



Office of Institutional Effectiveness

**2012 ALUMNI SURVEY
OF 2007 AND 2011 GRADUATES**

SUMMARY REPORT

VISION

*We seek to become recognized for providing bright and curious students
a holistic learning experience that occurs both in and out of the classroom;
for being relentlessly focused on learning outcomes;
for embracing and solving today's greatest educational challenges;
and for bringing fresh and pragmatic thinking to the problems
facing communities, businesses, and governments in Indiana and beyond.*

OIE

Office of Institutional Effectiveness
March 2013
OIE No. ALU-S1-2013

**2012 ALUMNI SURVEY
OF 2007 AND 2011 GRADUATES
SUMMARY REPORT**

Jolene Pastir

Brian Pickerill

William Knight

Rebecca Costomiris
(Editor)

Office of Institutional Effectiveness
Ball State University
March 2013
OIE No. ALU-S1-2013

EXECUTIVE SUMMARY

- This survey addresses how two groups of Ball State University alumni perceive their experiences: those who received bachelor's degrees 1 year ago and those who received bachelor's degrees 5 years ago. This is the first time the survey has been administered to both groups simultaneously. The survey included items not used in previous surveys administered by the Office of Institutional Effectiveness.
- The 2012 Ball State Alumni Survey was conducted online and sent to 4,411 alumni, 1,756 of whom graduated in the 2006-2007 academic year (including the previous summer) and 2,655 who graduated in the 2010-2011 academic year (including the previous summer).
- A total of 1,118 alumni responded to the survey; 456 graduated 5 years ago, and 668 graduated within the last year.
- Seventy-two percent of respondents reported they were employed full-time. Of those employed full-time, about 76% were employed in their major or a related area. About 83% indicated they were satisfied or very satisfied with their current employment.
- Among those employed full-time, about 2 out of 3 reported that a college degree was required for their employment.
- Two out of 3 respondents employed full-time were working in Indiana, and at least 1 out of 10 (12%) were working elsewhere in the Midwest.
- About 32% of respondents were pursuing graduate or professional degrees. About 3 out of 4 were pursuing some type of further education, from graduate programs to job training and professional development.
- Approximately 56% of respondents reported plans to eventually obtain a graduate or professional degree. About 22% indicated they had no plans for further education.
- Nearly half (44%) of those who gave the name of the institution for their graduate or professional schooling indicated they were attending Ball State.
- At least 94% of all respondents reported having positive or very positive attitudes toward Ball State.
- Nearly all respondents (96%) indicated that their experiences at Ball State prepared them very well or satisfactorily in the areas of intellectual and personal growth. About 9 out of 10 reported that they were very well or satisfactorily prepared for a career (86%) and further education (92%).

- Nearly all respondents reported that they were satisfactorily or very well prepared with regard to analyzing and evaluating ideas (97%); listening, problem solving, or critical thinking (96%); speaking or lifelong learning (95%); and writing (94%).
- Math skills were the lowest rated academic skill, with about 1 in 5 respondents (18%) reporting poor preparation in this area.
- At least 6 out of 10 respondents indicated that Ball State experiences prepared them very well to work cooperatively with others. Fewer than 1 out of 20 respondents (3%) felt they were poorly prepared in this area.
- At least 9 out of 10 respondents indicated that their experiences at Ball State prepared them very well or satisfactorily in all personal and career skills.
- Nearly 6 in 10 respondents (59%) reported participation in student clubs or organizations when they were students at Ball State.
- Twelve percent of all respondents indicated they had taken capstone courses. Fifteen percent reported “other” immersive learning or study abroad experiences.
- About 8 out of 10 respondents agreed or strongly agreed they were satisfied with feedback from instructors about their academic progress (81%) and with opportunities for evaluation of classroom instruction in their department (79%).
- About 3 out of 4 respondents (74%) agreed or strongly agreed that they were satisfied with faculty advising in their department.
- Nearly 7 out of 10 respondents (69%) agreed or strongly agreed they were satisfied that the courses in their department prepared them for employment.
- Nearly 9 out of 10 respondents (86%) agreed or strongly agreed that they were satisfied or very satisfied with their department, and with the teaching ability (86%) and professional expertise of faculty in their department (87%).

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION AND PURPOSE	1
SECTION 1 Employment and Further Education	3
Figure 1 Employment	4
Figure 2 Time to Full-Time Employment	5
Table 1 Location of Employment	5
Table 2 Current Employment as Related to Major	6
Table 3 Reasons for Working Outside Major	6
Table 4 Sector of Full-Time Employment	7
Figure 3 Requirement of 4-Year College Degree	7
Table 5 Satisfaction With Current Full-Time Employment	8
Figure 4 Annual Earnings	8
Figure 5 Reasons Not Currently Employed	9
Figure 6 Graduate Programs of Total Alumni	10
Table 6 Other Specified Graduate Programs	11
Table 7 Top 16 Institutions Alumni Most Frequently Chose for Graduate Programs	12
Table 8 Time to Enrollment in Graduate Program	13
Figure 7 Additional Education for All Alumni	13
Table 9 Plans for Further Education	14
SECTION 2 Ball State Experiences	15
Figure 8 Attitude Toward Ball State	16
Table 10 Evaluation of Overall Experiences at Ball State	16
Table 11 Evaluation of Experiences at Ball State	18
Figure 9 Participation in Student Activities and Organizations	19
Table 12 Frequency of Interaction With Faculty	20
Table 13 Number of Weekly Study and Work Hours at Ball State	20
SECTION 3 Satisfaction With Departmental Experiences	21
Figure 10 Satisfaction With Major Department	21
Table 14 Satisfaction With Major Department	23

	<u>Page</u>
APPENDIX I Current Employers.....	25
APPENDIX II Graduate Program Institutions.....	45
APPENDIX III Other Immersion Learning Experiences	51

INTRODUCTION AND PURPOSE

In Summer 2012, the Office of Institutional Effectiveness surveyed all Ball State University academic year 2010-2011 and 2006-2007 baccalaureate degree recipients (including the previous summers) for whom e-mail addresses were obtainable. The 2012 Ball State Alumni Survey invitation was e-mailed to all alumni who graduated at the end of the Summer 2006, Fall 2006, or Spring 2007, and Summer 2010, Fall 2010, and Spring 2011 semesters. The response rate was 25.3%; 1,118 of the 4,411 graduates responded.

The primary goal of the survey was to determine the extent to which Ball State met the needs of its graduates in important academic areas and to obtain information from graduates about their new careers and/or academic pursuits at 1 year and 5 years following graduation.

With at least 1 year of post-collegiate experience, alumni were asked to indicate whether their Ball State experiences prepared them or met their needs very well, satisfactorily, or poorly in several academic

areas. Alumni were instructed to consider all activities that may have contributed to their learning including those outside the classroom.

Traditional questions were also asked about employment and further education. For example, alumni commented on employment and income, graduate school, and professional development.

Alumni were also asked for background information about their experiences at Ball State, such as their degree of interaction with faculty and their patterns of enrollment, study, and work.

This report is organized in three sections. Section 1 describes findings related to employment and further education. Section 2 contains ratings of preparation and importance in several learning areas related to their time at Ball State. Information about student work experiences and attitudes toward the university are also presented in Section 2. Section 3 provides information about satisfaction with the department of respondents' majors.

SECTION 1 Employment and Further Education

Summary The first section of the survey concerns alumni employment experiences. Alumni were asked if they were employed, how long it took them to find full-time employment, the geographic region in which they work, whether a 4-year degree was required for their employment, the relationship of their employment to their Ball State major, the level of their satisfaction with their employment, the type of organization in which they work, and their annual income.

Alumni were also asked about their plans for further education, graduate program fields of study, when they enrolled and where, and other educational experiences such as professional development or job training programs.

Sixty-three percent of 2010-2011 alumni were employed full-time compared with 83% of the 2006-2007 cohort. Ten percent of all respondents were not employed.

Of those employed full-time, 55% found employment prior to or within 3 months of graduation. Another 18% secured a full-time job within 3-6 months of graduating. At least 3 out of 4 respondents with full-time jobs (76%) held employment within their major or a related area. About 2 out of 3 respondents working full-time indicated that their employment requires a college degree.

At least two thirds of full-time employed graduates were employed in Indiana. Another 12% were employed elsewhere in the Midwest. About 83% of full-time employed respondents reported being satisfied or very satisfied with their current employment.

When asked about the type of organization they work for, approximately 23% of full-time employed respondents were working in the field of education, nearly 12% were working in professional or business services, and about 10% were working in the health care field.

About 2 out of 3 full-time employed respondents (64%) reported an annual income of less than \$40,000. One out of 10 reported earning \$60,000 or more.

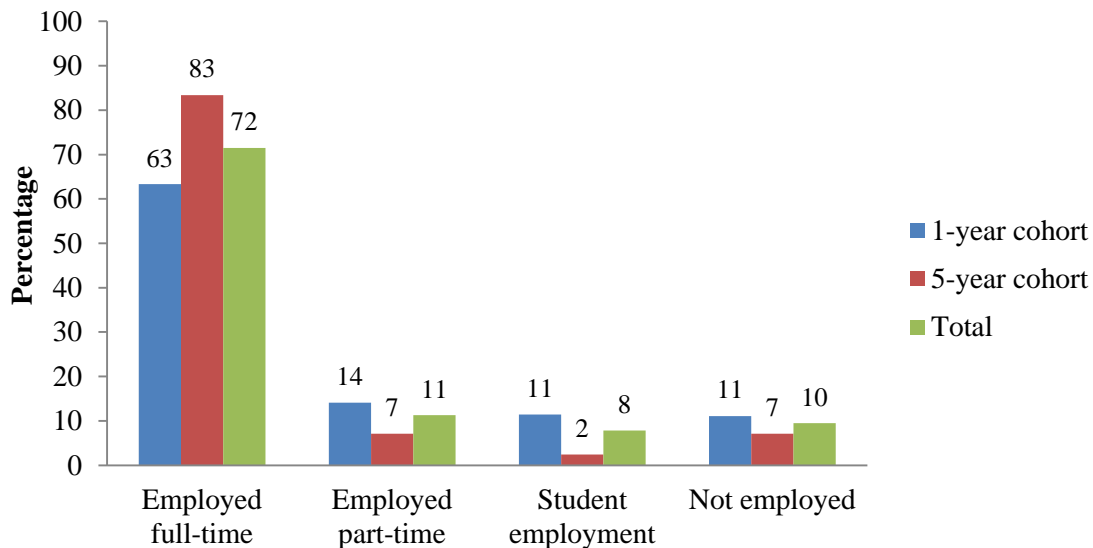
When asked about their plans for additional education, nearly 1 out of 3 respondents (32%) reported having enrolled in a graduate program since graduating from Ball State. Of those who had enrolled, about 55% did so within 6 months of graduating from Ball State.

When asked about plans to further their education, less than a quarter of respondents (22%) had no plans to continue their education. About 37% of respondents reported a preference for taking additional college courses in a traditional format, while the same percentage reported a preference for taking additional courses in an online format, and 26% expressed no preference.

Employment

- At least 6 out of 10 2010-2011 alumni respondents (63%) reported being employed full-time compared to approximately 8 out of 10 2006-2007 alumni respondents (83%). There is a significant difference in respondent cohort year and their current employment status. (Figure 1)
- Nearly 2 out of 10 alumni respondents (19%) indicated they were employed part-time or as graduate assistants or student workers while pursuing additional degrees. (Figure 1)

**Figure 1
Employment***



* Statistical significance between groups at $p < .05$

- At least 1 out of 3 respondents employed full-time either continued a job they had before graduation (10%) or secured employment before graduation (25%). (Figure 2)
- An additional 3 out of 10 respondents with full-time jobs reported that they found employment within 3 months of graduation, while about 1 out of 3 (34%) found employment 3 or more months after graduation. (Figure 2)
- Slightly more than 2 out of 3 respondents (67%) with full-time jobs reported they were working in Indiana, while at least 1 out of 10 (12%) indicated they were working elsewhere in the Midwest; about 2 out of 10 were working elsewhere in the United States. A total of 14 alumni respondents (7 from each cohort) were working full-time outside the United States. (Table 1)

Figure 2
Time to Full-Time Employment

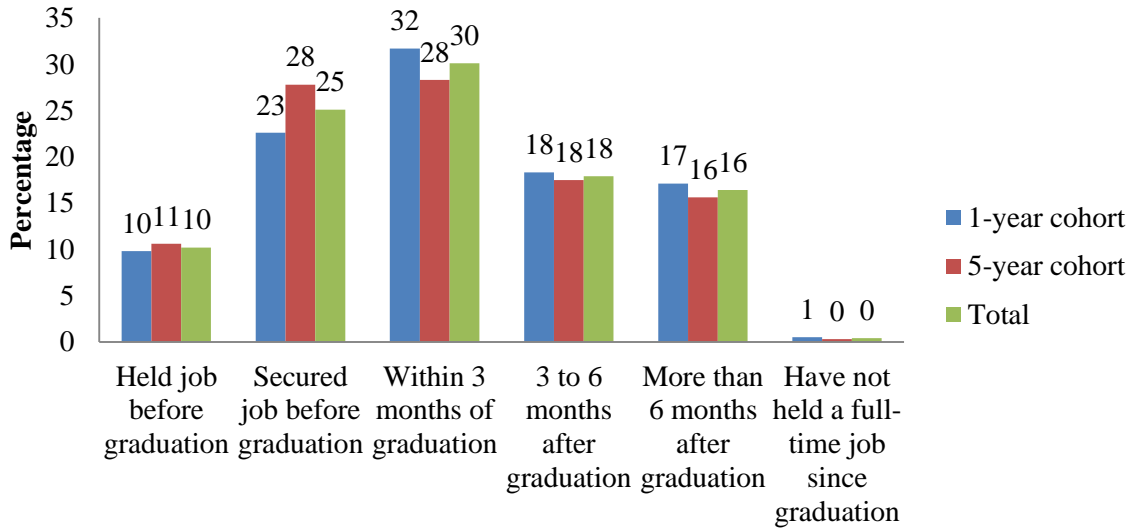


TABLE 1
Location of Employment*

	1-year cohort	5-year cohort	Total Alumni
	<i>Percentages</i>		
Indiana	70.7	61.5	66.6
Elsewhere in Midwest	10.0	14.4	11.9
Southeast	4.9	9.0	6.7
Southwest	5.1	3.7	4.4
Northeast	3.7	4.1	3.9
Western USA, Hawaii or Alaska	4.3	5.6	4.9
Outside of USA	1.4	1.7	1.5

* Percentages are for full-time employed respondents only.

- Nearly half of all full-time employed respondents were working within their major field of study, and about one fourth (26%) were employed in an area related to their major. (Table 2)
- Of the nearly 24% of full-time employed respondents who were working in areas *not* related to their major, nearly half (47%) reported it was because they could not find a suitable job within their major. (Table 3)
- Other reasons respondents gave for not working in a field related to their major included better pay, better advancement opportunities, they developed a new interest, they would have to relocate, they did not plan to work in their major, and they lacked required licensure or certification. There is a statistically significant difference between the cohorts. (Table 3)

TABLE 2
Current Employment as Related to Major*

	1-year cohort	5-year cohort	Total Alumni
		<i>Percentages</i>	
In their major	49.2	50.7	49.9
In a related area	26.8	25.5	26.2
Not related to their major	24.0	23.8	23.9

* Percentages are for full-time employed respondents only.

TABLE 3
Reasons for Working Outside Major*

	1-year cohort	5-year cohort	Total Alumni
		<i>Percentages</i>	
Could not find a suitable job in major	52.1	40.6	47.0
Other	17.4	9.4	13.8
Developed new interest	11.6	17.7	14.3
Better pay	9.1	8.3	8.8
Not licensed/certified	3.3	4.2	3.7
Better advancement opportunities	3.3	6.3	4.6
Would have to relocate for job in field	1.7	4.2	2.8
Did not plan to work in major	1.7	9.4	5.1

* Percentages are for full-time employed respondents only.

** Statistical significance between groups at $p < .05$

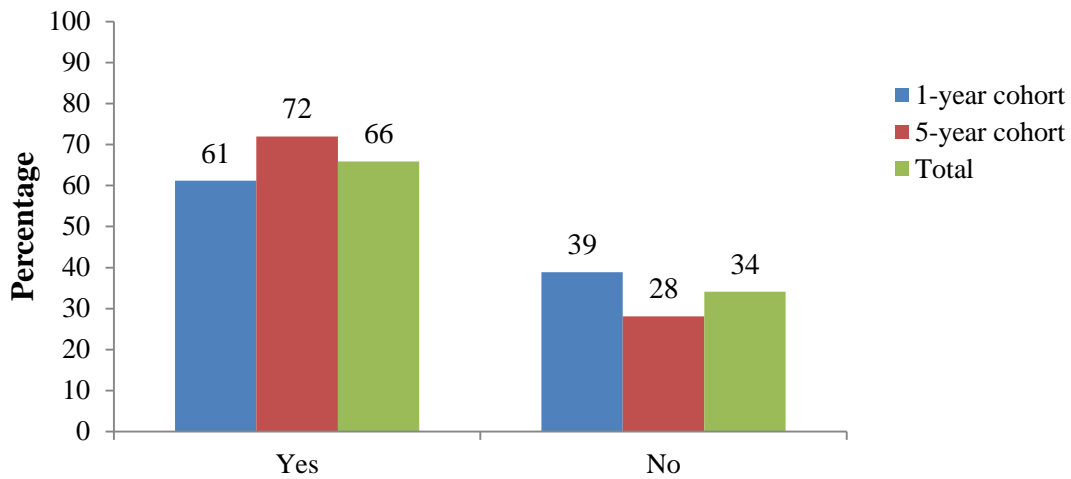
- Table 4 contains information about the types of organizations and businesses in which alumni found full-time employment. The largest specific categories were education (23%), professional or business services (12%), and sales (11%), followed closely by health care (10%). (Table 4)
- Many alumni reported they are employed by colleges and universities, hospitals, and large companies. For a complete list of employers of alumni respondents, see Appendix I.
- Among those employed full-time, 2 out of 3 indicated that a college degree was required for their employment. There is a statistically significant difference between the cohorts. (Figure 3)

TABLE 4
Sector of Full-Time Employment*

	1-year cohort	5-year cohort	Total Alumni
		<i>Percentages</i>	
Education	20.1	25.6	22.6
Finance, insurance or real estate	5.7	6.8	6.2
Government	3.9	5.9	4.8
Health care	11.3	9.0	10.3
Manufacturing	3.9	1.5	2.8
Media (radio, TV, print)	9.6	7.3	8.6
Professional or business services	11.7	11.5	11.6
Sales	12.5	8.8	10.8
Social services	3.9	3.7	3.8
Transportation/public utilities	0.6	1.2	0.9
Other	16.8	18.8	17.7

* Percentages are for full-time employed respondents only.

Figure 3
Requirement of 4-Year College Degree*



* Percentages are for full-time employed respondents only.

** Statistical significance between groups at $p < .05$

- Nearly 83% of all full-time employed respondents reported being satisfied or very satisfied with their employment. About 6% indicated they were somewhat dissatisfied, with about 12% being dissatisfied. (Table 5)
- Sixteen percent of respondents employed full-time reported that they were earning less than \$20,000 at the

time of the survey. Twenty percent were earning between \$20,000 and \$29,999, and 28% reported earning between \$30,000 and \$39,999—the most frequently reported category on the survey. Twenty-seven percent reported earning between \$40,000 and \$59,999. Ten percent were earning \$60,000 or more at the time of the survey. There is a statistically significant difference between the cohorts. (Figure 4)

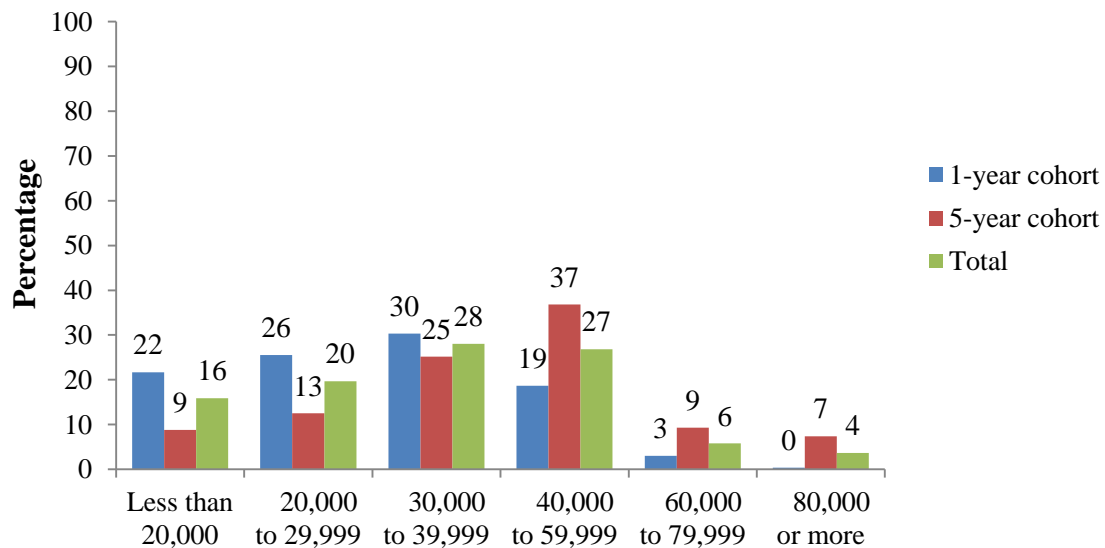
TABLE 5
Satisfaction With Current Full-Time Employment*

	1-year cohort	5-year cohort	Total Alumni
	<i>Percentages</i>		
Very Satisfied	35.0	49.5	41.4
Satisfied	44.7	37.3	41.4
Dissatisfied	13.1	9.8	11.6
Somewhat Dissatisfied	7.2	3.4	5.5

* Percentages are for full-time employed respondents only.

** Statistically significant difference at $p < .05$

Figure 4
Annual Earnings*

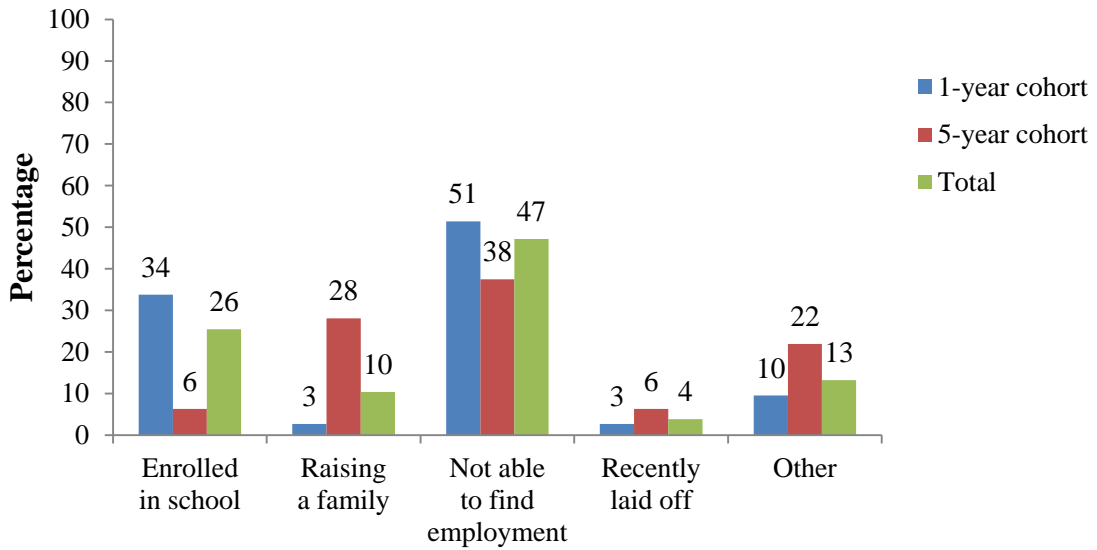


* Percentages are for full-time employed respondents only.

** Statistically significant difference at $p < .05$

- Of the 1 in 10 respondents who reported they were unemployed, nearly half (47%) indicated that it was due to not being able to find employment. Another 26% indicated it was because they were enrolled in school. (Figure 5)
- Twenty-eight percent of the 2006-2007 cohort who were not employed indicated it was due to raising a family, while only 3% of the 2010-2011 cohort reported this as a reason. There is a statistically significant difference between groups and their reasons for unemployment. (Figure 5)

Figure 5
Reasons Not Currently Employed*



* Percentages are for respondents who were not employed at the time of the survey.

** Statistically significant difference between groups $p < .05$

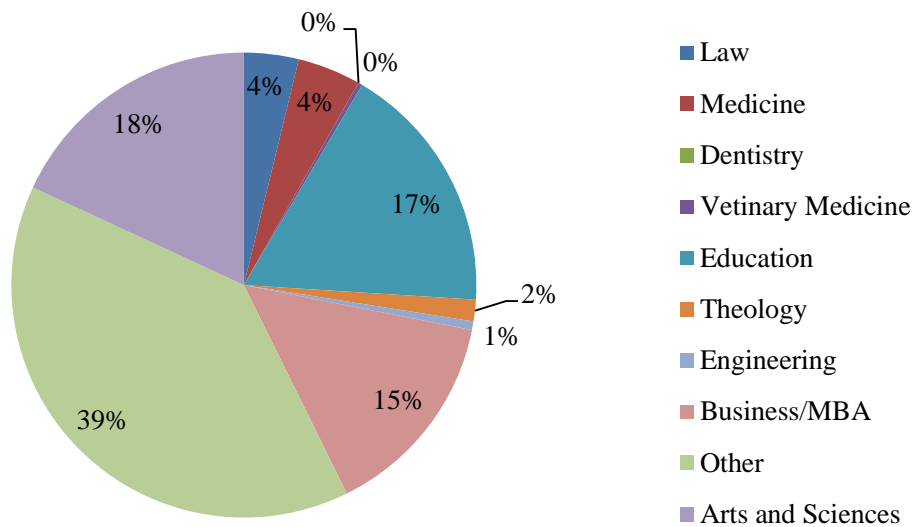
Further Education

- Nearly 1 in 3 respondents (32%) indicated they had enrolled in a graduate degree program since graduating from Ball State. Alumni were enrolled in diverse programs from law, medicine, and veterinary medicine to film production, advertising, journalism, and business. Some of the largest categories of

graduate work include the arts and sciences (18%), education (17%), and business/MBA (15%). Other (39%) and miscellaneous responses are presented in Table 6. (Figure 6)

- Nearly half (44%) of those who named the institution they were attending for graduate or professional school, indicated it was Ball State. (Table 7)

Figure 6
Graduate Programs of Total Alumni*



* Percentages are for respondents who indicated they had enrolled in a graduate degree program since graduating.

TABLE 6
Other Specified Graduate Programs*

	<i>N</i>
Accounting	1
Applied Behavior Analysis	2
Architecture	21
Athletic Training/ Sports Medicine	1
Biology	2
Chemistry	1
Cognitive & Social Processes	1
Counseling Psychology	2
Criminal Justice	2
Dietetics	8
Doctor of Chiropractic	1
Doctorate of Psychology	1
Education media design & technology	1
Educational psychology	1
Executive Development for Public Service	2
Extension Education - Youth Leadership Development	1
Family nurse practitioner	2
Fashion merchandise	1
Higher Education	2
History	2
Information Communication Sciences	6
International development	1
Internet Marketing	1
Journalism	1
Landscape Architecture	1
Library Science	1
Master of Ministry	1
Master of Public Policy	1
Masters of Library and Information Science	1
Medical technology	1
Mental Health Counseling	1
MPA	1
MSN Education	1
Photography/Fine Arts	1
Physical Therapy	2
Public Management	1
Public Relations	3
Publishing	1
Recording Arts and Technology	1
Recreation Studies	1
School Counseling	1
School Psychology	1
Social Work	6
Special education for deaf and hard of hearing	1
Speech Language Pathology	9

* Respondents were asked to specify any *other* graduate program not shown in Figure 6.

TABLE 6
Other Specified Graduate Programs (cont.)*

	<i>N</i>
Sport Administration	2
Sport and Exercise Psychology	1
Sports Management	1
Statistics	1
Telecommunications	1
Theology	1
Tourism Planning	2
Urban Design	2
Urban Planning and Development	1
Wellness Management	2
Total	115

* Respondents were asked to specify any *other* graduate program not shown in Figure 6.

TABLE 7
Top 16 Institutions Alumni Most Frequently Chose for Graduate Programs*

	<i>N</i>
Ball State University	123
Indiana University	18
IUPUI	8
Indiana Wesleyan University	7
Lawrence Technological University	3
Oklahoma State University	3
Portland State University	3
University of Indianapolis	3
Anderson University	2
Boston University	2
Full Sail University	2
Middle Tennessee State	2
Ohio University	2
Texas A&M	2
University of Notre Dame	2
Wright State University	2

* Respondents were asked to specify the institution in which they were enrolled in graduate or professional school. For complete list, see Appendix II.

- About 55% of all respondents who reported enrolling in a graduate program did so within 6 months of graduating from Ball State. Nearly 13% enrolled within 1 year of graduation. There is a statistically significant difference between the cohorts. (Table 8)
- Four percent of all respondents reported enrolling in additional undergraduate programs and courses after graduating from Ball State. About 15% enrolled in professional development training. (Figure 7)

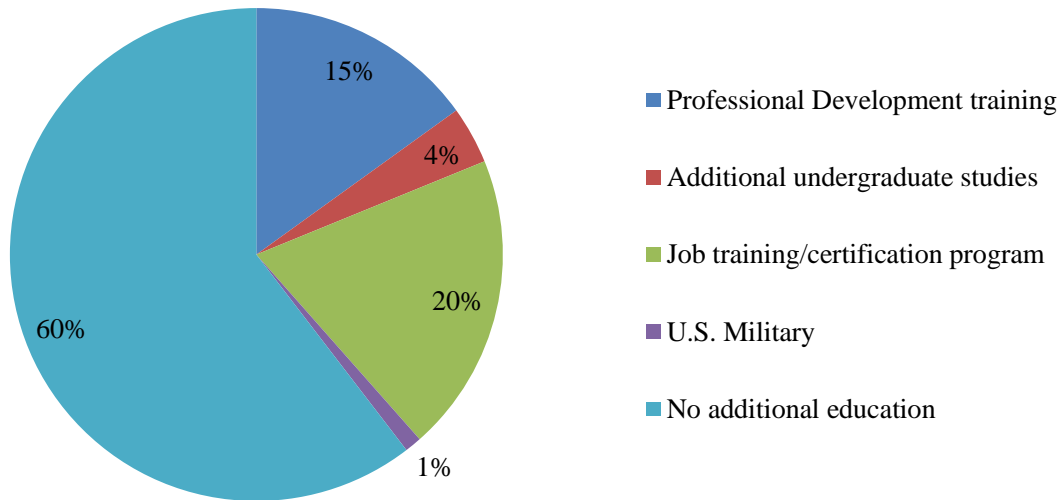
TABLE 8
Time to Enrollment in Graduate Program*

	1-year cohort	5-year cohort	Total Alumni
	<i>Percentages</i>		
Within 6 months of graduation	72.6	37.4	55.4
Within 1 year of graduation	13.7	11.5	12.6
More than 1 year after graduation	13.7	51.2	32.0

* Percentages are for respondents who reported enrolling in a graduate program.

** Statistical significance between groups at $p < .05$

Figure 7
Additional Education for All Alumni



- Less than a quarter of all respondents (22%) indicated they had no plans to continue their education. About 56% reported that they plan to eventually

obtain a graduate or professional degree (63% of the 2010-2011 cohort compared to only 46% of the 2006-2007 cohort). (Table 9)

TABLE 9
Plans for Further Education*

Do you plan eventually to...	1-year cohort	5-year cohort	Total Alumni
		<i>Percentages</i>	
Obtain a graduate or professional degree	62.5	46.4	55.9
Obtain another Bachelor's degree	4.5	5.2	4.7
Obtain certification with college course work	9.4	5.6	7.8
Obtain certification with non-college course work	12.2	12.3	12.2
Take additional college courses	8.6	10.5	9.4
Take professional development courses	20.8	29.9	24.5
No plans to continue education	19.1	25.0	21.5

* Respondents were asked to mark all that apply.

SECTION 2

Ball State Experiences

Summary Respondents reflected upon the overall growth and preparation they experienced as Ball State undergraduates in several key academic, personal, and career areas. Alumni were asked to rate how well their experiences as students now meet their needs in areas such as writing, speaking, mathematics, problem solving, and critical thinking. The presentation order of academic skills items and personal and career skills items was randomized on the online survey instrument to avoid potential response bias associated with the order of items.

Alumni rated their general attitude toward the university, their interaction with faculty, and their internship and student employment experiences. They reported briefly on their involvement in many student learning experiences such as immersive learning, research with faculty, and study abroad. Finally, alumni estimated the number of hours in a typical week they studied and were employed at Ball State.

There was only one significant difference between the cohorts in items about their Ball State experience; 55% of the 5-year cohort, but only 44% of the 1-year cohort, reported their overall attitude toward Ball State as being very positive.

More than 9 in 10 respondents indicated their experiences at Ball State prepared them very well or satisfactorily in the areas of intellectual and personal growth and preparation for further education. At least 6 in 10 respondents reported being very well prepared in the area of personal and more than 5 in 10 in intellectual growth, compared with about 4 in 10 when describing their preparation for career and further education.

At least 94% of all respondents reported being satisfactorily or very well prepared with regard to writing, speaking, listening, problem solving, analyzing and evaluating ideas, critical thinking, and lifelong learning. In other academic skills areas, about 9 out of 10 felt they were satisfactorily or very well prepared in the area of conducting research, as compared with about 8 out of 10 when rating math skills (the lowest rated academic skill overall).

Alumni also rated their personal and career skills highly. At least 9 out of 10 respondents rated themselves in each area as satisfactorily or very well prepared. More than half of respondents indicated they were very well prepared in recognizing diversity, using computer technology, providing leadership, managing time, planning and organizing, and working cooperatively. At least 4 out of 10 respondents indicated they were very well prepared in each personal and career skill. Fewer than 1 out of 10 rated their preparation in any of the personal and career skill areas poorly.

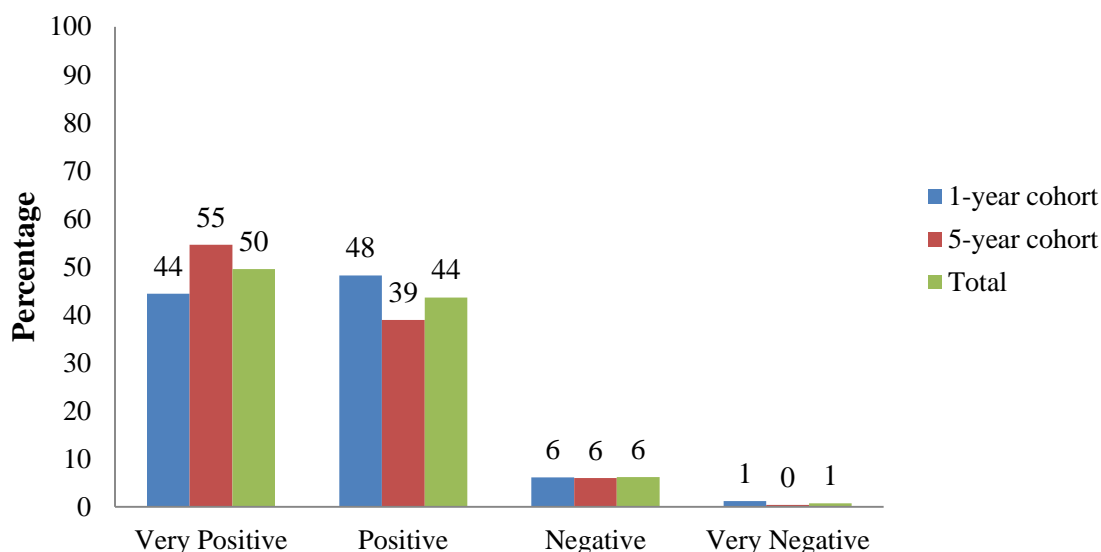
Nearly all respondents (98%) reported that they were primarily enrolled at Ball State as a full-time student. At least 2 out of 3 respondents reported participation in student activities or organizations. Of those, about half indicated they participated in internships or campus employment. At least 1 in 10 indicated they had taken capstone courses, and about 1 out of 4 played intramural sports. Nearly as many reported involvement in fraternities or sororities (21%), other immersive learning experience (15%), or study abroad (15%).

On average, alumni reported spending about 18 hours per week in student employment or studying outside the classroom.

Attitude Toward Ball State

- Nearly all respondents reported a positive or very positive attitude toward Ball State (92% of the 2010-2011 cohort and 94% of the 2006-2007 cohort). There is a statistically significant difference between the cohorts.

Figure 8
Attitude Toward Ball State*



* Statistical significance between groups at $p < .05$

General Evaluation of Learning Experiences

- Nearly all respondents (96%) indicated their intellectual and personal growth needs were met very well or satisfactorily at Ball State. (Table 10)
- When asked about preparation for further education, about 92% of respondents reported they felt very well (44%) or satisfactorily (48%) prepared. (Table 10)
- About 86% of respondents indicated their preparation for a career was met very well or satisfactorily at Ball State. (Table 10)

Table 10
Evaluation of Overall Experiences at Ball State

	<i>Rating of Growth or Preparation in Each Area</i>			<i>N</i>
	<u>Very Well</u>	<u>Satisfactorily</u>	<u>Poorly</u>	
	<i>Percentages</i>			
Overall Experiences				
Intellectual Growth	53.8	42.2	4.0	1103
Personal Growth	62.3	33.9	3.8	1104
Preparation for Further Education	44.1	47.8	8.1	1101
Preparation for Career	40.7	45.5	13.8	1102

Academic, Personal, and Career Skills

- Nearly all respondents reported their experiences at Ball State helped them to improve very well or satisfactorily in writing (94%), speaking (95%), listening (96%), problem solving (96%), critical thinking (96%), analyzing and evaluating ideas (97%), and lifelong learning (95%). (Table 11)
- Overall, the highest rated preparation in academic skills were listening, analyzing and evaluating ideas, critical thinking, and problem solving. For each of these skills, at least half of respondents indicated they were very well prepared; about 4 in 10 indicated they were satisfactorily prepared; and fewer than 1 out of 10 (4%) reported being poorly prepared. (Table 11)
- The lowest-rated academic skills area was mathematics. A slightly smaller percentage of respondents rated their math skills as poorly prepared (18%) than rated their math skills as very well prepared (21%). However, at least 6 out of 10 respondents (62%) indicated they were satisfactorily prepared in math. (Table 11)
- Preparation in all personal and career skills were rated at satisfactorily or better by at least 9 out of 10 respondents. (Table 11)
- Planning and organizing and working cooperatively were the highest rated personal and career skill preparation areas. Both skills were rated highly by about 6 out of 10 respondents. At least 1 out of 3 respondents rated these items satisfactorily, and fewer than 1 out of 20 (3%) indicated they were poorly prepared in these two areas. (Table 11)
- Recognizing diversity, using computer technology, providing leadership, and managing time were also personal and career skill items for which more than 52% of respondents felt their experiences at Ball State helped them very well. (Table 11)
- The lowest rated personal (and career) skill was achieving wellness. About half of respondents rated themselves as satisfactorily prepared. The majority of respondents reported feeling very well prepared in all but one other personal and career skills item (resolving conflicts). (Table 11)

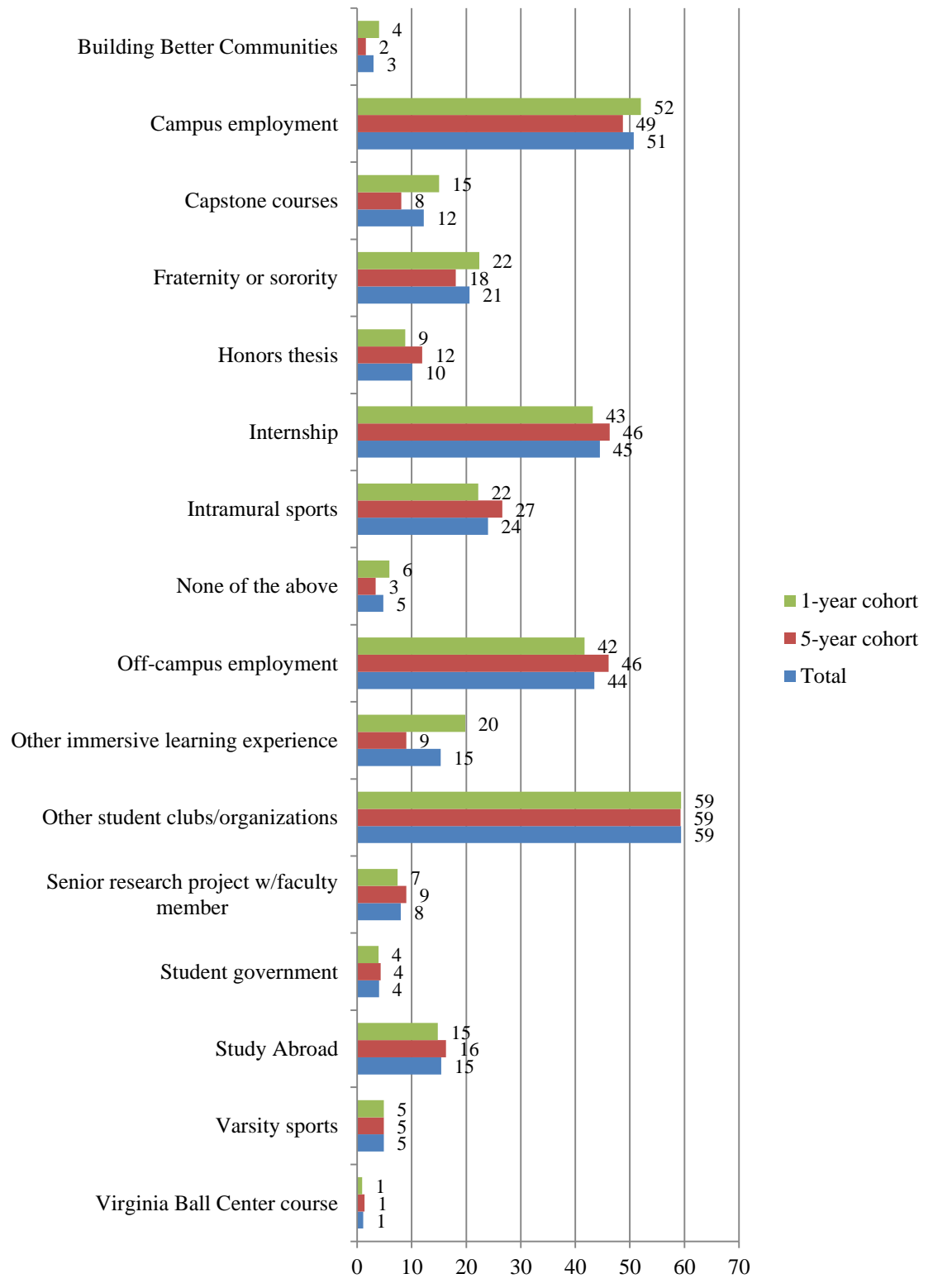
Table 11
Evaluation of Experiences at Ball State

	<i>Rating of Preparation in Each Area</i>			<i>N</i>
	<u>Very Well</u>	<u>Satisfactorily</u>	<u>Poorly</u>	
	<i>Percentages</i>			
Please indicate how well your experiences at Ball State helped you to improve...				
Writing	45.1	49.3	5.6	1097
Speaking	48.6	46.0	5.4	1098
Math	20.9	61.5	17.6	1096
Listening	53.1	43.3	3.6	1096
Problem solving	54.0	42.3	3.7	1094
Analyzing and evaluating ideas	58.4	38.3	3.3	1096
Conducting research	41.8	49.0	9.2	1096
Critical thinking	56.7	39.5	3.7	1095
Lifelong learning	55.3	40.0	4.7	1097
Please indicate how well your experiences at Ball State helped you in...				
Achieving wellness	40.7	49.8	9.5	1092
Recognizing diversity	52.2	41.4	6.3	1091
Using computer technology	53.8	41.5	4.7	1094
Providing leadership	55.2	38.8	6.0	1091
Managing time	56.0	39.0	5.0	1093
Planning and organizing	58.9	37.7	3.3	1089
Resolving conflicts	44.4	48.9	6.7	1093
Working cooperatively	60.7	36.3	2.9	1088

Participation in Student Activities and Learning Experiences

- Nearly all respondents (95%) reported participation in some student activity. Of those, about half indicated they completed an internship (45%) or were employed either on-campus (51%) or off-campus (44%). (Figure 9)
- About 1 out of 4 (24%) reported participating in intramural sports, and at least 1 out of 20 reported participation in varsity sports. (Figure 9)
- Nearly as many reported involvement in fraternities or sororities (21%), other immersive learning experiences (15%), or study abroad (15%). (Figure 9)
- About two times as many respondents in the 2010-2011 cohort as in the 2006-2007 reported participating in Building Better Communities and other immersive learning experiences. A list of respondents' immersive learning experiences is included in Appendix III. (Figure 9)

Figure 9
Participation in Student Activities and Organizations*



* Respondents were asked to answer all that apply.

** Statistical significance between groups at $p < .05$

Interaction With Faculty at Ball State

- When alumni were asked how often they met with faculty members outside of class, nearly 2 out of 10 respondents (17%) indicated they met often, about half (51%) reported they met occasionally, while about 1 in 3 reported meeting rarely (30%) or never (3%). (Table 12)

Table 12
Frequency of Interaction With Faculty

How often did you meet with faculty members outside the classroom?	1-year cohort	5-year cohort	Total Alumni
	<i>Percentages</i>		
Often	18.1	14.8	16.7
Occasionally	51.0	50.1	50.6
Rarely	27.8	33.6	30.1
Never	3.1	1.6	2.5

Number of Weekly Study and Work Hours

- Approximately 29% of all respondents reported that they studied more than 20 hours per week while attending classes at Ball State. Nearly 42% indicated they studied 11-20 hours per week, and about 30% reported studying 10 hours or less. (Table 13)
- More than three quarters of all respondents (77%) indicated that they typically worked 11 or more hours a week while taking classes at Ball State. Less than one quarter (24%) indicated they typically worked at most 10 hours per week. (Table 13)

Table 13
Number of Weekly Study and Work Hours at Ball State

How many hours per week...	1-year cohort	5-year cohort	Total Alumni
	<i>Percentages</i>		
did you spend studying outside the classroom?			
0-10	30.1	28.9	29.6
11-20	39.7	44.6	41.6
Greater than 20	30.2	26.5	28.8
did you spend employed while taking classes at Ball State?			
0-10	21.1	27.0	23.5
11-20	51.5	46.5	50.3
Greater than 20	27.4	26.5	26.2

SECTION 3 Satisfaction With Departmental Experiences

Summary Alumni were asked to indicate the degree to which they agreed with statements about their department such as, “I am satisfied with my department.”

At least 8 out of 10 respondents agreed or strongly agreed they were satisfied with their department in general, as well as with the teaching ability of faculty, faculty professional expertise, opportunities for interaction with faculty, availability of required courses in their major, the fairness of grading in departmental courses, and with feedback from instructors about their academic progress.

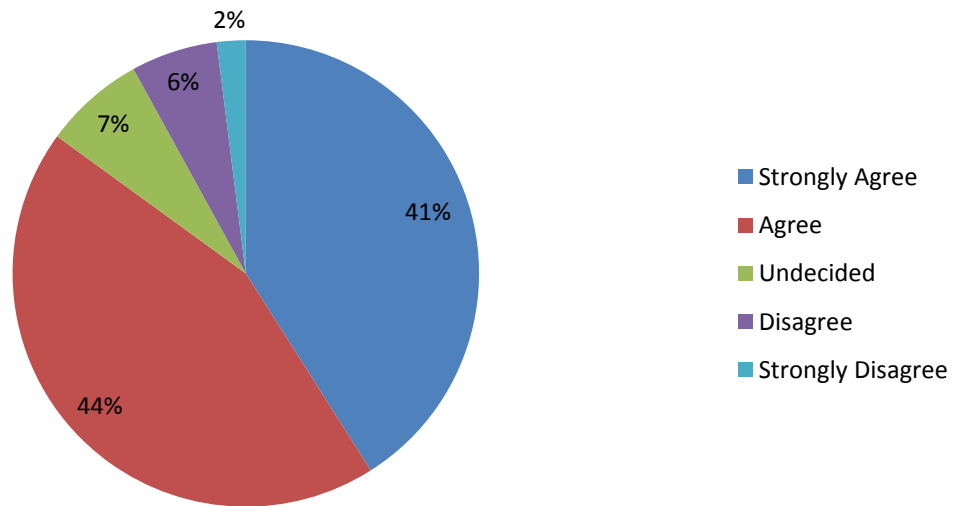
Nearly 8 out of 10 respondents agreed or strongly agreed they were satisfied with opportunities for evaluation of classroom instruction in their department, and about 3 out of 4 respondents agreed or strongly agreed they were satisfied with faculty advising.

About 7 in 10 respondents agreed or strongly agreed they were satisfied that the courses in their department prepared them for employment.

About 2 out of 3 respondents agreed or strongly agreed that they were satisfied with opportunities to participate in internships, practicums, or co-op experiences; that courses in their department prepared them for graduate or professional school; and with opportunities to learn computer applications related to their major.

Approximately 6 in 10 respondents agreed or strongly agreed they were satisfied with opportunities to receive advice about planning their career or obtaining a job and with information provided about internships, practica, and co-op experiences.

Figure 10. Satisfaction With Major Department



- At least 8 out of 10 respondents agreed or strongly agreed they were satisfied with a large number of departmental items. The highest positive ratings were in regard to alumni satisfaction with the department in general (86%), fairness of grading in departmental courses (87%), faculty professional expertise (87%), faculty teaching ability (86%), availability of required courses in their major (83%), with opportunities for interaction with departmental faculty (83%), and with feedback from instructors about their academic progress (81%). (Figure 10 and Table 14)
- Nearly 8 out of 10 respondents (79%) agreed or strongly agreed they were satisfied with opportunities for evaluation of classroom instruction in their department. (Table 14)
- About 3 out of 4 respondents (74%) agreed or strongly agreed they were satisfied with faculty advising in their department. (Table 14)
- About 7 in 10 respondents (69%) agreed or strongly agreed they were satisfied that the courses in their department prepared them for employment. (Table 14)
- About 2 out of 3 respondents agreed or strongly agreed that they were satisfied that courses in their department prepared them for graduate or professional school (67%) and with opportunities to learn computer applications related to their major (67%) and participate in internships, practicums, or co-op experiences (64%). (Table 14)
- About 6 out of 10 respondents agreed or strongly agreed they were satisfied with information provided about internships, practicums, or co-op experiences (61%); with opportunities to receive advice about planning their career (60%); and with opportunities to receive advice about obtaining a job (57%). (Table 14)

Table 14
Satisfaction with Major Department

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	<i>N</i>
	<i>Percentages</i>					
I am satisfied...						
with my Department.	41.4	44.4	6.5	5.6	2.1	1082
with the teaching ability of faculty in my department.	40.5	45.0	8.6	4.7	1.2	1082
with the professional expertise of departmental faculty.	44.1	42.6	8.1	4.2	1.0	1082
with the availability of required courses in my major.	36.4	46.9	8.1	6.9	1.8	1080
with information provided about internships, practicums, or co-op experiences.	29.4	31.9	18.6	14.6	5.5	1082
that the courses in my department prepared me for employment.	31.6	37.8	16.4	9.5	4.7	1082
that the courses in my department prepared me for graduate or professional school.	29.8	37.1	23.5	6.5	3.2	1078
with the fairness of grading in departmental courses.	38.6	48.3	7.9	4.0	1.3	1081
with feedback from instructors about my academic progress.	35.9	45.1	11.0	6.5	1.6	1082
with faculty advising in my department.	35.2	38.9	11.4	10.1	4.4	1082
with opportunities for interaction with departmental faculty.	38.0	44.5	11.6	4.9	1.0	1082
with opportunities to participate in internships, practicums, or co-op experiences.	31.2	32.9	17.2	14.4	4.4	1080
with opportunities to learn computer applications related to my major.	29.3	37.8	15.4	13.3	4.3	1080
with opportunities for evaluation of classroom instruction in my department.	32.8	46.1	13.4	6.1	1.6	1078
with opportunities to receive advice about planning my career.	26.2	33.6	16.9	16.3	7.0	1081
with opportunities to receive advice about obtaining a job.	24.9	32.2	17.6	14.9	9.5	1080

APPENDIX I

Current Employers

(Items are exactly as written by the respondent.)

Please list your current employer here.

1st Choice Seeds and Feller Farms
3Rivers Archery
A Better Way Services, Inc.
A3design
AAR corp
Abby Candles Fundraising
ABC Nissan and Infiniti on Camelback
ACE Whitewater
Activision/Blizzard
adecco
ADP
Aeropostale
Aerotek [*listed 3 times*]
Aflac
Aggie Vision, KRWG-TV, New Mexico State University
Air Force
AK Steel Corp.
Albuquerque Public Schools
Aldine ISD
Alexandria-Monroe Community Schools
Alliance for Strategic Growth, Inc.
Allstate insurance company
Allstate Sugar Bowl
Alpha Gamma Delta International Headquarters
Alvin Independent School District in Alvin, Texas
Amazon
AMC
AMC Theatres
Amcat
AMDG Architects Inc.
American Eagle Outfitters
American Eldercare
American Quality Schools
AmeriCorps
AMLI Residentail
Amsino
Anderson Community School Corp.
Anderson Community Schools
Anderson Preparatory Academy
Andrew J Brown Academy
Angie's List [*listed 6 times*]
Anytime Fitness
Apple Inc.
Applied Behavior Center for Autism
Aprimo
Arab Termite & Pest Control
Aramark

arcDESIGN
Arden Shore Child and Family Services
Area IV Agency on Aging and Community Action Plans
Ash Brokerage
Asons Construction
Asphalt Materials
Association Management Center
at&t
AT&T Mobility
Atlas Copco Hurricane
Autumn Breeze Apartments
Avalon Wealth Advisory
Backen Gillam Kroeger Architects
Background Actor (various companies)
Badger Engineering
ball state
Ball State Daily News
Ball State School of Nursing
Ball State University [*listed 11 times*]
Ball State University Libraries
Ball State University, Ivy Tech Community College, & D.L. Couch Wallcovering, Inc.
Bandy Carroll Hellige
Bankrate Insurance Group
Banner Graphic
BarberMcMurry architects
Barnes & Thornburg LLP
Barrett & Stokely Management
Barrington Community Unit School District 220
BASi
Batesville Casket Company
BCSC
Behavior Analysis Center for Autism (BACA) and YMCA
Bel-Grace Technical Solutions
BELL
Benton Community Foundation
Best Buy
Best Buy Geek Squad
Bethel Pointe Health and Rehab Nursing Home
Better Way Nanny
BGBC Partners, LLP
Bishop Ireton Football/Deloitte
Blackford County Schools
Block & Tackle (self employed)
Blue Hawk Tavern
Bluffton-Harrison MSD
bob evans
Bob's Gym
Boeing Commercial Airplanes
Bohlsen Group

BoKay Florist
Booth hansen
Booth Hansen
Boston University
Bowden Flowers
Bradley and Montgomery
Braun ability
Bright horizons
Brookstone
brown and brown of indiana
BSU [*listed 2 times*]
Buck Consultants, LLC
Buckets, Sports, Pub & Grub
Bureau of the Census
Burleson Independent School District
Business Accounting & Larch Tax Services
Butler University
Caesar's entertainment
Calvary Christian High School
Camp Chestnut Ridge
Campus Crusade for Christ
Career Staff
Carmel Clay Schools [*listed 3 times*]
Carmel Clay Scool Corp
CBS Television
Cedarbridge Youth Center
Celebrity Cruises
Center City Development Corporation
Center Grove
CF Industries Inc.
Charles schwab
Charles Schwab
Chemical Abstract Services
Chesterton Middle School
Chicago Apartment Finders currently, will be starting with Guaranteed Rate on the 23rd
Chicago Tabernacle
Children's choice
Childrens Museum of Indianapolis
Cincinnati Children's Hospital
Cincinnati USA Regional Chamber
City of Indianapolis
Clear Channel Media + Entertainment
Clear Chiropractic/White & Associates
Clinton prairie elementary school
CMS Real Estate Services
Cobius Healthcare Solutions
Collective Brands
Columbus, OH Police Department
Comcast Business Class

comfortable ambiance for working
Commerce Insurance Company/Mapfre Insurance
Commonwealth Biomonitoring
Community Foudation
Community health network
Community Health Network [*listed 3 times*]
Community hospital
Community Hospital
Community Hospital Anderson
Community Hospital Network
Community hospital north
Community Hospital-Anderson
Community School Corporation of Southern Hancock County
Concord Community Schools [*listed 2 times*]
Conroy, Simberg
Consolidated Electrical Distributors
Consolidated Graphics, Inc.
Cort Howell Productions
COSI
Coughlin Construction; Adam's Construction (secretarial & sales work)
Cox Media Group
CPI Corp
CQ Roll Call
Creative Health Solutions
Crossroad Child & Family Services
Crossroad child & family services, inc.
Crowe Horwath International
Crown Equipment Corp
Cru
CSKern
CTP CORP.
Cumberland county schools
Cummins Behavioral Health
Cummins Inc. [*listed 2 times*]
CUMNS Kids
Cutshaws Market
CVS
CVS front store/pharmacy
Da-Lite Screen Company
Dance Etc
Dancer at Holland America Line through Stiletto Entertainment
Datalogix
Dearing Group
decline to answer
DEEM LLC
Defense Finance and Accounting Service
Defense Finance and Accounting Services (DFAS)
Delaware Community School Cororation
Delaware Community Schools

Delaware County 911
Delineation
Delphi Community High School
department of defense. office of inspector general
Department of Veterans Affairs
Design Collaborative, Inc.
Design Organization, Inc.
Destination DC
Developmental Service Alternatives, Inc.
DHMC
Disney cruise line
DLZ Corporation
Donaldson's Finer Chocolates
Doner Advertising
Dow Agrosiences
Dow AgroSciences
Dowling Properties, LLC
Dreamweaver Music
DreamWorks Animation
Dreyer & Reinbold BMW
Ducharme McMillen and Associates
Dukes Memorial Hospital
Duneland School Corporation
DuPont
Eagle Adjusting Services, Inc
eagle river water and sanitation district
East Allen County Schools
East Texas Medical Center
Eastern Howard School Corporation
Elementary School
Elkhart Community Schools
EmployIndy
Engility Corporation
ENS Group
Enterprise Commercial Truck
Enterprise rent a car
Erie Insurance
Ernst & Young LLP [*listed 2 times*]
Evansville IceMen
Evansville Marine Service
Express Employment Professionals [*listed 2 times*]
Extreme Response International Inc.
Fairfax County Public Schools
Family Interventions
Federal Home Loan Bank of Indianapolis
Ferguson Enterprises
Fighting Irish Digital Media
Finish line
First United Methodist Church -Tulsa

Fishers Parks and Recreation
FlexPAC, Inc.
Flournoy Properties
Floyd County Sheriff's Department
Fort Wayne Community Schools [*listed 4 times*]
Fort Wayne Newspapers (FortWayne.com)
Franciscan Alliance Information Services
Franklin Township Community School Corporation
Frankton School Corp.
Frankton-Lapel Community Schools
Frederick Keys (Class A Advanced Affiliate of the Baltimore Orioles)
Freedom Mortgage Corporation
Fresenius Medical Care
Frownie Johnson
Gail Borden Library
Galileo Charter School
GameStop
Gannett
Gannett imaging and ad design center
GAP Inc.
Gaylor INC
Geist Montessori Academy
General Electric
GEO foundations
Geo Group
Georgia Emerging Infections Program
Gerson Lehrman Group
Gibraltar Design
Gibson Arnold & Associates
Gilbane Building Company
Goddard School
Godfrey Q and Partners
GoldOller Real Estate Investments
Grabill Bank
Grant County sheriffs department
Greater Indianapolis Chamber of Commerce
Greater La Porte Chamber of Commerce
Green 3
Green Sky Media
Greenwalt CPAs, Inc.
Growing Image, Inc.
GSM Systems
GTM Sportswear
GUESS?, Inc.
Gwinnett County Public Schools
Hachette Book Group
Hamilton Center Inc.
Hamilton Center, Inc.
Hamilton County Convention and Visitors Bureau

Hamilton Heights School Corporation [*listed 2 times*]
Hamilton Southeastern Schools
Hampton Inn and Elberts Lounge(bar)
Harford County Public Schools in Maryland
HAUS | Architecture
Haynes and Boone, LLP (attorneys)
Henderson Municipal Gas
Hillcroft Services
Hilliard Lyons, LLC
Hilton Hotels
Hilton Worldwide
Hoaglin Catering
HOHMANN & BARNARD - marketing
Homescout Realty
Hoosier Academies
Hoosier park
Hopebridge Pediatric Specialists
HP
HSBC
Humana
HVAF of Indiana
Hyatt
I do films, llc
i.d.e.a.
IBM [*listed 2 times*]
ICVA
I'd prefer to keep in confidential at the time.
Illinois Shakespeare festival, UNLV
Imagine schools
Imagine Schools
Imavex
IMAVEX LLC
Implant dentistry and periodontics
In Both Ears (A Voiceover Talent Agency)
Indiana Academy / BSU ; Allen County Public Library
indiana Beer
Indiana Department of Child Services [*listed 2 times*]
Indiana Department of Homeland Security
Indiana Farm Bureau
Indiana Farm Bureau Insurance [*listed 2 times*]
Indiana Historical Society
Indiana Music Educators Association
Indiana Professional Management Company
Indiana Professional Management Group (IPMG)
Indiana Senate
Indiana State Personnel Department
Indiana State University
Indiana University [*listed 2 times*]
Indiana University Health [*listed 5 times*]

Indiana University Health - Methodist Hospital
Indiana University Health Arnett
Indiana University Health Methodist
Indiana University-Purdue University Fort Wayne (IPFW)
Indianapolis Marion County Forensic Services Agency
Indianapolis Marion County Public Library
Indianapolis Zoo [listed 2 times]
Indianapolis-Marion County Public Library
Indiana's NewsCenter ; Fort Wayne TinCaps
Indy Dance Academy and Motus Dance Theatre
Indy imaging
Institute of International Education
Insurance Professionals of New Palestine
Intelliteach
Interactive Intelligence [listed 2 times]
International Smart Tan Network
Isikkent Egitim Kampusu
ITAGroup
It's a bar. I serve people alcohol to help them forget about their miserable lives. And then I join them
when my shift is over.
ITS technology and logistics owned by The Carlyle Group
IU Health [listed 8 times]
IU Health Ball Memorial Hospital [listed 2 times]
IU Health Goshen [listed 2 times]
IU Health Methodist Hospital
IU Health--Methodist Hospital
Ivy Tech Community College
J and R Manufacturing
J. and E. Duff, Inc. Mason Contractors
Jackson County Visitors Bureau
Jefferson County Public Schools
Jenks Gymnastics
Jennifer Horn Landscape Architecture
Jiangsu Huasheng Plastic Co.,Ltd
Jim Lines and Associates
John B. LaRue
John Glenn School Corporation
Johnson & Johnson
Joy Of The Game. In Deerfield, IL
JRA Architects
Junior achievement
Justice 2000, Inc.
JWT Action
KAA Design Group
Kankakee Valley High School
KAR Auction Services
Karol Media, Inc.
Kass Shuler, P.A.
KentuckyOne Health

Kettering Medical Center
KinderCare
KinderCare Learning Center/ Stay at Home Mom
Kindred Transitional Care at Bridgewater
Kiplinger Washington Editors
Kiwanis International (Indianapolis, IN)
Kleenco Maintenance and Construction
Klipsch Group
Kohl's
Konica Minolta Business Solutions
Koorsen Fire & Security
Kreitl Property Group, LLC
Kroger Company
Krouse, Kern, & Co., Inc.
KWTN News 9, Oklahoma City's CBS TV affiliate
Lake central school corporation
Lamborghini Chicago
Landmark Incentive Marketing
Learning Care Group
Lee Supply Corp
Legacy Marketing Partners
LGC Associates
liberty mutual legal dept.
Life Time Fitness
LifeChurch.tv (YouVersion - the Bible App)
Lifeline Youth and Family Services [*listed 2 times*]
lifetouch
Lifetouch National School Studios
Lighthearted Entertainment
Lima Memorial Health System
Lincoln Financial Group
LKQ Corporation
Logansport Community School Corporation
Lowe's Companies Inc
Lucky Brand
Lutheran Church Missouri Synod
lutheran hospital
M. Silver Associates
Macaroni Grill
Macy's
Majestic Star Casino
Major Hospital
Malone Staffing
Manpower
Marathon Petroleum Company LP
marion community schools
Marion Community Schools [*listed 3 times*]
Marion County Superior Courts Probarion Department
Marion General Hospital

Mass Communication Specialist United States Navy
Matchbox Paris
Matson Money
Mattress Firm [*listed 2 times*]
Medical billing office
Medspeed
Meggitt
Meijer
Memorial Hospital of South Bend
Menards [*listed 2 times*]
meridian health services
Meridian Health Services [*listed 2 times*]
Merrillville Community Schools (High School)
MessageMakers
Messer Construction
Metric
Metropolitan School District of Perry Township
Metropolitan School District of Wayne Township
Miami Correctional Facility
Michigan City Area Schools [*listed 2 times*]
Microsoft Corp.
Midtown Motors
Midwest Psychological Center, INC.
Mississinewa High School
Mito Public Schools, Mito-shi, Ibaraki-ken, Japan
Mobi Wireless Management
Mockingbird Domestic
Monarch Beverage Company
Monroe County Community School Corporation - Tri-North Middle School
Monster Worldwide
Montalbano Farm
MoonViperWeb Services
moore county planning department
Morris Furniture Company Inc.
Motorola Solutions, Inc.
MSD Lawrence Township
MSD North Posey County
MSD of Lawrence Township
MSD of Martinsville
MSD of Pike Township Schools
MSD of Warren Township
MSD of Wayne Township
Mueller Services
Muncie Community Schools [*listed 6 times*]
Muncie Public Library [*listed 2 times*]
Musician's Friend
N/a
N/A [*listed 2 times*]
na

National Institute for Fitness and Sport
National Weather Service
Nationstar Mortgage
Naval Hospital Camp Pendleton
NC Elite Volleyball and NC State University
NCAA Eligibility Center
New Castle School Corp
New Horizon
Nexstar Broadcasting
Nike inc
NO
No.
Noblesville schools [*listed 2 times*]
Noblesville Schools
none
North Lawrence Community Schools
North West Hendricks School Corporation
Northern Indiana Packaging
Northwest Community Healthcare
Norwegian Cruise Line America
Nuveen Investments
Obama For America
Odle McGuire Shook Architects
Ohio Health
Old National Corporation
Oldenburg Academy
olive garden
Olive garden
Omni Severin Hotel
OmniSource
Onslow County Schools
Open Door Health Care Services
Optimedia
orange leaf
Orchard Software [*listed 2 times*]
Oriental Valley Kindergarten
Outback Steakhouse
Outside source design
over12 Creative
P.L. Marketing
Pacific sunwear
Panzica Creative Solutions, LLC
Park Tudor School
Parkview Health
Parkview Heart Institute
Parkview Whitley Hospital, Lutheran Hospital
Pasadena Independent School District
Patch-AOL
Pella Window and Door

Pendergast Elementary School District
Pendleton Community Public Library
Pepsico
Pepsico (Frito Lay)
Phoenix International Freight Services, Ltd.
Pi Beta Phi
Pickering Valuation Group
Pike Medical Consultants
Pinnacle Technical Resources
Pizza King
PNC Bank
Portrait Innovations
Prairie Life Fitness
Pratt Visual Solutions
Praxis Consulting, Inc.
Press Ganey Associates, Inc.
Prestige Jewelry
PricewaterhouseCoopers
Private residence
Privately employed by a family
Progress Rail Manufacturing
Purdue Research Foundation
Purdue University
Quantitative Risk Management
Quinlan & Fabish
Radio One
Randolph Central School Corporation
Randolph Southern Jr Sr High School
Red Gold, Inc.
Red Robin
Remy international
Republic Airways
Reynolds Farm Equipment
Richard Fleischman + Partners Architects
Rickers oil inc
Ricoh USA, Inc.
Ring construction and landscape and DEFINE wines
Ritz Charles, Inc / Monon Community Center
Roche
Roche Diagnostics
Rowan Salisbury Schools
Rubbermaid
Rutherford County Schools
Saint Anthony Rehabilitation and Nursing Center
Saint Susanna School
Salem International University
Salem Keizer School District
Sallie Mae [*listed 2 times*]
Sam Woodworth Personal Training LLC

Samsung Electronics
Sanford Health Systems
Sarasota County School Board
Sate Farm
Schmidt Associates
Schneck medical center
School City of Hammond
School City of Mishawaka
School District of Osceola County (Florida)
Scotttrade [*listed 2 times*]
Scotty's Brewhouse
Scripps Networks Interactive- Travel Channel
SDSM&PT and Cameron Family YMCA
Selection Works, LLC
self employed [*listed 2 times*]
Self Employed
Self employed freelancer
Self-Employed (Tv Graphics)
SENSE Charter School
SEVEN25, LLC
sharp farms
ShaveFX
Shelbyville Central School System
Shenandoah School Corporation
Sherck, Hussey, Johnson & McNaughton
Sheriff's Dept
Shiel Sexton Co. Inc.
Shuff's Piano Showroom
Sigma Kappa Sorority
Signature Four / Forty Nine Degrees
Silver Grill Cafe, Bohemian Nights
Simon Property Group
Simply Seattle/Chocolate Box
Sixthriver Architects
Skokie school district 68
Small Engine Warehouse
SMC Corporation of America
SnapAV
Sneak Heat
Social Security
Sodexo
Solomon Cordwell Buenz
South Bend Community School Corporation
South Bend Silver Hawks
South Henry School Corp.
South Vermillion Community Schools
Special Services Johnson County and Surrounding Schools
Spectrum health systems
Spence Restoration Nursery, Muncie, IN

Spooltown, Pattern People
Sport Graphics
St Francis family medicine residency, Indianapolis
St Joseph Hospita, St Vincent Health
St. Charles Boromeo Catholic School
St. Francis Hospital
St. John's Health System, Emergency Room RN
St. Joseph County Prosecutor's Office
St. Joseph County Public Library
St. Mary Elementary
St. Mary Magdalen
St. Patrick School
St. Paul Lutheran Church in Bennett, Iowa, and St. Paul Lutheran Church in Stanwood, Iowa
St. Vincent Medical Group
St.Vincent Health
Stamprint
Stant USA Corp.
Star Financial Bank
State farm
State Farm Agent
State of Indiana (Child Support Bureau)
State of Indiana FSSA
State of Indiana-Department of Child Services (St. Joe County)
Station Casinos
Staywell health management
StayWell Health Management
Steak n Shake
Stein Mart
Strata Contractors Ltd.
Strategic Healthcare Group LLC
Studio Three Architects
Style 1519
subway
Sunoco
Sutton Mitchell Beebe and Babin Architects
Sycamore school
SyNet Media
Synthesis Incorporated
TA Staffing Inc.
tabbereon architects
Target *[listed 2 times]*
Target Co
Target Corporation
Tempe Unified School District
Teramasu accessories
Texas Roadhouse
The Cole Realty Group, Gamestop, Tommy Vance Productions
The Goddard School
The Goshen News

The Linden House
The Mutual Fund Store
The O'Connor House
The Oklahoman
The Relief Bus
The Schneider Corp
The School Town of Highland
The Seattle Times
The St. Joseph County Chamber of Commerce
The Star Press
The Theater Barn
The University of Tennessee
The University of Texas at Dallas
The Vanguard Group
The Walt Disney Company
Thea Bowman Leadership Academy Elementary
Threshold Center for Autism
tietz-baccon
Tindale-Oliver & Associates, Inc.
Tippecanoe County Sheriff's Office
Tipton Community School Corporation
Tipton High School
TMC
Toirdesign Creative Services
Tommy Vance Productions
Top Value Fabrics Inc.
Towers Watson
Towson University
Trader Joe's
Training Karma LLC
Tribune Broadcasting
Triton Central Middle School
Truluck's
Turtle Back Zoo
u.s.p.s.
Unique Home Solutions
United HealthCare
United Package Liquors
United Saints Recovery Project
united states army
United States Army
United States Navy Special Operations
UNITED TECHNOLOGIES - CARRIER CORPORATION
Unity Healthcare
University of Alabama
University of Alaska Anchorage
University of Cincinnati
University of Massachusetts
University of Southern Indiana

University of Texas at Austin
Urbana School District
US Army
US Customs and Border Protection
US Ski and Snowboard Association
Utah Valley University
UW-Milwaukee
VA Pittsburgh Healthcare System
Valley View School District
Valparaiso University
Vandebilt
vera bradley
Vera Bradley
Vera Bradley Designs
Verizon data services
Viacom, Nickelodeon
Virginia beach city public schools
Virginia Episcopal School
Von Maur
Wabash Plain Dealer
Wal - Mart
Walgreens [*listed 2 times*]
Walmart
Warren School District
Warsaw community high school
Wayne County Indiana Probation Department
WebLink International
Weekes Construction Inc
Weidner Apartment Homes
Weigel Broadcasting [*listed 2 times*]
WellPoint, Inc.
Wenclewicz Insurance
Werner Enterprises
West Noble School Corporation
WESTMINSTER VILLAGE MUNCIE
WestPoint Financial Group/ Mass Mutual
Westwood el. In new castle
Whayne Supply
Wheaton Franciscan healthcare
Wheaton World Wide Moving
Whirlpool Corporation
white river medical center
Wiley Publishing
WILX-TV
Winds of Change Counseling and Consulting Services, Inc.
wishard health services
WISH-TV
WNDU-TV in South Bend (Gray Television)
Wonder years learning center

Wood Product Signs
would rather not
WPP dba The Garage/Team Mazda
WSBT-TV
WTHR-TV
WTHR-TV owned by Dispatch Printing Company
Xcelerate Salon
Xerox/Verizon Wireless
Yellow Pages Group
YMCA [*listed 2 times*]
Yorktown Community Schools
Yorktown Elementary School
Zanett
Ziegler Cooper Architects
Zimmer, Inc
Zimmer, Inc.
Zionsville Community Schools

APPENDIX II

Graduate Program Institutions

(Items are exactly as written by the respondent.)

Please indicate the institution where you enrolled in your graduate program.

Academy of Art university
American Military University
Anderson University
Asbury Theological Seminary
Auburn University
Augustana University
Austin Community College- for pre-reqs, med school after
Ball State
Ball State University, South College
Ball State University---Nursing FNP program
Ball State, seeking a BS in chemistry
Boston University
BSU
Butler University
Capella
Chapman University School of Law
CICS
Cincinnati Bible Seminary
Clemson University
Columbia College Chicago
Davenport University
Duquesne University
East Carolina University
Eastern Illinois University
Emory University Rollins School of Public Health
Exeter University,UK
Florida State University
Full Sail University
George Mason University
Georgia State University
Grand Canyon University
Harvard Graduate School of Education
I did complete a Master of Arts degree in the department of Fine Arts
Illinois State University
Indiana State University
Indiana University
Indiana University Bloomington
indiana university health methodist
Indiana University Maurer School of Law
Indiana University Purdie University of Indianapolis
Indiana University Robert H. McKinney School of Law
Indiana University School of Law - Indianapolis
Indiana University School of Medicine

Indiana University South Bend
Indiana University Southeast
INDIANA WESLEYAN UNIVERSITY
IPFW
IUPUI
Ivy Tech in Muncie
IWU
Josef Korbel
Keller Graduate School of Management
Kelley School Of Business
Lawrence Technological University
Longy School of Music of Bard College
Loyola University of Chicago
MA - Ball State - Student Affairs Administration
Marian University
Marshall University
Mayo Clinic College of Medicine
Middle Tennessee State
Middle Tennessee State University
New York University
North Carolina State University
Northwestern university
Oakland City University
Ohio University
Oklahoma State University
Old dominion University
Pacific Northwest University of Health Sciences, College of Osteopathic Medicine
Peabody Institute of Johns Hopkins University
Portland State University
Purdue University Calumet
Revere Academy of Jewelry Arts
Seton Hall University
Texas A&M
Texas A&M University
Texas Woman's University
The George Washington University
The University of Akron
Tiffin University
UNC Charlotte
University of Arizona
University of Central Florida
University of Cincinnati
University of Dayton
University of Delaware
University of Denver

University of Evansville
University of Georgia
University of Illinois at Urbana-Champaign
University of Indianapolis
University of Louisiana at Lafayette
University of Minnesota- Twin Cities
University of Montana
University of New England
University of North Carolina at Greensboro and Kansas State University
University of Notre Dame
University of Oklahoma
University of Oregon
University of Pennsylvania - online
University of South Carolina
University of Southern Indiana
university of washington
University of Wisconsin LaCrosse
Vermont Law School
Virginia Tech
Waiting to return from Japan, journalism work for humanitarian efforts, to begin my masters
program.
Washington University in St Louis
Wichita State University
Wright State University

APPENDIX III

Other Immersion Learning Experiences

(Items are exactly as written by the respondent.)

What was your other immersion learning experience?

A small 2 week field study to the American Indian Reservations out in NM & AZ and a small 3 week field study to Ireland to study the troubles. Both were through the Rinker Center for International Programs

A sustainable initiatives project that looked at power-saving strategies for campus computers
adobe certifications, WCRD sales

Advanced sales program

Alzheimer's project with Dr. Maria

An honors colloquium class that centered around a service learning project within the local Hispanic community

Animation Immersive learning for two summers

architectural field trips and architectural studio projects within the context of the community

Ball State Business Fellowship

Ball State Daily News

Ball State Speech Team

Ball State Sports Link

Ball State Sports Link iPad application development

Ball State Teaching Program

Business Ethics Project

Business Fellows [listed 3 times]

Business Fellows Program

C.L.A.S.S. 2010

CAP field studies; frankly they should have been on your list.

Capstone class project.

Cardinal Communications [listed 2 times]

Cardinal Communications and Public Relations Student Society of America (PRSSA)

Chemistry department summer research

CICS has wide range of immersion learning experiences. I also attended outside conferences

CLASS 2010

Cloud computing

Cloud Computing group

Communication Department: Justice and Advocacy Immersive Learning

Cooper Farm Straw Bale Construction

Criminal Justice Immersion Program

Cultural Immersion Through IU Ball State Partnership. Navajo Reservation Student Teaching

Debate and Communications with Boradripple HS, Also marketing with NPower

Debate immersive project

Deloitte & Touche Tohmatsu Tax Competition

Dr. Brudvig's Google Analytics campaign

DSD

During Spring 2009 wth Dr. Butler: DoMuncie.com

EcoRehab of Muncie, Ivy Tech of Madison Historic Preservation Field School Fall of 2010
and 2011,

Elementary Ed Urban Experience at Stout Field Elementary in Wayne Township

Environmental Planning 433, led multiple design charrettes for the Indiana Interchurch Center in Indianapolis. We ultimately planted a contemplative garden, bioswale, and street-lined trees along Michigan Road.

Evenly Odd webisode series my freshman year (2007-2008); 2009 Summer HD film (Bloody Good Movie); 2011 Summer HD film (Nerdvana), and probably something else with acting in films.

Excellence in Leadership

Fashion field study in New York

Fed Challenge

Field studies

Finance Department: Student Directed Investment Fund

Foreign-language house

Ft. Wayne Children's Zoo

happiness course; sociology capstone

Honors Colloquium--Mas Latinos in Spring 2009 with Dr. Pak

I was apart of organizations off campus that integrated me into the community and the school

I was part of the honors college fellowship program.

I went to the learning center a lot for tutoring and taking tests.

Imedia

Independent Film

Independent Study

Indiana 500 Tour

Indiana Academy Immersive Learning Project under the direction of Dr. Scott Inks

Indiana Academy Project for MBA OR MKG 671

Indiana Outdoors

Indiana school for the deaf immersion program

Individual project with Jennifer George-Palilonis

ISOM project

It was an honors course where we interacted with Hispanic immigrant families to find out their needs and perspectives on higher education and education in general.

IU's American Indian Reservation Project in coperation with Ball State Universities' teaching college.

Japanese Religions

Job Shadowing and volunteering in related fields to my major

Journalism--providing news graphics for print papers

Juvenile Justice Immesive Learning Program, Criminal Justice

Metabellum : An evening length performance of dance in collaboration with visual art students

MGT 341, I believe. John Tom's BBQ

Military 2 Market (Entrepreneurship program)

MKG 495

Multiple volunteer/practicum experiences

Music business project

Music industry program with professor Rick Digillianardo

Nancy Carlson - promotions course

National Student Exchange Program

Ned Griner exhibition under the instruction of Pat Nelson

New link indiana
News
NewsLink [listed 2 *times*]
Newslink Indiana [listed 3 *times*]
NewsLink Indiana [listed 3 *times*]
Newslink Indiana (for credit) and NewsWatch (extracurricular)
Newslink Indiana and SportsLink
NSE program (exchange program within the states). Studied at UWF for a year.
Participating in on-site work research while in AU. Researching and mitigating several local sites in Muncie (NREM) + more
Peer Health Educator program
Playwriting summer project
Practicum classes
PSYSC 494 - Working one-on-one with a PSYSC100 professor to assist with curriculum and in certain instances, teach sections of the PSYSC 100 course. This was to complete the Secondary Education (Social Studies) undergraduate degree.
Research in Southeast Asia
Scenic design capstone project
School of Journalism, Extreme Home Makeover build
Schools within the context of community
Schools Within the Context of Community
Schrantz Lecture Planning
Screen Writing
SCUBA diving
Self Produced Musical (Dr. Horrible's Sing-Along Blog - 2011)
Several projects within the community
Sociology of Happiness
SOCWK 320 Amish Project
Solar Decathlon 2012
Speech Pathology clinic
Speech team
Speech team and teaching at BroadRipple high school
sports link
Sports Link [listed 3 *times*]
Sports Link iPad Application class
Stance Philosophy Journal
Straw Bale Eco Center (Timothy Gray)
Student Assistant Intern with Ball State Football
Student Managed Investment Fund in the A. Umit Taftali Center for Capital Markets & Investing
Student teaching
Student teaching during my graduate years
Student teaching, practicums at local schools and tutoring places
Studied Abroad (Non-Ball State) in Overseas Student Program at Ben-Gurion University
Studying music and playing my instrument.

Summer in El Paso, TX
Summer Movie Program
Summer music festivals in US and abroad
TCOM 497 Sounds of Health
The Deloitte Tax Competition.
The Digital Entertainment program (Fall 2007)
The Former NewsLink Indiana
The John M. Craddock Wetland design build project.
The news immersion program through the Telecommunications Department.
The Venice Italy Project
tot spot design build project
TransMedia storytelling
Traveling to Malawi, Africa with Dr. Kline in Elementary Education
Tutoring elementary kids in Selma
Urban Experience (Elementary Ed.)
Urban Immersion: Teachers College
Urban Planning and Development Studio
Urban Semester [listed 2 *times*]
Urban Semester and Schools Within the Context of Communities
Various community experiences via Social Work Dept
Venice, Italy Urban Planning Project
Video Production for Work One of Indiana
Volunteering at Motivate Our Minds After School Tutoring Program
Volunteering, Making A DUI video announcement
Women of the Manhattan project
Worked on Changing Gears: End of an Era
Working as an interpretive naturalist while taking summer courses (included research and development of interpretive programs and courses with help from BSU staff)
Working with a Spanish professor in conjunction with a non-profit Hispanic-outreach organization based in Indianapolis