Southern Illinois University Edwardsville

Survey of 2003 Baccalaureate Graduates -- Five Years Out

Survey Results for Schools

May 2009

Survey Administered By
The Office of Undergraduate Assessment and Program Review

Survey Results Compiled By
The Office of Institutional Research and Studies
Southern Illinois University at Edwardsville
Survey of 2003 Baccalaureate Graduates -- Five Years Out

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Southern Illinois University Edwardsville
Survey of 2003 Baccalaureate Graduates -- Five Year Out

Introduction

This five-year out baccalaureate survey was done to provide data for the University's undergraduate program reviews and other planning uses, and to participate in the Illinois Board of Higher Education Baccalaureate Graduates= Follow-up System.

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<td>1998</td>
<td>One-Year Out Survey</td>
<td>Class of &gt;97</td>
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<td>1999</td>
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<td>2000</td>
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<td>Class of &gt;91</td>
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<tr>
<td>2001</td>
<td>One-Year Out Survey</td>
<td>Class of &gt;00</td>
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<td>2002</td>
<td>Five-Year Out Survey</td>
<td>Class of &gt;97</td>
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<td>2003</td>
<td>Nine-Year Out Survey</td>
<td>Class of &gt;94</td>
</tr>
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<td>2004</td>
<td>One-Year Out Survey</td>
<td>Class of '03</td>
</tr>
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<td>2005</td>
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<td>Nine-Year Out Survey</td>
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<td>2007</td>
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<td>2009</td>
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<td>Class of '00</td>
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<td>2010</td>
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<td>Class of 09</td>
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<td>2011</td>
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<td>Class of 06</td>
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<td>2012</td>
<td>Nine-Year Out Survey</td>
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<td>2013</td>
<td>One-Year Out Survey</td>
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<td>2014</td>
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</tr>
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<td>2015</td>
<td>Nine-Year Out Survey</td>
<td>Class of 06</td>
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</table>

After the first six years, the surveys were reviewed and changed, modifying some questions and value scales, and adding some additional questions. (See Appendix B for more detailed information on the
In addition, Southern Illinois University Edwardsville has chosen to do a One-Year Out Follow-Up yearly.

The current survey was administered during the spring of 2008 to calendar year 2003 baccalaureate graduates of SIUE. The questionnaire includes 15 questions common to all Illinois public universities. These are the first 15 questions in the survey, forming Parts I, II, III, and Part IV (Employment Questions, Education Questions, Satisfaction Questions, and Educational Effectiveness Questions). SIUE added to these one question on industry of employment, seven additional indicators on educational effectiveness, and five additional questions on educational effectiveness. (A questionnaire is included in Appendix A.)

Methodology

The survey questionnaire and a cover letter were adapted from the questionnaire and letter developed for previous surveys. SIUE Alumni Affairs provided current addresses for calendar year 2003 graduates as determined from institutional records.

On April 15, 2008 approximately two weeks before the first set of surveys were to be mailed, a postcard was sent to the 1,703 2003 baccalaureate graduates for whom addresses were available, notifying the alumni that they would be receiving a questionnaire and encouraging them to complete and return the survey.

Surveys were mailed first class on April 28, 2008. Each envelope included a cover letter, a questionnaire, and a postage-paid, pre-addressed return envelope. Each questionnaire was stamped with a sequential, identifying number which was also stamped on a listing of the graduates (this aided in identifying the surveys when returned). On May 12th, approximately two weeks after the survey was mailed and when the rate of survey returns had decreased, a follow-up postcard requesting that the survey be returned was mailed to each student who had not returned his or her survey. On May 27th a second wave mailing of the surveys was sent to the 1,324 remaining non-respondents.

Returned surveys began arriving on April 30th and continued through the summer and fall, with a few arriving as late as January 2009. As the surveys came in, each was matched with the corresponding stamped listing. The students names were then checked against the alphabetic list of alumni to verify (or, if the alumnus chose not to provide the identification number, to obtain) the student identification number. The student identification number was the key which allowed merging of survey data with administrative records (e.g., biographic, graduation, matriculation, and enrollment information).
2003 Baccalaureate Recipients
Profile

Gender

Race/Ethnic

Age at Graduation
## Southern Illinois University at Edwardsville

Survey of 2003 Baccalaureate Graduates -- Five Years Out

### Comparison of All Graduates to Survey Respondents

<table>
<thead>
<tr>
<th>School Detail</th>
<th>A&amp;S</th>
<th>BUS</th>
<th>EDUC</th>
<th>ENGR</th>
<th>NURS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>688</td>
<td>453</td>
<td>415</td>
<td>157</td>
<td>121</td>
<td>1834</td>
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<tr>
<td>Female</td>
<td>64.8%</td>
<td>53.4%</td>
<td>83.6%</td>
<td>17.8%</td>
<td>92.6%</td>
<td>64.1%</td>
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<tr>
<td>Male</td>
<td>35.2%</td>
<td>46.6%</td>
<td>16.4%</td>
<td>82.2%</td>
<td>7.4%</td>
<td>35.9%</td>
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<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
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<td>86.1%</td>
<td>88.0%</td>
<td>84.7%</td>
<td>86.8%</td>
<td>85.8%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>11.0%</td>
<td>8.2%</td>
<td>9.2%</td>
<td>3.8%</td>
<td>12.4%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1.9%</td>
<td>1.5%</td>
<td>1.0%</td>
<td>3.2%</td>
<td>0.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.6%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.3%</td>
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<tr>
<td>Hispanic</td>
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<td>0.9%</td>
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<td>0.0%</td>
<td>1.4%</td>
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<tr>
<td>Non-Resident Alien</td>
<td>0.4%</td>
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<td>0.0%</td>
<td>6.4%</td>
<td>0.0%</td>
<td>1.5%</td>
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<td>Age at Graduation</td>
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<td>20 to 59</td>
<td>21 to 57</td>
<td>21 to 51</td>
<td>21 to 51</td>
<td>20 to 59</td>
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<td>Median</td>
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<td>22.8</td>
<td>22.9</td>
<td>23.5</td>
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<td>91.6%</td>
<td>92.4%</td>
<td>100.0%</td>
<td>79.1%</td>
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<td>Bachelor of Music</td>
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<td>1.2%</td>
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<td>Bachelor of Fine Arts</td>
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<td>0.0%</td>
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<tr>
<td>Bachelor of Sci in Accountancy</td>
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<td>10.4%</td>
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<td>Bachelor of Liberal Studies</td>
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<tr>
<td>Graduated Spring 2003</td>
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<td>48.8%</td>
<td>72.0%</td>
<td>54.8%</td>
<td>56.2%</td>
<td>54.6%</td>
</tr>
<tr>
<td>Graduated Summer 2003</td>
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<td>19.4%</td>
<td>9.4%</td>
<td>14.0%</td>
<td>1.7%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Graduated Fall 2003</td>
<td>29.7%</td>
<td>31.8%</td>
<td>18.6%</td>
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<td>42.1%</td>
<td>28.6%</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
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<tr>
<td>Matriculated as a New Freshman</td>
<td>42.3%</td>
<td>38.4%</td>
<td>41.7%</td>
<td>33.1%</td>
<td>47.9%</td>
<td>40.8%</td>
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<td>Matriculated as a Transfer</td>
<td>56.7%</td>
<td>61.4%</td>
<td>57.1%</td>
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<td>51.2%</td>
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<td>Matriculated as a Non-Degree Student</td>
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<td>1.2%</td>
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<td>0.8%</td>
<td>0.9%</td>
</tr>
<tr>
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<td>0.0%</td>
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<tr>
<td>Time to Degree for New Freshmen</td>
<td>3 Years or Fewer</td>
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<td>0.6%</td>
<td>1.7%</td>
<td>1.9%</td>
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</tr>
<tr>
<td></td>
<td>4 Years</td>
<td>26.8%</td>
<td>39.7%</td>
<td>36.4%</td>
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<td>16.2%</td>
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<td>11.6%</td>
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<td></td>
<td>7 Years</td>
<td>6.5%</td>
<td>4.0%</td>
<td>5.8%</td>
<td>7.7%</td>
<td>3.4%</td>
</tr>
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<td></td>
<td>8 Years</td>
<td>3.1%</td>
<td>4.0%</td>
<td>0.6%</td>
<td>1.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>9 Years</td>
<td>0.7%</td>
<td>1.1%</td>
<td>0.6%</td>
<td>3.8%</td>
<td>0.0%</td>
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<tr>
<td></td>
<td>10 Years</td>
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<td></td>
<td>11 Years or More</td>
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<tr>
<td>Time to Degree for Transfers</td>
<td>2 or Fewer Years</td>
<td>21.5%</td>
<td>26.6%</td>
<td>21.5%</td>
<td>11.8%</td>
<td>19.4%</td>
</tr>
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<td></td>
<td>3 Years</td>
<td>32.8%</td>
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<td>27.5%</td>
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<td>19.4%</td>
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<td>9.5%</td>
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<td>1.6%</td>
</tr>
<tr>
<td></td>
<td>6 Years</td>
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<td>5.0%</td>
<td>3.8%</td>
<td>6.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td></td>
<td>7 Years</td>
<td>2.3%</td>
<td>0.7%</td>
<td>0.4%</td>
<td>2.9%</td>
<td>1.6%</td>
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<td></td>
<td>8 Years</td>
<td>2.6%</td>
<td>2.5%</td>
<td>1.7%</td>
<td>2.0%</td>
<td>0.0%</td>
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<tr>
<td></td>
<td>9 Years</td>
<td>0.8%</td>
<td>0.7%</td>
<td>0.4%</td>
<td>2.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td></td>
<td>10 Years or More</td>
<td>5.1%</td>
<td>5.4%</td>
<td>3.0%</td>
<td>5.9%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Missing Data</td>
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<td>0.0%</td>
<td>0.0%</td>
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<td>0.0%</td>
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</tr>
<tr>
<td>Graduating GPA (4 point scale)</td>
<td>mean</td>
<td>3.078</td>
<td>2.950</td>
<td>3.315</td>
<td>2.959</td>
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<tr>
<td></td>
<td>Std Dev</td>
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## Southern Illinois University at Edwardsville
### Survey of 2003 Baccalaureate Graduates -- Five Years Out

#### Comparison of All Graduates to Survey Respondents

<table>
<thead>
<tr>
<th>School Detail</th>
<th>A&amp;S</th>
<th>BUS</th>
<th>EDUC</th>
<th>ENGR</th>
<th>NURS</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>146</td>
<td>117</td>
<td>118</td>
<td>38</td>
<td>30</td>
<td>449</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>70.5%</td>
<td>60.7%</td>
<td>86.4%</td>
<td>21.1%</td>
<td>93.3%</td>
<td>69.5%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>29.5%</td>
<td>39.3%</td>
<td>13.6%</td>
<td>78.9%</td>
<td>6.7%</td>
<td>30.5%</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>White, Non-Hispanic</strong></td>
<td>86.3%</td>
<td>93.2%</td>
<td>91.5%</td>
<td>97.4%</td>
<td>90.0%</td>
<td>90.6%</td>
</tr>
<tr>
<td><strong>Black, Non-Hispanic</strong></td>
<td>8.2%</td>
<td>4.3%</td>
<td>7.6%</td>
<td>2.6%</td>
<td>10.0%</td>
<td>6.7%</td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td>0.7%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td><strong>American Indian/Alaskan Native</strong></td>
<td>0.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>4.1%</td>
<td>0.9%</td>
<td>0.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.8%</td>
</tr>
<tr>
<td><strong>Non-Resident Alien</strong></td>
<td>0.0%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.2%</td>
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<tr>
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<td>0.0%</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Age at Graduation</strong></th>
<th>range</th>
<th>median</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21 to 56</strong></td>
<td>21 to 55</td>
<td>23.8</td>
</tr>
<tr>
<td><strong>21 to 49</strong></td>
<td>21 to 51</td>
<td>23.8</td>
</tr>
<tr>
<td><strong>22 to 51</strong></td>
<td>21 to 49</td>
<td>24.4</td>
</tr>
<tr>
<td><strong>23 to 56</strong></td>
<td>21 to 56</td>
<td>23.8</td>
</tr>
</tbody>
</table>

| **Bachelor of Science**              | 58.9% | 88.0% | 94.1% | 92.1% | 100.0% | 81.3% |
| **Bachelor of Music**                | 1.4%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.4%  |
| **Bachelor of Arts**                 | 25.3% | 0.0%  | 5.9%  | 7.9%  | 0.0%  | 10.5% |
| **Bachelor of Fine Arts**            | 2.1%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.7%  |
| **Bachelor of Sci in Accountancy**   | 0.0%  | 12.0% | 0.0%  | 0.0%  | 0.0%  | 3.1%  |
| **Bachelor of Liberal Studies**      | 12.3% | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 4.0%  |
| **Missing Data**                     | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  |

| **Graduated Spring 2003**            | 47.9% | 50.4% | 74.6% | 81.6% | 50.0%  | 58.6% |
| **Graduated Summer 2003**            | 20.5% | 19.7% | 7.6%  | 5.3%  | 0.0%  | 14.3% |
| **Graduated Fall 2003**              | 31.5% | 29.9% | 17.8% | 13.2% | 50.0%  | 27.2% |
| **Missing Data**                     | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  |

| **Matriculated as a New Freshman**   | 43.2% | 37.6% | 43.2% | 34.2% | 56.7%  | 41.9% |
| **Matriculated as a Transfer**       | 55.5% | 62.4% | 56.8% | 65.8% | 40.0%  | 57.5% |
| **Matriculated as a Non-Degree Student** | 1.4%  | 0.0%  | 0.0%  | 0.0%  | 3.3%  | 0.7%  |
| **Missing Data**                     | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  |

<table>
<thead>
<tr>
<th><strong>Time to Degree for New Freshmen</strong></th>
<th>range</th>
<th>median</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 Years or Fewer</strong></td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>4 Years</strong></td>
<td>12.3%</td>
<td>38.6%</td>
</tr>
<tr>
<td><strong>5 Years</strong></td>
<td>15.1%</td>
<td>34.1%</td>
</tr>
<tr>
<td><strong>6 Years</strong></td>
<td>6.8%</td>
<td>6.8%</td>
</tr>
<tr>
<td><strong>7 Years</strong></td>
<td>1.4%</td>
<td>4.5%</td>
</tr>
<tr>
<td><strong>8 Years</strong></td>
<td>2.7%</td>
<td>9.1%</td>
</tr>
<tr>
<td><strong>9 Years</strong></td>
<td>0.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>10 Years</strong></td>
<td>141.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>11 Years or More</strong></td>
<td>3.4%</td>
<td>6.8%</td>
</tr>
<tr>
<td><strong>Missing Data</strong></td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Time to Degree for Transfers</strong></th>
<th>range</th>
<th>median</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 or Fewer Years</strong></td>
<td>18.5%</td>
<td>24.7%</td>
</tr>
<tr>
<td><strong>3 Years</strong></td>
<td>43.2%</td>
<td>34.2%</td>
</tr>
<tr>
<td><strong>4 Years</strong></td>
<td>18.5%</td>
<td>21.9%</td>
</tr>
<tr>
<td><strong>5 Years</strong></td>
<td>7.4%</td>
<td>5.5%</td>
</tr>
<tr>
<td><strong>6 Years</strong></td>
<td>2.5%</td>
<td>5.5%</td>
</tr>
<tr>
<td><strong>7 Years</strong></td>
<td>1.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>8 Years</strong></td>
<td>1.2%</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>9 Years</strong></td>
<td>1.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>10 Years or More</strong></td>
<td>6.2%</td>
<td>4.1%</td>
</tr>
<tr>
<td><strong>Missing Data</strong></td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Graduating GPA (4 point scale)</strong></th>
<th>mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survey Respondents</strong></td>
<td>3.155</td>
<td>0.462</td>
</tr>
</tbody>
</table>

3/11/2009
# Survey of 2003 Baccalaureate Graduates -- Five Years Out

Survey Responses -- Part I

## Employment Questions

<table>
<thead>
<tr>
<th>School Detail</th>
<th>A&amp;S</th>
<th>BUS</th>
<th>EDUC</th>
<th>ENGR</th>
<th>NURS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Survey Respondents</td>
<td>146</td>
<td>117</td>
<td>118</td>
<td>38</td>
<td>30</td>
<td>449</td>
</tr>
</tbody>
</table>

1. **Number Employed:**

<table>
<thead>
<tr>
<th></th>
<th>A&amp;S</th>
<th>BUS</th>
<th>EDUC</th>
<th>ENGR</th>
<th>NURS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>80.7%</td>
<td>91.5%</td>
<td>90.8%</td>
<td>92.1%</td>
<td>72.4%</td>
<td>86.6%</td>
</tr>
<tr>
<td>Part-time</td>
<td>11.0%</td>
<td>2.6%</td>
<td>5.0%</td>
<td>5.3%</td>
<td>10.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Not, but Seeking</td>
<td>2.6%</td>
<td>2.6%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Not, not Seeking</td>
<td>5.5%</td>
<td>3.4%</td>
<td>4.2%</td>
<td>2.6%</td>
<td>17.2%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

Number Responding: 145 117 119 38 29 447

The remaining questions in Part I were to be answered only by respondents who were employed full-time or part-time.

2. **Place of Employment**

<table>
<thead>
<tr>
<th></th>
<th>A&amp;S</th>
<th>BUS</th>
<th>EDUC</th>
<th>ENGR</th>
<th>NURS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>56.6%</td>
<td>46.8%</td>
<td>68.8%</td>
<td>45.7%</td>
<td>45.0%</td>
<td>55.8%</td>
</tr>
<tr>
<td>Missouri</td>
<td>28.7%</td>
<td>41.3%</td>
<td>18.8%</td>
<td>40.0%</td>
<td>25.0%</td>
<td>30.2%</td>
</tr>
<tr>
<td>Other</td>
<td>14.8%</td>
<td>11.9%</td>
<td>12.5%</td>
<td>14.3%</td>
<td>30.0%</td>
<td>14.1%</td>
</tr>
</tbody>
</table>

Number Responding: 122 109 112 35 20 398

3. **Classification of Primary Employer**

<table>
<thead>
<tr>
<th></th>
<th>A&amp;S</th>
<th>BUS</th>
<th>EDUC</th>
<th>ENGR</th>
<th>NURS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Employed or Private Practice</td>
<td>13.7%</td>
<td>3.6%</td>
<td>2.7%</td>
<td>8.1%</td>
<td>0.0%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Business (Industrial, Commercial or Service)</td>
<td>29.8%</td>
<td>61.8%</td>
<td>8.9%</td>
<td>32.4%</td>
<td>4.2%</td>
<td>31.4%</td>
</tr>
<tr>
<td>Professional Firm (e.g., Engineering, Law)</td>
<td>2.3%</td>
<td>16.4%</td>
<td>1.8%</td>
<td>29.7%</td>
<td>0.0%</td>
<td>8.2%</td>
</tr>
<tr>
<td>College or University</td>
<td>8.4%</td>
<td>1.8%</td>
<td>4.5%</td>
<td>2.7%</td>
<td>4.2%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Elementary/Secondary School</td>
<td>13.7%</td>
<td>2.7%</td>
<td>57.1%</td>
<td>5.4%</td>
<td>0.0%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Health Agency (e.g. Hospital, Clinic)</td>
<td>7.6%</td>
<td>3.6%</td>
<td>2.7%</td>
<td>0.0%</td>
<td>87.5%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Federal, State, or Local Government</td>
<td>9.9%</td>
<td>6.4%</td>
<td>4.5%</td>
<td>18.9%</td>
<td>0.0%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Armed Services</td>
<td>2.3%</td>
<td>0.0%</td>
<td>1.8%</td>
<td>2.7%</td>
<td>4.2%</td>
<td>1.7%</td>
</tr>
<tr>
<td>NonProfit (Non-Government)</td>
<td>6.9%</td>
<td>1.8%</td>
<td>14.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Other</td>
<td>5.3%</td>
<td>1.8%</td>
<td>1.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Number Responding: 131 110 112 37 24 414

4. **Job Satisfaction**

<table>
<thead>
<tr>
<th></th>
<th>A&amp;S</th>
<th>BUS</th>
<th>EDUC</th>
<th>ENGR</th>
<th>NURS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>43.9%</td>
<td>33.6%</td>
<td>45.1%</td>
<td>37.8%</td>
<td>45.8%</td>
<td>41.1%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>28.0%</td>
<td>39.1%</td>
<td>32.7%</td>
<td>43.2%</td>
<td>37.5%</td>
<td>34.1%</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
<td>18.2%</td>
<td>19.1%</td>
<td>18.6%</td>
<td>16.2%</td>
<td>16.7%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
<td>5.3%</td>
<td>7.3%</td>
<td>1.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>3.8%</td>
<td>0.9%</td>
<td>0.9%</td>
<td>2.7%</td>
<td>0.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>0.8%</td>
<td>0.0%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Number Responding: 132 110 113 37 24 416

5. **Job in Field?**

<table>
<thead>
<tr>
<th></th>
<th>A&amp;S</th>
<th>BUS</th>
<th>EDUC</th>
<th>ENGR</th>
<th>NURS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closely Related</td>
<td>31.8%</td>
<td>43.6%</td>
<td>70.8%</td>
<td>51.4%</td>
<td>87.5%</td>
<td>50.5%</td>
</tr>
<tr>
<td>Related</td>
<td>27.3%</td>
<td>36.4%</td>
<td>15.9%</td>
<td>32.4%</td>
<td>12.5%</td>
<td>26.2%</td>
</tr>
<tr>
<td>Unrelated (by choice)</td>
<td>1.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Unrelated (not by choice)</td>
<td>26.5%</td>
<td>11.8%</td>
<td>8.0%</td>
<td>8.1%</td>
<td>0.0%</td>
<td>14.4%</td>
</tr>
<tr>
<td>Unrelated (choice unknown)</td>
<td>12.9%</td>
<td>8.2%</td>
<td>5.3%</td>
<td>8.1%</td>
<td>0.0%</td>
<td>8.4%</td>
</tr>
</tbody>
</table>

Number Responding: 132 110 113 37 24 416

6. **Number of Employers After Graduation**

<table>
<thead>
<tr>
<th></th>
<th>A&amp;S</th>
<th>BUS</th>
<th>EDUC</th>
<th>ENGR</th>
<th>NURS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>26.5%</td>
<td>36.4%</td>
<td>36.3%</td>
<td>54.1%</td>
<td>37.5%</td>
<td>34.9%</td>
</tr>
<tr>
<td>Two</td>
<td>37.9%</td>
<td>39.1%</td>
<td>42.5%</td>
<td>37.8%</td>
<td>37.5%</td>
<td>39.4%</td>
</tr>
<tr>
<td>Three to Six</td>
<td>31.1%</td>
<td>24.5%</td>
<td>20.4%</td>
<td>8.1%</td>
<td>25.0%</td>
<td>24.0%</td>
</tr>
<tr>
<td>More than Six</td>
<td>4.5%</td>
<td>0.0%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.7%</td>
</tr>
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</table>

Number Responding: 132 110 113 37 24 416
### Employment Questions

#### 7. Annual Earned Income in Current Job Before Taxes

<table>
<thead>
<tr>
<th>School Detail, cont.</th>
<th>A&amp;S</th>
<th>BUS</th>
<th>EDUC</th>
<th>ENGR</th>
<th>NURS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employed Full-Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less Than $25,000</td>
<td>9.9%</td>
<td>2.0%</td>
<td>3.0%</td>
<td>3.1%</td>
<td>0.0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>$25,000 to $29,999</td>
<td>9.9%</td>
<td>2.9%</td>
<td>8.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>6.2%</td>
</tr>
<tr>
<td>$30,000 to $34,999</td>
<td>10.9%</td>
<td>10.8%</td>
<td>18.8%</td>
<td>0.0%</td>
<td>5.0%</td>
<td>11.8%</td>
</tr>
<tr>
<td>$35,000 to $39,999</td>
<td>15.8%</td>
<td>11.8%</td>
<td>27.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>15.7%</td>
</tr>
<tr>
<td>$40,000 to $44,999</td>
<td>18.8%</td>
<td>13.7%</td>
<td>15.8%</td>
<td>9.4%</td>
<td>15.0%</td>
<td>15.4%</td>
</tr>
<tr>
<td>$45,000 to $49,999</td>
<td>7.9%</td>
<td>14.7%</td>
<td>14.9%</td>
<td>6.3%</td>
<td>15.0%</td>
<td>12.1%</td>
</tr>
<tr>
<td>$50,000 or More</td>
<td>26.7%</td>
<td>44.1%</td>
<td>10.9%</td>
<td>81.3%</td>
<td>65.0%</td>
<td>34.3%</td>
</tr>
<tr>
<td><strong>Number Responding</strong></td>
<td>101</td>
<td>102</td>
<td>101</td>
<td>32</td>
<td>20</td>
<td>356</td>
</tr>
<tr>
<td><strong>Mean Salary</strong></td>
<td>$44,289</td>
<td>$50,712</td>
<td>$40,111</td>
<td>$61,066</td>
<td>$59,011</td>
<td>$47,279</td>
</tr>
<tr>
<td><strong>Employed Part-Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less Than 20,000</td>
<td>40.0%</td>
<td>66.7%</td>
<td>66.7%</td>
<td>100.0%</td>
<td>0.0%</td>
<td>47.8%</td>
</tr>
<tr>
<td>20,000 to $24,999</td>
<td>30.0%</td>
<td>33.3%</td>
<td>16.7%</td>
<td>--</td>
<td>33.3%</td>
<td>26.1%</td>
</tr>
<tr>
<td>$24,000 to $29,999</td>
<td>0.0%</td>
<td>0.0%</td>
<td>--</td>
<td>--</td>
<td>33.3%</td>
<td>4.3%</td>
</tr>
<tr>
<td>$30,000 to $34,999</td>
<td>10.0%</td>
<td>0.0%</td>
<td>16.7%</td>
<td>--</td>
<td>0.0%</td>
<td>8.7%</td>
</tr>
<tr>
<td>$35,000 or More</td>
<td>20.0%</td>
<td>0.0%</td>
<td>--</td>
<td>--</td>
<td>33.3%</td>
<td>13.0%</td>
</tr>
<tr>
<td><strong>Number Responding</strong></td>
<td>10</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td><strong>Mean Salary</strong></td>
<td>$20,566</td>
<td>$13,333</td>
<td>$17,880</td>
<td>$15,000</td>
<td>$28,333</td>
<td>$19,693</td>
</tr>
</tbody>
</table>

#### 8. Bachelor's Degree Preparation for Career Path

<table>
<thead>
<tr>
<th>School Detail, cont.</th>
<th>A&amp;S</th>
<th>BUS</th>
<th>EDUC</th>
<th>ENGR</th>
<th>NURS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Well</td>
<td>13.0%</td>
<td>10.1%</td>
<td>29.2%</td>
<td>16.2%</td>
<td>33.3%</td>
<td>18.1%</td>
</tr>
<tr>
<td>Well</td>
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<td>29.7%</td>
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<td>31.9%</td>
</tr>
<tr>
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<td>36.0%</td>
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<tr>
<td>Inadequately</td>
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<td>8.9%</td>
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<tr>
<td>Very Poorly</td>
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#### 9a. Primary Occupation

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<td>Engineers and Related Technicians</td>
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<tr>
<td>Life and Physical Scientists</td>
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<tr>
<td>Social Scientists</td>
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</tr>
<tr>
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<tr>
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<td>83.3%</td>
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<td>4.7%</td>
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<tr>
<td>Legal: Attorneys/Judges</td>
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*continued on next page*
## Employment Questions

### School Detail, cont.

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<th>NURS</th>
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<tr>
<td>Education: Special Education Teachers</td>
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</tr>
<tr>
<td>Education: Other, except Administrators</td>
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<td>Arts and Design Workers</td>
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</tr>
<tr>
<td>Entertainment, Performers, Sports &amp; Related</td>
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<td>Media and Communication Workers</td>
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<tr>
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<td>Construction and Extractive</td>
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### Industry

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<th>ENGR</th>
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2003 Baccalaureate Graduates Five Years Out

Employment, cont.

### Job Satisfaction

- **Very Dissatisfied**
- **Dissatisfied**
- **Somewhat Dissatisfied**
- **Somewhat Satisfied**
- **Satisfied**
- **Very Satisfied**

### How Well Bachelor's Degree Prepared Alum for Current Career Path

- **Very Poorly**
- **Poorly**
- **Inadequately**
- **Adequately**
- **Well**
- **Very Well**

### Mean Salary of Alumni Employed Full Time

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- **A&S**: $44,289
- **BUS**: $50,712
- **EDUC**: $40,111
- **ENGR**: $61,066
- **NURS**: $59,011
- **Total**: $47,279
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** The responses marked with asterisks each lead to a related question which was to be answered only by those who selected the asterisked responses.

3/16/2009
2003 Baccalaureat Graduates Five Years Out

Additional Education

Additional Postsecondary Degree?

Currently Pursuing a Degree?

How Well Bachelor's Degree Prepared Alumni for Additional Degree
### Satisfaction Questions

#### 13. Present Attitude Towards the University

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Number Responding  
145 117 118 38 30 448

#### 14. Present Attitude Towards your Bachelor's Degree Major

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Number Responding  
145 117 118 38 30 448

3/16/2009
# Southern Illinois University Edwardsville
## Survey of 2003 Baccalaureate Graduates -- Five Years Out
### Survey Responses -- Part IV
#### Educational Effectiveness Questions

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15. Helpfulness of University Experiences in:

A. Developing Critical Thinking Ability

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Number Responding: 144 116 118 38 30 446

B. Developing Sense of Ethics

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Number Responding: 144 116 118 38 30 446

C. Understanding People with Different Backgrounds, Habits, Values, Appearances and Abilities

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Number Responding: 144 116 118 38 30 446

D. Becoming a More Active Citizen

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Number Responding: 144 116 117 38 30 445

E. Improving Quality of Life (aside from financial benefits)

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F. Developing Reasoning Skills

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#### G. Viewing Problems from Different Perspectives

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#### I. Making Informed Decisions as a Citizen

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#### J. Developing Writing Skills

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#### K. Developing Oral Communication Skills

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#### L. Developing Knowledge of Scientific and Technological Developments

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#### 16. Undergraduate Education Broadened Interest Beyond Subjects in Major

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<td><strong>B. Personal Enrichment Studies</strong></td>
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<td><strong>D. Volunteer Work / Community Svc Activities or Organizations</strong></td>
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## Educational Effectiveness Questions

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<th>H. Support or Participation in the Arts (music, drama, dance, art)</th>
<th>A&amp;S</th>
<th>BUS</th>
<th>EDUC</th>
<th>ENGR</th>
<th>NURS</th>
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<th>I. Reading Books not directly related to job.</th>
<th>A&amp;S</th>
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<th>EDUC</th>
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<th>NURS</th>
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### 20. The Three Issues Considered Most Important for SIUE

#### A. Finding New Ways to Deliver Education
- Yes, One of the Three Most Important: 19.7% 30.0% 24.2% 26.7% 36.4% 25.1%
- **Number Responding**: 24 27 23 8 8 90

#### B. Adding Additional Graduate Programs
- Yes, One of the Three Most Important: 43.1% 19.4% 40.5% 40.7% 66.7% 36.5%
- **Number Responding**: 44 19 34 11 12 120

#### C. Enhancing Programs for Personal Enrichment
- Yes, One of the Three Most Important: 16.8% 13.6% 15.7% 0.0% 7.1% 13.4%
- **Number Responding**: 21 14 16 0 2 53

#### D. Enhancing Professional Development Opportunities
- Yes, One of the Three Most Important: 53.7% 91.8% 61.6% 90.0% 50.0% 66.9%
- **Number Responding**: 51 56 45 18 10 180

#### E. Holding Down the Cost of Tuition and Fees
- Yes, One of the Three Most Important: 224.4% 134.0% 293.3% 171.4% 233.3% 203.4%
- **Number Responding**: 101 67 88 24 21 301

#### F. Improving Students' Preparation for Employment
- Yes, One of the Three Most Important: 165.5% 277.4% 210.5% 245.5% 130.8% 203.4%
- **Number Responding**: 91 86 80 27 17 301

#### G. More Effectively Meeting the Training Needs of Employers
- Yes, One of the Three Most Important: 29.2% 62.5% 15.7% 72.7% 15.4% 34.0%
- **Number Responding**: 33 45 16 16 4 114

#### H. Becoming More Efficient and Cost Effective
- Yes, One of the Three Most Important: 39.0% 20.6% 47.5% 31.0% 76.5% 36.9%
- **Number Responding**: 41 20 38 9 13 121

#### I. Strengthening International Studies, Programs & Experience
- Yes, One of the Three Most Important: 18.7% 12.5% 9.3% 0.0% 7.1% 12.0%
- **Number Responding**: 23 13 10 0 2 48

3/16/2009
SURVEY OF 2003 BACCALAUREATE GRADUATES FIVE YEARS AFTER GRADUATION

Most of the questions in this survey can be answered simply by circling the appropriate number. We hope you will give us your help and valuable input so that we can design programs that better serve the needs of SIUE students. PLEASE ANSWER THESE QUESTIONS ONLY IN REGARD TO THE SIUE UNDERGRADUATE DEGREE YOU RECEIVED IN 2003. Your individual responses to this questionnaire will be kept completely confidential. Thank you for your cooperation. Please return this survey in the envelope provided.

I. Employment

1. Are you currently employed (including self-employed)?
   1 Yes, full-time  3 No, but am seeking employment
   2 Yes, part-time  4 No, and am not seeking employment

   If you are NOT employed (responses 3 and 4), skip to Section II.

2. What is the Zip Code of your place of employment (e.g., your actual workplace, not corporate headquarters)?

3. How would you classify your primary employer?
   1 Self-employed or private practice  6 Health agency (e.g., hospital, clinic)
   2 Business (industrial, commercial or service)  7 Federal, state, or local government
   3 Professional firm (e.g., engineering, law)  8 Armed services
   4 College or university  9 Non-profit (non-government)
   5 Elementary/secondary school (including cooperatives)  0 Other (please specify)

4. How satisfied are you with your current job?
   1 Very Satisfied  3 Somewhat Satisfied  5 Dissatisfied
   2 Satisfied  4 Somewhat Dissatisfied  6 Very Dissatisfied

5. How closely related is your current job to your bachelor's degree major?
   1 Closely Related  2 Related  3 Unrelated

   If you marked "3" (unrelated), is this by choice?
   1 Yes  2 No

6. For how many different employers (companies, firms, agencies, schools, etc. — not individual “bosses”) have you worked since you earned your bachelor's degree?
   1 One  3 Three to six
   2 Two  4 More than six

7. What is your annual earned income before taxes in your current job?

8. From your current perspective, how well did your bachelor's degree prepare you for the career path you are following?
   1 Very Well  2 Well  3 Adequately  4 Inadequately  5 Poorly  6 Very poorly
9. Please circle on the lists below both your primary occupation (what you do) and the industry in which you are employed (where you do it). Although some occupations typically work within one industry, they may be employed in other industries also. An example would be a school nurse — Health: Registered Nurses (11) in Educational Services (15). Examples of the types of occupations contained in each category are provided in italics.

Please write in your actual job title _____________________________________ (optional)

Circle One

Occupational Categories

01 Management (such as Executives, Financial Managers, Human Resources Managers, Sales & Agricultural Managers, Educational Administrators, Health Administrators)
02 Business Operations (such as Buyers & Purchasing Agents; Insurance Claims Adjusters/Examiners; Human Resources, Training, & Labor Relations Specialists; Management Analysts)
03 Financial Specialists (such as Accountants, Assessors, Appraisers, Financial & Credit Analysts, Underwriters, Loan Counselors/Officers)
04 Computer Specialists (such as Computer & Information Scientists, Programmers, Software Specialists, Database & Network Administrators and System Analysts)
05 Mathematical Scientists and Technicians (such as Mathematicians, Statisticians, Actuaries, & Mathematical Technicians)
06 Architects, Surveyors, and Cartographers
07 Engineers and Related Technicians (such as Agricultural, Civil, Computer Hardware, Electrical, Industrial, Mechanical, Materials & Construction Engineers and Technicians)
08 Life and Physical Scientists and Technicians (such as Agricultural & Food Scientists, Biologists, Medical Scientists, Chemists, Physicists, Atmospheric & Environmental Scientists, and Related Technicians)
09 Social Scientists (such as Economists, Psychologists, Market & Survey Researchers, Geographers, Historians, Sociologists, Anthropologists, Political Scientists & Urban Planners)
10 Health: Doctors (such as Physicians & Surgeons, Dentists, Veterinarians, Optometrists, Podiatrists, and Chiropractors)
11 Health: Registered Nurses
12 Health: Therapists (such as Occupational, Physical, Recreational, & Speech Therapists)
13 Health: Other Health Practitioners, Professionals, and Support Workers (such as Pharmacists, Dieticians, Physician Assistants, and all other Technicians/Assistants/Aides)
14 Community and Social Service (such as Counselors, Social Workers, Community & Religious Workers, Probation Officers.)
15 Legal: Attorneys/Judges
16 Legal: Legal Support Workers (such as Inspectors & Examiners, Legal Assistants, Safety & Health Inspectors)
17 Education: Early Childhood Teachers (such as Day Care, Pre-School, and Kindergarten Teachers)
18 Education: Elementary School Teachers
19 Education: Middle School Teachers
20 Education: Secondary School Teachers
21 Education: Special Education Teachers
22 Education: Other, except Administrators (see #1) (such as Postsecondary Teachers, Vocational Teachers, Teaching & Research Assistants, School Counselors, Other Teachers, Training Specialists, Aides & Assistants)
23 Library Occupations (such as Librarians, Archivists, Curators, and Library Technicians)
24 Art and Design Workers (such as Designers and Fine & Craft Artists)
25 Entertainment, Performers, Sports and Related Workers (such as Musicians, Singers, Dancers, Actors, Producers, Directors, Composers, Athletes, Coaches, & Referees)
26 Media and Communication Workers (such as Writers & Editors, Announcers, News Analysts & Reporters, Public Relation Specialists, and Media & Communication Equipment Workers)
27 Sales (such as Real Estate, Retail, Insurance, & Securities Sales Agents, Wholesale & Manufacturing Sales Representatives; Telemarketers)
28 Office and Administration (such as Clerical & Support Personnel, Clerks, Claims Examiners, Tellers, Scheduling & Distribution Agents)
29 Protective Services (such as Fire Fighters, Correctional Officers, Police, Life Guards, Security Guards, Investigators)
30 Food Preparation and Serving (such as Chefs, Bartenders, Food Service Workers & Servers)
31 Buildings and Grounds Maintenance (such as Janitors, Cleaners, Landscaping & Groundskeeping Laborers)
32 Personal Care and Services (such as Flight Attendants, Child Care Workers, Hairstylists & Personal Care Workers, Hotel & Travel Industry Workers)
33 Farming, Fishing, and Forestry (such as Farm Workers, Animal Care Workers, Foresters, Loggers)
34 Construction and Extractive (such as Carpenters; Electricians; Painters; Construction, Oil & Mining Wrkrs; Plumbers)
35 Installation, Maintenance, and Repair (such as Telecommunications Workers; Automotive Repairers; Heating, Air Conditioning & Refrigeration Mechanics & Installers)
36 Production (such as Electrical & Electronic Equipment Assemblers; Food, Metal, Plastics, Printing, & Photography Industry Technicians & Workers)
37 Transportation and Material Moving (such as Pilots, Drivers, Air Traffic Controllers)
38 Military (Officers & Enlisted Personnel)

Circle One

Industrial Categories

01 Agriculture, Forestry, and Fishing
02 Mining
03 Utilities
04 Construction
05 Manufacturing
06 Wholesale Trade
07 Retail Trade
08 Transportation
09 Information
10 Finance and Insurance
11 Real Estate and Rental and Leasing
12 Professional, Scientific and Technical Services
13 Management of Companies and Enterprises
14 Administrative and Support, Waste Mgmt & Remediation Svs
15 Educational Services
16 Health Care and Social Assistance
17 Arts, Entertainment and Recreation
18 Accommodations and Food Services
19 Other Services (except Public Administration)
20 Public Administration
II. Education

10. Since completing your bachelor’s degree, have you earned one or more additional post-secondary degrees?

   1 Yes  2 No

If you have completed an additional degree, please indicate all of the additional degrees you have earned since your bachelor’s degree:

01 Associate's
02 Second Bachelor's
03 Academic Master's (MA, MS, MEd, etc.)
04 Professional Master's (MBA, MSW, MFA, MPA, etc.) or Education Specialist
05 Medicine (MD, DO)
06 Health Professional (dentistry, pharmacy, podiatry, optometry, etc.)
07 Theology/Divinity
08 Law (LLB, JD)
09 Doctorate (PhD, EdD, DA, DBA, etc.)
10 Other, please specify: _______________________

11. Are you currently pursuing a postsecondary degree program?

   1 Yes, full-time  2 Yes, part-time  3 No

If you are currently pursuing a degree, please indicate which degree below:

01 Associate's
02 Second Bachelor's
03 Academic Master's (MA, MS, MEd, etc.)
04 Professional Master's (MBA, MSW, MFA, MPA, etc.) or Education Specialist
05 Medicine (MD, DO)
06 Health Professional (dentistry, pharmacy, podiatry, optometry, etc.)
07 Theology/Divinity
08 Law (LLB, JD)
09 Doctorate (PhD, EdD, DA, DBA, etc.)
10 Other, please specify: _______________________

12. In general, how well did your bachelor's degree program prepare you for your additional degree program?

   1 Very Well  2 Well  3 Adequately  4 Inadequately  5 Poorly  6 Very poorly

III. Satisfaction

13. What is your present attitude towards the University?

   1 Strongly Positive  2 Positive  3 Somewhat Positive  4 Somewhat Negative  5 Negative  6 Strongly Negative

14. What is your present attitude towards your bachelor's degree major?

   1 Strongly Positive  2 Positive  3 Somewhat Positive  4 Somewhat Negative  5 Negative  6 Strongly Negative

IV. Educational Effectiveness

15. Listed below are some abilities often mentioned as important for personal and professional success in the 21st century. In your view, how effective were your University experiences in —

   Extremely Helpful  Very Helpful  Moderately Helpful  Slightly Helpful  Not Helpful

   A. helping you to better develop your critical thinking ability?
   B. helping you to better develop your sense of ethics?
   C. contributing to a greater understanding of people with different backgrounds, habits, values, appearances, and abilities?
   D. helping you to become a more active citizen?
   E. improving the quality of your life aside from financial benefits?
   F. helping you to better develop your reasoning skills?
G. helping you to better develop your capacity to view problems from different perspectives?  
   | Extremely Helpful | Very Helpful | Moderately Helpful | Slightly Helpful | Not Helpful |
   | 1 | 2 | 3 | 4 | 5 |
H. helping you to better develop your ability to solve problems? 
   | 1 | 2 | 3 | 4 | 5 |
I. helping you to better develop your ability to make informed decisions as a citizen? 
   | 1 | 2 | 3 | 4 | 5 |
J. helping you to better develop your writing skills? 
   | 1 | 2 | 3 | 4 | 5 |
K. helping you to better develop your oral communication skills? 
   | 1 | 2 | 3 | 4 | 5 |
L. helping you to better develop your knowledge of scientific and technological developments? 
   | 1 | 2 | 3 | 4 | 5 |

16. My SIUE undergraduate education broadened my interest in issues beyond the subjects in my major. 
   1 Strongly Agree  2 Agree  3 Neutral  4 Disagree  5 Strongly Disagree

17. How important has your college education been to your —

   | Very Important | Moderately Important | Slightly Important | Not Important |
   | 1 | 2 | 3 | 4 |
A. Personal Life 
   | 1 | 2 | 3 | 4 |
B. Community Life 
   | 1 | 2 | 3 | 4 |
C. Professional Life 
   | 1 | 2 | 3 | 4 |

18. How would you rate the quality of the education that you received from SIUE relative to the education that your friends and colleagues have received from other colleges or universities?
   1 Among the Best  2 Above Average  3 Average  4 Below Average  5 Among the worst

19. Please indicate your involvement with each of the following since completing your bachelor’s degree:

   | Currently Involved | Have Been Involved | Never Involved |
   | 1 | 2 | 3 |
A. Organized, formal learning that is career related (non-degree) 
   | 1 | 2 | 3 |
B. Personal enrichment studies 
   | 1 | 2 | 3 |
C. Professional activities or organizations 
   | 1 | 2 | 3 |
D. Volunteer work / community service activities or organizations 
   | 1 | 2 | 3 |
E. Social/recreational activities or organizations 
   | 1 | 2 | 3 |
F. Political activities or organizations 
   | 1 | 2 | 3 |
G. Religious/ethical activities or organizations 
   | 1 | 2 | 3 |
H. Support or participation in the Arts (music, drama, dance, art) 
   | 1 | 2 | 3 |
I. Reading books not directly related to your job 
   | 1 | 2 | 3 |

20. Listed below are some issues which the University will face in the next few years. Which three issues do you consider to be the most important for the University to address? 

   Please circle three items.

   A. Finding new ways to deliver instruction 
   B. Adding additional graduate programs 
   C. Enhancing programs for personal enrichment 
   D. Enhancing professional development opportunities 
   E. Holding down the cost of tuition and fees 
   F. Improving students’ preparation for employment 
   G. More effectively meeting the training needs of employers 
   H. Becoming more efficient and cost effective 
   I. Strengthening international studies, programs, and experiences