

2000 SENIOR SURVEY OF MAY GRADUATES
SUMMARY REPORT



Ball State University

Office of Academic Assessment
November, 2000

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EXECUTIVE SUMMARY

- This report summarizes results from the ninth administration of the *Ball State Senior Survey*. Surveys were mailed to all May 2000 graduating seniors in the weeks preceding their graduation.

Employment and Further Education

- About nine percent of all respondents had full-time jobs, prior to graduation, that they planned to continue. About 14 percent had secured new, full-time employment to begin after graduation.
 - Forty-five percent had begun to look for full-time employment. About 18 percent were planning to begin looking for employment within the next six months, and about 12 percent were planning to attend graduate, law, or medical school within the next year.
 - About 54 percent of the full-time jobs that respondents were planning to begin or continue after graduation were in their major. Twenty percent of these jobs were related to the major, while about 26 percent were in other areas.
- according to more than 97 percent of all respondents.
 - Nearly 97 percent of seniors indicated that their experiences prepared them very well (50.8%) or satisfactorily (45.9%) for further education.
 - Career needs were met very well (49.4%) or satisfactorily (43.6%) according to ninety-three percent of all respondents.
 - More than 95 percent reported that their experiences prepared them very well or satisfactorily in writing, speaking, listening, problem solving, analyzing and evaluating ideas, critical thinking, making informed decisions, self-evaluation, self-reliance, working cooperatively, and lifelong learning.
 - Computer technology was the knowledge and understanding area where respondents most often indicated they were very well prepared. About 42 percent felt very well prepared and about 46 percent felt satisfactorily prepared in understanding computer technology.

Ball State Experiences

- About 94 percent held a positive (66.8%) or very positive (27.5%) general attitude toward Ball State.
- Eighty-seven percent reported being satisfied or very satisfied with academic experiences.
- Eighty-three percent of all respondents indicated that they would recommend Ball State to someone who wanted to major in their field of study.
- Intellectual and personal growth needs were met very well or satisfactorily

- Fifty-two percent of respondents indicated that they participated in an internship, practicum, or co-op experience while attending Ball State.

Campus Involvement

- Nearly 18 percent described themselves as heavily involved in campus programs and activities and about 34 percent indicated moderate involvement.
- Athletic events, events sponsored by student organizations, plays, and concerts were the events seniors attended most often.

- Study sessions with other students, activities or events related to career choice, and physical activities were activities seniors indicated they participated in most often.

Student Services

- Seniors were asked about their knowledge of, use of, and satisfaction with 29 student services. More than 88 percent were satisfied with the quality of most university services listed on the survey.
- More than 96 percent of senior respondents reported use of University Computer Labs, registration, and University Libraries.

Satisfaction with Departmental Experiences

- About 83 percent of respondents reported satisfaction with their department in general. More than 82 percent strongly agreed or agreed they were satisfied with the teaching ability, professional expertise, accessibility, and fairness of departmental faculty.
- Nearly seven out of ten graduating seniors strongly agreed or agreed that they were satisfied with opportunities to learn computer applications related to their major.
- Most respondents did not change their major while attending Ball State (55.6%). About 27 percent changed their major once.

Comparison of Findings: 1995—2000

- Self ratings of skills and knowledge areas and satisfaction with major departments generally increased from 1995 through 2000.

- The percentage of graduating seniors who strongly agreed they were satisfied with their department increased each year from 32.9 percent in 1995 to 37.8 percent in 2000.

- May 2000 respondents were more likely than were prior cohorts to indicate they were very well prepared to understand the sciences, solve problems, provide leadership, use new technologies, and experience the arts.

Comparison of Senior Survey and Sophomore Survey Cohorts

- Seniors' ratings of their personal and intellectual growth, and their preparation in skill and knowledge areas were significantly higher than those of sophomores (surveyed in 1997).
- Seniors were significantly more likely than sophomores to indicate they always or "most of the time" participate in class discussions, prepare 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 outside of class.

Demographic and Academic Characteristics

- The response rate was 63.4 percent — 939 of the 1,481 seniors who were expected to graduate in May 2000 responded to the survey.
- Females were much more likely to respond to the survey than were males. High school percentile rank was slightly higher than average among respondents.

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INTRODUCTION

In March 2000, the Office of Academic Assessment mailed questionnaires to all Ball State seniors who were scheduled to receive a baccalaureate degree in May 2000. Follow-up questionnaires were mailed to those who did not respond. Surveys were collected until the end of July, but the overwhelming majority of surveys were received prior to graduation. Responses were obtained from 939 of the 1,481 seniors surveyed for a response rate of 63.4 percent.

This was the ninth 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 addresses the extent to which Ball State met the needs of its graduates in important areas such as general education, wellness, computer technology, 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 evaluate the outcomes of their learning experiences, university services, and participation in student activities.

Seniors also reported on their plans for employment and further education. Other important information provided by seniors, included 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.

This report is organized in nine sections. Section 1 compares academic and demographic characteristics of respondents to the characteristics of the entire class of May 2000 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 that have changed over the last six administrations of the senior survey. Section 8 is a comparison of responses of 1997 sophomores and 2000 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 respondents and all May 2000 baccalaureate degree recipients are compared in this section. Tests of significance were used to determine if the sample accurately represented the population of all 2000 baccalaureate degree recipients.

There were no significant differences between the sample and population with regard to race, age, academic entry type, or honors college enrollment. Differences were found when comparing the gender and GPA of respondents to all seniors. A considerably higher percentage of women responded to the survey than were present in the population. Seniors with GPAs above 2.5 were somewhat more likely to return the survey, while those with GPAs below 2.5 were less likely to return the survey. (Table 1.1)

The sample accurately represented the population with regard to high school class size, SAT verbal, SAT quantitative, and ACT composite scores. However, the respondents had a significantly higher high school percentile rank than the population. (Table 1.2) Respondents were not significantly different from the population of all graduating seniors when compared by college of major. (Table 1.3)

-
- Females returned a significantly higher proportion of surveys than did males. The response rate among females was 70.2 percent, compared to only 52.5 percent among males.¹
 - Based on the overall distribution by race, the sample and population were not statistically

different. However, the response rate among African American seniors (the total number responding divided by the total number mailed) was only 37.3 percent— compared to 63.7 percent among Caucasian students and 59.0 percent among other minorities.

- Respondents did not significantly differ from all graduates with regard to age. The mean age of respondents was 24.3 years at the time of graduation, compared to 24.4 years among all graduates. (Table 1.1)
- Entry type differences between respondents and all graduates were minor and were not 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 3.09 and 3.16 respectively. (Table 1.1)
- Average SAT verbal and quantitative scores of respondents were very similar to those of all May graduates, and did not differ statistically. (Table 1.2)
- The difference in average high school percentile rank between respondents and all graduates was statistically significant. Average high school percentile rank was almost three percentage points higher among respondents (71.1) than among all May graduates (68.4). (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 or female.

Table 1.1
Demographic and Academic Characteristics of Respondents
and All May 2000 Graduates

	<u>Respondents</u> <i>Percentages</i>	<u>All May 2000 Graduates</u> <i>Percentages</i>
GENDER*		
Female	64.2	57.3
Male	35.8	42.7
RACE		
African American	2.1	3.5
Caucasian	95.4	93.8
Other	2.5	2.7
AGE		
20 to 21	13.5	11.1
22	37.3	35.9
23	26.8	29.4
24	6.9	7.6
25 to 27	6.7	7.6
28 and older	8.8	8.4
<i>Mean</i>	<i>24.3</i>	<i>24.4</i>
ACADEMIC ENTRY TYPE		
Distinction	9.5	8.2
Regular	68.7	69.5
Other	21.8	22.4
HONORS COLLEGE		
Honors Students	6.1	5.2
Other Students	93.9	94.8
GPA*		
Less than 2.5	10.2	14.2
2.50 to 2.99	28.3	29.3
3.00 to 3.49	33.3	32.5
3.50 to 4.00	28.1	24.0
<i>Mean</i>	<i>3.16</i>	<i>3.09</i>
N	<i>933[†]</i>	<i>1,481</i>

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

† Six respondents removed the address labels from their surveys and replied anonymously. A total of 939 respondents completed the survey.

Table 1.2
High School Academic Characteristics of Respondents
and All May 2000 Graduating Seniors

	Respondents			May, 2000 Graduates		
	Mean	Std.dev.	N	Mean	Std.dev.	N
High School Percentile Rank*	71.1	21.8	870	68.4	21.8	1393
High School Class Size	232.1	137.2	872	233.8	140.6	1395
SAT Verbal	518.1	84.8	783	514.0	84.4	1254
SAT Quantitative	517.3	86.3	783	515.2	85.7	1254
ACT Composite	44.2	8.9	354	43.3	8.6	529

* 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	162	106	65.4
Architecture and Planning	92	63	68.5
Business	213	129	60.6
Fine Arts	94	49	52.1
Sciences and Humanities	454	299	65.9
Teachers College	206	143	69.4
Communications and Media	135	87	64.4
General Studies Majors	125	63	50.4
Total	1,481	939*	63.4

* Table 1.3 is based on program data from the student database, except for six students who responded anonymously. For these six respondents, college of major is based on self-reported data.

- As shown in Table 1.3, response rates varied by college of major, from a low of about 50 percent among General Studies graduates to a high of about 69 percent among College of Architecture and Planning and Teachers College graduates.
- When looking at the overall distribution of mailed and returned surveys by college, the differences were not statistically significant. The response rate for all seniors was 63.4 percent.

SECTION 2

Student Goals, Employment, and Further Education

Summary Respondents were asked about the importance of several life goals, and their plans for employment and further education. From a list of 14 life goals, seniors rated succeeding in work, having strong friendships, and health and wellness as most important. Nearly 90 percent rated succeeding in work and having strong friendships as “very important.” Eighty-seven percent viewed health and wellness as very important. Being committed to a life partner, and continuing to learn were rated very important life goals by at least eight out of ten respondents. The least important life goals were geographic mobility, and having lots of money.

About nine percent of graduating seniors were employed in full-time positions that they planned to continue after graduation, and about 14 percent had secured full-time employment to begin after graduation. About 12 percent were planning to attend graduate school and were not looking for employment. About three percent were not looking for employment due to other reasons. The

remaining respondents had begun looking for full-time employment (45.3 %) or were planning to begin looking within six months (17.6%). (Figure 1)

Nearly three out of four employed respondents were currently working or soon to be working in their major or related areas. (Figure 2) Of those still seeking employment, about 93 percent were seeking work or planning to seek work related to their major. Less than forty percent (38.7%) felt that it was difficult (29.2%) or very difficult (9.5%) to obtain employment in their major. (Table 2.2)

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, being committed to a life partner, and

Figure 1

Senior’s Plans for Full-Time Employment After Graduation

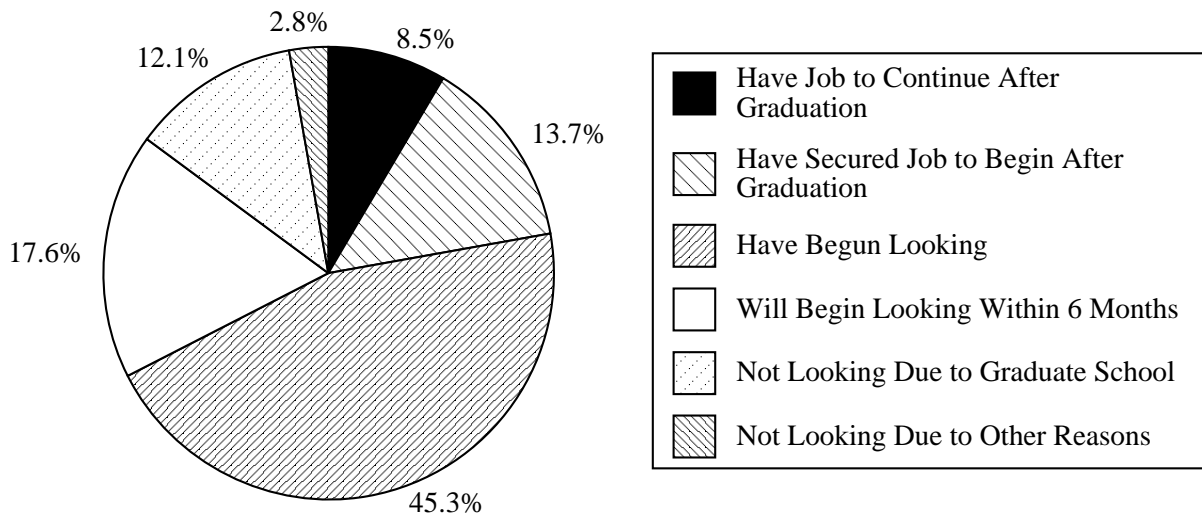


Table 2.1
Senior Life Goals*

	Very Important	Somewhat Important <i>Percentages</i>	Not Important	<i>N</i>
How Important are Each of the Following Goals?				
Succeeding in Work	89.6	9.9	0.5	931
Having Strong Friendships	87.8	11.7	0.4	929
Health and Wellness	87.0	12.8	0.2	931
Being Committed to a Life Partner	83.5	13.2	3.3	927
Continuing to Learn	80.2	19.3	0.4	931
Having Interesting Things to Do	74.3	25.2	0.4	931
Raising a Family	70.2	21.7	8.1	926
Being Independent	68.5	29.7	1.8	930
Making a Meaningful Contribution to Society	66.3	31.3	2.4	927
Having Broad Intellectual Interests	65.6	31.4	3.0	929
Meeting Interesting People	61.9	35.9	2.3	931
Being a Leader	50.6	43.5	5.8	930
Geographic Mobility	22.9	53.7	23.4	925
Having Lots of Money	12.5	62.4	25.1	928

* Sorted by percentage in the “very important” column.

- continuing to learn were very important goals to more than eight out of ten senior respondents. (Table 2.1)
- Nearly three-quarters of all respondents indicated that “having interesting things to do” was a very important life goal. (Table 2.1)
- About seven out of ten respondents rated raising a family, and being independent as very important life goals. (Table 2.1)
- Nearly two-thirds of all respondents indicated that making a meaningful contribution to society, and having broad intellectual interests were very important life goals. Meeting interesting people was seen as a very important life goal among about 62 percent of respondents. (Table 2.1)
- More than half of all responding seniors indicated that being a leader was a very important life goal. (Table 2.1)
- The majority of respondents indicated that geographic mobility and having lots of money were somewhat important, rather than very important. (Table 2.1)

Employment

- At the time of the survey, about nine percent of respondents had full-time jobs which they planned to continue. About 14 percent had secured full-time employment to begin after graduation. (Figure 1)

- About 45 percent of all respondents had begun to look for full-time employment, while about 18 percent were planning to begin looking for employment within the next six months. Twelve percent were not looking for work but were planning to attend graduate, law, or medical school within the next year. (Figure 1)
- Among those who were not looking for work and not planning to attend graduate or professional school (2.8% in Figure 1), most were planning to continue work on another baccalaureate degree, obtain certification, or pursue some other educational interests.
- About 74 percent of the full-time jobs that respondents were planning to begin or continue after graduation were in their major (54.2%) or related to their major (19.9%). (Figure 2)
- Among those who were planning to continue their current employment, about 68 percent reported working in their major or in areas related to their major. (Not shown in table.)
- Of the 13.7 percent who had secured jobs to begin after graduation, 78.2 percent reported they would be working in areas within their major or related to their major. (Not shown in table.)
- About 93 percent of those who were seeking or planning to seek employment were looking within their major or a related area. (Not shown in table.)
- The majority of respondents rated the difficulty of finding jobs in their major as “average” (48.2%) or “easy” (13.2%). Less than 30 percent felt that finding employment in their major was “difficult,” while about ten percent felt that it was “very difficult.” (Table 2.2)

Figure 2

Relationship of Current and Secured Employment to Major

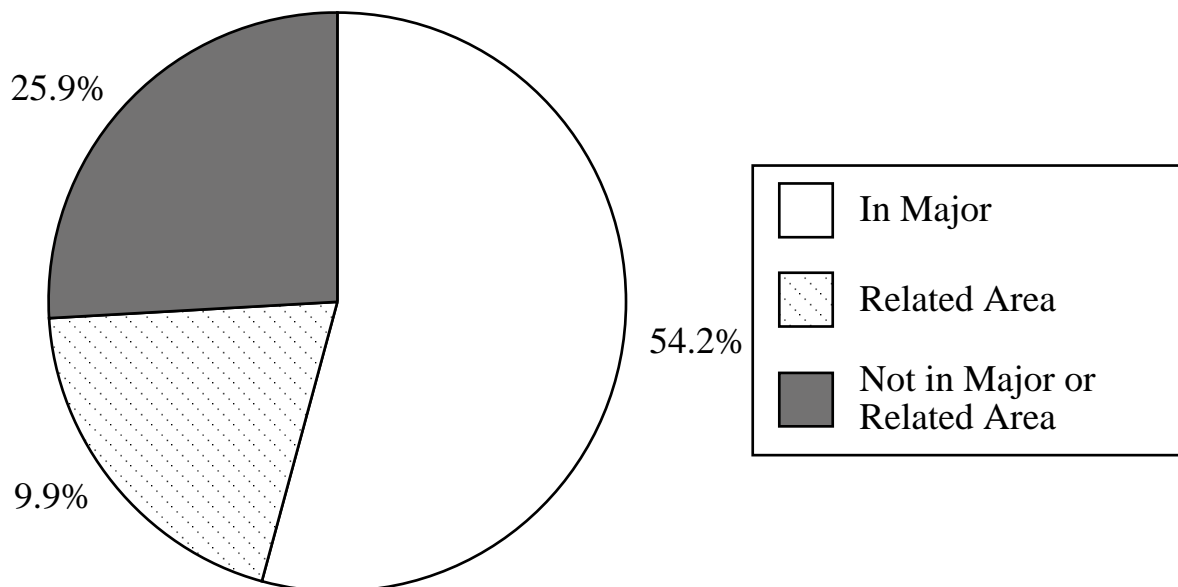


Table 2.2
Difficulty of Obtaining Employment in the Major

	<i>Percent</i>
In Your Opinion, How Difficult Is It To Obtain Employment In Your Major?	
Very Difficult	9.5
Difficult	29.2
Average	48.2
Easy	13.2
N	888

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	27.8
Continue or begin work on another baccalaureate degree	3.3
Obtain certification	11.4
Other	10.1
No plan indicated	53.6
Total number of respondents who answered the question*	927

* 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	70.0
obtain another bachelor's degree	7.3
obtain certification through college course work	14.6
obtain certification through non-college course work	14.0
take additional college courses	29.4
take professional development courses	31.2
no plans to continue education	12.0
Total number of respondents who answered the question*	934

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

Further Education

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

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—87 percent were highly satisfied with their academic experiences. Seniors were also asked whether they would recommend Ball State to someone who wanted to major in their field. Eighty-three 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. More than 96 percent of all respondents indicated that their experiences at Ball State met their needs satisfactorily or very well in the overall areas of intellectual growth, personal growth, and preparation for further education. Ninety-three percent rated preparation for career “very well” or “satisfactory.” Preparation in each specific knowledge or skill area was rated either “satisfactorily” or “very well” by greater than 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. The majority of respondents indicated that they participated in internships, practicums, or co-op experiences. About 54 percent reported that they had held campus employment, and about 56 percent reported off-campus employment. Nearly three-quarters of all respondents indicated that they studied an average of at least ten hours a week. Nearly 80 percent reported that they met at least occasionally with faculty outside class.

General Evaluation of Experiences

- Eighty-seven percent of seniors reported their satisfaction with academic experiences was high or very high. Nine percent were undecided. (Figure 3)
- About 58 percent of seniors surveyed indicated their satisfaction with student activities was high or very high. Three out of ten were undecided. (Figure 3)
- Eighty-three percent of all respondents indicated they would recommend Ball State to someone who wanted to major in their field of study. (Figure 4)
- Nearly 95 percent held a positive (66.8%) or very positive (27.5%) general attitude toward Ball State. (Figure 5)
- Intellectual and personal growth needs were met very well or satisfactorily according to more than 97 percent of all respondents. (Table 3.1)
- Nearly 97 percent of respondents considered themselves to be satisfactorily (45.9%) or very well (50.8%) prepared for further education. (Table 3.1)
- Ninety-three percent reported that career needs were met very well (49.4%) or satisfactorily (43.6%). (Table 3.1)

Knowledge and Understanding

- More than 91 percent of 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.

Figure 3

Satisfaction with Academic Experiences and Student Activities

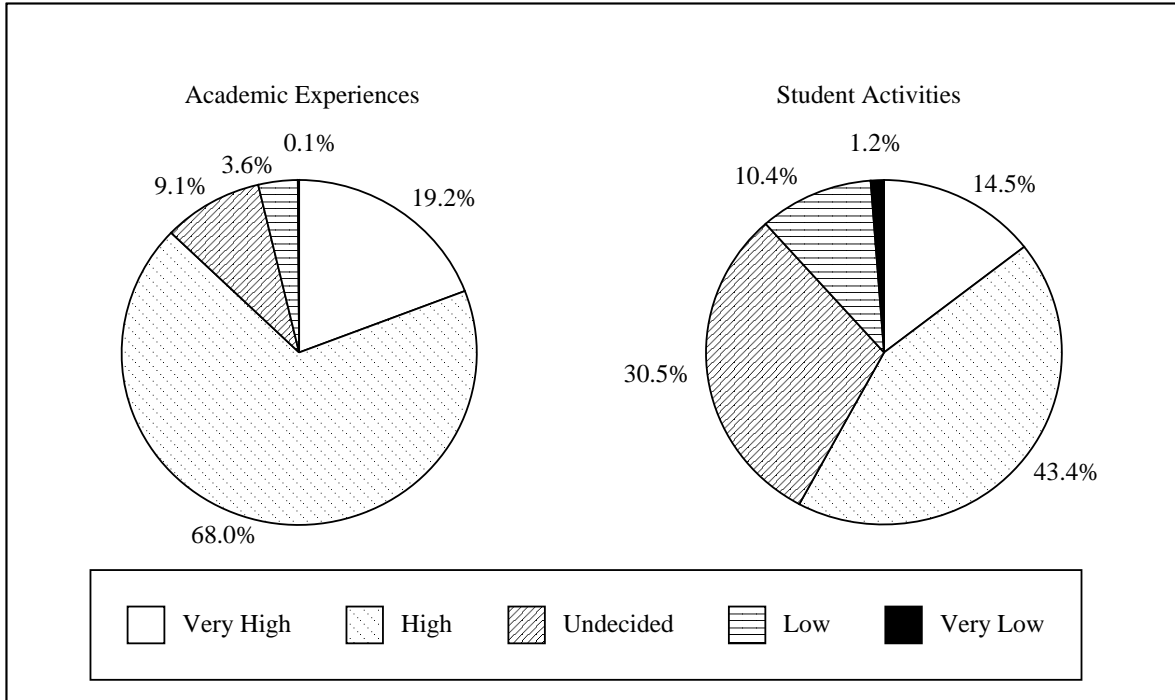


Figure 4

Recommendation of Ball State to Potential Majors

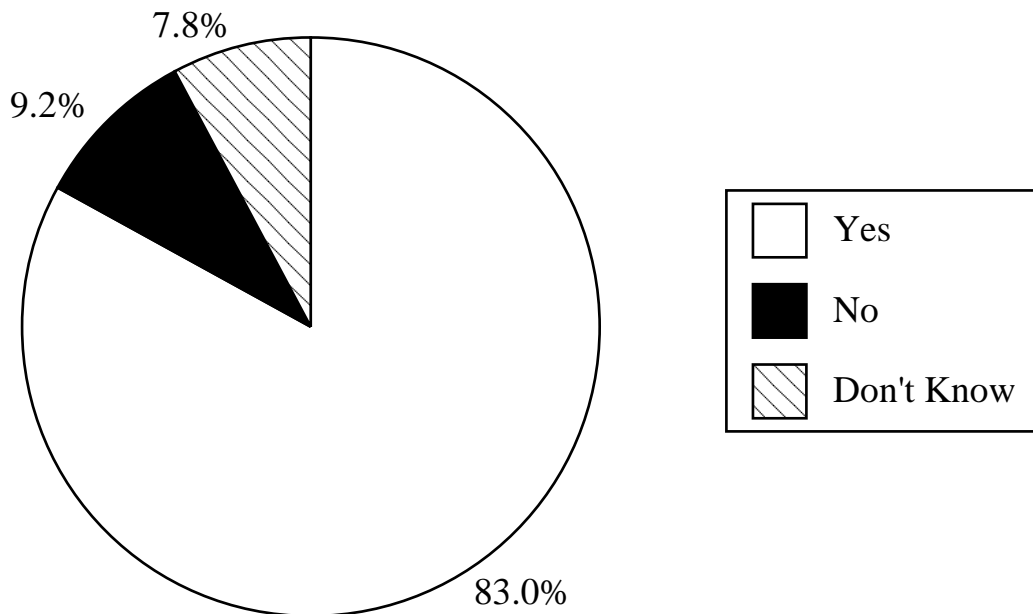


Table 3.1
Seniors' Evaluation of Experiences at Ball State

	<i>Percentage Rating Preparation in Each Area</i>			
	Very Well	Satisfactorily	Poorly	N
Overall Evaluation of Experiences				
Intellectual Growth	61.9	35.9	2.1	932
Personal Growth	67.0	30.3	2.7	931
Preparation for Further Education	50.8	45.9	3.3	926
Preparation for Career	49.4	43.6	7.0	926
Knowledge and Understanding				
Other Cultures	29.0	53.8	17.2	930
Computer Technology	41.7	46.3	11.9	930
Wellness	35.6	58.6	5.8	932
Sciences	27.9	61.0	11.1	933
Social Sciences	30.2	61.3	8.5	933
Humanities	36.6	55.5	7.9	928
Arts	28.2	55.1	16.7	929
Gender Issues	30.5	52.3	17.2	925
Racial Issues	26.6	52.1	21.3	927
Morals and Ethics	35.6	52.4	12.0	926
Current Events And Contemporary Issues	28.1	57.2	14.7	928
Global Events	20.0	56.5	23.5	928
Skills and Abilities				
Writing	44.0	51.7	4.3	931
Speaking	43.4	51.8	4.8	933
Listening	50.4	46.2	3.4	933
Problem Solving	51.1	45.2	3.8	930
Analyzing and Evaluating Ideas	57.3	38.4	4.3	932
Conducting Research	40.6	47.3	12.2	929
Using Library Resources	43.5	46.5	10.0	931
Using Mathematics	23.8	57.5	18.7	930
Creative Thinking	52.5	42.2	5.4	932
Critical Thinking	56.8	39.2	4.0	931
Using Computer Technology at Work	49.6	39.4	11.1	930
Providing Leadership	46.1	44.4	9.5	933
Persuading Others	30.2	57.3	12.5	928
Coping with Stress	28.5	49.5	22.0	932
Dealing with the Public	37.6	48.7	13.7	932
Managing Time	45.8	44.2	10.1	933
Planning and Organizing	53.7	40.6	5.7	933
Conflict Resolution	35.7	54.5	9.9	931
Interacting with Diverse Groups of People	49.9	39.1	11.1	932
Making Informed Decisions	52.7	44.1	3.2	934
Self-Evaluation	54.0	42.0	4.1	934
Self-Reliance	61.9	36.3	1.8	934
Working Cooperatively	59.7	37.4	2.9	934
Using New Technologies	47.1	42.7	10.2	928
Clarifying Personal Values	47.0	45.2	7.7	931
Experiencing and Responding to the Arts	34.3	48.2	17.6	928
Lifelong Learning	51.7	44.5	3.9	933
Maintaining Physical Health and Well-Being	37.7	51.7	10.5	930

Figure 5

General Attitude Toward Ball State

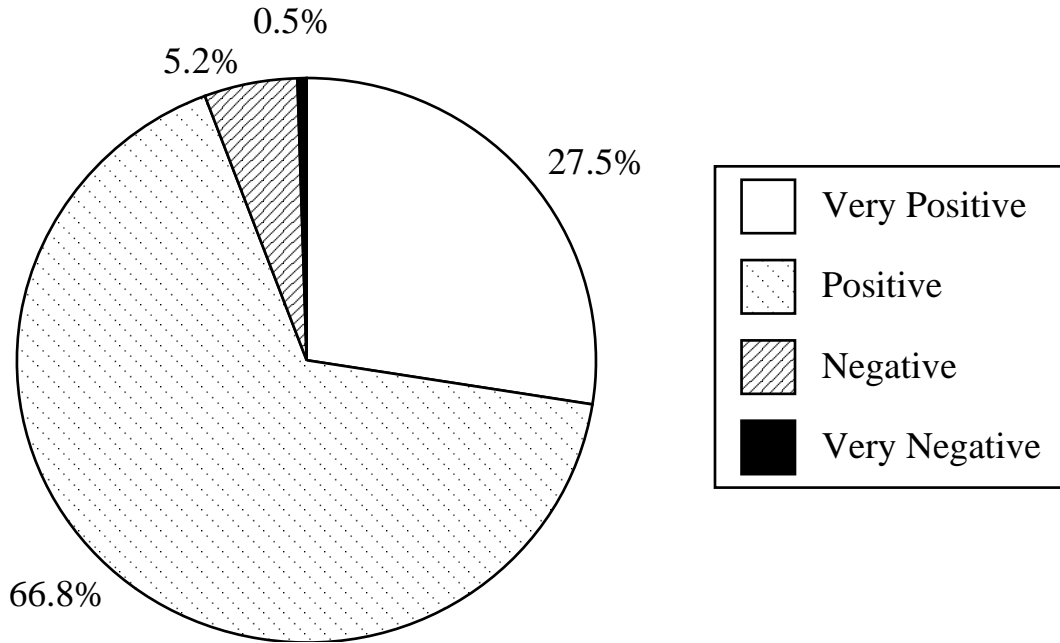
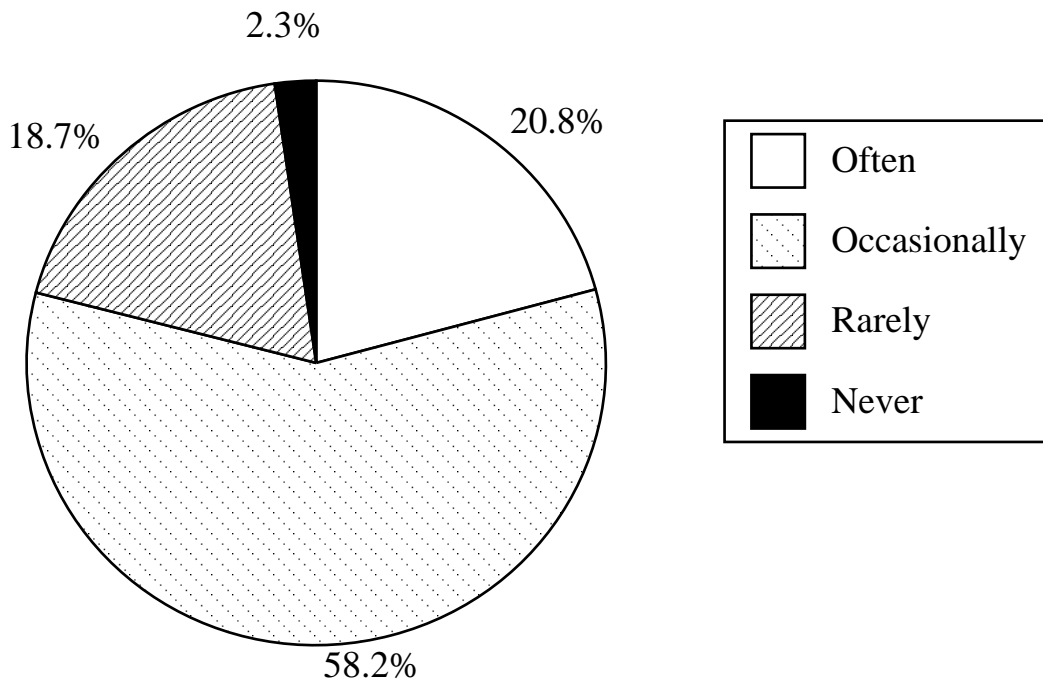


Figure 6

Interaction with Faculty Outside of Class



- More than 85 percent of seniors indicated they were very well or satisfactorily prepared in understanding computer technology, sciences, morals and ethics, and current events and contemporary issues. (Table 3.1)
- Needs in the areas of understanding other cultures, the arts, and gender issues were met very well or satisfactorily by about 83 percent of respondents. (Table 3.1)
- More than three-quarters reported they were satisfactorily or very well prepared in understanding racial issues or global events.
- The knowledge and understanding areas where respondents most often indicated they were very well prepared were computer technology, wellness, humanities, and morals and ethics. About 42 percent reported that they were very well prepared in their understanding of computer technology. More than one-third of respondents felt very well prepared when asked about knowledge and understanding of wellness, humanities, and morals and ethics.
- About one-half of all responding seniors reported that their needs were met very well in the skill areas of listening, problem solving, creative thinking, using computer technology at work, planning and organizing, interacting with diverse groups of people, making informed decisions, self-evaluation, and lifelong learning. (Table 3.1)
- In the skill areas of writing, speaking, conducting research, using library resources, providing leadership, managing time, using new technologies, and clarifying personal values, at least 40 percent reported that they felt very well prepared. (Table 3.1)
- Using mathematics, coping with stress, and experiencing and responding to the arts were three skill and ability areas where about one out of five seniors felt they were poorly prepared. (Table 3.1)
- Coping with stress was the skill and ability in which seniors were most likely to report that they were poorly prepared (22.0%). (Table 3.1)

Skills and Abilities

- At least 95 percent reported their experiences prepared them very well or satisfactorily in skill and ability areas such as writing, speaking, listening, problem solving, analyzing and evaluating ideas, 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, self-reliance, and working cooperatively, more than 55 percent of all respondents reported that they were very well prepared. (Table 3.1)

Student Internship and Employment

- On average, slightly more than one-half of respondents (52.0%) indicated that they participated in an internship, practicum, or co-op program while attending Ball State.

Table 3.2
Internships and Student Employment

	<i>Percent*</i>
Internship, Practicum or Co-op	52.0
Campus Employment	53.9
Off-Campus Employment	55.5
N	939

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

- About 54 percent held campus employment and about 56 percent of respondents 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 21 percent indicated that they met often, about 58 percent indicated that they met occasionally, about 19 percent indicated that they met rarely, and slightly more than two percent stated that they never met with faculty members outside class. (Figure 6)

Number of Weekly Study and Work Hours

- About three-quarters of all respondents (74.2%) reported that they studied ten or more hours per week while attending classes at Ball State. About 20 percent indicated that they studied five to nine hours per week. (Table 3.3)
- Sixty-eight percent of all respondents indicated that they typically worked more than ten hours a week while attending classes. Only about 14 percent indicated that they typically did not work while attending classes. (Table 3.3)

Other Background Information

- About 13 percent of respondents indicated that they were married at the time of the survey. (Table not shown.)
- About 95 percent of respondents reported that they were primarily enrolled full-time, while attending the university. About five percent were primarily enrolled part-time. (Table not shown.)

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	6.1	56
5 to 9 Hours	19.6	179
10 to 19 Hours	44.7	408
20 or More Hours	29.5	269
Total	100.0	912
Hours Worked Per Week		
Not Employed	14.3	132
10 Hours or less	17.2	158
11-20 Hours	44.2	407
More than 20 Hours	24.2	223
Total	100.0	920

Classroom and Study Behaviors

- When asked about classroom and study behaviors, about 82 percent reported that they fit facts and ideas together always (40.2%) or most of the time (42.1%). (Table 3.4)
- About 77 percent of respondents reported using computer technology for class assignments always or most of the time. Only 1.2 percent indicated that they never used computer technology for class assignments. (Table 3.4)
- Greater than 70 percent 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. (Table 3.4)

Table 3.4
Classroom and Study Behaviors*

	Always	Most of the Time	Sometimes <i>Percentages</i>	Rarely	Never	<i>N</i>
During the past year, how often did you typically do each of the following...						
Fit facts and ideas together	40.2	42.1	14.5	2.3	1.0	927
Use computer technology for class assignments	41.6	35.7	17.8	3.8	1.2	929
Participate in class discussions	37.8	36.3	19.9	4.6	1.4	929
Spend time preparing for class	37.9	36.0	21.2	4.4	0.5	929
Identify key points of class or assignments	33.9	36.5	22.1	6.0	1.4	928
Study with other students	18.2	23.6	35.2	17.5	5.5	929

* Sorted by the sum of the percentages in the “always” and “most of the time” columns.

- Nearly 42 percent studied with other students always or most of the time. About 35 percent studied with other students some of the time. Twenty-three percent rarely or never studied with other students. (Table 3.4)

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, about 18 percent described themselves as heavily involved, about 34 percent as moderately involved, about 37 percent as slightly involved, and about 12 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 about attending several events. Table 4.2 shows how often students participated in various activities.

Athletic events, events sponsored by student organizations, plays, and concerts were the events seniors attended most often. About one-fourth of all respondents indicated they often or very often attended concerts. About 21 percent often or very often attended athletic events, events sponsored by student organizations, or plays. A majority of respondents reported attending these events at least some of the time. (Table 4.1)

Of all the activities listed in Table 4.2, seniors indicated they most often participated in study sessions with other students, activities or events related to career choice, and physical activities.

About 29 percent of all respondents participated often or very often in professional organizations or clubs and in other student organizations or clubs (not including student government). Nearly one in four respondents reported that they often or very often participated in discussions of current affairs and world issues, or discussions about other cultures.

More than 20 percent participated often or very often in student performances as a performer or exhibitor. Slightly less than 20 percent reported that they participated often or very often in independent study and research, intramural sports (as a player), and community service. About 18 percent participated often or very often in social fraternities or sororities, or residence hall activities and events. (Table 4.2)

Nearly 37 percent participated in discussions of campus issues or activities at least some of the time. One-third reported that they participated at least some of the time in intramural sports (as a player), and nearly one-third participating at least some of the time in leadership development programs and workshops. (Table 4.2)

Attendance at Campus Events

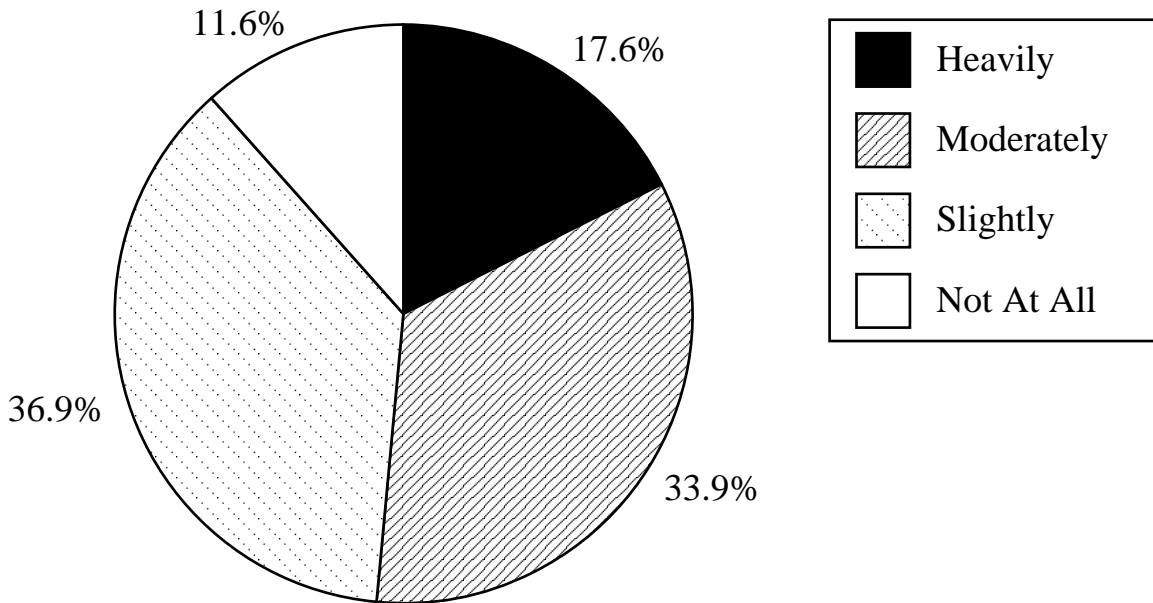
- Nearly six out of ten respondents indicated they attended concerts very often, often, or sometimes. About one-half attended athletic events (50.5%), events sponsored by student organizations (52.7%), campus lectures (47.4%), or plays (53.4%) at least some of the time. (Table 4.1)
- About one out of four attended religious activities, or art shows, very often, often, or sometimes. About 22 percent attended films, or cultural, ethnic, or international events at least some of the time. (Table 4.1)

Participation in Campus Activities

- Somewhat less than one-half of all respondents indicated that they participated often or very often in study sessions with other students (46.3%), activities or events related to career choice (47.1%), or physical activities using sports facilities (45.4%). About 29 percent participated in these activities “sometimes.” (Table 4.2)

Figure 7

Involvement in Campus Programs, Activities, and Organizations



- About 29 percent reported that they often or very often participated in other (non-student government) student organizations or clubs, or professional organizations. About one-half participated in these organizations at least “sometimes.”
- More than one out of five reported that they often or very often participated in discussions of current affairs or world issues with other students, discussions about other cultures, or student performances (plays, concerts, art shows, etc. as a performer or exhibitor).
- About 18 to 19 percent declared they often or very often participated in independent study and research, residence hall activities or events, social fraternities or sororities, intramural sports (as a player), and community service activities.
- About 15 percent participated often or very often in leadership development programs and workshops, and discussions of campus issues or activities.
- Nine percent of graduating senior respondents participated in student government at least “sometimes.”
- The majority of graduating seniors reported they never participated in social fraternities or sororities, student government, and intramural sports (as a player).

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	7.7	13.5	29.3	29.8	19.7	935
religious activities	6.0	5.1	14.1	23.2	51.6	933
films (on campus, not as a part of class)	0.3	2.3	18.9	30.4	48.1	933
events sponsored by student organizations	7.2	14.1	31.4	27.5	19.8	928
campus lectures (not class lectures)	2.4	13.1	31.9	31.1	21.6	932
plays	7.4	13.8	32.2	24.8	21.8	935
concerts	6.8	17.2	35.3	24.2	16.5	935
art shows	2.9	5.0	18.2	29.7	44.2	934
cultural, ethnic, or international events	1.9	4.2	16.5	30.4	46.9	933

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	4.4	9.7	22.5	26.9	36.5	927
discussions of current affairs or world issues with other students	6.9	16.7	24.2	23.1	29.1	929
discussions about other cultures	7.4	15.4	26.1	25.0	26.3	925
study sessions with other students outside class	17.1	29.2	29.6	17.5	6.6	930
independent study and research (not for class or course credit)	8.4	11.1	22.2	24.6	33.7	927
residence hall activities or events	6.0	11.8	23.9	23.3	35.1	924
social fraternities or sororities	14.5	3.6	5.6	8.5	67.8	925
professional organizations	13.1	15.7	23.0	18.7	29.5	925
student government	1.2	1.9	5.9	10.4	80.6	927
other student organizations or clubs	14.7	14.4	21.3	18.2	31.4	924
activities or events related to your career choice	22.3	24.8	29.2	11.7	11.9	931
student performances (plays, concerts, art shows, etc. as a performer or exhibitor)	9.9	11.8	28.9	21.2	28.2	930
intramural sports (as a player)	8.6	10.1	14.5	13.3	53.4	929
physical activity using sports facilities (gyms, pools, courts, weight rooms, etc.)	23.6	21.8	29.3	12.6	12.6	927
community service	7.3	11.9	24.7	25.0	31.1	927
leadership development programs and workshops	6.3	8.7	17.1	23.5	44.3	930

SECTION 5

Student Services

Summary Seniors were asked to indicate knowledge, use, and satisfaction with services in 29 student service areas. They 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 used by almost all respondents, while other services such as university apartments, international programs, and the Office of Multicultural Affairs, were used by fewer than 20 percent of 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 University Police, Student Financial Aid, Intramural Sports, 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 Counseling and Psychological Services Center, Student Legal Services, and the University College Learning Center. At least 85 percent

reported they knew about the Housing Office, International Programs, the Office of Multicultural Affairs, and Student Activities/Leadership and Service Programs. (Table 5.2)

Use of Student Services

- The percentage of seniors who used each service varied widely. Greater than 96 percent of all respondents used University Computer Labs, registration, and University Libraries. (Table 5.2)
- More than nine out of ten respondents indicated that they used the Bursar’s Office, Parking Services, the Student Center, and the Ball State Bookstore.
- At least 80 percent of seniors reported use of the transcript service, Residence Hall Dining Services, and Cardinal Crossing (food court in the student center). Somewhat less than 80 percent reported use of physical activities (sports and recreational) facilities, and the Student Health Service. (Table 5.2)
- More than seven out of ten respondents reported use of the commencement service, and residence halls. About 70 percent used Career Services and Student Financial Aid.
- Nearly 60 percent reported use of the Freshmen Advising Center. About one-half reported use of the Housing Office, or the recreation area in the Student Center. (Table 5.2)
- More than 40 percent of respondents indicated they used enrollment certification, University Police, intramural sports, and the University College Learning Center.
- About one-third reported using the Student Activities/Leadership and Service Programs Office. (Table 5.2)

Table 5.1
Knowledge, Use, and Rating of Student Services

How Would You Rate the Service You Received in Each Area Below?	Did Not Know About Service	Knew About Service, but Did Not Use	Used Service, and Was Satisfied	Used Service, but Was Not Satisfied	N
Housing Office	12.9	37.7	39.8	9.6	905
University Computer Labs	0.5	2.8	88.3	8.3	924
Bursar's Office (where you pay university fees)	0.9	5.2	76.3	17.7	927
Registration	0.4	2.0	85.1	12.4	929
Transcripts	2.2	14.1	80.8	2.9	929
Enrollment Certification	41.8	16.0	40.5	1.8	909
Commencement	8.0	21.4	66.4	4.2	854
University Libraries	0.6	2.0	92.1	5.2	927
Residence Halls	1.9	23.7	60.7	13.7	917
University Apartments	4.7	75.8	16.0	3.5	913
University Police	2.1	53.8	28.4	15.8	917
Parking Services	1.0	8.3	26.7	64.0	923
Residence Hall Dining Services	2.0	17.8	62.4	17.9	922
Student Center	0.5	7.4	82.1	10.0	922
Ball State Bookstore	0.3	6.2	84.1	9.4	923
Cardinal Crossing	1.4	16.9	69.1	12.6	923
Recreation Area in the Student Center	4.9	45.0	45.3	4.8	922
Freshmen Advising Center	8.7	32.1	44.7	14.5	924
Career Services	1.6	28.4	59.8	10.1	918
Counseling and Psychological Services Center	7.2	70.5	19.9	2.4	919
Student Financial Aid (loans, scholarships, grants)	1.4	28.5	56.8	13.3	926
Physical Activities Facilities	2.4	18.6	77.0	2.0	923
Intramural Sports	4.1	54.5	39.5	2.0	920
International Programs	12.1	71.5	14.9	1.5	922
Office of Multicultural Affairs	15.3	76.1	7.6	1.0	922
Student Health Service	1.7	21.3	57.0	20.0	920
Student Legal Services	9.3	73.0	15.6	2.1	922
University College Learning Center	4.8	51.2	39.5	4.5	924
Student Activities/Leadership and Service Programs	13.0	54.6	30.4	2.0	923

- Twenty-two percent reported using the Counseling and Psychological Services Center. Less than 20 percent reported use of University Apartments, International Programs, and Student Legal Services. About nine percent of respondents reported use of the Office of Multicultural Affairs. (Table 5.2)

Satisfaction with Student Services

- The services with the highest percentages of satisfied users include transcript service, enrollment certification, physical activities facilities, and intramural sports. More than 95 percent of users were satisfied with these services. (Table 5.2)

Table 5.2

Overall Knowledge and Use of Student Services and Satisfaction Among Users

How Would You Rate the Service You Received in Each Area Below?	Knew About Service	Used Service	Satisfied with Service*	N
Housing Office	87.1	49.4	80.5	905
University Computer Labs	99.5	96.6	91.4	924
Bursar's Office (where you pay university fees)	99.1	94.0	81.2	927
Registration	99.6	97.5	87.3	929
Transcripts	97.8	83.7	96.5	929
Enrollment certification	58.2	42.2	95.8	909
Commencement	92.0	70.6	94.0	854
University Libraries	99.4	97.3	94.7	927
Residence Halls	98.1	74.5	81.6	917
University Apartments	95.3	19.5	82.0	913
University Police	97.9	44.2	64.2	917
Parking Services	99.0	90.7	29.4	923
Residence Hall Dining Services	98.0	80.3	77.7	922
Student Center	99.5	92.1	89.2	922
Ball State Bookstore	99.7	93.5	89.9	923
Cardinal Crossing	98.6	81.7	84.6	923
Recreation area in the Student Center	95.1	50.1	90.5	922
Freshmen Advising Center	91.3	59.2	75.5	924
Career Services	98.4	69.9	85.5	918
Counseling and Psychological Services Center	92.8	22.3	89.3	919
Student Financial Aid (loans, scholarships, grants)	98.6	70.1	81.0	926
Physical Activities Facilities	97.6	79.0	97.5	923
Intramural Sports	95.9	41.4	95.3	920
International Programs	87.9	16.4	90.7	922
Office of Multicultural Affairs	84.7	8.6	88.6	922
Student Health Service	98.3	77.0	74.0	920
Student Legal Services	90.7	17.7	88.3	922
University College Learning Center	95.2	44.0	89.7	924
Student Activities/Leadership and Service Programs	87.0	32.4	94.0	923

- About 90 to 95 percent of users were satisfied with the services of the University Computer Labs, commencement, University Libraries, the recreation area in the Student Center, International Programs, and the Student Activities/ Leadership and Service Programs Office.

- Nearly 90 percent of users were satisfied with the services of registration, the Student Center, the Ball State Bookstore, the Counseling and Psychological Services Center, the Office of Multicultural Affairs, Student Legal Services, and the University College Learning Center. (Table 5.2)

- About 85 percent of users were satisfied with Cardinal Crossing and Career Services. (Table 5.2)
- More than eight out of ten were satisfied with services received from the Housing Office, the Bursar's Office, Residence Halls, University Apartments, and Student Financial Aid. (Table 5.2)
- Seventy-four percent of users were satisfied with the services received from the Student Health Service. Sixty-four percent of users were satisfied with University Police.
- Less than 30 percent of graduating seniors were satisfied with Parking Services, making it the only service item where a majority of seniors who used the service were not satisfied.

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. About 83 percent of seniors strongly agreed or agreed that they were satisfied with their department in general. More than 82 percent strongly agreed or 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. Nearly 80 percent strongly agreed or agreed they were satisfied with opportunities for evaluation of classroom instruction, and feedback from instructors. About three out of four respondents strongly agreed or agreed they were satisfied with the academic ability of other students in the major, and with the availability of required courses. (Table 6.1)

Nearly seven out of ten seniors strongly agreed or agreed that departmental courses had prepared them for employment. Also, nearly seven out of ten strongly agreed or agreed they were satisfied with opportunities to learn computer applications related to their major, and with departmental faculty advising. Nearly two-thirds strongly agreed or agreed that they were satisfied with opportunities to participate in internships, and with preparation for graduate school. More than six out of ten strongly agreed or agreed they were satisfied with opportunities to receive advice about careers and obtaining employment. (Table 6.1)

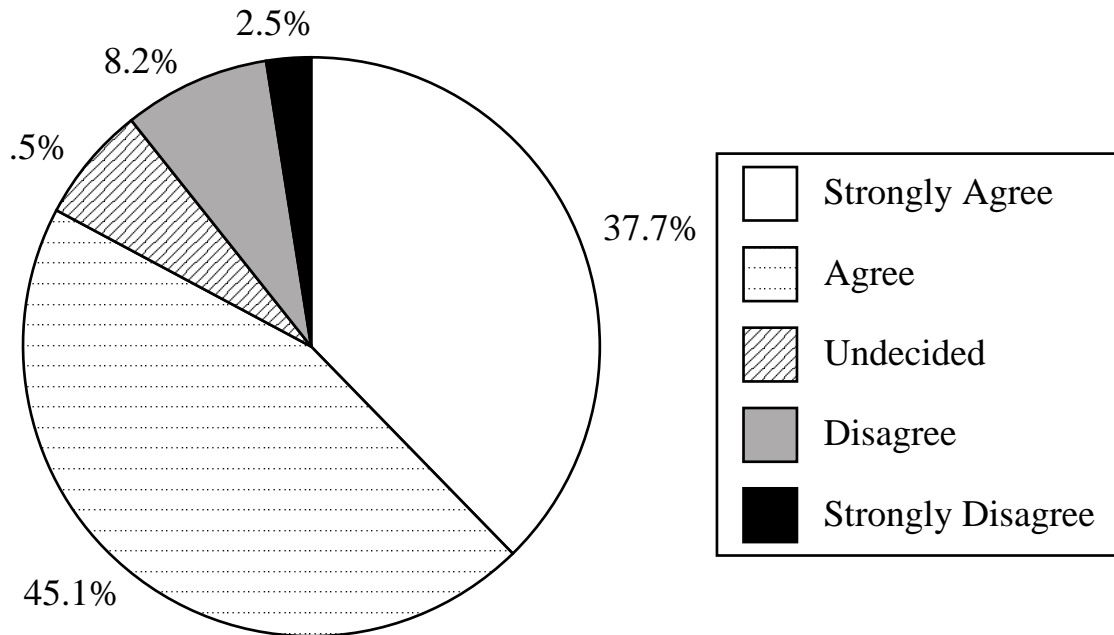
Seniors were also asked to indicate reasons why they chose their major, and about the number of times they changed their major. Interest in the subject matter was the reason that was overwhelmingly cited as most important in their choice of major. (Tables 6.2 and 6.3) About 56 percent of all respondents reported that they did not change their major while attending Ball State. About 27 percent indicated they changed their major once, while about 18 percent indicated they changed their major two or more times. (Table 6.4)

Satisfaction with Major

- Overall ratings of the department, teaching ability of faculty, faculty professional expertise, opportunities for interaction with departmental faculty, and fairness of grading had the highest ratings of all departmental items. (Table 6.1)
- About 86 percent were satisfied with opportunities for interaction with departmental faculty. (Table 6.1)
- Eighty-four percent of respondents agreed or strongly agreed that they were satisfied with the professional expertise of department faculty, and fairness of grading in departmental courses. (Table 6.1)
- Eighty-three percent of all respondents strongly agreed (37.7%) or agreed (45.1%) they were satisfied with their department in general. About seven percent were undecided about satisfaction with their department, leaving about 11 percent who disagreed (8.2%) or strongly disagreed (2.5%) with the statement. (Figure 8)
- About 82 percent of all responding seniors strongly agreed or agreed they were satisfied with the teaching ability of faculty in their department. The remaining respondents were split between responses of undecided (9.1%), disagree (7.0%), or strongly disagree (1.7%). (Table 6.1)
- Nearly eight out of ten respondents were satisfied with opportunities for evaluation of classroom instruction, and feedback from instructors about academic progress.
- About three-quarters agreed or strongly agreed that they were satisfied with the availability of required courses in the major, and with the academic ability of other students in the major. (Table 6.1)

Figure 8

Satisfaction with Department of Major



- About seven out of ten graduating seniors strongly agreed (29.9%) or agreed (39.4%) that departmental courses prepared them for employment. About seven out of ten also agreed or strongly agreed that they were satisfied with faculty advising and opportunities to learn computer applications related to the major. (Table 6.1)
- About two-thirds agreed or strongly agreed that they were satisfied with preparation for graduate school and with the opportunities to participate in internships, practicums, or co-op experiences. (Table 6.1)
- More than six out of ten strongly agreed or agreed they were satisfied with information provided about internships, practicums, or co-op experiences, and with opportunities to receive advice about planning a career, or obtaining a job. (Table 6.1)

Reasons for Choosing the Major

- The overwhelming majority of seniors strongly agreed (76.0%) or agreed (20.3%) that interest in the subject matter was a factor in their choice of major. (Table 6.2)
- Other reasons that seniors identified as being important to their choice of major included: the potential to make a meaningful contribution to society, familiarity with the subject matter, challenging subject matter, and enjoyment of earlier classes in the major. More than three-quarters of all respondents strongly agreed or agreed with these statements. (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.	37.7	45.1	6.5	8.2	2.5	926
with teaching ability of faculty in department.	33.2	49.0	9.1	7.0	1.7	923
with professional expertise of department faculty.	38.3	45.7	10.2	4.9	1.0	924
with opportunities for interaction with department faculty.	42.2	43.7	9.0	3.7	1.4	924
with information provided about internships, practicums, or co-op experiences.	27.2	35.1	16.8	15.2	5.8	895
with opportunities to participate in internships, practicums, or co-op experiences.	30.8	34.8	16.5	12.6	5.3	886
that the courses in my department prepared me for employment.	29.9	39.4	18.0	9.0	3.7	913
that the courses in my department prepared me for graduate school.	27.9	36.6	27.1	6.0	2.4	848
with the fairness of grading in departmental courses.	27.4	56.6	8.3	6.4	1.4	928
with opportunities to learn computer applications related to my major.	25.1	44.2	13.4	13.5	3.8	910
with opportunities for evaluation of classroom instruction in my department.	26.1	53.8	11.4	6.0	2.7	922
with faculty advising in my department.	26.6	41.2	13.2	11.8	7.1	924
with opportunities to receive advice about planning my career.	25.4	36.5	19.1	13.1	5.8	909
with opportunities to receive advice about obtaining a job.	22.6	39.8	18.8	13.9	4.9	912
with the availability of required courses in my major.	27.0	47.0	7.5	12.9	5.6	925
with the academic ability of other students in my major.	23.0	53.6	13.2	7.7	2.5	912
with feedback from instructors about my academic progress.	28.8	48.8	12.3	8.4	1.6	924

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.	76.0	20.3	1.8	1.3	0.5	926
jobs are available in this field.	28.0	39.1	17.7	11.4	3.8	924
creative jobs are available in this field.	36.4	36.8	18.5	6.8	1.5	925
it will allow me to make a meaningful contribution to society.	46.4	31.1	16.6	4.8	1.1	922
I was advised to take this major by my family.	4.2	10.1	13.7	44.6	27.4	924
I had some familiarity with this subject.	31.4	47.6	9.9	8.9	2.2	920
a professor influenced (or encouraged) me to take this major.	8.0	13.7	14.8	43.0	20.6	922
this field offers highly respected career positions.	30.0	33.2	23.2	10.7	2.9	923
salaries are high in this field.	12.7	19.5	19.4	30.6	17.8	919
I have friends majoring or working in this field.	13.8	29.4	13.2	31.2	12.4	922
it was challenging.	36.0	42.7	13.2	7.0	1.1	925
I enjoyed my early courses in this major.	37.9	40.2	11.7	7.8	2.5	924

- About 73 percent strongly agreed or agreed they chose their major because *creative* jobs were available in those fields. that someone in their family advised them to choose their particular major. (Table 6.2)
- Sixty-seven percent agreed or strongly agreed that the availability of jobs affected their choice of major. Sixty-three percent identified highly respected career positions as a factor in their choice of major.
- Nearly one-third indicated that high salaries affected their choice of major. (Table 6.2)
- About 22 percent reported that a professor influenced their choice of major, while about 14 percent strongly agreed or agreed
- About one-half (49.4%) of all respondents indicated that interest in the subject matter was the one reason that *most* influenced their choice of major. About 14 percent indicated that making an important contribution to society was the most important reason. (Table 6.3)
- More than one-half of all respondents did not change their major while attending Ball State (55.6%). About 27 percent changed their major once. About 18 percent changed two 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.	49.4	415
jobs are available in this field.	2.7	23
creative jobs are available in this field.	4.5	38
it will allow me to make a meaningful contribution to society.	13.5	113
I was advised to take this major by my family.	1.2	10
I had some familiarity with this subject.	3.6	30
a professor influenced (or encouraged) me to take this major.	1.2	10
this field offers highly respected career positions.	1.4	12
salaries are high in this field.	0.7	6
I have friends majoring or working in this field.	0.5	4
it was challenging.	2.1	18
I enjoyed my early courses in this major.	5.4	45
<i>Other reason indicated</i>	8.6	72
<i>More than one reason indicated</i>	5.2	44
Total	100.0	840

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

	<i>Percentage</i>	<i>N</i>
None	55.6	518
Once	26.6	248
Twice	10.2	95
Three or More	7.5	70

SECTION 7

Comparison of Findings: 1995–2000

Summary In this section of the report, significant changes in survey results are tracked from 1995 through 2000. Tables and graphs in this section show only those items with statistically significant changes. Ratings of skills and knowledge (Table 7.1) and of departmental items (Table 7.2) generally increased from 1995 through 2000.

In each of the six years, females and students with higher GPAs and high school percentile ranks were 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.

- In 2000 and other recent years, respondents perceived less difficulty in finding employment within their major. In 2000, 61.4 percent indicated that it was easy or of ‘average’ difficulty to find employment in the major. Only 34 percent felt that it was easy or of average difficulty to find employment in the major in 1995. (Figure 10)
- Fifteen out of 40 skills and knowledge items on the survey showed significant changes over the past six years. For most of the 15 items in Table 7.1, the percentage of seniors who indicated they were “very well” prepared was lowest in 1995 and increased in later years. (Table 7.1)

Senior Survey Changes

- The percentage of seniors who were planning to look for work in their major or a related area, (among those who did not already have employment in their major or related area) dropped slightly from 92.4 percent in 1995 to 86.2 percent in 2000. (Figure 9)
- On five items shown in Table 7.1, respondents in 2000 were more likely than prior cohorts to indicate they were very well prepared. These items were understanding the sciences, problem solving, providing leadership, using new technologies, and experiencing and responding to the arts.

Figure 9

Percentage of Seniors Looking for Work in Major or Related Area by Year of Survey

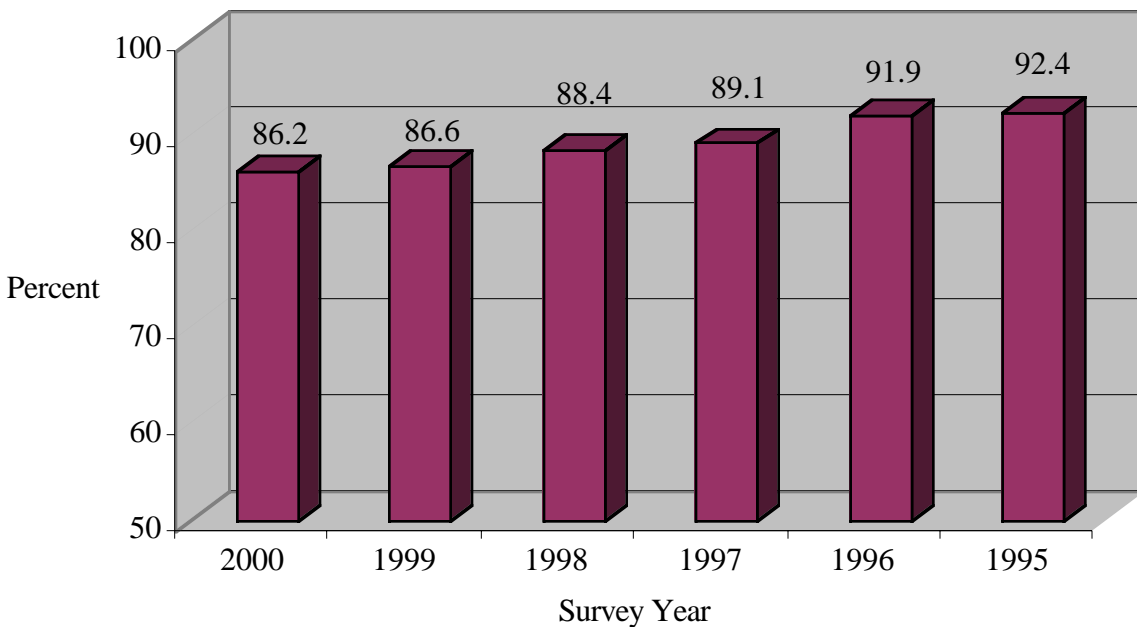
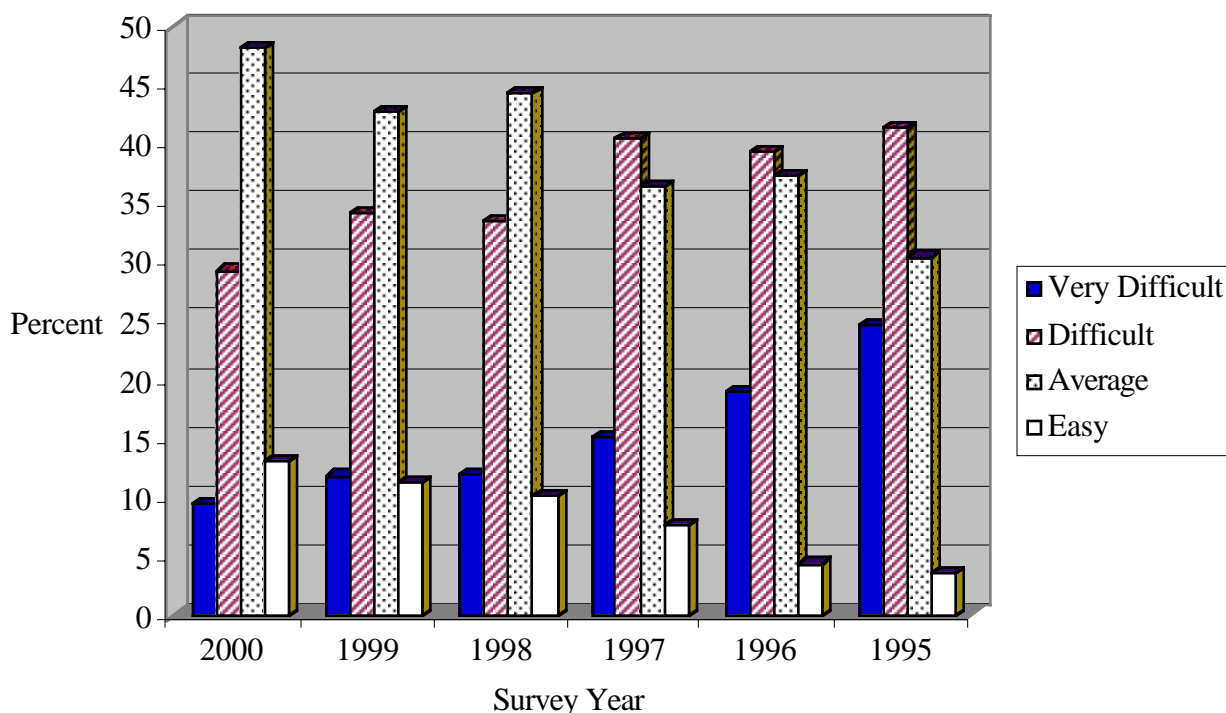


Figure 10

Perceived Difficulty Finding Employment in the Major



- Ratings of understanding computer technology, using mathematics, and using computer technology at work, peaked in 1999, but remained high in 2000, relative to earlier years. (Table 7.1)
- Understanding wellness was the only item for which ratings have become less favorable in recent years. The percentage of seniors who consider themselves very well prepared in understanding wellness dropped from a high of 40.8 percent in 1995 to a low of 34.6 percent in 1999. (Table 7.1)
- Ten departmental items showed significant change when 1995 through 2000 senior cohort groups were compared. On all these items, ratings have improved over the baseline levels set in 1995. (Table 7.2)
- On nine of ten items in Table 7.2, a higher percentage of respondents

strongly agreed with departmental items in 2000 than in any prior year.

Three Revised Departmental Items

- Three departmental items pertaining to computer training and career planning were revised for the 1998 survey, and consequently are not directly comparable to earlier data. The results from these items are shown in Table 7.3 with their original and revised wording. Survey respondents were more likely to agree with the statements as currently written. (Table 7.3)

Table 7.1
Senior Evaluation of Experiences at Ball State:
Comparison of 1995 through 2000 Cohorts*

	<i>Percentage Rating Preparation in each area</i>			
	Very Well	Satisfactorily	Poorly	N
Computer Technology				
2000	41.7	46.3	11.9	930
1999	42.5	44.8	12.6	959
1998	38.2	48.1	13.8	857
1997	38.3	46.0	15.7	867
1996	38.8	43.0	18.2	965
1995	38.1	46.1	15.8	1069
Wellness				
2000	35.6	58.6	5.8	932
1999	34.6	59.2	6.2	956
1998	37.3	57.1	5.6	853
1997	37.5	54.0	8.4	866
1996	39.2	54.5	6.3	965
1995	40.8	53.3	5.9	1071
Sciences				
2000	27.9	61.0	11.1	933
1999	26.5	62.2	11.3	955
1998	20.8	65.8	13.4	856
1997	24.5	61.0	14.5	865
1996	25.6	59.6	14.7	963
1995	23.5	64.4	12.1	1074
Arts				
2000	28.2	55.1	16.7	929
1999	26.5	55.0	18.5	955
1998	28.9	53.4	17.7	852
1997	24.3	54.9	20.8	867
1996	25.2	53.5	21.3	961
1995	22.6	56.6	20.8	1072
Problem Solving				
2000	51.1	45.2	3.8	930
1999	50.2	47.5	2.3	960
1998	50.6	44.9	4.4	857
1997	47.4	48.9	3.7	867
1996	46.4	48.9	4.7	965
1995	43.5	51.8	4.8	1070
Analyzing and Evaluating Ideas				
2000	57.3	38.4	4.3	932
1999	56.4	41.7	1.9	956
1998	57.3	39.7	2.9	858
1997	58.3	38.9	2.8	868
1996	53.3	42.9	3.7	962
1995	52.1	44.4	3.5	1069

Table 7.1 (Continued)
Senior Evaluation of Experiences at Ball State:
Comparison of 1995 through 2000 Cohorts*

	<i>Percentage Rating Preparation in each area</i>			
	Very Well	Satisfactorily	Poorly	N
Using Mathematics				
2000	23.8	57.5	18.7	930
1999	26.8	54.8	18.4	959
1998	21.9	57.7	20.5	855
1997	22.3	55.4	22.3	865
1996	21.8	55.3	22.9	962
1995	20.1	58.6	21.4	1067
Using Computer Technology at Work				
2000	49.6	39.4	11.1	930
1999	51.9	36.3	11.8	961
1998	47.1	39.2	13.7	855
1997	46.4	38.2	15.5	865
1996	46.7	35.6	17.7	961
1995	45.1	38.6	16.3	1068
Providing Leadership				
2000	46.1	44.4	9.5	933
1999	45.6	46.3	8.1	956
1998	44.5	47.7	7.8	854
1997	41.5	49.1	9.4	865
1996	38.0	51.0	11.0	961
1995	39.3	51.0	9.7	1069
Coping with Stress				
2000	28.5	49.5	22.0	932
1999	26.4	51.0	22.6	957
1998	29.1	48.9	22.1	857
1997	25.7	49.3	25.0	864
1996	26.5	46.5	27.1	960
1995	23.3	50.0	26.7	1070
Managing Time				
2000	45.8	44.2	10.1	933
1999	47.8	40.3	11.9	958
1998	48.3	41.8	9.9	857
1997	44.8	43.2	12.0	866
1996	42.4	46.0	11.6	963
1995	40.8	46.2	13.0	1071
Working Cooperatively				
2000	59.7	37.4	2.9	934
1999	63.9	34.8	1.3	957
1998	61.2	36.0	2.8	855
1997	58.9	38.3	2.8	864
1996	55.2	41.4	3.4	962
1995	55.8	41.4	2.8	1071

Table 7.1 (Continued)
Senior Evaluation of Experiences at Ball State:
Comparison of 1995 through 2000 Cohorts*

	<i>Percentage Rating Preparation in each area</i>			
	Very Well	Satisfactorily	Poorly	N
Using New Technologies				
2000	47.1	42.7	10.2	928
1999	46.9	42.2	10.9	957
1998	45.1	43.7	11.2	854
1997	39.0	46.1	14.9	866
1996	39.2	44.0	16.8	962
1995	39.0	47.1	13.9	1068
Experiencing and Responding to the Arts				
2000	34.3	48.2	17.6	928
1999	32.3	49.2	18.5	955
1998	33.1	48.1	18.7	854
1997	29.9	48.5	21.6	866
1996	29.4	48.2	22.3	958
1995	28.0	51.5	20.5	1070
Lifelong Learning				
2000	51.7	44.5	3.9	933
1999	50.9	45.3	3.8	953
1998	53.0	44.2	2.8	857
1997	48.8	45.9	5.3	865
1996	45.6	48.9	5.5	961
1995	42.4	53.1	4.5	1066

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

Table 7.2
Seniors' Satisfaction with Department of Major:
Comparison of 1995 through 2000 Cohorts*

<i>I am satisfied...</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	<i>N</i>
	<i>Percentages</i>					
with my department						
2000	37.8	45.0	6.5	8.2	2.5	926
1999	37.4	50.7	5.0	5.4	1.6	953
1998	35.2	49.2	8.2	5.7	1.7	858
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
with opportunities for interaction with departmental faculty						
2000	42.2	43.6	9.0	3.8	1.4	924
1999	39.1	44.8	10.2	5.3	0.6	951
1998	37.5	43.9	12.3	5.3	1.2	857
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
with information provided about internships, practicums, or co-op experiences						
2000	27.2	35.1	16.8	15.2	5.8	895
1999	26.0	35.8	15.6	17.6	5.1	923
1998	26.9	34.9	15.8	16.6	5.8	830
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
with opportunities to participate in internships, practicums, or co-op experiences						
2000	30.8	34.8	16.5	12.6	5.3	886
1999	30.5	34.5	16.6	14.3	4.1	918
1998	31.2	34.5	16.3	13.7	4.4	812
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
that the courses in my department prepared me for employment						
2000	29.9	39.4	18.0	9.0	3.7	913
1999	27.6	42.9	17.5	8.9	3.0	941
1998	29.2	40.4	18.8	8.4	3.2	846
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

Table 7.2 (Continued)

**Seniors' Satisfaction with Department of Major:
Comparison of 1995 through 2000 Cohorts***

<i>I am satisfied...</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	<i>N</i>
	<i>Percentages</i>					
with departmental preparation for graduate or professional school						
2000	27.9	36.6	27.1	6.0	2.4	848
1999	25.7	41.8	23.3	7.0	2.2	874
1998	27.4	38.4	27.3	5.1	1.8	770
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
with opportunities for evaluation of classroom instruction in my department						
2000	26.1	53.8	11.4	6.0	2.7	922
1999	24.7	53.6	10.4	8.5	2.8	953
1998	25.1	53.1	11.3	7.6	2.9	857
1997	19.2	57.2	11.9	8.5	3.1	863
1996	20.2	56.4	10.7	9.3	3.3	959
1995	18.6	54.6	12.0	10.5	4.3	1067
with availability of required courses in my major						
2000	27.0	47.0	7.5	12.9	5.6	925
1999	26.6	48.6	7.2	13.7	3.8	954
1998	25.5	50.3	8.7	12.2	3.3	860
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
with faculty advising in my department						
2000	26.6	41.2	13.2	11.8	7.1	924
1999	24.2	41.0	13.6	14.3	6.9	946
1998	24.6	36.0	15.9	16.3	7.2	853
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
with feedback from instructors about my academic progress						
2000	28.8	48.8	12.3	8.4	1.6	924
1999	27.6	49.1	12.8	8.0	2.5	953
1998	26.0	49.1	15.6	7.8	1.5	861
1997	23.8	49.7	14.2	10.4	2.0	866
1996	22.5	50.4	13.9	10.7	2.6	957
1995	21.2	50.8	16.7	9.2	2.1	1069

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

Table 7.3
Seniors' Satisfaction with Department of Major:
Comparison of 1995 through 2000 Cohorts, Reworded Items*

<i>I am satisfied...</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	<i>N</i>
	<i>Percentages</i>					
with opportunities to learn computer applications related to my major						
2000	25.1	44.2	13.4	13.5	3.8	910
1999	25.8	41.9	12.0	16.6	3.7	947
1998	24.5	41.6	12.9	16.4	4.6	853
<i>with computer training for my career</i>						
1997	15.9	35.2	14.3	26.7	7.9	853
1996	19.2	34.2	14.4	23.7	8.5	942
1995	17.4	35.8	15.6	23.0	8.3	1048
with opportunities to receive advice about planning my career						
2000	25.4	36.5	19.1	13.1	5.8	909
1999	21.8	39.4	17.7	16.1	5.0	944
1998	21.6	39.0	20.2	14.3	5.0	847
<i>with departmental assistance in planning my career</i>						
1997	14.5	28.1	24.6	23.7	9.1	835
1996	13.0	29.0	25.6	23.1	9.3	925
1995	13.1	27.9	26.4	23.2	9.4	1031
with opportunities to receive advice about obtaining a job						
2000	22.6	39.8	18.8	13.9	4.9	912
1999	22.3	39.6	18.8	14.5	4.8	940
1998	22.1	40.8	18.0	14.8	4.4	846
<i>with departmental assistance in obtaining a job</i>						
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

* These three items were reworded in 1998, to better state each question. Differences between results from the new questions and the original questions are shown for comparison. While differences are statistically significant ($p \leq .05$), they are most likely due to the rewording, rather than differences between cohorts.

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*. Both surveys are conducted in much the same manner—via direct mail—and both surveys had comparable response rates. In this section, 2000 senior responses about academic preparation, classroom, and study behaviors are compared to 1997 sophomore responses.

Seniors rated their personal and intellectual growth higher than did sophomores. Seniors rated their preparation in many academic skills and knowledge areas significantly higher than did sophomores. Often, the differences between sophomore and senior self-ratings were quite dramatic. However, there were no significant differences in perceived preparation between seniors and sophomores in regards to further education, career, library use, mathematics, or maintaining physical health and well being.

Seniors also indicated they were more likely than sophomores to participate in classroom discussions, spend time preparing for class, identify key points of class, fit facts and ideas together, and study with other students.

Overall Evaluation of Experiences

- More than two-thirds of senior respondents indicated that they were very well prepared in the general area of personal growth, compared to slightly more than one-half of the sophomore respondents. (Table 8.1)
- Sixty-two percent of senior respondents indicated that they were very well prepared in the general area of intellectual growth, compared to only about 46 percent of sophomore respondents. (Table 8.1)

Knowledge and Understanding

- When compared to sophomore respondents, more than twice as many seniors indicated they were very well prepared to understand other cultures. (Table 8.1)
- By a difference of about 15 percentage points, seniors were much more likely than sophomores to indicate they were very well prepared in the area of understanding computer technology. (Table 8.1)
- The percentage of seniors indicating that they were very well prepared for understanding the humanities, the arts, gender issues, or morals and ethics was about 10 to 12 percentage points higher than among sophomores. (Table 8.1)
- By a difference of about seven to nine percentage points, seniors were more likely than sophomores to indicate they were very well prepared to understand wellness, sciences, social sciences, racial issues, current events and contemporary issues, or global events. (Table 8.1)

Skills and Abilities

- The percentage of seniors indicating that they were very well prepared for analyzing and evaluating ideas, and making informed decisions was at least 20 percentage points higher than among sophomores. (Table 8.1)
- Seniors were much more likely to indicate they were very well prepared in the areas of critical thinking, interacting with diverse groups of people, self-evaluation, and self-reliance than were sophomores. (Table 8.1)

Table 8.1
Evaluation of Preparation at Ball State
Comparison of 2000 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		67.0	30.3	2.7	931
Sophomores		52.7	41.8	5.5	759
Intellectual Growth					
Seniors		61.9	35.9	2.1	932
Sophomores		46.3	51.6	2.1	761
Knowledge and Understanding					
Other Cultures					
Seniors		29.0	53.8	17.2	930
Sophomores		13.8	67.2	19.0	763
Computer Technology					
Seniors		41.7	46.3	11.9	930
Sophomores		26.6	55.7	17.6	766
Wellness					
Seniors		35.6	58.6	5.8	932
Sophomores		28.3	62.6	9.1	762
Sciences					
Seniors		27.9	61.0	11.1	933
Sophomores		19.8	65.9	14.2	753
Social Sciences					
Seniors		30.2	61.3	8.5	933
Sophomores		22.2	70.8	7.0	760
Humanities					
Seniors		36.6	55.5	7.9	928
Sophomores		25.0	65.5	9.5	759
Arts					
Seniors		28.2	55.1	16.7	929
Sophomores		17.9	57.6	24.5	759
Gender Issues					
Seniors		30.5	52.3	17.2	925
Sophomores		19.4	60.0	20.6	763
Racial Issues					
Seniors		26.6	52.1	21.3	927
Sophomores		19.2	56.7	24.1	764
Morals and Ethics					
Seniors		35.6	52.4	12.0	926
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 2000 Senior and 1997 Sophomore Cohorts *

	<i>Percentage Rating Preparation in Each Area</i>			N
	Very Well	Satisfactorily	Poorly	
Current Events and Contemporary Issues				
Seniors	28.1	57.2	14.7	928
Sophomores	18.9	61.6	19.5	763
Global Events				
Seniors	20.0	56.5	23.5	928
Sophomores	12.1	59.1	28.8	761
Skills and Abilities				
Writing				
Seniors	44.0	51.7	4.3	931
Sophomores	37.2	55.4	7.4	758
Speaking				
Seniors	43.4	51.8	4.8	933
Sophomores	32.7	55.4	11.9	758
Listening				
Seniors	50.4	46.2	3.4	933
Sophomores	39.6	50.5	9.9	760
Problem Solving				
Seniors	51.1	45.2	3.8	930
Sophomores	31.9	58.1	10.0	761
Analyzing and Evaluating Ideas				
Seniors	57.3	38.4	4.3	932
Sophomores	36.4	57.0	6.6	758
Conducting Research				
Seniors	40.6	47.3	12.2	929
Sophomores	26.5	57.0	16.5	758
Creative Thinking				
Seniors	52.5	42.2	5.4	932
Sophomores	36.6	53.7	9.7	762
Critical Thinking				
Seniors	56.8	39.2	4.0	931
Sophomores	38.7	55.1	6.2	758
Using Computer Technology at Work				
Seniors	49.6	39.4	11.1	930
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 2000 Senior and 1997 Sophomore Cohorts *

	<i>Percentage Rating Preparation in Each Area</i>			N
	Very Well	Satisfactorily	Poorly	
Providing Leadership				
Seniors	46.1	44.4	9.5	933
Sophomores	33.5	50.2	16.3	761
Persuading Others				
Seniors	30.2	57.3	12.5	928
Sophomores	22.2	58.5	19.3	757
Coping with Stress				
Seniors	28.5	49.5	22.0	932
Sophomores	21.8	47.0	31.2	762
Dealing with the Public				
Seniors	37.6	48.7	13.7	932
Sophomores	29.0	52.6	18.4	761
Managing Time				
Seniors	45.8	44.2	10.1	933
Sophomores	32.7	47.4	19.8	761
Planning and Organizing				
Seniors	53.7	40.6	5.7	933
Sophomores	38.2	49.6	12.2	762
Conflict Resolution				
Seniors	35.7	54.5	9.9	931
Sophomores	23.8	58.3	18.0	757
Interacting with Diverse Groups of People				
Seniors	49.9	39.1	11.1	932
Sophomores	31.7	48.2	20.1	760
Making Informed Decisions				
Seniors	52.7	44.1	3.2	934
Sophomores	31.2	61.8	7.0	759
Self-Evaluation				
Seniors	54.0	42.0	4.1	934
Sophomores	34.5	53.1	12.4	759
Self-Reliance				
Seniors	61.9	36.3	1.8	934
Sophomores	42.8	49.1	8.0	759
Working Cooperatively				
Seniors	59.7	37.4	2.9	934
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 2000 Senior and 1997 Sophomore Cohorts *

	<i>Percentage Rating Preparation in Each Area</i>			N
	Very Well	Satisfactorily	Poorly	
Using New Technologies				
Seniors	47.1	42.7	10.2	928
Sophomores	29.6	51.5	18.8	759
Clarifying Personal Values				
Seniors	47.0	45.2	7.7	931
Sophomores	33.4	51.3	15.3	758
Experiencing and Responding to the Arts				
Seniors	34.3	48.2	17.6	928
Sophomores	23.8	50.7	25.5	756
Lifelong Learning				
Seniors	51.7	44.5	3.9	933
Sophomores	40.6	52.7	6.7	761

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

- Seniors were more confident of all other skills listed in Table 8.1, than were sophomores.

Classroom and Study Behaviors

- When asked about classroom and study behaviors, seniors were much more likely than sophomores to indicate that they always participate in class discussions, spend time preparing for class, identify key points of class or assignments, fit facts and ideas together, and study with other students. (Table 8.2)
- When compared to sophomores, more than twice the percentage of seniors indicated they always participate in class discussions. (Table 8.2)
- More than one-third of seniors indicated that they always spend time preparing for class and identifying key points of class or assignments, compared to slightly more than 20 percent of sophomores. (Table 8.2)

- About 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 42 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 six percent of seniors. (Table 8.2)

Table 8.2
Comparison of 2000 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	37.8	36.3	19.9	4.6	1.4	929
Sophomores	18.0	32.9	35.9	12.4	0.8	768
Spend time preparing for class						
Seniors	37.9	36.0	21.2	4.4	0.5	929
Sophomores	21.0	39.2	27.9	10.3	1.7	768
Identify key points of class or assignments						
Seniors	33.9	36.5	22.1	6.0	1.4	928
Sophomores	20.1	48.9	26.3	3.5	1.2	767
Fit facts and ideas together						
Seniors	40.2	42.1	14.5	2.3	1.0	927
Sophomores	13.3	61.8	21.7	2.7	0.4	768
Study with other students						
Seniors	18.2	23.6	35.2	17.5	5.5	929
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 2000 that yielded a final response rate of 63.4 percent—939 of the 1,481 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, 2000 graduates were more confident of academic skill and knowledge areas, and much more likely to participate in class discussion, prepare for class, or study with other students. May 2000 respondents rated their satisfaction with the university and their level of preparation in many important skill and knowledge areas more favorably than did some earlier cohorts.

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, and at <http://www.bsu.edu/assessment>.

APPENDIX

2000 Ball State Senior Survey



BALL STATE
UNIVERSITY.

2000 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 computer technology 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"/>
Computer technology	<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 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.
I used this service, but was not satisfied with it.

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"/>
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"/>
use computer technology for class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section VIII About Your Major Department

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

