

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

for

School of Continuing Studies

**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, undergraduate degree recipients graduating during the 2004-2005 academic year. The width of the bar generally increases if the sample size decreases or the variation in answers to the item increases. More narrow bars would then occur for items with a larger number of respondents or smaller variation among responses.

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

Technical Note






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

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




The results for the following Alumni profile are tabulated using the responses from 93 Alumni.

Employment

Current Employment Status




	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Working full- or part-time	74	84%	57	85%	17	81%	
Not working but looking for work	4	5%	3	4%	1	5%	
Not working and not looking	10	11%	7	10%	3	14%	
In the military service	0	0%	0	0%	0	0%	
Total	88	100%	67	100%	21	100%	

Work in Indiana




	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Yes	67	91%	51	89%	16	94%	
No	7	9%	6	11%	1	6%	




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)	63	82%	47	80%	16	89%	
Working part-time	14	18%	12	20%	2	11%	
Average hours/week worked	38.1		37.8		38.9		

Worked with Current Employer Six Months Prior to Receiving Degree





	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Yes	47	59%	37	61%	10	53%	
No	33	41%	24	39%	9	47%	

<i>If yes, a raise or promotion received?</i>							
	N	%	N	%	N	%	
Yes	12	24%	10	25%	2	18%	
No	39	76%	30	75%	9	82%	





<i>Did Alumni's first job after graduating require a college degree?</i>							
	N	%	N	%	N	%	
Yes	17	47%	13	50%	4	40%	
No	19	53%	13	50%	6	60%	

<i>How many weeks did it take to find the first new job after completing degree?</i>							
	N	%	N	%	N	%	
0 - 4	7	29%	3	20%	4	44%	
5 - 16	11	46%	7	47%	4	44%	
17 - 24	3	13%	3	20%	0	0%	
25 - 52	2	8%	2	13%	0	0%	
Over 52	1	4%	0	0%	1	11%	





How Closely Does Current Job Relate to Major

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Directly Related	8	10%	6	10%	2	11%	
Somewhat Related	40	51%	30	51%	10	53%	
Not Related	30	38%	23	39%	7	37%	










How Well IUPUI Education Prepared Alumni for Current Job

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Very Well	23	30%	16	28%	7	37%	
Somewhat Well	37	48%	29	50%	8	42%	
Not at all Well	17	22%	13	22%	4	21%	

How Well IUPUI Education Has Enhanced Future Prospects

	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
Very Well	33	42%	28	47%	5	26%	
Somewhat Well	41	52%	28	47%	13	68%	
Not at all Well	5	6%	4	7%	1	5%	




Current Salary




	TOTAL		BACH		ASSOC		
	N	%	N	%	N	%	
\$50,000 or above	9	15%	8	17%	1	7%	
\$45,000 to \$49,999	8	13%	7	15%	1	7%	
\$40,000 to \$44,999	7	11%	5	11%	2	13%	
\$35,000 to \$39,999	5	8%	3	6%	2	13%	
\$30,000 to \$34,999	7	11%	6	13%	1	7%	
\$25,000 to \$29,999	15	24%	10	21%	5	33%	
\$20,000 to \$24,999	6	10%	4	9%	2	13%	
Under \$20,000	5	8%	4	9%	1	7%	




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	5	5%	5	7%	0	0%	
No	86	95%	65	93%	21	100%	

	TOTAL	BACH	ASSOC	
<i>If yes, did you end up taking a job after you completed your degree with the organization in which you had the internship/co-op?</i>				
Yes	0	0	0	
No	6	6	0	

	TOTAL	BACH	ASSOC	
<i>Did your internship or co-op experience enhance your prospects for getting a desirable job after completing your degree?</i>				
Yes	5	5	0	
No	1	1	0	

	TOTAL	BACH	ASSOC	
<i>If no, which of the factors influenced your decision not to participate in an internship or co-op program*:</i>				
Did not want to give up current job	42	31	11	
Could not find an internship or co-op program in my area of interest	13	9	4	
Family obligations made it difficult	32	24	8	

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



Educational Pursuits

Current Educational Status

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
TOTAL ENROLLED	31	34%	21	30%	10	48%
Enrolled full-time in degree prog.	12	13%	9	13%	3	14%
Enrolled part-time in degree prog.	16	18%	10	14%	6	29%
Enrolled in courses only	3	3%	2	3%	1	5%
Not presently enrolled but plan to	43	48%	35	51%	8	38%
Not presently enrolled, no plans to	16	18%	13	19%	3	14%

Degree Pursued

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Certificate	1	7%	1	9%	0	0%
Associate	2	13%	2	18%	0	0%
Bachelor	6	40%	2	18%	4	100%
Master	4	27%	4	36%	0	0%
Doctorate	1	7%	1	9%	0	0%
Professional	1	7%	1	9%	0	0%

Likelihood of Pursuing Education at IUPUI

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Currently doing so	18	20%	9	13%	9	43%
Very likely	27	30%	19	28%	8	38%
Somewhat likely	23	26%	22	32%	1	5%
Not very likely	22	24%	19	28%	3	14%

Chi-square significant at p < .05

IUPUI Image

Would Alumni Encourage Someone Who Wanted to Attend IUPUI

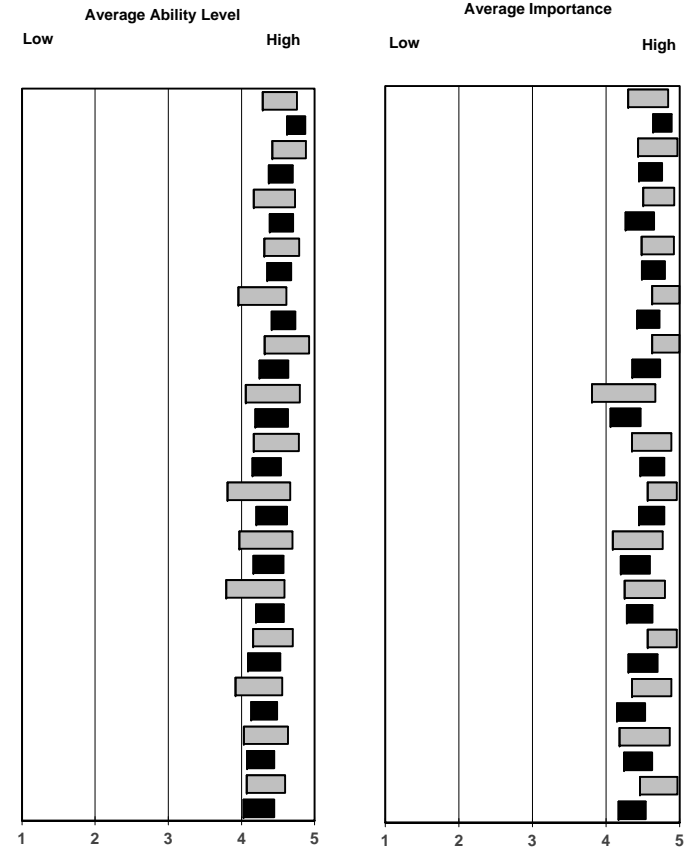
	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Strongly encourage	42	47%	29	42%	13	65%
Encourage	34	38%	29	42%	5	25%
Neither encourage nor discourage	11	12%	10	14%	1	5%
Discourage	2	2%	1	1%	1	5%
Strongly discourage	0	0%	0	0%	0	0%

Impact of IUPUI on Alumni Learning

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

	TOTAL		BACH		ASSOC	
	Ability ^a	Importance ^b	Ability ^a	Importance ^b	Ability ^a	Importance ^b
	Average	Average	Average	Average	Average	Average
Reading and understanding books, articles, and instruction manuals	4.69	4.72	4.75	4.76	4.52	4.57
Recognizing the consequences of my actions when facing a conflict	4.56	4.63	4.54	4.60	4.65	4.70
Learning independently	4.52	4.52	4.54	4.46	4.45	4.71
Making choices about my conduct based on thoughtful reasoning about what is appropriate	4.52	4.66	4.51	4.64	4.55	4.70
Writing clearly and effectively	4.51	4.63	4.57	4.57	4.29	4.81
Working effectively with people of different races, ethnicities, and religions	4.48	4.61	4.44	4.54	4.62	4.81
Finding useful information on the Internet for work-related projects	4.42	4.26	4.41	4.26	4.43	4.24
Managing many different tasks and obligations at the same time	4.37	4.63	4.34	4.63	4.48	4.62
Speaking clearly and effectively	4.37	4.65	4.41	4.62	4.24	4.76
Working as part of a team to solve problems	4.36	4.40	4.37	4.40	4.33	4.43
Using the computer applications that are most common to my field of work or study	4.34	4.47	4.39	4.46	4.19	4.52
Thinking critically and analytically	4.34	4.56	4.31	4.50	4.43	4.76
Gathering information from a variety of sources when deciding what action to take	4.29	4.40	4.31	4.34	4.24	4.62
Making informed judgments when faced with ethical dilemmas	4.28	4.45	4.26	4.43	4.33	4.52
Doing research on an issue or topic before I plan a course of action	4.26	4.44	4.24	4.35	4.33	4.71

■ 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.

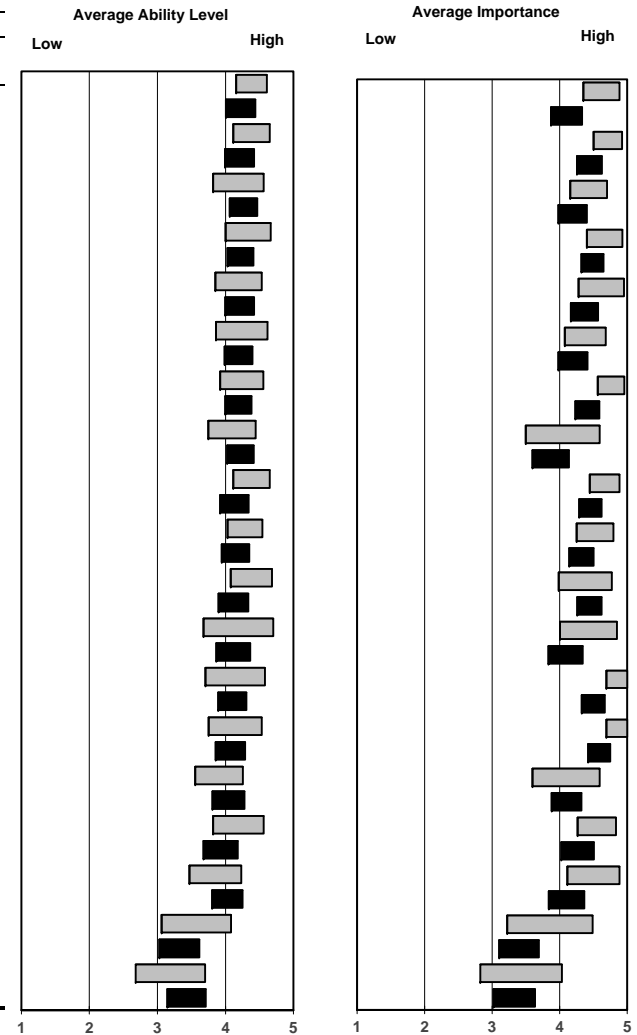
See text box at the beginning of the report for further discussion of this significance criteria compared to the traditional t-test.

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
Having a general understanding of subjects other than the one in which I majored	4.26	4.22	4.22	4.10	4.38	4.62
Creatively thinking about new ideas or ways to improve existing things	4.25	4.51	4.21	4.44	4.38	4.71
Applying what I learned in college to issues and problems I face every day	4.25	4.25	4.26	4.19	4.19	4.43
Finding new ways to use my skills and knowledge as I encounter new situations or problems	4.25	4.53	4.22	4.49	4.33	4.67
Discussing complex problems with co-workers to develop a better solution	4.20	4.43	4.21	4.37	4.19	4.62
Evaluating other people's ideas and proposed solutions	4.20	4.24	4.19	4.20	4.24	4.38
Systematically reviewing & improving my own ideas about how to approach an issue/problem	4.20	4.49	4.19	4.41	4.24	4.76
Writing a final report on a project or other work assignment	4.19	3.91	4.22	3.87	4.10	4.05
Trying different approaches to solving a problem	4.19	4.51	4.13	4.46	4.38	4.67
Putting ideas together in new ways	4.18	4.37	4.15	4.32	4.29	4.52
Learning new approaches to my work or to advanced studies	4.18	4.43	4.12	4.44	4.38	4.38
Exercising my responsibilities as a citizen (voting, staying current w/comm. & political issues)	4.13	4.17	4.12	4.09	4.19	4.43
Keeping my composure in difficult situations	4.11	4.58	4.10	4.50	4.14	4.86
Communicating effectively with people who see things differently than I do	4.09	4.65	4.07	4.59	4.14	4.86
Preparing a presentation that I will deliver to a group	4.01	4.10	4.04	4.10	3.90	4.10
Dealing with conflict among co-workers and friends	3.99	4.33	3.93	4.26	4.19	4.55
Having an in-depth understanding of my major field of study	3.99	4.19	4.03	4.10	3.85	4.50
Understanding a statistical report	3.38	3.51	3.32	3.40	3.57	3.86
Solving mathematical problems	3.37	3.35	3.43	3.33	3.19	3.43



^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	Low Ability	Medium Ability	High Ability	
Reading and understanding books, articles, and instruction manuals	0	2	13	52	0%	3%	19%	78%		
Solving mathematical problems	5	8	22	19	14	7%	12%	32%	28%	21%
Using the computer applications that are most common to my field of work or study	0	1	9	20	37	0%	1%	13%	30%	55%
Finding useful information on the Internet for work-related projects	1	3	5	17	42	1%	4%	7%	25%	62%
Writing clearly and effectively	0	1	4	18	45	0%	1%	6%	26%	66%
Speaking clearly and effectively	0	4	5	18	41	0%	6%	7%	26%	60%
Working as part of a team to solve problems	0	2	10	17	39	0%	3%	15%	25%	57%
Preparing a presentation that I will deliver to a group	0	5	15	20	28	0%	7%	22%	29%	41%
Writing a final report on a project or other work assignment	0	2	10	27	29	0%	3%	15%	40%	43%
Understanding a statistical report	8	7	19	23	11	12%	10%	28%	34%	16%
Thinking critically and analytically	0	3	12	14	39	0%	4%	18%	21%	57%
Evaluating other people's ideas and proposed solutions	0	2	13	23	30	0%	3%	19%	34%	44%
Systematically reviewing and improving my own ideas about how to approach an issue or problem	0	1	13	26	28	0%	1%	19%	38%	41%
Creatively thinking about new ideas or ways to improve existing things	1	1	12	23	31	1%	1%	18%	34%	46%
Discussing complex problems with co-workers to develop a better solution	1	1	10	26	29	1%	1%	15%	39%	43%
Applying what I learned in college to issues and problems I face every day	0	2	11	22	33	0%	3%	16%	32%	49%
Gathering information from a variety of sources when deciding what action to take	0	1	8	28	31	0%	1%	12%	41%	46%
Finding new ways to use my skills and knowledge as I encounter new situations or problems	0	0	15	23	30	0%	0%	22%	34%	44%
Doing research on an issue or topic before I plan a course of action	1	1	10	25	31	1%	1%	15%	37%	46%
Putting ideas together in new ways	0	2	13	26	27	0%	3%	19%	38%	40%
Having a general understanding of subjects other than the one in which I majored	0	3	12	20	33	0%	4%	18%	29%	49%
Learning independently	0	0	6	19	43	0%	0%	9%	28%	63%
Learning new approaches to my work or to advanced studies	1	2	12	26	27	1%	3%	18%	38%	40%
Trying different approaches to solving a problem	0	2	15	23	28	0%	3%	22%	34%	41%
Managing many different tasks and obligations at the same time	0	0	15	16	39	0%	0%	21%	23%	56%
Having an in-depth understanding of my major field of study	1	3	14	27	25	1%	4%	20%	39%	36%
Dealing with conflict among co-workers and friends	2	5	14	24	25	3%	7%	20%	34%	36%
Working effectively with people of different races, ethnicities, and religions	0	2	9	15	44	0%	3%	13%	21%	63%
Communicating effectively with people who see things differently than I do	0	2	20	19	29	0%	3%	29%	27%	41%
Keeping my composure in difficult situations	0	3	13	27	26	0%	4%	19%	39%	38%
Exercising responsibilities as a citizen (voting, staying current w/community, & political issues)	1	4	15	15	34	1%	6%	22%	22%	49%
Making informed judgments when faced with ethical dilemmas	0	0	14	23	32	0%	0%	20%	33%	46%
Recognizing the consequences of my actions when facing a conflict	0	0	7	18	44	0%	0%	10%	26%	64%
Making choices about my conduct based on thoughtful reasoning about what is appropriate	0	0	7	19	42	0%	0%	10%	28%	62%

Assessed Ability Level (Associates)

<i>Indicate your current ability level in each of the following skills and knowledge areas:</i>	Number of Respondents					Percentage				
	Low Ability		Medium Ability		High Ability	Low Ability		Medium Ability		High Ability
Reading and understanding books, articles, and instruction manuals	0	0	0	10	11	0%	0%	0%	48%	52%
Solving mathematical problems	1	5	7	5	3	5%	24%	33%	24%	14%
Using the computer applications that are most common to my field of work or study	0	0	6	5	10	0%	0%	29%	24%	48%
Finding useful information on the Internet for work-related projects	0	0	4	4	13	0%	0%	19%	19%	62%
Writing clearly and effectively	0	0	3	9	9	0%	0%	14%	43%	43%
Speaking clearly and effectively	0	1	4	5	11	0%	5%	19%	24%	52%
Working as part of a team to solve problems	0	0	4	6	11	0%	0%	19%	29%	52%
Preparing a presentation that I will deliver to a group	0	0	7	9	5	0%	0%	33%	43%	24%
Writing a final report on a project or other work assignment	0	0	5	9	7	0%	0%	24%	43%	33%
Understanding a statistical report	1	2	7	6	5	5%	10%	33%	29%	24%
Thinking critically and analytically	0	0	1	10	10	0%	0%	5%	48%	48%
Evaluating other people's ideas and proposed solutions	0	1	2	9	9	0%	5%	10%	43%	43%
Systematically reviewing and improving my own ideas about how to approach an issue or problem	0	0	3	10	8	0%	0%	14%	48%	38%
Creatively thinking about new ideas or ways to improve existing things	0	0	1	11	9	0%	0%	5%	52%	43%
Discussing complex problems with co-workers to develop a better solution	0	0	4	9	8	0%	0%	19%	43%	38%
Applying what I learned in college to issues and problems I face every day	0	0	5	7	9	0%	0%	24%	33%	43%
Gathering information from a variety of sources when deciding what action to take	0	0	3	10	8	0%	0%	14%	48%	38%
Finding new ways to use my skills and knowledge as I encounter new situations or problems	0	0	3	8	10	0%	0%	14%	38%	48%
Doing research on an issue or topic before I plan a course of action	0	0	1	12	8	0%	0%	5%	57%	38%
Putting ideas together in new ways	0	0	1	13	7	0%	0%	5%	62%	33%
Having a general understanding of subjects other than the one in which I majored	0	0	0	13	8	0%	0%	0%	62%	38%
Learning independently	0	0	1	9	10	0%	0%	5%	45%	50%
Learning new approaches to my work or to advanced studies	0	0	2	9	10	0%	0%	10%	43%	48%
Trying different approaches to solving a problem	0	0	1	11	9	0%	0%	5%	52%	43%
Managing many different tasks and obligations at the same time	0	0	2	7	12	0%	0%	10%	33%	57%
Having an in-depth understanding of my major field of study	0	1	5	10	4	0%	5%	25%	50%	20%
Dealing with conflict among co-workers and friends	0	0	5	7	9	0%	0%	24%	33%	43%
Working effectively with people of different races, ethnicities, and religions	0	0	2	4	15	0%	0%	10%	19%	71%
Communicating effectively with people who see things differently than I do	0	0	6	6	9	0%	0%	29%	29%	43%
Keeping my composure in difficult situations	0	1	5	5	10	0%	5%	24%	24%	48%
Exercising responsibilities as a citizen (voting, staying current w/community, & political issues)	1	1	2	6	11	5%	5%	10%	29%	52%
Making informed judgments when faced with ethical dilemmas	0	0	2	10	9	0%	0%	10%	48%	43%
Recognizing the consequences of my actions when facing a conflict	0	0	0	7	13	0%	0%	0%	35%	65%
Making choices about my conduct based on thoughtful reasoning about what is appropriate	0	0	0	9	11	0%	0%	0%	45%	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			
Reading and understanding books, articles, and instruction manuals	0	3	10	55	0%	0%	4%	15%	81%
Solving mathematical problems	7	9	21	15	15	10%	13%	31%	22%
Using the computer applications that are most common to my field of work or study	0	1	6	22	39	0%	1%	9%	32%
Finding useful information on the Internet for work-related projects	0	1	14	19	34	0%	1%	21%	28%
Writing clearly and effectively	0	0	5	19	44	0%	0%	7%	28%
Speaking clearly and effectively	0	2	3	14	49	0%	3%	4%	21%
Working as part of a team to solve problems	0	2	8	19	39	0%	3%	12%	28%
Preparing a presentation that I will deliver to a group	0	4	13	23	28	0%	6%	19%	34%
Writing a final report on a project or other work assignment	3	5	14	22	24	4%	7%	21%	32%
Understanding a statistical report	6	9	19	20	14	9%	13%	28%	29%
Thinking critically and analytically	1	1	5	17	44	1%	1%	7%	25%
Evaluating other people's ideas and proposed solutions	1	2	8	27	28	2%	3%	12%	41%
Systematically reviewing and improving my own ideas about how to approach an issue or problem	0	0	10	20	38	0%	0%	15%	29%
Creatively thinking about new ideas or ways to improve existing things	0	1	8	19	40	0%	1%	12%	28%
Discussing complex problems with co-workers to develop a better solution	1	0	9	21	37	1%	0%	13%	31%
Applying what I learned in college to issues and problems I face every day	0	2	14	21	31	0%	3%	21%	31%
Gathering information from a variety of sources when deciding what action to take	0	1	10	22	35	0%	1%	15%	32%
Finding new ways to use my skills and knowledge as I encounter new situations or problems	0	0	7	21	40	0%	0%	10%	31%
Doing research on an issue or topic before I plan a course of action	0	1	9	23	35	0%	1%	13%	34%
Putting ideas together in new ways	0	1	8	27	32	0%	1%	12%	40%
Having a general understanding of subjects other than the one in which I majored	1	2	15	21	29	1%	3%	22%	31%
Learning independently	1	0	7	19	41	1%	0%	10%	28%
Learning new approaches to my work or to advanced studies	0	1	7	21	39	0%	1%	10%	31%
Trying different approaches to solving a problem	0	0	7	23	38	0%	0%	10%	34%
Managing many different tasks and obligations at the same time	0	0	7	11	49	0%	0%	10%	16%
Having an in-depth understanding of my major field of study	2	3	15	14	34	3%	4%	22%	21%
Dealing with conflict among co-workers and friends	2	2	9	18	37	3%	3%	13%	26%
Working effectively with people of different races, ethnicities, and religions	0	2	6	13	47	0%	3%	9%	19%
Communicating effectively with people who see things differently than I do	0	1	4	17	46	0%	1%	6%	25%
Keeping my composure in difficult situations	0	1	5	21	41	0%	1%	7%	31%
Exercising responsibilities as a citizen (voting, staying current w/community, & political issues)	1	4	16	14	33	1%	6%	24%	21%
Making informed judgments when faced with ethical dilemmas	0	1	9	17	40	0%	1%	13%	25%
Recognizing the consequences of my actions when facing a conflict	0	1	3	18	46	0%	1%	4%	26%
Making choices about my conduct based on thoughtful reasoning about what is appropriate	0	0	6	12	49	0%	0%	9%	18%

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	0	1	7	13	0%	5%	33%	62%		
Solving mathematical problems	2	3	6	4	6	10%	14%	29%	19%	29%
Using the computer applications that are most common to my field of work or study	0	0	1	8	12	0%	0%	5%	38%	57%
Finding useful information on the Internet for work-related projects	0	1	4	5	11	0%	5%	19%	24%	52%
Writing clearly and effectively	0	0	0	4	17	0%	0%	0%	19%	81%
Speaking clearly and effectively	0	0	0	5	16	0%	0%	0%	24%	76%
Working as part of a team to solve problems	0	0	3	6	12	0%	0%	14%	29%	57%
Preparing a presentation that I will deliver to a group	1	1	2	8	9	5%	5%	10%	38%	43%
Writing a final report on a project or other work assignment	1	1	5	3	11	5%	5%	24%	14%	52%
Understanding a statistical report	2	2	3	4	10	10%	10%	14%	19%	48%
Thinking critically and analytically	0	0	0	5	16	0%	0%	0%	24%	76%
Evaluating other people's ideas and proposed solutions	0	0	2	9	10	0%	0%	10%	43%	48%
Systematically reviewing and improving my own ideas about how to approach an issue or problem	0	0	0	5	16	0%	0%	0%	24%	76%
Creatively thinking about new ideas or ways to improve existing things	0	0	0	6	15	0%	0%	0%	29%	71%
Discussing complex problems with co-workers to develop a better solution	0	1	0	5	15	0%	5%	0%	24%	71%
Applying what I learned in college to issues and problems I face every day	0	0	1	10	10	0%	0%	5%	48%	48%
Gathering information from a variety of sources when deciding what action to take	0	0	1	6	14	0%	0%	5%	29%	67%
Finding new ways to use my skills and knowledge as I encounter new situations or problems	0	0	1	5	15	0%	0%	5%	24%	71%
Doing research on an issue or topic before I plan a course of action	0	0	1	4	16	0%	0%	5%	19%	76%
Putting ideas together in new ways	0	0	1	8	12	0%	0%	5%	38%	57%
Having a general understanding of subjects other than the one in which I majored	0	0	1	6	14	0%	0%	5%	29%	67%
Learning independently	0	0	0	6	15	0%	0%	0%	29%	71%
Learning new approaches to my work or to advanced studies	0	1	2	6	12	0%	5%	10%	29%	57%
Trying different approaches to solving a problem	0	0	0	7	14	0%	0%	0%	33%	67%
Managing many different tasks and obligations at the same time	0	0	1	6	14	0%	0%	5%	29%	67%
Having an in-depth understanding of my major field of study	0	1	1	5	13	0%	5%	5%	25%	65%
Dealing with conflict among co-workers and friends	0	0	1	7	12	0%	0%	5%	35%	60%
Working effectively with people of different races, ethnicities, and religions	0	0	0	4	17	0%	0%	0%	19%	81%
Communicating effectively with people who see things differently than I do	0	0	0	3	18	0%	0%	0%	14%	86%
Keeping my composure in difficult situations	0	0	0	3	18	0%	0%	0%	14%	86%
Exercising responsibilities as a citizen (voting, staying current w/community, & political issues)	0	1	3	3	14	0%	5%	14%	14%	67%
Making informed judgments when faced with ethical dilemmas	0	0	3	4	14	0%	0%	14%	19%	67%
Recognizing the consequences of my actions when facing a conflict	0	0	1	4	15	0%	0%	5%	20%	75%
Making choices about my conduct based on thoughtful reasoning about what is appropriate	0	0	0	6	14	0%	0%	0%	30%	70%

Campus Climate for Diversity

Bach ■ **Assoc** □

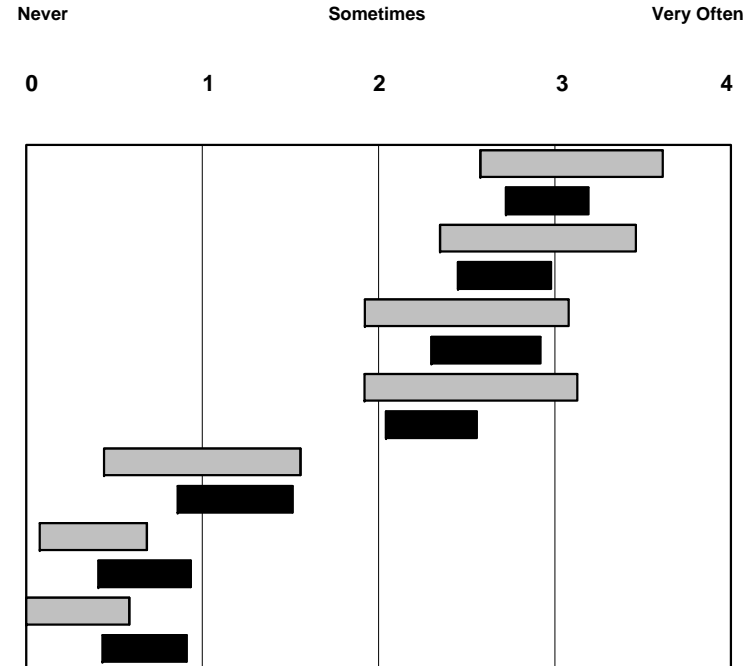
For the purposes of this survey, "diversity" and "backgrounds" refers to differences among people in at least gender, race/ethnicity, sexual orientation, religious beliefs, socio-economic class, age, learning style, and disabilities.

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	2.99	2.96	3.10
Had classroom experience that enhanced understanding of people from diverse backgrounds	2.76	2.71	2.90
Socialized with students from backgrounds different than your own	2.58	2.61	2.50
Took a class that increased your understanding of multiculturalism and diversity	2.35	2.30	2.52
Attended campus events & activities that increased your understanding of diversity	1.14	1.19	1.00
Saw or read racist, antigay or sexist material on campus	0.60	0.67	0.38
Felt a sense of negative conflict between diverse groups on campus	0.58	0.67	0.29

^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	3	12	12	17	20	5%	19%	19%	27%	31%
Participated in classroom discussions that included contributions from students from diverse backgrounds	2	2	17	25	24	3%	3%	24%	36%	34%
Had classroom experience that enhanced understanding of people from diverse backgrounds	2	9	16	23	20	3%	13%	23%	33%	29%
Took a class that increased your understanding of multiculturalism and diversity	2	16	22	19	11	3%	23%	31%	27%	16%
Attended campus events & activities that increased your understanding of diversity	30	18	9	5	8	43%	26%	13%	7%	11%
Saw or read racist, antigay or sexist material on campus	44	14	7	1	4	63%	20%	10%	1%	6%
Felt a sense of negative conflict between diverse groups on campus	42	16	6	5	1	60%	23%	9%	7%	1%

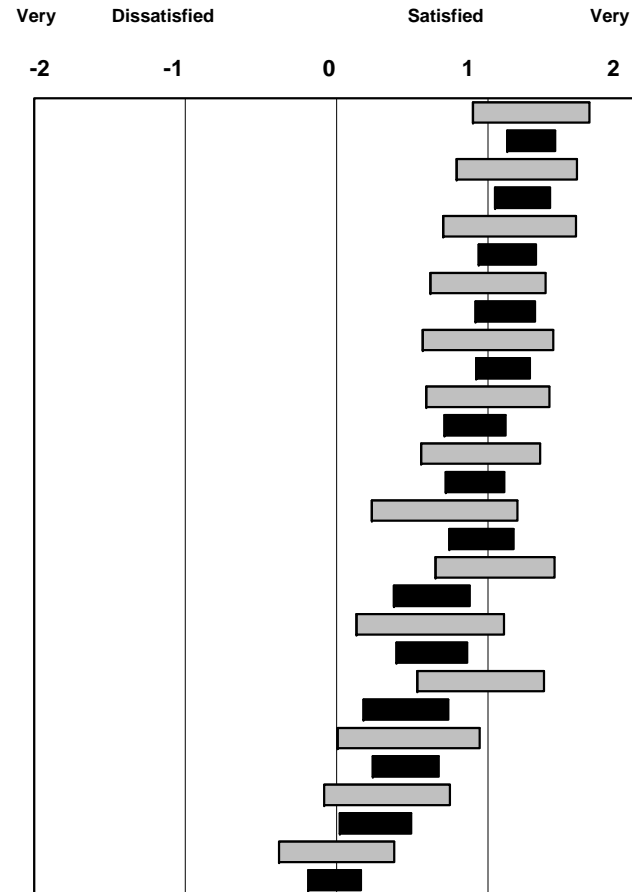
Climate for Diversity (Associates)

<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	1	3	7	3	6	5%	15%	35%	15%	30%
Participated in classroom discussions that included contributions from students from diverse backgrounds	1	1	3	6	10	5%	5%	14%	29%	48%
Had classroom experience that enhanced understanding of people from diverse backgrounds	2	0	4	7	8	10%	0%	19%	33%	38%
Took a class that increased your understanding of multiculturalism and diversity	2	2	7	3	7	10%	10%	33%	14%	33%
Attended campus events & activities that increased your understanding of diversity	9	7	3	0	2	43%	33%	14%	0%	10%
Saw or read racist, antigay or sexist material on campus	15	4	2	0	0	71%	19%	10%	0%	0%
Felt a sense of negative conflict between diverse groups on campus	17	2	2	0	0	81%	10%	10%	0%	0%

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	1.29	1.29	1.29
Quality of teaching by faculty in major area	1.22	1.23	1.19
Courses in your major area	1.13	1.13	1.14
Opportunity to integrate learning w/ own personal experiences	1.09	1.11	1.00
Quality of teaching by other faculty at IUPUI	1.08	1.10	1.00
Opportunity to work with other students in groups or teams	0.93	0.91	1.00
Required courses outside your major	0.92	0.91	0.95
Opportunity to increase your self-understanding	0.90	0.96	0.71
The helpfulness of IUPUI staff in general	0.73	0.63	1.05
Personal attention from those in major	0.63	0.63	0.62
Academic advising in your major department	0.57	0.46	0.95
Opportunity to engage in community services	0.46	0.46	0.48
Opportunity to engage in extra-curricular activities	0.27	0.26	0.33
Opportunity to participate in faculty members' research	-0.01	-0.01	0.00



^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		Neutral	Very		Very		Neutral	Very	
	Dissatisfied	Satisfied		Dissatisfied	Satisfied	Dissatisfied	Satisfied		Dissatisfied	Satisfied
Overall quality of education received at IUPUI	0	1	5	37	27	0%	1%	7%	53%	39%
Quality of teaching by faculty in your major area	0	2	8	32	28	0%	3%	11%	46%	40%
Quality of teaching by other faculty at IUPUI	0	1	13	34	22	0%	1%	19%	49%	31%
Academic advising in your major department	5	11	14	27	13	7%	16%	20%	39%	19%
Courses in your major area	1	0	12	33	24	1%	0%	17%	47%	34%
Required courses outside your major area	0	4	14	36	16	0%	6%	20%	51%	23%
Personal attention from those in your major department	1	7	24	23	15	1%	10%	34%	33%	21%
Opportunities to increase your self-understanding	1	3	14	32	20	1%	4%	20%	46%	29%
Opportunities to work with other students in groups or teams	0	3	19	29	19	0%	4%	27%	41%	27%
Opportunities to integrate learning with personal experience	0	2	14	28	26	0%	3%	20%	40%	37%
Opportunities to engage in community services	1	7	31	21	10	1%	10%	44%	30%	14%
Opportunities to engage in extra-curricular activities	3	9	34	15	9	4%	13%	49%	21%	13%
Opportunities to participate in faculty members' research	2	11	45	10	2	3%	16%	64%	14%	3%
The helpfulness of IUPUI staff in general	3	9	11	35	12	4%	13%	16%	50%	17%

Satisfaction with IUPUI Experience (Associates)

<i>Indicate your level of satisfaction with IUPUI in the areas of...</i>	Number of Respondents					Percentage				
	Very		Neutral	Very		Very		Neutral	Very	
	Dissatisfied	Satisfied		Dissatisfied	Satisfied	Dissatisfied	Satisfied		Dissatisfied	Satisfied
Overall quality of education received at IUPUI	0	1	2	8	10	0%	5%	10%	38%	48%
Quality of teaching by faculty in your major area	0	1	3	8	9	0%	5%	14%	38%	43%
Quality of teaching by other faculty at IUPUI	0	1	6	6	8	0%	5%	29%	29%	38%
Academic advising in your major department	0	1	6	7	7	0%	5%	29%	33%	33%
Courses in your major area	0	1	5	5	10	0%	5%	24%	24%	48%
Required courses outside your major area	0	1	5	9	6	0%	5%	24%	43%	29%
Personal attention from those in your major department	0	3	8	4	6	0%	14%	38%	19%	29%
Opportunities to increase your self-understanding	0	3	6	6	6	0%	14%	29%	29%	29%
Opportunities to work with other students in groups or teams	0	1	5	8	7	0%	5%	24%	38%	33%
Opportunities to integrate learning with personal experience	0	0	7	7	7	0%	0%	33%	33%	33%
Opportunities to engage in community services	1	1	10	5	4	5%	5%	48%	24%	19%
Opportunities to engage in extra-curricular activities	1	0	14	3	3	5%	0%	67%	14%	14%
Opportunities to participate in faculty members' research	2	0	16	2	1	10%	0%	76%	10%	5%
The helpfulness of IUPUI staff in general	0	1	4	9	7	0%	5%	19%	43%	33%

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	0	5	20	40	6%	0%	7%	29%	58%
Quality of teaching by faculty in your major area	4	0	2	15	49	6%	0%	3%	21%	70%
Quality of teaching by other faculty at IUPUI	4	0	7	19	40	6%	0%	10%	27%	57%
Academic advising in your major department	4	0	5	21	40	6%	0%	7%	30%	57%
Courses in your major area	4	0	4	24	38	6%	0%	6%	34%	54%
Required courses outside your major area	4	3	13	28	22	6%	4%	19%	40%	31%
Personal attention from those in your major department	4	2	14	22	28	6%	3%	20%	31%	40%
Opportunities to increase your self-understanding	5	0	9	25	31	7%	0%	13%	36%	44%
Opportunities to work with other students in groups or teams	7	10	15	23	15	10%	14%	21%	33%	21%
Opportunities to integrate learning with personal experience	5	1	14	21	29	7%	1%	20%	30%	41%
Opportunities to engage in community services	6	7	19	22	16	9%	10%	27%	31%	23%
Opportunities to engage in extra-curricular activities	10	8	25	16	11	14%	11%	36%	23%	16%
Opportunities to participate in faculty members' research	11	5	26	18	10	16%	7%	37%	26%	14%
The helpfulness of IUPUI staff in general	4	1	7	23	35	6%	1%	10%	33%	50%

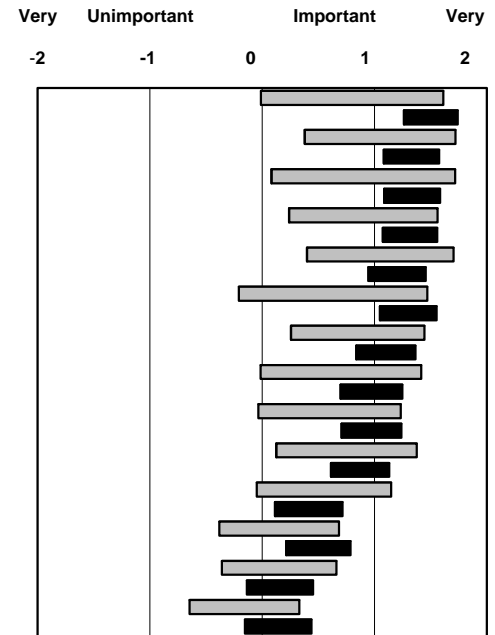
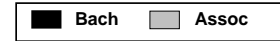
Importance of Aspects of IUPUI Experience (Associates)

<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	5	0	0	2	13	25%	0%	0%	10%	65%
Quality of teaching by faculty in your major area	5	0	1	2	12	25%	0%	5%	10%	60%
Quality of teaching by other faculty at IUPUI	5	0	2	2	10	26%	0%	11%	11%	53%
Academic advising in your major department	3	0	1	5	11	15%	0%	5%	25%	55%
Courses in your major area	3	0	2	6	9	15%	0%	10%	30%	45%
Required courses outside your major area	3	0	2	9	6	15%	0%	10%	45%	30%
Personal attention from those in your major department	3	0	5	6	6	15%	0%	25%	30%	30%
Opportunities to increase your self-understanding	2	0	5	5	8	10%	0%	25%	25%	40%
Opportunities to work with other students in groups or teams	3	0	4	9	4	15%	0%	20%	45%	20%
Opportunities to integrate learning with personal experience	4	0	2	6	8	20%	0%	10%	30%	40%
Opportunities to engage in community services	3	0	10	5	2	15%	0%	50%	25%	10%
Opportunities to engage in extra-curricular activities	3	1	12	2	1	16%	5%	63%	11%	5%
Opportunities to participate in faculty members' research	2	1	12	2	3	10%	5%	60%	10%	15%
The helpfulness of IUPUI staff in general	3	0	0	7	10	15%	0%	0%	35%	50%

Alumni Ratings of Importance with IUPUI Experience^o

(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	1.34	1.50	0.80
Academic advising in your major department	1.27	1.33	1.05
Quality of the education received at IUPUI	1.24	1.33	0.90
Courses in your major area	1.22	1.31	0.90
The helpfulness of IUPUI staff in general	1.17	1.20	1.05
Quality of teaching by other faculty at IUPUI	1.16	1.30	0.63
Opportunity to increase your self-understanding	1.04	1.10	0.85
Opportunity to integrate learning w/ own personal experier	0.91	0.97	0.70
Personal attention from those in major	0.89	0.97	0.60
Required courses outside your major	0.84	0.87	0.75
Opportunity to work with other students in groups or teams	0.44	0.41	0.55
Opportunity to engage in community services	0.42	0.50	0.15
Opportunity to participate in faculty members' research	0.16	0.16	0.15
Opportunity to engage in extra-curricular activities	0.08	0.14	-0.16



^o 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.

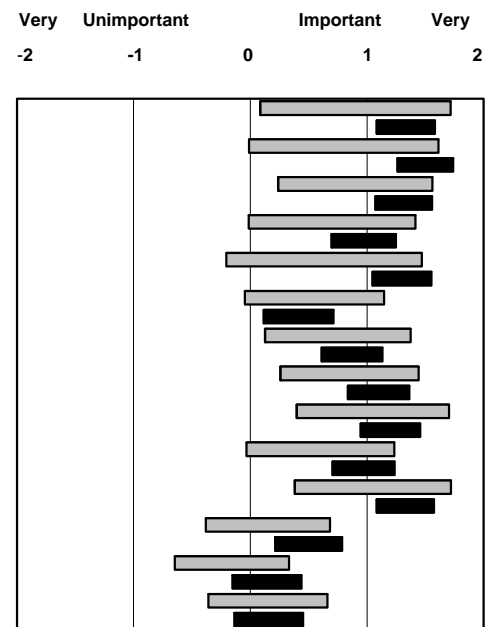
See text box at the beginning of the report for further discussion of this significance criteria compared to the traditional t-test.

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	1.29	1.29	1.29
Quality of teaching by faculty in major area	1.22	1.23	1.19
Courses in your major area	1.13	1.13	1.14
Opportunity to integrate learning w/ own personal experier	1.09	1.11	1.00
Quality of teaching by other faculty at IUPUI	1.08	1.10	1.00
Opportunity to work with other students in groups or teams	0.93	0.91	1.00
Required courses outside your major	0.92	0.91	0.95
Opportunity to increase your self-understanding	0.90	0.96	0.71
The helpfulness of IUPUI staff in general	0.73	0.63	1.05
Personal attention from those in major	0.63	0.63	0.62
Academic advising in your major department	0.57	0.46	0.95
Opportunity to engage in community services	0.46	0.46	0.48
Opportunity to engage in extra-curricular activities	0.27	0.26	0.33
Opportunity to participate in faculty members' research	-0.01	-0.01	0.00

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 (Bachelors)

<i>Indicate how often you have engaged in the following activities over the past year:</i>	Number of Respondents			Percentage		
	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Worked with a person or group to solve a problem in the community where you live	27	31	11	39%	45%	16%
Donated professional services without compensation	23	30	16	33%	43%	23%
Donated money to a political candidate or cause	37	23	9	54%	33%	13%
Donated money to a human-services or community services organization (e.g. United Way, a local food bank, etc.), or other non-profit organization	7	31	31	10%	45%	45%
Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue	46	16	7	67%	23%	10%
Contacted a newspaper or magazine to express your opinion on a political or community issue	53	12	4	77%	17%	6%
Called in to a radio or TV talk show to express your opinion on a political or community issue	60	6	3	87%	9%	4%
Signed a petition to express your opinion on a political or community issue	30	36	3	43%	52%	4%
Worked with a political group or for a campaign or political official	57	8	4	83%	12%	6%
Not bought or boycotted something because of the conditions under which it was made	37	23	9	54%	33%	13%
Worn a campaign button, put a sticker on your car or placed a sign in front of your house supporting an issue or candidate	43	20	6	62%	29%	9%

Civic Engagement Activity (Associates)

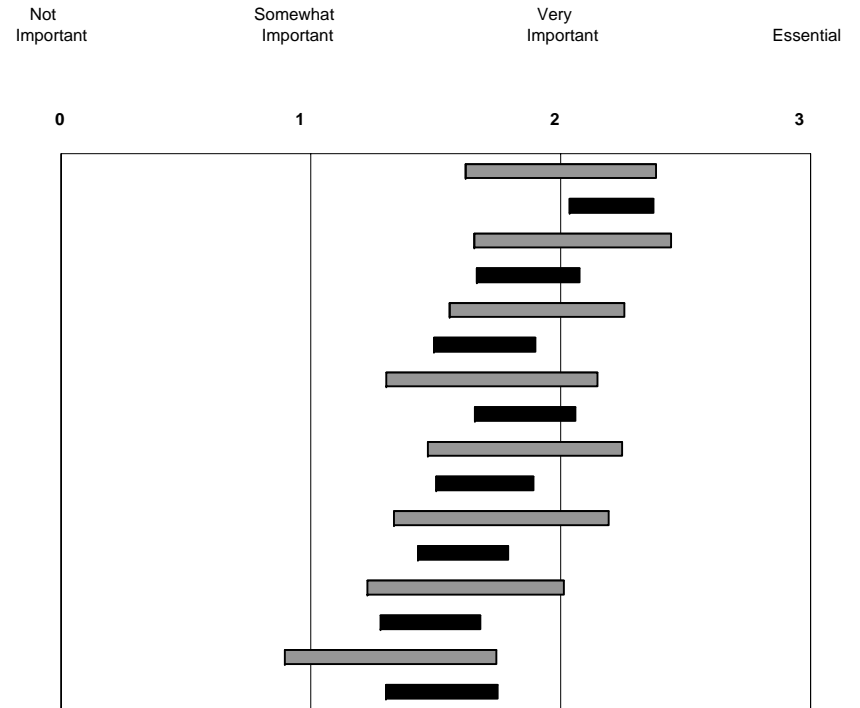
<i>Indicate how often you have engaged in the following activities over the past year:</i>	Number of Respondents			Percentage		
	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Worked with a person or group to solve a problem in the community where you live	8	11	1	40%	55%	5%
Donated professional services without compensation	8	8	4	40%	40%	20%
Donated money to a political candidate or cause	17	3	1	81%	14%	5%
Donated money to a human-services or community services organization (e.g. United Way, a local food bank, etc.), or other non-profit organization	4	9	8	19%	43%	38%
Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue	18	3	0	86%	14%	0%
Contacted a newspaper or magazine to express your opinion on a political or community issue	15	6	0	71%	29%	0%
Called in to a radio or TV talk show to express your opinion on a political or community issue	18	3	0	86%	14%	0%
Signed a petition to express your opinion on a political or community issue	9	9	3	43%	43%	14%
Worked with a political group or for a campaign or political official	17	4	0	81%	19%	0%
Not bought or boycotted something because of the conditions under which it was made	11	8	2	52%	38%	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	15	4	2	71%	19%	10%

Civic Engagement Importance



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

	TOTAL	BACH	ASSOC
Helping others who are in difficulty	2.16	2.20	2.00
Helping to promote racial understanding	1.91	1.87	2.05
Keeping up-to-date with political affairs	1.74	1.70	1.90
Knowing your neighbors	1.74	1.72	1.81
Working on social justice issues	1.73	1.70	1.86
Being very well-off financially	1.64	1.61	1.76
Being actively involved in community issues	1.51	1.48	1.62
Influencing the political structure	1.37	1.32	1.52



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.

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Civic Engagement Importance (Bachelors)

	Number of Respondents				Percentage			
	Not Important	Somewhat Important	Very Important	Essential	Not Important	Somewhat Important	Very Important	Essential
Indicate the importance to you personally of each of the following:								
Influencing the political structure	15	24	23	7	22%	35%	33%	10%
Being very well-off financially	2	32	26	9	3%	46%	38%	13%
Helping others who are in difficulty	0	11	33	25	0%	16%	48%	36%
Helping to promote racial understanding	4	18	30	17	6%	26%	43%	25%
Keeping up-to-date with political affairs	5	23	29	12	7%	33%	42%	17%
Working on social justice issues	4	24	30	11	6%	35%	43%	16%
Knowing your neighbors	5	21	31	12	7%	30%	45%	17%
Being actively involved in community issues	8	27	27	7	12%	39%	39%	10%

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

Civic Engagement Importance (Associates)

	Number of Respondents				Percentage			
	Not Important	Somewhat Important	Very Important	Essential	Not Important	Somewhat Important	Very Important	Essential
Indicate the importance to you personally of each of the following:								
Influencing the political structure	2	10	5	4	10%	48%	24%	19%
Being very well-off financially	1	9	5	6	5%	43%	24%	29%
Helping others who are in difficulty	1	4	10	6	5%	19%	48%	29%
Helping to promote racial understanding	0	7	6	8	0%	33%	29%	38%
Keeping up-to-date with political affairs	0	7	9	5	0%	33%	43%	24%
Working on social justice issues	0	9	6	6	0%	43%	29%	29%
Knowing your neighbors	1	8	6	6	5%	38%	29%	29%
Being actively involved in community issues	1	10	6	4	5%	48%	29%	19%

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



Overall, how active are you within your community?	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Very Active	3	3%	3	4%	0	0%
Moderately Active	24	27%	20	29%	4	19%
Slightly Active	38	43%	29	43%	9	43%
Not at all Active	24	27%	16	24%	8	38%

Would you like to be any more or less active or maintain your current level?	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Be More Active	46	52%	33	49%	13	62%
Be Less Active	2	2%	1	1%	1	5%
Maintain Current Level of Activity	40	45%	33	49%	7	33%

Comparative Analysis

Comparisons between School of Continuing Studies associate degree graduates and all other IUPUI associate degree graduates.**Impact of IUPUI on Alumni Learning - Current Ability**

Rate your current ability level in the area of...^a	SCS Means	All other Associates	Difference in Means	Significance
Reading and understanding books, articles, and instruction manuals	4.52	4.66	-0.14	
Solving mathematical problems	3.19	3.91	-0.72	*
Using the computer applications that are most common to my field of work or study	4.19	4.35	-0.15	
Finding useful information on the Internet for work-related projects	4.43	4.41	0.02	
Writing clearly and effectively	4.29	4.38	-0.09	
Speaking clearly and effectively	4.24	4.18	0.06	
Working as part of a team to solve problems	4.33	4.59	-0.26	
Preparing a presentation that I will deliver to a group	3.90	3.96	-0.06	
Writing a final report on a project or other work assignment	4.10	4.16	-0.07	
Understanding a statistical report	3.57	3.48	0.09	
Thinking critically and analytically	4.43	4.45	-0.02	
Evaluating other people's ideas and proposed solutions	4.24	4.09	0.15	
Systematically reviewing and improving my ideas about how to approach an issue/problem	4.24	4.14	0.10	
Creatively thinking about new ideas or ways to improve existing things	4.38	4.23	0.15	
Discussing complex problems with co-workers to develop a better solution	4.19	4.21	-0.02	
Applying what I learned in college to issues and problems I face every day	4.19	4.21	-0.02	
Gathering information from a variety of sources when deciding what action to take	4.24	4.20	0.04	
Finding new ways to use my skills & knowledge as I encounter new situations/problems	4.33	4.18	0.15	
Doing research on an issue or topic before I plan a course of action	4.33	4.18	0.15	
Putting ideas together in new ways	4.29	3.98	0.30	
Having a general understanding of subjects other than the one in which I majored	4.38	4.00	0.38	*
Learning independently	4.45	4.39	0.06	
Learning new approaches to my work or to advanced studies	4.38	4.20	0.18	
Trying different approaches to solving a problem	4.38	4.25	0.13	
Managing many different tasks and obligations at the same time	4.48	4.42	0.06	
Having an in-depth understanding of my major field of study	3.85	4.18	-0.33	
Dealing with conflict among co-workers and friends	4.19	4.11	0.09	
Working effectively with people of different races, ethnicities, and religions	4.62	4.44	0.18	
Communicating effectively with people who see things differently than I do	4.14	4.14	0.00	
Keeping my composure in difficult situations	4.14	4.19	-0.05	
Exercising responsibilities as a citizen (voting, staying current w/comm. & political issues)	4.19	4.05	0.14	
Making informed judgments when faced with ethical dilemmas	4.33	4.33	0.00	
Recognizing the consequences of my actions when facing a conflict	4.65	4.47	0.18	
Making choices about my conduct based on thoughtful reasoning about what is appropriate	4.55	4.54	0.01	

^a Scale: 1=Low Ability Level, 3=Medium Ability Level, and 5=High Ability Level.

*denotes a statistically significant difference between your associate degree graduates and all other associate degree graduates at $p < .05$.

Impact of IUPUI on Alumni Learning - Importance to Goals

Indicate how important your ability level is to your goals in the following areas...^b	SCS Means	All other Associates	Difference in Means	Significance
Reading and understanding books, articles, and instruction manuals	4.57	4.60	-0.03	
Solving mathematical problems	3.43	3.36	0.07	
Using the computer applications that are most common to my field of work or study	4.52	4.44	0.09	
Finding useful information on the Internet for work-related projects	4.24	4.19	0.05	
Writing clearly and effectively	4.81	4.31	0.50	*
Speaking clearly and effectively	4.76	4.52	0.24	
Working as part of a team to solve problems	4.43	4.67	-0.24	
Preparing a presentation that I will deliver to a group	4.10	3.60	0.50	
Writing a final report on a project or other work assignment	4.05	3.52	0.53	
Understanding a statistical report	3.86	3.19	0.67	*
Thinking critically and analytically	4.76	4.53	0.23	
Evaluating other people's ideas and proposed solutions	4.38	4.12	0.26	
Systematically reviewing and improving my ideas about how to approach an issue/problem	4.76	4.41	0.35	
Creatively thinking about new ideas or ways to improve existing things	4.71	4.43	0.28	
Discussing complex problems with co-workers to develop a better solution	4.62	4.48	0.14	
Applying what I learned in college to issues and problems I face every day	4.43	4.32	0.11	
Gathering information from a variety of sources when deciding what action to take	4.62	4.31	0.31	
Finding new ways to use my skills & knowledge as I encounter new situations/problems	4.67	4.53	0.13	
Doing research on an issue or topic before I plan a course of action	4.71	4.17	0.54	*
Putting ideas together in new ways	4.52	4.12	0.40	
Having a general understanding of subjects other than the one in which I majored	4.62	3.90	0.72	*
Learning independently	4.71	4.45	0.27	
Learning new approaches to my work or to advanced studies	4.38	4.47	-0.08	
Trying different approaches to solving a problem	4.67	4.52	0.15	
Managing many different tasks and obligations at the same time	4.62	4.72	-0.11	
Having an in-depth understanding of my major field of study	4.50	4.50	0.00	
Dealing with conflict among co-workers and friends	4.55	4.45	0.10	
Working effectively with people of different races, ethnicities, and religions	4.81	4.64	0.17	
Communicating effectively with people who see things differently than I do	4.86	4.69	0.17	
Keeping my composure in difficult situations	4.86	4.71	0.15	
Exercising responsibilities as a citizen (voting, staying current w/comm. & political issues)	4.43	4.03	0.39	
Making informed judgments when faced with ethical dilemmas	4.52	4.64	-0.11	
Recognizing the consequences of my actions when facing a conflict	4.70	4.67	0.03	
Making choices about my conduct based on thoughtful reasoning about what is appropriate	4.70	4.57	0.13	

^b Scale: 1=Low Importance to Goals, 3=Medium Importance to Goals, 5=High Importance to Goals.

*denotes a statistically significant difference between your associate degree graduates and all other associate degree graduates at $p < .05$.

Satisfaction with IUPUI Experience

Indicate your level of satisfaction with IUPUI in the areas of... ^c	SCS Means	All other Associates	Difference in Means	Significance
Overall quality of the education you received at IUPUI	1.29	1.14	0.15	
Quality of teaching by faculty in your major area	1.19	1.02	0.17	
Quality of teaching by other faculty at IUPUI	1.00	0.88	0.12	
Academic advising in your major department	0.95	0.81	0.14	
Courses in your major area	1.14	0.97	0.18	
Required courses outside your major area	0.95	0.81	0.14	
Personal attention from those in your major department	0.62	0.86	-0.24	
Opportunities to increase your self-understanding	0.71	0.90	-0.18	
Opportunities to work with other students in groups or teams	1.00	1.04	-0.04	
Opportunities to integrate what you have learned with personal experiences	1.00	0.93	0.07	
Opportunities to engage in community services	0.48	0.71	-0.23	
Opportunities to engage in extra-curricular activities	0.33	0.43	-0.10	
Opportunities to participate in faculty members' research	0.00	0.05	-0.05	
The helpfulness of IUPUI staff in general	1.05	0.86	0.19	

^c Scale: -2=Very Dissatisfied, -1=Dissatisfied, 0=Neutral, 1=Satisfied, 2=Very Satisfied.

*denotes a statistically significant difference between your associate degree graduates and all other associate degree graduates at $p < .05$.

Importance of Aspects of IUPUI Experience

Indicate the importance of the following: ^d	SCS Means	All other Associates	Difference in Means	Significance
Overall quality of the education you received at IUPUI	0.90	1.72	-0.82	*
Quality of teaching by faculty in your major area	0.80	1.78	-0.98	*
Quality of teaching by other faculty at IUPUI	0.63	1.57	-0.94	*
Academic advising in your major department	1.05	1.48	-0.43	
Courses in your major area	0.90	1.55	-0.65	*
Required courses outside your major area	0.75	1.03	-0.28	
Personal attention from those in your major department	0.60	1.33	-0.73	*
Opportunities to increase your self-understanding	0.85	1.24	-0.39	
Opportunities to work with other students in groups or teams	0.55	0.86	-0.31	
Opportunities to integrate what you have learned with personal experiences	0.70	1.33	-0.63	*
Opportunities to engage in community services	0.15	0.55	-0.40	
Opportunities to engage in extra-curricular activities	-0.16	0.09	-0.24	
Opportunities to participate in faculty members' research	0.15	-0.07	0.22	
The helpfulness of IUPUI staff in general	1.05	1.45	-0.40	

^d Scale: -2=Very Unimportant, -1=Unimportant, 0=Neutral, 1=Important, 2=Very Important.

*denotes a statistically significant difference between your associate degree graduates and all other associate degree graduates at $p < .05$.

Campus Climate for Diversity

How often you have experienced each of the following at IUPUI ...^e	SCS Means	All other Associates	Difference in Means	Significance
Socialized with students from backgrounds different than your own	2.50	2.54	-0.04	
Participated in classroom discussions that included contributions from students from diverse backgrounds	3.10	2.79	0.30	
Had classroom experiences that enhanced the understanding of people from diverse backgrounds	2.90	2.40	0.51	
Took a class that increased your understanding of multiculturalism and diversity	2.52	1.58	0.94	*
Attended campus events & activities that increased your understanding of diversity	1.00	0.67	0.33	
Saw or read racist, antigay or sexist material on campus	0.38	0.19	0.19	
Felt a sense of negative conflict between diverse groups on campus	0.29	0.31	-0.02	

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

*denotes a statistically significant difference between your associate degree graduates and all other associate degree graduates at $p < .05$.

Civic Engagement Activity

Indicate how often you have engaged in the following activities in the past year^f	SCS Means	All other Associates	Difference in Means	Significance
Worked with a person or group to solve a problem in the community where you live	0.65	0.59	0.06	
Donated professional services without compensation	0.80	0.67	0.13	
Donated money to a political candidate or cause	0.24	0.30	-0.06	
Donated money to a human-services or community services organization (e.g. United Way, a local food bank, etc.), or other non-profit organization	1.19	1.32	-0.13	
Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue	0.14	0.30	-0.16	
Contacted a newspaper or magazine to express your opinion on a political or community issue	0.29	0.13	0.16	
Called in to a radio or TV talk show to express your opinion on a political or community issue	0.14	0.11	0.04	
Signed a petition to express your opinion on a political or community issue	0.71	0.49	0.22	
Worked with a political group or for a campaign or political official	0.19	0.14	0.05	
Not bought or boycotted something because of the conditions under which it was made	0.57	0.55	0.02	
Worn a campaign button, put a sticker on your car or placed a sign in front of your house supporting an issue or candidate	0.38	0.37	0.01	

^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	SCS Means	All other Associates	Difference in Means	Significance
Influencing the political structure	1.52	0.96	0.56	*
Being very well-off financially	1.76	1.70	0.07	
Helping others who are in difficulty	2.00	1.88	0.13	
Helping to promote racial understanding	2.05	1.50	0.55	*
Keeping up-to-date with political affairs	1.90	1.25	0.65	*
Working on social justice issues	1.86	1.23	0.63	*
Knowing your neighbors	1.81	1.82	-0.01	
Being actively involved in community issues	1.62	1.27	0.35	

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

Comparisons between School of Continuing Studies bachelor degree 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	SCS Means	All other Bachelors	Difference in Means	Significance
Reading and understanding books, articles, and instruction manuals	4.75	4.61	0.13	
Solving mathematical problems	3.43	3.91	-0.48	*
Using the computer applications that are most common to my field of work or study	4.39	4.40	-0.01	
Finding useful information on the Internet for work-related projects	4.41	4.48	-0.07	
Writing clearly and effectively	4.57	4.35	0.22	*
Speaking clearly and effectively	4.41	4.24	0.17	
Working as part of a team to solve problems	4.37	4.43	-0.06	
Preparing a presentation that I will deliver to a group	4.04	4.04	0.00	
Writing a final report on a project or other work assignment	4.22	4.13	0.09	
Understanding a statistical report	3.32	3.59	-0.27	
Thinking critically and analytically	4.31	4.35	-0.04	
Evaluating other people's ideas and proposed solutions	4.19	4.18	0.01	
Systematically reviewing and improving my ideas about how to approach an issue/problem	4.19	4.16	0.03	
Creatively thinking about new ideas or ways to improve existing things	4.21	4.20	0.00	
Discussing complex problems with co-workers to develop a better solution	4.21	4.28	-0.07	
Applying what I learned in college to issues and problems I face every day	4.26	4.09	0.18	
Gathering information from a variety of sources when deciding what action to take	4.31	4.26	0.05	
Finding new ways to use my skills & knowledge as I encounter new situations/problems	4.22	4.18	0.04	
Doing research on an issue or topic before I plan a course of action	4.24	4.13	0.11	
Putting ideas together in new ways	4.15	4.04	0.11	
Having a general understanding of subjects other than the one in which I majored	4.22	4.05	0.17	
Learning independently	4.54	4.42	0.12	
Learning new approaches to my work or to advanced studies	4.12	4.10	0.01	
Trying different approaches to solving a problem	4.13	4.12	0.01	
Managing many different tasks and obligations at the same time	4.34	4.39	-0.04	
Having an in-depth understanding of my major field of study	4.03	4.07	-0.04	
Dealing with conflict among co-workers and friends	3.93	3.96	-0.03	
Working effectively with people of different races, ethnicities, and religions	4.44	4.49	-0.04	
Communicating effectively with people who see things differently than I do	4.07	4.15	-0.08	
Keeping my composure in difficult situations	4.10	4.17	-0.07	
Exercising responsibilities as a citizen (voting, staying current w/comm. & political issues)	4.12	3.90	0.21	
Making informed judgments when faced with ethical dilemmas	4.26	4.28	-0.02	
Recognizing the consequences of my actions when facing a conflict	4.54	4.37	0.17	
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 bachelor degree graduates and all other bachelor degree graduates at $p < .05$.

Impact of IUPUI on Alumni Learning - Importance to Goals

Indicate how important your ability level is to your goals in the following areas...^b	SCS Means	All other Bachelors	Difference in Means	Significance
Reading and understanding books, articles, and instruction manuals	4.76	4.56	0.20	*
Solving mathematical problems	3.33	3.56	-0.23	
Using the computer applications that are most common to my field of work or study	4.46	4.48	-0.03	
Finding useful information on the Internet for work-related projects	4.26	4.31	-0.04	
Writing clearly and effectively	4.57	4.60	-0.02	
Speaking clearly and effectively	4.62	4.66	-0.05	
Working as part of a team to solve problems	4.40	4.43	-0.04	
Preparing a presentation that I will deliver to a group	4.10	4.01	0.09	
Writing a final report on a project or other work assignment	3.87	3.94	-0.08	
Understanding a statistical report	3.40	3.66	-0.26	
Thinking critically and analytically	4.50	4.61	-0.11	
Evaluating other people's ideas and proposed solutions	4.20	4.36	-0.16	
Systematically reviewing and improving my ideas about how to approach an issue/problem	4.41	4.53	-0.12	
Creatively thinking about new ideas or ways to improve existing things	4.44	4.53	-0.09	
Discussing complex problems with co-workers to develop a better solution	4.37	4.43	-0.07	
Applying what I learned in college to issues and problems I face every day	4.19	4.06	0.13	
Gathering information from a variety of sources when deciding what action to take	4.34	4.34	-0.01	
Finding new ways to use my skills & knowledge as I encounter new situations/problems	4.49	4.42	0.07	
Doing research on an issue or topic before I plan a course of action	4.35	4.28	0.07	
Putting ideas together in new ways	4.32	4.28	0.04	
Having a general understanding of subjects other than the one in which I majored	4.10	4.15	-0.04	
Learning independently	4.46	4.47	-0.01	
Learning new approaches to my work or to advanced studies	4.44	4.32	0.12	
Trying different approaches to solving a problem	4.46	4.42	0.04	
Managing many different tasks and obligations at the same time	4.63	4.72	-0.10	
Having an in-depth understanding of my major field of study	4.10	4.42	-0.31	*
Dealing with conflict among co-workers and friends	4.26	4.25	0.01	
Working effectively with people of different races, ethnicities, and religions	4.54	4.51	0.03	
Communicating effectively with people who see things differently than I do	4.59	4.56	0.03	
Keeping my composure in difficult situations	4.50	4.69	-0.19	*
Exercising responsibilities as a citizen (voting, staying current w/comm. & political issues)	4.09	4.04	0.05	
Making informed judgments when faced with ethical dilemmas	4.43	4.49	-0.06	
Recognizing the consequences of my actions when facing a conflict	4.60	4.56	0.05	
Making choices about my conduct based on thoughtful reasoning about what is appropriate	4.64	4.58	0.06	

^b Scale: 1=Low Importance to Goals, 3=Medium Importance to Goals, 5=High Importance to Goals.

*denotes a statistically significant difference between your bachelor degree graduates and all other bachelor degree graduates at $p < .05$.

Satisfaction with IUPUI Experience

Indicate your level of satisfaction with IUPUI in the areas of... ^c	SCS Means	All other Bachelors	Difference in Means	Significance
Overall quality of the education you received at IUPUI	1.29	1.03	0.25	*
Quality of teaching by faculty in your major area	1.23	1.05	0.18	
Quality of teaching by other faculty at IUPUI	1.10	0.79	0.31	*
Academic advising in your major department	0.46	0.35	0.11	
Courses in your major area	1.13	0.95	0.18	
Required courses outside your major area	0.91	0.57	0.35	*
Personal attention from those in your major department	0.63	0.80	-0.17	
Opportunities to increase your self-understanding	0.96	0.77	0.19	
Opportunities to work with other students in groups or teams	0.91	0.98	-0.06	
Opportunities to integrate what you have learned with personal experiences	1.11	0.88	0.23	*
Opportunities to engage in community services	0.46	0.41	0.05	
Opportunities to engage in extra-curricular activities	0.26	0.35	-0.09	
Opportunities to participate in faculty members' research	-0.01	0.06	-0.07	
The helpfulness of IUPUI staff in general	0.63	0.67	-0.04	

^c Scale: -2=Very Dissatisfied, -1=Dissatisfied, 0=Neutral, 1=Satisfied, 2=Very Satisfied.

*denotes a statistically significant difference between your bachelor degree graduates and all other bachelor degree graduates at $p < .05$.

Importance of Aspects of IUPUI Experience

Indicate the importance of the following: ^d	SCS Means	All other Bachelors	Difference in Means	Significance
Overall quality of the education you received at IUPUI	1.33	1.63	-0.29	*
Quality of teaching by faculty in your major area	1.50	1.62	-0.12	
Quality of teaching by other faculty at IUPUI	1.30	1.33	-0.03	
Academic advising in your major department	1.33	1.35	-0.02	
Courses in your major area	1.31	1.57	-0.26	*
Required courses outside your major area	0.87	0.84	0.03	
Personal attention from those in your major department	0.97	1.27	-0.29	*
Opportunities to increase your self-understanding	1.10	1.07	0.03	
Opportunities to work with other students in groups or teams	0.41	0.64	-0.23	
Opportunities to integrate what you have learned with personal experiences	0.97	1.08	-0.10	
Opportunities to engage in community services	0.50	0.39	0.11	
Opportunities to engage in extra-curricular activities	0.14	0.26	-0.12	
Opportunities to participate in faculty members' research	0.16	0.38	-0.22	
The helpfulness of IUPUI staff in general	1.20	1.26	-0.06	

^d Scale: -2=Very Unimportant, -1=Unimportant, 0=Neutral, 1=Important, 2=Very Important.

*denotes a statistically significant difference between your bachelor degree graduates and all other bachelor degree graduates at $p < .05$.

Campus Climate for Diversity

How often you have experienced each of the following at IUPUI ...^e	SCS Means	All other Bachelors	Difference in Means	Significance
Socialized with students from backgrounds different than your own	2.61	2.81	-0.20	
Participated in classroom discussions that included contributions from students from diverse backgrounds	2.96	2.98	-0.02	
Had classroom experiences that enhanced the understanding of people from diverse backgrounds	2.71	2.62	0.10	
Took a class that increased your understanding of multiculturalism and diversity	2.30	2.15	0.15	
Attended campus events & activities that increased your understanding of diversity	1.19	1.11	0.07	
Saw or read racist, antigay or sexist material on campus	0.67	0.58	0.09	
Felt a sense of negative conflict between diverse groups on campus	0.67	0.61	0.06	

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

*denotes a statistically significant difference between your bachelor degree graduates and all other bachelor degree graduates at $p < .05$.

Civic Engagement Activity

Indicate how often you have engaged in the following activities in the past year^f	SCS Means	All other Bachelors	Difference in Means	Significance
Worked with a person or group to solve a problem in the community where you live	0.77	0.61	0.16	
Donated professional services without compensation	0.90	0.81	0.09	
Donated money to a political candidate or cause	0.59	0.39	0.20	*
Donated money to a human-services or community services organization (e.g. United Way, a local food bank, etc.), or other non-profit organization	1.35	1.09	0.26	*
Contacted or visited a public official to ask for assistance or express your opinion on a political or community issue	0.43	0.31	0.12	
Contacted a newspaper or magazine to express your opinion on a political or community issue	0.29	0.15	0.14	*
Called in to a radio or TV talk show to express your opinion on a political or community issue	0.17	0.08	0.09	*
Signed a petition to express your opinion on a political or community issue	0.61	0.50	0.10	
Worked with a political group or for a campaign or political official	0.23	0.16	0.07	
Not bought or boycotted something because of the conditions under which it was made	0.59	0.56	0.03	
Worn a campaign button, put a sticker on your car or placed a sign in front of your house supporting an issue or candidate	0.46	0.36	0.10	

^f Scale: 0=Never, 1=Often, 2=Frequently.

*denotes a statistically significant difference between your bachelor degree graduates and all other bachelor degree graduates at $p < .05$.

Civic Engagement Importance

Indicate the importance to you personally of each of the following...^g:	SCS Means	All other Bachelors	Difference in Means	Significance
Influencing the political structure	1.32	1.16	0.16	
Being very well-off financially	1.61	1.66	-0.05	
Helping others who are in difficulty	2.20	2.00	0.20	*
Helping to promote racial understanding	1.87	1.62	0.25	*
Keeping up-to-date with political affairs	1.70	1.57	0.12	
Working on social justice issues	1.70	1.36	0.33	*
Knowing your neighbors	1.72	1.73	0.00	
Being actively involved in community issues	1.48	1.41	0.07	

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

*denotes a statistically significant difference between your bachelor degree graduates and all other bachelor degree graduates at $p < .05$.

Addendum - Demographics

Sample Demographics

Sex

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
Female	69	74%	51	72%	18	82%
Male	24	26%	20	28%	4	18%



Age*

	TOTAL	BACH	ASSOC
	34.9	35.0	34.7

* Reported as averages.

Degree Type

	N	%
BACH	71	76%
ASSOC	22	24%
CERT	0	0%



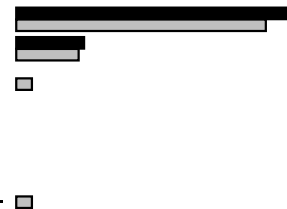
GPA*

	TOTAL	BACH	ASSOC
	3.0	3.0	2.8

* Reported as averages.

Ethnicity

	TOTAL		BACH		ASSOC	
	N	%	N	%	N	%
White, non-Hispanic	73	78%	57	80%	16	73%
African American	18	19%	14	20%	4	18%
Hispanic	1	1%	0	0%	1	5%
Asian or Pacific Islander	0	0%	0	0%	0	0%
American Indian/Alaskan Native	0	0%	0	0%	0	0%
Non-resident Alien	0	0%	0	0%	0	0%
Other American	1	1%	0	0%	1	5%



Addendum - Employment (cont'd)

Employer - Bachelors

	N	%	
Old National Bank	2	17%	████████
Indiana University	1	8%	████
Jacobs Engineering	1	8%	████
Clarian Health Partners	1	8%	████
Apple Computer	1	8%	████
ATA Airlines, Inc.	1	8%	████
IUPUI	1	8%	████
Mount Vernon Community School Corp	1	8%	████
Five Seasons Country Club	1	8%	████
Coatesville Public Library	1	8%	████
Eli Lilly	1	8%	████

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

Employer - Associates

	N	%	
IUPUI	2	100%	████████████████████

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

Addendum - Educational Pursuits

Institution - Bachelors

	N	%	
IUPUI	7	50%	██████████
Ivy Tech	2	14%	██
Indiana Wesleyan University	2	14%	██
University of Indianapolis	1	7%	█
Arizona State University	1	7%	█
Platt College	1	7%	█

Institution - Associates

	N	%	
IUPUI	3	60%	██████████
Indiana University	1	20%	██
IUPUC	1	20%	██

Field of Study - Bachelors

	N	%	
Nursing	2	15%	██
Secondary Education	1	8%	█
Mental Health Counseling	1	8%	█
Psychology	1	8%	█
Education	1	8%	█
Sociology	1	8%	█
Dentistry	1	8%	█
Early Childhood Education	1	8%	█
Accounting	1	8%	█
Library Science	1	8%	█
Yoga Instructor	1	8%	█
	1	8%	█

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

Addendum - Educational Pursuits (cont'd)

Field of Study - Associates

	N	%	
General Studies	3	60%	████████████████████
Computer Information Systems	1	20%	████████
Business	1	20%	████████

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