

**Results of the Alumni Survey for
2003-2004 Undergraduate Degree Recipients**

for

IUPUI Campus

Alumni Profile

Prepared by the Office of Information Management and Institutional Research

1/8/2006

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 2003-2004 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 634 Alumni.

Employment

Current Employment Status

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Working full- or part-time	566	90%	500	89%	66	92%	
Not working but looking for work	29	5%	26	5%	3	4%	
Not working and not looking	35	5%	32	6%	3	4%	
In the military service	2	0%	2	0%	0	0%	
Total	632	100%	560	100%	72	100%	




Work in Indiana

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Yes	509	90%	443	89%	66	100%	
No	57	10%	57	11%	0	0%	




Chi-square significant at p < .05

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)	474	84%	420	85%	53	80%	
Working part-time	88	16%	75	15%	13	20%	
Average hours/week worked	40.0		40.4		39.5		

Worked with Current Employer Six Months Prior to Receiving Degree




	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Yes	227	38%	184	35%	43	62%	
No	368	62%	342	65%	26	38%	

Chi-square significant at p < .05

If yes, a raise or promotion received?							
	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Yes	80	18%	72	19%	8	13%	
No	356	82%	304	81%	52	87%	

Did Alumni's first job after graduating require a college degree?							
	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Yes	212	44%	194	46%	18	31%	
No	270	56%	231	54%	39	69%	

Chi-square significant at p < .05

How many weeks did it take to find the first new job after completing degree?							
	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
0 - 4	265	79%	247	80%	18	79%	
5 - 16	69	21%	64	20%	5	21%	
17 - 24	0	0%	0	0%	0	0%	
25 - 52	0	0%	0	0%	0	0%	
Over 52	0	0%	0	0%	0	0%	

How Closely Does Current Job Relate to Major

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Directly Related	284	50%	258	51%	26	40%
Somewhat Related	166	29%	144	29%	22	34%
Not Related	118	21%	100	20%	18	27%

How Well IUPUI Education Prepared Alumni for Current Job

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Very Well	218	39%	198	40%	20	30%
Somewhat Well	254	45%	224	45%	30	45%
Not at all Well	93	16%	76	15%	17	25%

How Well IUPUI Education Has Enhanced Future Prospects

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Very Well	299	53%	263	53%	36	54%
Somewhat Well	232	41%	202	40%	30	45%
Not at all Well	36	6%	35	7%	1	1%

Current Salary

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
\$50,000 or above	87	18%	76	18%	11	19%
\$45,000 to \$49,999	41	8%	37	9%	4	7%
\$40,000 to \$44,999	63	13%	59	14%	4	7%
\$35,000 to \$39,999	83	17%	72	17%	11	19%
\$30,000 to \$34,999	71	14%	61	14%	10	17%
\$25,000 to \$29,999	59	12%	46	11%	13	22%
\$20,000 to \$24,999	52	11%	47	11%	5	9%
Under \$20,000	36	7%	35	8%	1	1%

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	177	29%	163	31%	14	20%
No	427	71%	370	69%	57	80%

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	53	30%	51	31%	2	12%
No	124	70%	112	69%	12	88%

Did your internship or co-op experience enhance your prospects for getting a desirable job after completing your degree?

Yes	144	82%	134	82%	10	79%
No	31	18%	28	18%	3	21%

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	180	43%	150	41%	30	53%
Could not find an internship or co-op program in my area of interest	117	27%	109	29%	8	13%
Family obligations made it difficult	91	21%	81	22%	10	18%
No Response	39	9%	31	8%	8	16%



Educational Pursuits

Current Educational Status

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
TOTAL ENROLLED	152	24%	124	22%	29	40%
Enrolled full-time in degree prog.	77	12%	66	12%	11	15%
Enrolled part-time in degree prog.	57	9%	40	7%	17	24%
Enrolled in courses only	18	3%	17	3%	1	1%
Not presently enrolled but plan to	355	57%	325	59%	30	41%
Not presently enrolled, no plans to	116	19%	103	19%	13	19%

Chi-square significant at $p < .05$

Degree Pursued

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Certificate	0	0%	0	0%	0	0%
Associate	3	6%	3	7%	0	0%
Bachelor	5	13%	1	3%	4	100%
Master	26	64%	26	72%	0	0%
Doctorate	3	8%	3	9%	0	0%
Professional	3	8%	3	9%	0	0%

Likelihood of Pursuing Education at IUPUI

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Currently doing so	83	13%	58	10%	25	34%
Very likely	161	26%	145	26%	16	22%
Somewhat likely	193	31%	174	31%	19	26%
Not very likely	192	31%	179	32%	13	18%

Chi-square significant at $p < .05$

IUPUI Image

Would Alumni Encourage Someone Who Wanted to Attend IUPUI

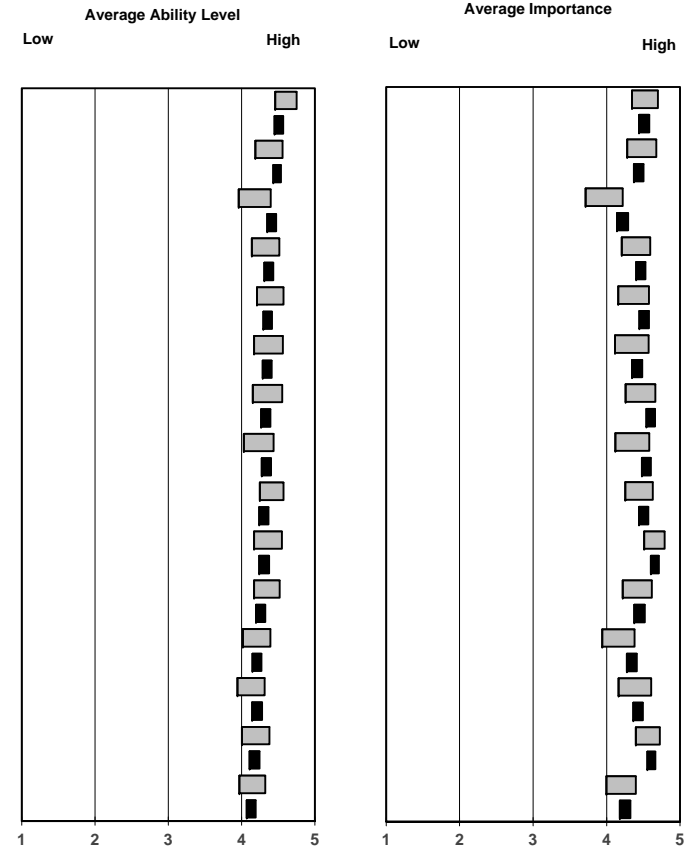
	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Strongly encourage	210	35%	183	34%	27	40%
Encourage	282	46%	249	46%	33	48%
Neither encourage nor discourage	86	14%	81	15%	5	8%
Discourage	23	4%	21	4%	2	2%
Strongly discourage	8	1%	7	1%	1	1%

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.

	TOTAL		BACH		ASSOC	
	Ability ^a	Importance ^b	Ability ^a	Importance ^b	Ability ^a	Importance ^b
	Average	Average	Average	Average	Average	Average
Working effectively with people of different races, ethnicities, and religions	4.52	4.51	4.51	4.51	4.60	4.52
Reading and understanding books, articles, and instruction manuals	4.47	4.44	4.48	4.44	4.37	4.48
Finding useful information on the Internet for work-related projects	4.38	4.19	4.41	4.22	4.18	3.97
Learning independently	4.37	4.46	4.37	4.47	4.33	4.40
Making choices about my conduct based on thoughtful reasoning about what is appropriate	4.36	4.49	4.36	4.51	4.39	4.37
Working as part of a team to solve problems	4.35	4.41	4.35	4.42	4.37	4.34
Thinking critically and analytically	4.33	4.58	4.33	4.60	4.35	4.46
Writing clearly and effectively	4.33	4.52	4.34	4.54	4.23	4.35
Recognizing the consequences of my actions when facing a conflict	4.32	4.50	4.30	4.51	4.41	4.44
Managing many different tasks and obligations at the same time	4.31	4.65	4.31	4.66	4.36	4.65
Making informed judgments when faced with ethical dilemmas	4.27	4.44	4.26	4.45	4.34	4.42
Gathering information from a variety of sources when deciding what action to take	4.21	4.32	4.21	4.34	4.20	4.16
Using the computer applications that are most common to my field of work or study	4.20	4.42	4.21	4.43	4.13	4.39
Speaking clearly and effectively	4.18	4.60	4.18	4.61	4.19	4.56
Evaluating other people's ideas and proposed solutions	4.13	4.25	4.13	4.25	4.14	4.20

■ Bach ■ Assoc



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

^b 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.

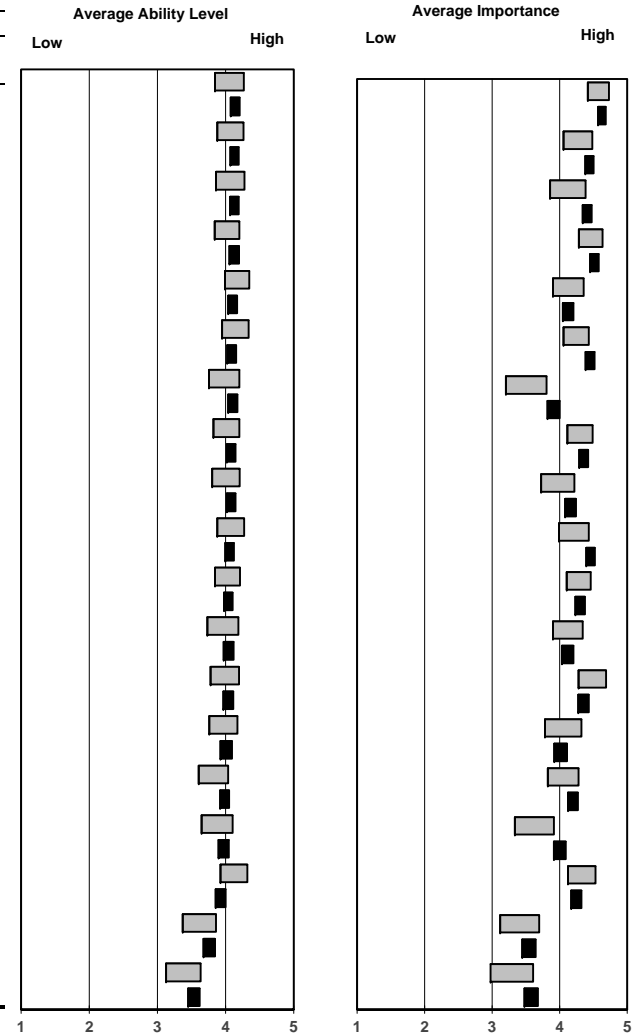
See text box at the beginning of the report for further discussion of this significance criteria compared to the traditional t-test.

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.

■ Bach □ Assoc

	TOTAL		BACH		ASSOC	
	Ability ^a	Importance ^b	Ability ^a	Importance ^b	Ability ^a	Importance ^b
	Average	Average	Average	Average	Average	Average
Keeping my composure in difficult situations	4.13	4.62	4.14	4.63	4.06	4.57
Finding new ways to use my skills and knowledge as I encounter new situations or problems	4.13	4.42	4.13	4.44	4.07	4.27
Discussing complex problems with co-workers to develop a better solution	4.12	4.38	4.13	4.41	4.07	4.12
Communicating effectively with people who see things differently than I do	4.11	4.51	4.13	4.52	4.02	4.46
Having a general understanding of subjects other than the one in which I majored	4.11	4.13	4.10	4.13	4.17	4.13
Creatively thinking about new ideas or ways to improve existing things	4.09	4.43	4.09	4.45	4.14	4.25
Writing a final report on a project or other work assignment	4.09	3.87	4.11	3.91	3.98	3.50
Trying different approaches to solving a problem	4.07	4.35	4.08	4.36	4.01	4.30
Doing research on an issue or topic before I plan a course of action	4.07	4.14	4.08	4.16	4.00	3.97
Systematically reviewing & improving my own ideas about how to approach an issue/problem	4.06	4.43	4.06	4.46	4.08	4.21
Learning new approaches to my work or to advanced studies	4.04	4.30	4.04	4.30	4.03	4.28
Applying what I learned in college to issues and problems I face every day	4.04	4.12	4.05	4.12	3.96	4.12
Having an in-depth understanding of my major field of study	4.03	4.37	4.04	4.35	3.99	4.49
Exercising my responsibilities as a citizen (voting, staying current w/comm. & political issues)	4.00	4.02	4.01	4.02	3.97	4.05
Putting ideas together in new ways	3.97	4.18	3.99	4.20	3.82	4.05
Preparing a presentation that I will deliver to a group	3.96	3.96	3.97	4.00	3.88	3.63
Dealing with conflict among co-workers and friends	3.95	4.26	3.93	4.25	4.12	4.33
Solving mathematical problems	3.74	3.53	3.76	3.54	3.62	3.41
Understanding a statistical report	3.52	3.55	3.53	3.58	3.38	3.29



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

^b 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	0	48	190	318	0%	0%	9%	34%	57%
Solving mathematical problems	16	34	166	193	147	3%	6%	30%	35%	27%
Using the computer applications that are most common to my field of work or study	0	11	103	196	243	0%	2%	19%	35%	44%
Finding useful information on the Internet for work-related projects	2	8	48	200	297	0%	1%	9%	36%	54%
Writing clearly and effectively	4	4	65	209	271	1%	1%	12%	38%	49%
Speaking clearly and effectively	4	6	101	218	221	1%	1%	18%	40%	40%
Working as part of a team to solve problems	0	4	72	202	272	0%	1%	13%	37%	49%
Preparing a presentation that I will deliver to a group	4	20	139	211	177	1%	4%	25%	38%	32%
Writing a final report on a project or other work assignment	0	14	106	239	191	0%	2%	19%	44%	35%
Understanding a statistical report	18	57	188	185	100	3%	10%	34%	34%	18%
Thinking critically and analytically	1	12	57	215	265	0%	2%	10%	39%	48%
Evaluating other people's ideas and proposed solutions	1	3	103	258	185	0%	1%	19%	47%	34%
Systematically reviewing and improving my own ideas about how to approach an issue or problem	0	10	118	251	170	0%	2%	22%	46%	31%
Creatively thinking about new ideas or ways to improve existing things	1	11	108	249	181	0%	2%	20%	45%	33%
Discussing complex problems with co-workers to develop a better solution	0	8	104	246	189	0%	1%	19%	45%	35%
Applying what I learned in college to issues and problems I face every day	5	18	112	226	188	1%	3%	20%	41%	34%
Gathering information from a variety of sources when deciding what action to take	0	9	74	256	207	0%	2%	14%	47%	38%
Finding new ways to use my skills and knowledge as I encounter new situations or problems	0	3	109	249	187	0%	1%	20%	45%	34%
Doing research on an issue or topic before I plan a course of action	1	12	97	263	169	0%	2%	18%	49%	31%
Putting ideas together in new ways	0	7	144	235	151	0%	1%	27%	44%	28%
Having a general understanding of subjects other than the one in which I majored	0	10	102	250	177	0%	2%	19%	46%	33%
Learning independently	0	7	55	205	271	0%	1%	10%	38%	50%
Learning new approaches to my work or to advanced studies	0	8	113	269	150	0%	1%	21%	50%	28%
Trying different approaches to solving a problem	1	8	108	256	170	0%	1%	20%	47%	31%
Managing many different tasks and obligations at the same time	1	9	76	189	263	0%	2%	14%	35%	49%
Having an in-depth understanding of my major field of study	3	21	113	218	185	1%	4%	21%	40%	34%
Dealing with conflict among co-workers and friends	1	26	138	221	154	0%	5%	25%	41%	29%
Working effectively with people of different races, ethnicities, and religions	1	7	42	157	333	0%	1%	8%	29%	62%
Communicating effectively with people who see things differently than I do	3	11	100	226	197	0%	2%	19%	42%	37%
Keeping my composure in difficult situations	2	9	98	235	198	0%	2%	18%	43%	37%
Exercising responsibilities as a citizen (voting, staying current w/community, & political issues)	13	26	113	179	208	2%	5%	21%	33%	39%
Making informed judgments when faced with ethical dilemmas	3	4	71	233	229	1%	1%	13%	43%	42%
Recognizing the consequences of my actions when facing a conflict	2	8	67	211	251	0%	1%	12%	39%	47%
Making choices about my conduct based on thoughtful reasoning about what is appropriate	0	2	61	221	256	0%	0%	11%	41%	47%

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	1	0	7	26	36	1%	0%	10%	37%	52%
Solving mathematical problems	2	9	21	24	16	2%	12%	29%	34%	22%
Using the computer applications that are most common to my field of work or study	0	0	18	26	27	0%	0%	25%	37%	38%
Finding useful information on the Internet for work-related projects	1	3	11	25	32	1%	4%	15%	34%	45%
Writing clearly and effectively	1	2	9	29	31	1%	2%	12%	40%	44%
Speaking clearly and effectively	0	2	11	30	29	0%	2%	16%	42%	40%
Working as part of a team to solve problems	0	3	7	22	39	0%	4%	10%	31%	55%
Preparing a presentation that I will deliver to a group	0	7	15	27	21	0%	10%	22%	38%	30%
Writing a final report on a project or other work assignment	1	4	15	27	24	1%	6%	22%	37%	34%
Understanding a statistical report	3	12	21	25	10	5%	17%	29%	35%	14%
Thinking critically and analytically	1	3	5	26	38	1%	4%	7%	36%	53%
Evaluating other people's ideas and proposed solutions	0	2	11	35	24	0%	2%	15%	49%	34%
Systematically reviewing and improving my own ideas about how to approach an issue or problem	0	2	17	26	26	0%	2%	24%	37%	36%
Creatively thinking about new ideas or ways to improve existing things	0	2	13	29	27	0%	3%	19%	41%	38%
Discussing complex problems with co-workers to develop a better solution	1	3	9	34	24	1%	5%	13%	47%	33%
Applying what I learned in college to issues and problems I face every day	0	5	18	22	26	0%	7%	25%	31%	36%
Gathering information from a variety of sources when deciding what action to take	0	1	13	27	30	0%	1%	19%	38%	42%
Finding new ways to use my skills and knowledge as I encounter new situations or problems	0	1	17	27	25	0%	1%	25%	39%	35%
Doing research on an issue or topic before I plan a course of action	0	3	15	30	22	0%	5%	21%	43%	31%
Putting ideas together in new ways	1	4	18	31	17	1%	6%	25%	44%	24%
Having a general understanding of subjects other than the one in which I majored	1	0	9	36	23	1%	0%	13%	52%	34%
Learning independently	0	2	8	25	35	0%	3%	12%	36%	50%
Learning new approaches to my work or to advanced studies	1	0	15	35	19	1%	0%	21%	51%	27%
Trying different approaches to solving a problem	1	3	9	40	18	1%	4%	13%	57%	25%
Managing many different tasks and obligations at the same time	0	3	6	24	37	0%	4%	9%	35%	53%
Having an in-depth understanding of my major field of study	1	2	17	29	22	1%	3%	24%	41%	31%
Dealing with conflict among co-workers and friends	0	3	12	30	26	0%	4%	17%	43%	37%
Working effectively with people of different races, ethnicities, and religions	0	0	4	19	47	0%	0%	6%	27%	67%
Communicating effectively with people who see things differently than I do	0	3	12	37	19	0%	4%	17%	53%	27%
Keeping my composure in difficult situations	0	5	10	30	25	0%	7%	14%	43%	35%
Exercising responsibilities as a citizen (voting, staying current w/community, & political issues)	0	3	17	29	21	0%	5%	24%	41%	30%
Making informed judgments when faced with ethical dilemmas	0	1	9	27	34	0%	1%	12%	38%	49%
Recognizing the consequences of my actions when facing a conflict	0	1	5	29	36	0%	1%	7%	41%	51%
Making choices about my conduct based on thoughtful reasoning about what is appropriate	0	1	10	22	39	0%	1%	14%	31%	55%

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	Low Importance	Medium Importance	High Importance	
Reading and understanding books, articles, and instruction manuals	4	3	71	143	328	1%	1%	13%	26%	60%
Solving mathematical problems	34	70	153	147	144	6%	13%	28%	27%	26%
Using the computer applications that are most common to my field of work or study	2	10	52	169	312	0%	2%	10%	31%	57%
Finding useful information on the Internet for work-related projects	5	19	96	162	264	1%	3%	18%	30%	48%
Writing clearly and effectively	1	7	41	142	354	0%	1%	8%	26%	65%
Speaking clearly and effectively	0	4	36	127	379	0%	1%	7%	23%	69%
Working as part of a team to solve problems	2	17	61	138	328	0%	3%	11%	25%	60%
Preparing a presentation that I will deliver to a group	11	37	114	161	222	2%	7%	21%	30%	41%
Writing a final report on a project or other work assignment	12	43	131	151	206	2%	8%	24%	28%	38%
Understanding a statistical report	35	61	142	162	141	6%	11%	26%	30%	26%
Thinking critically and analytically	3	6	25	137	372	1%	1%	5%	25%	68%
Evaluating other people's ideas and proposed solutions	2	20	81	175	264	0%	4%	15%	32%	49%
Systematically reviewing and improving my own ideas about how to approach an issue or problem	1	6	56	160	321	0%	1%	10%	29%	59%
Creatively thinking about new ideas or ways to improve existing things	1	8	66	141	329	0%	1%	12%	26%	60%
Discussing complex problems with co-workers to develop a better solution	4	10	59	157	312	1%	2%	11%	29%	58%
Applying what I learned in college to issues and problems I face every day	11	31	87	168	246	2%	6%	16%	31%	45%
Gathering information from a variety of sources when deciding what action to take	3	12	67	175	284	0%	2%	12%	32%	53%
Finding new ways to use my skills and knowledge as I encounter new situations or problems	0	8	57	165	312	0%	1%	10%	30%	58%
Doing research on an issue or topic before I plan a course of action	8	15	104	163	246	1%	3%	19%	30%	46%
Putting ideas together in new ways	2	12	105	176	240	0%	2%	20%	33%	45%
Having a general understanding of subjects other than the one in which I majored	9	16	99	185	225	2%	3%	19%	35%	42%
Learning independently	1	10	52	148	323	0%	2%	10%	28%	61%
Learning new approaches to my work or to advanced studies	1	15	80	162	276	0%	3%	15%	30%	52%
Trying different approaches to solving a problem	1	9	74	165	286	0%	2%	14%	31%	53%
Managing many different tasks and obligations at the same time	0	7	28	106	393	0%	1%	5%	20%	74%
Having an in-depth understanding of my major field of study	12	12	60	143	309	2%	2%	11%	27%	58%
Dealing with conflict among co-workers and friends	7	13	83	166	264	1%	2%	16%	31%	50%
Working effectively with people of different races, ethnicities, and religions	5	13	50	103	361	1%	2%	9%	19%	68%
Communicating effectively with people who see things differently than I do	0	11	44	139	340	0%	2%	8%	26%	64%
Keeping my composure in difficult situations	1	5	39	104	386	0%	1%	7%	20%	72%
Exercising responsibilities as a citizen (voting, staying current w/community, & political issues)	23	26	113	128	243	4%	5%	21%	24%	46%
Making informed judgments when faced with ethical dilemmas	5	11	58	127	334	1%	2%	11%	24%	62%
Recognizing the consequences of my actions when facing a conflict	4	7	39	150	334	1%	1%	7%	28%	63%
Making choices about my conduct based on thoughtful reasoning about what is appropriate	3	9	44	137	341	1%	2%	8%	26%	64%

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	2	4	19	43	1%	2%	6%	28%	62%
Solving mathematical problems	8	7	14	30	11	12%	10%	20%	43%	16%
Using the computer applications that are most common to my field of work or study	2	2	5	20	41	3%	3%	8%	28%	59%
Finding useful information on the Internet for work-related projects	3	4	12	26	26	4%	6%	17%	37%	37%
Writing clearly and effectively	3	2	4	22	40	4%	3%	5%	32%	56%
Speaking clearly and effectively	0	1	6	17	47	0%	1%	8%	25%	66%
Working as part of a team to solve problems	1	3	10	14	42	1%	4%	14%	20%	60%
Preparing a presentation that I will deliver to a group	4	10	15	21	20	6%	14%	21%	31%	29%
Writing a final report on a project or other work assignment	4	14	15	17	20	5%	21%	21%	24%	29%
Understanding a statistical report	10	9	18	19	15	14%	12%	25%	27%	21%
Thinking critically and analytically	2	0	7	18	44	2%	0%	10%	26%	63%
Evaluating other people's ideas and proposed solutions	1	2	7	32	28	1%	3%	10%	45%	40%
Systematically reviewing and improving my own ideas about how to approach an issue or problem	1	2	12	21	34	1%	3%	17%	30%	48%
Creatively thinking about new ideas or ways to improve existing things	0	3	7	31	29	0%	4%	10%	45%	42%
Discussing complex problems with co-workers to develop a better solution	3	4	9	20	35	4%	6%	13%	28%	49%
Applying what I learned in college to issues and problems I face every day	1	1	17	20	30	1%	1%	25%	29%	44%
Gathering information from a variety of sources when deciding what action to take	1	3	12	23	31	1%	4%	18%	33%	44%
Finding new ways to use my skills and knowledge as I encounter new situations or problems	1	2	9	23	34	1%	3%	13%	33%	50%
Doing research on an issue or topic before I plan a course of action	3	2	13	27	24	4%	3%	19%	39%	35%
Putting ideas together in new ways	1	3	17	21	28	1%	4%	24%	31%	40%
Having a general understanding of subjects other than the one in which I majored	1	3	11	24	30	1%	5%	16%	35%	43%
Learning independently	0	3	6	21	40	0%	4%	9%	30%	57%
Learning new approaches to my work or to advanced studies	0	2	7	31	30	0%	2%	11%	44%	43%
Trying different approaches to solving a problem	0	1	12	23	35	0%	1%	17%	32%	50%
Managing many different tasks and obligations at the same time	0	0	4	17	50	0%	0%	5%	24%	71%
Having an in-depth understanding of my major field of study	1	2	7	14	46	1%	2%	10%	21%	66%
Dealing with conflict among co-workers and friends	0	2	12	17	39	0%	3%	17%	24%	56%
Working effectively with people of different races, ethnicities, and religions	0	1	8	16	46	0%	1%	11%	23%	65%
Communicating effectively with people who see things differently than I do	0	1	7	21	41	0%	1%	11%	29%	59%
Keeping my composure in difficult situations	0	0	6	17	46	0%	0%	9%	25%	66%
Exercising responsibilities as a citizen (voting, staying current w/community, & political issues)	3	4	14	16	34	4%	6%	19%	23%	48%
Making informed judgments when faced with ethical dilemmas	0	2	10	15	43	0%	3%	15%	22%	61%
Recognizing the consequences of my actions when facing a conflict	0	2	8	19	42	0%	3%	11%	27%	60%
Making choices about my conduct based on thoughtful reasoning about what is appropriate	1	1	9	19	40	1%	1%	13%	27%	57%

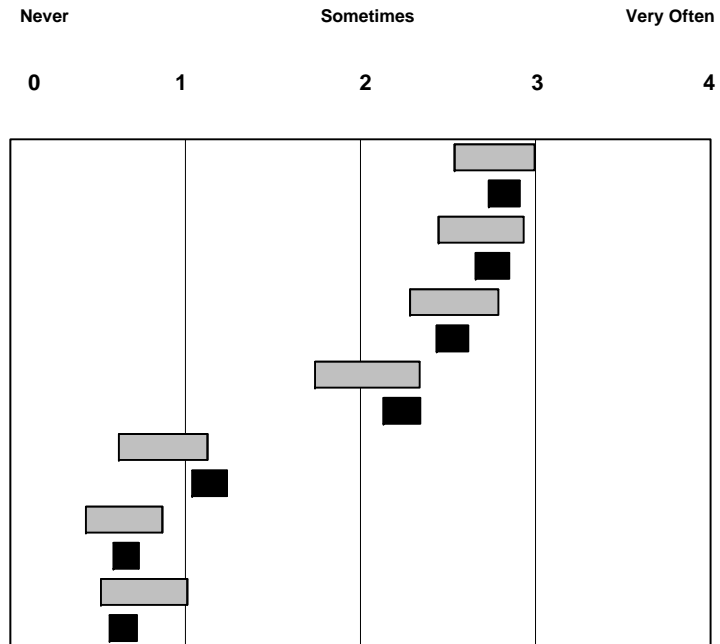
Campus Climate for Diversity

Bach ■ **Assoc** ■

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 ^c

	TOTAL	BACH	ASSOC
Participated in classroom discussions that included contributions from students from diverse backgrounds	2.82	2.82	2.77
Socialized with students from backgrounds different than your own	2.75	2.75	2.69
Had classroom experience that enhanced understanding of people from diverse backgrounds	2.53	2.53	2.54
Took a class that increased your understanding of multiculturalism and diversity	2.21	2.24	2.04
Attended campus events & activities that increased your understanding of diversity	1.11	1.14	0.87
Felt a sense of negative conflict between diverse groups on campus	0.66	0.66	0.65
Saw or read racist, antigay or sexist material on campus	0.66	0.64	0.76



^c 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	21	63	122	167	176	4%	11%	22%	30%	32%
Participated in classroom discussions that included contributions from students from diverse backgrounds	16	49	116	203	166	3%	9%	21%	37%	30%
Had classroom experience that enhanced understanding of people from diverse backgrounds	20	75	172	163	122	4%	14%	31%	29%	22%
Took a class that increased your understanding of multiculturalism and diversity	61	99	148	134	108	11%	18%	27%	24%	20%
Attended campus events & activities that increased your understanding of diversity	215	162	92	52	32	39%	29%	17%	9%	6%
Saw or read racist, antigay or sexist material on campus	325	133	67	19	8	59%	24%	12%	3%	1%
Felt a sense of negative conflict between diverse groups on campus	300	167	64	17	5	54%	30%	12%	3%	1%

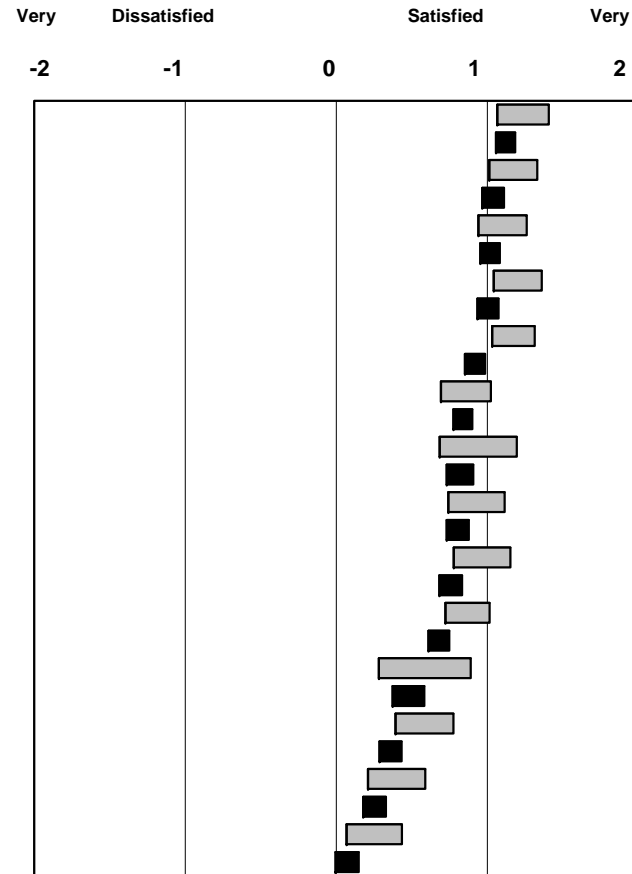
Climate for Diversity (Associates)

<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	4	20	28	16	5%	6%	28%	39%	23%
Participated in classroom discussions that included contributions from students from diverse backgrounds	0	9	19	26	19	0%	12%	26%	36%	26%
Had classroom experience that enhanced understanding of people from diverse backgrounds	4	6	25	24	15	5%	8%	34%	32%	20%
Took a class that increased your understanding of multiculturalism and diversity	11	11	25	13	12	16%	16%	34%	18%	16%
Attended campus events & activities that increased your understanding of diversity	35	21	11	2	4	48%	29%	15%	3%	5%
Saw or read racist, antigay or sexist material on campus	42	14	12	4	2	57%	19%	16%	5%	
Felt a sense of negative conflict between diverse groups on campus	43	18	8	3	1	59%	25%	11%	4%	1%

Alumni Ratings of Satisfaction with IUPUI Experience^d

■ **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	1.13	1.12	1.24
Quality of teaching by faculty in major area	1.05	1.04	1.17
Opportunity to work with other students in groups or teams	1.03	1.02	1.10
Courses in your major area	1.03	1.00	1.20
Opportunity to integrate learning w/ own personal experiences	0.95	0.92	1.17
Quality of teaching by other faculty at IUPUI	0.84	0.84	0.86
Personal attention from those in major	0.83	0.82	0.94
The helpfulness of IUPUI staff in general	0.82	0.80	0.93
Opportunity to increase your self-understanding	0.78	0.76	0.96
Required courses outside your major	0.70	0.68	0.87
Academic advising in your major department	0.49	0.48	0.59
Opportunity to engage in community services	0.38	0.36	0.58
Opportunity to engage in extra-curricular activities	0.27	0.25	0.40
Opportunity to participate in faculty members' research	0.09	0.07	0.25



^d 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	17	54	307	165	1%	3%	10%	56%	30%
Quality of teaching by faculty in your major area	3	36	65	278	166	0%	7%	12%	51%	30%
Quality of teaching by other faculty at IUPUI	1	22	127	306	87	0%	4%	23%	56%	16%
Academic advising in your major department	45	85	113	171	132	8%	15%	21%	31%	24%
Courses in your major area	4	35	63	301	146	1%	6%	11%	55%	27%
Required courses outside your major area	3	42	149	279	70	1%	8%	27%	51%	13%
Personal attention from those in your major department	16	49	113	210	159	3%	9%	21%	38%	29%
Opportunities to increase your self-understanding	8	37	138	260	105	2%	7%	25%	47%	19%
Opportunities to work with other students in groups or teams	1	17	99	285	145	0%	3%	18%	52%	27%
Opportunities to integrate learning with personal experience	6	17	107	299	116	1%	3%	20%	55%	21%
Opportunities to engage in community services	13	50	265	167	53	2%	9%	48%	30%	10%
Opportunities to engage in extra-curricular activities	16	68	273	142	49	3%	12%	50%	26%	9%
Opportunities to participate in faculty members' research	28	86	298	95	42	5%	16%	54%	17%	8%
The helpfulness of IUPUI staff in general	9	32	126	270	109	2%	6%	23%	49%	20%

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	1	0	6	39	26	1%	0%	8%	54%	36%
Quality of teaching by faculty in your major area	0	1	8	40	22	0%	1%	11%	57%	31%
Quality of teaching by other faculty at IUPUI	0	2	17	41	10	0%	3%	24%	59%	15%
Academic advising in your major department	6	10	14	19	22	8%	15%	20%	26%	31%
Courses in your major area	0	2	5	42	23	0%	2%	7%	59%	32%
Required courses outside your major area	0	0	19	43	9	0%	0%	26%	61%	13%
Personal attention from those in your major department	2	6	13	23	26	3%	9%	19%	32%	38%
Opportunities to increase your self-understanding	0	3	12	37	16	0%	5%	18%	54%	24%
Opportunities to work with other students in groups or teams	0	0	12	38	19	0%	0%	17%	55%	27%
Opportunities to integrate learning with personal experience	0	0	7	44	19	0%	0%	10%	63%	27%
Opportunities to engage in community services	0	2	37	19	12	0%	3%	53%	27%	17%
Opportunities to engage in extra-curricular activities	1	4	39	19	7	1%	5%	57%	27%	10%
Opportunities to participate in faculty members' research	1	4	46	12	6	1%	6%	67%	17%	9%
The helpfulness of IUPUI staff in general	0	3	15	36	15	0%	4%	22%	52%	22%

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	4	2	14	123	377	1%	0%	3%	24%	72%
Quality of teaching by faculty in your major area	4	2	17	107	391	1%	0%	3%	21%	75%
Quality of teaching by other faculty at IUPUI	2	4	54	192	266	0%	1%	10%	37%	51%
Academic advising in your major department	3	7	50	171	289	1%	1%	10%	33%	56%
Courses in your major area	5	4	22	141	348	1%	1%	4%	27%	67%
Required courses outside your major area	9	16	108	253	130	2%	3%	21%	49%	25%
Personal attention from those in your major department	4	9	46	197	260	1%	2%	9%	38%	50%
Opportunities to increase your self-understanding	3	9	67	213	227	1%	2%	13%	41%	44%
Opportunities to work with other students in groups or teams	13	30	121	194	158	3%	6%	23%	38%	31%
Opportunities to integrate learning with personal experience	1	12	76	221	206	0%	2%	15%	43%	40%
Opportunities to engage in community services	19	35	208	158	98	4%	7%	40%	30%	19%
Opportunities to engage in extra-curricular activities	36	44	211	151	76	7%	8%	41%	29%	15%
Opportunities to participate in faculty members' research	31	51	211	141	85	6%	10%	41%	27%	16%
The helpfulness of IUPUI staff in general	3	10	83	206	215	1%	2%	16%	40%	42%

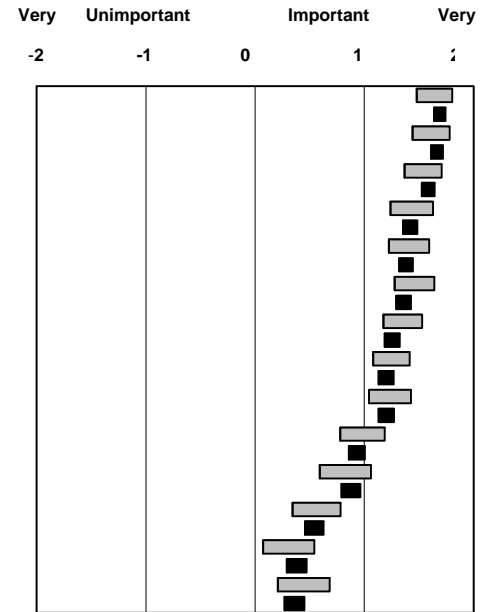
Importance of Aspects of IUPUI Experience (Associates)

<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	0	2	2	16	47	0%	3%	3%	24%	70%
Quality of teaching by faculty in your major area	0	1	4	13	50	0%	2%	6%	19%	73%
Quality of teaching by other faculty at IUPUI	0	1	7	22	36	0%	2%	10%	33%	55%
Academic advising in your major department	0	4	2	23	39	0%	5%	3%	34%	58%
Courses in your major area	0	2	2	21	43	0%	3%	3%	31%	63%
Required courses outside your major area	0	3	14	31	19	0%	5%	21%	46%	28%
Personal attention from those in your major department	0	1	6	20	39	0%	2%	10%	30%	59%
Opportunities to increase your self-understanding	0	1	6	27	32	0%	2%	10%	40%	48%
Opportunities to work with other students in groups or teams	2	3	17	28	17	3%	5%	25%	42%	26%
Opportunities to integrate learning with personal experience	0	0	9	32	26	0%	0%	14%	47%	39%
Opportunities to engage in community services	1	4	30	20	12	1%	6%	46%	29%	18%
Opportunities to engage in extra-curricular activities	3	5	30	19	10	4%	7%	45%	28%	15%
Opportunities to participate in faculty members' research	3	6	32	18	7	5%	9%	48%	27%	11%
The helpfulness of IUPUI staff in general	0	1	11	25	29	0%	2%	17%	38%	44%

Alumni Ratings of Importance with IUPUI Experience^e

(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	1.68	1.69	1.64
Quality of the education received at IUPUI	1.66	1.67	1.61
Courses in your major area	1.58	1.58	1.54
Academic advising in your major department	1.42	1.42	1.43
Quality of teaching by other faculty at IUPUI	1.38	1.38	1.41
Personal attention from those in major	1.37	1.36	1.46
Opportunity to increase your self-understanding	1.27	1.26	1.35
Opportunity to integrate learning w/ own personal experiences	1.21	1.20	1.25
The helpfulness of IUPUI staff in general	1.20	1.20	1.23
Required courses outside your major	0.94	0.93	0.98
Opportunity to work with other students in groups or teams	0.87	0.88	0.83
Opportunity to engage in community services	0.54	0.54	0.56
Opportunity to participate in faculty members' research	0.37	0.38	0.31
Opportunity to engage in extra-curricular activities	0.37	0.36	0.44



^e 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.

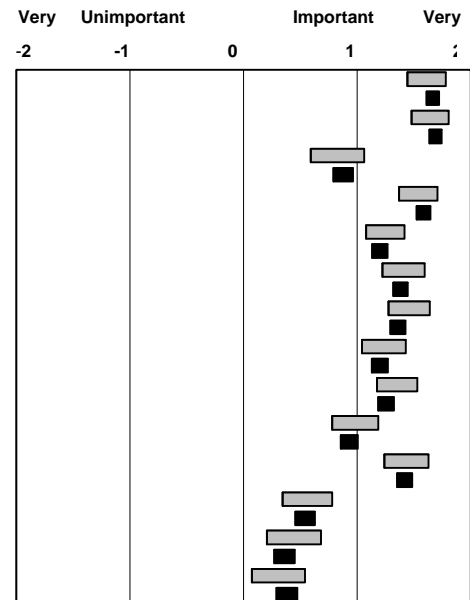
Note: Differences in **bold** mean values are statistically significant at $p < .05$ as indicated by the non-overlap of bars in the adjacent chart. See text box at the beginning of the report for further discussion of this significance criteria compared to the traditional t-test.

Alumni Ratings of Satisfaction and Importance^{d,e}

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

Item	Satisfaction		
	TOTAL	BACH	ASSOC
Quality of the education received at IUPUI	1.13	1.12	1.24
Quality of teaching by faculty in major area	1.05	1.04	1.17
Opportunity to work with other students in groups or teams	1.03	1.02	1.10
Courses in your major area	1.03	1.00	1.20
Opportunity to integrate learning w/ own personal experiences	0.95	0.92	1.17
Quality of teaching by other faculty at IUPUI	0.84	0.84	0.86
Personal attention from those in major	0.83	0.82	0.94
The helpfulness of IUPUI staff in general	0.82	0.80	0.93
Opportunity to increase your self-understanding	0.78	0.76	0.96
Required courses outside your major	0.70	0.68	0.87
Academic advising in your major department	0.49	0.48	0.59
Opportunity to engage in community services	0.38	0.36	0.58
Opportunity to engage in extra-curricular activities	0.27	0.25	0.40
Opportunity to participate in faculty members' research	0.09	0.07	0.25

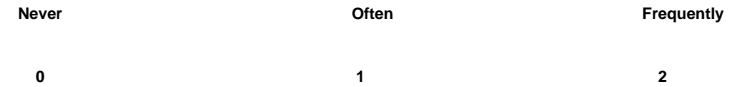
Importance



^d 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.

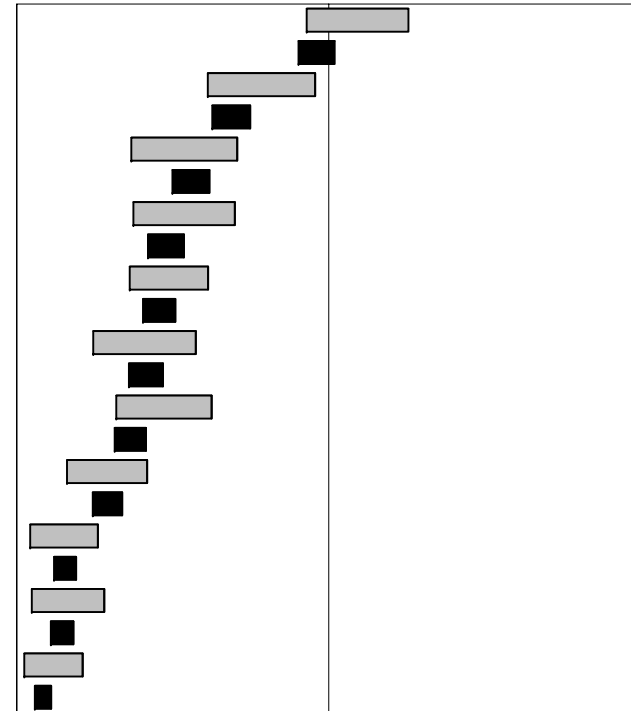
^e Responses for the importance items provided on a 5-point scale, where -2=Very Unimportant, -1=Unimportant, 0=Neutral, 1=Important, and 2=Very Important.

Civic Engagement Activity



Please indicate how often you have engaged in the following activities in the past year^f

	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	0.98	0.96	1.09
Donated professional services without compensation	0.70	0.69	0.78
Worked with a person or group to solve a problem in the community where you live	0.56	0.56	0.54
Not bought or boycotted something because of the conditions under which it was made	0.49	0.48	0.54
Signed a petition to express your opinion on a political or community issue	0.46	0.46	0.49
Worn a campaign button, put a sticker on your car or placed a sign in front of your house supporting an issue or candidate	0.41	0.41	0.41
Donated money to a political candidate or cause	0.38	0.36	0.47
Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue	0.29	0.29	0.29
Contacted a newspaper or magazine to express your opinion on a political or community issue	0.15	0.16	0.15
Worked with a political group or for a campaign or political official	0.15	0.15	0.16
Called in to a radio or TV talk show to express your opinion on a political or community issue	0.09	0.08	0.12



^f 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.

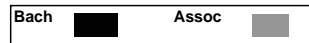
Civic Engagement Activity (Bachelors)

<i>Indicate how often you have engaged in the following activities over the past year:</i>	Number of Respondents			Percentage		
	Never	Often	Frequently	Never	Often	Frequently
Worked with a person or group to solve a problem in the community where you live	306	169	67	56%	31%	12%
Donated professional services without compensation	252	208	82	46%	38%	15%
Donated money to a political candidate or cause	381	132	34	70%	24%	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	140	285	119	26%	52%	22%
Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue	416	99	30	76%	18%	5%
Contacted a newspaper or magazine to express your opinion on a political or community issue	473	60	12	87%	11%	2%
Called in to a radio or TV talk show to express your opinion on a political or community issue	505	36	5	92%	7%	1%
Signed a petition to express your opinion on a political or community issue	331	178	35	61%	33%	7%
Worked with a political group or for a campaign or political official	482	46	17	88%	8%	3%
Not bought or boycotted something because of the conditions under which it was made	342	141	59	63%	26%	11%
Worn a campaign button, put a sticker on your car or placed a sign in front of your house supporting an issue or candidate	367	130	48	67%	24%	9%

Civic Engagement Activity (Associates)

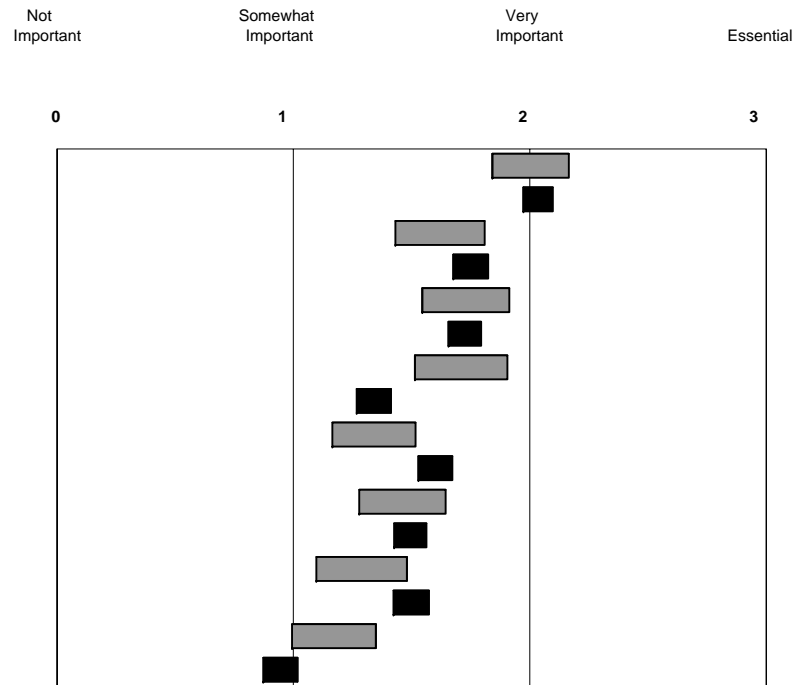
<i>Indicate how often you have engaged in the following activities over the past year:</i>	Number of Respondents			Percentage		
	Never	Often	Frequently	Never	Often	Frequently
Worked with a person or group to solve a problem in the community where you live	42	20	9	59%	28%	13%
Donated professional services without compensation	27	31	12	39%	44%	17%
Donated money to a political candidate or cause	42	22	5	61%	32%	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	14	37	20	19%	53%	28%
Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue	52	15	3	75%	21%	4%
Contacted a newspaper or magazine to express your opinion on a political or community issue	63	5	3	89%	7%	4%
Called in to a radio or TV talk show to express your opinion on a political or community issue	64	5	2	91%	7%	2%
Signed a petition to express your opinion on a political or community issue	37	33	1	53%	46%	1%
Worked with a political group or for a campaign or political official	63	5	4	89%	6%	5%
Not bought or boycotted something because of the conditions under which it was made	41	23	8	57%	32%	11%
Worn a campaign button, put a sticker on your car or placed a sign in front of your house supporting an issue or candidate	49	13	8	70%	18%	11%

Civic Engagement Importance



Indicate the importance to you personally of each of the following...⁹:

	TOTAL	BACH	ASSOC
Helping others who are in difficulty	2.03	2.03	2.00
Helping to promote racial understanding	1.73	1.75	1.62
Knowing your neighbors	1.73	1.72	1.73
Being very well-off financially	1.70	1.71	1.65
Keeping up-to-date with political affairs	1.57	1.60	1.34
Being actively involved in community issues	1.49	1.49	1.46
Working on social justice issues	1.47	1.50	1.29
Influencing the political structure	1.15	1.17	0.94



⁹ 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)



<i>Indicate the importance to you personally of each of the following:</i>	Number of Respondents				Percentage			
	Not Important	Somewhat Important	Very Important	Essential	Not Important	Somewhat Important	Very Important	Essential
Influencing the political structure	116	267	112	48	21%	49%	21%	9%
Being very well-off financially	37	194	207	108	7%	36%	38%	20%
Helping others who are in difficulty	10	111	276	149	2%	20%	51%	27%
Helping to promote racial understanding	41	170	219	115	7%	31%	40%	21%
Keeping up-to-date with political affairs	46	212	202	86	8%	39%	37%	16%
Working on social justice issues	65	228	167	85	12%	42%	31%	16%
Knowing your neighbors	26	201	215	103	5%	37%	40%	19%
Being actively involved in community issues	41	267	164	73	7%	49%	30%	13%

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

Civic Engagement Importance (Associates)

<i>Indicate the importance to you personally of each of the following:</i>	Number of Respondents				Percentage			
	Not Important	Somewhat Important	Very Important	Essential	Not Important	Somewhat Important	Very Important	Essential
Influencing the political structure	19	40	9	3	27%	56%	13%	4%
Being very well-off financially	2	34	21	14	3%	48%	30%	19%
Helping others who are in difficulty	1	14	41	15	1%	19%	58%	22%
Helping to promote racial understanding	3	30	26	10	5%	43%	38%	14%
Keeping up-to-date with political affairs	7	38	22	5	10%	53%	31%	6%
Working on social justice issues	10	35	21	5	15%	49%	29%	7%
Knowing your neighbors	2	26	31	12	3%	37%	43%	17%
Being actively involved in community issues	3	40	19	9	5%	57%	26%	12%

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

BACH  ASSOC 

Overall, how active are you within your community?	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Very Active	40	6%	35	6%	5	7%
Moderately Active	109	18%	100	18%	9	13%
Slightly Active	314	51%	277	51%	37	51%
Not at all Active	153	25%	132	24%	21	29%



Would you like to be any more or less active or maintain your current level?	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Be More Active	326	53%	298	55%	28	39%
Be Less Active	7	1%	6	1%	1	2%
Maintain Current Level of Activity	283	46%	240	44%	43	59%



Chi-square significant at $p < .05$

Addendum - Employment

Employer - Bachelors

	N	%	
Clarian Health Partners	24	5%	■
IUPUI	13	3%	■
Columbus Regional Hospital	8	2%	■
Indiana University	7	1%	■
Bloomington Hospital	5	1%	■
Indianapolis Public Schools	4	1%	■
St. Vincent Health	4	1%	■
Bartholomew County Youth Services Center	4	1%	■
American General Finance	3	1%	■
Community Health Network	3	1%	■
Wishard Health Services	3	1%	■
Franklin Township Community Schools	3	1%	■
MSD Wayne Township	3	1%	■
Eli Lilly and Company	3	1%	■
Starbucks	3	1%	■
VA Medical Center	3	1%	■
St. Francis Hospital	3	1%	■
Roche Diagnostics	3	1%	■
Hewlett Packard	3	1%	■
Lowes	3	1%	■
Other	385	78%	■

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

Employer - Associates

	N	%	
Clarian Health Prtners	6	9%	■
IUPUI	4	6%	■
Indiana University	2	3%	■
Self-Employed	2	3%	■
Wishard Health Services	2	3%	■
Finance Center Federal Credit Union	2	3%	■
Indiana Department of Transportation	2	3%	■
Other	45	70%	■

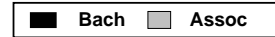
Note: Top Employers with two or more IUPUI graduates reported.

Addendum - Demographics

Sample Demographics

Sex

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Female	411	65%	359	64%	52	71%
Male	224	35%	202	36%	21	29%



Age*

	TOTAL	BACH	ASSOC
	29.3	28.8	33.0

* Reported as averages.

Degree Type

	N	%
BACH	561	89%
ASSOC	73	11%
CERT	0	0%



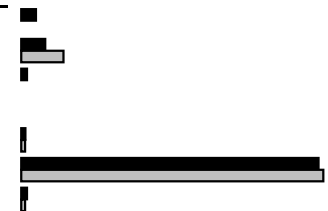
GPA*

	TOTAL	BACH	ASSOC
	3.2	3.2	3.1

* Reported as averages.








Ethnicity

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Asian or Pacific Islander	23	4%	23	4%	0	0%
African American	47	7%	38	7%	9	12%
Hispanic	9	1%	9	2%	0	0%
American Indian/Alaskan Native	0	0%	0	0%	0	0%
Non-resident Alien	8	1%	7	1%	1	1%
White, non-Hispanic	536	85%	474	85%	62	86%
Other American	10	2%	9	2%	1	1%





Addendum - Educational Pursuits













Institution - Bachelors

	N	%	
IUPUI	48	49%	
Indiana University	14	14%	
Indiana State University	4	4%	
University of Phoenix	3	3%	
Ball State University	3	3%	
University of Indianapolis	3	3%	
Other	23	23%	

Institution - Associates

	N	%	
IUPUI	20	83%	
Other	4	17%	

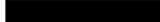




Field of Study - Bachelors

	N	%	
Social Work	7	7%	
Business	7	7%	
Psychology	7	7%	
Law	6	6%	
Medicine	5	5%	
Electrical and Computer Engineering	4	4%	
Nursing	3	3%	
Education	3	3%	
Counseling Education	3	3%	
Criminology	3	3%	
Public Health	3	3%	
Other	47	48%	

Note: Institutions and Fields of Study for Bachelors are reported if there are three or more graduates.

Addendum - Educational Pursuits (cont'd)

Field of Study - Associates

	N	%	
General Studies	11	44%	
Organizational Leadership & Supervision	3	12%	
Business	2	8%	
Construction Technology	2	8%	
Other	7	28%	

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