IM·IR *Research Brief* Volume 5 Number 3, February 1998

Recent Alumni - IUPUI 1994-95 Undergraduate Degree Recipients

The Recent Alumni - IUPUI 1994-95 Undergraduate Degree Recipients *Research Brief* and all related appendices are available in both .html versions for on-line viewing and Adobe Acrobat format (.pdf file) for on-line viewing or for local printing. Viewing .pdf files requires your machine to have the Adobe Acrobat Reader loaded and configured to be recognized by your browser program. Adobe Acrobat Reader is available for download from the Adobe home page.

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Office of Information Management and Institutional Research

IM·IR *Research Brief*

Volume 4 Number 2, October 1996

Recent Alumni - IUPUI 1994-95 Undergraduate Degree Recipients

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Highlights

Current Employment: The vast majority of recent alumni are employed (92%). Four percent are not seeking work and less than one percent are in the military. Four percent are unemployed. Slightly fewer than half continue to work for employers they worked for prior to graduating. Two-thirds of those with new jobs are working in jobs that require a college degree. Over eighty percent said their job was related to their major. Ninety-five percent said their IUPUI education enhanced their future prospects. The overall median salary for the 1994-95 undergraduate degree recipients was $25,000 to $30,000.

Further Education: Nearly eight in ten recent alumni intend to further their education: one fifth are currently enrolled and three-fifths are planning to enroll at some institution of higher education in the future. Sixty percent of those who are currently furthering their education are doing so at IUPUI. Considering all alumni who received their undergraduate degree during the 1994-95 academic year one-fifth are enrolled at IUPUI and another one-half say it is likely they will further their education here. In all, seven of ten recent alumni either are currently attending or plan to further their education at IUPUI.

Impact of IUPUI on Alumni Learning: New items were introduced this year to measure the Nine Principles of Undergraduate Learning. These measures examined alumni growth in each of the nine areas as well as alumni perceptions about whether the proper emphasis was placed on each area. Results indicate most growth occurred in the area of intellectual depth and critical thinking. The majority of alumni felt that too little emphasis was placed on developing computer skills.

Satisfaction with IUPUI Experience: Alumni were most satisfied with what they considered to be the most important aspects of their experience here. The quality of education received at IUPUI and the quality of teaching by faculty in their major area ranked highest in terms of both importance and satisfaction followed by courses in the major. Recent alumni were least satisfied with their opportunities to work on faculty research projects, engage in extra-curricular activities, and engage in community service, each of which ranked comparatively low in terms of importance. Academic advising was an important concern for most alumni, but ranked low in terms of satisfaction.

Changes from Previous Years: No substantive changes occurred in the area of alumni satisfaction between this year and last. Small but statistically significant decreases were observed in the areas of opportunities to engage in faculty member's research and the quality of teaching by faculty in the major. More notable changes over the last two years of the survey occurred in the area of employment and further education. This year reversed a short term trend of most job holders working for the employer they worked with prior to graduating. Also this year, just as many associate degree holders found jobs that required a college degree as did baccalaureates.

The results of this year's survey showed a rather large drop among those furthering their education in the percent doing so at IUPUI. Last year 64% of alumni who continued on to further schooling were enrolled at IUPUI, but this year only 46% continued their education here.

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Introduction

This edition of *Research Brief* reports the results of the 1996 Alumni Survey of 1994-95 IUPUI undergraduate degree recipients that was conducted in Spring 1996. This is the third time that the alumni survey has been administered through the Office of Information Management and Institutional Research. The survey reports on the experiences of IUPUI graduates who received their degree between July 1, 1994 and June 30, 1995. This year's survey was administered to all undergraduate degree recipients (2,667) in early March. An initial mailing along with a full follow-up mailing resulted in a return of 1,220 completed questionnaires yielding a response rate of 46 percent. When only deliverable surveys are considered, the adjusted response rate is 48 percent. Though slightly lower than last year's response rate, this rate is still within the historical range of past alumni surveys and is acceptable for a survey of this type. This year's questionnaire is mostly the same as last year's with one change. The items in the section 'Impact of IUPUI on Your Learning' were changed to relate closely to IUPUI's Nine Principles of Undergraduate Education. The impact items now ask alumni how much growth they experienced in these areas and asks them to evaluate whether or not they feel IUPUI placed the appropriate amount of emphasis on each area. Further discussion of this change will follow in the results section.

The next section of this *Brief* presents the results of the current survey. The section is divided into four parts including Current Employment, Further Education, Impact of IUPUI on Alumni Learning and Satisfaction with the IUPUI Experience. Throughout the discussion, any statistically significant differences between baccalaureate and associate degree recipients are noted. The final section of the *Brief* examines the differences between the 1993-94 graduates and the 1994-95 graduates.

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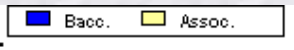
Current Employment

Link to related questions in Survey Instrument

Display 1 presents the employment experiences of recent undergraduate alumni as a series of figures, labeled alphabetically from 1A through 1H. These figures depict current employment status, hours worked, occupation, industry, whether alumni worked with their current employer prior to graduating, length of time required to get first new job, whether the job required a college degree, and how well IUPUI prepared alumni for their current job and enhanced their future prospects. Data oncurrent salaries of recent alumni are summarized in Display 2.

This year's survey reveals that nine of ten recent IUPUI graduates are working either full or part-time. Four percent of recent alumni are "not working but looking for work". Three percent are "not working and not looking for work" and less than one percent are in the military. Figure 1A shows these results.

1A. Current Employment Status



	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Working full- or part-time	1119	92%	872	92%	247	92%
Not working but looking for work	51	4%	44	5%	7	3%
Not working and not looking	39	3%	26	3%	13	5%
In the military service	5	0%	4	0%	1	0%
Total	1214	100%	946	100%	268	100%

The remaining tables and charts in the employment section pertain to those who currently work full- or part-time

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Figures 1B and 1C show the hours worked and occupations of recent IUPUI graduates. Of those currently employed, nearly 90 percent are working full-time. On average, graduates report working 41 hours per week. Baccalaureate degree recipients are more likely to work full-time than associates.

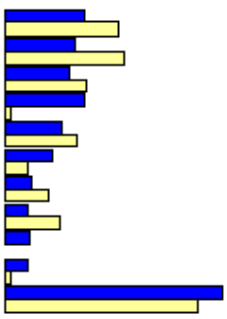
The occupations in which graduates work reflect their areas of academic preparation. Nearly one-quarter of those working are employed in health care occupations, with one-eighth employed as nurses. Engineers, surveyors or architects, teachers, and those employed in administrative support occupations each constitute one-tenth of the occupations of recent graduates again this year.

1B. Hours Worked

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Working full-time (35+ hours)	965	87%	767	89%	198	80%
Working part-time	144	13%	96	11%	48	20%
Average hours/week worked	40.8		41.1		39.9	

1C. Occupation

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Registered Nurse	134	6%	95	5%	39	7%
Health Practitioner/Technologist	125	5%	84	4%	41	8%
Engineer, Surveyor, Architect	104	4%	76	4%	28	5%
Teacher/Faculty	97	4%	95	5%	2	0%
Administrative Support Occupations	94	4%	69	4%	25	5%
Marketing and Sales	65	3%	57	3%	8	1%
Administrator/Manager	48	2%	33	2%	15	3%
Computer Scientist/Programmer	46	2%	27	1%	19	4%
Social Worker	31	1%	31	2%	0	0%
Financial Adminstrator/Manager	30	1%	28	1%	2	0%
Other	324	13%	258	14%	66	12%



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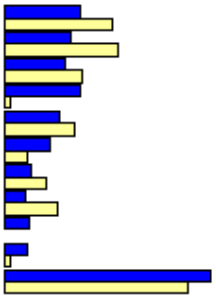
Following these results, IUPUI recent graduates are also heavily represented in the health care industry. Figure 1D shows that nearly one in three recent IUPUI graduates are employed in the health and medical services industry. One-tenth are employed in the manufacturing sector, while another one-tenth are employed in education.

1D. Business/Industry

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Health/Medical Services	318	13%	224	12%	94	18%
Manufacturing	126	5%	81	4%	45	8%
Education	126	5%	120	6%	6	1%
Financial Inst./insurance/Real Estate	80	3%	71	4%	9	2%
Wholesale Trade/Retail Trade	61	3%	55	3%	6	1%
Social Services	40	2%	39	2%	1	0%
Computer/Data Processing	36	1%	22	1%	14	3%
Construction	30	1%	21	1%	9	2%
Engineering/Architectural Services	29	1%	24	1%	5	1%
Transportation	26	1%	18	1%	8	1%
Other	212	9%	169	9%	43	8%



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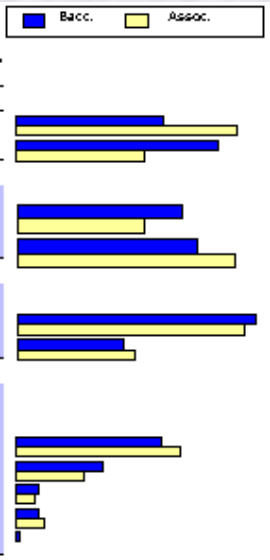
The top panel of Figure 1E shows that just less than one-half (47%) of IUPUI employed recent graduates are working with the same employer they worked with prior to receiving their degree. Of those graduates who continued to work for the same employer after graduation, nearly one-half received a raise or promotion after completing their undergraduate degree.

The second panel of Figure 1E. reports the results of an item that asked graduates looking for their first new job, if that job required a college degree. Figure 1E shows that two-thirds of all alumni reported that their first new job after graduation required a college degree.

Figure 1E also shows how long it took recent alumni to find their first new job. Half of those not currently working for their previous employer found their jobs within four weeks of graduating and eight of ten found a job within four months of the time they left the university.

1E. Worked with Current Employer Prior to Receiving Degree

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Yes	521	47%	365	42%	156	63%
No	594	53%	504	58%	90	37%
chi-square < .05						
If yes, a raise or promotion received						
Yes	229	45%	172	48%	57	37%
No	285	55%	187	52%	98	63%
chi-square < .05						
If no, college degree required for current job						
Yes	381	69%	331	69%	50	66%
No	173	31%	147	31%	26	34%
If no, weeks to find first new job after completing degree						
0 - 4	257	53%	223	52%	34	59%
5 - 16	147	30%	133	31%	14	24%
17 - 24	38	8%	34	8%	4	7%
25 - 52	39	8%	33	8%	6	10%
Over 52	4	1%	4	1%	0	0%



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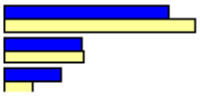
Six of ten recent graduates report that their current job is directly related to their major, with another one-quarter indicating their major was somewhat related to their current employment. Only one of six recent graduates report that their major is not related to their current employment, as Figure 1F

shows. When asked about how well their IUPUI education prepared them for their current job, six of seven recent graduates said either "very well" (43%) or "somewhat well" (45%). However, one in eight (13%) said "not at all well" as Figure 1G shows.

1F. How Closely Does Current Job Relate to Major

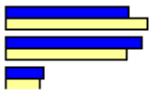
	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Directly Related	643	57%	485	55%	158	64%
Somewhat Related	290	26%	225	26%	65	26%
Not Related	188	17%	165	19%	23	9%

chi-square < .05



1G. How Well IUPUI Education Prepared Alumni for Current Job

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Very Well	475	43%	358	41%	117	48%
Somewhat Well	498	45%	398	46%	100	41%
Not at all Well	141	13%	113	13%	28	11%



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The vast majority of recent graduates feel that their IUPUI education will benefit them in the future as Figure 1H shows. Ninety five percent report that their IUPUI education has enhanced their future prospects "very well" (50%) or "somewhat well" (45%). Only 4 percent responded "not at all well" to this item.

1H. How Well IUPUI Education Has Enhanced Future Prospects

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Very Well	560	50%	433	50%	127	52%
Somewhat Well	508	45%	396	45%	112	46%
Not at all Well	50	4%	45	5%	5	2%

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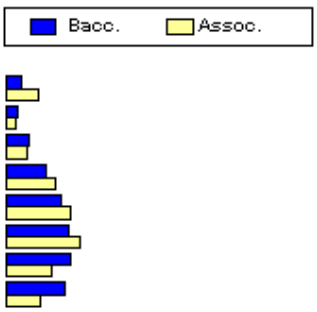
The *Alumni Survey* also asked recent graduates about their current personal gross income. Display 2 reports the salary distribution for recent alumni and shows the median income range for all IUPUI recent graduates is between $25,000 and $30,000. When median salary ranges were determined for baccalaureates versus associates, including those with certificates, the results show that associate degree holders and those with certificates report a median salary between $30,000 and $35,000 compared to baccalaureates who earn on average $25,000 to $30,000. These same results were reported last year and at least partially explained at that time by the fact that this difference relates to the finding that those earning an associate degree or certificate are older on average (suggesting more time in the labor market) and continuing their employment with the same employer (more time in position) and employed in higher paying technical and professional fields (largest associate degree programs are in nursing, dentistry, and computer technology). Further analysis of this year's graduates reveals similar differences in demographic and employment variables strengthening last year's conclusions about this seeming anomaly.

Display 2. Current Salary

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
$50,000 or above	54	6%	35	5%	19	10%
$45,000 to $49,999	31	3%	25	3%	6	3%
$40,000 to $44,999	66	7%	54	7%	12	6%
$35,000 to $39,999	120	13%	90	12%	30	15%
$30,000 to $34,999***	165	17%	126	17%	39	20%
$25,000 to $29,999**	189	20%	145	19%	44	22%
$20,000 to $24,999	173	18%	146	19%	27	14%
Under $20,000	153	16%	133	18%	20	10%



** median salary range -Baccalaureate
*** median salary range - Associates/Certificates

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Further Education

Link to related questions in Survey Instrument

The second section of the *Recent Alumni Survey* asked graduates about their current and planned involvement in higher education. Figure 3A shows that just over one-fifth of all recent alumni were currently enrolled at the time the survey was administered and three-fifths had plans to further their education in the future. Overall, eight of ten recent IUPUI graduates are either currently enrolled or plan to resume their studies in the future.

Whether or not recent graduates were currently enrolled in an educational program varied by the degree they earned. As might be expected, associate degree and certificate recipients were more likely to be currently enrolled than were baccalaureates. Figure 3A shows that just over 40% of associate degree and certificate recipients were enrolled either full-time (17%), part-time (23%) or are taking a few courses (<1%) or working on a certificate (<1%) compared to 17% of baccalaureate graduates who said they were currently enrolled at some institution of higher education either full-time (7%) or part-time (5%), taking a few courses (2%) or working on a certificate (3%).

3A. Current Educational Status

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
TOTAL ENROLLED	266	22%	157	17%	109	41%
Enrolled full-time in degree prog.	111	9%	66	7%	45	17%
Enrolled part-time in degree prog.	113	9%	51	5%	62	23%
Enrolled in a certificate prog	25	2%	24	3%	1	0%
Enrolled in courses only	17	1%	16	2%	1	0%
Not presently enrolled but plan to	743	61%	625	66%	118	44%
Not presently enrolled, no plans to	202	17%	163	17%	39	15%

chi-square < .05

The remaining tables and charts in this section pertain to those who are pursuing or have pursued an educational program since graduating

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Figure 3B shows the top ten institutions or campuses where IUPUI graduates are either enrolled in degree programs or taking courses. Recent graduates are enrolled at 54 different universities and campuses within Indiana and across the country. Most (59%) of those furthering their education are doing so at IUPUI. Another five percent are enrolled at other IU campuses.

3B. Institution

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
IUPUI	124	59.0%	59	46.5%	65	78.3%
Other IU Campuses	11	5.2%	8	6.3%	3	3.6%
Purdue	7	3.3%	3	2.4%	4	4.8%
Ball State	6	2.9%	6	4.7%	0	0.0%
Ivy Tech	5	2.4%	4	3.1%	1	1.2%
Indiana Wesleyan	4	1.9%	2	1.6%	2	2.4%
Portland State University	3	1.4%	3	2.4%	0	0.0%
Butler University	2	1.0%	2	1.6%	0	0.0%
IUSSW	2	1.0%	2	1.6%	0	0.0%
University of Illinois	2	1.0%	2	1.6%	0	0.0%
Other	44	21.0%	36	28.3%	8	9.6%

chi-square < .05

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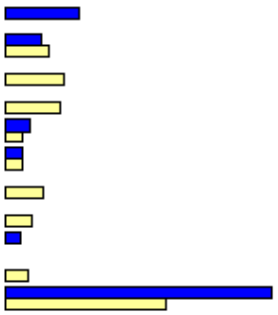
Figure 3C reveals that the most popular fields of study for IUPUI baccalaureate degree recipients are social work, followed by business and nursing. Among associate degree recipients, most are continuing their education in computer technology, general studies, business, and electrical engineering technology in that order.

3C. Field

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Social Work	21	10.0%	21	16.5%	0	0.0%
Business	18	8.6%	10	7.9%	8	9.6%
CPT	11	5.2%	0	0.0%	11	13.3%
General Studies	10	4.8%	0	0.0%	10	12.0%
Nursing	10	4.8%	7	5.5%	3	3.6%
Public Affairs	8	3.8%	5	3.9%	3	3.6%
Electrical Engineering Technology	7	3.3%	0	0.0%	7	8.4%
Construction Technology	5	2.4%	0	0.0%	5	6.0%
Law	4	1.9%	4	3.1%	0	0.0%
Respiratory Therapy	4	1.9%	0	0.0%	4	4.8%
Other	106	50.5%	76	59.8%	30	36.1%



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An examination of Figure 3D shows that among all recent alumni pursuing their degrees, half are seeking graduate or professional degrees and half are pursuing associate and baccalaureate degrees or certificates. Forty percent are working on Master degrees, mostly among the baccalaureate degree recipients, while another eight percent are pursuing professional or doctoral degrees.

3D. Degree Sought

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Certificate	14	6%	12	9%	2	2%
Associate	8	3%	4	3%	4	4%
Bachelor	105	44%	10	7%	95	91%
Master	94	39%	92	69%	2	2%
Doctorate	6	3%	5	4%	1	1%
Professional Degree	11	5%	11	8%	0	0%

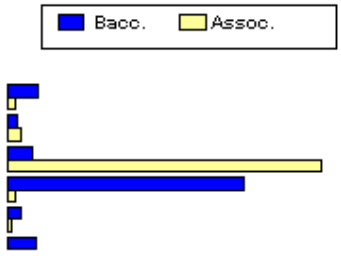

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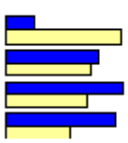
Figure 3E shows that many recent alumni who received their degrees during the 1994-95 academic year plan to return to IUPUI to further their education. In addition to the one-seventh of all 1994-95 degree recipients who are currently enrolled here, an additional one-quarter say it is very likely they will pursue their further education at IUPUI. When those recent alumni who say it is somewhat likely they will further their education at IUPUI are combined with those currently enrolled and very likely to enroll, seven out of ten of the 1994-95 undergraduate degree recipients are either enrolled or are considering enrolling again at IUPUI.

3E. Likelihood of Pursuing Education at IUPUI

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Currently doing so	161	14%	74	8%	87	33%
Very likely	305	26%	241	27%	64	25%
Somewhat likely	365	31%	304	34%	61	23%
Not very likely	335	29%	286	32%	49	19%



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Impact of IUPUI on Alumni Learning

Link to related questions in Survey Instrument

This year's survey introduces a new set of items to assess IUPUI's impact on student learning in the area of general education. This change was undertaken to substitute a generic set of learning outcomes with a set of outcomes that more closely reflect the learning outcomes put forward in the Nine Principles of Undergraduate Learning. These new items were developed in an attempt to measure the nine learning principles from the perspective of recent graduates. For each of the 15 items presented in Display 4, alumni were asked to (1) indicate how much growth they felt they had experienced in each area during their time at IUPUI and (2) comment on whether they now feel that IUPUI had placed the proper amount of emphasis on each area. The scale for the growth in learning question ranged from 1 to 5, where one equals "none" and five equals "a great deal". The total column (Growth) in Display 4 reports the average growth score for all graduates on each of the fifteen items. The scale for emphasis has three values -- too little emphasis, about right, and too much emphasis. The total column (Emphasis) reports the percent of all degree recipients who said they now believe that too little emphasis was placed on each of the fifteen areas. (The Addendum to the *Brief* presents the frequency and percentage distribution for all the categories of the impact - emphasis item.) The results in Display 4 are sorted to show the principles and their related items from highest to lowest growth across all respondents irrespective of degree. The furthest left hand column lists the questionnaire items along with their associated learning principle.

Column 1 (Total - Growth) of Display 4 reveals that graduates overall experienced the greatest growth in the area of intellectual depth, critical thinking, one of the application of knowledge and practice items, and in one of the core skills - speaking in a small group setting. Graduates reported the least growth in two of the core skills --reading comprehension and computer skills, as well as in the other application of knowledge and experience item and the item relating to understanding societies and cultures.

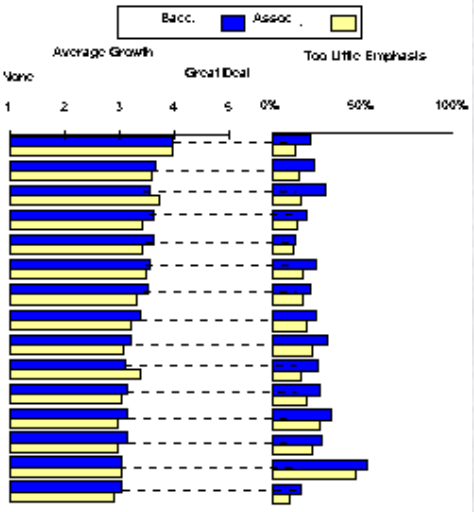
Display 4 also reports alumni results concerning the emphasis that IUPUI placed on these same areas. Column one (Total - Emphasis) in Display 4 shows the percentage of graduates who now say that "too little" emphasis was placed on each of these areas. For every skills and knowledge area, except one, the vast majority of alumni believed that the right amount of emphasis was being placed on these areas. However, half of all alumni now report that too little emphasis was placed on one of the core skills --developing computer skills. In combination with the finding that computer skills was a low growth area, this finding would suggest that more attention should be given to this core skill in the development of the general education curriculum.

Display 4 also reveals that considerable differences on both the dimensions of growth and emphasis exist by degree type. Baccalaureate degree recipients generally felt that too little emphasis was being placed on each of the areas in comparison to associate degree recipients and certificate holders. In particular, the largest statistically significant difference between baccalaureates and associates or certificate degree holders came in the area of application of knowledge and experience -specifically, the ability to relate knowledge with practice. Sixteen percent of associate degree recipients and certificate holders said too little emphasis was placed on this area compared to 29% of baccalaureates. This finding would seem to reflect the more practical aspect of the associate degree programs. Corroborating this conclusion is the fact that associate degree and certificate holders reported significantly more growth in this area.

Display 4. Impact of IUPUI on Alumni Learning (In order of highest to lowest level of Total Growth)

Indicate the amount of growth that you experienced, as well as the amount of emphasis placed on the followi areas while at IUPUI:

Item	Principle	TOTAL		BACH		ASSOC	
		Growth* Average	Emphasis** Too Little	Growth* Average	Emphasis** Too Little	Growth* Average	Emphasis** Too Little
In-depth understanding of your major field	ID	3.98	19%	3.98	21%	3.98	13%
Ability to critically examine ideas and issues	CT	3.66	22%	3.68	24%	3.60	15%
Ability to relate knowledge with practice	AKE	3.60	26%	3.57	29%	3.72	16%
Ability to express facts, ideas, etc. in writing	CS	3.59	18%	3.64	19%	3.42	14%
Speaking in a small group setting	CS	3.58	12%	3.63	13%	3.43	11%
Ability to integrate knowledge from several fields	IK	3.55	23%	3.56	24%	3.49	17%
Ability to present ideas, etc. effectively in a group	CC	3.48	21%	3.53	22%	3.33	17%
Ability to view events from diff. perspectives	IBA	3.36	24%	3.40	25%	3.21	19%
Speaking to a large group	CS	3.19	29%	3.22	31%	3.07	23%
Quantitative skills (e.g., mathematics, statistics)	CS	3.16	23%	3.09	26%	3.38	16%
Developing a sense of values and ethical standards	V&E	3.13	25%	3.15	27%	3.05	19%
Understanding different people and traditions	USC	3.12	31%	3.16	33%	2.98	26%
Ability to make sense of personal & social experiences	AKE	3.11	26%	3.15	27%	2.96	22%
Computer skills	CS	3.03	51%	3.03	52%	3.03	46%
Reading comprehension	CS	3.01	15%	3.04	16%	2.92	10%



* Responses provided on a 5-point scale, where 1=None and 5=Great Deal. Reported values are averages.

** Responses provided on a 3-point scale, where 1=Too Little, 2=About Right, and 3=Too Much.

Shadedgrowth figures are significant at p < .05. Shaded emphasis figures are signifcant at chi-square < .05

Principles CS = Core Skills, CT = Critical Thinking, IK = Integration of Knowledge, USC = Understanding Societies and Cultures, IBA = Intellectual Breadth and Adaptiveness, ID = Intellectual Depth, AKE=Application of Knowledge and Experiences, V&E =Values and Ethics, CC = Communications in Context

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In the area of reported growth on the learning principles, baccalaureates reported higher growth on six of the eight principles where there was a statistically significant difference based on degree awarded. Associates and certificate holders, on the other hand, reported more growth in the two areas of application of knowledge and experience and in quantitative skills.

Not only are there differences between types of degree recipients on these principles, there are also differences among graduates from different schools in terms of their perceived growth in learning and the emphasis they now feel was placed on these areas of skills and knowledge. In the area of growth, for example, Liberal Arts graduates reported the highest levels of growth among all graduates in the areas of reading comprehension, ability to express ideas and facts in writing, ability to present ideas effectively in a group, and the ability to view events from different perspectives. On the other hand, engineering and technology graduates reported the greatest growth in computer skills.

On the dimension of emphasis, school differences were also observed. For example, science graduates were most likely to say that too little emphasis was placed on the ability to relate knowledge to practice, whereas, business and public and environmental affairs graduates were more likely to feel that too little emphasis was placed on the ability to express facts and ideas in writing - one of the core skills. Due to these differences, and in keeping with the practice established two years ago, schools will receive reports of their own results from this survey. These reports will be distributed around the time of the release of this *Brief*.

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Satisfaction with the IUPUI Experience

Link to related questions in Survey Instrument

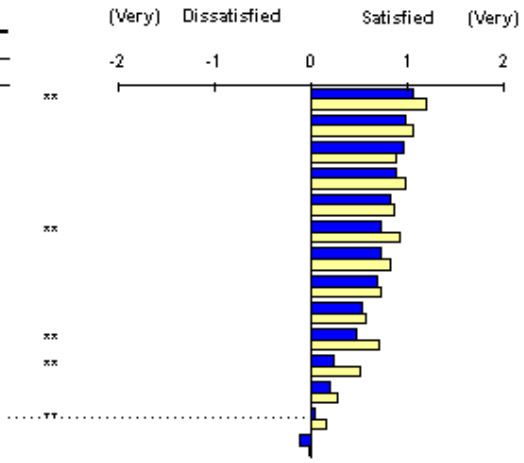
The last section of the survey asked recent alumni about their degree of satisfaction with various aspects of their IUPUI experience. Responses to these items, which are shown in Display 5, range from +2 to -2 where +2 = very satisfied, +1 = satisfied, 0 = neutral, -1 = dissatisfied and -2 = very dissatisfied. Frequencies for these items appear in the addendum.

Display 5 shows that recent graduates, considered as a whole, were most satisfied with the quality of education they received at IUPUI, along with the quality of teaching and courses in their major They were also generally pleased with the extent to which their education gave them the opportunity to integrate what they learned with their own personal experiences. They reported being less than satisfied with their academic advising, extra-curricular activities and opportunities to work on faculty research projects.

Recent graduates differed significantly in terms of their level of satisfaction with some of the above items based on the type of degree or credential they earned. Display 5 also shows that associate degree recipients were generally more satisfied with their experiences at IUPUI than baccalaureate degree recipients. In particular, associates were significantly more satisfied than baccalaureates with the quality of education they received at IUPUI, the personal attention they received from those in their major, the helpfulness of IUPUI staff in general, and the academic advising in their major.

Display 5. Satisfaction with IUPUI Experience *

Indicate your level of satisfaction with IUPUI in the areas of...	Average Satisfaction Rating TOTAL	BACH	ASSOC	
Quality of education received at IUPUI	1.08	1.05	1.19	**
Qual of teaching by faculty in major area	1.00	0.98	1.05	
Opp to work with others in groups	0.94	0.96	0.87	
Courses in major area	0.89	0.87	0.97	
Opp. to integrate learning w/personal experiences	0.83	0.82	0.86	
Personal attention from those in major	0.76	0.71	0.92	**
Opp to increase self-understanding	0.74	0.72	0.81	
Quality of teaching by other faculty at IUPUI	0.70	0.69	0.72	
Required courses outside your major	0.53	0.52	0.56	
Helpfulness of IUPUI staff in general	0.51	0.46	0.70	**
Academic advising in major department	0.29	0.22	0.51	**
Opp. to engage in community services	0.22	0.20	0.27	
Opp to engage in extra-curricular activities	0.05	0.03	0.16	**
Opp to work on faculty research projects	-0.10	-0.12	-0.02	



* Responses provided on a 5-point scale where -2=Very Dissatisfied, -1=Dissatisfied, 0=Neutral, 1=Satisfied, and 2=Very Satisfied. See next page for frequencies and percentages for these items.

** Denotes statistically significant difference between baccalaureates and associates at p<=.05

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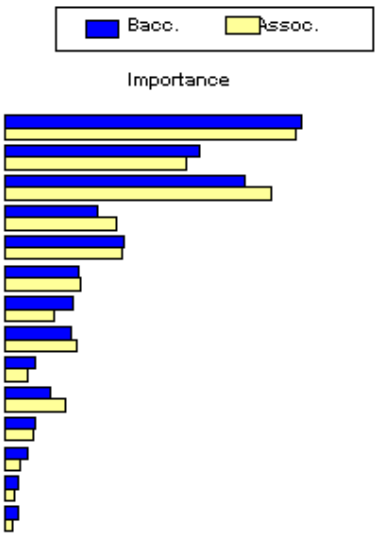
In addition to asking recent graduates to rate their level of satisfaction with their IUPUI experiences, the survey also asked recent graduates to rate the importance of these items. This procedure, also used in the *Continuing Student Satisfaction and Priorities Survey*, asks respondents to choose their top five choices among the set of satisfaction items for importance and then distribute 100 points across those five items. Display 6 shows the order of importance recent graduates assigned to the satisfaction items. Alumni rated three academic concerns -- quality of teaching by faculty in the major, quality of education received at IUPUI and courses in the major, and two academic support concerns -- academic advising in the major, and personal attention from those in the major department, as most important to them. Least important to this year's undergraduate degree recipients were extra-curricular and community services opportunities.

Baccalaureate degree recipients differed from associate degree recipients and certificate holders in the importance they assigned to three of the satisfaction items. Baccalaureates rated opportunities to increase self-understanding, opportunities to engage in faculty members' research, and opportunities to engage in community services as somewhat more important to them than did associates and certificate holders.

Display 6. Alumni Ratings of Importance*

(In order of highest to lowest levels of Total Importance)

Indicate how important the following areas are to you:	TOTAL	BACH	ASSOC
Qual of teaching by faculty in major area	22.72	22.82	22.38
Quality of education received at IUPUI	18.90	18.43	20.56
Courses in major area	14.68	14.89	13.92
Academic advising in major department	9.12	9.17	8.95
Personal attention from those in major	7.44	7.12	8.56
Opp to integrate learning w/personal experiences	5.68	5.67	5.71
Quality of teaching by other faculty at IUPUI	5.14	5.03	5.54
Opp to increase self-understanding	4.83	5.15	3.72
Helpfulness of IUPUI staff in general	3.66	3.40	4.57
Required courses outside your major	2.24	2.27	2.14
Opp to work with others in groups	2.17	2.30	1.71
Opp to work on faculty research projects	1.60	1.75	1.08
Opp to engage in extra-curricular activities	0.92	1.00	0.63
Opp to engage in community services	0.91	1.01	0.53



Shading indicates a statistically significant difference bewteeen Bachelors and Associates at p < .05 on these items

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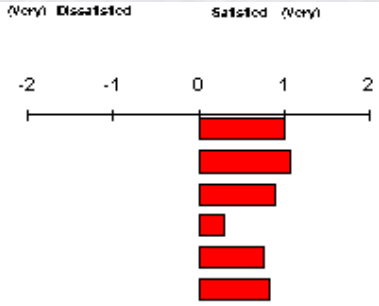
Display 7 shows the top five importance items for all 1994-95 degree recipients in conjunction with the average level of satisfaction for each rated item. An examination of Display 7 reveals that alumni are generally most satisfied with those things that they view as most important. The one exception to this generalization is in the area of academic advising. This year's graduates, like those of previous years, rank academic advising high in importance but are less than satisfied with the advising they are receiving in their major departments.

Display 7. Satisfaction with Top 5 Importance Areas

	Mean Importance	Mean Satisfaction
Qual of teaching by faculty in major area	22.72	1.00
Quality of education received at IUPUI	18.90	1.08
Courses in major area	14.68	0.89
Academic advising in major department	9.12	0.29
Personal attention from those in major	7.44	0.76
Opp to integrate learning w/personal experiences	5.68	0.83



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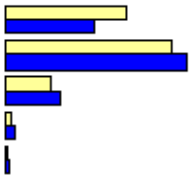
Another question included on the survey related to satisfaction asks alumni whether they would encourage or discourage someone from taking courses at IUPUI. Display 8 shows that eight out of ten alumni would either encourage (52%) or strongly encourage (28%) someone who wanted to take courses here. One-sixth were neutral and only 4% would either discourage or strongly discourage someone from taking courses here.

Display 8. Would you Encourage Someone Who Wanted to Attend IUPUI

	TOTAL		Associate/Cert.		Baccalaureate	
	N	%	N	%	N	%
Strongly encourage	337	28%	92	36%	245	26%
Encourage	625	52%	126	49%	499	53%
Neither encourage or discourage	187	16%	35	14%	152	16%
Discourage	31	3%	4	2%	27	3%
Strongly discourage	12	1%	1	0%	11	1%



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Three Years of Graduates Compared

Satisfaction with IUPUI Experiences

Link to related questions in Survey Instrument

This section of the *Research Brief* presents the last three years of findings on alumni satisfaction with IUPUI and compares statistically the last three years of graduates on their satisfaction with their IUPUI experiences. (Please follow these links to the *Research Briefs* which cover these prior periods: 1992-93 Undergraduate Degree Recipients and 1993-94 Undergraduate Degree Recipients.) In keeping with a practice previously established for evaluating the significance of between year changes in satisfaction, two sets of criterion are imposed on the results. The mean difference in satisfaction between the years being compared must be significant at the .01 level and the difference must be greater than .2 on the 5 point scale used to measure satisfaction.

Display 9 compares recent graduates' satisfaction with their IUPUI experiences over the last three years.

Display 9. Comparisons between 1994-95, 1993-94 and 1992-93 Graduates

	1992-93 Graduates	1993-94 Graduates	Difference in Means	Sig.	1994-95 Graduates	Difference in Means
Quality of education received at IUPUI		N/A			1.08	N/A
Qual of teaching by faculty in major area	0.88	1.11	0.23	*	1.00	-0.11
Opp to work with others in groups	0.68	0.87	0.19	*	0.94	0.07
Courses in major area	0.81	0.94	0.13	*	0.89	-0.05
Opp. to integrate learning w/personal experiences	0.65	0.86	0.21	*	0.83	-0.03
Personal attention from those in major	0.48	0.73	0.25	*	0.76	0.03
Opp to increase self-understanding	0.42	0.66	0.24	*	0.74	0.08
Quality of teaching by other faculty at IUPUI	0.48	0.75	0.27	*	0.70	-0.05
Required courses outside your major	0.28	0.60	0.32	*	0.53	-0.07
Helpfulness of IUPUI staff in general	0.23	0.51	0.28	*	0.51	0.00
Academic advising in major department	0.11	0.30	0.19	*	0.29	-0.01
Opp. to engage in community services	-0.08	0.23	0.31	*	0.22	-0.01
Opp to engage in extra-curricular activities	-0.31	0.10	0.41	*	0.05	-0.05
Opp to work on faculty research projects	-0.44	-0.01	0.43	*	-0.10	-0.09

Scale: 2 = very satisfied, 1 = satisfied, 0 = neutral, -1 = dissatisfied, -2 = very dissatisfied
*significant at p <.01
Shaded difference are substantively significant, I.e. greater than .20

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As Display 9 shows, satisfaction with nearly all of the items increased significantly and substantively between 1992-93 to 1993-94, but from 1993-94 to 1994-95 only two items showed a statistically significant change, though neither of these differences met the substantive criterion of being greater than .20. The satisfaction items concerning the quality of teaching by faculty in your major, and opportunities to work on faculty research projects declined over the last two years. Even though these difference are statistically significant, they are not substantively significant based on the criterion of a 0.2 change (on a 5 point scale). Satisfaction on both of these items increased from the first year to the second year, then fell back in the third year - though it remains higher than the first year. The item on the quality of teaching by faculty in the major is noted here despite the fact that the last year's change was not substantively significant because of the critical nature of this item. This item has been consistently rated highest on importance by both alumni and continuing students. To put this finding in proper context it is likely that satisfaction scores for recent graduates will fluctuate some over time without necessarily establishing a trend. At this point it is necessary to wait until the next administration of the alumni survey to see whether this movement is indeed a fluctuation or the beginning of a trend.

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Other Changes

By and large, this year's responses to the alumni survey were unchanged from last year. However, a couple of significant changes should be noted. Several changes were observed in the area of jobs graduates held after graduating. First, fewer students were likely to continue in the same job they held prior to graduating. In fact, there was a reversal in this area from last year. Last year 53% of graduates continued to work for the employer they worked with prior to graduating compared to 47% this year.

Also, this year there was no difference in terms of whether graduates' first new job required a college degree based on type of degree awarded; whereas, last year, baccalaureates were more likely to find a job that required a college degree than were associates.

This year, there was change in the occupational mix of graduates. This occurred principally in the field of nursing. Last year, nurses constituted 16% of all occupations of new undergraduate degree recipients, but only 12% this year. This change is almost completely attributable to the decline in the number of nursing graduates this year compared to last year.

Finally, there was a change in where IUPUI graduates said they were pursuing their further education, particularly in the case of baccalaureate degree recipients. Last year 64% of baccalaureates furthering their education continued at IUPUI compared to 47% this year.

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Conclusions and Implications

The results of the third administration of the alumni survey modify conclusions advanced in the last two reports on IUPUI's undergraduate degree recipients. In the previous two years of the survey it was observed that a majority of IUPUI's graduates continued in jobs they held while enrolled in school. A larger number of the 1994-95 graduating cohort changed jobs. One possible explanation for this development may be the improving job market in Central Indiana, providing the opportunity for graduates to advance themselves by changing employers. This may also explain the finding that associate degree recipients were just as successful this year in finding jobs that required a college degree as were baccalaureate degree recipients.

Changes were also observed this year in terms of where graduates continued their education. While a roughly equivalent number of 1994-95 graduates compared to the 1993-94 graduates are continuing their education this year, a smaller proportion of baccalaureates are doing so at IUPUI. Our previous conclusion that IUPUI's current students are its future students is still true this year, but to a lesser degree than over the past two years.

In the area of IUPUI's impact on student learning, new items on this year's survey allow us to begin to assess the extent to which graduates feel that they have experienced growth relative to the Nine Principles of Undergraduate Learning and provide us feedback concerning the extent to which they feel the institution placed the appropriate amount of emphasis on each of these areas. One of this year's survey's major findings was that recent graduates feel that the university did not place enough emphasis on the development of computer skills. This finding, in conjunction with findings from the Continuing Student Satisfaction Survey --to be released shortly, suggests that the institution needs to further assess the extent to which it is developing computer skills for students sufficient to meet the demands of today's job market.

While last year's alumni satisfaction results were a cause for optimism, this year's results are a cause for caution, i.e.- the increase in satisfaction from the first year to the second year of the survey has not continued. This year we saw some decrease in alumni satisfaction over the previous year in two areas. Compared to their year ago peers, this year's alumni are less satisfied with the quality of teaching by faculty in their major and less satisfied with their opportunities to engage in faculty members' research. While this decrease was not substantively significant (greater than .20 on a 5 point scale) it was statistically significant. In an attempt to explain this decline, it may well be that the change is more a result of last year's satisfaction results being unusually high, rather than this year's declining. Last year when these results were reported it was suggested that the 1993-94 graduates might have been more satisfied overall compared to the 1992-93 graduates because they faced a more favorable job market. This year's satisfaction results would seem to support that conclusion from last year.

No discussion of satisfaction with the IUPUI experience is complete without noting, once again, that relative to its importance, continuing students and alumni are not satisfied with the academic advising they have been receiving here. Efforts have begun, however, to develop a better understanding of students' more specific concerns with advising. A survey was conducted this summer on the topic and is currently being analyzed. Hopefully, additional information provided from this survey will form the basis for future improvement in this area.

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Research Brief is a periodic publication of the Office of Information Management and Institutional Research at Indiana University Purdue University Indianapolis.

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IM·IR *Research Brief* Volume 4 Number 2, October 1996

Recent Alumni - IUPUI 1994-95 Undergraduate Degree Recipients Addendum

Satisfaction with IUPUI Experiences and Impact - Emphasis by Degree

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Satisfaction with IUPUI Experience: • Baccalaureate Degree Recipients • Associate Degree Recipients	Survey questions
Impact - Emphasis: • Baccalaureate Degree Recipients • Associate Degree Recipients	Survey questions

Research Brief is a periodic publication of the Office of Information Management and Institutional Research at Indiana University Purdue University Indianapolis.

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Recent Alumni - IUPUI 1994-95 Undergraduate Degree Recipients Survey Instrument

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Impact of IUPUI on your Learning	Satisfaction with your IUPUI Experience	Your Priorities

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IUPUI Alumni Survey -- University-Wide Questions

IUPUI continually evaluates the quality of the college experience for students and the effect of the university experience on its graduates. In this survey we seek information on four major areas; your current employment, your prospects for further education, IUPUI's impact on your learning, and your satisfaction with your experiences at IUPUI. Included in this mailing may be another set of questions from the school or department from which you graduated. We appreciate your willingness to respond to these questions. Your answers are completely confidential and will be used only for program assessment purposes.

Current Employment

1. **Which best describes your current employment status?** (please check **ALL** that apply)

- Working for pay full-time
- Working for pay part-time
- Working at more than one job

(If working full- or part-time please continue with question 2)

- Not working but looking for work
- Not working and not looking for work
- I am in the Military service

(If you checked not working or if you checked in the military service, please skip to Question 11)

2. How many hours per week do you work for pay on average at all your jobs?_____

(For questions 3 through 10 please refer to your current primary job)

3. Please refer to the section of the enclosed card labeled "Occupational Codes". Which of these codes best describe your occupation? (specify code number)_____

4. From the section on the enclosed card labeled "Business and Industry Codes", which best describe the business or industry in which you work? (specify code letter)_____

5. Have you worked for your employer continuously since before receiving your degree?

- Yes
- No

If Yes, did you receive a promotion or pay raise as a result of receiving your degree?

- Yes
- No

(after this response skip to question 6)

If No, did your current job require a college degree?

- Yes
- No

How many weeks did it take to find your first new job after graduating? _____

6. How closely does your job relate to your major area of study?

- Directly related
- Somewhat related
- Not related

7. How well did your IUPUI education prepare you for this job?

- Very well
- Somewhat
- Not at all

8. How well do you think your IUPUI education has enhanced your prospects for future advancement?

- Very well
- Somewhat
- Not at all

9. If you are employed full-time, within which category does your personal annual gross salary fall?

- Not Applicable, employed part-time
- Under $20,000
- $20,000 to $24,999
- $25,000 to $29,999
- $30,000 to $34,999
- $35,000 to $39,999
- $40,000 to $44,999
- $45,000 to $49,999
- $50,000 or above

10. Please list the name of your current employer. (If you have more than one employer, list the employer you work for most.)_____

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Further Education

11. Which of the following best describes your current educational status? (check one)

- Enrolled full-time in a program leading to another degree**
- Enrolled part-time in a program leading to another degree**
- Enrolled in a certification program
- Enrolled in courses not presently leading to a degree or certification

- Not presently enrolled but plan on taking further courses
- Not presently enrolled and have no plans for further study

If you are currently **pursuing your education, or if you've completed **another** educational program since recently graduating from IUPUI, please indicate: _____

(Leave blank if not applicable and go to question 12)

At which institution? _____

In what field of study? _____

What is/was your degree objective?

- Certificate
- Associate degree
- Bachelor degree
- Master degree
- Doctoral degree
- Professional Degree, i.e. MD, JD, etc.

12. How likely is it that you will pursue your education at IUPUI?

- I am currently pursuing my education at IUPUI
- I am very likely to pursue my education at IUPUI in the future
- I am somewhat likely to pursue my education at IUPUI in the future
- I am not very likely to pursue my education at IUPUI in the future

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Impact of IUPUI on your Learning

13. Column A is a list of skills and knowledge. In Column B, please indicate the amount of growth you experienced while at IUPUI in each of these areas, where **"1" = no growth** and **"5" = a great deal of growth**. **Then** in Column C, indicate whether you **now** feel that your previous IUPUI experience put too little, too much, or just the right amount of emphasis on each of these areas, where **"1" = too little, "2" = about right, and "3" = too much**. Please circle the appropriate number in both columns B and C to indicate your response.

A. Skills and Knowledge	B. Growth Experienced	C. Emphasis
	1 = None, 5 = Great Deal	1 = Too Little, 2 = About Right, 3 = Too Much
Reading comprehension	1 2 3 4 5	1 2 3
Ability to express ideas, opinions, beliefs and facts to others in writing	1 2 3 4 5	1 2 3
Ability to integrate knowledge from several different fields of study	1 2 3 4 5	1 2 3
Speaking to a large group	1 2 3 4 5	1 2 3
Speaking in a small group setting	1 2 3 4 5	1 2 3
In-depth understanding of your major field of study	1 2 3 4 5	1 2 3
Ability to critically examine ideas and issues	1 2 3 4 5	1 2 3
Understanding traditions, values, and history of people different from yourself	1 2 3 4 5	1 2 3
Developing a sense of values and ethical standards	1 2 3 4 5	1 2 3
Ability to make sense of personal, social, and political experiences	1 2 3 4 5	1 2 3
Quantitative skills such as mathematics, statistics, etc.	1 2 3 4 5	1 2 3
Ability to relate knowledge with practice	1 2 3 4 5	1 2 3
Ability to present ideas, opinions, and beliefs effectively in a group	1 2 3 4 5	1 2 3
Ability to view events and phenomena from several different perspectives	1 2 3 4 5	1 2 3
Computer skills	1 2 3 4 5	1 2 3

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Satisfaction with your IUPUI Experience

14. If you encounter someone who is considering taking college courses, would you encourage or discourage him or her about attending IUPUI?

- Strongly encourage him/her to attend
- Encourage him/her to attend
- Neither encourage or discourage him/her
- Discourage him/her from attending
- Strongly discourage him/her from attending

15. In the following section, please indicate your level of satisfaction with the following specific aspects of your IUPUI experience. After you indicate your level of satisfaction, you will be asked to pick the five items that are most important to you. In order to help you do this there is an extra box to the right of the scale in which you can mark an asterisk (*) for any item that you think you might want to include in your top five priorities list.

VS=Very Satisfied; S=Satisfied; N=Neutral; D=Dissatisfied; VD=Very Dissatisfied

Items	**Level of Satisfaction ***	
a. Overall quality of the education you received at IUPUI	VS S N D VD	
b. Quality of teaching by faculty in your major area	VS S N D VD	
c. Quality of teaching by other faculty at IUPUI	VS S N D VD	
d. Academic advising in your major department	VS S N D VD	
e. Courses in your major area	VS S N D VD	
f. Required courses outside your major area (general education requirements)	VS S N D VD	
g. Personal attention from those in your major department	VS S N D VD	
h. Opportunities to increase your self-understanding	VS S N D VD	
i. Opportunities to work with other students in groups or teams	VS S N D VD	
j. Opportunities to integrate what you have learned with your own personal experiences	VS S N D VD	
k. Opportunities to engage in community services	VS S N D VD	
l. Opportunities to engage in extra-curricular activities	VS S N D VD	
m. Opportunities to participate in faculty members' research	VS S N D VD	
n. The helpfulness of IUPUI staff in general	VS S N D VD	

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Your Priorities

16. Now choose the five things that are most important to you from among all the items above. Mark the letter of the item (for example a, d, f) in the first column to indicate your first, second, third, fourth, and fifth highest priorities. After choosing your five top choices, distribute 100 points among them. Place these numbers in the second column. Your highest priority should receive the most points, and each subsequent item should receive no more points than the one above it, though it may be given the same number.

Priority Choices	Priority Points
1_____	
2_____	
3_____	
4_____	
5_____	
Total	100

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If you have comments see the inserted Comments Sheet, then Return in the Enclosed Postage Paid Reply Envelope

Thank you!

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Research Brief

Recent Alumni - IUPUI 1994-95 Undergraduate Degree Recipients

October, 1996 Indiana University-Purdue University Indianapolis Vol. 4 No. 2

This edition of *Research Brief* reports the results of the 1996 Alumni Survey of 1994-95 IUPUI undergraduate degree recipients that was conducted in Spring 1996. This is the third time that the alumni survey has been administered through the Office of Information Management and Institutional Research. The survey reports on the experiences of IUPUI graduates who received their degree between July 1, 1994 and June 30, 1995. This year's survey was administered to all undergraduate degree recipients (2,667) in early March. An initial mailing along with a full follow-up mailing resulted in a return of 1,220 completed questionnaires yielding a response rate of 46 percent. When only deliverable surveys are considered, the adjusted response rate is 48 percent. Though slightly lower than last year's response rate, this rate is still within the historical range of past alumni surveys and is acceptable for a survey of this type. This year's questionnaire is mostly the same as last year's with one change. The items in the section 'Impact of IUPUI on Your Learning' were changed to relate closely to IUPUI's Nine Principles of Undergraduate Education. The impact items now ask alumni how much growth they experienced in these areas and asks them to evaluate whether or not they feel IUPUI placed the appropriate amount of emphasis on each area. Further discussion of this change will follow in the results section.

The next section of this *Brief* presents the results of the current survey. The section is divided into four parts including Current Employment, Further Education, Impact of IUPUI on Alumni Learning and Satisfaction with the IUPUI Experience. Throughout the discussion, any statistically significant differences between baccalaureate and associate degree recipients are noted. The final section of the *Brief* examines the differences between the 1993-94 graduates and the 1994-95 graduates.

Results

Current Employment

Display 1 presents the employment experiences of recent undergraduate alumni as a series of figures, labeled alphabetically from 1A through 1H. These figures depict current employment status, hours worked, occupation, industry, whether alumni worked with their current employer prior to graduating, length of time required to get first new job, whether the job required a college degree, and how well IUPUI prepared alumni for their current job and enhanced their future prospects. Data on

HIGHLIGHTS

Current Employment: The vast majority of recent alumni are employed (92%). Four percent are not seeking work and less than one percent are in the military. Four percent are unemployed. Slightly fewer than half continue to work for employers they worked for prior to graduating. Two-thirds of those with new jobs are working in jobs that require a college degree. Over eighty percent said their job was related to their major. Ninety-five percent said their IUPUI education enhanced their future prospects. The overall median salary for the 1994-95 undergraduate degree recipients was $25,000 to $30,000.

Further Education: Nearly eight in ten recent alumni intend to further their education: one fifth are currently enrolled and three-fifths are planning to enroll at some institution of higher education in the future. Sixty percent of those who are currently furthering their education are doing so at IUPUI. Considering all alumni who received their undergraduate degree during the 1994-95 academic year one-fifth are enrolled at IUPUI and another one-half say it is likely they will further their education here. In all, seven of ten recent alumni either are currently attending or plan to further their education at IUPUI.

Impact of IUPUI on Alumni Learning: New items were introduced this year to measure the Nine Principles of Undergraduate Learning. These measures examined alumni growth in each of the nine areas as well as alumni perceptions about whether the proper emphasis was placed on each area. Results indicate most growth occurred in the area of intellectual depth and critical thinking. The majority of alumni felt that too little emphasis was placed on developing computer skills.

Satisfaction with IUPUI Experience: Alumni were most satisfied with what they considered to be the most important aspects of their experience here. The quality of education received at IUPUI and the quality of teaching by faculty in their major area ranked highest in terms of both importance and satisfaction followed by courses in the major. Recent alumni were least satisfied with their opportunities to work on faculty research projects, engage in extra-curricular activities, and engage in community service, each of which ranked comparatively low in terms of importance. Academic advising was an important concern for most alumni, but ranked low in terms of satisfaction.

Changes from Previous Years

No substantive changes occurred in the area of alumni satisfaction between this year and last. Small but

(continued page 2)

current salaries of recent alumni are summarized in Display 2.

This year's survey reveals that nine of ten recent IUPUI graduates are working either full or part-time. Four percent of recent alumni are "not working but looking for work". Three percent are "not working and not looking for work" and less than one percent are in the military. Figure 1A shows these results.

Figures 1B and 1C show the hours worked and occupations of recent IUPUI graduates. Of those currently employed, nearly 90 percent are working full-time. On average, graduates report working 41 hours per week. Baccalaureate degree recipients are more likely to work full-time than associates.

The occupations in which graduates work reflect their areas of academic preparation. Nearly one-quarter of those working are employed in health care occupations, with one-eighth employed as nurses. Engineers, surveyors or architects, teachers, and those employed in administrative support occupations each constitute one-tenth of the occupations of recent graduates again this year.

HIGHLIGHTS (contd.)

statistically significant decreases were observed in the areas of opportunities to engage in faculty member's research and the quality of teaching by faculty in the major.

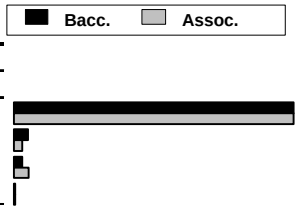
More notable changes over the last two years of the survey occurred in the area of employment and further education. This year reversed a short term trend of most job holders working for the employer they worked with prior to graduating. Also this year, just as many associate degree holders found jobs that required a college degree as did baccalaureates.

The results of this year's survey showed a rather large drop among those furthering their education in the percent doing so at IUPUI. Last year 64% of alumni who continued on to further schooling were enrolled at IUPUI, but this year only 46% continued their education here.

Display 1. Employment

1A. Current Employment Status

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Working full- or part-time	1119	92%	872	92%	247	92%
Not working but looking for work	51	4%	44	5%	7	3%
Not working and not looking	39	3%	26	3%	13	5%
In the military service	5	0%	4	0%	1	0%
Total	1214	100%	946	100%	268	100%



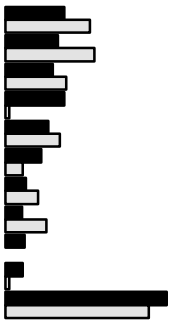
The remaining tables and charts in the employment section pertain to those who currently work full- or part-time

1B. Hours Worked

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Working full-time (35+ hours)	965	87%	767	89%	198	80%
Working part-time	144	13%	96	11%	48	20%
Average hours/week worked	40.8		41.1		39.9	

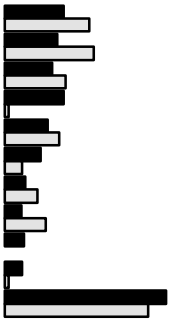
1C. Occupation

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Registered Nurse	134	12%	95	11%	39	16%
Health Practitioner/Technologist	125	11%	84	10%	41	17%
Engineer, Surveyor, Architect	104	9%	76	9%	28	11%
Teacher/Faculty	97	9%	95	11%	2	1%
Administrative Support Occupations	94	9%	69	8%	25	10%
Marketing and Sales	65	6%	57	7%	8	3%
Administrator/Manager	48	4%	33	4%	15	6%
Computer Scientist/Programmer	46	4%	27	3%	19	8%
Social Worker	31	3%	31	4%	0	0%
Financial Adminstrator/Manager	30	3%	28	3%	2	1%
Other	324	30%	258	30%	66	27%



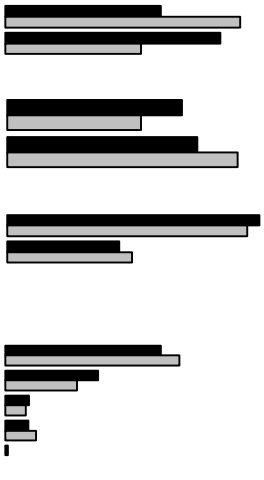
1D. Business/Industry

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Health/Medical Services	318	29%	224	26%	94	38%
Manufacturing	126	11%	81	9%	45	18%
Education	126	11%	120	14%	6	2%
Financial Inst./insurance/Real Estate	80	7%	71	8%	9	4%
Wholesale Trade/Retail Trade	61	6%	55	6%	6	2%
Social Services	40	4%	39	5%	1	0%
Computer/Data Processing	36	3%	22	3%	14	6%
Construction	30	3%	21	2%	9	4%
Engineering/Architectural Services	29	3%	24	3%	5	2%
Transportation	26	2%	18	2%	8	3%
Other	212	19%	169	20%	43	18%



1E. Worked with Current Employer Prior to Receiving Degree

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Yes	521	47%	365	42%	156	63%
No	594	53%	504	58%	90	37%
chi-square < .05						
If yes, a raise or promotion received						
Yes	*229*	*45%*	172	48%	57	37%
No	*285*	*55%*	187	52%	98	63%
chi-square < .05						
If no, college degree required for current job						
Yes	*381*	*69%*	331	69%	50	66%
No	*173*	*31%*	147	31%	26	34%
If no, weeks to find first new job after completing degree						
0 - 4	257	53%	223	52%	34	59%
5 - 16	147	30%	133	31%	14	24%
17 - 24	38	8%	34	8%	4	7%
25 - 52	39	8%	33	8%	6	10%
Over 52	4	1%	4	1%	0	0%



1F. How Closely Does Current Job Relate to Major

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Directly Related	643	57%	485	55%	158	64%
Somewhat Related	290	26%	225	26%	65	26%
Not Related	188	17%	165	19%	23	9%

chi-square < .05

1G. How Well IUPUI Education Prepared Alumni for Current Job

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Very Well	475	43%	358	41%	117	48%
Somewhat Well	498	45%	398	46%	100	41%
Not at all Well	141	13%	113	13%	28	11%

1H. How Well IUPUI Education Has Enhanced Future Prospects

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Very Well	560	50%	433	50%	127	52%
Somewhat Well	508	45%	396	45%	112	46%
Not at all Well	50	4%	45	5%	5	2%

Following these results, IUPUI recent graduates are also heavily represented in the health care industry. Figure 1D shows that nearly one in three recent IUPUI graduates are employed in the health and medical services industry. One-tenth are employed in the manufacturing sector, while another one-tenth are employed in education.

The top panel of Figure 1E shows that just less than one-half (47%) of IUPUI employed recent graduates are working with the same employer they worked with prior to receiving their degree. Of those graduates who continued to work for the same employer after graduation, nearly one-half received a raise or promotion after completing their undergraduate degree.

The second panel of Figure 1E. reports the results of an item that asked graduates looking for their first new job, if that job required a college degree. Figure 1E shows that two-thirds of all alumni reported that their first new job after graduation required a college degree.

Figure 1E also shows how long it took recent alumni to find their first new job. Half of those not currently working for their previous employer found their jobs within four weeks of graduating and eight of ten found a job within four months of the time they left the university.

Six of ten recent graduates report that their current job is directly related to their major, with another one-quarter indicating their major was somewhat related to their current employment. Only one of six recent graduates report that their major is not related to their current employment, as Figure 1F shows. When asked about how well their IUPUI education prepared them for their current job, six of seven recent graduates said either "very well" (43%) or "somewhat well" (45%). However, one in eight (13%) said "not at all well" as Figure 1G shows.

The vast majority of recent graduates feel that their IUPUI education will benefit them in the future as Figure 1H shows. Ninety five percent report that their IUPUI education has enhanced their future prospects "very well" (50%) or "somewhat well" (45%). Only 4 percent responded "not at all well" to this item.

The *Alumni Survey* also asked recent graduates about their current personal gross income. Display 2 reports the salary distribution for recent alumni and shows the median income range for all IUPUI recent graduates is between $25,000 and $30,000. When median salary ranges were determined for baccalaureates versus associates, including those with certificates, the results show that associate degree holders and those with certificates report a median salary between $30,000 and $35,000 compared to baccalaureates who earn on average $25,000 to $30,000. These same results were reported last year and at least partially explained at that time by the fact that this difference relates to the finding that those earning an associate degree or certificate are older on average (suggesting more time in the labor market) and continuing their employment with the same employer (more time in position) and employed in higher paying technical and professional fields (largest associate degree programs are in nursing, dentistry, and computer technology). Further analysis of this year's graduates reveals similar differences in demographic and employment variables strengthening last year's conclusions about this seeming anomaly.

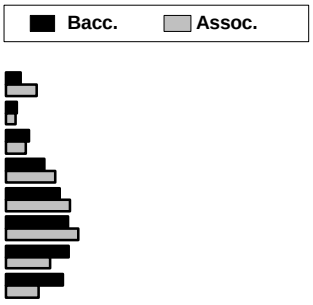
Further Education

The second section of the *Recent Alumni Survey* asked graduates about their current and planned involvement in higher education. Figure 3A of Display 3 shows that just over one-fifth of all recent alumni were currently enrolled at the time the survey was administered and three-fifths had plans to further their education in the future. Overall, eight of ten recent IUPUI graduates are either currently enrolled or plan to resume their studies in the future.

Whether or not recent graduates were currently enrolled in an educational program varied by the degree they earned. As might be expected, associate degree and certificate recipients were more likely to be currently enrolled than were baccalaureates. Figure 3A shows that just over 40% of associate degree and certificate recipients were enrolled either full-time (17%), part-time (23%) or are taking a few courses (<1%) or working on a certificate (<1%) compared to 17% of baccalaureate graduates who said they were currently enrolled at some institution of higher education either full-time (7%) or part-time (5%), taking a few courses (2%) or working on a

Display 2. Current Salary

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
$50,000 or above	54	6%	35	5%	19	10%
$45,000 to $49,999	31	3%	25	3%	6	3%
$40,000 to $44,999	66	7%	54	7%	12	6%
$35,000 to $39,999	120	13%	90	12%	30	15%
$30,000 to $34,999***	165	17%	126	17%	39	20%
$25,000 to $29,999**	189	20%	145	19%	44	22%
$20,000 to $24,999	173	18%	146	19%	27	14%
Under $20,000	153	16%	133	18%	20	10%



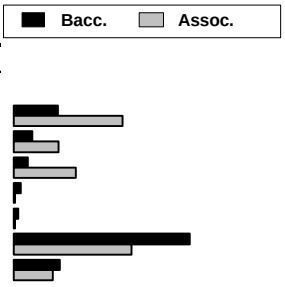
** median salary range -Baccalaureate

*** median salary range - Associates/Certificates

3A. Current Educational Status

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
TOTAL ENROLLED	266	22%	157	17%	109	41%
Enrolled full-time in degree prog.	111	9%	66	7%	45	17%
Enrolled part-time in degree prog.	113	9%	51	5%	62	23%
Enrolled in a certificate prog	25	2%	24	3%	1	0%
Enrolled in courses only	17	1%	16	2%	1	0%
Not presently enrolled but plan to	743	61%	625	66%	118	44%
Not presently enrolled, no plans to	202	17%	163	17%	39	15%

chi-square < .05



The remaining tables and charts in this section pertain to those who are pursuing or have pursued an educational program since graduating

3B. Institution

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
IUPUI	124	59.0%	59	46.5%	65	78.3%
Other IU Campuses	11	5.2%	8	6.3%	3	3.6%
Purdue	7	3.3%	3	2.4%	4	4.8%
Ball State	6	2.9%	6	4.7%	0	0.0%
Ivy Tech	5	2.4%	4	3.1%	1	1.2%
Indiana Wesleyan	4	1.9%	2	1.6%	2	2.4%
Portland State University	3	1.4%	3	2.4%	0	0.0%
Butler University	2	1.0%	2	1.6%	0	0.0%
IUSSW	2	1.0%	2	1.6%	0	0.0%
University of Illinois	2	1.0%	2	1.6%	0	0.0%
Other	44	21.0%	36	28.3%	8	9.6%

chi-square < .05

3C. Field

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Social Work	21	10.0%	21	16.5%	0	0.0%
Business	18	8.6%	10	7.9%	8	9.6%
CPT	11	5.2%	0	0.0%	11	13.3%
General Studies	10	4.8%	0	0.0%	10	12.0%
Nursing	10	4.8%	7	5.5%	3	3.6%
Public Affairs	8	3.8%	5	3.9%	3	3.6%
Electrical Engineering Technology	7	3.3%	0	0.0%	7	8.4%
Construction Technology	5	2.4%	0	0.0%	5	6.0%
Law	4	1.9%	4	3.1%	0	0.0%
Respiratory Therapy	4	1.9%	0	0.0%	4	4.8%
Other	106	50.5%	76	59.8%	30	36.1%

chi-square < .05

certificate (3%).

Figure 3B shows the top ten institutions or campuses where IUPUI graduates are either enrolled in degree programs or taking courses. Recent graduates are enrolled at 54 different universities and campuses within Indiana and across the country. Most (59%) of those furthering their education are doing so at IUPUI. Another five percent are enrolled at other IU campuses.

Figure 3C reveals that the most popular fields of study for IUPUI baccalaureate degree recipients are social work, followed by business and nursing. Among associate degree recipients, most are continuing their education in computer technology, general studies, business, and electrical engineering technology in that order.

An examination of Figure 3D shows that among all recent alumni pursuing their degrees, half are seeking graduate or professional degrees and half are pursuing associate and baccalaureate degrees or certificates. Forty percent are working on Master degrees, mostly among the baccalaureate degree recipients, while another eight percent are pursuing professional or doctoral degrees.

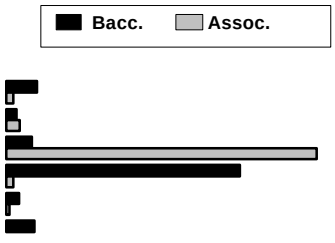
Figure 3E shows that many recent alumni who received their degrees during the 1994-95 academic year plan to return to IUPUI to further their education. In addition to the one-seventh of all 1994-95 degree recipients who are currently enrolled here, an additional one-quarter say it is very likely they will pursue their further education at IUPUI. When those recent alumni who say it is somewhat likely they will further their education at IUPUI are combined with those

Display 3. Further Education (cont'd.)

3D. Degree Sought

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Certificate	14	6%	12	9%	2	2%
Associate	8	3%	4	3%	4	4%
Bachelor	105	44%	10	7%	95	91%
Master	94	39%	92	69%	2	2%
Doctorate	6	3%	5	4%	1	1%
Professional Degree	11	5%	11	8%	0	0%

chi-square significant < .05



3E. Likelihood of Pursuing Education at IUPUI

	Total		Baccalaureate		Assoc/Cert	
	N	%	N	%	N	%
Currently doing so	161	14%	74	8%	87	33%
Very likely	305	26%	241	27%	64	25%
Somewhat likely	365	31%	304	34%	61	23%
Not very likely	335	29%	286	32%	49	19%

chi-square significant < .05

currently enrolled and very likely to enroll, seven out of ten of the 1994-95 undergraduate degree recipients are either enrolled or are considering enrolling again at IUPUI.

Impact of IUPUI on Alumni Learning

This year's survey introduces a new set of items to assess IUPUI's impact on student learning in the area of general education. This change was undertaken to substitute a generic set of learning outcomes with a set of outcomes that more closely reflect the learning outcomes put forward in the Nine Principles of Undergraduate Learning. These new items were developed in an attempt to measure the nine learning principles from the perspective of recent graduates. For each of the 15 items presented in Display 4, alumni were asked to (1) indicate how much growth they felt they had experienced in each area during their time at IUPUI and (2) comment on whether they now feel that IUPUI had placed the proper amount of emphasis on each area. The scale for the growth in learning question ranged from 1 to 5, where one equals "none" and five equals "a great deal". The total column (Growth) in Display 4 reports the average growth score for all graduates on each of the fifteen items. The scale for emphasis has three values -- too little emphasis, about right, and too much emphasis. The total column (Emphasis) reports the percent of all degree recipients who said they now believe that too little emphasis was placed on each of the fifteen areas[1]. The results in Display 4 are sorted to show the principles and their related items from highest to lowest growth across all respondents irrespective of degree. The furthest left hand column lists the questionnaire items along with their associated learning principle.

Column 1 (Total - Growth) of Display 4 reveals that graduates overall experienced the greatest growth in the area of intellectual depth, critical thinking, one of the application of knowledge and practice items, and in one of the core skills - speaking in a small group setting. Graduates reported the least growth in two of the core skills --reading comprehension and computer skills, as well as in the other application of knowledge and experience item and the item relating to understanding societies and cultures.

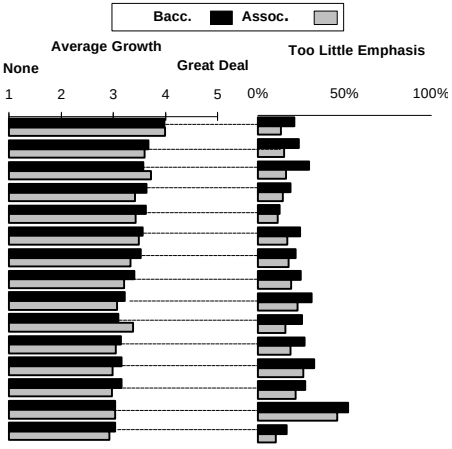
Display 4 also reports alumni results concerning the emphasis that IUPUI placed on these same areas. Column one (Total - Emphasis) in Display 4 shows the percentage of graduates who now say that "too little" emphasis was placed on each of these areas. For every skills and knowledge area, except one, the vast majority of alumni believed that the right amount of emphasis was being placed on these areas. However, half of all alumni now report that too little emphasis was placed on one of the core skills --developing computer skills. In combination with the finding that computer skills was a low growth area, this finding would suggest that more attention should

[1] The addendum to the Brief presents the frequency and percentage distribution for all of the categories of the impact - emphasis item.

Display 4. Impact of IUPUI on Alumni Learning (In order of highest to lowest level of Total Growth)

Indicate the amount of growth that you experienced, as well as the amount of emphasis placed on the following areas while at IUPUI:

Item	Principle	TOTAL Growth* Average	TOTAL Emphasis** Too Little	BACH Growth* Average	BACH Emphasis** Too Little	ASSOC Growth* Average	ASSOC Emphasis** Too Little
In-depth understanding of your major field	ID	3.98	19%	3.98	21%	3.98	13%
Ability to critically examine ideas and issues	CT	3.66	22%	3.68	24%	3.60	15%
Ability to relate knowledge with practice	AKE	3.60	26%	3.57	29%	3.72	16%
Ability to express facts, ideas, etc. in writing	CS	3.59	18%	3.64	19%	3.42	14%
Speaking in a small group setting	CS	3.58	12%	3.63	13%	3.43	11%
Ability to integrate knowledge from several fields	IK	3.55	23%	3.56	24%	3.49	17%
Ability to present ideas, etc. effectively in a group	CC	3.48	21%	3.53	22%	3.33	17%
Ability to view events from diff. perspectives	IBA	3.36	24%	3.40	25%	3.21	19%
Speaking to a large group	CS	3.19	29%	3.22	31%	3.07	23%
Quantitative skills (e.g., mathematics, statistics)	CS	3.16	23%	3.09	26%	3.38	16%
Developing a sense of values and ethical standards	V&E	3.13	25%	3.15	27%	3.05	19%
Understanding different people and traditions	USC	3.12	31%	3.16	33%	2.98	26%
Ability to make sense of personal & social experiences	AKE	3.11	26%	3.15	27%	2.96	22%
Computer skills	CS	3.03	51%	3.03	52%	3.03	46%
Reading comprehension	CS	3.01	15%	3.04	16%	2.92	10%



** Responses provided on a 5-point scale, where 1=None and 5=Great Deal. Reported values are averages.*

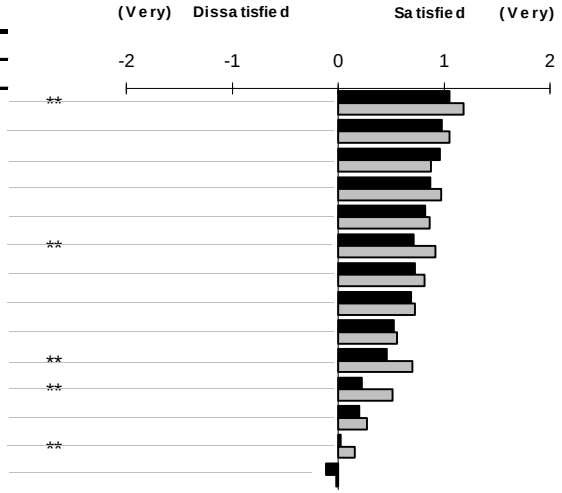
*** Responses provided on a 3-point scale, where 1=Too Little, 2=About Right, and 3=Too Much.*

*Shaded **growth** figures are significant at p < .05. Shaded **emphasis** figures are signifcant at chi-square < .05*

Principles: CS = Core Skills, CT = Critical Thinking, IK = Integration of Knowledge, USC = Understanding Societies and Cultures, IBA = Intellectual Breadth and Adaptiveness, ID = Intellectual Depth, AKE = Application of Knowledge and Experiences, V&E =Values and Ethics, CC = Communications in Context

Display 5. Satisfaction with IUPUI Experience *

Indicate your level of satisfaction with IUPUI in the areas of...	Average Satisfaction Rating TOTAL	BACH	ASSOC
Quality of education received at IUPUI	1.08	1.05	1.19
Qual of teaching by faculty in major area	1.00	0.98	1.05
Opp to work with others in groups	0.94	0.96	0.87
Courses in major area	0.89	0.87	0.97
Opp. to integrate learning w/personal experiences	0.83	0.82	0.86
Personal attention from those in major	0.76	0.71	0.92
Opp to increase self-understanding	0.74	0.72	0.81
Quality of teaching by other faculty at IUPUI	0.70	0.69	0.72
Required courses outside your major	0.53	0.52	0.56
Helpfulness of IUPUI staff in general	0.51	0.46	0.70
Academic advising in major department	0.29	0.22	0.51
Opp. to engage in community services	0.22	0.20	0.27
Opp to engage in extra-curricular activities	0.05	0.03	0.16
Opp to work on faculty research projects	-0.10	-0.12	-0.02



** Responses provided on a 5-point scale where -2=Very Dissatisfied, -1=Dissatisfied, 0=Neutral, 1=Satisfied, and 2=Very Satisfied. See next page for frequencies and percentages for these items.*

*** Denotes statistically significant difference between baccalaureates and associates at p<=.05*

be given to this core skill in the development of the general education curriculum.

Display 4 also reveals that considerable differences on both the dimensions of growth and emphasis exist by degree type. Baccalaureate degree recipients generally felt that too little emphasis was being placed on each of the areas in comparison to associate degree recipients and certificate holders. In particular, the largest statistically significant difference between baccalaureates and associates or certificate degree holders came in the area of application of knowledge and experience – specifically, the ability to relate knowledge with practice. Sixteen percent of associate degree recipients and certificate holders said too little emphasis was placed on this area compared to 29% of baccalaureates. This finding would seem to reflect the more practical aspect of the associate degree programs. Corroborating this conclusion is the fact that associate degree and certificate holders reported significantly more growth in this area.

In the area of reported growth on the learning principles, baccalaureates reported higher growth on six of the eight principles where there was a statistically significant difference based on degree awarded. Associates and certificate holders, on the other hand, reported more growth in the two areas of application of knowledge and experience and in quantitative skills.

Not only are there differences between types of degree recipients on these principles, there are also differences among graduates from different schools in terms of their perceived growth in learning and the emphasis they now feel was placed on these areas of skills and knowledge. In the area of growth, for example, Liberal Arts graduates reported the highest levels of growth among all graduates in the areas of reading comprehension, ability to express ideas and facts in writing, ability to present ideas effectively in a group, and the ability to view events from different perspectives. On the other hand, engineering and technology graduates reported the greatest growth in computer skills.

On the dimension of emphasis, school differences were also observed. For example, science graduates were most likely to say that too little emphasis was placed on the ability to relate knowledge to practice, whereas, business and public and environmental affairs graduates were more likely to feel that too little emphasis was placed on the ability to express facts and ideas in writing – one of the core skills. Due to these differences, and in keeping with the practice established two years ago, schools will receive reports of their own results from this survey. These reports will be distributed around the time of the release of this *Brief*.

Satisfaction with the IUPUI Experience

The last section of the survey asked recent alumni about their degree of satisfaction with various aspects of their IUPUI experience. Responses to these items, which are shown in Display 5, range from +2 to -2 where +2 = very satisfied, +1 = satisfied, 0 = neutral, -1 = dissatisfied and -2 = very dissatisfied. Frequencies for these items appear in the addendum.

Display 5 shows that recent graduates, considered as a whole, were most satisfied with the quality of education they received at IUPUI, along with the quality of teaching and courses in their major They were also generally pleased with the extent to which their education gave them the opportunity to integrate what they learned with their own personal experiences. They reported being less than satisfied with their academic advising, extra-curricular activities and opportunities to work on faculty research projects.

Recent graduates differed significantly in terms of their level of satisfaction with some of the above items based on the type of degree or credential they earned. Display 5 also shows that associate degree recipients were generally more satisfied with their experiences at IUPUI than baccalaureate degree recipients. In particular, associates were significantly more satisfied than baccalaureates with the quality of education they received at IUPUI, the personal attention they received from those in their major, the helpfulness of IUPUI staff in general, and the academic advising in their major.

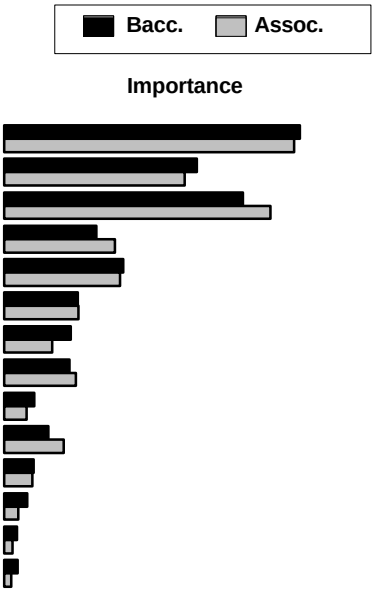
In addition to asking recent graduates to rate their level of satisfaction with their IUPUI experiences, the survey also asked recent graduates to rate the importance of these items. This procedure, also used in the *Continuing Student Satisfaction and Priorities Survey*, asks respondents to choose their top five choices among the set of satisfaction items for importance and then distribute 100 points across those five items. Display 6 shows the order of importance recent graduates assigned to the satisfaction items. Alumni rated three academic concerns -- quality of teaching by faculty in the major, quality of education received at IUPUI and courses in the major, and two academic support concerns -- academic advising in the major, and personal attention from those in the major department, as most important to them. Least important to this year's undergraduate degree recipients were extra-curricular and community services opportunities.

Baccalaureate degree recipients differed from associate degree recipients and certificate holders in the importance they assigned to three of the satisfaction items. Baccalaureates rated opportunities to increase self-understanding, opportunities to engage in faculty members' research, and opportunities to engage in

Display 6. Alumni Ratings of Importance*

(In order of highest to lowest levels of Total Importance)

Indicate how important the following areas are to you:	TOTAL	BACH	ASSOC
Qual of teaching by faculty in major area	22.72	22.82	22.38
Quality of education received at IUPUI	18.90	18.43	20.56
Courses in major area	14.68	14.89	13.92
Academic advising in major department	9.12	9.17	8.95
Personal attention from those in major	7.44	7.12	8.56
Opp to integrate learning w/personal experiences	5.68	5.67	5.71
Quality of teaching by other faculty at IUPUI	5.14	5.03	5.54
Opp to increase self-understanding	4.83	5.15	3.72
Helpfulness of IUPUI staff in general	3.66	3.40	4.57
Required courses outside your major	2.24	2.27	2.14
Opp to work with others in groups	2.17	2.30	1.71
Opp to work on faculty research projects	1.60	1.75	1.08
Opp to engage in extra-curricular activities	0.92	1.00	0.63
Opp to engage in community services	0.91	1.01	0.53



Shading indicates a statistically significant difference bewteeen Bachelors and Associates at p < .05 on these items

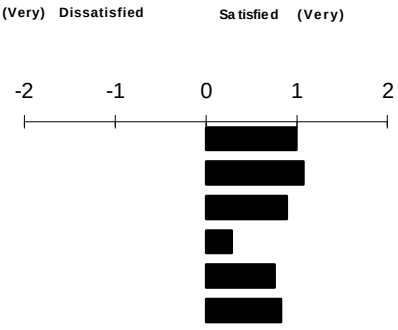
community services as somewhat more important to them than did associates and certificate holders.

Display 7 shows the top five importance items for all 1994-95 degree recipients in conjunction with the average level of satisfaction for each rated item. An examination of Display 7 reveals that alumni are generally most satisfied with those things that they view as most important. The one exception to this generalization is in the area of academic advising. This year's graduates, like those of previous years, rank academic advising high in importance but are less than satisfied with the advising they are receiving in their major departments.

Another question included on the survey related to satisfaction asks alumni whether they would encourage or discourage someone from taking courses at IUPUI. Display 8 shows that eight out of ten alumni would either encourage (52%) or strongly encourage (28%) someone who wanted to take courses here. One-sixth were neutral and only 4% would either discourage or strongly

Display 7. Satisfaction with Top 5 Importance Areas

	Mean Importance	Mean Satisfaction
Qual of teaching by faculty in major area	22.72	1.00
Quality of education received at IUPUI	18.90	1.08
Courses in major area	14.68	0.89
Academic advising in major department	9.12	0.29
Personal attention from those in major	7.44	0.76
Opp to integrate learning w/personal experiences	5.68	0.83



Display 8. Would you Encourage Someone Who Wanted to Attend IUPUI

	TOTAL		Associate/Cert.		Baccalaureate	
	N	%	N	%	N	%
Strongly encourage	337	28%	92	36%	245	26%
Encourage	625	52%	126	49%	499	53%
Neither encourage or discourage	187	16%	35	14%	152	16%
Discourage	31	3%	4	2%	27	3%
Strongly discourage	12	1%	1	0%	11	1%

discourage someone from taking courses here.

Three Years of Graduates Compared

Satisfaction with IUPUI Experiences

This section of the *Research Brief* presents the last three years of findings on alumni satisfaction with IUPUI and compares statistically the last three years of graduates on their satisfaction with their IUPUI experiences. In keeping with a practice previously established for evaluating the significance of between year changes in satisfaction, two sets of criterion are imposed on the results. The mean difference in satisfaction between the years being compared must be significant at the .01 level and the difference must be greater than .2 on the 5 point scale used to measure satisfaction.

Display 9 compares recent graduates' satisfaction with their IUPUI experiences over the last three years.

As Display 9 shows, satisfaction with nearly all of the items increased significantly and substantively between 1992-93 to 1993-94, but from 1993-94 to 1994-95 only two items showed a statistically significant change, though neither of these differences met the substantive criterion of being greater than .20. The satisfaction items concerning the quality of teaching by faculty in your major, and opportunities to work on faculty research projects declined over the last two years. Even though these difference are statistically significant, they are not substantively significant based on the criterion of a 0.2 change (on a 5 point scale). Satisfaction on both of these items increased from the first year to the second year, then fell back in the third year - though it remains higher than the first year. The item on the quality of teaching by faculty in the major is noted here despite the fact that the last year's change was not substantively significant because of the critical nature of this item. This item has been consistently rated highest on importance by both alumni and continuing students. To put this finding in proper context it is likely that satisfaction scores for recent graduates will fluctuate some over time without necessarily establishing a trend. At this point it is necessary to wait until the next administration of the alumni survey to see whether this movement is indeed a fluctuation or the beginning of a trend.

Other Changes

By and large, this year's responses to the alumni survey were unchanged from last year. However, a couple of significant changes should be noted. Several changes were observed in the area of jobs graduates held after graduating. First, fewer students were likely to continue in the same job they held prior to graduating. In fact, there was a reversal in this area from last year. Last year 53% of graduates continued to work for the employer they worked with prior to graduating compared to 47% this year.

Also, this year there was no difference in terms of whether graduates' first new job required a college degree based on type of degree awarded; whereas, last year, baccalaureates were more likely to find a job that required a college degree than were associates.

This year, there was change in the occupational mix of graduates. This occurred principally in the field of nursing. Last year, nurses constituted 16% of all occupations of new undergraduate degree recipients, but

Display 9. Comparisons between 1994-95, 1993-94 and 1992-93 Graduates

	1992-93 Graduates	*1993-94 Graduates*	*Difference in Means*	*Sig.*	*1994-95 Graduates*	*Difference in Means*	*Sig.*
Quality of education received at IUPUI		N/A			1.08	N/A	
Qual of teaching by faculty in major area	0.88	1.11	0.23	*	1.00	-0.11	*
Opp to work with others in groups	0.68	0.87	0.19	*	0.94	0.07	
Courses in major area	0.81	0.94	0.13	*	0.89	-0.05	
Opp. to integrate learning w/personal experiences	0.65	0.86	0.21	*	0.83	-0.03	
Personal attention from those in major	0.48	0.73	0.25	*	0.76	0.03	
Opp to increase self-understanding	0.42	0.66	0.24	*	0.74	0.08	
Quality of teaching by other faculty at IUPUI	0.48	0.75	0.27	*	0.70	-0.05	
Required courses outside your major	0.28	0.60	0.32	*	0.53	-0.07	
Helpfulness of IUPUI staff in general	0.23	0.51	0.28	*	0.51	0.00	
Academic advising in major department	0.11	0.30	0.19	*	0.29	-0.01	
Opp. to engage in community services	-0.08	0.23	0.31	*	0.22	-0.01	
Opp to engage in extra-curricular activities	-0.31	0.10	0.41	*	0.05	-0.05	
Opp to work on faculty research projects	-0.44	-0.01	0.43	*	-0.10	-0.09	*

Scale: 2 = very satisfied, 1 = satisfied, 0 = neutral, -1 = dissatisfied, -2 = very dissatisfied

**significant at p <.01*

Shaded difference are substantively significant, I.e. greater than .20

only 12% this year. This change is almost completely attributable to the decline in the number of nursing graduates this year compared to last year.

Finally, there was a change in where IUPUI graduates said they were pursuing their further education, particularly in the case of baccalaureate degree recipients. Last year 64% of baccalaureates furthering their education continued at IUPUI compared to 47% this year.

Conclusions and Implications

The results of the third administration of the alumni survey modify conclusions advanced in the last two reports on IUPUI's undergraduate degree recipients. In the previous two years of the survey it was observed that a majority of IUPUI's graduates continued in jobs they held while enrolled in school. A larger number of the 1994-95 graduating cohort changed jobs. One possible explanation for this development may be the improving job market in Central Indiana, providing the opportunity for graduates to advance themselves by changing employers. This may also explain the finding that associate degree recipients were just as successful this year in finding jobs that required a college degree as were baccalaureate degree recipients.

Changes were also observed this year in terms of where graduates continued their education. While a roughly equivalent number of 1994-95 graduates compared to the 1993-94 graduates are continuing their education this year, a smaller proportion of baccalaureates are doing so at IUPUI. Our previous conclusion that IUPUI's current students are its future students is still true this year, but to a lesser degree than over the past two years.

In the area of IUPUI's impact on student learning, new items on this year's survey allow us to begin to assess the extent to which graduates feel that they have experienced growth relative to the Nine Principles of Undergraduate Learning and provide us feedback concerning the extent to which they feel the institution placed the appropriate amount of emphasis on each of these areas. One of this year's survey's major findings was that recent graduates feel that the university did not place enough emphasis on the development of computer skills. This finding, in conjunction with findings from the Continuing Student Satisfaction Survey --to be released shortly, suggests that the institution needs to further assess the extent to which it is developing computer skills for students sufficient to meet the demands of today's job market.

While last year's alumni satisfaction results were a cause for optimism, this year's results are a cause for caution, i.e.- the increase in satisfaction from the first year to the second year of the survey has not continued. This year we saw some decrease in alumni satisfaction over the previous year in two areas. Compared to their year ago peers, this year's alumni are less satisfied with the quality of teaching by faculty in their major and less satisfied with their opportunities to engage in faculty members' research. While this decrease was not substantively significant (greater than .20 on a 5 point scale) it was statistically significant. In an attempt to explain this decline, it may well be that the change is more a result of last year's satisfaction results being unusually high, rather than this year's declining. Last year when these results were reported it was suggested that the 1993-94 graduates might have been more satisfied overall compared to the 1992-93 graduates because they faced a more favorable job market. This year's satisfaction results would seem to support that conclusion from last year.

No discussion of satisfaction with the IUPUI experience is complete without noting, once again, that relative to its importance, continuing students and alumni are not satisfied with the academic advising they have been receiving here. Efforts have begun, however, to develop a better understanding of students' more specific concerns with advising. A survey was conducted this summer on the topic and is currently being analyzed. Hopefully, additional information provided from this survey will form the basis for future improvement in this area.

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Addendum

Satisfaction with IUPUI Experience (Baccalaureates)

Indicate your level of satisfaction with IUPUI in the areas of...	Number of Respondents					Percentage				
	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Overall quality of education received at IUPUI	10	36	77	593	224	1%	4%	8%	63%	24%
Quality of teaching by faculty in your major area	18	73	104	457	286	2%	8%	11%	49%	30%
Quality of teaching by other faculty at IUPUI	12	58	242	518	103	1%	6%	26%	56%	11%
Academic advising in your major department	118	173	191	287	165	13%	19%	20%	31%	18%
Courses in your major area	14	76	132	511	204	1%	8%	14%	55%	22%
Required courses outside your major area	22	81	294	449	80	2%	9%	32%	48%	9%
Personal attention from those in your major department	43	117	186	315	279	5%	12%	20%	34%	30%
Opportunities to increase your self-understanding	13	45	277	463	144	1%	5%	29%	49%	15%
Opportunities to work with other students in groups or teams	8	38	157	518	218	1%	4%	17%	55%	23%
Opportunities to integrate learning with personal experience	14	43	208	509	166	1%	5%	22%	54%	18%
Opportunities to engage in community services	25	128	469	258	53	3%	14%	50%	28%	6%
Opportunities to engage in extra-curricular activities	57	158	461	214	41	6%	17%	50%	23%	4%
Opportunities to participate in faculty members' research	63	192	512	120	44	7%	21%	55%	13%	5%
The helpfulness of IUPUI staff in general	60	124	204	432	122	6%	13%	22%	46%	13%

Satisfaction with IUPUI Experience (Associates)

Indicate your level of satisfaction with IUPUI in the areas of...	Number of Respondents					Percentage				
	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Overall quality of education received at IUPUI	0	4	18	166	75	0%	2%	7%	63%	29%
Quality of teaching by faculty in your major area	3	17	29	127	85	1%	7%	11%	49%	33%
Quality of teaching by other faculty at IUPUI	2	15	68	143	32	1%	6%	26%	55%	12%
Academic advising in your major department	18	39	62	78	66	7%	15%	24%	30%	25%
Courses in your major area	2	16	28	157	58	1%	6%	11%	60%	22%
Required courses outside your major area	4	19	92	121	26	2%	7%	35%	46%	10%
Personal attention from those in your major department	9	18	44	104	86	3%	7%	17%	40%	33%
Opportunities to increase your self-understanding	2	11	70	127	49	1%	4%	27%	49%	19%
Opportunities to work with other students in groups or teams	1	11	62	135	54	0%	4%	24%	51%	21%
Opportunities to integrate learning with personal experience	3	12	53	145	50	1%	5%	20%	55%	19%
Opportunities to engage in community services	2	20	160	63	16	1%	8%	61%	24%	6%
Opportunities to engage in extra-curricular activities	4	23	171	49	11	2%	9%	66%	19%	4%
Opportunities to participate in faculty members' research	11	31	174	36	6	4%	12%	67%	14%	2%
The helpfulness of IUPUI staff in general	13	17	51	136	45	5%	6%	19%	52%	17%

IUPUI Alumni Survey -- *University-Wide Questions*

IUPUI continually evaluates the quality of the college experience for students and the effect of the university experience on its graduates. In this survey we seek information on four major areas; your current employment, your prospects for further education, IUPUI's impact on your learning, and your satisfaction with your experiences at IUPUI. Included in this mailing may be another set of questions from the school or department from which you graduated. We appreciate your willingness to respond to these questions. Your answers are completely confidential and will be used only for program assessment purposes.

Current Employment

1. Which best describes your current employment status? (*please check* **ALL** *that apply)*

   ❑ Working for pay full-time ❑ Working for pay part-time ❑ Working at more than one job

   (*If working full- or part-time please continue with question 2)*

   ❑ Not working but looking for work

   ❑ Not working and not looking for work

   ❑ I am in the Military service

   (If you checked not working or if you checked in the military service, please skip to Question 11)

2. How many hours per week do you work for pay on average at **all** your jobs? ____

(For questions 3 through 10 please refer to your current primary job)

3. Please refer to the section of the enclosed card labeled "Occupational Codes". Which of these codes best describe your occupation? (*specify code number*) ____

4. From the section on the enclosed card labeled "Business and Industry Codes", which best describe the business or industry in which you work? (*specify code letter*) ____

5. Have you worked for your employer continuously since before receiving your degree?

   ❑ **Yes** **No** ❑

   If Yes, did you receive a promotion or pay raise as a result of receiving your degree?

   ❑ Yes No ❑ *(after this response skip to question 6)*

   If No, did your current job require a college degree? ❑ Yes No ❑ and
   How many weeks did it take to find your first new job after graduating? ____

6. How closely does your job relate to your major area of study?

   ❑ Directly related ❑ Somewhat related ❑ Not related

7. How well did your IUPUI education prepare you for this job?

   ❑ Very well ❑ Somewhat ❑ Not at all

8. How well do you think your IUPUI education has enhanced your prospects for future advancement?

   ❑ Very well ❑ Somewhat ❑ Not at all

9. If you are employed full-time, within which category does ***your*** personal annual gross salary fall?
   - ❑ Not Applicable, employed part-time
   - ❑ Under $20,000
   - ❑ $20,000 to $24,999
   - ❑ $25,000 to $29,999
   - ❑ $30,000 to $34,999
   - ❑ $35,000 to $39,999
   - ❑ $40,000 to $44,999
   - ❑ $45,000 to $49,999
   - ❑ $50,000 or above

10. Please list the name of your current employer. *(If you have more than one employer, list the employer you work for most.)*

_____

Further Education

11. Which of the following best describes your current educational status? (check one)
   - ❑ Enrolled full-time in a program leading to another degree**
   - ❑ Enrolled part-time in a program leading to another degree**
   - ❑ Enrolled in a certification program
   - ❑ Enrolled in courses not presently leading to a degree or certification
   - ❑ Not presently enrolled but plan on taking further courses
   - ❑ Not presently enrolled and have no plans for further study

***If you are currently **pursuing** your education, or if you've completed **another** educational program since recently graduating from IUPUI, please indicate:*

(Leave blank if not applicable and go to question 12)

At which institution? _____

In what field of study? _____

What is/was your degree objective?

- ❑ Certificate
- ❑ Associate degree
- ❑ Bachelor degree
- ❑ Master degree
- ❑ Doctoral degree
- ❑ Professional Degree, i.e. MD, JD, etc.

12. How likely is it that you will pursue your education at IUPUI?
   - ❑ I am currently pursuing my education at IUPUI
   - ❑ I am very likely to pursue my education at IUPUI in the future
   - ❑ I am somewhat likely to pursue my education at IUPUI in the future
   - ❑ I am not very likely to pursue my education at IUPUI in the future

Impact of IUPUI on your Learning

13. Column A is a list of skills and knowledge. In Column B, please indicate the amount of growth you experienced while at IUPUI in each of these areas, where **"1" = no growth** and **"5" = a great deal of growth**. **Then** in Column C, indicate whether you **now** feel that your previous IUPUI experience put too little, too much, or just the right amount of emphasis on each of these areas, where **"1" = too little, "2" = about right, and "3" = too much**. Please circle the appropriate number in both columns B and C to indicate your response.

A. Skills and Knowledge	B. Growth Experienced					C. Emphasis		
	None				Great Deal	Too Little	About Right	Too Much
Reading comprehension	1	2	3	4	5	1	2	3
Ability to express ideas, opinions, beliefs and facts to others in writing	1	2	3	4	5	1	2	3
Ability to integrate knowledge from several different fields of study	1	2	3	4	5	1	2	3
Speaking to a large group	1	2	3	4	5	1	2	3
Speaking in a small group setting	1	2	3	4	5	1	2	3
In-depth understanding of your major field of study	1	2	3	4	5	1	2	3
Ability to critically examine ideas and issues	1	2	3	4	5	1	2	3
Understanding traditions, values, and history of people different from yourself	1	2	3	4	5	1	2	3
Developing a sense of values and ethical standards	1	2	3	4	5	1	2	3
Ability to make sense of personal, social, and political experiences	1	2	3	4	5	1	2	3
Quantitative skills such as mathematics, statistics, etc.	1	2	3	4	5	1	2	3
Ability to relate knowledge with practice	1	2	3	4	5	1	2	3
Ability to present ideas, opinions, and beliefs effectively in a group	1	2	3	4	5	1	2	3
Ability to view events and phenomena from several different perspectives	1	2	3	4	5	1	2	3
Computer skills	1	2	3	4	5	1	2	3

Satisfaction with your IUPUI Experience

14. If you encounter someone who is considering taking college courses, would you encourage or discourage him or her about attending IUPUI?

- ❑ Strongly encourage him/her to attend
- ❑ Encourage him/her to attend
- ❑ Neither encourage or discourage him/her
- ❑ Discourage him/her from attending
- ❑ Strongly discourage him/her from attending

15. In the following section, please indicate your level of satisfaction with the following specific aspects of your IUPUI experience. After you indicate your level of satisfaction, you will be asked to pick the five items that are most important to you. In order to help you do this there is an extra box to the right of the scale in which you can mark an asterisk (*) for any item that you think you might want to include in your top five priorities list.

VS=Very Satisfied; S=Satisfied; N=Neutral; D=Dissatisfied; VD=Very Dissatisfied

Items	***Level of Satisfaction***					*****
a. Overall quality of the education you received at IUPUI	VS	S	N	D	VD	
b. Quality of teaching by faculty in your major area	VS	S	N	D	VD	
c. Quality of teaching by other faculty at IUPUI	VS	S	N	D	VD	
d. Academic advising in your major department	VS	S	N	D	VD	
e. Courses in your major area	VS	S	N	D	VD	
f. Required courses outside your major area (general education requirements)	VS	S	N	D	VD	
g. Personal attention from those in your major department	VS	S	N	D	VD	
h. Opportunities to increase your self-understanding	VS	S	N	D	VD	
i. Opportunities to work with other students in groups or teams	VS	S	N	D	VD	
j. Opportunities to integrate what you have learned with your own personal experiences	VS	S	N	D	VD	
k. Opportunities to engage in community services	VS	S	N	D	VD	
l. Opportunities to engage in extra-curricular activities	VS	S	N	D	VD	
m. Opportunities to participate in faculty members' research	VS	S	N	D	VD	
n. The helpfulness of IUPUI staff in general	VS	S	N	D	VD	

Your Priorities

16. Now choose the <u>five things</u> that <u>are most important</u> to you from among all the items above. Mark the <u>letter</u> of the item (for example a, d, f) in the first column to indicate your first, second, third, fourth, and fifth highest priorities. After choosing your five top choices, distribute 100 points among them. Place these numbers in the second column. Your highest priority should receive the most points, and each subsequent item should receive no more points than the one above it, though it may be given the same number.

Priority Choices	Priority Points
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
	Total = 100

If you have comments see the inserted Comments Sheet, then Return in the Enclosed Postage Paid Reply Envelope - Thank you!