

1997 SENIOR SURVEY OF MAY GRADUATES
SUMMARY REPORT



Ball State University

Office of Academic Assessment
November, 1997

1997 Senior Survey of May Graduates

Summary Report

Brian K. Pickerill

Office of Academic Assessment
Ball State University

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EXECUTIVE SUMMARY

- This report summarizes results from the sixth administration of the Ball State Senior Survey. Surveys were mailed to all May 1997 graduating seniors in the weeks preceding their graduation. Results from 1997 graduates and comparisons to the responses of earlier graduates are contained in this report. 1997 Seniors are also compared to 1997 sophomores regarding academic preparation and study behaviors.

Employment and Further Education

- About 24 percent of the respondents either planned to continue a current full-time job or had secured a full-time job to begin following graduation.
- Almost 46 percent of all respondents had begun to look for full-time employment. About 16 percent were planning to begin looking for employment within the next six months. About 11 percent were planning to attend graduate, law, or medical school within the next year.
- About 28 percent of respondents planned to begin a graduate program within a year of graduation. Seventy percent indicated they planned to complete a graduate degree eventually.

Ball State Experiences

- More than nine out of ten seniors (93.3%) held a positive or very positive general attitude toward Ball State.
- Eighty-five percent of seniors reported being satisfied or very satisfied with their academic experiences at Ball State.

- More than nine out of ten respondents indicated that their experiences at Ball State met their needs satisfactorily or very well in the areas of intellectual growth, personal growth, preparation for further education, and preparation for career.
- More than 95 percent reported that their experiences at Ball State prepared them very well or satisfactorily in skills such as problem solving, analyzing and evaluating ideas, creative thinking, critical thinking, making informed decisions, self-evaluation, self-reliance, and working cooperatively.
- More than 90 percent indicated that Ball State programs prepared them very well or satisfactorily with regard to understanding the areas of wellness, social sciences, and humanities.
- Eighty-four percent of seniors rated their knowledge and understanding of computers as very well or satisfactory.

Campus Involvement

- Twenty percent of seniors described themselves as heavily involved, 34 percent as moderately involved, about 37 percent as slightly involved, and just over nine percent described themselves as not involved in campus programs and activities.
- Forty-six percent indicated that they attended activities or events related to their career choice, and had study sessions with other students outside of class often or very often.

Student Services

- At least 95 percent of seniors had used many student services including University Computer Labs, registration, University Libraries, and Ball State Bookstore.
- Seniors reported satisfaction with most of the university services they used.

Satisfaction with Departmental Experiences

- Nearly 83 percent of the respondents reported satisfaction with their department in general. At least 80 percent agreed or strongly agreed they were satisfied with the teaching ability, professional expertise, accessibility, and fairness of departmental faculty.
- Slightly more than half of all respondents indicated that they kept their first choice of major. About 32 percent reported that they changed their major once, 11 percent changed majors twice and five percent changed their majors three or more times.
- The most important factor influencing respondents' choice of major was interest in the subject matter.

Comparison of Findings: 1992—1997

- Respondents' attitudes toward their majors remain high in 1997. Most departmental ratings were considerably higher in 1996 and 1997 than in earlier years.
- The percentage of respondents who strongly agreed that they were satisfied with the professional expertise of departmental faculty, and faculty advising, increased each year. (Table 7.2)

- The percentage of graduating seniors who strongly agreed that they were satisfied with their department increased from 26.8 percent in 1992 to a high of about 35 percent in 1996 and 1997.

Comparison of Senior Survey and Sophomore Survey Responses

- Seniors' ratings for most skill and knowledge items (Section 3) were significantly higher than those of sophomores. (Table 8.1)
- Seniors were significantly more likely than sophomores to indicate that they always or "most of the time" participate in class discussions, spend time preparing for class, identify key points of class or assignments, and fit facts and ideas together.
- Seniors were much more likely than sophomores to indicate that they studied with other students.

Demographic and Academic Characteristics

- The response rate was 56.5 percent—874 of the 1,547 seniors who were expected to graduate in May 1997 responded to the survey.
- Females were somewhat more likely to respond to the survey than were males. High school percentile rank and Ball State GPA tended to be slightly higher than average among respondents.

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INTRODUCTION

In March 1997, the Office of Academic Assessment mailed questionnaires to all Ball State seniors who were scheduled to receive a baccalaureate degree in May 1997. Follow-up questionnaires were mailed to those who did not respond. The final response rate was 56.5 percent—874 of the 1,547 graduating seniors responded.

This was the sixth administration of the Ball State Senior Survey. The survey was originally designed by the Office of Academic Assessment and the Senior Survey Steering Committee in 1992. The survey is reproduced in the appendix. (Earlier reports are available from the Office of Academic Assessment.)

The committee reviewed the university's mission statement as a means of identifying topics for the survey. As a result, the survey has focused on areas that have remained important at Ball State. Other Office of Academic Assessment questionnaires are integrated with the senior survey. Sections of the *Ball State Alumni Survey*, the *Freshmen Year Experience Survey* and the *Sophomore Survey* are very similar to the senior survey, and many questions are directly comparable.

The questionnaire was designed to determine the extent to which Ball State met the needs of its graduates in important areas such as general education, wellness, computer education, racial and ethnic understanding, appreciation for diversity, and understanding and using new technologies. Respondents were asked to indicate whether their experiences at Ball State prepared them or met their needs very well, satisfactorily, or poorly in these areas. In reporting these outcomes, students were instructed to consider all activities that may have contributed to their learning, including activities that took place outside the classroom.

Because graduating seniors have nearly completed their experiences, many of which are still fresh in their minds, they are especially qualified to comment on the

outcomes of their learning experiences, university services, and participation in student activities.

Seniors also commented on their plans for employment and further education. Other important information was provided by seniors, such as their degree of interaction with faculty, and their enrollment, study, and student work patterns.

Finally, because many assessment questions are about programs of study, seniors were asked about their satisfaction with a number of aspects of their major department. With the exception of one item that was first added in 1994, departmental items remain unchanged from the original 1992 survey.

This report is organized in eight sections. Section 1 compares academic and demographic characteristics of respondents to the characteristics of the entire class of May 1997 baccalaureate graduates. Section 2 describes findings related to student goals, including plans for further education and employment. Section 3 contains summary information about student learning and Ball State experiences. Section 4 covers findings related to campus involvement and participation in campus activities.

Section 5 contains a discussion of seniors' perceptions of campus services. Section 6 includes findings related to the major. Section 7 is a comparison of results which have changed over the course of the senior survey. Section 8 is a new section for 1997 which compares responses of 1997 sophomore and 1997 seniors using items common to both surveys. Section 9 contains a brief summary and discussion.

SECTION 1

Demographic and Academic Characteristics

Summary Demographic and academic characteristics of responding seniors are described in this section. The respondents are compared to all May 1997 baccalaureate degree recipients. Tests of significance were used to determine if the sample accurately represents the population of all 1997 baccalaureate degree recipients.

There were no significant differences between the sample and population with regard to race, academic entry type, and age. Differences were found in gender and GPA. A higher percentage of women responded to the survey than were present in the population. Seniors with GPAs above 3.0 were somewhat more likely to return the survey.

The sample accurately represented the population with regard to high school class size, SAT verbal, SAT quantitative, and ACT scores. However, the respondents had a significantly higher high school percentile rank than the population. (Table 1.1 and Table 1.2)

-
- Females returned a significantly higher proportion of surveys than did males. The response rate among females was 62.2 percent, compared to 48.4 percent among males.¹
 - Based on the overall distribution by race, the sample and population were not statistically different. However, only 41.7 percent of African American seniors

responded to the survey, compared to 56.5 percent of all seniors.²

- Respondents did not differ from all graduates with regard to age. The mean age for both was about 23.8 years at the time of graduation. (Table 1.1)
- There was a slightly higher percentage of respondents (14.4%) with distinction status than the percentage of the population (12.6%). However, this difference was not large enough to be statistically significant. (Table 1.1)
- Although there was only a small difference in average GPA between the population and the respondents, the difference was statistically significant. The averages were 3.07 and 3.15 respectively. (Table 1.1)
- Average SAT verbal and quantitative scores among respondents were a few points higher than among all May graduates. However, the differences were not statistically significant. (Table 1.2)
- The difference in average high school percentile rank between respondents and all graduates was small but statistically significant. Average high school percentile rank was slightly higher among respondents (72.1) than among all graduates (69.6). (Table 1.2)

¹ Percentages of males and females who responded to the survey are based on Table 1.1, which shows the percentage of respondents and all graduating seniors who were male and female.

² The response rate for African American seniors is based on Table 1.1, which shows the percentage of respondents and all graduating seniors who were of African American, Caucasian, or other race.

Table 1.1
Demographic and Academic Characteristics of Respondents
and All May 1997 Graduates

	<u>Respondents</u> <i>Percentages</i>	<u>All May 1997 Graduates</u> <i>Percentages</i>
GENDER*		
Female	61.4	55.3
Male	38.6	44.7
RACE		
African American	2.3	3.1
Caucasian	93.7	92.6
Other	4.0	4.3
AGE		
20 to 21	16.1	12.7
22	38.2	37.5
23	22.5	24.6
24	8.1	8.1
25 to 27	6.2	8.5
28 and older	8.9	8.6
<i>Mean</i>	23.78	23.79
ACADEMIC ENTRY TYPE		
Distinction	14.4	12.6
Regular	65.5	65.6
Other	20.0	21.8
GPA*		
Less than 2.5	10.8	14.3
2.50 to 2.99	26.2	29.2
3.00 to 3.49	36.9	34.9
3.50 to 4.00	26.1	21.6
<i>Mean</i>	3.15	3.07
N	867 [†]	1547

* Statistically significant differences exist between respondents and the population of all graduates on this variable. (p[†].05).

† Seven respondents removed the address labels from their surveys and replied anonymously. A total of 874 respondents completed the survey.

Table 1.2
High School Academic Characteristics of Respondents
and All May 1997 Graduating Seniors

	Respondents			May, 1997 Graduates		
	Mean	Std.dev.	N	Mean	Std.dev.	N
High School Percentile Rank*	72.1	21.3	816	69.6	21.8	1459
High School Class Size	238.4	142.5	816	243.6	143.2	1459
SAT Verbal	435.9	86.0	738	433.8	86.1	1302
SAT Quantitative	521.8	84.7	746	515.7	85.4	1317
ACT Composite	22.4	4.3	303	22.0	4.2	495

* Statistically significant differences exist between respondents and the population of all graduates on this variable. ($p \leq .05$)

Table 1.3
Response Rates by College of Major

	N Mailed	N Returned	Percent Returned
COLLEGE			
Applied Sciences and Technology	169	106	62.7
Architecture and Planning	84	53	63.1
Business	270	151	55.9
Fine Arts	97	54	55.7
Sciences and Humanities	534	310	58.1
Teachers College	167	95	56.9
Communications and Media	135	73	54.1
General Studies Majors	91	32	35.2
Total	1547	874	56.5

- As shown in Table 1.3, response rates varied somewhat by college of major, from a low of 35.2 percent among General Studies graduates to a high of 63.1 percent in the College of Architecture and Planning. The differences were not statistically significant. The response rate for all seniors was 56.5 percent.

SECTION 2

Student Goals, Employment, and Further Education

Summary The respondents were asked about the importance of several life goals, and about their plans for employment and further education. Seniors rated succeeding at work, and having strong friendships as the most important life goals. Health and wellness and continuing to learn were rated very important by more than 80 percent of the respondents. The least important life goals were “having lots of money,” and “geographic mobility.”

Nearly nine percent of graduating seniors were employed in full-time positions that they planned to continue after graduation and 15 percent had secured full-time employment to begin after graduation. Eleven percent were planning to attend graduate school and were not looking for employment. Three percent were not looking for employment due to other reasons. The remaining respondents had begun looking for full-time employment (45.5%) or were planning to begin looking within six months (16.4%). (Figure 1)

More than eight out of ten graduating seniors with jobs were currently working or soon to be working in their majors or related areas. Of those still seeking employment, nearly 90 percent were seeking work in their majors.

When questioned about future educational goals, about 28 percent indicated that they planned to begin a graduate program within the next year. (Table 2.3) Seventy percent indicated that they had some plans to eventually obtain a graduate or professional degree. (Table 2.4)

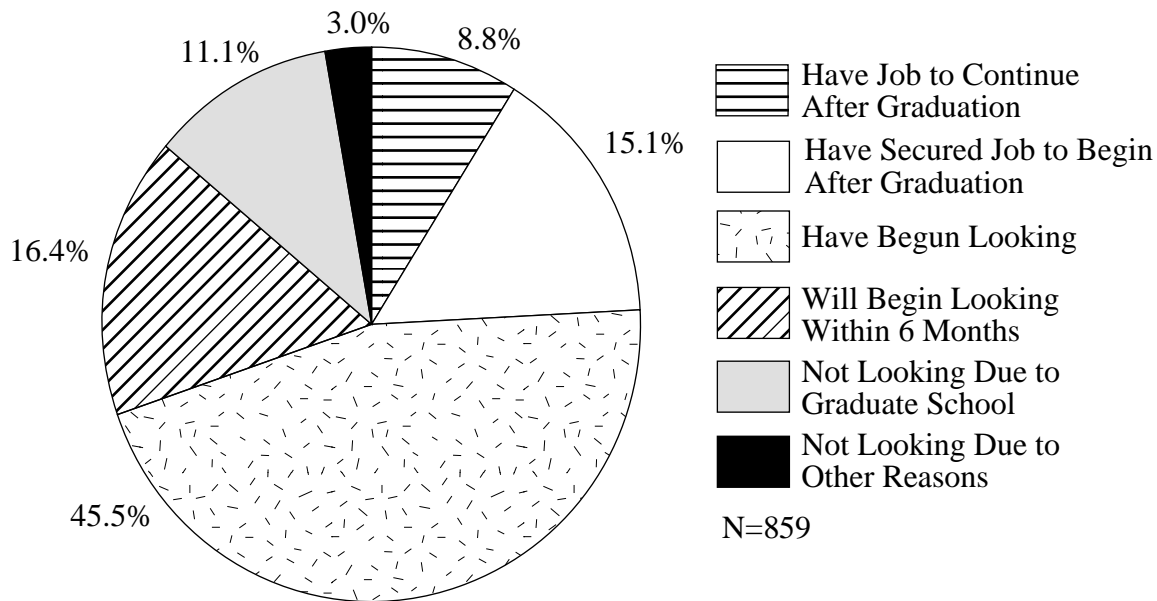
Life Goals

- Succeeding in work, having strong friendships, health and wellness, continuing to learn, and marrying the right person were very important goals to at least 80 percent of senior respondents. (Table 2.1)

Table 2.1
Senior Life Goals

	Very Important	Somewhat Important	Not Important	<i>N</i>
How Important are Each of the Following Goals?	<i>Percentages</i>			
Succeeding in Work	87.9	11.6	0.5	869
Having Strong Friendships	87.6	12.1	0.3	870
Health and Wellness	83.9	15.5	0.6	870
Continuing to Learn	82.5	17.0	0.5	870
Marrying the Right Person	80.1	17.1	2.8	871
Having Interesting Things to Do	76.6	22.5	0.9	868
Being Independent	71.6	25.3	3.1	862
Raising a Family	68.8	22.6	8.6	863
Having Broad Intellectual Interests	66.6	30.9	2.5	867
Meeting Interesting People	66.1	32.1	1.8	869
Making a Meaningful Contribution to Society	64.0	33.1	2.9	869
Being a Leader	50.7	43.8	5.5	870
Geographic Mobility	21.3	53.1	25.6	860
Having Lots of Money	11.9	62.8	25.3	866

Figure 1
Seniors' Plans for Full-Time Employment After Graduation



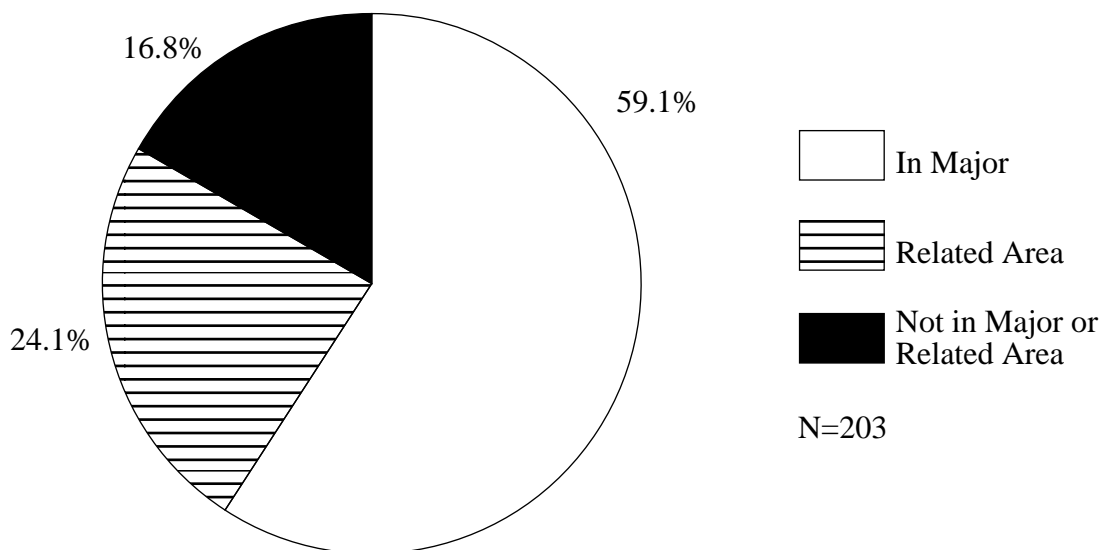
- Nearly 77 percent of all respondents indicated that “having interesting things to do” was a very important life goal. (Table 2.1)
- More than seven out of ten respondents reported that being independent was a very important life goal. (Table 2.1)
- Life goals that were rated very important by more than six out of ten respondents included raising a family, having broad intellectual interests, meeting interesting people, and making a meaningful contribution to society. (Table 2.1)
- About half of all responding seniors indicated that being a leader was a very important life goal.
- The majority of respondents indicated that having lots of money and geographic mobility were somewhat important, rather than very important.

Employment

- At the time of the survey, nearly nine percent of the respondents had full-time jobs which they planned to continue. Fifteen percent had secured full-time employment to begin after graduation. (Figure 1)
- Almost 46 percent of all respondents had begun to look for full-time employment. Twenty-eight percent were planning to begin looking for employment within the next six months (16.4%), or were planning to attend graduate, law, or medical school within the next year (11.1%). (Figure 1)
- Three percent were not looking for work and not planning to attend graduate or professional school. (Figure 1)

- Eighty-three percent of the full-time jobs that respondents were planning to begin or continue after graduation were in their majors or related to their majors. While about 59 percent of these jobs were described as being in the major, about 24 percent were described as being related to the major. (Figure 2)
- Of the nine percent who were planning to continue their current employment, 70 percent reported working in their majors or in areas related to their majors.
- Of the 15 percent who had secured jobs to begin after graduation, 91 percent reported they would be working in areas within their majors or related to their majors.
- Eighty-nine percent of those who did not already have employment in their major or in an area related to their major were looking or planning to look for such employment.
- The majority of respondents felt that it was difficult (40.4%) or very difficult (15.3%) to find employment in their majors. More than one third felt that finding work in their majors was of “average” difficulty, while less than eight percent felt it was easy to find employment in their major. (Table 2.2)

Figure 2
Relationship of Current and Secured Employment to Major



Further Education

- When asked about educational plans for the next year, about 28 percent indicated they planned to begin graduate studies. More than two percent were continuing or beginning work on another baccalaureate degree, 11 percent were planning to obtain certification, and 11 percent had plans for other educational activities within the year following the survey. (Table 2.3)
- With respect to long-term educational goals, 70 percent indicated they had plans to eventually obtain a graduate or professional degree. Only ten percent had no plans to continue their education. (Table 2.4)

Table 2.2
Difficulty of Obtaining Employment in the Major

	<i>Percent</i>
In Your Opinion, How Difficult Is It To Obtain Employment In Your Major?	
Very Difficult	15.3
Difficult	40.4
Average	36.4
Easy	7.8
N	841

Table 2.3
Plans for Further Education Within the Next Year

	<i>Percent</i>
What Are Your Plans For Further Education Within the Next Year?	
Begin graduate studies	28.4
Continue or begin work on another baccalaureate degree	2.4
Obtain certification	11.3
Other	10.9
No plan indicated	53.9
Total number of respondents who answered the question*	846

* Percentages total more than 100% because respondents were asked to choose all that apply.

Table 2.4
Plans for Eventual Further Education

	<i>Percent</i>
After Graduation, Do You Plan To Eventually...	
obtain a graduate or professional degree	70.2
obtain another bachelor's degree	5.6
obtain certification through college course work	15.3
obtain certification through non-college course work	17.7
take additional college courses	29.3
take professional development courses	30.4
no plans to continue education	10.4
Total number of respondents who answered the question*	869

* Percentages total more than 100% because respondents were asked to choose all that apply.

SECTION 3

Ball State Experiences

Summary Seniors were asked to rate their satisfaction with academic experiences, student activities, and their general attitude toward Ball State. Responses were very favorable—85 percent were highly satisfied with their academic experiences. They were also asked whether they would recommend Ball State to someone who wanted to major in their field. Eighty-one percent indicated they would make such a recommendation.

Graduating seniors were asked whether their experiences met their needs very well, satisfactorily, or poorly in overall areas such as personal and intellectual growth, and preparation for employment and further education. Seniors were also asked to evaluate their preparation in several specific knowledge and skill areas based on the activities they participated in at Ball State. Students were specifically instructed to consider all activities in which they participated, including those outside the classroom. At least nine out of ten respondents indicated their experiences at Ball State met their needs satisfactorily or very well in the overall areas of intellectual growth, personal growth, preparation for further education, and preparation for career. Preparation in each specific knowledge or skill area was rated either satisfactorily or very well by at least three-quarters of all respondents. Findings from these three sections of the survey are reported in Table 3.1.

Seniors were also asked about additional experiences at Ball State. One-half indicated that they participated in internships, practicums, or co-op experiences. Fifty-six percent reported that they had held on-campus jobs, and 54 percent reported off-campus employment. Forty-six percent of all respondents indicated that they studied an average of at least 10 hours a week. Seventy-four percent of all respondents reported that they met often or occasionally with faculty outside class.

General Evaluation of Experiences

- Eighty-five percent of seniors reported being satisfied or very satisfied with academic experiences. Eleven percent were undecided. (Figure 3)
- About 58 percent of seniors indicated that their satisfaction with student activities was high or very high. Thirty-two percent were undecided. (Figure 3)
- When seniors were asked if they would recommend Ball State to someone who wanted to major in their field of study, 81 percent responded positively. (Figure 4)
- Ninety-three percent held a positive (68.6%) or very positive (24.7%) general attitude toward Ball State. (Figure 5)
- Intellectual and personal growth needs were met very well or satisfactorily according to at least 97 percent of all respondents. (Table 3.1)
- Nearly 95 percent of seniors responded positively when asked if experiences at Ball State had prepared them for further education. About 51 percent indicated satisfactory preparation, and 44 percent indicated they were very well prepared. (Table 3.1)
- Almost 91 percent reported that career needs were met very well (45.9%) or satisfactorily (44.7%). (Table 3.1)

Knowledge and Understanding

- At least 90 percent of the seniors who completed the survey indicated that Ball State programs prepared them very well or satisfactorily in understanding the areas of wellness, social sciences, and humanities.

Table 3.1
Seniors' Evaluation of Experiences at Ball State

	<i>Percentage Rating Preparation in Each Area</i>			
	Very Well	Satisfactorily	Poorly	N
Overall Evaluation of Experiences				
Intellectual Growth	57.8	40.4	1.7	868
Personal Growth	63.6	33.8	2.6	871
Preparation for Further Education	44.0	50.6	5.5	860
Preparation for Career	45.9	44.7	9.5	857
Knowledge and Understanding				
Other Cultures	27.2	55.6	17.2	867
Computers	38.3	46.0	15.7	867
Wellness	37.5	54.0	8.4	866
Sciences	24.5	61.0	14.5	865
Social Sciences	31.5	59.8	8.7	866
Humanities	34.5	57.8	7.7	867
Arts	24.3	54.9	20.8	867
Gender Issues	28.2	56.0	15.8	866
Racial Issues	24.1	54.9	21.0	863
Morals and Ethics	31.4	55.4	13.2	864
Current events and contemporary issues	26.5	58.4	15.1	863
Global Events	16.7	60.6	22.7	863
Skills and Abilities				
Writing	39.7	52.5	7.7	868
Speaking	37.2	56.2	6.6	868
Listening	47.3	47.5	5.2	867
Problem Solving	47.4	48.9	3.7	867
Analyzing and Evaluating Ideas	58.3	38.9	2.8	868
Conducting Research	40.3	47.6	12.1	868
Using Library Resources	49.2	41.9	8.9	868
Using Mathematics	22.3	55.4	22.3	865
Creative Thinking	49.5	46.2	4.3	868
Critical Thinking	53.8	43.4	2.8	866
Using Computers at Work	46.4	38.2	15.5	865
Providing Leadership	41.5	49.1	9.4	865
Persuading Others	28.8	58.4	12.8	866
Coping with Stress	25.7	49.3	25.0	864
Dealing with the Public	37.4	48.8	13.8	861
Managing Time	44.8	43.2	12.0	866
Planning and Organizing	52.1	41.4	6.5	864
Conflict Resolution	32.6	55.5	11.9	862
Interacting with diverse groups of people	45.4	42.6	12.0	867
Making Informed Decisions	49.4	47.6	3.0	864
Self-Evaluation	49.8	46.8	3.4	865
Self-Reliance	60.4	37.7	2.0	863
Working Cooperatively	58.9	38.3	2.8	864
Using New Technologies	39.0	46.1	14.9	866
Clarifying Personal Values	43.6	49.5	6.9	865
Experiencing and Responding to the Arts	29.9	48.5	21.6	866
Lifelong Learning	48.8	45.9	5.3	865
Maintaining physical health and well-being	36.3	53.1	10.6	867

Figure 3
Satisfaction with Academic Experiences and Student Activities

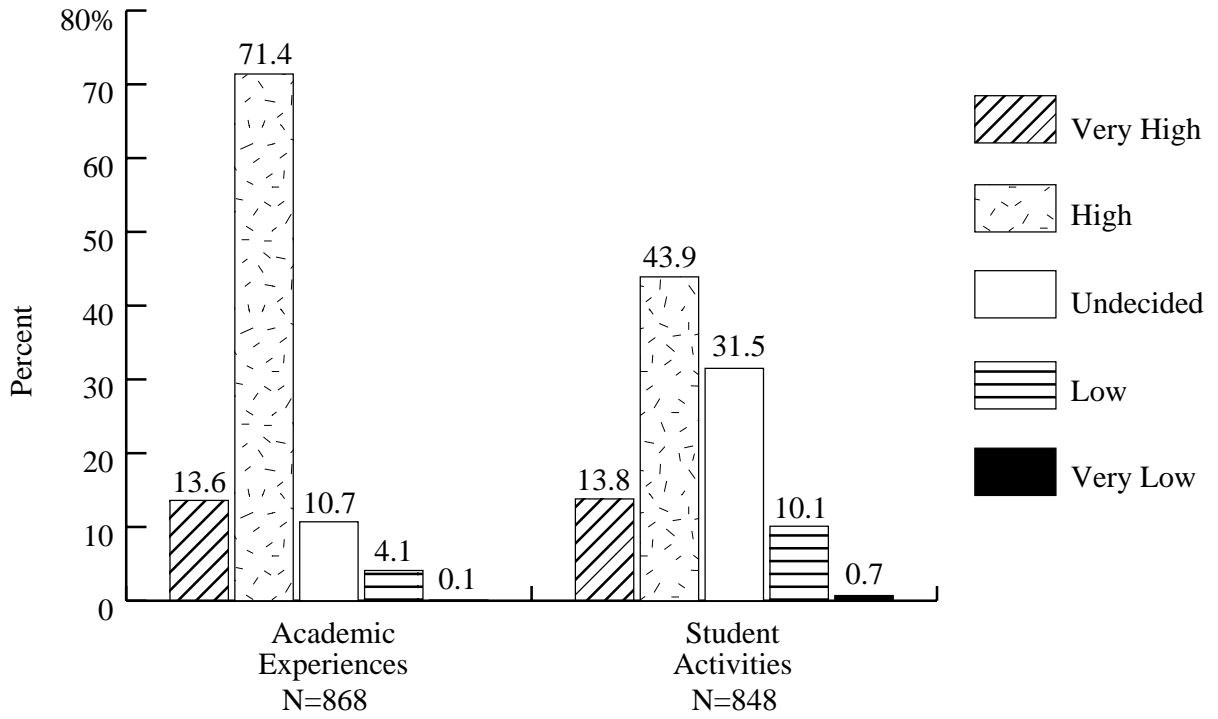


Figure 4
Recommendation of Ball State to Potential Majors

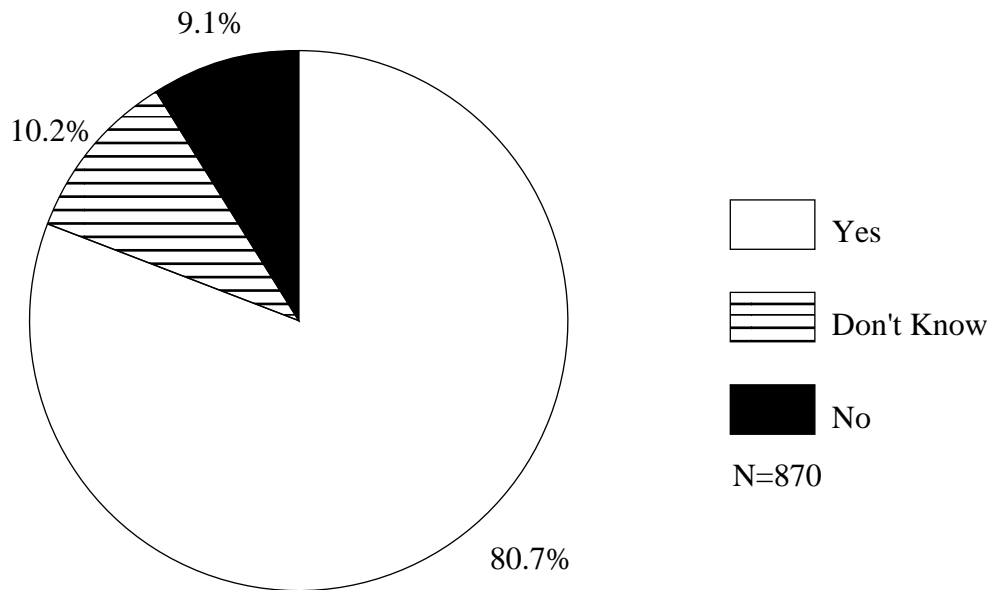


Figure 5
Attitude Toward Ball State

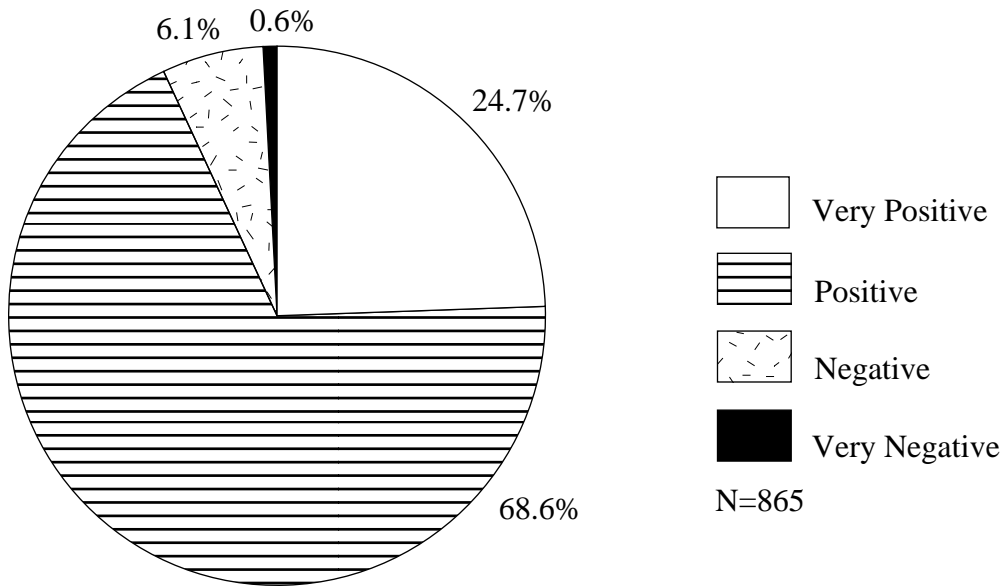
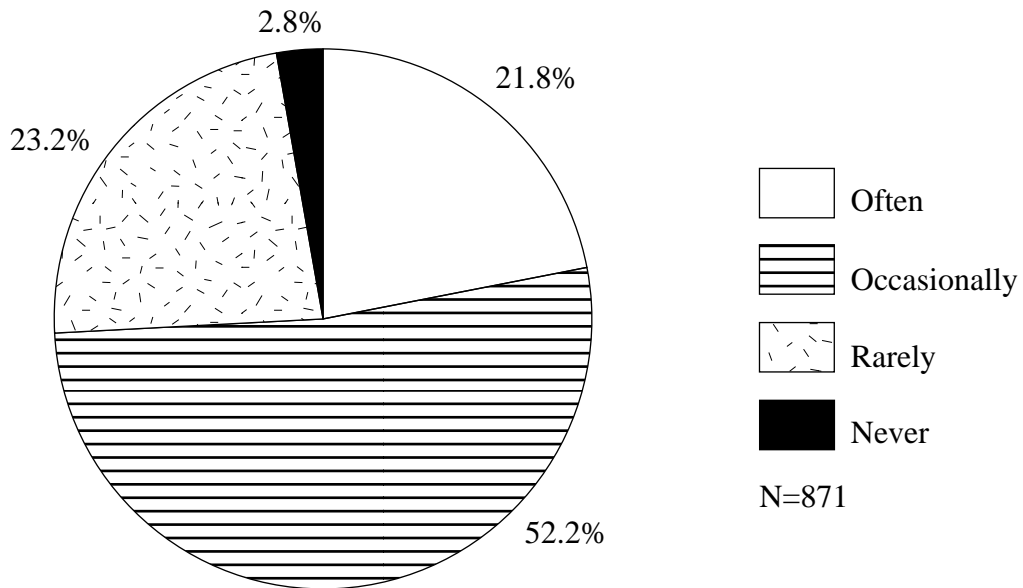


Figure 6
Interaction with Faculty Outside Class



- Between 83 and 87 percent of seniors indicated they were satisfactorily or very well prepared in understanding other cultures, computers, sciences, gender issues, morals and ethics, and current events and contemporary issues. (Table 3.1)
- Needs in the areas of understanding the arts and racial issues were met very well or satisfactorily according to 79 percent of the respondents. (Table 3.1)
- The knowledge and understanding areas where respondents most often indicated they were very well prepared were wellness and computers. Nearly four out of ten respondents felt very well prepared when asked about knowledge and understanding of these areas. Knowledge of wellness was rated very well or satisfactory by 92 percent of seniors. Eighty-four percent rated knowledge of computers very well or satisfactorily.
- Nearly one-half of all responding seniors reported that their needs were met very well in the skill areas of using library resources, creative thinking, making informed decisions, self-evaluation, and lifelong learning. (Table 3.1)
- In the skill areas of writing, listening, problem solving, conducting research, using computers at work, providing leadership, managing time, interacting with diverse groups of people, and clarifying personal values, about 40 to 47 percent reported that they felt very well prepared. (Table 3.1)
- Three skill and ability areas where more than one out of five seniors felt they were poorly prepared were using mathematics, coping with stress, and experiencing and responding to the arts. (Table 3.1)
- Coping with stress was the skill and ability in which seniors were most likely to report that they were poorly prepared. Twenty-five percent indicated that they were poorly prepared to cope with stress. (Table 3.1)

Skills and Abilities

- About 95 percent or more reported that their experiences prepared them very well or satisfactorily in skills and abilities such as listening, problem solving, analyzing and evaluating ideas, creative thinking, critical thinking, making informed decisions, self-evaluation, self-reliance, working cooperatively, and lifelong learning. (Table 3.1)
- In the areas of analyzing and evaluating ideas, critical thinking, planning and organizing, self-reliance, and working cooperatively, more than one-half of all respondents reported that they were very well prepared. (Table 3.1)

Student Internship and Employment

- On average, one-half of respondents (50.3%) indicated that they participated in an internship program while at Ball State. Fifty-six percent held campus employment and 54 percent held off-campus jobs while attending Ball State. (Table 3.2)

Interaction with Faculty at Ball State

- Seniors were asked whether they had met often, occasionally, rarely, or never with faculty members outside of class. Almost 22 percent indicated that they met often, more than one-half (52.2%) indicated that they met occasionally, and slightly more than one out of four (26.0%) indicated that they met rarely or never with faculty members outside class. (Figure 6)

Number of Weekly Study and Work Hours

- More than three-quarters of all respondents (76.7%) reported that they studied ten or more hours per week while attending classes at Ball State. About 18 percent indicated that they studied five to nine hours per week. (Table 3.3)
- About 67 percent of all respondents indicated that they typically worked more than ten hours a week while attending classes. Only about 16 percent indicated that they typically did not work while attending classes. (Table 3.3)

Other Background Information

- Fifteen percent of respondents indicated that they were married at the time of the survey.
- Ninety-four percent of respondents reported that they were mainly enrolled full-time.

Classroom and Study Behaviors

- Nearly three quarters of those surveyed indicated that they participated in class discussions, spent time preparing for class, and identified key points from class or assignments always or most of the time. Eighty-three percent fit facts and ideas

together always (39.4%) or most of the time (43.7%). (Table 3.4)

- About 39 percent reported studying with other students always or most of the time.

Table 3.2
Internships and Student Employment

	<i>Percent*</i>	<i>Count</i>
Internship	50.3	440
Campus Employment	55.6	486
Off-Campus Employment	53.9	471
Total N		874

* Percentages total to more than 100% because respondents could chose more than one response.

Table 3.3
Number of Weekly Study and Work Hours at Ball State

	<i>Percent</i>	<i>N</i>
Hours of Study Per Week		
Less than 5 Hours	5.7	49
5 to 9 Hours	17.6	151
10 to 19 Hours	45.9	394
20 or More Hours	30.8	264
Total	100.0	858
Hours Worked Per Week		
Not Employed	15.7	134
10 Hours or less	17.3	147
11-20 Hours	41.7	355
Over 20 Hours	25.3	215
Total	100.0	851

Table 3.4
Classroom and Study Behaviors

	Always	Most of the Time	Sometimes	Rarely	Never	<i>N</i>
	<i>Percentages</i>					
During the past year, how often did you typically do each of the following...						
Participate in class discussions	37.4	35.4	21.4	4.9	0.8	869
Spend time preparing for class	32.9	39.6	22.7	4.4	0.5	869
Identify key points of class or assignments	31.2	42.9	20.5	5.1	0.3	865
Fit facts and ideas together	39.4	43.7	14.6	2.0	0.2	867
Study with other students	15.7	22.8	37.5	19.4	4.6	869

SECTION 4

Campus Involvement

Summary To determine student involvement in campus programs and related activities, seniors were asked about their general level of campus involvement, and about the frequency with which they attended campus events and participated in campus activities. As shown in Figure 7, when seniors were asked about general involvement in campus programs and activities, 20 percent described themselves as heavily involved, 34 percent as moderately involved, about 37 percent were slightly involved, and just over nine percent described themselves as not involved.

In addition to general involvement, seniors were asked to indicate how often they attended or participated in campus events, activities, study sessions, or discussions. Table 4.1 summarizes responses for attending several events. Table 4.2 shows how often students participated in various activities.

Concerts, plays, and athletic events were the events seniors attended most often. Nearly one fourth of all respondents indicated they often or very often attended these events. About 22 percent often or very often attended events sponsored by student organizations. A majority of respondents reported attending concerts, plays, athletic events, and events sponsored by student organizations at least some of the time. (Table 4.1)

Activities or events related to career choice, study sessions, and physical activities were activities seniors indicated they participated in most often. Forty-six percent indicated that they participated in activities or events related to their career choice, and had study sessions with other students outside of class often or very often. Forty-three percent indicated that they participated in physical activity using sports facilities often or very often while a student at Ball State. (Table 4.2)

About 30 percent participated often or very often in professional organizations or other student organizations or clubs (not

including student government). More than one out of four respondents participated with other students often or very often in discussions of current affairs or world issues.

At least one out of five respondents participated often or very often in discussions about other cultures, independent study and research, residence hall activities or events, social fraternities or sororities, or student performances (plays, concerts, art shows, etc. as a performer or exhibitor).

Nearly one-third participated in intramural sports at least some of the time. At least 40 percent sometimes participated in discussions of campus issues or in community service activities. (Table 4.2)

-
- More than one-half of all respondents indicated they attended athletic events, events sponsored by student organizations, plays, and concerts very often, often, or sometimes. (Table 4.1) Almost one-half attended campus lectures (not class lectures) very often, often, or sometimes.
 - More than one out of four attended art shows or cultural, ethnic, or international events at least some of the time.
 - Ten percent indicated that they attended religious services often or very often. Another ten percent indicated that they sometimes attended religious services. (Table 4.1)
 - About 46 percent indicated they participated often or very often in study sessions with other students (45.6%), or activities related to a career choice (46.1%). However, more than three out of four participated in study sessions or career related activities at least some of the time. (Table 4.2)

- Forty-three percent reported that they often or very often engaged in physical activities using sports facilities. About 29 percent used the sports facilities “sometimes.” Eleven percent reported not using the sports facilities.
- Three out of ten respondents participated often or very often in student organizations other than student government or professional organizations.
- About one-quarter of all respondents participated often or very often in discussions of current affairs or world issues, or in student performances (as a performer or exhibitor). One-quarter participated in these activities “sometimes.” (Table 4.2)
- At least 40 percent indicated that they very often, often, or sometimes engaged in independent study and research, residence hall activities and events, discussions of campus issues, and community service.
- Less than one in five graduating seniors reported involvement in student government.

Figure 7
Involvement in Campus Programs, Activities, and Organizations

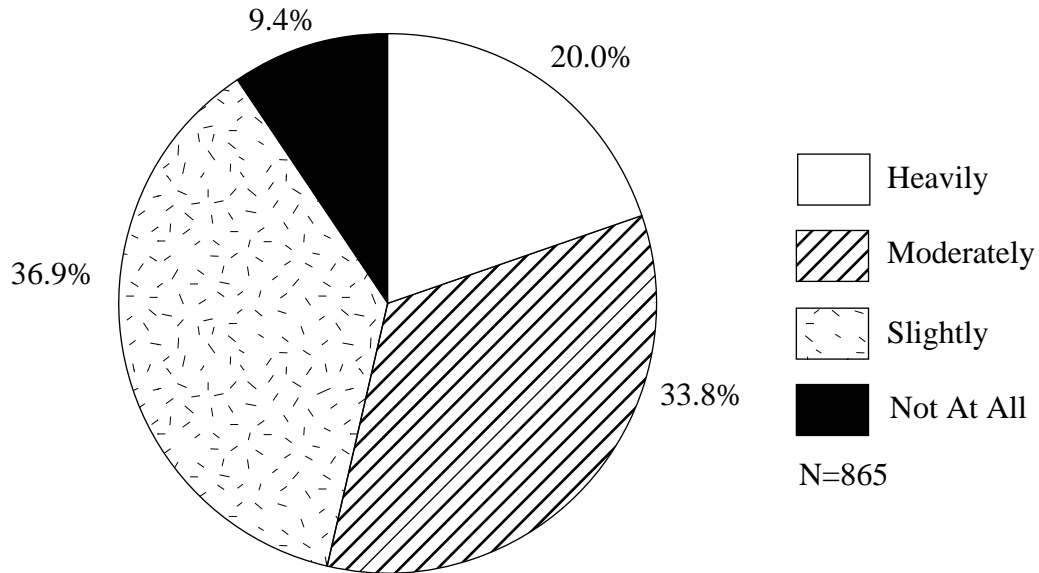


Table 4.1
Attendance at Campus Events

	Very Often	Often	Sometimes <i>Percent</i>	Rarely	Never	<i>N</i>
How Often Did You Attend...						
athletic events	8.9	14.4	27.9	31.7	17.1	870
religious activities	5.9	4.4	10.5	27.0	52.3	868
films (on campus, not as a part of class)	0.3	1.8	15.2	34.3	48.4	869
events sponsored by student organizations	7.3	14.3	35.3	28.7	14.5	868
campus lectures (not class lectures)	2.6	12.8	34.1	33.3	17.2	868
plays	8.6	14.9	33.4	24.1	19.0	868
concerts	8.5	16.0	33.6	24.4	17.4	868
art shows	3.0	5.8	18.3	30.1	42.9	868
cultural, ethnic, or international events	2.3	6.0	17.4	32.1	42.2	869

Table 4.2
Participation in Campus Activities

	Very Often	Often	Sometimes <i>Percent</i>	Rarely	Never	<i>N</i>
How Often Did You Participate In...						
discussions of campus issues or activities	7.4	11.6	23.3	29.1	28.6	863
discussions of current affairs or world issues with other students	7.9	18.5	26.5	23.9	23.2	863
discussions about other cultures	7.3	15.5	29.3	27.0	20.9	858
study sessions with other students outside class	18.0	27.6	32.7	14.2	7.4	865
independent study and research (not for class or course credit)	8.7	13.7	20.7	27.1	29.9	864
residence hall activities or events	8.7	12.5	24.1	23.6	31.1	859
social fraternities or sororities	15.6	4.7	5.9	11.2	62.5	865
professional organizations	14.0	15.6	24.6	17.5	28.3	863
student government	1.9	1.9	4.7	12.3	79.3	860
other student organizations or clubs	17.3	13.7	23.8	19.6	25.6	862
activities or events related to your career choice	21.0	25.1	29.8	14.2	9.9	859
student performances (plays, concerts, art shows, etc. as a performer or exhibitor)	11.1	12.4	29.1	23.2	24.2	863
intramural sports (as a player)	10.2	8.5	13.7	13.7	53.9	862
physical activity using sports facilities (gyms, pools, courts, weight rooms, etc.)	20.9	22.1	28.7	17.3	11.0	861
community service	7.5	10.3	22.6	28.5	31.0	862
leadership development programs and workshops	5.8	6.8	16.1	26.2	45.0	862

SECTION 5

Student Services

Summary Seniors were asked to indicate knowledge, use, and satisfaction with services in 30 student service areas. Seniors were asked to choose one of four responses about each service, including “I did not know about this service,” “I knew about this service, but did not use it,” “I used this service and was satisfied with it,” and, “I used this service, but was not satisfied with it.” The responses in each of these four categories are shown in Table 5.1. Table 5.2 is based on the information in Table 5.1, but shows the overall percentage of seniors who reported use of the service, and the percentage of users who were satisfied.

Most of the student services included on the survey were widely known among respondents, although seniors were also asked about student services that serve smaller segments of the student body and were consequently less well known. Use of services varied widely—some services were reportedly used by almost all respondents, while others were used by less than 20 percent of the respondents. Satisfaction with services was generally very high, with few exceptions.

Knowledge of Student Services

- Nearly all respondents knew about most of the services, including Intramural Sports, Student Financial Aid, University Police, the Student Health Service, and the offices that students are typically required to visit. (Table 5.2)
- More than 90 percent of respondents knew of services such as the Housing Office, the Counseling and Psychological Services Center, and the University College Learning Center. Nearly 90 percent reported familiarity with International Programs and Student Legal Services. (Table 5.2)
- The least well known services, among those listed, were enrollment certification, and the Consumer Education Council. Nearly 60 percent were aware of these services. (Table 5.2)

Use of Student Services

- The percentage of seniors who used each service varied widely. At least 95 percent of all respondents used University Computer Labs, registration, University Libraries, or Ball State Bookstore. (Table 5.2)
- Nearly 95 percent indicated that they used the Bursar’s Office or the Student Center. Nine out of ten reported use of Parking Services or the Cardinal Crossing food court in the Student Center.
- More than 80 percent of seniors reported use of the transcript service, and Residence Hall Dining Services.
- More than seven out of ten respondents reported use of commencement service, residence halls, Career Services, physical activities facilities, and the Student Health Service. (Table 5.2)
- Sixty-eight percent indicated use of Student Financial Aid. Sixty-four percent reported use of the Freshmen Advising Center. Nearly one-half reported use of the Housing Office or University Police. (Table 5.2)
- About 40 percent of respondents indicated they used enrollment certification, intramural sports, or the University College Learning Center. Twenty-eight percent reported using the Student Life/Student Activities Office. (Table 5.2)

- About one out of five respondents reported use of the Counseling and Psychological Services Center, and Student Legal Services. (Table 5.2)
- University Apartments, International Programs, Consumer Education Council, and the Office of Multicultural Affairs were reportedly used by less than 20 percent of all respondents. (Table 5.2)
- More than seven out of ten users were satisfied with services from the Bursar's Office, the residence halls, and Residence Hall Dining Services. (Table 5.2)
- More than two-thirds of respondents who used University Police were satisfied with the services provided. About 63 percent reported their satisfaction with use of the Student Health Center.

Satisfaction with Student Services

- The services with the highest percentages of satisfied users include transcript service, commencement, University Libraries, Student Center, Cardinal Crossing, the recreation area in the Student Center, physical activities facilities, intramural sports, and the Student Life/Student Activities Office. More than 95 percent of all respondents who used these services were satisfied with them. (Table 5.2)
- About 90 to 95 percent of users were satisfied with the services of the University Computer Labs, Enrollment Certification, Ball State Bookstore, International Programs, Student Legal Services, and University College Learning Center. (Table 5.2)
- About 85 percent of those who used registration, Career Services, or the Consumer Education Council reported satisfaction with the service they received. (Table 5.2)
- About eight out of ten were satisfied with service received in the Housing Office, university apartments, the Freshmen Advising Center, Counseling and Psychological Services Center, Student Financial Aid, and the Office of Multicultural Affairs. (Table 5.2)
- Parking was the only service item where a majority of seniors were not satisfied. Twenty-nine percent reported satisfaction with Parking Services.

Table 5.1
Knowledge, Use, and Rating of Student Services

How Would You Rate the Service You Received in Each Area Below?	Percentages				N
	<i>I did not know about this service.</i>	<i>I knew about this service, but did not use it.</i>	<i>I used this service, and was satisfied with it.</i>	<i>I used this service, but was not satisfied with it.</i>	
Housing Office	8.8	44.9	37.4	8.8	861
University Computer Labs	0.3	3.2	86.9	9.5	865
Bursar's Office (where you pay university fees)	0.5	6.3	70.9	22.4	868
Registration	0.1	1.7	83.0	15.2	870
Transcripts	1.2	14.3	82.1	2.4	867
Enrollment certification	41.6	18.4	37.7	2.2	851
Commencement	4.5	22.1	70.7	2.7	802
University Libraries	0.2	1.7	93.5	4.5	865
Student Center	0.1	6.0	91.6	2.3	864
Residence Halls	1.3	21.0	60.7	17.0	860
University Apartments	2.9	81.0	13.0	3.0	860
Ball State Bookstore	0.1	3.3	89.7	6.8	868
University Police	0.6	51.6	32.3	15.5	864
Parking Services	0.3	9.2	26.6	63.8	860
Residence Hall Dining Services	0.6	17.8	59.5	22.2	861
Cardinal Crossing	0.1	9.9	86.2	3.8	867
Recreation area in the Student Center	2.1	39.7	56.1	2.2	865
Freshmen Advising Center	6.8	28.8	51.4	12.9	865
Career Services	1.0	23.9	63.4	11.7	865
Counseling and Psychological Services Center	7.1	72.0	17.2	3.7	861
Student Financial Aid (loans, scholarships and grants)	1.2	30.8	54.2	13.8	863
Physical Activities Facilities	2.9	21.8	74.4	0.9	862
Intramural Sports	2.0	55.7	40.5	1.7	861
International Programs	10.3	76.0	12.3	1.4	862
Consumer Education Council	43.0	50.5	5.6	0.9	861
Office of Multicultural Affairs	17.4	74.1	7.0	1.5	858
Student Health Service	3.1	25.9	44.6	26.4	861
Student Legal Services	11.1	68.5	18.2	2.1	861
University College Learning Center	7.1	54.1	35.6	3.2	865
Student Life/Student Activities Office	18.6	53.0	27.2	1.2	860

Table 5.2
Overall Knowledge and Use of Student Services and Satisfaction Among Users

	Knew About Service	Used Service	Satisfied with Service*	Total N
	<i>Percentages</i>			
How Would You Rate the Service You Received in Each Area Below				
Housing Office	91.2	46.2	80.9	861
University Computer Labs	99.7	96.4	90.2	865
Bursar's Office (where you pay university fees)	99.5	93.2	76.0	868
Registration	99.9	98.2	84.5	870
Transcripts	98.8	84.5	97.1	867
Enrollment certification	58.4	40.0	94.4	851
Commencement	95.5	73.4	96.3	802
University Libraries	99.8	98.0	95.4	865
Student Center	99.9	93.9	97.5	864
Residence Halls	98.7	77.7	78.1	860
University Apartments	97.1	16.0	81.2	860
Ball State Bookstore	99.9	96.5	93.0	868
University Police	99.4	47.8	67.6	864
Parking Services	99.7	90.5	29.4	860
Residence Hall Dining Services	99.4	81.6	72.8	861
Cardinal Crossing	99.9	90.0	95.8	867
Recreation area in the Student Center	97.9	58.3	96.2	865
Freshmen Advising Center	93.2	64.4	79.9	865
Career Services	99.0	75.0	84.4	865
Counseling and Psychological Services Center	92.9	20.9	82.2	861
Student Financial Aid (loans, scholarships and grants)	98.8	68.0	79.7	863
Physical Activities Facilities	97.1	75.3	98.8	862
Intramural Sports	98.0	42.3	95.9	861
International Programs	89.7	13.7	89.8	862
Consumer Education Council	57.0	6.5	85.7	861
Office of Multicultural Affairs	82.6	8.5	82.2	858
Student Health Service	96.9	71.0	62.8	861
Student Legal Services	88.9	20.3	89.7	861
University College Learning Center	92.9	38.8	91.7	865
Student Life/Student Activities Office	81.4	28.4	95.9	860

* Among those who reported use of the service.

SECTION 6

Satisfaction with Departmental Experiences

Summary Seniors were asked to indicate the degree to which they agreed or disagreed with statements about their department. Nearly 83 percent of seniors agreed or strongly agreed they were satisfied with their department in general. At least 80 percent agreed or strongly agreed they were satisfied with the teaching ability of departmental faculty, faculty professional expertise, opportunities for interaction with departmental faculty, and fairness of grading in departmental courses. Seventy to 80 percent agreed or strongly agreed they were satisfied with feedback from instructors, opportunities for evaluation of classroom instruction, the academic ability of other students in the major, and the availability of required courses. (Table 6.1)

Sixty-three percent agreed or strongly agreed that they were satisfied with opportunities to participate in internships, and that departmental courses had prepared them for employment. More than 60 percent agreed that departmental courses had prepared them for graduate or professional school. Nearly six out of ten indicated that they were satisfied or very satisfied with faculty advising. More than one-half expressed satisfaction with computer training for their career. Forty-three percent agreed or strongly agreed with the statement, "I am satisfied with departmental assistance in planning my career." Seniors were less likely to agree that they were satisfied with departmental assistance in obtaining a job (31.0%). (Table 6.1)

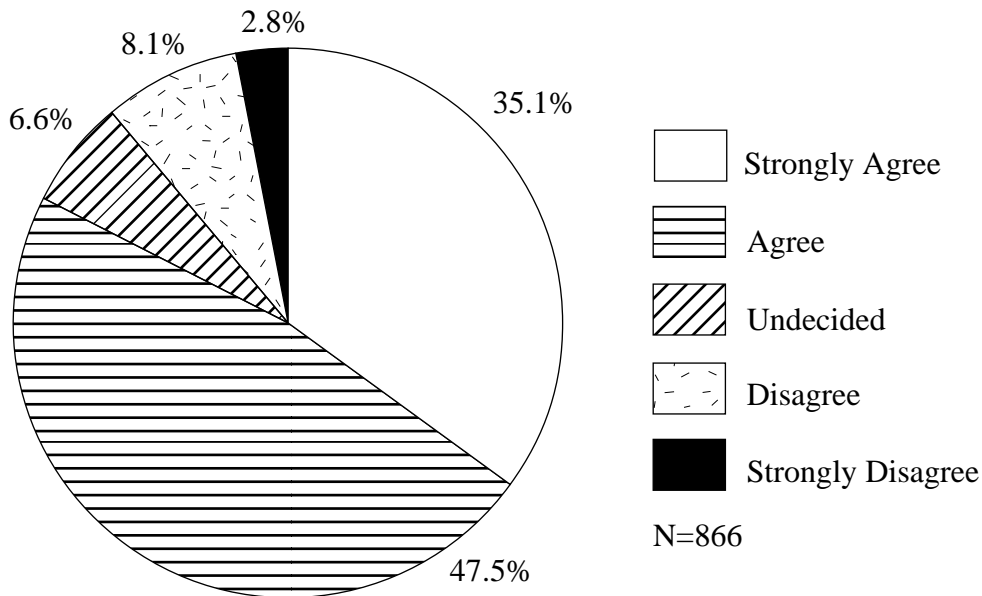
Seniors were also asked to indicate reasons why they chose their majors, and about the number of times they changed their majors. Interest in the subject matter was the reason that was overwhelmingly cited as most important. (Tables 6.2 and 6.3) In addition, just more than one-half of all respondents reported that they did not change majors (51.8%) while attending Ball State. Nearly one-third indicated they changed their

major once, while about 17 percent indicated they changed their major two or more times. (Table 6.4)

Satisfaction with Major

- Overall ratings of the department, faculty professional expertise, faculty teaching ability, fairness of grading in departmental courses, and opportunities for interaction with departmental faculty had the highest ratings of all departmental questions. At least 80% agreed or strongly agreed that they were satisfied with these aspects of their departments. (Table 6.1)
- Nearly 83 percent of all respondents agreed (47.5%) or strongly agreed (35.1%) they were satisfied with their department in general. About seven percent were undecided about their satisfaction with their department, leaving about eleven percent who disagreed (8.1%) or strongly disagreed (2.8%) with the statement. (Figure 8)
- Almost 81 percent of all responding seniors agreed or strongly agreed they were satisfied with the teaching ability of faculty in their department. The remaining 18 percent were split between responses of undecided (9.4%), disagreed (7.6%), or strongly disagreed (2.4%). (Table 6.1)
- Roughly three quarters of all respondents were satisfied with opportunities for evaluation of classroom instruction, the academic ability of other students in the major, the availability of required courses in the major, and feedback from instructors about academic progress.

Figure 8
Satisfaction with Department of Major



- About 63 percent agreed or strongly agreed that departmental courses prepared them for employment, and for graduate or professional school. (Table 6.1)
- About 60 percent of all respondents agreed they were satisfied with information provided about internships, practicums, or co-op experiences in their department, and with opportunities to participate in such programs. (Table 6.1)
- Nearly six out of ten seniors agreed (34.6%) or strongly agreed (23.5%) they were satisfied with faculty advising in their major departments. Seventeen percent were undecided, and 25 percent were not satisfied with faculty advising in their departments. (Table 6.1)
- Fifty-one percent agreed or strongly agreed they were satisfied with departmental computer training for their career, while about 14 percent were undecided and about 35 percent disagreed. (Table 6.1)
- Departmental assistance in planning a career and obtaining a job were the departmental items with which respondents most often expressed dissatisfaction. Forty-three percent agreed or strongly agreed that they were satisfied with departmental assistance in planning a career, and 31 percent were satisfied with departmental assistance in obtaining a job. Slightly less than one-third were not satisfied with career planning assistance, and about 39 percent were not satisfied with assistance in obtaining employment. (Table 6.1)

Reasons for Choosing the Major

- Nearly all seniors agreed (20.3%), or strongly agreed (76.2%) that interest in the subject matter was a factor in their choice of major. (Table 6.2)

Table 6.1
Satisfaction with Department of Major

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	<i>N</i>
	<i>Percentages</i>					
I am satisfied...						
with my department.	35.1	47.5	6.6	8.1	2.8	866
with teaching ability of faculty in department.	32.1	48.5	9.4	7.6	2.4	864
with professional expertise of department faculty.	36.8	45.5	10.9	5.1	1.7	864
with opportunities for interaction with department faculty.	38.0	43.2	11.5	5.4	1.9	863
with information provided about internships, practicums, or co-op experiences.	24.9	35.5	18.7	13.9	7.0	828
with opportunities to participate in internships, practicums, or co-op experiences.	27.4	35.9	20.1	11.7	4.9	824
that the courses in my department prepared me for employment.	24.9	38.3	19.3	11.8	5.8	851
that the courses in my department prepared me for graduate school.	22.1	40.3	28.0	6.1	3.6	787
with the fairness of grading in departmental courses.	20.6	62.0	8.5	6.8	2.1	869
with computer training for my career.	15.9	35.2	14.3	26.7	7.9	853
with opportunities for evaluation of classroom instruction in my department.	19.2	57.2	11.9	8.5	3.1	863
with faculty advising in my department.	23.5	34.6	16.6	16.1	9.1	855
with departmental assistance in planning my career.	14.5	28.1	24.6	23.7	9.1	835
with departmental assistance in obtaining a job.	9.8	21.2	30.5	26.8	11.8	788
with the availability of required courses in my major.	20.7	52.3	8.4	13.4	5.2	866
with the academic ability of other students in my major.	19.4	56.0	15.8	6.8	2.1	856
with feedback from instructors about my academic progress	23.8	49.7	14.2	10.4	2.0	866

Table 6.2
Reasons for Choosing the Major

	Strongly Agree	Agree	Undecided <i>Percentages</i>	Disagree	Strongly Disagree	<i>N</i>
I chose my major because...						
I was interested in the subject matter.	76.2	20.3	2.5	.8	.1	866
jobs are available in this field.	20.1	34.7	21.1	18.9	5.2	862
creative jobs are available in this field.	30.6	41.3	17.4	9.2	1.5	860
it will allow me to make a meaningful contribution to society.	41.6	35.4	16.9	5.1	1.0	864
I was advised to take this major by my family.	3.8	9.3	10.8	47.3	28.8	852
I had some familiarity with this subject.	31.1	50.3	7.8	8.7	2.0	858
a professor influenced (or encouraged) me to take this major.	8.3	13.9	12.8	44.5	20.5	854
this field offers highly respected career positions.	24.6	37.2	21.3	12.5	4.3	862
salaries are high in this field.	10.6	19.2	21.3	30.7	18.4	861
I have friends majoring or working in this field.	12.6	29.6	12.6	32.9	12.3	859
it was challenging.	35.8	44.2	11.7	6.7	1.6	865
I enjoyed my early courses in this major.	40.7	38.0	10.9	8.5	2.0	863

- Other reasons that were important to seniors when choosing a major included making a meaningful contribution to society, enjoyment of early courses in the major, familiarity with the subject, availability of creative jobs in the field, and challenge. (Table 6.2)
- More than one-half (51.5%) of all respondents indicated that interest in the subject matter was the one reason that *most* influenced their choice of major. Eleven percent indicated that making an important contribution to society was the most important reason. (Table 6.3)
- Slightly more than one-half of all respondents did not change their major while attending Ball State (51.8%). Thirty-one percent changed majors once. About 11 percent changed twice. The remaining five percent changed majors three or more times. (Table 6.4)

Table 6.3
Most Important Reason for Choosing the Major

	<i>Percentage</i>	<i>N</i>
Which reason <i>most</i> influenced your choice?		
I was interested in the subject matter.	51.5	417
jobs are available in this field.	2.1	17
creative jobs are available in this field.	3.5	28
it will allow me to make a meaningful contribution to society.	10.7	87
I was advised to take this major by my family.	1.1	9
I had some familiarity with this subject.	3.7	30
a professor influenced (or encouraged) me to take this major.	2.3	19
this field offers highly respected career positions.	1.6	13
salaries are high in this field.	1.1	9
I have friends majoring or working in this field.	1.0	8
it was challenging.	1.6	13
I enjoyed my early courses in this major.	5.4	44
<i>Other reason indicated</i>	8.4	68
<i>More than one reason indicated</i>	5.9	48
Total	100.0	810

Table 6.4
Number of Times Respondents Changed Majors While Attending Ball State

	<i>Percentage</i>	<i>N</i>
None	51.8	450
Once	31.6	274
Twice	11.4	99
Three or More	5.2	868

SECTION 7

Comparison of Findings: 1992–1997

Summary In this section of the report, skills and knowledge items and departmental items are compared by year to highlight similarities, differences, and potential trends in survey data. Findings in this section show significant changes in survey responses over six consecutive years of the survey, starting with 1992 seniors. Tables in this section show only those items with statistically significant changes. Ratings of departmental items (Table 7.2) show a general trend of improved ratings, while differences in skills and knowledge items (Table 7.1) are less clear.

Each year, statistical comparisons were made between several academic and demographic characteristics of respondents and all seniors. In each of these six cohorts, females and students with higher GPAs and high school percentile ranks were somewhat more likely to respond than were their counterparts. Age, race, entry type, and high school class size characteristics of respondents have not been significantly different from the characteristics of all graduating seniors.

Senior Survey Changes

- Only six out of about 40 skills and knowledge items on the survey showed significant change over six years. Among the six items in Table 7.1, most items started from a low in 1992 and increased in later years. (Table 7.1)
- More 1997 respondents rated their preparation with respect to understanding social sciences “very well” than in any prior year. Preparation in the area of critical thinking was evaluated higher in 1996 and 1997 than in earlier years. (Table 7.1)
- Understanding wellness and understanding sciences were rated considerably higher from 1994 through 1997 than in 1992 and 1993. (Table 7.1)
- Departmental items where significant changes occurred are shown in Table 7.2. Generally, favorable responses have increased from 1992 through 1997. Some items, such as satisfaction with department, satisfaction with teaching ability of departmental faculty, and satisfaction with opportunities for interaction with departmental faculty increased steadily from 1992 to 1996 and then dropped slightly in 1997. (Table 7.2)
- The percentage of graduating seniors who strongly agreed that they were satisfied with their department increased from 27 percent in 1992 to about 35 percent in 1996 and 1997. (Table 7.2 and Figure 9)
- The percentage of respondents who strongly agreed that they were satisfied with the professional expertise of departmental faculty, and faculty advising increased each year. (Table 7.2)
- Other aspects of departments that recent graduates have evaluated more favorably include opportunities for interaction with faculty, information provided about internships, and opportunities to participate in internships.
- Seniors rated departmental preparation for employment somewhat higher in 1996 and 1997 than in previous years. (Table 7.2)
- Overall, seniors have had progressively more positive evaluations of their departments in most areas. (Table 7.2)

Table 7.1
Senior Evaluation of Experiences at Ball State:
Comparison of 1992 through 1997 Cohorts*

<i>Percentage Rating Preparation in each area</i>				
	Very Well	Satisfactorily	Poorly	N
Wellness				
1997	37.5	54.0	8.4	866
1996	39.2	54.5	6.3	965
1995	40.8	53.3	5.9	1071
1994	39.9	54.1	6.0	1018
1993	32.3	58.6	9.1	1082
1992	32.8	58.2	9.0	1099
Sciences				
1997	24.5	61.0	14.5	865
1996	25.6	59.6	14.7	963
1995	23.5	64.4	12.1	1074
1994	22.7	62.3	15.0	1016
1993	19.9	64.0	16.0	1078
1992	18.0	66.2	15.8	1100
Social Sciences				
1997	31.5	59.8	8.7	866
1996	30.7	60.0	9.2	963
1995	26.9	64.9	8.2	1072
1994	29.6	61.2	9.3	1015
1993	29.4	61.9	8.7	1081
1992	23.9	66.1	10.0	1099
Critical Thinking				
1997	53.8	43.4	2.8	866
1996	53.8	42.3	3.8	962
1995	50.8	45.1	4.0	1072
1994	50.5	45.3	4.2	1016
1993	51.5	44.5	4.0	1081
1992	46.1	49.9	4.0	1098
Persuading Others				
1997	28.8	58.4	12.8	866
1996	28.0	58.0	14.0	957
1995	29.0	56.5	14.5	1068
1994	25.7	60.4	13.9	1013
1993	30.1	57.5	12.4	1081
1992	26.2	63.2	10.6	1098
Self-Evaluation				
1997	49.8	46.8	3.4	865
1996	48.9	46.8	4.3	963
1995	50.7	45.1	4.2	1072
1994	47.3	48.6	4.1	1013
1993	51.2	45.3	3.6	1085
1992	40.8	53.6	5.7	1094

*Differences are statistically significant. (p†.05)

Table 7.2
Seniors' Satisfaction with Department of Major:
Comparison of 1992 through 1997 Cohorts*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	<i>N</i>
	<i>Percentages</i>					
Satisfaction with department						
1997	35.1	47.5	6.6	8.1	2.8	866
1996	35.5	48.3	6.5	6.8	2.8	954
1995	32.9	49.2	7.5	7.6	2.8	1069
1994	30.8	51.5	7.6	6.7	3.4	1017
1993	30.1	55.3	6.9	5.9	1.8	1082
1992	26.8	53.2	8.8	8.6	2.6	1095
Satisfaction with teaching ability of faculty in the department						
1997	32.1	48.5	9.4	7.6	2.4	864
1996	32.5	49.9	8.2	7.0	2.4	954
1995	28.6	51.8	9.6	8.5	1.5	1066
1994	26.9	54.2	8.7	7.4	2.9	1013
1993	24.6	57.5	9.5	6.9	1.5	1082
1992	21.5	53.4	10.4	11.2	3.4	1091
Satisfaction with professional expertise of department faculty						
1997	36.8	45.5	10.9	5.1	1.7	864
1996	35.8	47.8	9.3	4.9	2.1	952
1995	33.5	49.4	9.1	6.3	1.7	1068
1994	31.7	51.4	10.0	5.5	1.5	1014
1993	30.3	52.7	10.9	5.3	0.7	1081
1992	26.3	51.7	11.6	7.3	3.0	1094
Satisfaction with opportunities for interaction with departmental faculty						
1997	38.0	43.2	11.5	5.4	1.9	863
1996	38.2	42.5	10.6	6.9	1.9	954
1995	34.4	45.5	11.2	7.3	1.6	1067
1994	34.9	44.4	12.6	5.7	2.4	1015
1993	31.1	48.2	13.0	6.4	1.3	1080
1992	30.7	47.7	11.5	8.0	2.0	1096
Satisfaction with information provided about internships, practicums, or co-op experiences						
1997	24.9	35.5	18.7	13.9	7.0	828
1996	22.5	36.9	19.4	13.8	7.4	919
1995	19.0	32.3	20.7	20.3	7.7	1015
1994	19.2	32.7	17.7	19.8	10.5	968
1993	18.7	30.2	21.1	19.9	10.2	1034
1992	18.0	32.4	19.2	19.9	10.5	1043

*Differences are statistically significant. ($p \leq .05$)

Table 7.2 (Continued)
Seniors' Satisfaction with Department of Major:
Comparison of 1992 through 1997 Cohorts*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	<i>N</i>
	<i>Percentages</i>					
Satisfaction with opportunities to participate in internships, practicums, or co-op experiences						
1997	27.4	35.9	20.1	11.7	4.9	824
1996	27.9	33.8	22.5	10.2	5.6	906
1995	22.4	34.0	21.7	16.2	5.7	1005
1994	23.2	31.1	20.5	15.9	9.3	961
1993	21.0	31.4	23.3	15.3	8.9	1024
1992	21.5	32.6	19.6	16.5	9.8	1021
Satisfaction with departmental preparation for employment						
1997	24.9	38.3	19.3	11.8	5.8	851
1996	25.2	42.0	18.2	8.2	6.4	955
1995	22.3	44.5	20.2	9.6	3.5	1055
1994	21.5	42.7	19.3	11.0	5.5	1000
1993	23.4	45.8	18.7	8.1	4.0	1070
1992	22.1	46.4	19.3	8.8	3.3	1076
Satisfaction with departmental preparation for graduate or professional school						
1997	22.1	40.3	28.0	6.1	3.6	787
1996	22.9	36.9	29.9	6.3	3.8	885
1995	22.1	37.6	31.3	7.8	1.2	995
1994	19.1	40.6	28.6	8.3	4.4	914
1993	19.2	42.6	30.9	5.7	1.6	985
1992	18.9	40.3	30.5	7.9	2.4	1004
Satisfaction with faculty advising in the department						
1997	23.5	34.6	16.6	16.1	9.1	855
1996	21.0	40.1	16.4	14.8	7.8	948
1995	20.1	40.1	16.0	15.5	8.3	1056
1994	19.1	38.7	17.0	16.1	9.1	1012
1993	17.8	38.1	16.9	16.8	10.5	1062
1992	15.3	37.2	16.6	19.1	11.9	1086

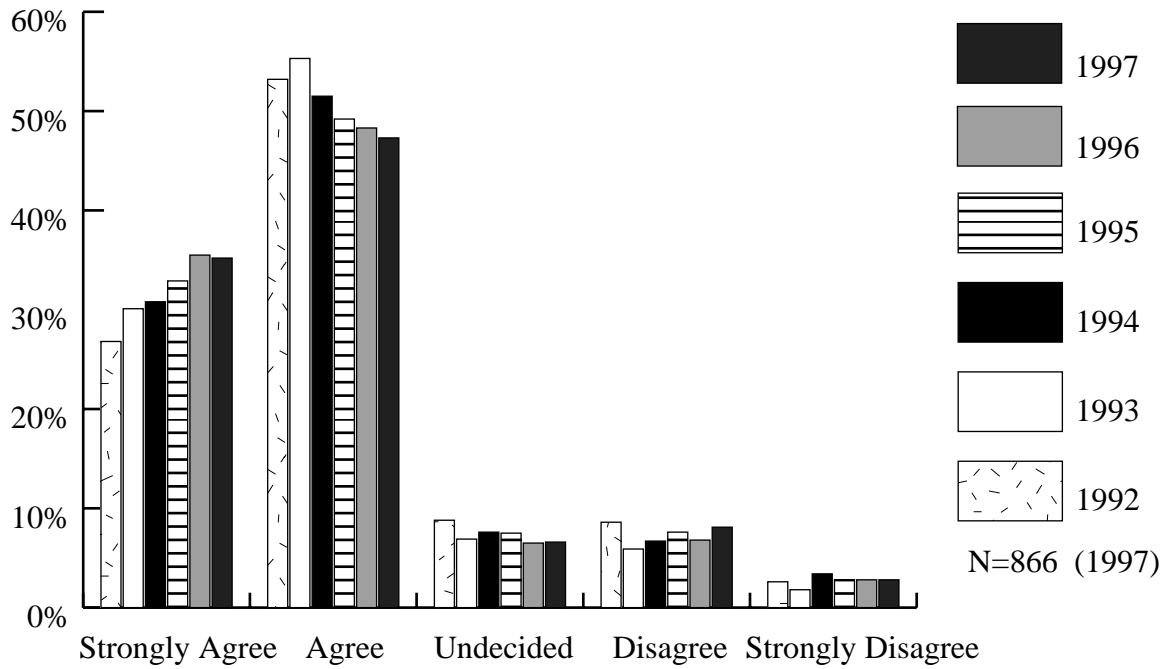
*Differences are statistically significant. ($p \leq .05$)

Table 7.2 (Continued)
Seniors' Satisfaction with Department of Major:
Comparison of 1992 through 1997 Cohorts*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	<i>N</i>
	<i>Percentages</i>					
Satisfied with departmental assistance in obtaining a job						
1997	9.8	21.2	30.5	26.8	11.8	788
1996	8.9	21.5	30.4	25.8	13.4	868
1995	9.5	17.1	32.7	26.5	14.2	970
1994	7.6	16.2	32.5	28.3	15.4	913
1993	7.9	17.5	32.8	26.4	15.3	984
1992	6.4	17.4	30.4	27.9	17.9	975
Satisfaction with availability of required courses in the major						
1997	20.7	52.3	8.4	13.4	5.2	866
1996	21.7	55.0	8.2	10.3	4.7	958
1995	18.4	53.1	11.1	12.9	4.5	1064
1994	16.5	54.4	7.9	14.1	7.1	1009
1993	17.4	50.2	9.3	15.2	8.0	1080
1992	17.0	51.4	9.2	14.8	7.5	1093

*Differences are statistically significant. ($p \leq .05$)

Figure 9
Senior Satisfaction with Department of Major
by Year of Survey



SECTION 8

Comparison of Senior and Sophomore Survey Responses

Summary The Ball State Sophomore Survey, administered in 1997, has several questionnaire items in common with the Ball State Senior Survey. In this section, senior responses about academic preparation, classroom, and study behaviors are compared to sophomore responses.

Except for mathematics skills, seniors rated their academic skills and knowledge higher than did sophomores. Seniors rated faculty teaching and feedback higher than did sophomores. Seniors were also more likely than sophomores to indicate that they participated in classroom discussions, spent time preparing for class, and studied with other students.

- Sixty-four percent of senior respondents indicated that they were very well prepared in the general area of personal growth, compared to about 53 percent of sophomore respondents.
- Seniors rated their general intellectual growth higher than did sophomores. (Table 8.1)
- Seniors' ratings for most knowledge and skill items (Section 3) were significantly higher than those of sophomores. (Table 8.1)
- When compared to sophomore respondents, nearly twice as many seniors indicated they were very well prepared to understand other cultures.
- By a difference of almost 12 percentage points, seniors were more likely than sophomores to indicate they were very well prepared in the area of understanding computers. (Table 8.1)
- The percentage of seniors indicating that they were very well prepared for understanding wellness, social sciences, humanities, or gender issues was nine to ten percentage points higher than among sophomores. (Table 8.1)
- By a difference of about eight percentage points, seniors were more likely than sophomores to indicate they were very well prepared (and less likely to indicate they were poorly prepared) to understand morals and ethics and current events and contemporary issues.
- The percentage of seniors indicating that they were very well prepared for understanding the Arts, racial issues, or global events, was about five to six percentage points higher than among sophomores. (Table 8.1)
- Using mathematics was the only skill item where seniors rated themselves lower than did sophomores. Twenty-two percent of all seniors indicated that they were very well prepared in mathematics compared to about 27 percent of all sophomores.
- Skills where seniors rated their preparation higher than did sophomores include speaking, listening, problem solving, conducting research, using library resources, creative thinking, using computers, providing leadership, persuading others, coping with stress, dealing with the public, managing time, planning and organizing, conflict resolution, interacting with diverse groups of people, using new technologies, clarifying personal values, and experiencing and responding to the arts.

Table 8.1
Evaluation of Preparation at Ball State
Comparison of 1997 Senior and 1997 Sophomore Cohorts*

<i>Percentage Rating Preparation in Each Area</i>				
	Very Well	Satisfactorily	Poorly	N
Overall Evaluation of Experiences				
Personal Growth				
Seniors	63.6	33.8	2.6	871
Sophomores	52.7	41.8	5.5	759
Intellectual Growth				
Seniors	57.8	40.4	1.7	868
Sophomores	46.3	51.6	2.1	761
Knowledge and Understanding				
Other Cultures				
Seniors	27.2	55.6	17.2	867
Sophomores	13.8	67.2	19.0	763
Computers				
Seniors	38.3	46.0	15.7	867
Sophomores	26.6	55.7	17.6	766
Wellness				
Seniors	37.5	54.0	8.4	866
Sophomores	28.3	62.6	9.1	762
Social Sciences				
Seniors	31.5	59.8	8.7	866
Sophomores	22.2	70.8	7.0	760
Humanities				
Seniors	34.5	57.8	7.7	867
Sophomores	25.0	65.5	9.5	759
Arts				
Seniors	24.3	54.9	20.8	867
Sophomores	17.9	57.6	24.5	759
Gender Issues				
Seniors	28.2	56.0	15.8	866
Sophomores	19.4	60.0	20.6	763
Racial Issues				
Seniors	24.1	54.9	21.0	863
Sophomores	19.2	56.7	24.1	764
Morals and Ethics				
Seniors	31.4	55.4	13.2	864
Sophomores	23.4	54.9	21.8	762

*Differences in Senior and Sophomore cohorts were statistically significant. (p†.05)

Table 8.1 (Continued)
Evaluation of Preparation at Ball State
Comparison of 1997 Senior and 1997 Sophomore Cohorts *

	<i>Percentage Rating Preparation in Each Area</i>			N
	Very Well	Satisfactorily	Poorly	
Current Events and Contemporary Issues				
Seniors	26.5	58.4	15.1	863
Sophomores	18.9	61.6	19.5	763
Global Events				
Seniors	16.7	60.6	22.7	863
Sophomores	12.1	59.1	28.8	761
Skills and Abilities				
Speaking				
Seniors	37.2	56.2	6.6	868
Sophomores	32.6	55.5	11.9	758
Listening				
Seniors	47.3	47.5	5.2	867
Sophomores	39.6	50.5	9.9	760
Problem Solving				
Seniors	47.4	48.9	3.7	867
Sophomores	31.9	58.1	10.0	761
Analyzing and Evaluating Ideas				
Seniors	58.3	38.9	2.8	868
Sophomores	36.4	57.0	6.6	758
Conducting Research				
Seniors	40.3	47.6	12.1	868
Sophomores	26.5	57.0	16.5	758
Using Library Resources				
Seniors	49.2	41.9	8.9	868
Sophomores	40.6	45.7	13.8	762
Using Mathematics				
Seniors	22.3	55.4	22.3	865
Sophomores	26.6	56.4	17.0	759
Creative Thinking				
Seniors	49.5	46.2	4.3	868
Sophomores	36.6	53.7	9.7	762
Critical Thinking				
Seniors	53.8	43.4	2.8	866
Sophomores	38.7	55.1	6.2	758
Using Computers at Work				
Seniors	46.4	38.2	15.5	865
Sophomores	32.2	49.3	18.5	762

*Differences in Senior and Sophomore cohorts were statistically significant. (p†.05)

Table 8.1 (Continued)
Evaluation of Preparation at Ball State
Comparison of 1997 Senior and 1997 Sophomore Cohorts *

	<i>Percentage Rating Preparation in Each Area</i>			N
	Very Well	Satisfactorily	Poorly	
Providing Leadership				
Seniors	41.5	49.1	9.4	865
Sophomores	33.5	50.2	16.3	761
Persuading Others				
Seniors	28.8	58.4	12.8	866
Sophomores	22.2	58.5	19.3	757
Coping with Stress				
Seniors	25.7	49.3	25.0	864
Sophomores	21.8	47.0	31.2	762
Dealing with the Public				
Seniors	37.4	48.8	13.8	861
Sophomores	29.0	52.6	18.4	761
Managing Time				
Seniors	44.8	43.2	12.0	866
Sophomores	32.7	47.4	19.8	761
Planning and Organizing				
Seniors	52.1	41.4	6.5	864
Sophomores	38.2	49.6	12.2	762
Conflict Resolution				
Seniors	32.6	55.5	11.9	862
Sophomores	23.8	58.3	18.0	757
Interacting with Diverse Groups of People				
Seniors	45.4	42.6	12.0	867
Sophomores	31.7	48.2	20.1	760
Making Informed Decisions				
Seniors	49.4	47.6	3.0	864
Sophomores	31.2	61.8	7.0	759
Self-Evaluation				
Seniors	49.8	46.8	3.4	865
Sophomores	34.5	53.1	12.4	759
Self-Reliance				
Seniors	60.4	37.7	2.0	863
Sophomores	42.8	49.1	8.0	759
Working Cooperatively				
Seniors	58.9	38.3	2.8	864
Sophomores	43.3	50.8	5.9	760

*Differences in Senior and Sophomore cohorts were statistically significant. (p†.05)

Table 8.1 (Continued)
Evaluation of Preparation at Ball State
Comparison of 1997 Senior and 1997 Sophomore Cohorts *

	<i>Percentage Rating Preparation in Each Area</i>			
	Very Well	Satisfactorily	Poorly	N
Using New Technologies				
Seniors	39.0	46.1	14.9	866
Sophomores	29.6	51.5	18.8	759
Clarifying Personal Values				
Seniors	43.6	49.5	6.9	865
Sophomores	33.4	51.3	15.3	758
Experiencing and Responding to the Arts				
Seniors	29.9	48.5	21.6	866
Sophomores	23.8	50.7	25.5	756

*Differences in Senior and Sophomore cohorts were statistically significant. ($p \leq .05$)

- When asked about classroom and study behaviors, seniors were considerably more likely than sophomores to indicate that they always or “most of the time” participate in class discussions, spend time preparing for class, identify key points of class or assignments, fit facts and ideas together, or study with other students.
- When compared to sophomores, twice the percentage of seniors indicated they always participate in class discussions. (Table 8.2)
- More than 30 percent of seniors indicated that they always spend time preparing for class and identifying key points of class or assignments, compared to about 20 percent among sophomores. (Table 8.2)
- Nearly 40 percent of seniors indicated that they always fit facts and ideas together, compared to about 13 percent of sophomores. (Table 8.2)
- Senior and sophomores gave very different answers when asked how often they studied with other students. About 39 percent of senior respondents indicated that they studied with other students always or most of the time, compared to only about seven percent of sophomore respondents. About 17 percent of sophomores indicated that they never study with other students, compared to about 5 percent of seniors.

Table 8.2
Comparison of 1997 Senior and 1997 Sophomore Classroom and Study Behaviors*

	Always	Most of the Time	Sometimes	Rarely	Never	<i>N</i>
	<i>Percentages</i>					
During the past year, how often did you typically do each of the following...						
Participate in class discussions						
Seniors	37.4	35.4	21.4	4.9	0.8	869
Sophomores	18.0	32.9	35.9	12.4	0.8	768
Spend time preparing for class						
Seniors	32.9	39.6	22.7	4.4	0.5	869
Sophomores	21.0	39.2	27.9	10.3	1.7	768
Identify key points of class or assignments						
Seniors	31.2	42.9	20.5	5.1	0.3	865
Sophomores	20.1	48.9	26.3	3.5	1.2	767
Fit facts and ideas together						
Seniors	39.4	43.7	14.6	2.0	0.2	867
Sophomores	13.3	61.8	21.7	2.7	0.4	768
Study with other students						
Seniors	15.7	22.8	37.5	19.4	4.6	869
Sophomores	1.2	5.9	41.0	35.2	16.8	769

*Differences in Senior and Sophomore cohorts were statistically significant. ($p < .05$)

SECTION 9

Summary and Discussion

The Office of Academic Assessment and the Senior Survey Steering Committee initiated this project in 1992 to provide valid information about senior attitudes toward Ball State and its programs. The senior survey is a part of Ball State's overall assessment plan and is coordinated with other assessment projects. Other surveys of students at different stages (freshman, sophomore, and alumni) are being conducted at regular intervals.

Seniors who were expected to graduate in May received the initial mailing in March and follow-up mailings in April and May of 1997, which yielded a final response rate of 56.5 percent—874 of the 1,547 graduating seniors responded.

Women were more likely to respond to the survey than were men. Some academic characteristics such as Ball State GPA, and high school percentile rank averaged slightly higher among respondents than among all graduates.

A simple yet effective scale was used to elicit seniors' attitudes toward the acquisition of skills and knowledge. Seniors were asked whether they were prepared very well, satisfactorily, or poorly in areas such as general education, computer skills, speaking, and writing. This three point scale reveals the general opinion respondents have toward their progress in each area, provides a clear estimate of seniors' opinions of the gains they made in such areas, and requires little time and effort for students to complete.

The survey was designed to determine seniors' perceptions of the degree to which Ball State met their needs in several important learning areas. Seniors were not asked about the interest they had in each area, or the importance they placed on each skill.

Generally, findings about skills and knowledge areas, and major departments were very positive. When compared with 1997 sophomores, 1997 graduates were more confident of most academic skill and knowledge areas, and more likely to participate in class discussion, prepare for class, or study with other students. When compared with earlier cohorts, 1997 graduates had very positive ratings of their academic department. Ratings of skills and knowledge areas were generally down slightly from 1996 levels, but high in comparison to data from earlier years.

It is hoped that findings from these and other surveys will generate constructive discussion. Additional information from this and other surveys is available upon request.

APPENDIX

1997 Ball State Senior Survey



1997 Ball State Senior Survey

Please read the instructions carefully for each section. In particular, pay attention to italicized words. If a question does not apply to you, or if you come to a question that you do not want to answer, simply skip it and go on. *Your individual answers will be held strictly confidential.* Your participation is very important. Thanks for your input.

Section I About Ball State

1. Overall, how would you rate your satisfaction with the following experiences at Ball State?

	Very high	High	Undecided	Low	Very Low
academic experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
student activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Would you recommend Ball State to someone who wanted to major in your field?

- Yes No Don't know

3. What is your general attitude toward Ball State?

- Very Positive Positive Negative Very Negative

4. Overall, how did your experiences at Ball State meet your needs in the following areas?

	Very Well	Satisfactorily	Poorly
Intellectual Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for further education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section II Career and Educational Plans

1. After graduation, do you plan to eventually... (*Check all that apply.*)

- obtain a graduate or professional degree?
- obtain another bachelor's degree?
- obtain certification in some area through college course work?
- obtain certification in some area through non-college course work?
- take some additional college courses?
- take some professional development courses (not necessarily college courses)?
- I have no plans to continue my education.

2. What are your plans for further education, *within the next year?* (*Check all that apply, then list the area.*)

- Begin graduate studies in the field of _____
- Continue or begin work on another baccalaureate degree in _____
- Obtain certification in _____
- Other _____
- I have no plans for further education *in the next year.*

3. What are your plans for full-time employment after graduation? *(Please check only one.)*
- I have a full-time job now that I will continue after graduation.
 - I have secured a full-time job to begin after graduation.
 - I have begun looking for full-time employment. *(Skip to question #5.)*
 - I will begin looking for full-time employment within the next six months. *(Skip to question #5.)*
 - I am not planning to look for full-time employment . *(Please indicate the reason in the blank and skip to question #6.)* _____
4. Is your job in your major, related to your major, or not related to your major?
- In your major *(Skip to question #6.)*
 - Related to your major *(Skip to question #6.)*
 - Not in your major or related to your major
5. Will you be *looking* for work *in your major or related to your major*, after graduation?
- Yes
 - No
6. In your opinion, how difficult is it to obtain a job in your major?
- Very difficult
 - Difficult
 - Average
 - Easy

Section III Life Goals

In your opinion, how important is each of the following goals?

	Very Important	Somewhat Important	Not Important
Succeeding in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being committed to a life partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having lots of money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having strong friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raising a family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geographic mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making a meaningful contribution to society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having interesting things to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting interesting people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having broad intellectual interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section IV Skills and Knowledge For questions on this page, *consider all activities that you participated in at Ball State, including those outside the classroom.*

How well did your experiences at Ball State prepare you in these areas?

Very Well
Satisfactorily
Poorly

Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing and evaluating ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using library resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using computers at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persuading others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coping with stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with the public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting with diverse groups of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making informed decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-reliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working cooperatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using new technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarifying personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiencing and responding to the arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifelong learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining physical health and well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How well did your experiences at Ball State help you to understand the following areas?

Very Well
Satisfactorily
Poorly

Other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The social sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The humanities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morals and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current events and contemporary issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section V Campus Involvement

1. How involved have you been in campus programs, activities, and organizations during your years on the BSU campus?

- Heavily
 Moderately
 Slightly
 Not at all

Participation on Campus

2. How would you describe your attendance and participation in the following activities?

	Very Often	Often	Sometimes	Rarely	Never
<u>How often did you attend...</u>					
athletic events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
religious activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
films (on campus, not as a part of class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
events sponsored by student organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus lectures (not class lectures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
concerts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
art shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cultural, ethnic, or international events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>How often did you participate in...</u>					
discussions of campus issues or activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
discussions of current affairs or world issues with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
discussions about other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
study sessions with other students outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
independent study and research (not for class or course credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
residence hall activities or events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
social fraternities or sororities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
professional organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
student government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other student organizations or clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
activities or events related to your career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
student performances (plays, concerts, art shows, etc. as a performer or exhibitor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
intramural sports (as a player)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
physical activity using sports facilities (gyms, pools, courts, weight rooms, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
leadership development programs and workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section VI Student Services

How would you rate the service you received in each area below? *(Please check only one answer for each student service.)*

	<i>I did not know about this service</i>	<i>I knew about this service, but did not use it.</i>	<i>I used this service and was satisfied with it.</i>	<i>I used this service, but was not satisfied with it.</i>
Housing Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Computer Labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bursar's Office (where you pay university fees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transcripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commencement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residence Halls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Apartments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parking Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residence Hall Dining Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ball State Bookstore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cardinal Crossing (food court in the student center)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreation area in the Student Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshmen Advising Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling and Psychological Services Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Financial Aid (loans, scholarships and grants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Activities Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intramural Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumer Education Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office of Multicultural Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Health Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Legal Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University College Learning Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Activities/Leadership and Service Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section VII Background Items

- What is your current marital status?
 Not Married Married
- While you were a student at Ball State, were you mainly enrolled:
 Full-time Part-time
- Did you participate in any of the following activities while at Ball State? (*Check all that apply.*)
 internship, practicum, or co-op campus employment off-campus employment
- How many hours a week did you typically work while you were taking classes?
 (*Please enter "0" if you were typically not employed.*) number of hours
- How many hours a week did you typically study outside the classroom?
 number of hours
- How often did you meet with faculty members outside of class?
 Never Rarely Occasionally Often
- How many times did you change your major at Ball State?
 None Once Twice Three or more times
- During the past year, how often did you typically do each of the following?**

	Always	Most of the time	Sometimes	Rarely	Never
participate in class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spend time preparing for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify key points of class or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fit facts and ideas together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
study with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section VIII About Your Major

- Please indicate the department(s) in which you are receiving your major(s) from the alphabetical list below. If you have *two* majors, list the department of the major in which you are most likely to be employed as your "primary major". (*Place numbers from the list below into the appropriate boxes.*)

primary major department

secondary major department, if any

- | | | |
|---|--|---|
| 1 Accounting
2 Anthropology
3 Architecture
4 Art
5 Biology
6 Business Education & Office Admin.
7 Chemistry
8 Computer Science
9 Criminal Justice and Criminology
10 Economics
11 Elementary Education
12 English
13 Family and Consumer Sciences
14 Finance
15 General Studies | 16 Geography
17 Geology
18 History
19 Industry and Technology
20 International Business
21 Journalism
22 Landscape Architecture
23 Management
24 Marketing
25 Mathematics
26 Modern Languages and Classics
27 Music
28 Natural Resources and Env. Mgmt.
29 Nursing
30 Philosophy | 31 Physical Education
32 Physics and Astronomy
33 Physiology and Health Science
34 Political Science
35 Psychological Science
36 Secondary Education
37 Social Work
38 Sociology
39 Special Education
40 Speech Communication
41 Speech Pathology and Audiology
42 Telecommunications
43 Theatre
44 Urban Planning
45 Other _____ |
|---|--|---|

Choice of major

Please indicate the degree to which each of the following considerations were reasons you chose your *primary major*. (Be sure to refer to the primary major you indicated on the previous page.)

I chose my (primary) major because . . .	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I was interested in the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. jobs are available in this field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. creative jobs are available in this field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. it will allow me to make a meaningful contribution to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I was advised to take this major by my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I had some familiarity with this subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. a professor influenced (or encouraged) me to take this major.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. this field offers highly respected career positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. salaries are high in this field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have friends majoring or working in this field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. it was challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I enjoyed my early courses in this major.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which reason from the list above (or other reason) *most* influenced your choice of major?

(Indicate the number from the list above, or another reason) _____

Satisfaction with major

Please choose the response that best describes your experiences in your *primary major*.

I am satisfied . . .

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Applicable
1. with my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. with the teaching ability of faculty in my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. with the professional expertise of departmental faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. with opportunities for interaction with departmental faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. with information provided about internships, practicums, or co-op experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. with opportunities to participate in internships, practicums, or co-op experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. that the courses in my department prepared me for employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. that the courses in my department prepared me for graduate or professional school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Satisfaction with major (continued)

Please choose the response that best describes your experiences in your *primary major*.

I am satisfied . . .

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Applicable
9. with the fairness of grading in departmental courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. with computer training for my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. with opportunities for evaluation of classroom instruction in my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. with faculty advising in my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. with departmental assistance in planning my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. with departmental assistance in obtaining a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. with the availability of required courses in my major.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. with the academic ability of other students in my major.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. with feedback from instructors about my academic progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

Please add any additional comments on this page.

Thanks for completing the survey. Your participation is greatly appreciated. Please mail it promptly in the enclosed postage-paid envelope.