

2010 ALUMNI SURVEY OF 2008-2009 GRADUATES

SUMMARY REPORT

VISION

Ball State University will be a national model of excellence for challenging, learner-centered academic communities that advance knowledge and improve economic vitality and quality of life.



Office of Academic Assessment and Institutional Research January 2011 AAIR No. ALU-S1-2011

2010 ALUMNI SURVEY OF 2008-2009 GRADUATES SUMMARY REPORT

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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 2010 Ball State Alumni Survey is the first version to be conducted entirely online. Because email addresses are not available for most alumni, an invitation letter was mailed to home addresses in which alumni were asked to respond online. The first letter was sent to all 2,617 academic year 2008-2009 baccalaureate degree graduates on October 25, 2010. After a second letter, mailed on November 16, 11.9 percent (311 alumni) responded to the survey.
- Known demographic and academic characteristics were used to compare respondent and non-respondent groups. Demographic (gender, race and age) differences between these two groups were not statistically significant. However, differences on three academic variables (SAT Quantitative, high school percentile rank, and Ball State GPA) were statistically significant. Our sample is likely to be slightly skewed toward students with higher academic achievement in high school and college.
- About 60 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 86 percent indicated they were satisfied or very satisfied with their employment.

- Among those employed full time, about 62 percent reported that a college degree was required for their employment.
- Seventy percent of full-time employed alumni were working in Indiana. About 11 percent were working elsewhere in the Midwest.
- Nearly 27 percent of respondents were pursuing graduate or professional degrees. About 35 percent were pursuing some type of further education, from graduate programs to job training and professional development.
- Sixty-five percent of respondents reported plans to eventually obtain a graduate or professional degree.
 Fourteen percent indicated they had no plans for further education.
- Nearly half of those who specified an institution for graduate or professional school indicated they were attending Ball State.
- More than 94 percent of respondents held positive or very positive attitudes toward Ball State.
- More than 94 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 85 percent reported that they were very well or satisfactorily prepared for a career and for further education.

- More than 95 percent of all respondents were satisfactorily or very well prepared with regard to speaking, listening, problem solving, analysis and evaluation of ideas, critical thinking, and lifelong learning. About 93 percent report that their Ball State experiences prepared them very well (50.0%) or satisfactorily (42.9%) in the area of writing skills.
- Math skills were the lowest rated academic skill, with about one in five graduates reporting poor preparation in this area
- Nearly two thirds of all respondents indicated that Ball State experiences prepared them very well to work cooperatively with others. Less than 4 percent felt they were poorly prepared in this area.
- More than 9 in 10 respondents indicated their Ball State experiences prepared them very well or satisfactorily in all eight personal and career skills.
- Nearly 7 in 10 respondents report participation in student clubs or organizations at Ball State.

- Nearly 20 percent of all respondents indicated they had taken capstone courses. About 16 percent reported immersion learning experiences (15.7%) or study abroad experiences (15.4%).
- More than three quarters of all respondents agreed or strongly agreed they were satisfied with feedback from instructors about their academic progress (77.2%) and opportunities for evaluation of classroom instruction in their department (75.3%).
- Seventy-one percent of respondents agreed or strongly agreed that they were satisfied with faculty advising in their department.
- About two thirds of all respondents agreed or strongly agreed they were satisfied that courses in their department prepared them for employment.
- More than 8 in 10 respondents were satisfied or very satisfied with their department of major, and with the teaching ability and professional expertise of faculty in their major.
- Online departmental and college extracts of this information will be available in March

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INTRODUCTION AND PURPOSE

In Fall 2010, the Office of Academic Assessment and Institutional Research surveyed all Ball State University academic year 2008-2009 baccalaureate degree recipients for whom addresses were obtainable. The 2010 Ball State Alumni Survey invitation letter was mailed to all alumni who graduated at the end of the Fall 2008, Spring 2009, or Summer 2009 semesters. A follow-up mailing was sent to those who did not respond to earlier mailings. The survey was administered online. The final response rate was 11.9 percent — 311 of the 2,617 graduates responded.

The primary goal of the survey was to determine the extent to which Ball State met the needs of its graduates in important academic areas and to obtain information from graduates about their new careers and/or academic pursuits.

With one year 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 several academic 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. For example, alumni commented on income and employment, career progress, the relationship of employment to the major, graduate school, and professional development.

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.

This report is organized in six sections. Section 1 compares academic and demographic characteristics of respondents to the characteristics of all eligible 2008-2009 baccalaureate graduates. Section 2 describes findings related to employment and further education. Section 3 contains ratings of preparation and importance 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 comprises a summary and discussion for future Ball State alumni surveys.

Demographic and Academic Characteristics

Summary This section compares the known demographic and academic characteristics of respondents and non-respondents in order to understand the potential bias in the sample of 311 respondents. Based on chi square statistical tests for non-parametric variables and t-test statistical tests for parametric variables, few observable differences were found overall between respondent and non-respondent groups.

Differences between respondents and non-respondents on characteristics such as gender; race; age; academic entry type; type of major; SAT Verbal, ACT Math, and ACT English scores; and high school class size were not statistically significant. Also, there was no significant difference in choice of college at Ball State between respondents and non-respondents.

However, high school percentile rank and Ball State cumulative GPA were found slightly higher among respondents than among non-respondents (or the population of all 2,617 graduates). Also, SAT Quantitative scores were slightly higher among respondents than among non-respondents. The differences between respondents and non-respondents on these three variables were statistically significant.

- Nearly 6 in 10 respondents and nonrespondents were female. Although the percentage of respondents who were female is slightly higher than the percentage of non-respondents (or all graduates) who were female, the difference was not statistically significant. (Table 1.1)
- More than 90 percent of both respondents and non-respondents were Caucasian, and about 2 to 3 percent were African American. Among both respondents and

- non-respondents, the percentage of other minorities was equal at nearly 4 percent. There was no statistically significant difference found between respondents and non-respondents based on race. (Table 1.1)
- Respondents were not found to be significantly different from non-respondents (or the population of all graduates) when compared by age, high school class size, SAT Verbal, or ACT scores. (Table 1.1 and 1.2)
- The average GPA was 3.27 for respondents and 3.11 for non-respondents. Although small, this difference in GPA was statistically significant. More than 72 percent of respondents earned an average of 3.0 or higher, compared to only about 60 percent of non-respondents. (Table 1.1)
- Average high school percentile rank was higher among respondents (74.8%) than among non-respondents (68.6%). The difference was statistically significant. (Table 1.2)
- Average SAT Verbal and Quantitative scores were slightly higher among respondents than among all graduates, however the difference in SAT Quantitative was statistically significant while the difference in SAT Verbal was not. (Table 1.2)

¹ Information about the population was extracted from the student database. According to university records, a total of 2,796 students graduated with baccalaureate degrees during academic year 2008-2009. By the Fall of 2010, there were 2,617 alumni with contact information available.

Table 1.1
Demographic and Academic Characteristics of Respondents and Non-Respondents

	Respondents Percentages	Non-Respondents Percentages
GENDER		
Female	59.8	56.1
Male	40.2	43.9
RACE		
African American	2.4	3.3
Caucasian	93.9	93.0
Other Minority	3.7	3.7
·		
AGE	66.0	56.5
21 to 24	66.9	56.5
25	17.0	21.5
26	4.2	8.3
27	2.6	3.2
28 and older	9.3	10.5
Mean	25.4	25.4
GPA*		
Less than 2.5	4.8	10.5
2.50 to 2.99	22.8	29.6
3.00 to 3.49	35.7	37.5
3.50 to 4.00	36.7	22.4
Mean	3.27	3.11
ACADEMIC ENTRY TYPE		
Distinction	0.3	0.2
	79.6	82.7
Regular Other	20.1	82.7 17.1
Other	20.1	17.1
TYPE OF MAJOR		
Teaching Majors ('A', 'T')	14.1	12.4
Other Majors ('M')	85.9	87.6
N	311	2,306

^{*} Statistically significant differences exist between respondents and non-respondents on this variable. (p≤.05)

Table 1.2 High School Academic Characteristics of Respondents and Non-Respondents

	Respondents			Non-Respondents		
	Mean	Std.dev.	N	Mean	Std.dev.	N
High School Percentile Rank*	74.8	20.0	249	68.6	20.6	1909
High School Class Size	284.3	185.2	249	280.4	185.9	1910
SAT Verbal	529.8	76.8	258	519.6	81.3	1975
SAT Quantitative*	537.0	80.7	258	518.9	81.9	1975
ACT English	22.8	4.9	122	22.2	5.1	744
ACT Math	22.4	4.4	122	22.2	4.3	744

^{*} 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*

	Respondents	Non-Respondents	Percent Returned
COLLEGE			
Applied Sciences and Technology	57	406	12.3
Architecture and Planning	18	106	14.5
Business	36	329	9.9
Communication Information and I	Media 39	279	12.3
Fine Arts	15	142	9.6
Sciences and Humanities	95	661	12.6
Teachers	30	190	13.6
General Studies	21	193	9.8
N	311	2,306	11.9

^{*} Response rate differences between respondents and non-respondents were not statistically significant by college of major. (p≤.05)

graduates to a high of about 15 percent in the College of Architecture and Planning. The overall response rate was 11.9 percent.

[•] As shown in Table 1.3, response rates varied from a low of about 10 percent among College of Fine Arts, College of Business, and General Studies

Employment and Further Education

Summary The first section of the survey is about the employment experiences of academic year 2008-09 graduates. Alumni were asked if they were employed, how long it took them to find full-time employment, which geographic region they work in, whether a four-year degree was required to obtain their employment, the relationship of their employment to their Ball State major, their level of satisfaction with employment, the type of organization in which they work, and their income.

The second section of the survey asked alumni about their further educational experiences after graduating from Ball State. Alumni were asked about graduate programs, field of study, when they enrolled, other educational experiences such as professional development or job training programs, and their plans for further education.

About 60 percent of 2008-2009 alumni were employed full time. Of those employed full time, about 60 percent found employment prior to or within 3 months of graduation. Seventy-nine percent of those with full-time jobs held employment within their major or in an area related to their major. Sixty-two percent of those working full time indicated that their employment required a college degree.

About 70 percent of full-time employed graduates were employed in Indiana. Eighty-six percent of full-time employed respondents were satisfied or very satisfied with their employment.

When asked about the type of organization they worked for, about 23 percent of full-time employed respondents were working in the field of education, about 14 percent were working in a professional organization, and about 12 percent were working in the health care field.

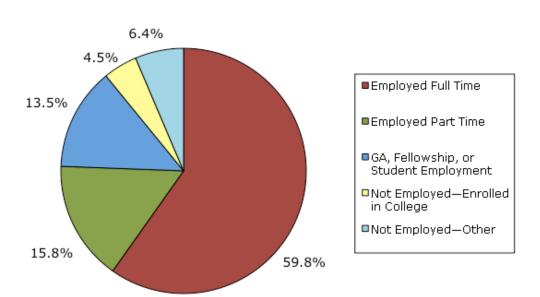


Figure 1. Employment Status

Table 2.1 Employers of Respondents Employed Full Time

	Employers of Respondents Employed Full Time					
1	A Plus Gymnastics Center	41	Carmel Clay Schools			
2	AccuTemp Products, Inc.	42	Cisco Systems			
3	ACES Power Marketing	43	City of South Bend			
4	ACS	44	City of Warsaw			
5	Activ8 Communications	45	City of Winchester in Winchester, IN			
6	ADT Security	46	Clay Community School Corporation -			
			Meridian Elementary			
7	ADT Security Services	47	Colorado Schoool District 49			
8	Advocate Christ Medical Center	48	Community Health Network			
9	AEGON	49	Concord Community Schools			
10	AFC	50	Cox Media Group			
11	Aldine Independent School District	51	Crowe Horwath			
12	Aldine ISD. Houston, TX	52	Crucial Music			
13	All 4 Kids Preschool and Daycare	53	Cumberland County Schools			
14	American General Finance	54	Delaware Community Schools			
15	Angie's List	55	Department of Defense National Geospatial			
			Intelligence Agency			
16	AOL, Inc	56	e4e Inc.			
17	Archdiocese of Denver - Catholic School	57	Elementary School			
18	Arthur J. Gallagher & Co.	58	Eli Lilly			
19	ASAP Automation	59	Enterprise rent a car			
20	AT&T	60	EOG Resources			
21	Auralex Acoustics, Inc.	61	Ernst & Young			
22	Ball State University	62	Evansville Vanderburgh School Corp.			
23	Ball State University	63	ExactTarget			
24	Ball State University	64	Exodus Refugee Immigration, Inc.			
25	Beck's Superior Hybrids	65	Extendicare			
	Beech Grove City Schools- Beech Grove High		Federal Energy Regulatory Commission, Wash.			
26	School	66	DC			
27	Biomet Biologics	67	Fifth Third Bank			
28	BKD, LLP	68	Fort Wayne Community Schools			
29	Plaamington Public Schools (ISD 271) MN	69	Fountain Square Academy- Indianapolis, IN Charter School			
30	Bloomington Public Schools (ISD 271) MN BMW Constructors, Inc.	70	Frontier School Corporation			
31	Bonten Media, WCTI New Bern, NC		Ft. Wayne/South Bend Diocese			
32	Booz Allen Hamilton	72	Gassafy Wholesale			
33		73	Geminus Head Start			
34	BorgWarner Printman Crown	73 74	Giuliani Associates Architects			
35	Brickman Group		Grant-Blackford Mental Health			
	Broadmoor Development	75 76				
36	Brownings Fitness Buck Congultants	76	Great Beginnings In Home Daycare			
37	Buck Consultants	77	Greater Clark School System			
38	Buffalo Wild Wings	78 70	Greater Randolph Interlocal Cooperative			
39	Campus Crusade for Christ	79	Hamilton County Sports Authority			
* D	Canal Winchester Local Schools	80	Hamilton Southeastern Schools			

Respondents were asked to indicate the firm or company for which they are currently employed. Each comment is presented in its entirety as written.

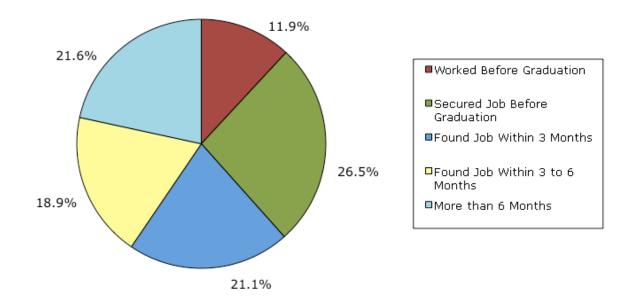
Table 2.1
Employers of Respondents Employed Full Time (cont.)

	Employers of Respondents Employed Full Time (cont.)					
81	Herron High School	121	Moorehead Communications			
82	Hillstone Inc	122	Museum of Science and Industry			
83	Horace Mann	123	Navistar, Inc.			
84	Horner Industrial Services, Inc.	124	North American Retail Hardware Association (NRHA)			
85	hospital, outside of the US	125	North Branch Nursery			
86	Humana	126	Olinger Distributing Co.			
87	I freelance, so I have many employers. OBO Global LLC, Bunium Murray, The Women's Project, The New School, Broadway Asia, The Ensemble Studio Theatre, Look Before You Leap Productions, and other various companies.	127	Opportunities for Positive Growth			
88	Independent Contractor	128	OrthoIndy			
89	Indiana Academy-Ball State University	129	Pamunkey Regional Jail			
90	Indiana Department of Homeland Security	130	Parkview Hospital			
91	IDNR; Law Enforcement Division	131	Penn Harris Madison School Corporation			
92	Indiana Developmental Training Center	132	PETCO			
93	Indianapolis Public Schools	133	porter county			
94	Interactive Intelligence	134	Premier Care			
95	ITT Technical Institute	135	Public Schools of Robeson County			
96	IU Medical Center	136	Raymond James			
97	Ivy Tech Community College of Indiana- Muncie campus	137	RecruitMilitary			
98	Jewish Hospital	138	Reid Hospital			
99	JP Morgan Chase	139	Research Medical Center			
100	Kansas City Chiefs	140	Riverview Hospital			
101	Knauf Insulation	141	Roller Skating Association International			
102	Kroger	142	Rush County Schools			
103	Lansing Lugnuts/Professional Sports Marketing	143	Safari Solutions			
104	Larry E. Nunn & Associates	144	Safeway Foods			
105	LensTech Optical Lab	145	Saint John's Health System			
106	Liberty Mutual Insurance Company	146	Sallie Mae			
107	Liberty National Bank	147	Sallie Mae, Inc.			
108	LIN Media	148	Scottys Lawn and Garden			
109	LIVESTRONG (Lance Armstrong Foundation)	149	Sears Holdings Corporation			
110	London Witte & Company, LLP	150	Self Employed			
111	Longnaker Law Office	151	St Vincent Hospital			
112	Lowe's	152	St Vincent Women's Hospital			
113	Margaret Mary Community Hospital	153	St. Joseph's County Prosecutor			
114	Marion Police Department	154	Target Corporation			
115	Marriott	155	Tennessee School for the Deaf			
116	MATS international	156	The Daily Journal			
117	Mattress Firm	157	The Law Office of Attorney David Kapor			
118	MedStar Health	158	The Mattison Corporation			
119	Meridian Services	159	TIS Bookstore			
120	Meridian Services, Muncie, IN	160	Towers Watson			

Table 2.1 Employers of Respondents Employed Full Time (cont.)

	Employers of Respondents Employed Full Time (cont.)						
161	U.S. Senator Roy Blunt	171	Weidner Apartment Homes				
162	United States Air Force	172	Western Carolina University,				
			North Carolina State School System				
163	University Catering at Ball State	173	Western Intermediate School				
164	URS Corporation	174	Wishard Health Services/Hospital				
165	US Customs and Border Protection	175	Women's Health Advantage				
166	US Marshal's	176	Wood-Mizer Products Inc.				
167	Valparaiso Community Schools	177	WorkOne				
168	Wal-Mart	178	Xerox Corporation				
169	weaver popcorn	179	YMCA of Greater Ft. Wayne				
170	WEHT-TV						

Figure 2. Length of Time to Find Full-Time Employment



• Respondents also reported their educational activities and plans. At the time of the survey, about 27 percent were enrolled in graduate programs (Figure 7), and about 65 percent reported they plan to eventually complete a graduate or professional degree. (Table 2.5)

Employment

- About 6 in 10 2008-2009 alumni respondents were employed full time. (Figure 1)
- Sixteen percent of alumni were employed part time, plus about 14 percent were working part time as graduate assistants or student workers

while pursuing additional degrees. About 5 percent were not working but were enrolled in school, and about 6 percent were not employed for other reasons. (Figure 1)

- Thirty-eight percent of those employed full time either continued a job they had before graduation (11.9%) or secured employment before graduation (26.5%). As shown in Figure 2, an additional 21 percent found employment within 3 months of graduation, while about 41 percent found employment 3 or more months after graduation.
- About 70 percent of those with full-time jobs were working in Indiana, while nearly 11 percent worked elsewhere in the Midwest. About 18 percent of the full-time employed respondents worked elsewhere in the United States. Two alumni respondents worked full time in foreign countries. (Table 2.2)

Table 2.2 Location of Employment Full-Time Employed Alumni Only

	Percent	N
Indiana	69.7	129
Elsewhere in Midwest	10.8	20
Southeast	4.3	8
Southwest	3.8	7
Northeast	5.9	11
Western USA, Hawaii or Alaska	4.3	8
Foreign Country	1.1	2
Total	100.0	185

- One half of all full-time employed alumni were working within their major field of study. Nearly 3 in 10 were employed in an area related to their major. (Figure 3)
- Of the approximately 21 percent of full-time employed alumni who were working in areas *not* related to their major, more than one half (52.6%)

indicated they could not find employment within their major. Other reasons included better pay and a lack of required certification or licensure. (Figure 3 and Table 2.3)

Table 2.3
Reasons for Working Outside the Major
Full-Time Employed Alumni Only

	Percent	N
Could not find job in major	52.6	20
Better pay	10.5	4
Not licensed/certified	10.5	4
Better advancement	5.3	2
Could not relocate	5.3	2
Developed new interest	2.6	1
Did not plan to work in major	2.6	1
Other	10.5	4
Total	100.0	38

- Among those employed full time, 62.2 percent indicated that a college degree was required for their employment. (Not shown in a table or graph)
- Eighty-six percent of full-time employed alumni were satisfied or very satisfied with their employment. Fourteen percent indicated they were dissatisfied (8.1%) or very dissatisfied (5.9%). (Figure 4)
- Figure 5 contains information about the types of organizations and businesses in which alumni found full-time employment. The largest specific categories were education (22.7%), professional services (14.1%), and health care (11.9%).
- Other types of organizations in which alumni found full-time employment include government (8.6%); wholesale and retail trade (8.1%); finance, insurance, and real estate (5.9%); social services (3.8%); and other areas (15.1%). (Figure 5)

• About 8 percent of full-time employed respondents were earning less than \$20,000 at the time of the survey. About 22 percent were earning between \$20,000 and \$29,999. About 41 percent reported earning between \$30,000 and \$39,999—the most frequently reported category on the survey. Finally, about 29 percent were earning \$40,000 or more in their second year after graduation. Figure 6 contains percentages for each salary range among those who were employed full time.

Further Education

 About 27 percent of all respondents had enrolled in a graduate or professional degree program. Alumni enrolled in diverse programs from law, medicine, and veterinary medicine to film producing, advertising, journalism, and business. Some of the largest categories of graduate work include law (2.0%),

- Business/MBA programs (3.0%), education (2.6%), and medicine (1.3%). (Table 2.6)
- Nearly half (47.6%) of those who specified an institution for graduate or professional school indicated they were attending Ball State. (Table 2.8)
- Nearly 5 percent of respondents reported enrolling in additional undergraduate programs and courses after graduating from Ball State. More than 15 percent were enrolled in non-collegiate professional development courses. (Figure 7)
- Nearly 65 percent of respondents reported that they plan to eventually obtain a graduate or professional degree.
 Only about 14 percent of respondents reported they have no plans to continue their education. (Table 2.5)

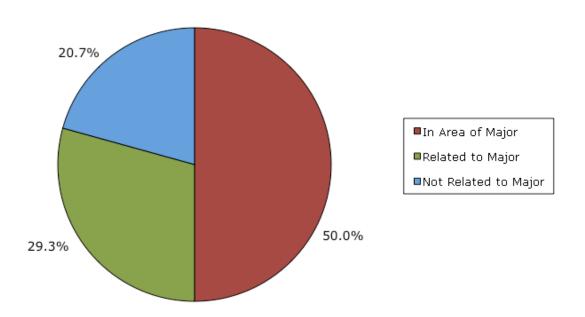


Figure 3. Relationship of Full-Time Employment to the Major

Figure 4. Satisfaction with Full-Time Employment

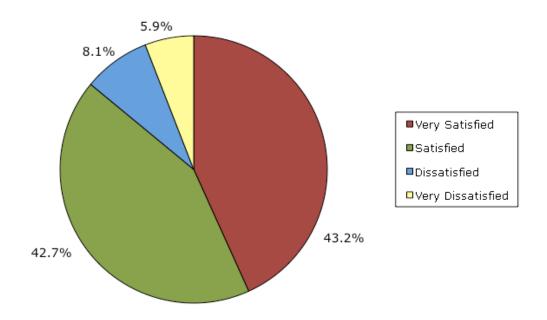


Figure 5. Type of Organization in Which Alumni Found Full-Time Employment

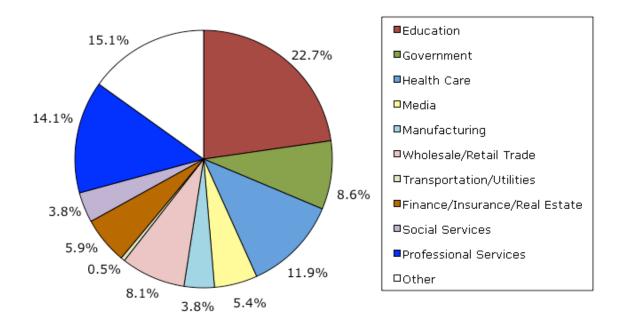


Table 2.4
Organizations Listed as 'Other' by Respondents Employed Full Time

- 1 Moved overseas for a year to travel. I am only working odd jobs to support my travel for this year.
- 2 I have had the same job through college. I thought it best not to look for something new after graduation. I have good benefits and a chance to advance in this field. Hopefully one day I work do something with my major.
- 3 I chose to go into full-time vocational ministry.
- 4 I work as an instructor teaching surgical technology. My major is Operations Mgt. I am going for a Masters in Adult in Community Education. Hope to teach in Business School one day after completion of degree.

Table 2.5
Plans for Eventual Further Education

Percent		N
DO YOU PLAN EVENTUALLY TO		
Obtain a graduate or professional degree	64.7	198
Obtain another Bachelor's degree	6.5	20
Obtain certification with college course work	5.6	17
Obtain certification with non-college course work	14.4	44
Take additional college courses	12.4	38
Take professional development courses	23.5	72
No plans to continue education	14.1	43
Total responses	141.2*	432

^{*} Percentages total greater than 100% because respondents could choose more than one response. Three hundred and six (306) respondents chose one or more responses.

Table 2.6 Graduate Program by Type

	Percent	N
Arts and Sciences	4.3	13
Business / MBA	3.0	9
Dentistry	0.0	0
Education	2.6	8
Engineering	0.0	0
Law	2.0	6
Medicine	1.3	4
Theology	0.0	0
Veterinary Medicine	0.3	1
Other graduate program*	13.2	40
None of the above	73.4	223
Total	100.0	304

^{*} Items respondents specified as 'other' are listed in Table 2.7.

^{*} Respondents were asked to specify the 'other' type of organization in which they work. Each comment is presented in its entirety as written.

Table 2.7 'Other' Specified Graduate Programs

	N
Advertising	1
Architecture	3
College Student Personnel	1
Communication Studies	1
Dietetics	1
Family Consumer Science: Fashion Merchandising	1
Film Producing	1
Geosciences	1
Historic Preservation	1
Human Resource Management Certificate	1
Information and Communication Sciences	2
Information Security Technology and Management	1
International Relations	1
Journalism	1
Library and Information Science	1
Marriage and Family Therapy	1
Mathematics	1
Mental Health Counseling	1
MSc Human Health and Development	1
Nursing	1
Occupational Therapy	1
Physical Therapy	1
Public Relations and Corporate Communication	1
Residential Property Management	1
Social Work	3
Sociology	1
Speech Language Pathology	1
Sport Administration	1
Sports Performance	1
Urban Design	1
Total	35

^{*} Respondents were asked to specify any 'other' graduate program not shown in Table 2.6.

Table 2.8 Institutions Chosen by Alumni for Graduate Programs

	Percent	N
D. H.G. v. T. C.		•
Ball State University	46.0	29
Carnegie Mellon University	1.6	1
Center for Information and Communication Sciences,	1.6	1
Ball State University		
Cincinnati State Technical and Community College	1.6	1
Creighton University	1.6	1
Georgetown University	1.6	1
Indiana University	3.2	2
Indiana University Maurer School of Law	1.6	1
Indiana University School of Medicine - Muncie campus	1.6	1
Indiana University- Bloomington	1.6	1
Indiana University, Indianapolis	1.6	1
Indiana Wesleyan University	1.6	1
IU School of Medicine	1.6	1
IUPUI	3.2	2
IUPUI for Clinical Psychology masters, currently	1.6	1
applying for PhDs at schools in Indiana and Illinois		
Mississippi State University	1.6	1
Ohio Northern University	1.6	1
Ohio University	1.6	1
Penn State University	1.6	1
Purdue University	1.6	1
University of Saint Francis-Physician Assistant Program	1.6	1
University of Colorado Denver	1.6	1
University of Dayton School of Law	1.6	1
University of Houston	1.6	1
University of Illinois	1.6	1
University of Indianapolis	3.2	2
University of Prince Edward Island	1.6	1
University of Saint Francis	1.6	1
University Of Southern Indiana	1.6	1
University of Toledo	1.6	1
Western Illinois University	1.6	1
Xavier University	1.6	1
Total	100.0	63

^{*} Respondents were asked to specify the institution in which they were enrolled in graduate or professional school.

Figure 6. Annual Income from Full-Time Employment

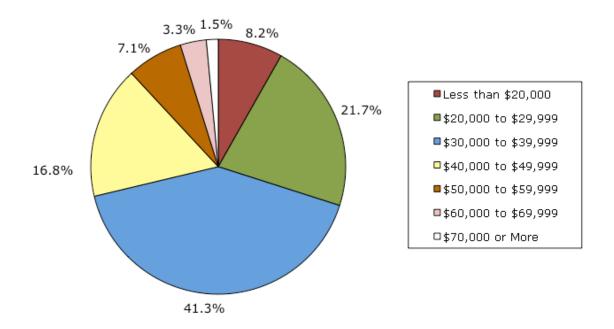
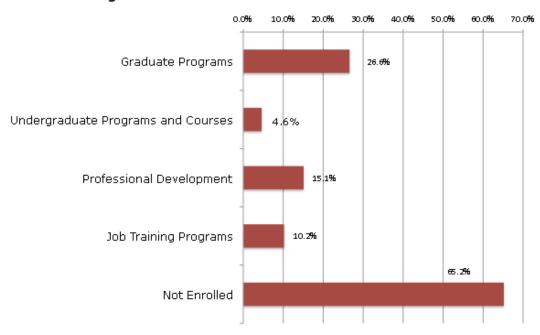


Figure 7. Current Educational Activities of Alumni



* This is a combination of two survey items. Because alumni were asked to list all professional development, job training, and undergraduate programs they have enrolled in since graduation, percentages total greater than 100%.

Ball State Experiences

Summary In this section, respondents reflect upon the overall growth and preparation they experienced as Ball State undergraduates in several key academic, personal, and career areas. Alumni are asked whether their experiences as students now meet their needs very well, satisfactorily, or poorly in areas such as writing, speaking, mathematics, problem solving, and critical thinking. The presentation order of academic skills items and personal and career skills items was randomized on the online survey instrument to avoid potential response bias associated with the order of items in the list.

Alumni indicate their general attitude toward the university, their interaction with faculty, and their internship and student employment experiences. Also, students report briefly on their involvement in many student learning experiences such as immersion learning, research with faculty, and study abroad experiences. Finally, alumni are asked to estimate the number of hours in a typical week that they studied and worked at Ball State.

More than 9 in 10 respondents indicate their experiences at Ball State prepared them very well or satisfactorily in the areas of intellectual growth, personal growth, and preparation for further education. About 6 in 10 respondents rate their preparation "very well" in the areas of intellectual and personal growth, compared with about 4 in 10 when describing their preparation for career and further education experiences.

More than 95 percent of all respondents were satisfactorily or very well prepared with regard to speaking, listening, problem solving, analysis and evaluation of

ideas, critical thinking, and lifelong learning. About 93 percent report that their Ball State experiences prepared them very well (50.0%) or satisfactorily (42.9%) in the area of writing skills. In other academic skills areas, about 90 percent were satisfactorily or very well prepared in the area of conducting research, as compared with about 80 percent when rating math skills (the lowest rated academic skill overall).

Alumni also rated personal and career skills highly. Well over 90 percent of all respondents rated each personal and career skills area satisfactorily or very well. More than 60 percent indicated they were very well prepared in recognizing diversity, planning and organizing, and working cooperatively. More than one third of all respondents indicated they were very well prepared in each personal and career skill. Less than 9 percent rated any personal and career skill area poorly.

About 98 percent of all respondents report that they were primarily enrolled as a full-time student. (Not shown in a table or figure)

At least 67 percent of all respondents report participation in student clubs or organizations. Fifty-six percent indicated they participated in internships or campus employment. About one in five respondents indicated they had taken capstone courses or played intramural sports as a student at Ball State. Nearly as many reported involvement in fraternities or sororities (17.7%), immersion learning experiences (15.7%), or study abroad experiences (15.4%).

On average, alumni report having spent about 18 hours per week both in student employment and studying outside the classroom.

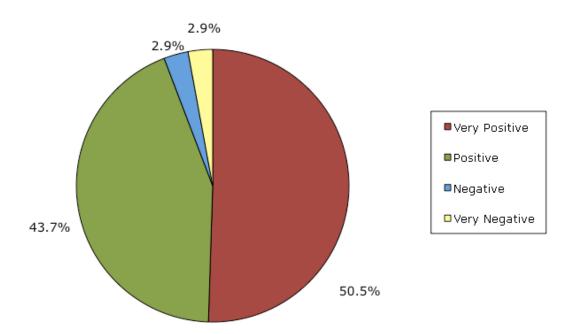


Figure 8. Attitude Toward Ball State

General Evaluation of Learning Experiences

- About 95 percent of respondents indicated their intellectual and personal growth needs were met very well or satisfactorily at Ball State. (Table 3.1)
- When asked about preparation for further education, about 92 percent of respondents reported they felt very well (46.6%) or satisfactorily (45.2%) prepared. (Table 3.1)

Academic Skills

 More than 95 percent of respondents reported they were very well or satisfactorily prepared in speaking, listening, problem solving, analyzing and evaluating ideas, critical thinking, and lifelong learning. (Table 3.2)

- Overall, the highest rated academic skills were analyzing and evaluating ideas, critical thinking, and lifelong learning. For each of these skills, more than 6 in 10 respondents indicated they were very well prepared; about one third indicated they were satisfactorily prepared; and only about 4 percent indicated they were poorly prepared. (Table 3.2)
- The lowest rated academic skill area, or perhaps the most difficult, was mathematics. A slightly larger percentage of respondents rated math skills poorly (20.5%) than rated math skills very well (19.2%). However, 6 out of 10 respondents (60.3%) indicated they were satisfactorily prepared in math. (Table 3.2)

Personal and Career Skills

- All personal and career skills were rated at least satisfactorily by more than 91 percent of all respondents. (Table 3.2)
- Planning and organizing and working cooperatively were the highest rated personal and career skill preparation areas. Both skills were rated highly by more than 60 percent of all respondents. Roughly one third rated these items satisfactorily, and fewer than 5 percent indicated they were poorly prepared in these two areas. (Table 3.2)
- Recognizing diversity was also a personal and career skill item rated highly by over 62 percent of respondents. (Table 3.2)
- The lowest rated personal (and career) skill was achieving wellness. Most respondents rated this item satisfactorily. The majority of respondents felt very well prepared in all but one other personal and career skills item (resolving conflicts). (Table 3.2)

Participation in Student Activities and Learning Experiences

 Nearly 7 in 10 respondents report participation in student clubs or organizations. Fifty-six percent of respondents completed an internship and held campus employment. One half of all students worked at off-campus jobs while enrolled at Ball State. (Figure 9)

- About 22 percent of respondents participated in intramural sports at Ball State. About 4 percent reported participation in varsity athletics. (Figure 9)
- Nearly 20 percent of all respondents indicated they had taken capstone courses (19.1%). Nearly as many respondents report involvement in fraternities or sororities (17.7%), immersion learning experiences (15.7%), or study abroad experiences (15.4%). (Figure 9)

Interaction with Faculty at Ball State

• When alumni were asked how often they met with faculty members outside of class, about 2 in 10 indicated they met often, half indicated they met occasionally, while at least 3 in 10 indicated they met rarely (28.6%) or never (1.9%). (Table 3.4)

Number of Weekly Study and Work Hours

- Approximately 29 percent of all respondents reported that they studied more than 20 hours per week while attending classes at Ball State. Nearly 41 percent indicated they studied 11-20 hours per week. About 30 percent reported studying an average of less than 5-10 hours per week. (Table 3.5)
- More than three quarters of all respondents indicated that they typically worked 11 or more hours a week while attending classes. Less than 4 percent indicated they typically did not work while attending classes. (Table 3.5)

Table 3.1 Evaluation of Overall Experiences at Ball State

	Rating of Growth or Preparation in Each Area			
	Very Well	Satisfactorily	Poorly	
		Percentages		N
Overall Experiences				
Intellectual Growth	58.1	37.7	4.2	308
Personal Growth	62.5	32.0	5.5	309
Preparation for Further Education	46.6	45.2	8.2	305
Preparation for Career	41.4	44.3	14.2	309

Table 3.2 Evaluation of Experiences at Ball State

	Rating of Preparation in Each Area			
	Very Well	Satisfactorily	<u>Poorly</u>	
		Percentages		N
Please indicate how well your experiences at Ball State helped you to improve				
Writing	50.0	42.9	7.1	308
Speaking	48.4	47.4	4.2	308
Math	19.2	60.3	20.5	307
Listening	57.5	39.3	3.2	308
Problem solving	55.0	41.7	3.3	307
Analyzing and evaluating ideas	63.3	32.8	3.9	308
Conducting research	47.2	42.7	10.1	307
Critical thinking	61.2	34.5	4.2	307
Lifelong learning	62.7	32.8	4.5	308
Please indicate how well your experiences at Ball State helped you in				
Achieving wellness	37.6	54.9	7.5	306
Recognizing diversity	62.2	29.6	8.1	307
Using computer technology	55.7	36.8	7.5	307
Providing leadership	54.7	40.1	5.2	307
Managing time	58.6	32.6	8.8	307
Planning and organizing	61.6	33.6	4.9	307
Resolving conflicts	48.0	44.4	7.5	306
Working cooperatively	63.2	32.9	3.9	307



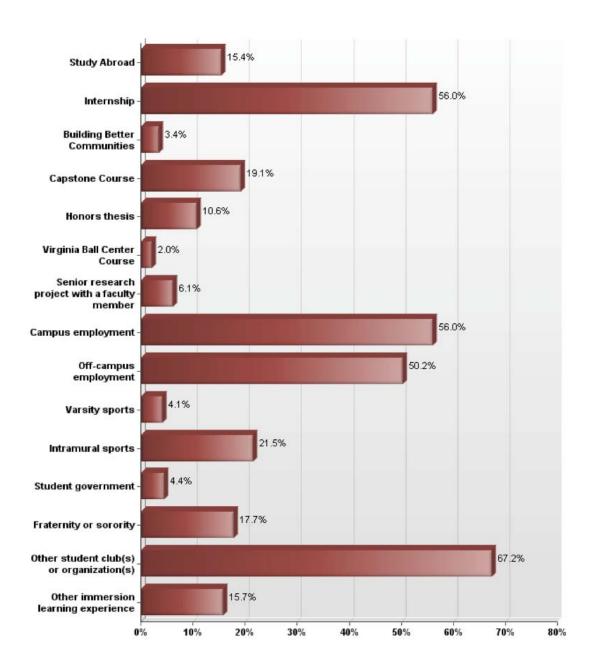


Table 3.3 'Other' Immersion Learning Experiences*

- 1 Assistantship
- ² Ball State Sports Link, helping create and develop it during the first semester of it's existence.
- 3 Big Sisters/Brothers Organization
- 4 BSU Debate project, Fall 2008
- 5 Building Better Communities
- 6 Business Immersion class with Vera Bradley
- 7 Center for Media Design (IDEE) and Business Fellows
- 8 Cinema Entertainment Immersion
- 9 Community Based Projects
- Designing a workplace wellness program for a local business along with a group and faculty member
- 11 EDEL 299X and Urban Semester
- ethnographic field study with department of anthropology
- Field Study through the Department of Geography
- 14 Honors collog with Prof. Pak
- 15 I did two internships: Indiana Senate and Federal Energy Regulatory Commission.
- 16 iMedia
- 17 Indiana Public Radio News Immersion
- I was recruited to assist with IComm projects for a few semesters which involved intense deadlines similar to real world environments.
- Japanese and Telecommunications immersion course involving the new Honda plant in Greensburg, IN.
- Juvenile Justice Immersion; Comparative Criminal Justice
- Marketing & Management 300 Combined Vera Bradley
- 22 Mgt/Marketing class Indianapolis Indians. Mgt/Marketing class Motivate Our Minds.
- 23 My Name is Jerry
- 24 My Name Is Jerry student film project
- 25 Newslink Indiana
- 26 Newslink Indiana
- 27 Newslink Indiana
- 28 NewsLink Indiana
- 29 Research assistant for a professor
- 30 Research trip to Sapelo Island Georgia
- 31 Southwest Field Study
- 32 Speech Program with Burris High School
- 33 Student project for an ISOM class with Dr. Kitchens. Worked with Motivate Our Minds Inc.
- 34 Student Teaching
- Student Teaching, Burris Teaching, other course work at local schools
- 36 Student Teaching and practicum experiences
- * Respondents were asked to specify their 'other' immersion experience not shown in Figure 9. Each comment is presented in its entirety as written.

Table 3.3 'Other' Immersion Learning Experiences (cont.)

- 37 Student teaching in Germany
- 38 Student Teaching in Houston, TX
- Talked to judges and looked at old dockets to put them in brief form / make a video
- 40 Telecommunications field work
- 41 Telecommunications Summer HD Film (1); My Name is Jerry Crew (2)
- 42 Urban Experience
- 43 Urban Semester
- 44 Vera Bradley Project/ BSU Football Project, etc.
- Working with a business to do research and suggestions for online marketing through the Entrepreneurship Department.
- Working with a grant based project with community partners to help them with professional attire. FCS immersive learning project with a community partner project.

Table 3.4 Frequency of Interaction with Faculty

	Percent	N
Often	19.5	60
Occasionally	50.0	154
Rarely	28.6	88
Never	1.9	6
Total	100.0	308

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

	Percent	N
HOURS OF STUDY PER WEEK		
Not at All	0.0	0
Less than 5 Hours	1.0	3
5-10 Hours	29.6	91
11-20 Hours	40.7	125
Over 20 Hours	28.7	88
Total	100.0	307
Mean		18.4
HOURS WORKED PER WEEK		
Not Employed	3.4	9
10 Hours or Less	20.4	54
11-20 Hours	49.1	130
Over 20 Hours	27.2	72
Total	100.0	265
Mean		18.7

Satisfaction with Departmental Experiences

Summary Alumni were asked to indicate the degree to which they agreed with statements about their department such as, "I am satisfied with my department." More than 8 in 10 respondents agreed or strongly agreed they were satisfied with their department in general, as well as with the teaching ability of faculty, faculty professional expertise, opportunities for interaction with faculty, availability of required courses, and the fairness of grading in departmental courses. About 77 percent agreed or strongly agreed they were satisfied with feedback from instructors about their academic progress. About three quarters were satisfied with opportunities for evaluation of classroom instruction.

More than 7 in 10 respondents were satisfied with faculty advising in their department. About two thirds of all respondents agreed or strongly agreed that they were satisfied with opportunities to participate in internships, practicums, or co-op experiences; that departmental courses prepared them for employment; and with opportunities to learn computer applications related to their major.

More than 6 in 10 respondents agreed or strongly agreed they were satisfied with information provided about internships and related experiences, and that departmental courses prepared them for graduate or professional school. A majority of respondents agreed or strongly agreed they were satisfied with opportunities to receive advice about planning their career or obtaining a job.

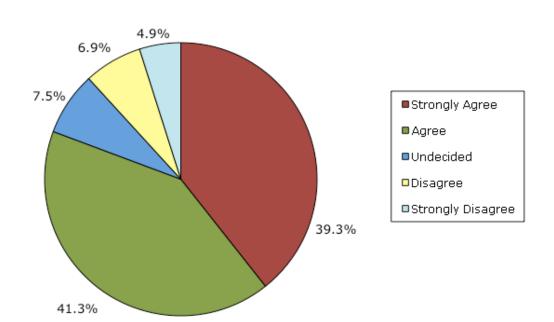


Figure 10. Satisfaction with Major Department

Table 4.1 Satisfaction with Department of Major

	Strongly	2 cpur c	ment of Majo		Strongly	
	Agree	Agree	Undecided Percentages	Disagree	Disagree	N
I am satisfied						
with my Department.	39.3	41.3	7.5	6.9	4.9	305
with the teaching ability of faculty in my department.	40.2	40.8	11.4	3.6	3.9	306
with the professional expertise of departmental faculty.	41.0	41.7	9.1	4.9	3.3	307
with the availability of required courses in my major.	38.8	42.0	9.1	6.5	3.6	307
with information provided about internships, practicums, or co-op experiences.	29.0	34.5	15.0	12.4	9.1	307
that the courses in my department prepared me for employment.	26.8	39.2	16.3	9.5	8.2	306
that the courses in my department prepared me for graduate or professional school.	26.9	36.4	23.3	7.9	5.6	305
with the fairness of grading in departmental courses.	36.2	45.3	11.7	2.9	3.9	307
with feedback from instructors about my academic progress.	31.6	45.6	11.1	7.5	4.2	307
with faculty advising in my department.	32.9	38.1	13.0	9.8	6.2	307
with opportunities for interaction with departmental faculty.	36.2	44.3	12.4	2.6	4.6	307
with opportunities to participate in internships, practicums, or co-op experiences.	30.3	36.2	14.7	11.1	7.8	307
with opportunities to learn computer applications related to my major.	27.5	38.0	14.8	13.8	5.9	305
with opportunities for evaluation of classroom instruction in my department.	30.0	45.3	15.6	5.9	3.3	307
with opportunities to receive advice about planning my career.	23.5	32.9	17.3	16.9	9.4	307
with opportunities to receive advice about obtaining a job.	21.6	30.7	19.0	16.3	12.4	306

- Satisfaction with the department in general, faculty teaching ability, faculty professional expertise, the availability of required courses in the major, fairness of grading in departmental courses, and opportunities for interaction with faculty had the highest positive ratings of all departmental items. At least 8 in 10 respondents agreed or strongly agreed they were satisfied with these items. (Figure 10 and Table 4.1)
- More than three quarters of all respondents agreed or strongly agreed they were satisfied with feedback from instructors about academic progress (77.2%) and opportunities for evaluation of classroom instruction in their department (75.3%). (Table 4.1)
- Seventy-one percent of respondents agreed or strongly agreed that they were satisfied with faculty advising in their department. (Table 4.1)

- About two thirds of all respondents agreed or strongly agreed they were satisfied that courses in their department prepared them for employment (66.0%); they were satisfied with opportunities to participate in internships, practicums, or co-op experiences (66.5%) and with opportunities to learn computer applications related to their major (65.5%). (Table 4.1)
- About 63 percent of respondents agreed or strongly agreed they were satisfied with information provided about internships, practicums, or co-op experiences (63.5%) and departmental preparation for graduate or professional school (63.3%). (Table 4.1)
- The majority of alumni agreed or strongly agreed they were satisfied with opportunities to receive advice about planning their career (56.4%) and opportunities to receive advice about obtaining a job (52.3%). (Table 4.1)

Summary and Discussion

The Office of Academic Assessment and Institutional Research conducted this project to provide information about alumni attitudes toward Ball State and its programs. Online departmental extracts of this information will be available in March of 2011 for any department or program with respondents.

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 and/or to have made substantial progress towards graduate degrees. To meet these objectives, alumni who graduated approximately one year prior to the survey date were chosen.

Six in 10 respondents were employed full time, and about 27 percent were enrolled in graduate programs. Eighty-six percent of respondents with full-time jobs are satisfied or very satisfied with their employment. Of all full-time positions reported on the survey, nearly 8 in 10 were in the area of the graduate's major (50.0%) or a related area (29.3%).

About 7 in 10 respondents with fulltime employment are working in Indiana, and about 6 in 10 new full-time employment reported on the survey is found prior to graduation or within 3 months after graduation.

Alumni were asked to indicate the curricular and extracurricular activities, student activities, or student organizations they participated in as Ball State students. Two in every three alumni responding to the survey indicated they had participated in student clubs or organizations, and more than half were involved in internship programs or campus employment.

About 2 in 10 respondents took capstone courses or played intramural sports. About 18 percent reportedly participated in fraternities or sororities. At least 15 percent reported involvement in an immersion learning program or study abroad program.

A three-point scale was used to elicit alumni ratings of their Ball State preparation in specific skill and knowledge areas. 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.

Additional information from this survey is available upon request.