

**Results of the Alumni Survey for  
2004-2005 Undergraduate Degree Recipients**

**for**

**IUPUI Campus**

**Alumni Profile**

*Prepared by the Office of Information Management and Institutional Research*

*11/30/2006*

## Alumni Profile

Several charts on the following pages display "floating bars" that represent a 95% confidence interval for the population mean based on the sample of survey respondents. Specifically, the starting point of the bar represents the sample mean minus approximately 2 standard error units and the length of the bar represents approximately 4 standard error units (see technical note below for further details).

The floating bars give you a sense of how reliably the sample mean can be generalized to the population that these data are supposed to represent; that is, undergraduate degree recipients graduating during the 2004-2005 academic year. The width of the bar generally increases if the sample size decreases or the variation in answers to the item increases. More narrow bars would then occur for items with a larger number of respondents or smaller variation among responses.

The floating bars are particularly useful in comparing differences across items. If the bars overlap, then the apparent differences in means are not statistically significant. If the bars do not overlap, then the difference is statistically significant at the  $p < .05$  level. The reader should note that this is a somewhat conservative test of statistical significance, as explained further in the following technical note.

### **Technical Note**






The mean confidence interval uses the t-value associated with a probability level of 0.05 and the degrees of freedom appropriate to each item (i.e.,  $n - 1$ ). For example, for an item with 1000 respondents ( $df = 999$ ), the corresponding t-value is 1.9623. The mean minus the standard error (standard deviation divided by the square root of the number of respondents) is the starting point for the bar, and  $2 \times 1.9623 \times$  the standard error is the width of the bar.

Since the item confidence intervals are based on item standard errors, using the non-overlap of bars as an indication of a statistically significant difference is more conservative than a t-test between the two items. This is because the corresponding t-test would employ a pooled estimate of the standard error which would generally be lower than the individual item standard errors. The conservativeness of this test is more than offset by the large number of items that one can compare across this survey. Therefore, readers should still interpret these differences conservatively.




The results for the following Alumni profile are tabulated using the responses from 688 Alumni.

**Employment**

**Current Employment Status**




	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Working full- or part-time	592	90%	524	90%	68	89%	
Not working but looking for work	28	4%	24	4%	4	5%	
Not working and not looking	37	6%	33	6%	4	5%	
In the military service	2	0%	2	0%	0	0%	
<b>Total</b>	<b>659</b>	<b>100%</b>	<b>583</b>	<b>100%</b>	<b>76</b>	<b>100%</b>	

**Work in Indiana**

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Yes	532	90%	467	89%	65	96%	
No	60	10%	57	11%	3	4%	




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



**Hours Worked**



	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Working full-time (35+ hours)	524	85%	473	87%	51	72%	
Working part-time	89	15%	69	13%	20	28%	
Average hours/week worked	38.4		40.1		36.6		






Chi-square significant at p < .05

**Worked with Current Employer Six Months Prior to Receiving Degree**





	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Yes	267	43%	233	42%	34	47%	
No	356	57%	317	58%	39	53%	

<i>If yes, a raise or promotion received?</i>							
Yes	134	49%	117	49%	17	49%	
No	140	51%	122	51%	18	51%	

<i>Did Alumni's first job after graduating require a college degree?</i>							
Yes	239	64%	205	63%	34	77%	
No	132	36%	122	37%	10	23%	





<i>How many weeks did it take to find the first new job after completing degree?</i>							
0 - 4	145	52%	125	51%	20	56%	
5 - 16	88	31%	76	31%	12	33%	
17 - 24	20	7%	20	8%	0	0%	
25 - 52	20	7%	17	7%	3	8%	
Over 52	8	3%	7	3%	1	3%	

### How Closely Does Current Job Relate to Major





	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Directly Related	323	52%	274	50%	49	67%	
Somewhat Related	159	26%	147	27%	12	16%	
Not Related	138	22%	126	23%	12	16%	

Chi-square significant at p < .05










### How Well IUPUI Education Prepared Alumni for Current Job

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Very Well	273	44%	235	43%	38	53%	
Somewhat Well	253	41%	228	42%	25	35%	
Not at all Well	88	14%	79	15%	9	13%	

### How Well IUPUI Education Has Enhanced Future Prospects

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Very Well	328	53%	291	53%	37	51%	
Somewhat Well	261	42%	230	42%	31	43%	
Not at all Well	33	5%	29	5%	4	6%	




### Current Salary

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
\$50,000 or above	103	19%	91	19%	12	20%	
\$45,000 to \$49,999	46	8%	39	8%	7	12%	
\$40,000 to \$44,999	78	14%	69	14%	9	15%	
<b>\$35,000 to \$39,999</b>	72	13%	59	12%	13	22%	
\$30,000 to \$34,999	98	18%	91	19%	7	12%	
\$25,000 to \$29,999	68	12%	62	13%	6	10%	
\$20,000 to \$24,999	49	9%	45	9%	4	7%	
Under \$20,000	34	6%	32	7%	2	3%	




Median salary range is bolded. Reported salaries are of respondents working full-time.




### Internship Experience





#### Participated in an Internship or Co-op Program

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Yes	248	36%	235	39%	13	16%	
No	432	64%	366	61%	66	84%	

Chi-square significant at p < .05

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
<i>If yes, did you end up taking a job after you completed your degree with the organization in which you had the internship/co-op?</i>							
Yes	72	29%	68	29%	4	31%	
No	176	71%	167	71%	9	69%	

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
<i>Did your internship or co-op experience enhance your prospects for getting a desirable job after completing your degree?</i>							
Yes	179	72%	168	74%	11	85%	
No	61	25%	59	26%	2	15%	

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
<i>If no, which of the factors influenced your decision not to participate in an internship or co-op program*:</i>							
Did not want to give up current job	201	47%	175	48%	26	6%	
Could not find an internship or co-op program in my area of interest	99	23%	91	25%	8	2%	
Family obligations made it difficult	129	30%	103	28%	26	6%	

Chi-square significant at p < .05

\* Total may exceed 100 percent. Participants asked to choose all that apply.



**Educational Pursuits**

**Current Educational Status**

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
TOTAL ENROLLED	149	22%	125	21%	24	31%
Enrolled full-time in degree prog.	73	11%	61	10%	12	16%
Enrolled part-time in degree prog.	62	9%	51	9%	11	14%
Enrolled in courses only	14	2%	13	2%	1	1%
Not presently enrolled but plan to	368	55%	333	57%	35	45%
Not presently enrolled, no plans to	149	22%	131	22%	18	23%

**Degree Pursued**

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Certificate	3	3%	3	4%	0	0%
Associate	3	3%	3	4%	0	0%
Bachelor	23	23%	7	8%	16	100%
Master	56	56%	56	67%	0	0%
Doctorate	9	9%	9	11%	0	0%
Professional	6	6%	6	7%	0	0%

Chi-square significant at p < .05

**Likelihood of Pursuing Education at IUPUI**

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Currently doing so	76	11%	55	9%	21	27%
Very likely	159	24%	133	22%	26	34%
Somewhat likely	226	34%	207	35%	19	25%
Not very likely	211	31%	200	34%	11	14%

Chi-square significant at p < .05

**IUPUI Image**

**Would Alumni Encourage Someone Who Wanted to Attend IUPUI**

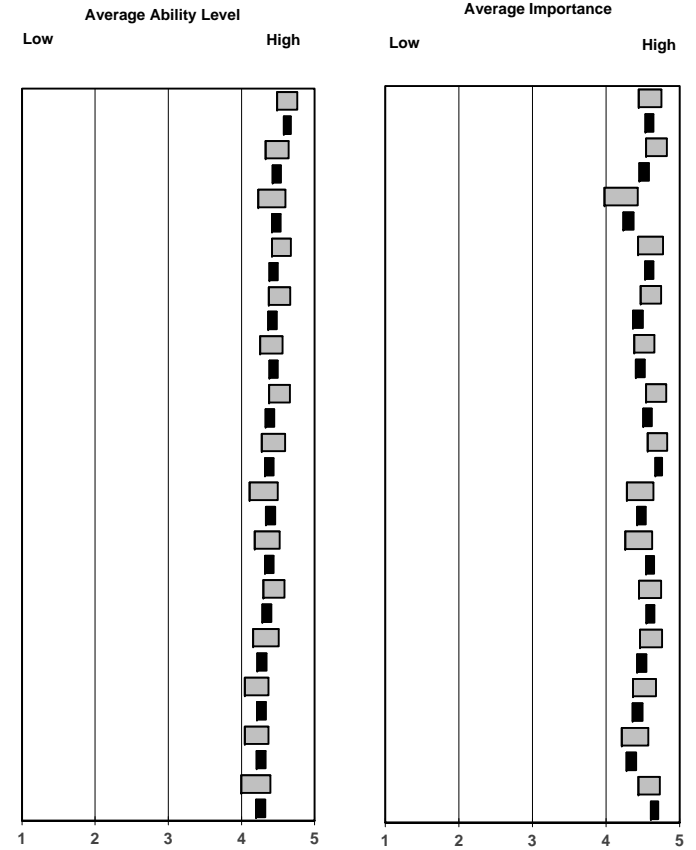
	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Strongly encourage	213	32%	182	31%	31	40%
Encourage	317	48%	280	48%	37	47%
Neither encourage nor discourage	111	17%	102	17%	9	12%
Discourage	18	3%	17	3%	1	1%
Strongly discourage	8	1%	8	1%	0	0%

**Impact of IUPUI on Alumni Learning**

**Indicate your current ability level in each of the following areas and how important each of these abilities is to your career and personal goals.**

	TOTAL		BACH		ASSOC	
	Ability <sup>a</sup>	Importance <sup>b</sup>	Ability <sup>a</sup>	Importance <sup>b</sup>	Ability <sup>a</sup>	Importance <sup>b</sup>
	Average	Average	Average	Average	Average	Average
Reading and understanding books, articles, and instruction manuals	4.63	4.59	4.63	4.59	4.62	4.59
Working effectively with people of different races, ethnicities, and religions	4.48	4.54	4.48	4.52	4.49	4.68
Finding useful information on the Internet for work-related projects	4.47	4.29	4.47	4.30	4.42	4.20
Making choices about my conduct based on thoughtful reasoning about what is appropriate	4.45	4.59	4.44	4.59	4.55	4.60
Working as part of a team to solve problems	4.43	4.45	4.42	4.43	4.52	4.61
Learning independently	4.43	4.47	4.44	4.46	4.41	4.52
Recognizing the consequences of my actions when facing a conflict	4.40	4.58	4.39	4.56	4.52	4.68
Managing many different tasks and obligations at the same time	4.39	4.71	4.38	4.71	4.44	4.70
Using the computer applications that are most common to my field of work or study	4.39	4.48	4.40	4.48	4.30	4.46
Writing clearly and effectively	4.38	4.58	4.38	4.60	4.35	4.44
Thinking critically and analytically	4.36	4.60	4.35	4.60	4.44	4.59
Making informed judgments when faced with ethical dilemmas	4.28	4.50	4.28	4.48	4.33	4.61
Discussing complex problems with co-workers to develop a better solution	4.27	4.44	4.27	4.43	4.21	4.52
Gathering information from a variety of sources when deciding what action to take	4.26	4.35	4.27	4.34	4.21	4.39
Speaking clearly and effectively	4.25	4.65	4.26	4.66	4.19	4.58

■ Bach □ Assoc



<sup>a</sup> Responses provided on a 5-point scale, where 1=Low Ability Level, 3=Medium Ability and 5=High Ability. Reported values are averages.

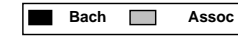
<sup>b</sup> Responses provided on a 5-point scale, where 1=Low Importance to Goals, 3=Medium Importance and 5=High Importance.

Note: Differences in **bold** mean values are statistically significant at  $p < .05$  as indicated by the non-overlap of bars in the adjacent chart.

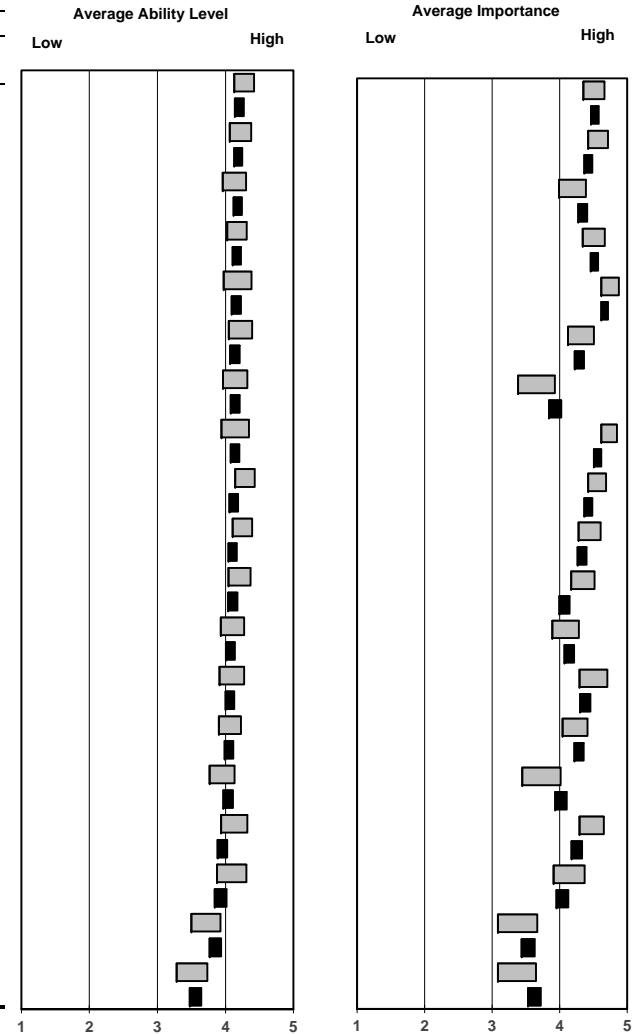
See text box at the beginning of the report for further discussion of this significance criteria compared to the traditional t-test.

**Impact of IUPUI on Alumni Learning (Cont'd)**

Indicate your current ability level in each of the following areas and how important each of these abilities is to your career and personal goals.



	TOTAL		BACH		ASSOC	
	Ability <sup>a</sup>	Importance <sup>b</sup>	Ability <sup>a</sup>	Importance <sup>b</sup>	Ability <sup>a</sup>	Importance <sup>b</sup>
	Average	Average	Average	Average	Average	Average
Creatively thinking about new ideas or ways to improve existing things	4.21	4.52	4.20	4.52	4.27	4.51
Finding new ways to use my skills and knowledge as I encounter new situations or problems	4.19	4.44	4.19	4.42	4.22	4.57
Evaluating other people's ideas and proposed solutions	4.17	4.32	4.18	4.34	4.13	4.19
Systematically reviewing & improving my own ideas about how to approach an issue/problem	4.17	4.51	4.16	4.52	4.17	4.51
Keeping my composure in difficult situations	4.16	4.68	4.16	4.67	4.18	4.75
Doing research on an issue or topic before I plan a course of action	4.15	4.30	4.14	4.29	4.22	4.32
Writing a final report on a project or other work assignment	4.14	3.90	4.14	3.93	4.14	3.66
Communicating effectively with people who see things differently than I do	4.14	4.58	4.14	4.56	4.14	4.73
Trying different approaches to solving a problem	4.14	4.44	4.12	4.42	4.29	4.56
Learning new approaches to my work or to advanced studies	4.12	4.35	4.11	4.33	4.25	4.44
Applying what I learned in college to issues and problems I face every day	4.12	4.10	4.11	<b>4.07</b>	4.21	<b>4.35</b>
Having a general understanding of subjects other than the one in which I majored	4.08	4.14	4.07	4.14	4.10	4.09
Having an in-depth understanding of my major field of study	4.07	4.39	4.07	4.38	4.09	4.50
Putting ideas together in new ways	4.05	4.28	4.05	4.29	4.06	4.23
Preparing a presentation that I will deliver to a group	4.03	3.99	4.04	4.02	3.95	3.73
Dealing with conflict among co-workers and friends	3.97	4.28	3.95	4.25	4.13	4.47
Exercising my responsibilities as a citizen (voting, staying current w/comm. & political issues)	3.95	4.05	3.93	4.04	4.09	4.14
Solving mathematical problems	3.84	3.52	3.85	3.53	3.71	3.38
Understanding a statistical report	3.55	3.60	3.56	3.63	3.51	3.37



<sup>a</sup> Responses provided on a 5-point scale, where 1=Low Ability Level, 3=Medium Ability and 5=High Ability. Reported values are averages.

<sup>b</sup> Responses provided on a 5-point scale, where 1=Low Importance to Goals, 3=Medium Importance and 5=High Importance.

Note: Differences in **bold** mean values are statistically significant at  $p < .05$  as indicated by the non-overlap of bars in the adjacent chart.

See text box at the beginning of the report for further discussion of this significance criteria compared to the traditional t-test.

**Assessed Ability Level (Bachelors)**

<i>Indicate your current ability level in each of the following skills and knowledge areas:</i>	Number of Respondents					Percentage				
	Low Ability		Medium Ability		High Ability	Low Ability		Medium Ability		High Ability
Reading and understanding books, articles, and instruction manuals	0	2	36	145	415	0%	0%	6%	24%	69%
Solving mathematical problems	14	45	152	192	195	2%	8%	25%	32%	33%
Using the computer applications that are most common to my field of work or study	1	10	83	160	342	0%	2%	14%	27%	57%
Finding useful information on the Internet for work-related projects	1	10	52	176	359	0%	2%	9%	29%	60%
Writing clearly and effectively	0	8	69	209	311	0%	1%	12%	35%	52%
Speaking clearly and effectively	2	12	81	235	267	0%	2%	14%	39%	45%
Working as part of a team to solve problems	0	8	58	204	326	0%	1%	10%	34%	55%
Preparing a presentation that I will deliver to a group	1	22	139	223	210	0%	4%	23%	37%	35%
Writing a final report on a project or other work assignment	1	15	110	242	228	0%	3%	18%	41%	38%
Understanding a statistical report	26	63	185	194	127	4%	11%	31%	33%	21%
Thinking critically and analytically	1	9	67	223	295	0%	2%	11%	37%	50%
Evaluating other people's ideas and proposed solutions	1	8	96	269	222	0%	1%	16%	45%	37%
Systematically reviewing and improving my own ideas about how to approach an issue or problem	0	7	109	258	221	0%	1%	18%	43%	37%
Creatively thinking about new ideas or ways to improve existing things	2	6	111	226	250	0%	1%	19%	38%	42%
Discussing complex problems with co-workers to develop a better solution	2	6	84	238	265	0%	1%	14%	40%	45%
Applying what I learned in college to issues and problems I face every day	2	22	102	252	216	0%	4%	17%	42%	36%
Gathering information from a variety of sources when deciding what action to take	0	10	82	243	261	0%	2%	14%	41%	44%
Finding new ways to use my skills and knowledge as I encounter new situations or problems	0	3	101	273	218	0%	1%	17%	46%	37%
Doing research on an issue or topic before I plan a course of action	3	21	107	224	241	1%	4%	18%	38%	40%
Putting ideas together in new ways	1	12	138	250	195	0%	2%	23%	42%	33%
Having a general understanding of subjects other than the one in which I majored	1	13	136	238	208	0%	2%	23%	40%	35%
Learning independently	1	5	57	202	330	0%	1%	10%	34%	55%
Learning new approaches to my work or to advanced studies	1	7	118	271	198	0%	1%	20%	46%	33%
Trying different approaches to solving a problem	1	10	119	252	214	0%	2%	20%	42%	36%
Managing many different tasks and obligations at the same time	1	6	71	206	313	0%	1%	12%	35%	52%
Having an in-depth understanding of my major field of study	1	10	132	260	195	0%	2%	22%	43%	33%
Dealing with conflict among co-workers and friends	4	19	154	243	177	1%	3%	26%	41%	30%
Working effectively with people of different races, ethnicities, and religions	0	7	47	194	349	0%	1%	8%	32%	58%
Communicating effectively with people who see things differently than I do	0	10	114	254	218	0%	2%	19%	43%	37%
Keeping my composure in difficult situations	2	16	110	225	243	0%	3%	18%	38%	41%
Exercising responsibilities as a citizen (voting, staying current w/community, & political issues)	20	39	135	169	231	3%	7%	23%	28%	39%
Making informed judgments when faced with ethical dilemmas	1	11	83	225	273	0%	2%	14%	38%	46%
Recognizing the consequences of my actions when facing a conflict	0	5	70	208	311	0%	1%	12%	35%	52%
Making choices about my conduct based on thoughtful reasoning about what is appropriate	2	5	50	210	325	0%	1%	8%	35%	55%



**Assessed Ability Level (Associates)**

<i>Indicate your current ability level in each of the following skills and knowledge areas:</i>	Number of Respondents					Percentage				
	Low Ability		Medium Ability		High Ability	Low Ability		Medium Ability		High Ability
Reading and understanding books, articles, and instruction manuals	0	1	2	22	52	0%	1%	3%	29%	68%
Solving mathematical problems	1	5	27	26	18	1%	6%	35%	34%	23%
Using the computer applications that are most common to my field of work or study	0	1	15	20	40	0%	1%	20%	26%	53%
Finding useful information on the Internet for work-related projects	0	2	10	19	46	0%	3%	13%	25%	60%
Writing clearly and effectively	0	0	13	24	40	0%	0%	17%	31%	52%
Speaking clearly and effectively	0	1	20	19	37	0%	1%	26%	25%	48%
Working as part of a team to solve problems	0	0	6	25	46	0%	0%	8%	32%	60%
Preparing a presentation that I will deliver to a group	0	1	24	30	22	0%	1%	31%	39%	29%
Writing a final report on a project or other work assignment	0	0	19	28	30	0%	0%	25%	36%	39%
Understanding a statistical report	3	7	27	28	12	4%	9%	35%	36%	16%
Thinking critically and analytically	0	0	6	31	40	0%	0%	8%	40%	52%
Evaluating other people's ideas and proposed solutions	0	1	14	36	26	0%	1%	18%	47%	34%
Systematically reviewing and improving my own ideas about how to approach an issue or problem	0	0	10	44	23	0%	0%	13%	57%	30%
Creatively thinking about new ideas or ways to improve existing things	0	0	8	40	29	0%	0%	10%	52%	38%
Discussing complex problems with co-workers to develop a better solution	0	0	13	35	29	0%	0%	17%	45%	38%
Applying what I learned in college to issues and problems I face every day	0	0	13	35	29	0%	0%	17%	45%	38%
Gathering information from a variety of sources when deciding what action to take	0	0	13	35	29	0%	0%	17%	45%	38%
Finding new ways to use my skills and knowledge as I encounter new situations or problems	0	0	12	36	29	0%	0%	16%	47%	38%
Doing research on an issue or topic before I plan a course of action	0	1	12	33	31	0%	1%	16%	43%	40%
Putting ideas together in new ways	0	1	14	41	21	0%	1%	18%	53%	27%
Having a general understanding of subjects other than the one in which I majored	0	1	15	36	25	0%	1%	19%	47%	32%
Learning independently	0	0	8	29	39	0%	0%	11%	38%	51%
Learning new approaches to my work or to advanced studies	0	0	8	42	27	0%	0%	10%	55%	35%
Trying different approaches to solving a problem	0	0	7	41	29	0%	0%	9%	53%	38%
Managing many different tasks and obligations at the same time	0	0	10	24	44	0%	0%	13%	31%	56%
Having an in-depth understanding of my major field of study	0	2	15	34	26	0%	3%	19%	44%	34%
Dealing with conflict among co-workers and friends	0	3	15	29	31	0%	4%	19%	37%	40%
Working effectively with people of different races, ethnicities, and religions	0	1	6	25	46	0%	1%	8%	32%	59%
Communicating effectively with people who see things differently than I do	1	2	14	29	32	1%	3%	18%	37%	41%
Keeping my composure in difficult situations	0	5	11	27	35	0%	6%	14%	35%	45%
Exercising responsibilities as a citizen (voting, staying current w/community, & political issues)	1	5	11	30	31	1%	6%	14%	38%	40%
Making informed judgments when faced with ethical dilemmas	0	2	8	30	38	0%	3%	10%	38%	49%
Recognizing the consequences of my actions when facing a conflict	0	1	2	30	44	0%	1%	3%	39%	57%
Making choices about my conduct based on thoughtful reasoning about what is appropriate	0	0	3	29	45	0%	0%	4%	38%	58%

**Importance to Goals (Bachelors)**

<i>Indicate how important your ability level is to your goals in each of the following skills and knowledge areas:</i>	Number of Respondents			Percentage						
	Low Importance	Medium Importance	High Importance	Low Importance	Medium Importance	High Importance				
Reading and understanding books, articles, and instruction manuals	1	5	48	132	413	0%	1%	8%	22%	69%
Solving mathematical problems	40	70	173	158	155	7%	12%	29%	27%	26%
Using the computer applications that are most common to my field of work or study	1	8	55	172	361	0%	1%	9%	29%	60%
Finding useful information on the Internet for work-related projects	4	15	90	175	312	1%	3%	15%	29%	52%
Writing clearly and effectively	1	7	41	135	414	0%	1%	7%	23%	69%
Speaking clearly and effectively	0	6	33	120	438	0%	1%	6%	20%	73%
Working as part of a team to solve problems	4	14	63	156	360	1%	2%	11%	26%	60%
Preparing a presentation that I will deliver to a group	10	47	123	159	259	2%	8%	21%	27%	43%
Writing a final report on a project or other work assignment	16	57	115	170	238	3%	10%	19%	29%	40%
Understanding a statistical report	37	66	151	172	171	6%	11%	25%	29%	29%
Thinking critically and analytically	3	4	38	139	414	1%	1%	6%	23%	69%
Evaluating other people's ideas and proposed solutions	4	11	67	208	304	1%	2%	11%	35%	51%
Systematically reviewing and improving my own ideas about how to approach an issue or problem	1	2	55	169	369	0%	0%	9%	28%	62%
Creatively thinking about new ideas or ways to improve existing things	1	3	61	151	380	0%	1%	10%	25%	64%
Discussing complex problems with co-workers to develop a better solution	4	14	71	142	366	1%	2%	12%	24%	61%
Applying what I learned in college to issues and problems I face every day	8	22	139	178	250	1%	4%	23%	30%	42%
Gathering information from a variety of sources when deciding what action to take	0	16	75	195	312	0%	3%	13%	33%	52%
Finding new ways to use my skills and knowledge as I encounter new situations or problems	1	3	75	181	338	0%	1%	13%	30%	57%
Doing research on an issue or topic before I plan a course of action	4	18	82	189	305	1%	3%	14%	32%	51%
Putting ideas together in new ways	3	12	90	198	295	1%	2%	15%	33%	49%
Having a general understanding of subjects other than the one in which I majored	5	22	112	201	256	1%	4%	19%	34%	43%
Learning independently	3	5	62	169	359	1%	1%	10%	28%	60%
Learning new approaches to my work or to advanced studies	3	10	82	193	310	1%	2%	14%	32%	52%
Trying different approaches to solving a problem	0	7	63	197	331	0%	1%	11%	33%	55%
Managing many different tasks and obligations at the same time	0	3	30	101	459	0%	1%	5%	17%	77%
Having an in-depth understanding of my major field of study	9	18	78	124	368	2%	3%	13%	21%	62%
Dealing with conflict among co-workers and friends	8	26	86	163	314	1%	4%	14%	27%	53%
Working effectively with people of different races, ethnicities, and religions	5	13	47	135	395	1%	2%	8%	23%	66%
Communicating effectively with people who see things differently than I do	1	6	46	147	397	0%	1%	8%	25%	66%
Keeping my composure in difficult situations	0	7	28	122	440	0%	1%	5%	20%	74%
Exercising responsibilities as a citizen (voting, staying current w/community, & political issues)	20	39	111	152	274	3%	7%	19%	26%	46%
Making informed judgments when faced with ethical dilemmas	0	12	64	142	374	0%	2%	11%	24%	63%
Recognizing the consequences of my actions when facing a conflict	0	11	44	140	400	0%	2%	7%	24%	67%
Making choices about my conduct based on thoughtful reasoning about what is appropriate	2	4	39	147	399	0%	1%	7%	25%	68%

**Importance to Goals (Associates)**

<i>Indicate how important your ability level is to your goals in each of the following skills and knowledge areas:</i>	Number of Respondents					Percentage				
	Low Importance	Medium Importance	High Importance	Low Importance	Medium Importance	High Importance	Low Importance	Medium Importance	High Importance	
Reading and understanding books, articles, and instruction manuals	1	0	3	22	53	1%	0%	4%	28%	67%
Solving mathematical problems	9	8	24	17	19	12%	10%	31%	22%	25%
Using the computer applications that are most common to my field of work or study	0	3	6	21	48	0%	4%	8%	27%	62%
Finding useful information on the Internet for work-related projects	1	4	15	17	42	1%	5%	19%	22%	53%
Writing clearly and effectively	1	1	7	23	47	1%	1%	9%	29%	59%
Speaking clearly and effectively	0	1	4	22	52	0%	1%	5%	28%	66%
Working as part of a team to solve problems	0	0	6	19	54	0%	0%	8%	24%	68%
Preparing a presentation that I will deliver to a group	5	11	11	24	27	6%	14%	14%	31%	35%
Writing a final report on a project or other work assignment	4	11	19	19	26	5%	14%	24%	24%	33%
Understanding a statistical report	8	11	21	22	17	10%	14%	27%	28%	22%
Thinking critically and analytically	0	1	5	19	54	0%	1%	6%	24%	68%
Evaluating other people's ideas and proposed solutions	1	3	10	31	34	1%	4%	13%	39%	43%
Systematically reviewing and improving my own ideas about how to approach an issue or problem	0	1	8	20	50	0%	1%	10%	25%	63%
Creatively thinking about new ideas or ways to improve existing things	0	2	3	27	47	0%	3%	4%	34%	59%
Discussing complex problems with co-workers to develop a better solution	0	2	3	26	48	0%	3%	4%	33%	61%
Applying what I learned in college to issues and problems I face every day	0	2	8	29	39	0%	3%	10%	37%	50%
Gathering information from a variety of sources when deciding what action to take	0	2	10	22	45	0%	3%	13%	28%	57%
Finding new ways to use my skills and knowledge as I encounter new situations or problems	0	1	4	23	51	0%	1%	5%	29%	65%
Doing research on an issue or topic before I plan a course of action	0	4	8	26	41	0%	5%	10%	33%	52%
Putting ideas together in new ways	0	3	11	30	35	0%	4%	14%	38%	44%
Having a general understanding of subjects other than the one in which I majored	0	4	15	30	30	0%	5%	19%	38%	38%
Learning independently	0	0	5	28	46	0%	0%	6%	35%	58%
Learning new approaches to my work or to advanced studies	0	1	8	25	45	0%	1%	10%	32%	57%
Trying different approaches to solving a problem	0	1	1	30	47	0%	1%	1%	38%	59%
Managing many different tasks and obligations at the same time	0	0	5	14	60	0%	0%	6%	18%	76%
Having an in-depth understanding of my major field of study	2	2	4	17	53	3%	3%	5%	22%	68%
Dealing with conflict among co-workers and friends	1	1	6	22	48	1%	1%	8%	28%	62%
Working effectively with people of different races, ethnicities, and religions	1	0	1	19	58	1%	0%	1%	24%	73%
Communicating effectively with people who see things differently than I do	0	0	3	15	61	0%	0%	4%	19%	77%
Keeping my composure in difficult situations	0	1	3	11	64	0%	1%	4%	14%	81%
Exercising responsibilities as a citizen (voting, staying current w/community, & political issues)	2	4	12	24	37	3%	5%	15%	30%	47%
Making informed judgments when faced with ethical dilemmas	0	1	5	18	55	0%	1%	6%	23%	70%
Recognizing the consequences of my actions when facing a conflict	0	1	3	16	58	0%	1%	4%	21%	74%
Making choices about my conduct based on thoughtful reasoning about what is appropriate	1	1	3	18	55	1%	1%	4%	23%	71%

### Campus Climate for Diversity

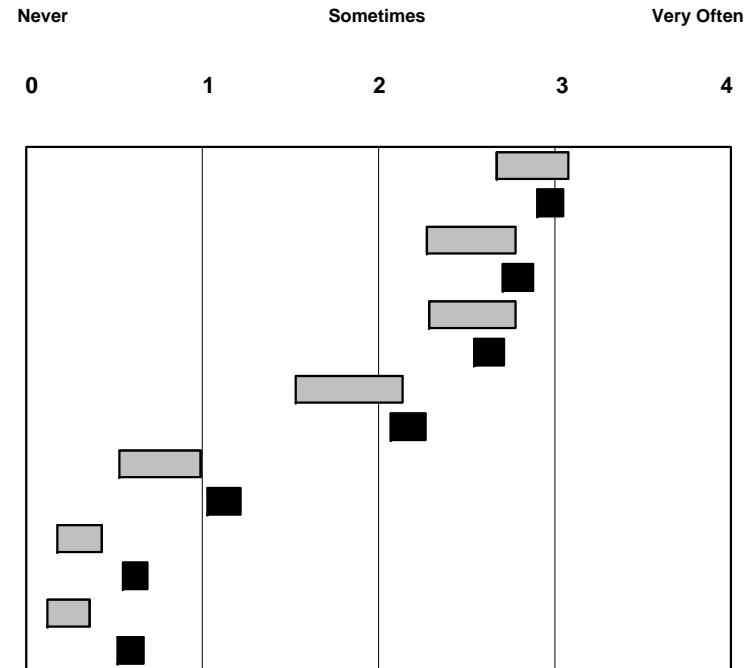
For the purposes of this survey, "diversity" and "backgrounds" refers to differences among people in at least gender, race/ethnicity, sexual orientation, religious beliefs, socio-economic class, age, learning style, and disabilities.

Please indicate how often you have experienced each of the following while enrolled at IUPUI <sup>c</sup>

	TOTAL	BACH	ASSOC
Participated in classroom discussions that included contributions from students from diverse backgrounds	2.96	2.97	2.87
Socialized with students from backgrounds different than your own	2.76	2.79	2.53
Had classroom experience that enhanced understanding of people from diverse backgrounds	2.62	2.63	2.53
Took a class that increased your understanding of multiculturalism and diversity	2.13	2.17	1.83
Attended campus events & activities that increased your understanding of diversity	1.08	<b>1.12</b>	<b>0.76</b>
Felt a sense of negative conflict between diverse groups on campus	0.58	<b>0.62</b>	<b>0.30</b>
Saw or read racist, antigay or sexist material on campus	0.55	<b>0.59</b>	<b>0.24</b>

<sup>c</sup> Responses provided on a 5-point scale where 0=Never, 1=Rarely, 2=Sometimes, 3=Often, and 4=Very Often.

Note: Differences in **bold** mean values are statistically significant at  $p < .05$  as indicated by the non-overlap of bars in the adjacent chart. See text box at the beginning of the report for further discussion of this significance criteria compared to the traditional t-test.



**Climate for Diversity (Bachelors)**

<i>Indicate how often you have experienced each of the following while enrolled at IUPUI:</i>	Number of Respondents					Percentage				
	Never	Rarely	Sometimes	Often	Very Often	Never	Rarely	Sometimes	Often	Very Often
Socialized with students from backgrounds different than your own	12	49	155	171	172	2%	9%	28%	31%	31%
Participated in classroom discussions that included contributions from students from diverse backgrounds	6	30	137	231	199	1%	5%	23%	38%	33%
Had classroom experience that enhanced understanding of people from diverse backgrounds	16	71	181	189	146	3%	12%	30%	31%	24%
Took a class that increased your understanding of multiculturalism and diversity	70	106	183	141	103	12%	18%	30%	23%	17%
Attended campus events & activities that increased your understanding of diversity	229	184	112	41	36	38%	31%	19%	7%	6%
Saw or read racist, antigay or sexist material on campus	375	139	59	20	10	62%	23%	10%	3%	2%
Felt a sense of negative conflict between diverse groups on campus	342	179	59	16	7	57%	30%	10%	3%	1%

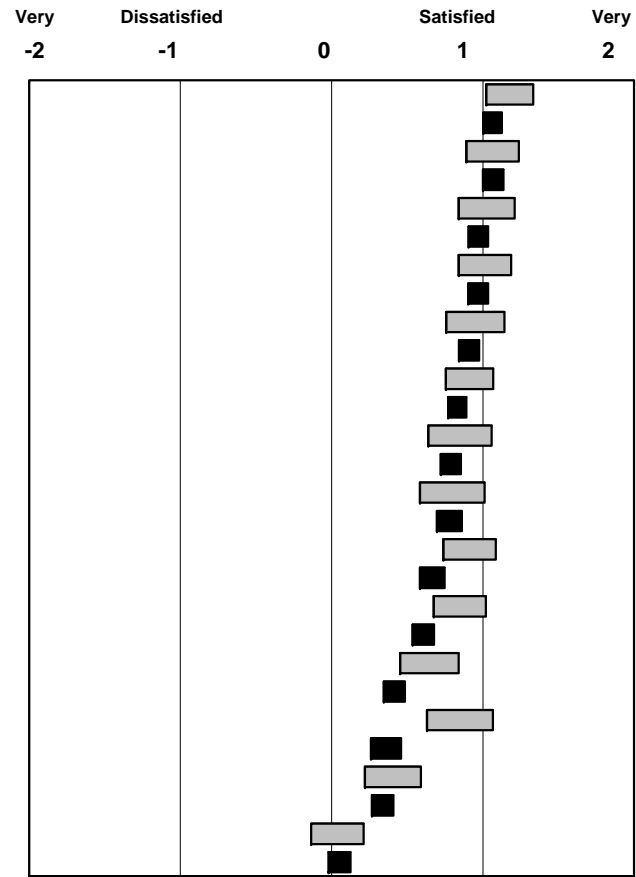
**Climate for Diversity (Associates)**

<i>Indicate how often you have experienced each of the following while enrolled at IUPUI:</i>	Number of Respondents					Percentage				
	Never	Rarely	Sometimes	Often	Very Often	Never	Rarely	Sometimes	Often	Very Often
Socialized with students from backgrounds different than your own	3	10	24	22	17	4%	13%	32%	29%	22%
Participated in classroom discussions that included contributions from students from diverse backgrounds	2	2	20	35	20	3%	3%	25%	44%	25%
Had classroom experience that enhanced understanding of people from diverse backgrounds	3	10	26	22	18	4%	13%	33%	28%	23%
Took a class that increased your understanding of multiculturalism and diversity	17	14	24	11	12	22%	18%	31%	14%	15%
Attended campus events & activities that increased your understanding of diversity	43	20	10	4	2	54%	25%	13%	5%	3%
Saw or read racist, antigay or sexist material on campus	64	11	4	0	0	81%	14%	5%	0%	0%
Felt a sense of negative conflict between diverse groups on campus	59	16	4	0	0	75%	20%	5%	0%	0%

### Alumni Ratings of Satisfaction with IUPUI Experience<sup>d</sup>

■ Bach    □ Assoc

Indicate your level of satisfaction with IUPUI in the areas of...	Average Satisfaction Rating		
	TOTAL	BACH	ASSOC
Quality of the education received at IUPUI	1.08	1.06	1.18
Quality of teaching by faculty in major area	1.07	1.07	1.06
Opportunity to work with other students in groups or teams	0.98	0.97	1.03
Courses in your major area	0.97	0.97	1.01
Opportunity to integrate learning w/ own personal experiences	0.91	0.91	0.95
Quality of teaching by other faculty at IUPUI	0.84	0.83	0.91
Opportunity to increase your self-understanding	0.79	0.79	0.85
Personal attention from those in major	0.78	0.78	0.80
The helpfulness of IUPUI staff in general	0.69	0.67	0.91
Required courses outside your major	0.63	0.61	0.85
Opportunity to engage in community services	0.44	0.42	0.65
Academic advising in your major department	0.42	<b>0.36</b>	<b>0.85</b>
Opportunity to engage in extra-curricular activities	0.34	0.34	0.41
Opportunity to participate in faculty members' research	0.05	0.05	0.04



<sup>d</sup> 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.

Note: Differences in **bold** mean values are statistically significant at  $p < .05$  as indicated by the non-overlap of bars in the adjacent chart. See text box at the beginning of the report for further discussion of this significance criteria compared to the traditional t-test.

**Satisfaction with IUPUI Experience (Bachelors)**

<i>Indicate your level of satisfaction with IUPUI in the areas of...</i>	Number of Respondents					Percentage				
	Very Dissatisfied		Neutral	Very Satisfied		Very Dissatisfied		Neutral	Very Satisfied	
	Dissatisfied	Dissatisfied		Satisfied	Satisfied	Dissatisfied	Dissatisfied		Satisfied	Satisfied
Overall quality of education received at IUPUI	4	26	56	357	158	1%	4%	9%	59%	26%
Quality of teaching by faculty in your major area	4	31	79	295	194	1%	5%	13%	49%	32%
Quality of teaching by other faculty at IUPUI	3	20	155	325	101	0%	3%	26%	54%	17%
Academic advising in your major department	53	108	137	178	126	9%	18%	23%	30%	21%
Courses in your major area	7	35	70	350	142	1%	6%	12%	58%	24%
Required courses outside your major area	11	54	169	295	73	2%	9%	28%	49%	12%
Personal attention from those in your major department	13	66	129	231	166	2%	11%	21%	38%	27%
Opportunities to increase your self-understanding	6	34	148	308	106	1%	6%	25%	51%	18%
Opportunities to work with other students in groups or teams	5	21	114	313	153	1%	3%	19%	52%	25%
Opportunities to integrate learning with personal experience	9	16	134	306	138	1%	3%	22%	51%	23%
Opportunities to engage in community services	11	52	287	180	72	2%	9%	48%	30%	12%
Opportunities to engage in extra-curricular activities	16	56	305	161	65	3%	9%	51%	27%	11%
Opportunities to participate in faculty members' research	32	93	336	98	45	5%	15%	56%	16%	7%
The helpfulness of IUPUI staff in general	25	51	138	276	113	4%	8%	23%	46%	19%

**Satisfaction with IUPUI Experience (Associates)**

<i>Indicate your level of satisfaction with IUPUI in the areas of...</i>	Number of Respondents					Percentage				
	Very Dissatisfied		Neutral	Very Satisfied		Very Dissatisfied		Neutral	Very Satisfied	
	Dissatisfied	Dissatisfied		Satisfied	Satisfied	Dissatisfied	Dissatisfied		Satisfied	Satisfied
Overall quality of education received at IUPUI	0	3	4	48	24	0%	4%	5%	61%	30%
Quality of teaching by faculty in your major area	0	3	12	41	23	0%	4%	15%	52%	29%
Quality of teaching by other faculty at IUPUI	0	1	20	43	15	0%	1%	25%	54%	19%
Academic advising in your major department	1	6	20	29	23	1%	8%	25%	37%	29%
Courses in your major area	0	4	11	44	20	0%	5%	14%	56%	25%
Required courses outside your major area	0	3	21	40	15	0%	4%	27%	51%	19%
Personal attention from those in your major department	1	6	21	31	20	1%	8%	27%	39%	25%
Opportunities to increase your self-understanding	1	6	17	35	20	1%	8%	22%	44%	25%
Opportunities to work with other students in groups or teams	0	4	13	38	23	0%	5%	17%	49%	29%
Opportunities to integrate learning with personal experience	1	3	16	38	21	1%	4%	20%	48%	27%
Opportunities to engage in community services	1	3	33	28	14	1%	4%	42%	35%	18%
Opportunities to engage in extra-curricular activities	1	4	46	18	10	1%	5%	58%	23%	13%
Opportunities to participate in faculty members' research	4	6	56	9	4	5%	8%	71%	11%	5%
The helpfulness of IUPUI staff in general	0	4	15	44	16	0%	5%	19%	56%	20%

**Importance of Aspects of IUPUI Experience (Bachelors)**

<i>Indicate the importance of the following:</i>	Number of Respondents					Percentage				
	Very		Neutral	Very		Very		Neutral	Very	
	Unimportant	Unimportant		Important	Important	Unimportant	Unimportant		Important	Important
Overall quality of education received at IUPUI	18	2	15	132	423	3%	0%	3%	22%	72%
Quality of teaching by faculty in your major area	18	3	13	125	433	3%	1%	2%	21%	73%
Quality of teaching by other faculty at IUPUI	20	3	57	198	314	3%	1%	10%	33%	53%
Academic advising in your major department	17	9	55	182	330	3%	2%	9%	31%	56%
Courses in your major area	17	3	16	163	393	3%	1%	3%	28%	66%
Required courses outside your major area	23	24	129	263	152	4%	4%	22%	45%	26%
Personal attention from those in your major department	18	13	70	205	287	3%	2%	12%	35%	48%
Opportunities to increase your self-understanding	22	11	96	232	230	4%	2%	16%	39%	39%
Opportunities to work with other students in groups or teams	43	52	132	227	138	7%	9%	22%	38%	23%
Opportunities to integrate learning with personal experience	19	13	100	241	221	3%	2%	17%	41%	37%
Opportunities to engage in community services	41	59	207	190	96	7%	10%	35%	32%	16%
Opportunities to engage in extra-curricular activities	51	77	227	152	86	9%	13%	38%	26%	15%
Opportunities to participate in faculty members' research	39	62	240	155	98	7%	10%	40%	26%	16%
The helpfulness of IUPUI staff in general	16	7	69	220	282	3%	1%	12%	37%	47%

**Importance of Aspects of IUPUI Experience (Associates)**

<i>Indicate the importance of the following:</i>	Number of Respondents					Percentage				
	Very		Neutral	Very		Very		Neutral	Very	
	Unimportant	Unimportant		Important	Important	Unimportant	Unimportant		Important	Important
Overall quality of education received at IUPUI	6	0	0	14	58	8%	0%	0%	18%	74%
Quality of teaching by faculty in your major area	6	0	1	11	60	8%	0%	1%	14%	77%
Quality of teaching by other faculty at IUPUI	6	0	5	17	49	8%	0%	6%	22%	64%
Academic advising in your major department	4	0	5	23	46	5%	0%	6%	29%	59%
Courses in your major area	4	1	3	23	47	5%	1%	4%	29%	60%
Required courses outside your major area	4	1	17	28	28	5%	1%	22%	36%	36%
Personal attention from those in your major department	3	2	14	21	38	4%	3%	18%	27%	49%
Opportunities to increase your self-understanding	2	3	12	26	35	3%	4%	15%	33%	45%
Opportunities to work with other students in groups or teams	5	3	16	34	20	6%	4%	21%	44%	26%
Opportunities to integrate learning with personal experience	4	0	11	27	36	5%	0%	14%	35%	46%
Opportunities to engage in community services	5	3	33	26	11	6%	4%	42%	33%	14%
Opportunities to engage in extra-curricular activities	8	13	33	15	8	10%	17%	43%	19%	10%
Opportunities to participate in faculty members' research	10	12	37	7	12	13%	15%	47%	9%	15%
The helpfulness of IUPUI staff in general	3	0	5	29	41	4%	0%	6%	37%	53%



### Alumni Ratings of Importance with IUPUI Experience<sup>o</sup>

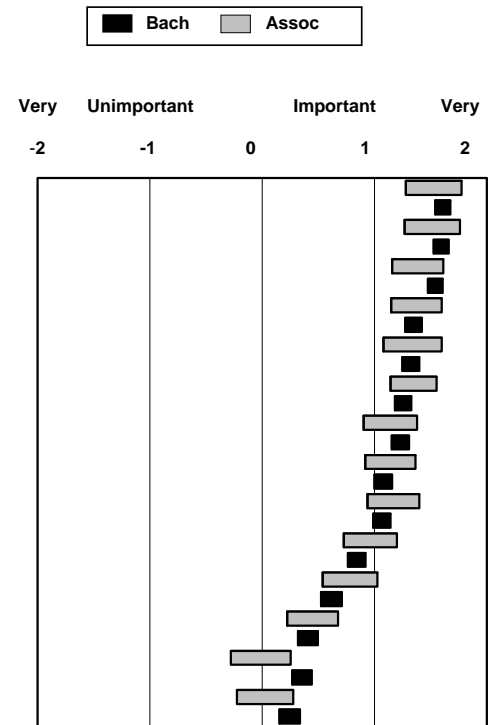
(In order of highest to lowest levels of average Total Importance)

Indicate how important the following areas are to you:	Average Importance Rating		
	TOTAL	BACH	ASSOC
Quality of teaching by faculty in major area	1.60	1.61	1.53
Quality of the education received at IUPUI	1.58	1.59	1.51
Courses in your major area	1.52	1.54	1.38
Academic advising in your major department	1.35	1.35	1.37
Quality of teaching by other faculty at IUPUI	1.32	1.32	1.34
The helpfulness of IUPUI staff in general	1.26	1.25	1.35
Personal attention from those in major	1.22	1.23	1.14
Opportunity to increase your self-understanding	1.09	1.08	1.14
Opportunity to integrate learning w/ own personal experier	1.08	1.06	1.17
Required courses outside your major	0.86	0.84	0.96
Opportunity to work with other students in groups or teams	0.64	0.62	0.78
Opportunity to engage in community services	0.41	0.41	0.45
Opportunity to participate in faculty members' research	0.31	<b>0.36</b>	<b>-0.01</b>
Opportunity to engage in extra-curricular activities	0.22	0.24	0.03

<sup>o</sup> Responses for the importance items provided on a 5-point scale, where -2=Very Unimportant, -1=Unimportant, 0=Neutral, 1=Important, and 2=Very Important.

Note: Differences in **bold** mean values are statistically significant at  $p < .05$  as indicated by the non-overlap of bars in the adjacent chart.

See text box at the beginning of the report for further discussion of this significance criteria compared to the traditional t-test.



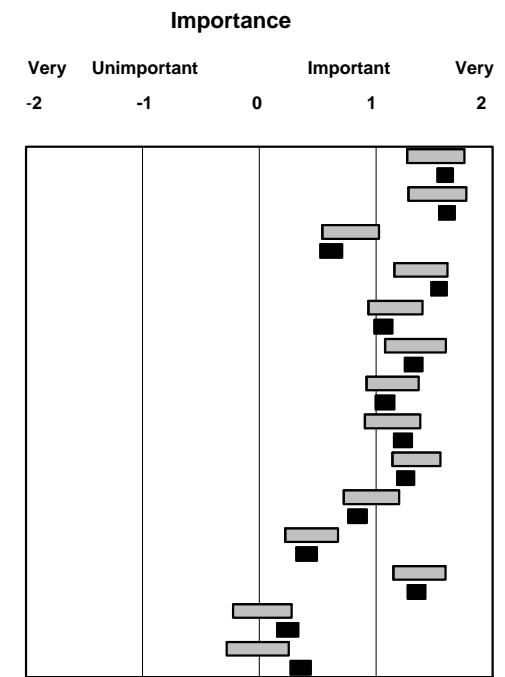
### Alumni Ratings of Satisfaction and Importance<sup>d,e</sup>

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

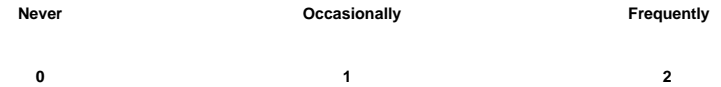
Item	Satisfaction		
	TOTAL	BACH	ASSOC
Quality of the education received at IUPUI	1.08	1.06	1.18
Quality of teaching by faculty in major area	1.07	1.07	1.06
Opportunity to work with other students in groups or teams	0.98	0.97	1.03
Courses in your major area	0.97	0.97	1.01
Opportunity to integrate learning w/ own personal experier	0.91	0.91	0.95
Quality of teaching by other faculty at IUPUI	0.84	0.83	0.91
Opportunity to increase your self-understanding	0.79	0.79	0.85
Personal attention from those in major	0.78	0.78	0.80
The helpfulness of IUPUI staff in general	0.69	0.67	0.91
Required courses outside your major	0.63	0.61	0.85
Opportunity to engage in community services	0.44	0.42	0.65
Academic advising in your major department	0.42	0.36	0.85
Opportunity to engage in extra-curricular activities	0.34	0.34	0.41
Opportunity to participate in faculty members' research	0.05	0.05	0.04

<sup>d</sup> Responses for the satisfaction items provided on a 5-point scale where -2=Very Dissatisfied, -1=Dissatisfied, 0=Neutral, 1=Satisfied, and 2=Very Satisfied. Reported values are averages of valid responses.

<sup>e</sup> Responses for the importance items provided on a 5-point scale, where -2=Very Unimportant, -1=Unimportant, 0=Neutral, 1=Important, and 2=Very Important.

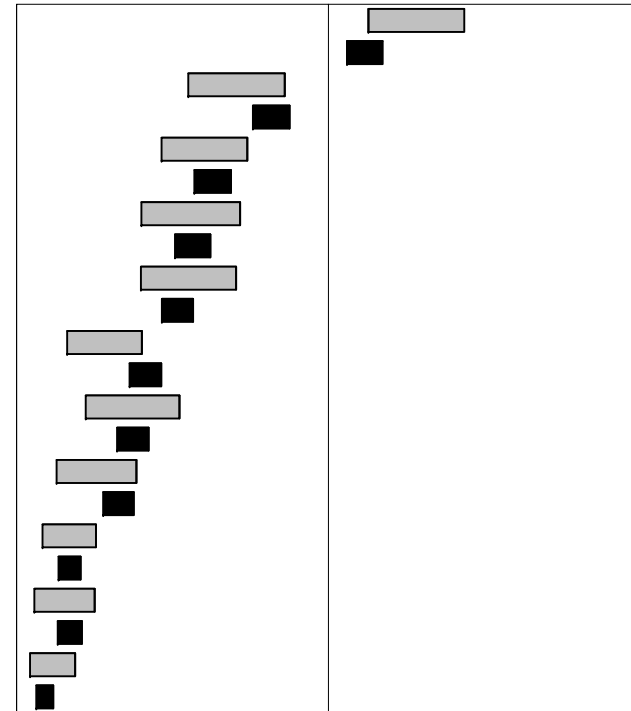


**Civic Engagement Activity**



Please indicate how often you have engaged in the following activities in the past year ....<sup>f</sup>

	TOTAL	BACH	ASSOC
Donated money to a human-services or community services organization (e.g. United Way, a local food bank, etc.), or other non-profit organization	1.14	1.12	1.28
Donated professional services without compensation	0.80	0.82	0.71
Worked with a person or group to solve a problem in the community where you live	0.63	0.63	0.60
Not bought or boycotted something because of the conditions under which it was made	0.56	0.56	0.56
Signed a petition to express your opinion on a political or community issue	0.52	0.52	0.55
Donated money to a political candidate or cause	0.40	0.41	0.28
Worn a campaign button, put a sticker on your car or placed a sign in front of your house supporting an issue or candidate	0.37	0.37	0.37
Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue	0.32	0.33	0.26
Contacted a newspaper or magazine to express your opinion on a political or community issue	0.17	0.17	0.17
Worked with a political group or for a campaign or political official	0.17	0.17	0.15
Called in to a radio or TV talk show to express your opinion on a political or community issue	0.09	0.09	0.12



<sup>f</sup> Responses provided on a 3-point scale where: 0=Never, 1=Often, 2=Frequently.

Note: Differences in **bold** mean values are statistically significant at  $p < .05$  as indicated by the non-overlap of bars in the adjacent chart. See text box at the beginning of the report for further discussion of this significance criteria compared to the traditional t-test.

**Civic Engagement Activity (Bachelors)**

<i>Indicate how often you have engaged in the following activities over the past year:</i>	Number of Respondents			Percentage		
	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Worked with a person or group to solve a problem in the community where you live	313	194	91	52%	32%	15%
Donated professional services without compensation	225	260	115	38%	43%	19%
Donated money to a political candidate or cause	397	155	46	66%	26%	8%
Donated money to a human-services or community services organization (e.g. United Way, a local food bank, etc.), or other non-profit organization	121	288	191	20%	48%	32%
Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue	450	104	46	75%	17%	8%
Contacted a newspaper or magazine to express your opinion on a political or community issue	514	70	16	86%	12%	3%
Called in to a radio or TV talk show to express your opinion on a political or community issue	554	34	10	93%	6%	2%
Signed a petition to express your opinion on a political or community issue	331	227	41	55%	38%	7%
Worked with a political group or for a campaign or political official	523	48	27	87%	8%	5%
Not bought or boycotted something because of the conditions under which it was made	333	188	74	56%	32%	12%
Worn a campaign button, put a sticker on your car or placed a sign in front of your house supporting an issue or candidate	423	127	48	71%	21%	8%

**Civic Engagement Activity (Associates)**

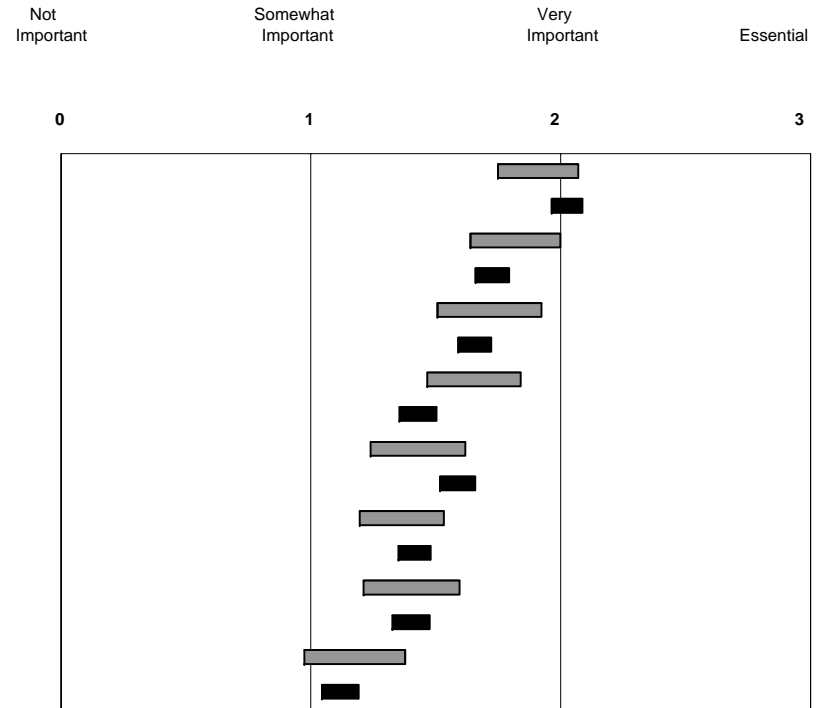
<i>Indicate how often you have engaged in the following activities over the past year:</i>	Number of Respondents			Percentage		
	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Worked with a person or group to solve a problem in the community where you live	36	37	5	46%	47%	6%
Donated professional services without compensation	33	35	10	42%	45%	13%
Donated money to a political candidate or cause	59	16	3	76%	21%	4%
Donated money to a human-services or community services organization (e.g. United Way, a local food bank, etc.), or other non-profit organization	10	36	32	13%	46%	41%
Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue	63	10	5	81%	13%	6%
Contacted a newspaper or magazine to express your opinion on a political or community issue	64	13	0	83%	17%	0%
Called in to a radio or TV talk show to express your opinion on a political or community issue	69	9	0	88%	12%	0%
Signed a petition to express your opinion on a political or community issue	43	27	8	55%	35%	10%
Worked with a political group or for a campaign or political official	68	8	2	87%	10%	3%
Not bought or boycotted something because of the conditions under which it was made	43	25	9	56%	32%	12%
Worn a campaign button, put a sticker on your car or placed a sign in front of your house supporting an issue or candidate	57	13	8	73%	17%	10%

**Civic Engagement Importance**



Indicate the importance to you personally of each of the following...<sup>9</sup>:

	TOTAL	BACH	ASSOC
Helping others who are in difficulty	2.01	2.02	1.91
Knowing your neighbors	1.74	1.73	1.82
Being very well-off financially	1.66	1.66	1.71
Helping to promote racial understanding	1.65	1.65	1.65
Keeping up-to-date with political affairs	1.57	1.59	1.43
Being actively involved in community issues	1.41	1.41	1.36
Working on social justice issues	1.40	1.40	1.40
Influencing the political structure	1.17	1.18	1.12



<sup>9</sup> Scale: 0=Not Important, 1=Somewhat Important, 2=Very Important, 3=Essential.

Note: Differences in **bold** mean values are statistically significant at  $p < .05$  as indicated by the non-overlap of bars in the adjacent chart.

See text box at the beginning of the report for further discussion of this significance criteria compared to the traditional t-test.

**Civic Engagement Importance (Bachelors)**

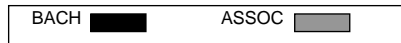
	Number of Respondents				Percentage			
	Not Important	Somewhat Important	Very Important	Essential	Not Important	Somewhat Important	Very Important	Essential
<i>Indicate the importance to you personally of each of the following:</i>								
Influencing the political structure	140	279	117	64	23%	47%	20%	11%
Being very well-off financially	43	217	245	96	7%	36%	41%	16%
Helping others who are in difficulty	13	130	288	171	2%	22%	48%	28%
Helping to promote racial understanding	67	197	212	123	11%	33%	35%	21%
Keeping up-to-date with political affairs	58	233	208	101	10%	39%	35%	17%
Working on social justice issues	96	256	160	88	16%	43%	27%	15%
Knowing your neighbors	32	219	233	118	5%	36%	39%	20%
Being actively involved in community issues	58	299	181	63	10%	50%	30%	10%

Scale: 0=Not Important, 1=Somewhat Important, 2=Very Important, 3=Essential

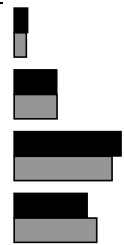
**Civic Engagement Importance (Associates)**

	Number of Respondents				Percentage			
	Not Important	Somewhat Important	Very Important	Essential	Not Important	Somewhat Important	Very Important	Essential
<i>Indicate the importance to you personally of each of the following:</i>								
Influencing the political structure	20	34	17	6	26%	44%	22%	8%
Being very well-off financially	6	28	25	18	8%	36%	32%	23%
Helping others who are in difficulty	1	20	41	15	1%	26%	53%	19%
Helping to promote racial understanding	5	29	31	12	6%	38%	40%	16%
Keeping up-to-date with political affairs	8	37	23	9	10%	48%	30%	12%
Working on social justice issues	8	40	19	10	10%	52%	25%	13%
Knowing your neighbors	1	29	30	17	1%	38%	39%	22%
Being actively involved in community issues	6	43	22	6	8%	56%	29%	8%

Scale: 0=Not Important, 1=Somewhat Important, 2=Very Important, 3=Essential



Overall, how active are you within your community?	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Very Active	38	6%	34	6%	4	5%
Moderately Active	122	18%	108	18%	14	18%
Slightly Active	303	45%	271	45%	32	42%
Not at all Active	212	31%	185	31%	27	35%



Would you like to be any more or less active or maintain your current level?	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Be More Active	345	51%	308	52%	37	49%
Be Less Active	9	1%	8	1%	1	1%
Maintain Current Level of Activity	319	47%	281	47%	38	50%



### Addendum - Employment

#### Employer - Bachelors

	N	%	
Clarian Health Partners	30	29%	
IUPUI	11	10%	
St Francis Hospital	10	10%	
Indianapolis Public Schools	6	6%	
MSD of Wayne Township	6	6%	
Eli Lilly	5	5%	
St Vincent Hospital	5	5%	
The Indiana Heart Hospital	5	5%	
Ernst & Young LLP	4	4%	
VA Medical Center	4	4%	
State of Indiana	4	4%	
Indiana University	3	3%	
Indiana Blood Center	3	3%	
Franklin Township Community Schools	3	3%	
Wishard Health Services	3	3%	
Bloomington Hospital	3	3%	

Note: Top Employers with three or more IUPUI graduates reported.

#### Employer - Associates

	N	%	
Clarian Health Partners	6	33%	
St Vincent Hospital	4	22%	
Wishard Health Services	4	22%	
St Francis Hospital	4	22%	

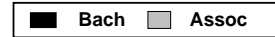
Note: Top Employers with three or more IUPUI graduates reported.

### Addendum - Demographics

#### Sample Demographics

##### Sex

	30		BACH		ASSOC	
	11	%	N	%	N	%
Female	10	4%	408	67%	66	83%
Male	214	96%	200	33%	14	18%



##### Age\*

	TOTAL	BACH	ASSOC
	30.2	29.6	34.3

\* Reported as averages.

##### Degree Type

	N	%
BACH	608	88%
ASSOC	80	12%
CERT	0	0%



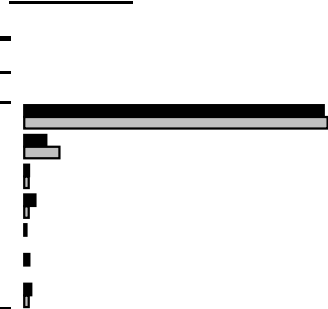
##### GPA\*

	TOTAL	BACH	ASSOC
	3.2	3.2	3.2

\* Reported as averages.

##### Ethnicity

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
White, non-Hispanic	584	85%	515	85%	69	86%
African American	46	7%	38	6%	8	10%
Hispanic	9	1%	8	1%	1	1%
Asian or Pacific Islander	20	3%	19	3%	1	1%
American Indian/Alaskan Native	4	1%	4	1%	0	0%
Non-resident Alien	9	1%	9	1%	0	0%
Other American	13	2%	12	2%	1	1%



### Addendum - Educational Pursuits

#### Institution - Bachelors

	N	%	
IUPUI	51	46%	
Indiana Wesleyan University	30	27%	
Indiana University	11	10%	
Anderson University	10	9%	
Ball State University	2	2%	
Butler University	2	2%	
Ivy Tech	2	2%	
Purdue University	2	2%	
University of Indianapolis	2	2%	

#### Institution - Associates

	N	%	
IUPUI	14	88%	
IUPUC	2	13%	

#### Field of Study - Bachelors

	N	%	
Social Work	9	24%	
Education	5	13%	
Nursing	5	13%	
Law	3	8%	
Accounting	2	5%	
Biology	2	5%	
Business	2	5%	
Dentistry	2	5%	
Mental Health Counseling	2	5%	
Psychology	2	5%	
Special Education	2	5%	
Sociology	2	5%	

Note: Institutions and Fields of Study are reported if there are two or more graduates.



