

Highlights of the Recent Alumni Survey of 2003-2004 Undergraduate Degree Recipients (Bachelor's and Associate's Degrees)

Note: Please see the Methodology Note for a discussion of the survey sample and the response rate.

Current Employment: Fully 90 percent of 2003-2004 IUPUI undergraduate degree recipients were employed in Spring 2005, with 84 percent of the employed group working full-time. Over a third of these degree holders reported that they were already working with their current employers at the time they received their degree, while another third accepted jobs at organizations where they had had internship or co-op experiences before graduation. Ninety percent of employed new graduates remained in Indiana; and four fifths reported that their jobs were either “directly” or “somewhat” related to their majors. Among those who sought new jobs, four fifths found them within four weeks of graduating, and the remaining fifth within four months

The median salary range for these graduates rose from \$30,000- \$34,999 the previous year to \$35,000-\$39,999. An overwhelming majority, 94 percent, of 2003-2004 graduates believed that their IUPUI education had enhanced their future job prospects either “very well” or “somewhat well.” These results are consistent with responses to previous administrations of the survey. Moreover, the group's self-ratings of skills key to both academic and career success increased significantly over previous administrations of the survey: 2003-2004 graduates were more confident than 2002-2003 graduates of their ability to work effectively with people of different races, have a general understanding of subjects outside their majors, and keep their composure in difficult situations, for example.

Further Education: Almost a quarter of new graduates were enrolled in a degree program in Spring 2005, including a fifth of bachelor's degree recipients and almost 40 percent of associate degree recipients. Ten percent of these bachelor's degree recipients and a third of associate degree recipients were enrolled at IUPUI. Among bachelor's degree holders enrolled at a higher education institution, almost three quarters of the group were seeking a master's degree, about 10 percent a doctoral degree, and about 10 percent a professional degree. All of the enrolled associate degree holders were pursuing bachelor's degrees. More than half of bachelor's degree recipients said that they planned to seek further education in the future, as did about 40 percent of associate degree recipients.

Satisfaction with IUPUI Experience: 2003-2004 new graduates, like those in past administrations of this survey, were most satisfied with the overall quality of their IUPUI education and the quality of teaching by faculty in their major areas, although both of these scores have declined slightly since the 2000 administration of the survey. Other areas of high satisfaction included “opportunities to integrate what you have learned with your experiences” and “opportunities to work with other students in groups,” although the latter item was considered substantially less important by alumni than the other high-satisfaction areas. Recent alumni were least satisfied with “opportunities to engage in community service,” “opportunities to participate in extra-curricular activities,” and “opportunities to participate in faculty members' research.” These items were also the lowest ranked in importance by this group of respondents.

Civic Engagement: A new section of the 2005 Recent Alumni Survey focused on participation in civic engagement activities. Responses here revealed disappointingly low levels of participation, consistent perhaps with responses to the community service item noted above. The most frequently reported activities were “donated money to a human services or community services organization (e.g., United Way, a local food bank, etc.) or other non-profit organization” and “donated professional services without compensation.” Almost three quarters of bachelor’s degree recipients and over four fifths of associate degree recipients donated money within the previous year, while more than half of recipients of both bachelor’s and associate degrees donated professional services within the previous year either “often” or “frequently.” On all of the other items in this section, including signing petitions, working on political campaigns, and working with others to solve community problems, a majority of respondents said that they had “never” participated in the activity during the previous year. Items with the lowest participation tended to involve expressing opinions on political and community issues; these included “contacted a newspaper or magazine to express your opinion on a political or community issue,” with almost 90 percent of new degree holders responding “never”; “worked with a political group or for a campaign or political official,” again with almost 90 percent of degree holders responding “never”; and “called in to a radio or TV talk show to express your opinion on a political or community issue,” with over 90 percent of degree holders responding “never.”

Another set of items in the Civic Engagement section of the survey asked respondents to rate the importance of involvement in political and community issues. Examples of these items include “keeping up to date with political affairs,” “helping to promote racial understanding,” and “knowing your neighbors.” On a four-point scale ranging from “not important” to “essential,” the highest rated items were “helping others who are in difficulty,” considered “very important” or “essential” by more than three quarters of respondents; “helping to promote racial understanding,” considered “very important” or “essential” by nearly two thirds of respondents; “knowing your neighbors,” considered “very important” or “essential” by almost two thirds of respondents; and “being very well-off financially,” considered “very important” or “essential” by well over half of respondents.

Finally, respondents were asked about current and desired levels of community involvement. A small majority of respondents reported that they were currently “slightly active,” while only 6 percent were “very active,” less than 20 percent “moderately active,” and 25 percent “not at all active.” Just over half of these respondents expressed a desire to be “more active,” one percent wanted to be “less active,” and a little under half preferred to “maintain [their] current level of activity.”

Campus Climate for Diversity: This administration of the Recent Alumni Survey was the third that included a section on Campus Climate for Diversity. “Diversity,” in this context, refers to differences among people in gender, race/ethnicity, sexual orientation, religious beliefs, socio-economic class, age, learning style, and disabilities. As in the two previous surveys, seven items were used to measure the climate for diversity. Responses, on the whole, indicated a positive climate for diversity at IUPUI, although much room for improvement remains. Mean scores fell between “sometimes” and “often” for four of the seven items: “participated in classroom discussions that included contributions from students from diverse backgrounds”; “socialized with students with backgrounds different than your own”; “had classroom experiences that enhanced understanding of people from diverse backgrounds”; and “took a class that increased

your understanding of multiculturalism and diversity.” Mean responses to these items have varied little since we began including this section in the survey. Items whose means fell between “never” and “rarely” included: “attended campus events and activities that increased your understanding of diversity”; “felt a sense of negative conflict between diverse groups on campus”; and “saw or read racist, antigay or sexist material on campus.” Again, mean responses to these items have been consistent over the past three survey administrations.

Impact of IUPUI on Learning: A lengthy series of items on the Recent Alumni Survey queried respondents about their mastery of key learning outcomes and about the importance they ascribe to these outcomes. This year’s responses reveal several interesting trends. For example, over the six years that the survey has been conducted, new graduates’ self-ratings of their ability to read and understand books has decreased significantly; their perception of the importance of being able to read and understand books has similarly declined. But in some areas related to information technology, general intellectual abilities, diversity, and professional skills, self-ratings, as well as ratings of importance, increased. For example, respondents gave higher ratings to their ability to use computer applications and, especially, to find useful information on the Internet, than they did five years earlier, with importance scores closely tracking changes in ability scores. Similarly, respondents are more confident that they have “a general understanding of subjects other than my major” and in their abilities to prepare a presentation for a group and to write a final report on a project or other work assignment than respondents who graduated in 1998-99, although their view of the importance of these skills is similar to that of earlier cohorts.

This group of recent alumni also gave themselves higher scores on such items as “working effectively with people of different races” and “communicating effectively with people who see things differently.” Finally, they see themselves as more capable of “exercising my responsibilities as a citizen” and perceive this ability as more important than 1998-1999 graduates—an intriguing finding, given this group’s low participation in civic engagement activities.

¹ Rate your level of ability in terms of:	98-99 Mean	2004 Mean	2005 Mean	Mean Difference	sig.
Keeping my composure in difficult situations		4.02	4.13	0.11	*
Working effectively with people of different races, ethnicities, and religions		4.44	4.52	0.08	*
Having a general understanding of subjects other than the one in which I majored		3.96	4.11	0.15	*
Reading and understanding books, articles, and instruction manuals	4.56		4.47	-0.09	*
Using the computer applications that are most common to my field of work or study	4.08		4.20	0.12	*
Having a general understanding of subjects other than the one in which I majored	3.96		4.10	0.14	*
Writing a final report on a project or other work assignment	4.00		4.09	0.09	*
Preparing a presentation that I will deliver to a group	3.86		3.96	0.10	*
Finding useful information on the Internet for work-related projects	4.02		4.39	0.37	**
Exercising responsibilities as a citizen (voting, staying current w/comm. & political issues)	3.78		4.00	0.22	**

¹ Ability and Importance Scales: 1=Low 3=Medium 5=High

* = p<.05 ** = p<.01

¹ Rate your level of importance in terms of:	2000 Mean	2004 Mean	2005 Mean	Mean Difference	sig.
Reading and understanding books, articles, and instruction manuals	4.52		4.44	-0.08	*
Exercising responsibilities as a citizen (voting, staying current w/comm. & political issues)	3.87		4.02	0.15	*

¹ Ability and Importance Scales: 1=Low 3=Medium 5=High

* = p<.05 ** = p<.01