

Senior Transitions

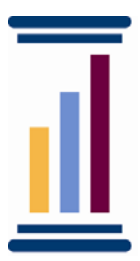
Topical Module:

Findings from 3 Years of Research

Angie L. Miller, Ph.D.
Associate Research Scientist

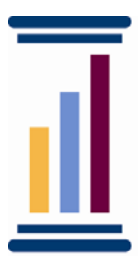
National Survey of Student Engagement (NSSE)

Indiana University Bloomington Center for Postsecondary Research



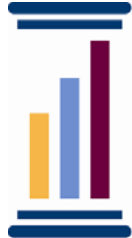
OVERVIEW

- Introductory References
- Institutional Report
- Research Findings: HIPs and career plans
- Research Findings: Differences by major
- Research Findings: Creative coursework



INTRODUCTORY REFERENCES

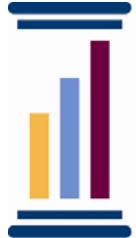
- [Previous webinar](#) – module development process, specific items, and preliminary findings
- [Codebook](#) – detailed information on items, variable names, and labels in the data set
- [Summary Tables](#) – see aggregate trends in frequencies and means



INSTITUTIONAL REPORTS

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				NSSEville State		FY Exp / Sr Transitn		NSSEville State	FY Exp / Sr Transitn	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. Do you expect to graduate this spring or summer?										
	FYSsr01_16		No	0	0	0	0			
			Yes	0	0	0	0			
			Total	0	0	0	0			
1a. [Excludes those who answered "No," not expecting spring/summer graduation] After graduation, what best describes your immediate plans?										
	FYSsr01a		— Full-time employment	0	0	0	0			
			— Part-time employment	0	0	0	0			
			— Graduate or professional school	0	0	0	0			
			— Military service	0	0	0	0			
			— Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	0	0	0	0			
			— Internship (paid or unpaid)	0	0	0	0			
			— Travel or gap year	0	0	0	0			
			— No plans at this time	0	0	0	0			
			— Other, please specify:	0	0	0	0			
			Total	0	0	0	0			
1b. [If immediate plans included full- or part-time employment] Do you already have a job for after graduation?										
	FYSsr01b		No	0	0	0	0	0%	0%	0.0
			Yes, I will start a new job	0	0	0	0			
	(Means indicate the percentage who responded "Yes.")		Yes, I will continue in my current job	0	0	0	0			
			Total	0	0	0	0			
2. [Excludes those who answered "No," not expecting spring/summer graduation] To what extent have courses in your major(s) prepared you for your post-graduation plans?										
	FYSsr02		1 Very little	0	0	0	0	0.0	0.0	0.0
			2 Some	0	0	0	0			
			3 Quite a bit	0	0	0	0			
			4 Very much	0	0	0	0			
			Total	0	0	0	0			



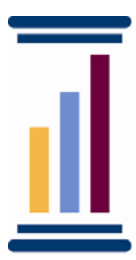
INSTITUTIONAL REPORTS

Seniors



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			— Internship (paid or unpaid)	0	0	0	0			
			— Travel or gap year	0	0	0	0			
			— No plans at this time	0	0	0	0			
			— Other, please specify:	0	0	0	0			
			Total	0	0	0	0			
1b. [If immediate plans included full- or part-time employment] Do you already have a job for after graduation?										
	FYSsr01b		No	0	0	0	0	0%	0%	0.0
			Yes, I will start a new job	0	0	0	0			
			Yes, I will continue in my current job	0	0	0	0			
			Total	0	0	0	0			
		(Means indicate the percentage who responded "Yes.")								
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			3 Quite a bit	0	0	0	0			
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			Total	0	0	0	0			

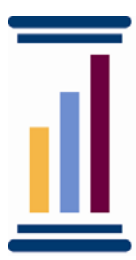




INSTITUTIONAL REPORTS

This module also has a student comments report for an open-ended item:

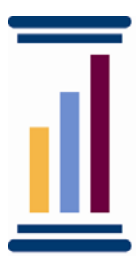
Is there anything your institution could have done better to prepare you for your career or further education? Please describe.



RESEARCH FINDINGS

Miller, A.L., Rocconi, L. M., & Dumford, A.D. (in press). Focus on the finish line: Does high-impact practice participation influence career plans and early job attainment? *Higher Education*, vol and pp TBD. Online first availability, doi: 10.1007/s10734-017-0151-z

- Leadership roles and research with faculty predict plans for graduate school attendance
- Internship and service-learning predict early job attainment

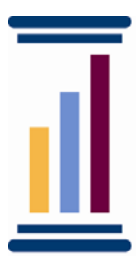


RESEARCH FINDINGS

Miller, A.L., Dumford, A.D., Gaskill, S., Houghton, R., & Tepper, S.J. (2016). *To be or not to be (an arts major): Career aspirations and perceived skills of graduating seniors across multiple disciplines* (SNAAP Special Report for the National Endowment for the Arts). Bloomington, IN: Center for Postsecondary Research, Indiana University, School of Education. Available online:

<https://www.arts.gov/sites/default/files/Research-Art-Works-Indiana.pdf>

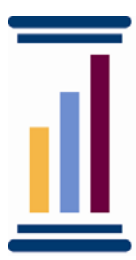
- Differences in career plans and skill development by major
- Also some advantages in skills for double majors



RESEARCH FINDINGS

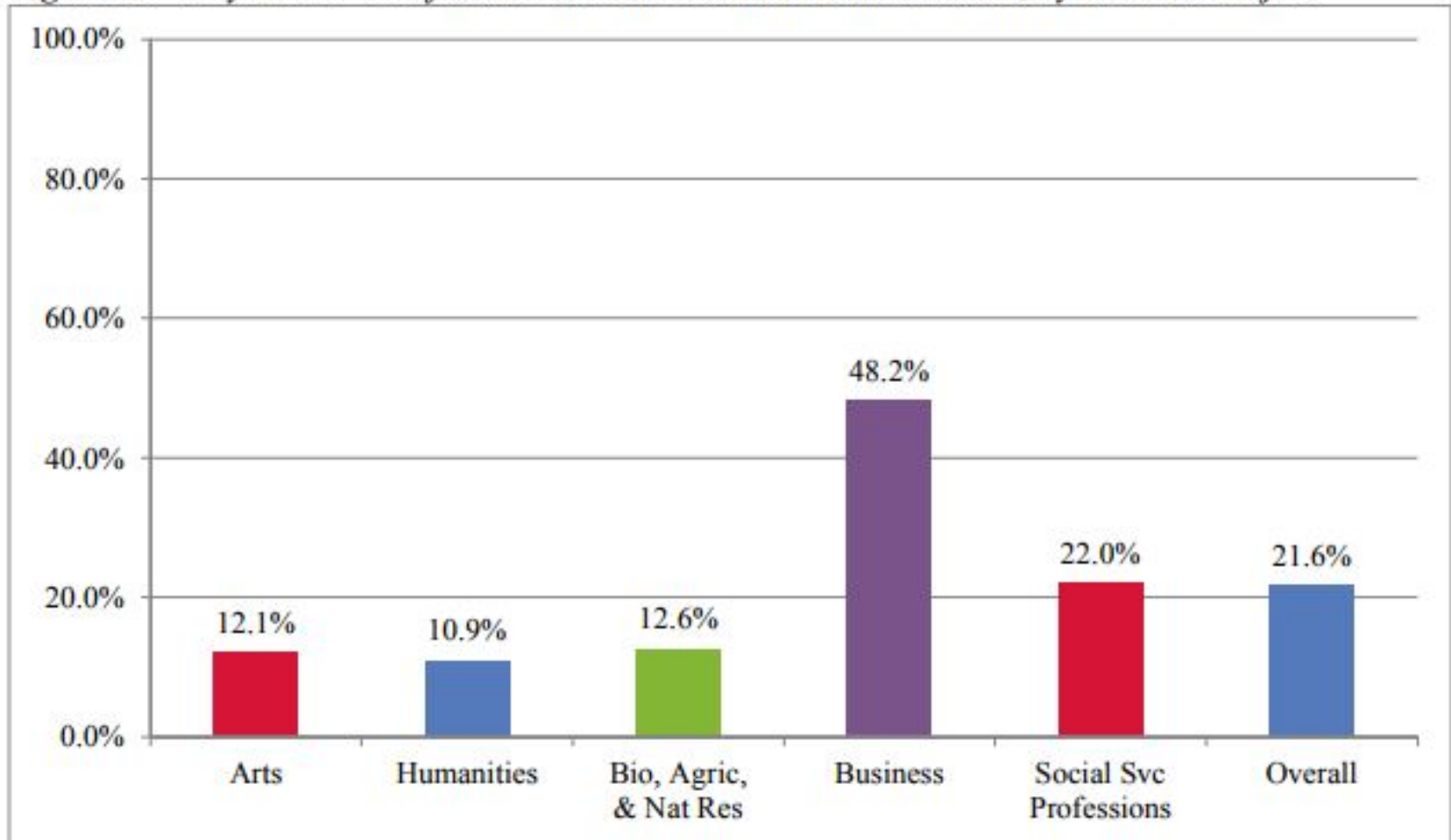
Figure 1. Plan to be Self-Employed, Independent Contractor, or Freelance Worker Someday

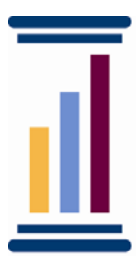




RESEARCH FINDINGS

Figure 4. "Very Much" Confidence in Financial and Business Skills, by Selected Majors

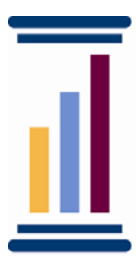




RESEARCH FINDINGS

Miller, A.L. (in press). The role of creative coursework in skill development for university seniors. *Global Education Review*, special issue, vol and pp TBD.

- Developed “Creative Coursework” as scale with psychometric properties
- Comparable to Engagement Indicators featured on NSSE core

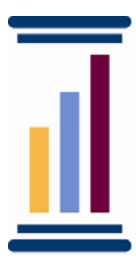


CREATIVE COURSEWORK ITEMS

To what extent has your coursework in your major(s) emphasized the following?

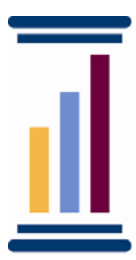
Response options: Very much, Quite a bit, Some, Very little

- a. Generating new ideas or brainstorming
- b. Taking risks in your coursework without fear of penalty
- c. Evaluating multiple approaches to a problem
- d. Inventing new methods to arrive at unconventional solutions



RESEARCH FINDINGS

- Differences in exposure to creative coursework by major fields, with arts majors showing a distinct advantage
- Creative coursework predicts confidence in multiple skills:
 - Creative thinking, critical thinking, entrepreneurial skills, and networking abilities
 - Even when controlling for other demographic and institutional variables

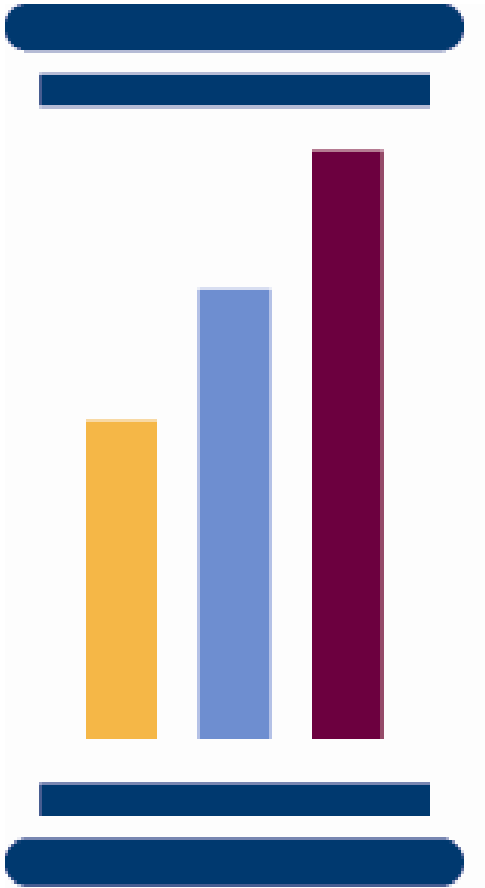


RESEARCH FINDINGS

Preliminary study (currently under review for a future conference presentation)

- Creative coursework predicts Engagement Indicators:
 - Reflective and integrative learning, higher-order learning, use of learning strategies, collaborative learning, diverse discussions, student-faculty interaction, effective teaching practices, quality of interactions, and supportive environment
 - Even when controlling for other demographic and institutional variables

Questions? Comments?



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*Cited references available on request