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

# for

# School of Engineering and Technology

**Bachelor Degrees Only**

## Alumni Profile and Comparative Analysis

*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, 2004-2005 graduates. 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 x 1.9623 x 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 School of Engineering and Technology Bachelor Degree Alumni.***

***Employment***

## Current Employment Status

| | N | % |
|---|---|---|
| Working full- or part-time | 64 | 94% |
| Not working but looking for work | 2 | 3% |
| Not working and not looking | 1 | 1% |
| On active duty in the armed forces | 1 | 1% |
| **Total** | 68 | 100% |

## Working in Indiana

| | N | % |
|---|---|---|
| Yes | 55 | 86% |
| No | 9 | 14% |

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

## Hours Worked

| | N | % |
|---|---|---|
| Working full-time (35+ hours) | 66 | 97% |
| Working part-time | 2 | 3% |
| Average hours/week worked | 43.9 | |

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

| | N | % |
|---|---|---|
| Yes | 32 | 47% |
| No | 36 | 53% |
| *If yes, a raise or promotion received?* | | |
| *Yes* | *20* | *61%* |
| *No* | *13* | *39%* |
| *If no, did Alumni's first job after graduating require a college degree?* | | |
| *Yes* | *31* | *79%* |
| *No* | *8* | *21%* |
| *If no, how many weeks to get the first new job after completing degree?* | | |
| *0 - 4* | *14* | *47%* |
| *5 - 16* | *9* | *30%* |
| *17 - 24* | *1* | *3%* |
| *25 - 52* | *5* | *17%* |
| *Over 52* | *1* | *3%* |

## How Closely Does Current Job Relate to Major

| | N | % |
|---|---|---|
| Directly Related | 42 | 63% |
| Somewhat Related | 18 | 27% |
| Not Related | 7 | 10% |

## How Well IUPUI Education Prepared Alumni for Current Job

| | N | % |
|---|---|---|
| Very Well | 39 | 58% |
| Somewhat Well | 22 | 33% |
| Not at all Well | 6 | 9% |

## How Well IUPUI Education Has Enhanced Future Prospects

| | N | % |
|---|---|---|
| Very Well | 42 | 63% |
| Somewhat Well | 20 | 30% |
| Not at all Well | 5 | 7% |

## Current Salary

| | N | % |
|---|---|---|
| $50,000 or above | 28 | 42% |
| ***$45,000 to $49,999*** | 10 | 15% |
| $40,000 to $44,999 | 7 | 11% |
| $35,000 to $39,999 | 5 | 8% |
| $30,000 to $34,999 | 5 | 8% |
| $25,000 to $29,999 | 5 | 8% |
| $20,000 to $24,999 | 2 | 3% |
| Under $20,000 | 4 | 6% |

***Median salary range is bolded.***

*Reported salaries are of respondents working full-time.*

### *Internship Experience*

## Participated in an Internship or Co-op Program

| | N | % |
|---|---|---|
| Yes | 22 | 31% |
| No | 49 | 69% |
| *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?* | | |
| *Yes* | *8* | *36%* |
| *No* | *14* | *64%* |
| *Did your internship or co-op experience enhance your prospects for getting a desirable job after completing your degree?* | | |
| *Yes* | *18* | *82%* |
| *No* | *2* | *9%* |
| *If no, which of the factors influenced your decision not to participate in an internship or co-op program?** | | |
| *Did not want to give up current job* | *22* | *45%* |
| *Could not find an internship or co-op program in my area of interest* | *20* | *41%* |
| *Family obligations made it difficult* | *10* | *20%* |

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

***Educational Pursuits***

## Current Educational Status

| | N | % |
|---|---|---|
| TOTAL ENROLLED | 9 | 14% |
| Enrolled full-time in degree prog. | 4 | 6% |
| Enrolled part-time in degree prog. | 4 | 6% |
| Enrolled in courses only | 1 | 2% |
| Not presently enrolled but plan to | 36 | 55% |
| Not presently enrolled, no plans to | 20 | 31% |

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

## Degree Sought

| | N | % |
|---|---|---|
| Certificate | 0 | 0% |
| Associate | 1 | 13% |
| Bachelor | 0 | 0% |
| Master | 7 | 88% |
| Doctorate | 0 | 0% |
| Professional Degree | 0 | 0% |

## Likelihood of Pursuing Education at IUPUI

| | N | % |
|---|---|---|
| Currently doing so | 1 | 1% |
| Very likely | 13 | 19% |
| Somewhat likely | 29 | 41% |
| Not very likely | 27 | 39% |

***IUPUI Image***

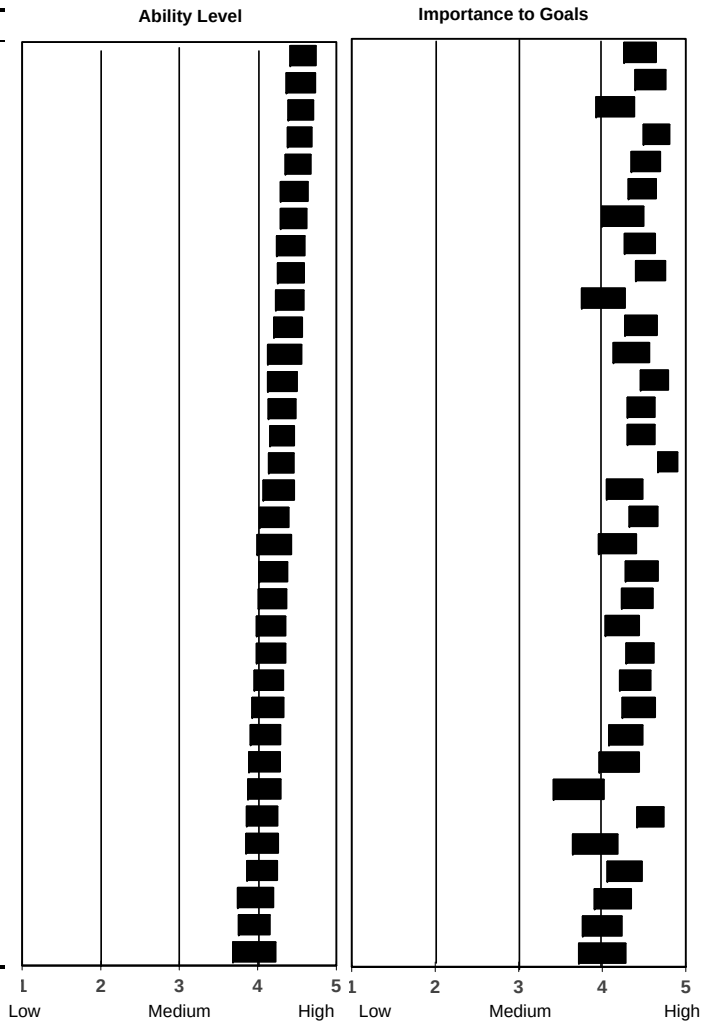
## Would Alumni Encourage Someone Who Wanted to Attend IUPUI

| | N | % |
|---|---|---|
| Strongly encourage | 26 | 37% |
| Encourage | 34 | 49% |
| Neither encourage nor discourage | 9 | 13% |
| Discourage | 0 | 0% |
| Strongly discourage | 1 | 1% |

## 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.*** [a,b]

| | Ability[a] | Importance[b] |
|---|---|---|
| Reading and understanding books, articles, and instruction manuals | 4.58 | 4.45 |
| Using the computer applications that are most common to my field of work or study | 4.55 | 4.58 |
| Finding useful information on the Internet for work-related projects | 4.55 | 4.15 |
| Thinking critically and analytically | 4.54 | 4.65 |
| Making choices about my conduct based on thoughtful reasoning about what is appropriate | 4.51 | 4.52 |
| Learning independently | 4.46 | 4.48 |
| Working effectively with people of different races, ethnicities, and religions | 4.46 | 4.25 |
| Working as part of a team to solve problems | 4.42 | 4.45 |
| Discussing complex problems with co-workers to develop a better solution | 4.42 | 4.58 |
| Solving mathematical problems | 4.41 | 4.01 |
| Recognizing the consequences of my actions when facing a conflict | 4.39 | 4.46 |
| Making informed judgments when faced with ethical dilemmas | 4.34 | 4.35 |
| Keeping my composure in difficult situations | 4.31 | 4.62 |
| Creatively thinking about new ideas or ways to improve existing things | 4.31 | 4.46 |
| Finding new ways to use my skills and knowledge as I encounter new situations/problems | 4.31 | 4.46 |
| Managing many different tasks and obligations at the same time | 4.30 | 4.78 |
| Gathering information from a variety of sources when deciding what action to take | 4.27 | 4.27 |
| Systematically reviewing & improving own ideas about how to approach an issue/problem | 4.21 | 4.49 |
| Doing research on an issue or topic before I plan a course of action | 4.21 | 4.18 |
| Writing clearly and effectively | 4.20 | 4.47 |
| Communicating effectively with people who see things differently than I do | 4.19 | 4.42 |
| Learning new approaches to my work or to advanced studies | 4.17 | 4.24 |
| Trying different approaches to solving a problem | 4.17 | 4.45 |
| Evaluating other people's ideas and proposed solutions | 4.14 | 4.39 |
| Having an in-depth understanding of my major field of study | 4.13 | 4.43 |
| Having a general understanding of subjects other than the one in which I majored | 4.10 | 4.28 |
| Dealing with conflict among co-workers and friends | 4.09 | 4.20 |
| Understanding a statistical report | 4.08 | 3.72 |
| Speaking clearly and effectively | 4.06 | 4.58 |
| Writing a final report on a project or other work assignment | 4.06 | 3.92 |
| Putting ideas together in new ways | 4.06 | 4.27 |
| Applying what I learned in college to issues and problems I face every day | 3.97 | 4.13 |
| Preparing a presentation that I will deliver to a group | 3.96 | 4.00 |
| Exercising responsibilities as a citizen (voting, staying current w/comm. & political issues) | 3.96 | 4.00 |




[a] *Responses provided on a 5-point scale, where 1=Low Ability Level and 5=High Ability Level.*

[b] *Responses provided on a 5-point scale, where 1=Low Importance to your Goals and 5=High Importance to your Goals.*

[a,b] *Reported values are averages.*

*See next page for frequencies and percentages for these items.*

## Assessed Ability Level

| ***Indicate your current ability level in each of the following skills and knowledge areas:*** | 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 | 5 | 17 | 48 | 0% | 1% | 7% | 24% | 68% |
| Solving mathematical problems | 0 | 0 | 11 | 20 | 40 | 0% | 0% | 15% | 28% | 56% |
| Using the computer applications that are most common to my field of work or study | 0 | 1 | 9 | 11 | 50 | 0% | 1% | 13% | 15% | 70% |
| Finding useful information on the Internet for work-related projects | 0 | 1 | 4 | 21 | 45 | 0% | 1% | 6% | 30% | 63% |
| Writing clearly and effectively | 0 | 1 | 11 | 31 | 27 | 0% | 1% | 16% | 44% | 39% |
| Speaking clearly and effectively | 1 | 2 | 10 | 37 | 21 | 1% | 3% | 14% | 52% | 30% |
| Working as part of a team to solve problems | 0 | 2 | 5 | 25 | 39 | 0% | 3% | 7% | 35% | 55% |
| Preparing a presentation that I will deliver to a group | 0 | 1 | 23 | 25 | 22 | 0% | 1% | 32% | 35% | 31% |
| Writing a final report on a project or other work assignment | 1 | 1 | 15 | 30 | 24 | 1% | 1% | 21% | 42% | 34% |
| Understanding a statistical report | 1 | 1 | 15 | 28 | 26 | 1% | 1% | 21% | 39% | 37% |
| Thinking critically and analytically | 0 | 1 | 3 | 24 | 43 | 0% | 1% | 4% | 34% | 61% |
| Evaluating other people's ideas and proposed solutions | 1 | 1 | 8 | 38 | 23 | 1% | 1% | 11% | 54% | 32% |
| Systematically reviewing & improving my own ideas about how to approach an issue or problem | 0 | 0 | 15 | 26 | 30 | 0% | 0% | 21% | 37% | 42% |
| Creatively thinking about new ideas or ways to improve existing things | 0 | 0 | 11 | 27 | 33 | 0% | 0% | 15% | 38% | 46% |
| Discussing complex problems with co-workers to develop a better solution | 0 | 1 | 6 | 26 | 38 | 0% | 1% | 8% | 37% | 54% |
| Applying what I learned in college to issues and problems I face every day | 1 | 6 | 9 | 33 | 22 | 1% | 8% | 13% | 46% | 31% |
| Gathering information from a variety of sources when deciding what action to take | 0 | 2 | 11 | 24 | 34 | 0% | 3% | 15% | 34% | 48% |
| Finding new ways to use my skills & knowledge as I encounter new situations or problems | 0 | 0 | 7 | 35 | 29 | 0% | 0% | 10% | 49% | 41% |
| Doing research on an issue or topic before I plan a course of action | 0 | 3 | 14 | 19 | 35 | 0% | 4% | 20% | 27% | 49% |
| Putting ideas together in new ways | 0 | 2 | 15 | 31 | 23 | 0% | 3% | 21% | 44% | 32% |
| Having a general understanding of subjects other than the one in which I majored | 0 | 1 | 16 | 29 | 25 | 0% | 1% | 23% | 41% | 35% |
| Learning independently | 0 | 1 | 7 | 21 | 42 | 0% | 1% | 10% | 30% | 59% |
| Learning new approaches to my work or to advanced studies | 0 | 1 | 13 | 30 | 27 | 0% | 1% | 18% | 42% | 38% |
| Trying different approaches to solving a problem | 0 | 0 | 16 | 27 | 28 | 0% | 0% | 23% | 38% | 39% |
| Managing many different tasks and obligations at the same time | 0 | 0 | 8 | 33 | 29 | 0% | 0% | 11% | 47% | 41% |
| Having an in-depth understanding of my major field of study | 0 | 3 | 11 | 30 | 26 | 0% | 4% | 16% | 43% | 37% |
| Dealing with conflict among co-workers and friends | 0 | 2 | 15 | 28 | 25 | 0% | 3% | 21% | 40% | 36% |
| Working effectively with people of different races, ethnicities, and religions | 0 | 1 | 5 | 25 | 39 | 0% | 1% | 7% | 36% | 56% |
| Communicating effectively with people who see things differently than I do | 0 | 1 | 10 | 33 | 25 | 0% | 1% | 14% | 48% | 36% |
| Keeping my composure in difficult situations | 0 | 2 | 7 | 28 | 33 | 0% | 3% | 10% | 40% | 47% |
| Exercising responsibilities as a citizen (voting, staying current w/community, & political issues) | 2 | 7 | 12 | 19 | 29 | 3% | 10% | 17% | 28% | 42% |
| Making informed judgments when faced with ethical dilemmas | 0 | 4 | 8 | 18 | 40 | 0% | 6% | 11% | 26% | 57% |
| Recognizing the consequences of my actions when facing a conflict | 0 | 2 | 5 | 27 | 36 | 0% | 3% | 7% | 39% | 51% |
| Making choices about my conduct based on thoughtful reasoning about what is appropriate | 0 | 2 | 1 | 26 | 41 | 0% | 3% | 1% | 37% | 59% |

## Importance to Goals

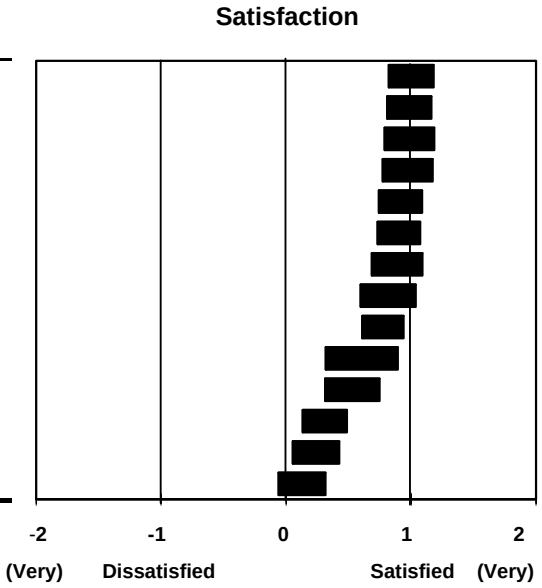
| *Indicate how important your ability level is to your goals in each of the following skills and knowledge areas:* | Number of Respondents | | | | | Percentage | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Low Importance | | Medium Importance | | High Importance | Low Importance | | Medium Importance | | High Importance |
| Reading and understanding books, articles, and instruction manuals | 0 | 2 | 8 | 17 | 44 | 0% | 3% | 11% | 24% | 62% |
| Solving mathematical problems | 2 | 5 | 14 | 19 | 31 | 3% | 7% | 20% | 27% | 44% |
| Using the computer applications that are most common to my field of work or study | 1 | 1 | 3 | 17 | 49 | 1% | 1% | 4% | 24% | 69% |
| Finding useful information on the Internet for work-related projects | 1 | 4 | 10 | 24 | 32 | 1% | 6% | 14% | 34% | 45% |
| Writing clearly and effectively | 0 | 2 | 8 | 15 | 45 | 0% | 3% | 11% | 21% | 64% |
| Speaking clearly and effectively | 0 | 0 | 7 | 16 | 48 | 0% | 0% | 10% | 23% | 68% |
| Working as part of a team to solve problems | 0 | 2 | 6 | 21 | 42 | 0% | 3% | 8% | 30% | 59% |
| Preparing a presentation that I will deliver to a group | 1 | 6 | 10 | 29 | 25 | 1% | 8% | 14% | 41% | 35% |
| Writing a final report on a project or other work assignment | 1 | 9 | 15 | 16 | 30 | 1% | 13% | 21% | 23% | 42% |
| Understanding a statistical report | 6 | 7 | 12 | 22 | 24 | 8% | 10% | 17% | 31% | 34% |
| Thinking critically and analytically | 0 | 1 | 4 | 14 | 52 | 0% | 1% | 6% | 20% | 73% |
| Evaluating other people's ideas and proposed solutions | 0 | 1 | 10 | 20 | 40 | 0% | 1% | 14% | 28% | 56% |
| Systematically reviewing & improving my own ideas about how to approach an issue or problem | 0 | 0 | 9 | 18 | 44 | 0% | 0% | 13% | 25% | 62% |
| Creatively thinking about new ideas or ways to improve existing things | 0 | 0 | 8 | 22 | 41 | 0% | 0% | 11% | 31% | 58% |
| Discussing complex problems with co-workers to develop a better solution | 0 | 2 | 5 | 14 | 50 | 0% | 3% | 7% | 20% | 70% |
| Applying what I learned in college to issues and problems I face every day | 1 | 0 | 20 | 18 | 32 | 1% | 0% | 28% | 25% | 45% |
| Gathering information from a variety of sources when deciding what action to take | 0 | 3 | 13 | 17 | 38 | 0% | 4% | 18% | 24% | 54% |
| Finding new ways to use my skills & knowledge as I encounter new situations or problems | 0 | 0 | 8 | 22 | 41 | 0% | 0% | 11% | 31% | 58% |
| Doing research on an issue or topic before I plan a course of action | 1 | 3 | 11 | 23 | 33 | 1% | 4% | 15% | 32% | 46% |
| Putting ideas together in new ways | 1 | 2 | 8 | 26 | 34 | 1% | 3% | 11% | 37% | 48% |
| Having a general understanding of subjects other than the one in which I majored | 1 | 0 | 12 | 23 | 35 | 1% | 0% | 17% | 32% | 49% |
| Learning independently | 0 | 0 | 8 | 21 | 42 | 0% | 0% | 11% | 30% | 59% |
| Learning new approaches to my work or to advanced studies | 0 | 2 | 13 | 22 | 34 | 0% | 3% | 18% | 31% | 48% |
| Trying different approaches to solving a problem | 0 | 0 | 8 | 23 | 40 | 0% | 0% | 11% | 32% | 56% |
| Managing many different tasks and obligations at the same time | 0 | 0 | 2 | 11 | 56 | 0% | 0% | 3% | 16% | 81% |
| Having an in-depth understanding of my major field of study | 0 | 1 | 11 | 14 | 43 | 0% | 1% | 16% | 20% | 62% |
| Dealing with conflict among co-workers and friends | 0 | 6 | 10 | 17 | 36 | 0% | 9% | 14% | 25% | 52% |
| Working effectively with people of different races, ethnicities, and religions | 2 | 3 | 9 | 17 | 38 | 3% | 4% | 13% | 25% | 55% |
| Communicating effectively with people who see things differently than I do | 0 | 1 | 9 | 19 | 40 | 0% | 1% | 13% | 28% | 58% |
| Keeping my composure in difficult situations | 0 | 2 | 2 | 16 | 49 | 0% | 3% | 3% | 23% | 71% |
| Exercising responsibilities as a citizen (voting, staying current w/community, & political issues) | 1 | 10 | 10 | 15 | 33 | 1% | 14% | 14% | 22% | 48% |
| Making informed judgments when faced with ethical dilemmas | 0 | 2 | 13 | 13 | 41 | 0% | 3% | 19% | 19% | 59% |
| Recognizing the consequences of my actions when facing a conflict | 0 | 2 | 7 | 17 | 43 | 0% | 3% | 10% | 25% | 62% |
| Making choices about my conduct based on thoughtful reasoning about what is appropriate | 0 | 1 | 6 | 18 | 44 | 0% | 1% | 9% | 26% | 64% |

## Alumni Ratings of Satisfaction with IUPUI Experience[c]

***(In order of highest to lowest levels of average Satisfaction)***

| ***Indicate your level of satisfaction with IUPUI in the areas of...*** | *Average* |
|---|---|
| Opportunities to work with other students in groups or teams | 1.00 |
| Overall quality of the education you received at IUPUI | 0.99 |
| Personal attention from those in your major department | 0.99 |
| Quality of teaching by faculty in your major area | 0.97 |
| Opportunities to increase your self-understanding | 0.92 |
| Opportunities to integrate learning w/ personal experiences | 0.90 |
| The helpfulness of IUPUI staff in general | 0.89 |
| Courses in your major area | 0.82 |
| Quality of teaching by other faculty at IUPUI | 0.77 |
| Academic advising in your major department | 0.61 |
| Required courses outside major area (gen ed reqs) | 0.53 |
| Opportunities to engage in extra-curricular activities | 0.31 |
| Opportunities to engage in community services | 0.24 |
| Opportunities to participate in faculty members' research | 0.13 |

[c] *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.*

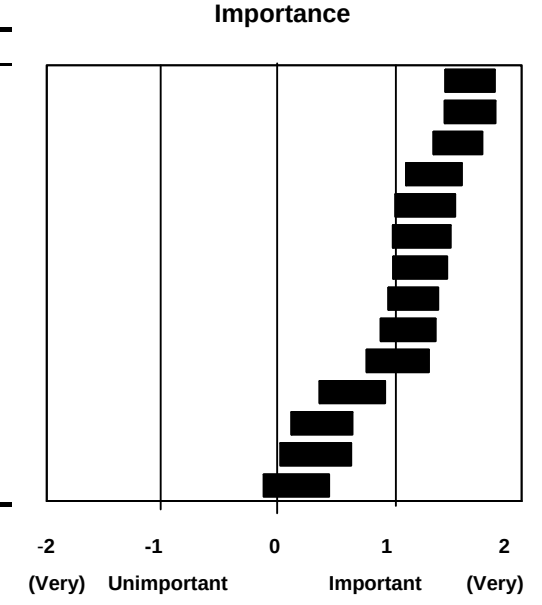



## Alumni Ratings of Importance with IUPUI Experience[d]

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

| ***Indicate the importance of the following:*** | *Average* |
|---|---|
| Overall quality of the education you received at IUPUI | 1.57 |
| Quality of teaching by faculty in your major area | 1.57 |
| Courses in your major area | 1.46 |
| Academic advising in your major department | 1.26 |
| Personal attention from those in your major department | 1.19 |
| Quality of teaching by other faculty at IUPUI | 1.16 |
| The helpfulness of IUPUI staff in general | 1.14 |
| Opportunities to integrate learning w/ personal experiences | 1.09 |
| Opportunities to increase your self-understanding | 1.04 |
| Opportunities to work with other students in groups or teams | 0.96 |
| Required courses outside major area (gen ed reqs) | 0.57 |
| Opportunities to participate in faculty members' research | 0.32 |
| Opportunities to engage in extra-curricular activities | 0.26 |
| Opportunities to engage in community services | 0.10 |

[d] *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.*



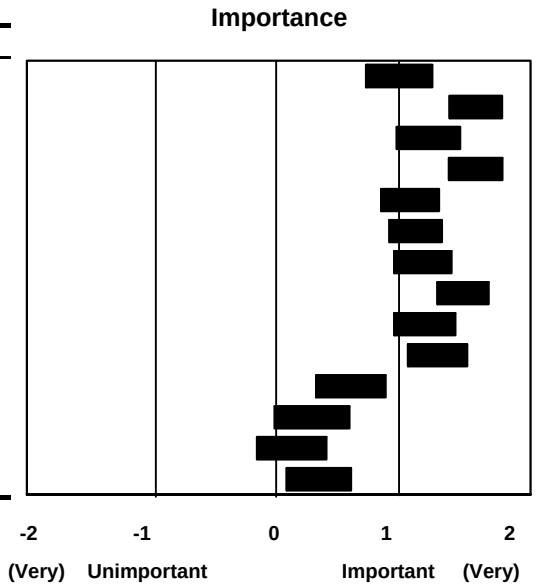
## Alumni Ratings of Satisfaction and Importance[c,d]

***(In order of highest to lowest levels of average Satisfaction)***

| Item | Satisfaction |
|---|---|
| Opportunities to work with other students in groups or teams | 1.00 |
| Overall quality of the education you received at IUPUI | 0.99 |
| Personal attention from those in your major department | 0.99 |
| Quality of teaching by faculty in your major area | 0.97 |
| Opportunities to increase your self-understanding | 0.92 |
| Opportunities to integrate learning w/ personal experiences | 0.90 |
| The helpfulness of IUPUI staff in general | 0.89 |
| Courses in your major area | 0.82 |
| Quality of teaching by other faculty at IUPUI | 0.77 |
| Academic advising in your major department | 0.61 |
| Required courses outside major area (gen ed reqs) | 0.53 |
| Opportunities to engage in extra-curricular activities | 0.31 |
| Opportunities to engage in community services | 0.24 |
| Opportunities to participate in faculty members' research | 0.13 |

[c] *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.*

[d] *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.*



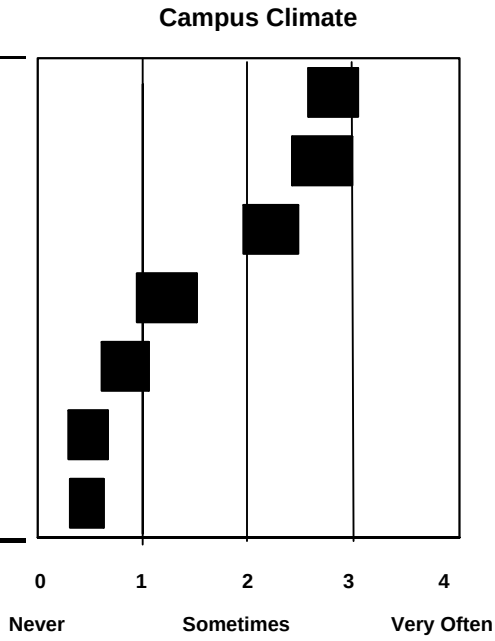

*See next page for frequencies and percentages for these items.*

## Campus Climate for Diversity[e]

***(In order of most frequent to least frequent)***

| ***Indicate how often you…..*** | *Average* |
|---|---|
| Participated in classroom discussions that included contributions from students from diverse backgrounds | 2.80 |
| Socialized with students from backgrounds different than your own | 2.70 |
| Had experiences in class that enhanced your understanding of the history, culture, or social concerns of people from diverse backgrounds | 2.21 |
| Took a class that increased your understanding of multiculturism and diversity | 1.23 |
| Attended campus events or activities that increased your understanding of multiculturalism and diversity | 0.83 |
| Saw or read racist, antigay/lesbian, or sexist material (including graffiti) on campus | 0.48 |
| Felt a sense of negative conflict between diverse groups on campus | 0.46 |

[e] *Responses for the campus experiences items provided on a 5-point scale, where 0=Never, 1=Rarely, 2=Sometimes, 3=Often, and 4=Very Often.*

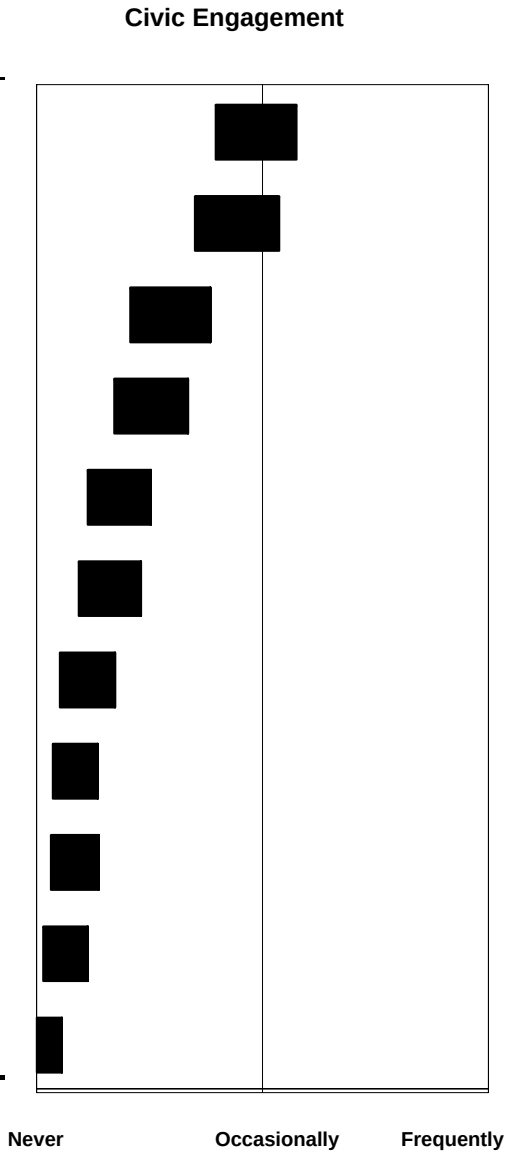


## Civic Engagement Activity[f]

***(In order of most frequent to least frequent)***

| ***Indicate how often you have engaged in the following activites in the past year …..*** | *Average* |
|---|---|
| Donated money to a human-services or community services organization (e.g. United Way, a local food bank, etc.), or other non-profit organization | 0.97 |
| Donated professional services without compensation | 0.89 |
| Worked with a person or group to solve a problem in the community where you live | 0.59 |
| Not bought or boycotted something because of the conditions under which is was made | 0.51 |
| Signed a petition to express your opinion on a political or community issue | 0.37 |
| Donated money to a political candidate or cause | 0.32 |
| Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue | 0.23 |
| Worn a campaign button, put a sticker on your car or placed a sign in front of your house supporting an issue or candidate | 0.17 |
| Contacted a newspaper or magazine to express your opinion on a political or community issue | 0.17 |
| Worked with a political group or for a campaign or political official | 0.13 |
| Called in to a radio or TV talk show to express your opinion on a political or community issue | 0.06 |

[f] *Responses for the civic engagement items provided on a 3-point scale, where 0=Never, 1=Often, 2=Frequently.*

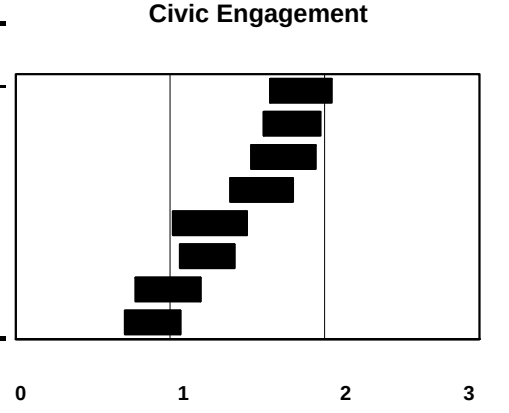



## Civic Engagement Importance[g]

***(In order of most important to least important)***

| | *Average* |
|---|---|
| Being very well-off financially | 1.85 |
| Helping others who are in difficulty | 1.79 |
| Knowing your neighbors | 1.73 |
| Keeping up-to-date with political affairs | 1.59 |
| Helping to promote racial understanding | 1.26 |
| Being actively involved in community issues | 1.24 |
| Influencing the political structure | 0.99 |
| Working on social justice issues | 0.89 |

[g] *Responses for the civic engagement items provided on a 4-point scale: 0=Not Important, 1= Somewhat Important, 2= Very Important, and 3=Essential.*



## Satisfaction with IUPUI Experience

| ***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 the education you received at IUPUI | 1 | 2 | 8 | 46 | 14 | 1% | 3% | 11% | 65% | 20% |
| Quality of teaching by faculty in your major area | 0 | 5 | 11 | 36 | 19 | 0% | 7% | 15% | 51% | 27% |
| Quality of teaching by other faculty at IUPUI | 0 | 2 | 21 | 39 | 9 | 0% | 3% | 30% | 55% | 13% |
| Academic advising in your major department | 5 | 9 | 14 | 24 | 19 | 7% | 13% | 20% | 34% | 27% |
| Courses in your major area | 1 | 7 | 11 | 37 | 15 | 1% | 10% | 15% | 52% | 21% |
| Required courses outside major area (gen ed reqs) | 2 | 6 | 23 | 31 | 8 | 3% | 9% | 33% | 44% | 11% |
| Personal attention from those in your major department | 0 | 4 | 13 | 34 | 20 | 0% | 6% | 18% | 48% | 28% |
| Opportunities to increase your self-understanding | 0 | 3 | 13 | 42 | 13 | 0% | 4% | 18% | 59% | 18% |
| Opportunities to work with other students in groups or teams | 0 | 3 | 11 | 40 | 17 | 0% | 4% | 15% | 56% | 24% |
| Opportunities to integrate learning w/ personal experiences | 1 | 0 | 16 | 42 | 12 | 1% | 0% | 23% | 59% | 17% |
| Opportunities to engage in community services | 2 | 6 | 39 | 21 | 3 | 3% | 8% | 55% | 30% | 4% |
| Opportunities to engage in extra-curricular activities | 1 | 5 | 40 | 21 | 4 | 1% | 7% | 56% | 30% | 6% |
| Opportunities to participate in faculty members' research | 2 | 9 | 41 | 16 | 3 | 3% | 13% | 58% | 23% | 4% |
| The helpfulness of IUPUI staff in general | 0 | 6 | 12 | 37 | 16 | 0% | 8% | 17% | 52% | 23% |

## Importance of Aspects of IUPUI Experience

| ***Indicate the importance of the following:*** | Number of Respondents | | | | | Percentage | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Very Unimportant | Unimportant | Neutral | Important | Very Important | Very Unimportant | Unimportant | Neutral | Important | Very Important |
| Overall quality of the education you received at IUPUI | 2 | 1 | 2 | 15 | 49 | 3% | 1% | 3% | 22% | 71% |
| Quality of teaching by faculty in your major area | 2 | 1 | 3 | 13 | 50 | 3% | 1% | 4% | 19% | 72% |
| Quality of teaching by other faculty at IUPUI | 3 | 1 | 9 | 25 | 31 | 4% | 1% | 13% | 36% | 45% |
| Academic advising in your major department | 2 | 2 | 8 | 21 | 36 | 3% | 3% | 12% | 30% | 52% |
| Courses in your major area | 2 | 1 | 1 | 24 | 41 | 3% | 1% | 1% | 35% | 59% |
| Required courses outside major area (gen ed reqs) | 5 | 7 | 13 | 30 | 13 | 7% | 10% | 19% | 44% | 19% |
| Personal attention from those in your major department | 3 | 2 | 8 | 22 | 34 | 4% | 3% | 12% | 32% | 49% |
| Opportunities to increase your self-understanding | 3 | 1 | 9 | 33 | 23 | 4% | 1% | 13% | 48% | 33% |
| Opportunities to work with other students in groups or teams | 4 | 2 | 12 | 26 | 25 | 6% | 3% | 17% | 38% | 36% |
| Opportunities to integrate learning w/ personal experiences | 2 | 1 | 8 | 36 | 22 | 3% | 1% | 12% | 52% | 32% |
| Opportunities to engage in community services | 7 | 11 | 26 | 16 | 8 | 10% | 16% | 38% | 24% | 12% |
| Opportunities to engage in extra-curricular activities | 7 | 11 | 19 | 19 | 12 | 10% | 16% | 28% | 28% | 18% |
| Opportunities to participate in faculty members' research | 4 | 8 | 30 | 16 | 11 | 6% | 12% | 43% | 23% | 16% |
| The helpfulness of IUPUI staff in general | 2 | 2 | 8 | 29 | 28 | 3% | 3% | 12% | 42% | 41% |

## Campus Climate for Diversity

| ***Indicate how frequently you experienced the following:*** | Number of Respondents | | | | | Percentage | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Never | Rarely | Some-times | Often | Very Often | Never | Rarely | Some-times | Often | Very Often |
| Socialized with students from backgrounds different than your own | 3 | 5 | 19 | 17 | 19 | 5% | 8% | 30% | 27% | 30% |
| Participated in classroom discussions and activities that included contributions from students with diverse backgrounds and perspectives | 1 | 7 | 16 | 28 | 19 | 1% | 10% | 23% | 39% | 27% |
| Had experiences in class that enhanced your understanding of the history, culture, or social concerns of people from diverse backgrounds | 5 | 13 | 23 | 22 | 8 | 7% | 18% | 32% | 31% | 11% |
| Took a class that increased your understanding of multiculturalism and diversity | 26 | 17 | 18 | 6 | 4 | 37% | 24% | 25% | 8% | 6% |
| Attended campus events or activities that increased your understanding of multiculturalism and diversity | 33 | 21 | 14 | 2 | 1 | 46% | 30% | 20% | 3% | 1% |
| Saw or read racist, antigay/lesbian, or sexist material (including graffiti) on campus | 49 | 11 | 10 | 1 | 0 | 69% | 15% | 14% | 1% | 0% |
| Felt a sense of negative conflict between diverse groups on campus | 44 | 22 | 4 | 1 | 0 | 62% | 31% | 6% | 1% | 0% |

## Civic Engagement Activity

| | Number of Respondents | | | Percentage | | |
|---|---|---|---|---|---|---|
| ***Indicate how often you have engaged in the following activities over the past year:*** | Never | Occasionally | Frequently | Never | Occasionally | Frequently |
| Worked with a person or group to solve a problem in the community where you live | 40 | 20 | 11 | 56% | 28% | 15% |
| Donated professional services without compensation | 26 | 27 | 18 | 37% | 38% | 25% |
| Donated money to a political candidate or cause | 52 | 15 | 4 | 73% | 21% | 6% |
| Donated money to a human-services or community services organization (e.g. United Way, a local food bank, etc.), or other non-profit organization | 21 | 31 | 19 | 30% | 44% | 27% |
| Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue | 58 | 10 | 3 | 82% | 14% | 4% |
| Contacted a newspaper or magazine to express your opinion on a political or community issue | 61 | 8 | 2 | 86% | 11% | 3% |
| Called in to a radio or TV talk show to express your opinion on a political or community issue | 67 | 4 | 0 | 94% | 6% | 0% |
| Signed a petition to express your opinion on a political or community issue | 49 | 18 | 4 | 69% | 25% | 6% |
| Worked with a political group or for a campaign or political official | 63 | 5 | 2 | 90% | 7% | 3% |
| Not bought or boycotted something because of the conditions under which is was made | 41 | 21 | 7 | 59% | 30% | 10% |
| Worn a campaign button, put a sticker on your car or placed a sign in front of your house supporting an issue or candidate | 59 | 10 | 1 | 84% | 14% | 1% |

*Scale: 0=Never, 1=Often, 2=Frequently*

## Civic Engagement Importance

| | Number of Respondents | | | | Percentage | | | |
|---|---|---|---|---|---|---|---|---|
| ***Indicate the importance to you personally of each of the following:*** | Not Important | Somewhat Important | Very Important | Essential | Not Important | Somewhat Important | Very Important | Essential |
| Influencing the political structure | 24 | 28 | 15 | 4 | 34% | 39% | 21% | 6% |
| Being very well-off financially | 4 | 19 | 32 | 16 | 6% | 27% | 45% | 23% |
| Helping others who are in difficulty | 3 | 21 | 35 | 12 | 4% | 30% | 49% | 17% |
| Helping to promote racial understanding | 19 | 23 | 19 | 9 | 27% | 33% | 27% | 13% |
| Keeping up-to-date with political affairs | 6 | 28 | 26 | 11 | 8% | 39% | 37% | 15% |
| Working on social justice issues | 22 | 36 | 10 | 2 | 31% | 51% | 14% | 3% |
| Knowing your neighbors | 5 | 24 | 27 | 15 | 7% | 34% | 38% | 21% |
| Being actively involved in community issues | 9 | 40 | 18 | 4 | 13% | 56% | 25% | 6% |

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

## Civic Engagement (Cont'd)

### Overall, how active are you within your community?

| | N | % |
|---|---|---|
| Very active | 3 | 4% |
| Moderately active | 10 | 14% |
| Slightly active | 38 | 54% |
| Not at all active | 20 | 28% |

### Would you like to be any more or less active or maintain your current level?

| | N | % |
|---|---|---|
| Be more active | 28 | 39% |
| Be less active | 2 | 3% |
| Maintain current level of activity | 41 | 58% |

# Comparative Analysis

***Comparisons between 71 School of Engineering and Technology graduates and all other IUPUI bachelor degree graduates.***

## Impact of IUPUI on Alumni Learning - Current Ability

| ***Rate your current ability level in the area of…*** [a] | EGTC Means | All other Bachelors | Difference in Means | Significance |
|---|---|---|---|---|
| Reading and understanding books, articles, and instruction manuals | 4.58 | 4.63 | -0.06 | |
| Solving mathematical problems | 4.41 | 3.78 | 0.63 | * |
| Using the computer applications that are most common to my field of work or study | 4.55 | 4.38 | 0.17 | |
| Finding useful information on the Internet for work-related projects | 4.55 | 4.46 | 0.08 | |
| Writing clearly and effectively | 4.20 | 4.40 | -0.20 | * |
| Speaking clearly and effectively | 4.06 | 4.29 | -0.23 | * |
| Working as part of a team to solve problems | 4.42 | 4.42 | 0.00 | |
| Preparing a presentation that I will deliver to a group | 3.96 | 4.05 | -0.09 | |
| Writing a final report on a project or other work assignment | 4.06 | 4.15 | -0.10 | |
| Understanding a statistical report | 4.08 | 3.49 | 0.60 | * |
| Thinking critically and analytically | 4.54 | 4.32 | 0.21 | * |
| Evaluating other people's ideas and proposed solutions | 4.14 | 4.18 | -0.04 | |
| Systematically reviewing & improving own ideas about how to approach an issue/problem | 4.21 | 4.16 | 0.05 | |
| Creatively thinking about new ideas or ways to improve existing things | 4.31 | 4.19 | 0.12 | |
| Discussing complex problems with co-workers to develop a better solution | 4.42 | 4.25 | 0.17 | |
| Applying what I learned in college to issues and problems I face every day | 3.97 | 4.13 | -0.15 | |
| Gathering information from a variety of sources when deciding what action to take | 4.27 | 4.27 | 0.00 | |
| Finding new ways to use my skills and knowledge as I encounter new situations/problems | 4.31 | 4.17 | 0.14 | |
| Doing research on an issue or topic before I plan a course of action | 4.21 | 4.13 | 0.08 | |
| Putting ideas together in new ways | 4.06 | 4.05 | 0.01 | |
| Having a general understanding of subjects other than the one in which I majored | 4.10 | 4.07 | 0.03 | |
| Learning independently | 4.46 | 4.43 | 0.03 | |
| Learning new approaches to my work or to advanced studies | 4.17 | 4.10 | 0.07 | |
| Trying different approaches to solving a problem | 4.17 | 4.11 | 0.05 | |
| Managing many different tasks and obligations at the same time | 4.30 | 4.39 | -0.09 | |
| Having an in-depth understanding of my major field of study | 4.13 | 4.06 | 0.07 | |
| Dealing with conflict among co-workers and friends | 4.09 | 3.94 | 0.15 | |
| Working effectively with people of different races, ethnicities, and religions | 4.46 | 4.49 | -0.03 | |
| Communicating effectively with people who see things differently than I do | 4.19 | 4.13 | 0.05 | |
| Keeping my composure in difficult situations | 4.31 | 4.14 | 0.18 | |
| Exercising responsibilities as a citizen (voting, staying current w/comm. & political issues) | 3.96 | 3.93 | 0.03 | |
| Making informed judgments when faced with ethical dilemmas | 4.34 | 4.27 | 0.07 | |
| Recognizing the consequences of my actions when facing a conflict | 4.39 | 4.39 | 0.00 | |
| Making choices about my conduct based on thoughtful reasoning about what is appropriate | 4.51 | 4.43 | 0.09 | |

[a] *Scale: 1=Low Ability Level, 3=Medium Ability Level, and 5=High Ability Level.*

** denotes a statistically significant difference between your school and all other schools at p<.05.*

## Impact of IUPUI on Alumni Learning (Cont'd) - Importance to Goals

| ***Indicate how important your ability level is to your goals in the following areas…*** [b] | EGTC Means | All other Bachelors | Difference in Means | Significance |
|---|---|---|---|---|
| Reading and understanding books, articles, and instruction manuals | 4.45 | 4.61 | -0.16 | |
| Solving mathematical problems | 4.01 | 3.47 | 0.55 | * |
| Using the computer applications that are most common to my field of work or study | 4.58 | 4.47 | 0.11 | |
| Finding useful information on the Internet for work-related projects | 4.15 | 4.32 | -0.17 | |
| Writing clearly and effectively | 4.47 | 4.61 | -0.14 | |
| Speaking clearly and effectively | 4.58 | 4.67 | -0.09 | |
| Working as part of a team to solve problems | 4.45 | 4.43 | 0.02 | |
| Preparing a presentation that I will deliver to a group | 4.00 | 4.02 | -0.02 | |
| Writing a final report on a project or other work assignment | 3.92 | 3.94 | -0.02 | |
| Understanding a statistical report | 3.72 | 3.61 | 0.10 | |
| Thinking critically and analytically | 4.65 | 4.59 | 0.05 | |
| Evaluating other people's ideas and proposed solutions | 4.39 | 4.33 | 0.06 | |
| Systematically reviewing & improving own ideas about how to approach an issue/problem | 4.49 | 4.52 | -0.03 | |
| Creatively thinking about new ideas or ways to improve existing things | 4.46 | 4.53 | -0.06 | |
| Discussing complex problems with co-workers to develop a better solution | 4.58 | 4.41 | 0.17 | |
| Applying what I learned in college to issues and problems I face every day | 4.13 | 4.06 | 0.06 | |
| Gathering information from a variety of sources when deciding what action to take | 4.27 | 4.35 | -0.09 | |
| Finding new ways to use my skills and knowledge as I encounter new situations/problems | 4.46 | 4.42 | 0.05 | |
| Doing research on an issue or topic before I plan a course of action | 4.18 | 4.31 | -0.12 | |
| Putting ideas together in new ways | 4.27 | 4.29 | -0.02 | |
| Having a general understanding of subjects other than the one in which I majored | 4.28 | 4.12 | 0.16 | |
| Learning independently | 4.48 | 4.46 | 0.02 | |
| Learning new approaches to my work or to advanced studies | 4.24 | 4.35 | -0.11 | |
| Trying different approaches to solving a problem | 4.45 | 4.42 | 0.03 | |
| Managing many different tasks and obligations at the same time | 4.78 | 4.70 | 0.08 | |
| Having an in-depth understanding of my major field of study | 4.43 | 4.37 | 0.06 | |
| Dealing with conflict among co-workers and friends | 4.20 | 4.26 | -0.06 | |
| Working effectively with people of different races, ethnicities, and religions | 4.25 | 4.55 | -0.30 | * |
| Communicating effectively with people who see things differently than I do | 4.42 | 4.58 | -0.16 | |
| Keeping my composure in difficult situations | 4.62 | 4.67 | -0.05 | |
| Exercising responsibilities as a citizen (voting, staying current w/comm. & political issues) | 4.00 | 4.05 | -0.05 | |
| Making informed judgments when faced with ethical dilemmas | 4.35 | 4.50 | -0.15 | |
| Recognizing the consequences of my actions when facing a conflict | 4.46 | 4.57 | -0.11 | |
| Making choices about my conduct based on thoughtful reasoning about what is appropriate | 4.52 | 4.59 | -0.07 | |

[b] *Scale: 1=Low Importance to Goals, 3=Medium Importance to Goals, and 5=High Importance to Goals.*

** denotes a statistically significant difference between your school and all other schools at p<.05.*

## Satisfaction with IUPUI Experience

| *Indicate your level of satisfaction with IUPUI in the areas of...* [c] | EGTC Means | All other Bachelors | Difference in Means | Significance |
|---|---|---|---|---|
| Overall quality of the education you received at IUPUI | 0.99 | 1.07 | -0.09 | |
| Quality of teaching by faculty in your major area | 0.97 | 1.08 | -0.11 | |
| Quality of teaching by other faculty at IUPUI | 0.77 | 0.84 | -0.06 | |
| Academic advising in your major department | 0.61 | 0.33 | 0.28 | |
| Courses in your major area | 0.82 | 0.99 | -0.17 | |
| Required courses outside your major area | 0.53 | 0.62 | -0.09 | |
| Personal attention from those in your major department | 0.99 | 0.75 | 0.23 | |
| Opportunities to increase your self-understanding | 0.92 | 0.77 | 0.15 | |
| Opportunities to work with other students in groups or teams | 1.00 | 0.97 | 0.03 | |
| Opportunities to integrate what you have learned with personal experiences | 0.90 | 0.91 | -0.01 | |
| Opportunities to engage in community services | 0.24 | 0.44 | -0.20 | |
| Opportunities to engage in extra-curricular activities | 0.31 | 0.34 | -0.03 | |
| Opportunities to participate in faculty members' research | 0.13 | 0.04 | 0.09 | |
| The helpfulness of IUPUI staff in general | 0.89 | 0.64 | 0.25 | * |

[c] *Scale: -2=Very Dissatisfied, -1=Dissatisfied, 0=Neutral, 1=Satisfied, 2=Very Satisfied.*

** denotes a statistically significant difference between your school and all other schools at p<.05.*

## Importance of Aspects of IUPUI Experience

| *Indicate the importance of the following:* [d] | EGTC Means | All other Bachelors | Difference in Means | Significance |
|---|---|---|---|---|
| Overall quality of the education you received at IUPUI | 1.57 | 1.60 | -0.03 | |
| Quality of teaching by faculty in your major area | 1.57 | 1.61 | -0.05 | |
| Quality of teaching by other faculty at IUPUI | 1.16 | 1.34 | -0.18 | |
| Academic advising in your major department | 1.26 | 1.36 | -0.10 | |
| Courses in your major area | 1.46 | 1.55 | -0.09 | |
| Required courses outside your major area | 0.57 | 0.88 | -0.30 | * |
| Personal attention from those in your major department | 1.19 | 1.24 | -0.05 | |
| Opportunities to increase your self-understanding | 1.04 | 1.08 | -0.04 | |
| Opportunities to work with other students in groups or teams | 0.96 | 0.57 | 0.38 | * |
| Opportunities to integrate what you have learned with personal experiences | 1.09 | 1.06 | 0.03 | |
| Opportunities to engage in community services | 0.10 | 0.45 | -0.34 | * |
| Opportunities to engage in extra-curricular activities | 0.26 | 0.24 | 0.02 | |
| Opportunities to participate in faculty members' research | 0.32 | 0.36 | -0.04 | |
| The helpfulness of IUPUI staff in general | 1.14 | 1.27 | -0.12 | |

[d] *Scale: -2=Very Unimportant, -1=Unimportant, 0=Neutral, 1=Important, 2=Very Important.*

** denotes a statistically significant difference between your school and all other schools at p<.05.*

## Campus Climate for Diversity

| ***Indicate how often you….*** [e] | EGTC Means | All other Bachelors | Difference in Means | Significance |
|---|---|---|---|---|
| Socialized with students from backgrounds different than your own | 2.70 | 2.80 | -0.10 | |
| Participated in classroom discussions and activities that included contributions from students with diverse backgrounds and perspectives | 2.80 | 3.00 | -0.19 | |
| Had experiences in class that enhanced your understanding of the history, culture, or social concerns of people from diverse backgrounds | 2.21 | 2.68 | -0.47 | * |
| Took a class that increased your understanding of multiculturalism and diversity | 1.23 | 2.29 | -1.07 | * |
| Attended campus events or activities that increased your understanding of multiculturalism and diversity | 0.83 | 1.16 | -0.33 | * |
| Saw or read racist, antigay/lesbian, or sexist material (including graffiti) on campus | 0.48 | 0.61 | -0.13 | |
| Felt a sense of negative conflict between diverse groups on campus | 0.46 | 0.64 | -0.17 | |

[e] *Scale: 0=Never, 1=Rarely, 2=Sometimes, 3=Often, 4=Very Often.*

** denotes a statistically significant difference between your school and all other schools at p<.05.*

## Civic Engagement Activity

| ***Indicate how often you have engaged in the following activities in the past year ….*** [f] | EGTC Means | All other Bachelors | Difference in Means | Significance |
|---|---|---|---|---|
| Worked with a person or group to solve a problem in the community where you live | 0.59 | 0.63 | -0.04 | |
| Donated professional services without compensation | 0.89 | 0.81 | 0.08 | |
| Donated money to a political candidate or cause | 0.32 | 0.43 | -0.10 | |
| Donated money to a human-services or community services organization (e.g. United Way, a local food bank, etc.), or other non-profit organization | 0.97 | 1.14 | -0.16 | |
| Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue | 0.23 | 0.34 | -0.11 | |
| Contacted a newspaper or magazine to express your opinion on a political or community issue | 0.17 | 0.17 | 0.00 | |
| Called in to a radio or TV talk show to express your opinion on a political or community issue | 0.06 | 0.09 | -0.04 | |
| Signed a petition to express your opinion on a political or community issue | 0.37 | 0.54 | -0.17 | * |
| Worked with a political group or for a campaign or political official | 0.13 | 0.18 | -0.05 | |
| Not bought or boycotted something because of the conditions under which is was made | 0.51 | 0.57 | -0.06 | |
| Worn a campaign button, put a sticker on your car or placed a sign in front of your house supporting an issue or candidate | 0.17 | 0.40 | -0.23 | * |

[f] *Scale: 0=Never, 1=Often, 2=Frequently.*

** denotes a statistically significant difference between your school and all other schools at p<.05.*

## Civic Engagement Importance

| ***Indicate the importance to you personally of each of the following…*** [g] | EGTC Means | All other Bachelors | Difference in Means | Significance |
|---|---|---|---|---|
| Influencing the political structure | 0.99 | 1.20 | -0.21 | |
| Being very well-off financially | 1.85 | 1.63 | 0.21 | * |
| Helping others who are in difficulty | 1.79 | 2.06 | -0.27 | * |
| Helping to promote racial understanding | 1.26 | 1.71 | -0.45 | * |
| Keeping up-to-date with political affairs | 1.59 | 1.59 | 0.01 | |
| Working on social justice issues | 0.89 | 1.47 | -0.58 | * |
| Knowing your neighbors | 1.73 | 1.73 | 0.01 | |
| Being actively involved in community issues | 1.24 | 1.44 | -0.20 | |

[g] *Scale: 0=Not Important, 1=Somewhat Important, 2=Very Important, 3=Essential.*

# Addendum - Demographics

***Sample Demographics***

## Sex

| | N | % |
|---|---|---|
| Female | 15 | 21% |
| Male | 56 | 79% |

## Age*

| Mean |
|---|
| 29.6 |

** Reported as averages.*

## Degree Type

| | N | % |
|---|---|---|
| BACH | 71 | 100% |
| ASSOC | 0 | 0% |
| CERT | 0 | 0% |

## GPA*

| Mean |
|---|
| 3.1 |

** Reported as averages.*

## Ethnicity

| | N | % |
|---|---|---|
| White, non-Hispanic | 54 | 81% |
| African American | 4 | 6% |
| Hispanic | 1 | 1% |
| Asian or Pacific Islander | 6 | 9% |
| American Indian/Alaskan Native | 0 | 0% |
| Non-resident Alien | 0 | 0% |
| Other American | 2 | 3% |

## Addendum - Employment

### Employer

| | N | % |
|---|---|---|
| Clarian Health Partners | 2 | 50% |
| ThinkPath | 2 | 50% |

*Note: Top Employers with two or more IUPUI graduates reported.*

# Addendum - Educational Pursuits

## Institution

| | N | % |
|---|---|---|
| IUPUI | 2 | 25% |
| Anderson University | 1 | 13% |
| Cooking & Hospitality Institute | 1 | 13% |
| Golden Gate University | 1 | 13% |
| Indiana Wesleyan University | 1 | 13% |
| Rose-Hulman Institue of Technology | 1 | 13% |
| University of Southern Indiana | 1 | 13% |

## Field of Study

| | N | % |
|---|---|---|
| Biology | 1 | 17% |
| Business | 1 | 17% |
| Culinary Arts | 1 | 17% |
| Electrical and Computer Engineering | 1 | 17% |
| Engineering Management | 1 | 17% |
| Industrial Management | 1 | 17% |

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