1998	34.9	49.7	15.4	1111
1997	31.6	54.2	14.2	1319
1996	34.2	51.5	14.3	1655
Using Library Resources				
1999	50.4	44.4	5.2	974
1998	45.2	46.6	8.2	1115
1997	43.8	47.8	8.3	1323
1996	46.8	45.6	7.5	1661
Creative Thinking				
1999	47.3	48.8	3.9	974
1998	40.3	52.1	7.5	1113
1997	40.0	53.3	6.7	1326
1996	42.0	51.8	6.2	1657

Table 6.3 (Continued)
Alumni Evaluation of Skill Items
Comparison of 1996, 1997, 1998, and 1999 Responses*

	<i>Percentage Rating Preparation in Each Area</i>			N
	Very Well	Satisfactorily	Poorly	
Critical Thinking				
1999	48.8	49.0	2.2	971
1998	38.8	55.6	5.6	1112
1997	40.4	53.5	6.1	1321
1996	37.3	56.6	6.1	1658
Using Computers at Work				
1999	36.9	44.1	19.0	973
1998	27.8	47.3	24.9	1111
1997	30.4	46.6	23.0	1324
1996	32.3	44.8	23.0	1658
Providing Leadership				
1999	45.8	45.4	8.8	972
1998	35.6	50.9	13.4	1109
1997	34.9	52.1	13.0	1324
1996	34.5	53.6	11.9	1658
Persuading Others				
1999	33.7	56.2	10.1	971
1998	19.3	62.1	18.6	1104
1997	22.5	58.9	18.6	1320
1996	21.7	61.0	17.3	1658
Coping with Stress				
1999	27.5	55.2	17.3	973
1998	19.9	53.7	26.4	1108
1997	19.5	52.2	28.3	1316
1996	20.7	53.0	26.3	1656
Dealing with the Public				
1999	36.1	54.3	9.7	973
1998	27.1	55.1	17.9	1109
1997	25.3	55.6	19.1	1316
1996	29.5	54.8	15.7	1656
Managing Time				
1999	46.3	45.9	7.8	974
1998	38.0	49.3	12.7	1110
1997	37.2	48.5	14.3	1323
1996	37.4	50.2	12.3	1656

Table 6.3 (Continued)
Alumni Evaluation of Skill Items
Comparison of 1996, 1997, 1998, and 1999 Responses*

	<i>Percentage Rating Preparation in Each Area</i>			N
	Very Well	Satisfactorily	Poorly	
Planning and Organizing				
1999	52.0	43.9	4.1	973
1998	41.7	49.0	9.4	1109
1997	42.7	47.7	9.6	1325
1996	41.6	50.4	8.0	1658
Conflict Resolution				
1999	32.9	58.7	8.4	969
1998	23.8	58.7	17.5	1102
1997	23.1	60.2	16.6	1322
1996	21.4	63.4	15.2	1652
Interacting with Diverse Groups of People				
1999	39.3	50.6	10.1	974
1998	35.5	51.8	12.7	1108
1997	35.1	51.4	13.4	1324
1996	35.6	49.7	14.7	1655
Making Informed Decisions				
1999	45.0	53.6	1.4	972
1998	32.1	62.4	5.5	1108
1997	33.9	60.5	5.6	1320
1996	34.1	61.6	4.2	1652
Self Evaluation				
1999	43.8	52.0	4.2	972
1998	34.8	56.5	8.7	1112
1997	32.4	58.7	8.9	1321
1996	30.2	60.1	9.7	1655
Self-Reliance				
1999	54.2	43.8	2.1	971
1998	44.4	50.8	4.9	1109
1997	44.5	50.1	5.4	1321
1996	44.3	50.3	5.4	1655
Working Cooperatively				
1999	54.9	42.6	2.6	975
1998	48.1	48.7	3.2	1112
1997	47.7	48.7	3.6	1322
1996	49.3	46.5	4.2	1658

Table 6.3 (Continued)
Alumni Evaluation of Skill Items
Comparison of 1996, 1997, 1998, and 1999 Responses*

	<i>Percentage Rating Preparation in Each Area</i>			N
	Very Well	Satisfactorily	Poorly	
Using New Technologies				
1999	34.0	49.6	16.4	968
1998	27.5	50.1	22.4	1104
1997	27.0	51.3	21.7	1318
1996	27.0	52.3	20.7	1652
Clarifying Personal Values				
1999	37.8	56.6	5.7	969
1998	27.3	60.9	11.8	1106
1997	25.6	59.7	14.7	1314
1996	25.5	62.2	12.3	1651
Experiencing and Responding to the Arts				
1999	27.4	56.4	16.2	970
1998	23.9	58.3	17.8	1110
1997	21.8	55.3	22.9	1317
1996	20.4	57.2	22.5	1656
Lifelong Learning				
1999	41.9	53.8	4.3	972
1998	38.8	54.6	6.6	1113
1997	37.6	54.7	7.7	1319
1996	37.5	56.1	6.4	1654

* Differences are statistically significant. ($p \leq .05$)

- On several items, later graduates rated their preparation in the knowledge items of Table 6.2 more positively than did earlier graduates, with 1999 graduates being the most confident on all seven items.
- The percentage of alumni who indicated they were very well prepared to understand other cultures, social sciences, humanities, the arts, gender issues, racial issues, and morals and ethics, increased about five to seven percentage points from a low in 1996 or 1997 to a high in 1999.
- The percentage of respondents who indicated they felt very well prepared in understanding other cultures, social sciences, the arts, and morals and ethics increased from about 20 to 22 percent in 1996 to about 27 to 29 percent in 1999.
- Respondents in 1999 rated all skills items more favorably than did respondents in earlier years. Generally, ratings of skill areas remained fairly steady from 1996 through 1998, and increased in 1999.
- The percentage of alumni who felt very well prepared in skill areas such as

listening, problem solving, analyzing and evaluating ideas, critical thinking, providing leadership, persuading others, planning and organizing, making informed decisions, and clarifying personal values increased at least ten percentage points from 1998 to 1999.

- The percentage of alumni who felt very well prepared using a computer at work increased about nine percentage points from 1998 to 1999.

Table 6.4
Satisfaction with Department of Major
Comparison of 1996, 1997, 1998, and 1999 Responses*

	<i>Year</i>	<i>Percentages</i>					<i>N</i>
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
I am satisfied...							
with information provided about internships, practicums, or co-op experiences.	1999	24.5	36.2	16.6	15.8	6.9	947
	1998	21.8	35.2	17.0	17.8	8.2	1063
	1997	21.6	33.8	18.1	19.2	7.2	1252
	1996	20.3	32.2	17.7	21.8	8.2	1580
with opportunities to participate in internships, practicums, or co-op experiences.	1999	27.9	33.1	17.6	15.0	6.5	943
	1998	26.2	32.7	17.8	15.3	7.9	1048
	1997	26.0	31.4	19.2	16.6	6.8	1246
	1996	23.7	31.0	17.6	20.1	7.6	1579
with opportunities to learn computer applications related to my major.†	1999	23.5	37.3	13.6	18.8	6.8	955
	1998	22.3	33.5	14.6	19.5	10.1	1085
	1997	18.5	32.5	15.5	23.7	9.7	1294
	1996	18.2	35.5	14.3	21.6	10.4	1631
with opportunities for evaluation of classroom instruction.	1999	28.7	53.9	11.5	4.6	1.3	969
	1998	28.1	49.0	13.1	7.4	2.3	1105
	1997	26.5	51.3	13.8	6.4	2.1	1315
	1996	24.8	53.8	13.6	6.2	1.6	1642
with opportunities to receive advice about planning my career.††	1999	23.2	34.6	16.9	17.3	7.9	970
	1998	19.9	34.8	19.3	17.9	8.2	1098
	1997	13.9	27.6	22.1	24.6	11.7	1278
	1996	13.6	26.4	20.2	27.6	12.3	1608
with opportunities to receive advice about obtaining a job.†††	1999	22.3	34.2	18.2	17.0	8.3	960
	1998	18.5	31.8	19.3	20.8	9.6	1084
	1997	9.3	20.1	21.1	27.7	21.8	1179
	1996	8.8	18.1	20.3	30.4	22.4	1476

* Differences are statistically significant. ($p \leq .05$)

† Wording in 1996 and 1997 was “with computer training for my career.”

†† Wording in 1996 and 1997 was “with departmental assistance in planning my career.”

††† Wording in 1996 and 1997 was “with departmental assistance in obtaining a job.”

Satisfaction with Department of Major

- Six items about satisfaction with departmental experiences changed significantly over the most recent four years of the survey. With few exceptions, respondents evaluated these items more favorably from year to year.
- All items were rated most favorably in 1999, however, the wording of three of these items was revised in 1998. (As indicated in the footnote for Table 6.4.)
- Satisfaction with information about internships as well as the opportunities to participate in internships, (and practicums and co-op experiences) increased steadily from about 53 to 54 percent satisfied or very satisfied in 1996 to about 61 percent satisfied or very satisfied in 1999. (Table 6.4)
- The percentage of alumni respondents who were satisfied or very satisfied with opportunities to learn computer applications related to their major increased from a bare majority in 1996 and 1997 to greater than 60 percent by 1999. (The wording was changed slightly in 1998, as indicated in Table 6.4.)
- About 40 to 42 percent agreed or strongly agreed that they were satisfied with “departmental assistance in planning my career” in 1996 and 1997. With new wording in 1998, well over one-half agreed or strongly agreed in 1998 and 1999 that they were satisfied with “opportunities to receive advice about planning my career.”
- While less than 30 percent agreed or strongly agreed that they were satisfied with “departmental assistance in obtaining a job” in 1996 and 1997, more than one-half agreed or strongly agreed in 1998 and 1999 that they were satisfied with “opportunities to receive advice about obtaining a job.”

SECTION 7

Panel Comparison of 1999 Alumni and 1997 Senior Survey Responses

Summary The Ball State Senior Survey, administered to graduating seniors each spring, has several questionnaire items in common with the Ball State Alumni Survey. In addition, both surveys are conducted in much the same manner—via direct mail. Data from the 1999 Ball State Alumni Survey were matched with data from the 1997 Ball State Senior Survey. Four hundred and twelve (412) graduates (about 42 percent of the 1999 alumni respondents) were found to have taken both surveys, forming a panel of respondents. Using the panel, responses from the same graduates were compared at two different

points in time. Responses to items in the knowledge and skills section, departmental items, and some general questions about Ball State were available from both surveys, and are compared in this section of the report.

Where differences were observed, alumni were generally more likely to indicate they were “satisfactorily” prepared in skills and knowledge areas while seniors were more likely to indicate they were “very well” or “poorly” prepared. However, panel members held more favorable attitudes toward the university, and some aspects of their majors, as alumni than they did as seniors.

Figure 11

Attitude Toward Ball State Among Panel Members as Seniors and as Alumni*

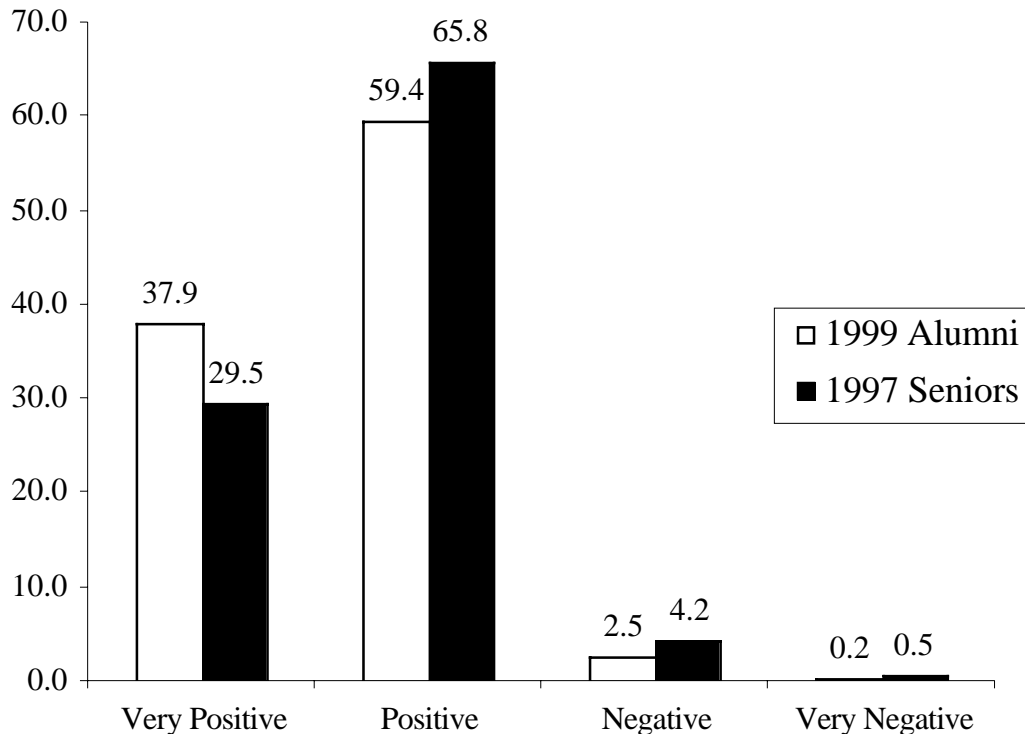


Table 7.1
Panel Comparison of Knowledge Items: Percentage Distributions*

	<i>Percentage Rating Preparation in Each Area</i>			
	Very Well	Satisfactorily	Poorly	N
Understanding Other Cultures				
Alumni	27.5	62.9	9.6	407
Seniors	30.5	51.1	18.4	407
Understanding Computer Technology				
Alumni	30.0	54.1	16.0	407
Seniors	43.0	40.8	16.2	407
Understanding Wellness				
Alumni	33.8	63.5	2.7	408
Seniors	40.6	54.2	5.2	406
Understanding the Sciences				
Alumni	18.6	72.9	8.6	409
Seniors	23.6	64.6	11.8	407
Understanding the Social Sciences				
Alumni	30.8	65.8	3.4	406
Seniors	31.9	60.2	7.9	407
Understanding the Arts				
Alumni	30.4	56.3	13.3	405
Seniors	30.2	48.9	20.9	407
Understanding Gender Issues				
Alumni	27.0	63.2	9.8	408
Seniors	29.9	53.9	16.2	408
Understanding Racial Issues				
Alumni	21.4	61.2	17.4	407
Seniors	25.6	51.7	22.7	406
Understanding Morals and Ethics				
Alumni	28.1	63.3	8.6	406
Seniors	34.3	52.0	13.7	408
Understanding Current Events and Contemporary Issues				
Alumni	24.2	66.0	9.8	409
Seniors	28.8	56.2	15.0	406
Understanding Global Events				
Alumni	17.6	65.8	16.6	409
Seniors	18.2	57.4	24.4	406

* Differences are statistically significant. (p≤.05)

- Respondents held more favorable attitudes toward the university as alumni than they did as seniors. Several panelists changed their ratings from “positive” as seniors to “very positive” as alumni. More than 95 percent of panel members held a positive or very positive attitude toward the university both as seniors and as alumni. (Figure 11)
- As alumni, panel members were more likely to rate preparation in knowledge areas “satisfactorily,” while as seniors,

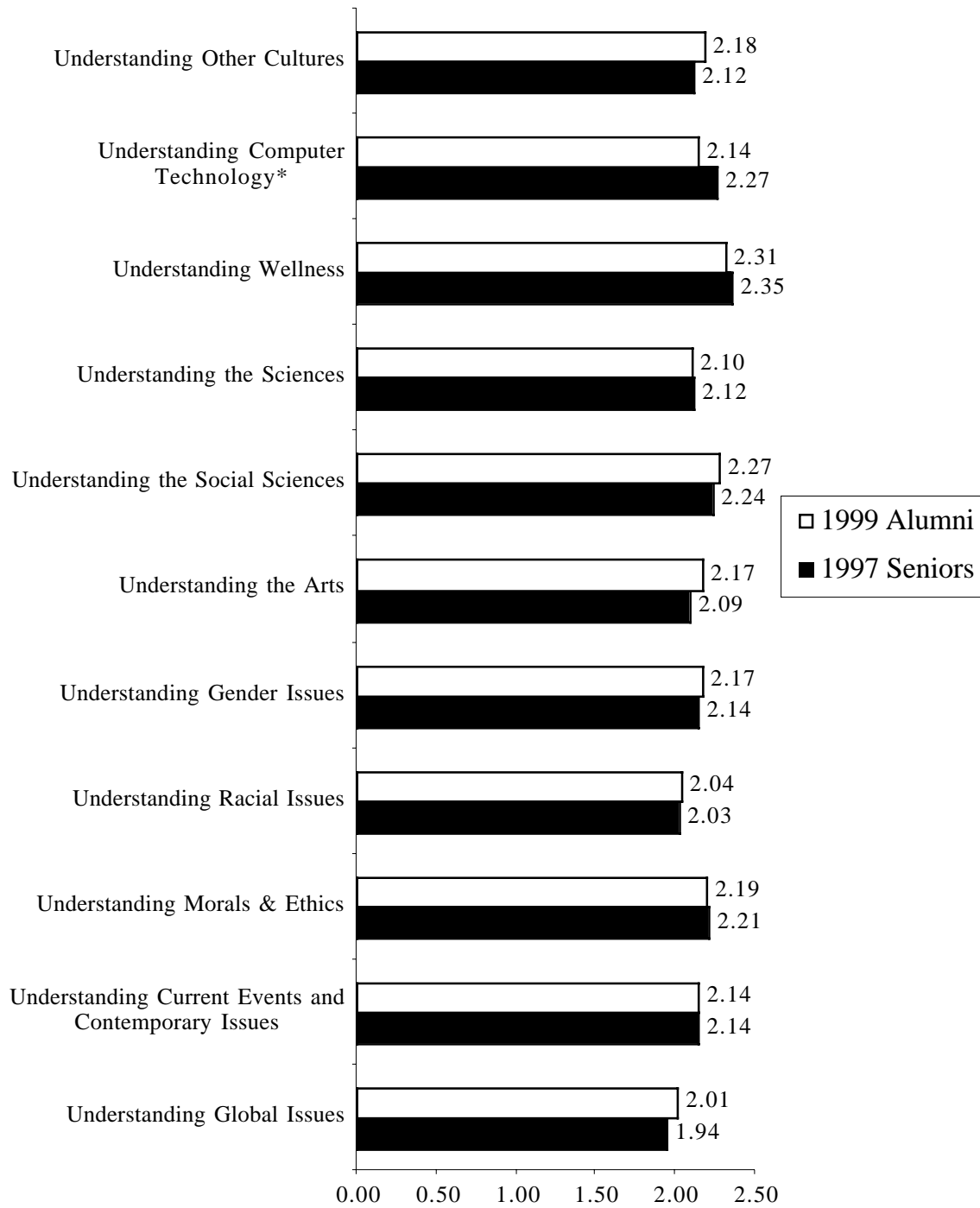
they were somewhat more likely to indicate that they were “very well” or “poorly” prepared. (Table 7.1)

- Panel members were considerably more likely to rate their preparation in understanding computer technology “very well” as seniors than as alumni. (Table 7.1)
- All knowledge items listed in Table 7.1 were statistically significant when compared using the chi square test of statistical significance. However, understanding computer technology was the only knowledge item where the difference in means was statistically significant.
- Seniors rated some skills and abilities higher than did alumni. Primarily, respondents were more likely as seniors to indicate they were “very well” prepared. By the time of the alumni survey, some of those who had previously rated their preparation “very well” had lowered their rating to “satisfactory.” (Table 7.2)
- While there was no difference in the percentage of seniors and alumni who indicated they were very well prepared to cope with stress, alumni were much less likely than seniors to indicate that they were “poorly” prepared. (Table 7.2)
- All skill items listed in Table 7.2 and Figure 13 were statistically significant when compared using the chi square test of statistical significance.
- Five ratings of skill items were statistically significant when means were compared. (Figure 13) The mean rating of using mathematics was significantly higher among panel members as alumni than as seniors. As seniors, panel

members rated their skills of critical thinking, using computer technology at work, working cooperatively, and using new technologies significantly higher than they did as alumni. (Figure 13)

- When compared with seniors, alumni held higher levels of satisfaction toward six aspects of their majors, as indicated in Table 7.3. As alumni, panel members were more satisfied than they were as seniors with the teaching ability of faculty, availability of required courses, opportunities to learn computer applications, opportunities to evaluate classroom instruction, opportunities to receive advice about planning a career, and opportunities to receive advice about obtaining a job. The wording of three items varied. The alumni survey wording is shown in Table 7.3. These items on the 1997 Ball State Senior Survey read as “computer training for my career,” “departmental assistance in planning my career,” and “departmental assistance in obtaining a job.”
- Differences in mean ratings of departmental items were statistically significant for all items except the teaching ability of faculty—mean ratings as alumni were significantly higher than those as seniors on all other items shown in Figure 14. (Wording was modified on three of these items—see above.)
- The responses of panelists, both as seniors and as alumni, were very similar to those of all respondents to the 1997 senior survey and the 1999 alumni survey.

Figure 12
Panel Comparison of Selected Knowledge Items: Means*



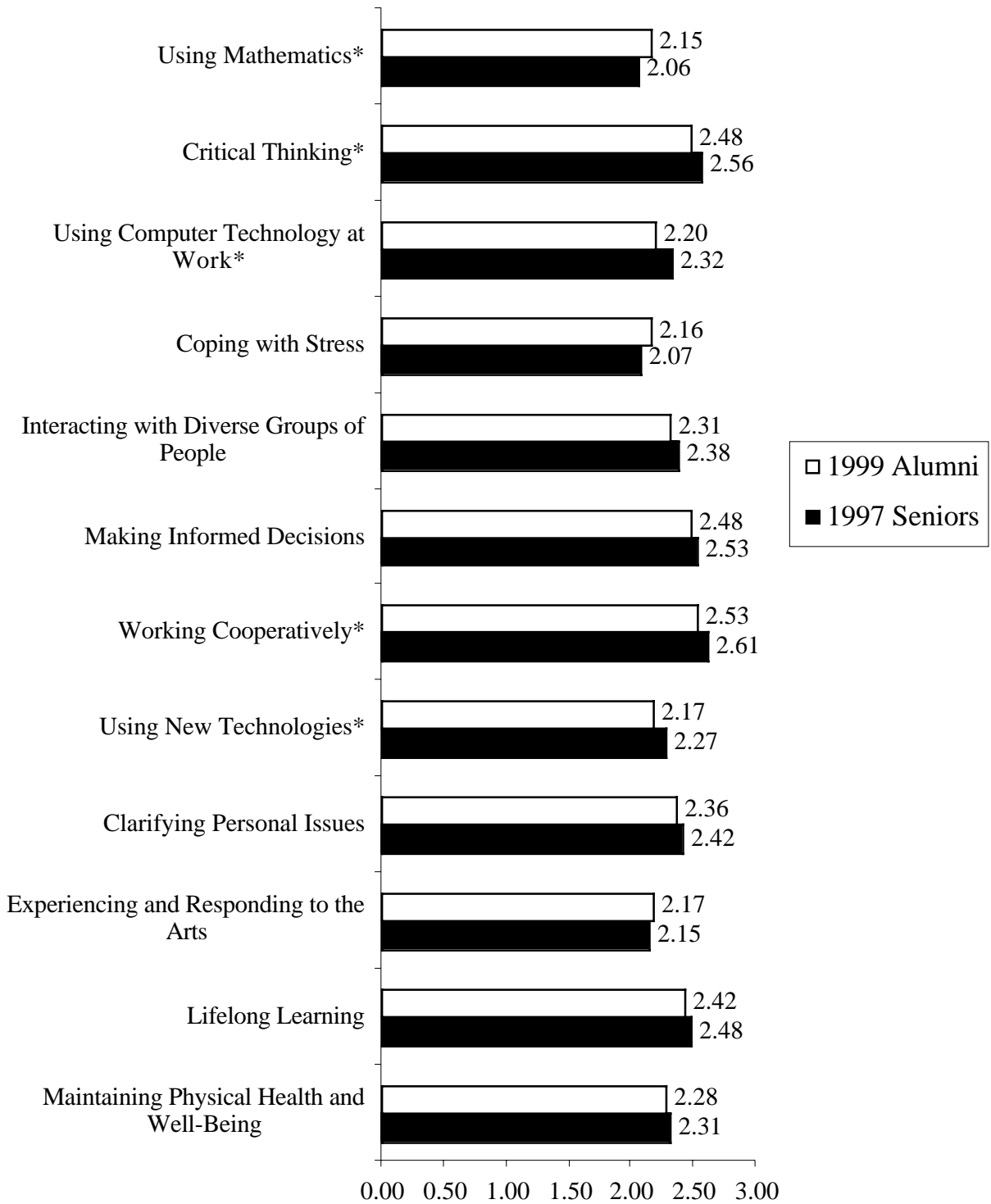
* Mean differences are statistically significant. ($p \leq .05$)
 Preparation Scale: 1=Poorly, 2=Satisfactorily, and 3=Very Well

Table 7.2**Panel Comparison of Skills Items: Percentage Distributions***

		<i>Percentage Rating Preparation in Each Area</i>			
		Very Well	Satisfactorily	Poorly	N
Using Mathematics	Alumni	26.0	63.5	10.5	408
	Seniors	24.2	57.3	18.5	405
Critical Thinking	Alumni	50.4	47.7	2.0	409
	Seniors	56.5	43.2	0.2	405
Using Computer Technology at Work	Alumni	37.5	44.9	17.6	408
	Seniors	48.9	34.6	16.5	405
Coping with Stress	Alumni	29.2	57.5	13.3	407
	Seniors	29.6	47.9	22.5	405
Interacting with Diverse Groups of People	Alumni	39.1	52.8	8.1	409
	Seniors	49.9	38.1	12.0	407
Making Informed Decisions	Alumni	48.3	51.0	0.7	408
	Seniors	54.8	43.2	2.0	405
Working Cooperatively	Alumni	55.3	42.3	2.4	409
	Seniors	63.5	33.8	2.7	405
Using New Technologies	Alumni	33.3	51.0	15.8	406
	Seniors	42.2	43.0	14.8	405
Clarifying Personal Values	Alumni	39.6	57.2	3.2	409
	Seniors	47.5	46.8	5.7	406
Experiencing and Responding to the Arts	Alumni	31.0	55.3	13.8	407
	Seniors	35.2	44.1	20.7	406
Lifelong Learning	Alumni	44.2	53.8	2.0	407
	Seniors	52.2	43.6	4.2	406
Maintaining Physical Health and Well-Being	Alumni	32.0	63.7	4.4	410
	Seniors	39.2	52.5	8.4	406

* Differences are statistically significant. ($p \leq .05$)

Figure 13
Panel Comparison of Selected Skills Items: Means*



* Mean differences are statistically significant. ($p \leq .05$)
 Preparation Scale: 1=Poorly, 2=Satisfactorily, and 3=Very Well

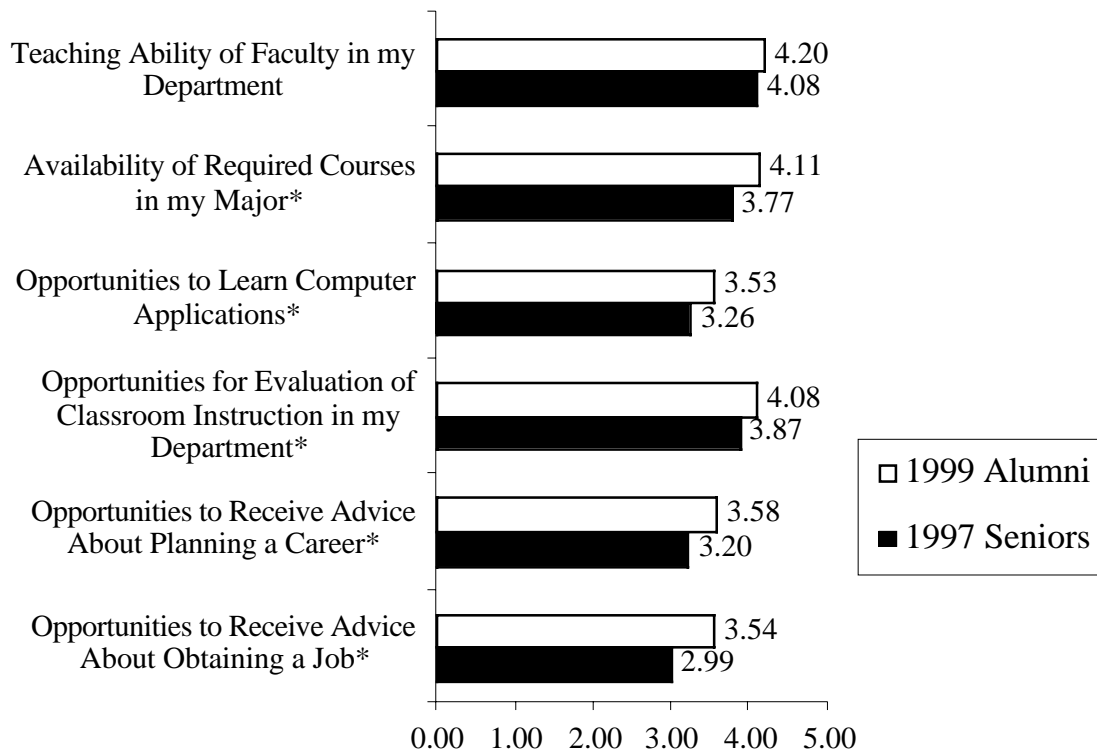
Table 7.3
Panel Comparison of Satisfaction with Major: Percentage Distributions*

	<i>Survey</i>	<i>Percentages</i>					<i>N</i>
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
I am satisfied...							
with the teaching ability of faculty in my department.	Alumni	37.3	52.6	4.0	4.7	1.5	405
	Senior	37.2	45.0	8.3	7.3	2.2	409
with the availability of required courses in my major.	Alumni	38.3	45.2	7.4	7.4	1.7	407
	Senior	23.4	51.0	8.8	12.9	3.9	410
with opportunities to learn computer application related to my major.†	Alumni	23.7	37.5	13.9	18.1	6.8	397
	Senior	18.5	32.3	13.8	27.3	8.3	400
with opportunities for evaluation of classroom instruction in my department.	Alumni	30.0	54.2	10.4	4.7	0.7	404
	Senior	23.8	53.1	11.5	9.1	2.5	407
with opportunities to receive advice about planning my career.†	Alumni	26.3	35.2	14.6	17.9	6.0	403
	Senior	16.0	28.9	21.8	25.6	7.6	394
with opportunities to receive advice about obtaining a job.†	Alumni	24.8	35.3	15.8	17.0	7.0	399
	Senior	12.1	22.8	27.2	27.4	10.5	372

* Differences are statistically significant. ($p \leq .05$)

† Revised alumni survey wording is shown—see text for details.

Figure 14
Panel Comparison of Selected Departmental Items: Means*



* Mean differences are statistically significant. ($p \leq .05$)
 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree

SECTION 8

Summary and Discussion

The Office of Academic Assessment and the Alumni Survey Steering Committee conducted this project to provide information about alumni attitudes toward Ball State and its programs. The project is part of an overall assessment plan and is coordinated with other assessment projects.

The subject group for this study was chosen so that respondents would not be too far removed from their experiences at Ball State, but would also have ample time to have begun careers. To meet these objectives, alumni who graduated approximately two years prior to the survey date were chosen. The 1999 survey was the sixth administration.

The surveys show that about 79 percent of graduates with full-time jobs are finding satisfactory employment in positions related to their educational pursuits. About 85 percent are finding employment in Indiana or neighboring states, and 65 percent of all new employment reported on the survey is found prior to graduation or within three months after graduation.

Fifteen percent of all respondents were enrolled in graduate or professional degree programs, and 13 percent had completed an additional degree or certification program.

A three point scale was used to elicit alumni attitudes toward the acquisition of

skills and knowledge. Alumni were asked whether their needs were met very well, satisfactorily, or poorly in areas such as general education, computer skills, speaking, and writing. Respondents were instructed to consider all activities they participated in at Ball State, including those outside the classroom.

Where differences occurred, alumni in 1999 were more satisfied with their majors, and more confident of their preparation in knowledge and skill areas than were respondents on three prior administrations of the survey.

About 42 percent of the respondents also took the *1997 Ball State Senior Survey*. Alumni in this group held considerably more favorable attitudes toward the university and some aspects of their major departments than they did as seniors.

Generally, findings about skills and knowledge areas were very positive. Departmental findings were also very supportive of the University's mission as a premiere teaching institution.

It is hoped that findings from these and other surveys will generate constructive discussion throughout campus. Additional information from this survey is available upon request.

APPENDIX A

1999 Ball State Alumni Survey

1999 Ball State Alumni Survey

Please read the instructions carefully for each section. In particular, pay attention to *italicized words*. If a question does not apply to you, simply skip it and go on. Your answers will be held strictly confidential. Your participation is important, and is greatly appreciated. Thank you.

Section I Career and Educational Experiences Since Graduation
--

Section I is about your current activities in the areas of employment and further education.

Current Employment

1. What is your *current* employment status? (*Please refer to your principal employment—check only one.*)
 Employed full-time
 Employed part-time
 Graduate assistantship, fellowship, or student employment
 Not employed (*Please indicate the reason in the blank, then skip to Further Education question #1.*) _____

2. What is your current occupation? (*Please be descriptive and specific.*)

3. In which state are you currently working? (*Please use the 2-letter abbreviation.*)

--	--

4. How long did it take you to find your *first* full-time job after graduation?

<input type="checkbox"/> Held job before graduation	<input type="checkbox"/> 3 to 6 months after graduation
<input type="checkbox"/> Secured job before graduation	<input type="checkbox"/> More than 6 months after graduation
<input type="checkbox"/> Within 3 months of graduation	<input type="checkbox"/> I have not held a full-time job since graduation.

5. Was a 4-year college degree required in order to obtain your current job? Yes No

6. Would you describe your employment as:

<input type="checkbox"/> In area of BSU major (<i>Skip to question #8.</i>)	<input type="checkbox"/> In area not related to BSU major
<input type="checkbox"/> In area related to BSU major (<i>Skip to question #8.</i>)	

7. What is the main reason you are working in an area not related to your major at Ball State?

<input type="checkbox"/> Never planned to work in my field	<input type="checkbox"/> Could not find a job I wanted
<input type="checkbox"/> Developed a new career interest	<input type="checkbox"/> Would have to relocate for a job in my field
<input type="checkbox"/> Better pay	<input type="checkbox"/> Better opportunity for advancement
<input type="checkbox"/> Other _____	<input type="checkbox"/> I have not obtained licensure, registration, or certification required for my field.

8. How satisfied are you with your *current* employment?
 Very Satisfied Satisfied Dissatisfied Very Dissatisfied

9. Which one category *best* describes the type of organization in which you work?

- | | |
|---|--|
| <input type="checkbox"/> Education | <input type="checkbox"/> Wholesale / retail trade |
| <input type="checkbox"/> Government (not education) | <input type="checkbox"/> Transportation / public utilities |
| <input type="checkbox"/> Health care | <input type="checkbox"/> Finance / insurance / real estate |
| <input type="checkbox"/> Media (radio, TV, print) | <input type="checkbox"/> Social services |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Other _____ |

10. What is your annual income (before taxes) from your primary job (*indicated in question #2 above*)? (*We realize this is a personal question, but your willingness to answer helps us learn what graduates can expect to earn. Individual responses will be kept strictly confidential.*)

- | | |
|---|---|
| <input type="checkbox"/> Less than \$15,000 | <input type="checkbox"/> \$35,000 to \$39,999 |
| <input type="checkbox"/> \$15,000 to \$19,999 | <input type="checkbox"/> \$40,000 to \$44,999 |
| <input type="checkbox"/> \$20,000 to \$24,999 | <input type="checkbox"/> \$45,000 to \$49,999 |
| <input type="checkbox"/> \$25,000 to \$29,999 | <input type="checkbox"/> \$50,000 to \$59,999 |
| <input type="checkbox"/> \$30,000 to \$34,999 | <input type="checkbox"/> Over \$60,000 |

Further Education

1. Since graduating in 1996-97, have you *completed* any additional degree or certification program? If so, please indicate the field of study. If a degree program, please indicate the degree. (e.g. MA, BA...)

- No Yes (field of study) _____ Degree _____

2. What best describes your *current* educational activities? (*Check only one.*)

- Enrolled in a master's degree program
 Enrolled in a doctoral degree program (other than medical, dental or legal)
 Enrolled in or admitted to a professional degree program (medical, dental, legal)
 Enrolled in another undergraduate degree program
 Taking one or more college courses
 Taking professional development courses (not necessarily college courses)
 Not taking any courses (*Skip to question #5.*)
 Other _____

3. If currently enrolled, indicate your field of study in the space below. (*For example, political science, photography, nursing, etc.*)

4. If enrolled in school, are you currently enrolled: full-time part-time

5. Do you plan eventually to... (*Check all that apply. Include your current degree objectives.*)

- | | |
|--|---|
| <input type="checkbox"/> obtain a graduate or professional degree? | <input type="checkbox"/> obtain another bachelor's degree? |
| <input type="checkbox"/> obtain certification through college course work? | <input type="checkbox"/> take professional development courses? (not necessarily college courses) |
| <input type="checkbox"/> obtain certification through non-college work? | |
| <input type="checkbox"/> take some additional college courses? | <input type="checkbox"/> I have no plans to continue my education. |

Section II Ball State Experiences
--

Attitude toward Ball State

1. What is your general attitude toward Ball State?
 Very Positive Positive Negative Very Negative

2. Overall, how did your experiences at Ball State meet your needs in the following areas?

	Very Well	Satisfactorily	Poorly
Intellectual growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for further education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Would you recommend Ball State to someone who wanted to major in your field?
 Yes No Don't know

Knowledge and Understanding

Please indicate how well *your* experiences at Ball State helped further your understanding in the following areas. (*Consider all activities that you participated in at Ball State, including those outside the classroom.*)

4. *How well did your experiences at Ball State help you to understand the following areas?*

	<i>Very Well</i>	<i>Satisfactorily</i>	<i>Poorly</i>
Other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The social sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The humanities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morals and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current events and contemporary issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skills and Abilities

Please indicate how well *your* experiences at Ball State prepared you in the following skill and ability areas. (*Consider all activities that you participated in at Ball State, including those outside the classroom.*)

5. *How well did your experiences at Ball State prepare you in these areas?*

	<i>Very Well</i>	<i>Satisfactorily</i>	<i>Poorly</i>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing and evaluating ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using library resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using computer technology at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persuading others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coping with stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with the public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting with diverse groups of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making informed decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-reliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working cooperatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using new technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarifying personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiencing and responding to the arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifelong learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining physical health and well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section III
Background Information**

1. While you were a student at Ball State, were you mainly enrolled full-time or part-time?
 Full-time Part-time

2. Did you participate in any of the following activities while you were at Ball State?
(Check all that apply.)
 internship, practicum, or co-op
 campus employment
 off-campus employment

3. How many hours a week did you typically work while you were taking classes?
 (Please enter "0" if you were typically not employed.) number of hours

4. How many hours a week did you typically study outside the classroom?
 number of hours

5. How often did you meet with faculty members outside of class?
 Never Rarely Occasionally Often

**Section IV
About Your Major**

Please indicate the department(s) in which you received your major(s) at Ball State. If you have two majors, list the department of the major which is most closely related to your employment or desired employment as your "primary major."

(Place numbers from the list below into the appropriate boxes.)

primary major department

secondary major department, if any

- | | | |
|---|--|---|
| 1 Accounting
2 Anthropology
3 Architecture
4 Art
5 Biology
6 Business Education & Office Admin.
7 Chemistry
8 Computer Science
9 Criminal Justice and Criminology
10 Economics
11 Elementary Education
12 English
13 Family and Consumer Sciences
14 Finance
15 General Studies | 16 Geography
17 Geology
18 History
19 Industry and Technology
20 International Business
21 Journalism
22 Landscape Architecture
23 Management
24 Marketing
25 Mathematical Sciences
26 Modern Languages and Classics
27 Music
28 Natural Resources and Env. Mgmt.
29 Nursing
30 Philosophy | 31 Physical Education
32 Physics and Astronomy
33 Physiology and Health Science
34 Political Science
35 Psychological Science
36 Secondary Education
37 Social Work
38 Sociology
39 Special Education
40 Speech Communication
41 Speech Pathology and Audiology
42 Telecommunications
43 Theatre and Dance Performance
44 Urban Planning
45 Other |
|---|--|---|

About Your Major (Continued)

Each question in this section refers to the department you identified as your *primary major* on the previous page. Please choose the response that *best describes your experiences* in that department.

I am satisfied . . .	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Applicable
1 with my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 with the teaching ability of faculty in my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 with the professional expertise of departmental faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 with opportunities for interaction with departmental faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 with the availability of required courses in my major.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 with information provided about internships, practicums, or co-op experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 with opportunities to participate in internships, practicums, or co-op experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 that the courses in my department prepared me for employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 that the courses in my department prepared me for graduate or professional school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 with the fairness of grading in departmental courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 with feedback from instructors about my academic progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 with opportunities to learn computer applications related to my major.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 with opportunities for evaluation of classroom instruction in my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 with faculty advising in my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 with opportunities to receive advice about planning my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 with opportunities to receive advice about obtaining a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section V
Writing, Mathematics, and Computer Skills on the Job

This section of the survey is for *employed alumni only*. If you are not currently employed, please skip to the “Additional Comments” section below.

1. What types of writing tasks do you routinely perform at work? (*Check all that apply.*)

- | | | |
|---|---|--|
| <input type="checkbox"/> none | <input type="checkbox"/> business letters | <input type="checkbox"/> promotional materials |
| <input type="checkbox"/> memos | <input type="checkbox"/> lab reports | <input type="checkbox"/> field notes |
| <input type="checkbox"/> product specifications | <input type="checkbox"/> sales letters | <input type="checkbox"/> sales brochures |
| <input type="checkbox"/> proposals | <input type="checkbox"/> research reports | <input type="checkbox"/> e-mail |
| <input type="checkbox"/> product documentation | <input type="checkbox"/> other: _____ | |

2. Which of the following quantitative skills do you routinely use at work? (*Check all that apply.*)

- | | | |
|--|---|-------------------------------------|
| <input type="checkbox"/> none | <input type="checkbox"/> decimal, fraction and ratio skills | <input type="checkbox"/> statistics |
| <input type="checkbox"/> basic arithmetic skills | <input type="checkbox"/> higher mathematics applications | |
| <input type="checkbox"/> algebra | <input type="checkbox"/> financial calculations | |
| <input type="checkbox"/> geometry | <input type="checkbox"/> other: _____ | |

3. Which types of computer programs do you routinely use at work? (*Check all that apply.*)

- | | |
|--|---|
| <input type="checkbox"/> none | <input type="checkbox"/> computer based tutorials |
| <input type="checkbox"/> word processing | <input type="checkbox"/> graphics |
| <input type="checkbox"/> e-mail/communications | <input type="checkbox"/> programming |
| <input type="checkbox"/> data base | <input type="checkbox"/> statistics |
| <input type="checkbox"/> financial analysis | <input type="checkbox"/> information retrieval |
| <input type="checkbox"/> spreadsheets | <input type="checkbox"/> other: _____ |

Additional Comments

Please add any additional comments on this page.

Thank you for completing the survey. Please return it promptly in the enclosed, postage-paid envelope.

APPENDIX B

Members of the Alumni Survey Steering Committee

Jeannine Harrold, Director, Career Services

Tom Lowe, Dean, University College

Catherine Palomba, Director, Institutional Research and Academic Assessment (Ex-officio)

Brian Pickerill, Assistant Director, Office of Academic Assessment

Marilyn Ryan, Associate Director of Graduate Programs, School of Nursing

Lawrence Smith, Chair, Elementary Education

Ronald Spangler, Professor, Landscape Architecture

Janice Replogle, Director of Undergraduate Programs, College of Business

Carl Warnes, Chair, Department of Biology