

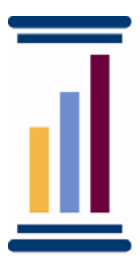
NEW Senior Transitions Topical Module

Angie L. Miller, Ph.D.

Amber D. Dumford, Ph.D.

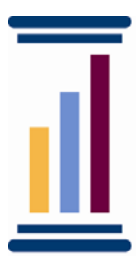
National Survey of Student Engagement (NSSE)

Indiana University Bloomington Center for Postsecondary Research



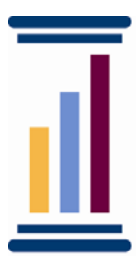
OVERVIEW

- Introduction
- Who participated
- Survey items
- Ideas for using the module results



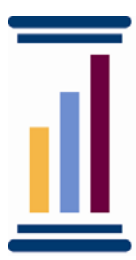
INTRODUCTION

- Major function of higher education: to help students develop skills that lead to success in the workplace (Evers et al., 1998)
- Some skills are discipline-specific, but many others are transferable to a broad range of fields (Stasz, 1997)
- Students with these skills are more marketable to potential employers



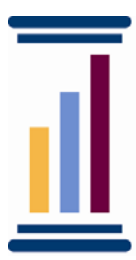
INTRODUCTION

- Graduate success in the workplace is an important measure of institutional effectiveness (Cabrera et al., 2005)
- Pressure to produce “return on investment” with capable, productive graduates (Bogue & Johnson, 2010)
- Several benefits in tracking career plans and skill preparedness of graduating seniors as they transition into post-college settings



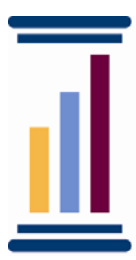
INTRODUCTION

- Items for the module were developed in cooperation with Strategic National Arts Alumni Project (SNAAP)
 - Several items adapted from SNAAP instrument to make student-alumni comparisons with potential for longitudinal tracking
 - Grant funding from the National Endowment for the Arts



WHO PARTICIPATED

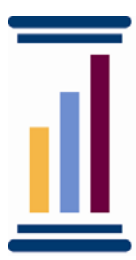
- 126 of the 2015 NSSE participants elected to use the new senior transitions module
- From those 126 schools, more than 31,000 senior responded
- For 2016, over 140 institutions have **ALREADY** signed up for this module



RESPONDENTS

	Valid %
Traditionally-aged (23 or younger)	68%
Female	63%
<i>Race/ethnicity</i>	
White	65%
Asian/Pacific Islander	7%
African-American/Black	7%
Hispanic/Latino	8%
Multiracial	7%
All other race/ethnicity	6%

	Valid %
Private Institution	47%
<i>Undergraduate enrollment</i>	
Fewer than 1,000	4%
1,000 – 2,499	14%
2,500 – 4,999	16%
5,000 – 9,999	17%
10,000 – 19,999	25%
20,000 or more	24%
<i>Carnegie type</i>	
Research/Doc	43%
Master's	43%
Bac. colleges	15%



MODULE ITEMS

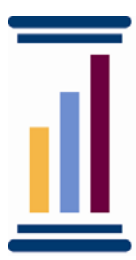
1a. After graduation, what best describes your immediate plans?

- Full-time employment
- Part-time employment
- Graduate or professional school
- Military service
- Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)
- Internship (paid or unpaid)
- Travel or gap year
- No plans at this time
- Other, please specify: _____

[Only if “Full-time employment” or “Part-time employment” are selected:]

1b. Do you already have a job for after graduation?

- No
- Yes, I will start a new job
- Yes, I will continue in my current job



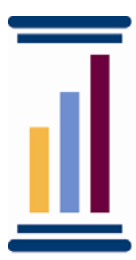
MODULE ITEMS

- 2. To what extent have courses in your major(s) prepared you for your post-graduation plans?**
 - Very much
 - Quite a bit
 - Some
 - Very little

- 3. Do you intend to work eventually in a field related to your major(s)?**
 - Yes
 - No
 - Unsure

- 4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?**
 - Yes
 - No
 - Unsure

- 5. Do you plan to start your own business (nonprofit or for-profit) someday?**
 - Yes
 - No
 - Unsure

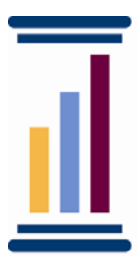


MODULE ITEMS

How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?

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

- a. Critical thinking and analysis of arguments and information
- b. Creative thinking and problem solving
- c. Research skills
- d. Clear writing
- e. Persuasive speaking
- f. Technological skills
- g. Financial and business management skills
- h. Entrepreneurial skills
- i. Leadership skills
- j. Networking and relationship building



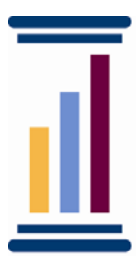
MODULE ITEMS

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

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

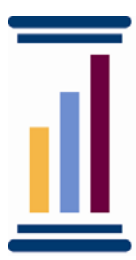


MODULE ITEMS

- Information on all of the topical modules and their items can be found on our website at:

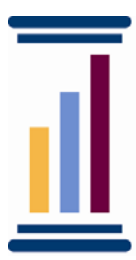
<http://nsse.indiana.edu/html/modules.cfm>

The screenshot shows the NSSE website interface. At the top, there are navigation tabs for NSSE, FSSE, BCSSE, and NSSE Institute, along with a 'Quick Links' dropdown, 'Institution Log in', and 'Contact Us' links. The main header features the NSSE logo and the text 'national survey of student engagement', a search bar, and a 'GO' button. Below the header is a secondary navigation bar with links for 'ABOUT NSSE', 'NSSE FINDINGS', 'ADMINISTERING NSSE', 'TOOLS & SERVICES', 'STUDENTS & PARENTS', and 'MEDIA'. The main content area is titled 'NSSE Topical Modules' and includes a sidebar with a list of categories: 'NSSE 2016 REGISTRATION', 'ADMINISTRATION PROTOCOL AND PROCEDURES', 'SURVEY INSTRUMENT & MODULES', 'TOPICAL MODULES', 'RECRUITMENT METHOD', 'CUSTOMIZATION OPTIONS', 'PRICING', 'PARTICIPATING INSTITUTIONS', and 'ADMINISTRATION PRACTICES'. The 'TOPICAL MODULES' section contains text explaining that institutions can add one topical module to the core survey at no charge and a second for \$150. It lists three modules: 'Academic Advising', 'Civic Engagement', and 'Participating Institutions', each with a brief description and a note that complementary FSSE sets are available. A call-to-action box on the right says 'Updated NSSE Survey Click for details'. Below that, there is a section for 'NSSE SURVEY INSTRUMENT' with a link to a facsimile of the updated survey, and a section for 'SURVEY INSTRUMENTS BY YEAR' with a list of years from 2000 to 2015.



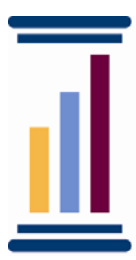
USING MODULE RESULTS

- For across campus results, you might run some simple frequencies of:
 - Immediate plans
 - Whether job is secured
 - Coursework preparation
 - Plans to work in their field
 - Self-employment plans
 - Plans to start their own business



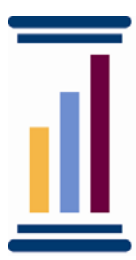
USING MODULE RESULTS

- To look within, you might look at some crosstabs by:
 - Student characteristics
 - Major
 - HIP participation
 - Double major



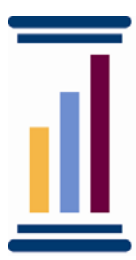
AGGREGATE RESULTS

Immediate Plans	
Full-time employment	60%
Part-time employment	4%
Graduate or professional school	23%
Military service	1%
Service or volunteer activity	1%
Internship	3%
Travel or gap year	3%
No plans at this time	3%
Other	3%



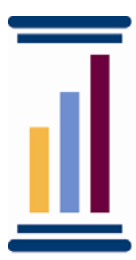
AGGREGATE RESULTS

Already Have Job Secured? [If answered full- or part-time employment]	
No	57%
Yes, I will start a new job	15%
Yes, I will continue in my current job	28%



AGGREGATE RESULTS

- 35% said their major coursework prepared them “very much” for their post-graduation plans; another 37% said “quite a bit”
- 85% intended to eventually work in a field related to their major
- 23% planned to be self-employed someday (and another 30% were unsure)
- Similarly, 25% planned to start their own business someday (and another 32% were unsure)



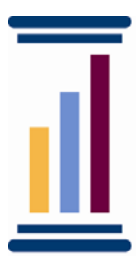
AGGREGATE RESULTS

There was a wide range in confidence with skills and abilities:

- 60% reported “very much” confidence in creative thinking and problem solving
- 59% for critical thinking and analysis of information

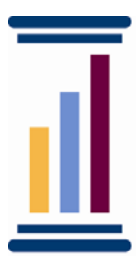
Contrasted with:

- 37% for networking and relationship building
- 23% for financial and business management skills
- 19% for entrepreneurial skills



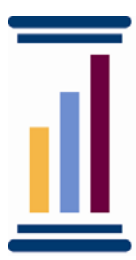
AGGREGATE RESULTS BY SELECTED CHARACTERISTICS

- Females slightly more likely to plan on part-time work (5% vs. 3% for males) and to continue in their current job (31% vs. 24%); males slightly more likely to plan on full-time work (62% vs. 59% for females) and to already have new job secured (19% vs. 12%)
- First-generation students less likely to plan on attending graduate school (19% vs. 26% for non-first generation students) and to already have a new job secured (13% vs. 18%)
- Traditional-aged students more likely to plan on attending graduate school (27% vs. 23% overall) and to already have a new job secured (20% vs. 15% overall)

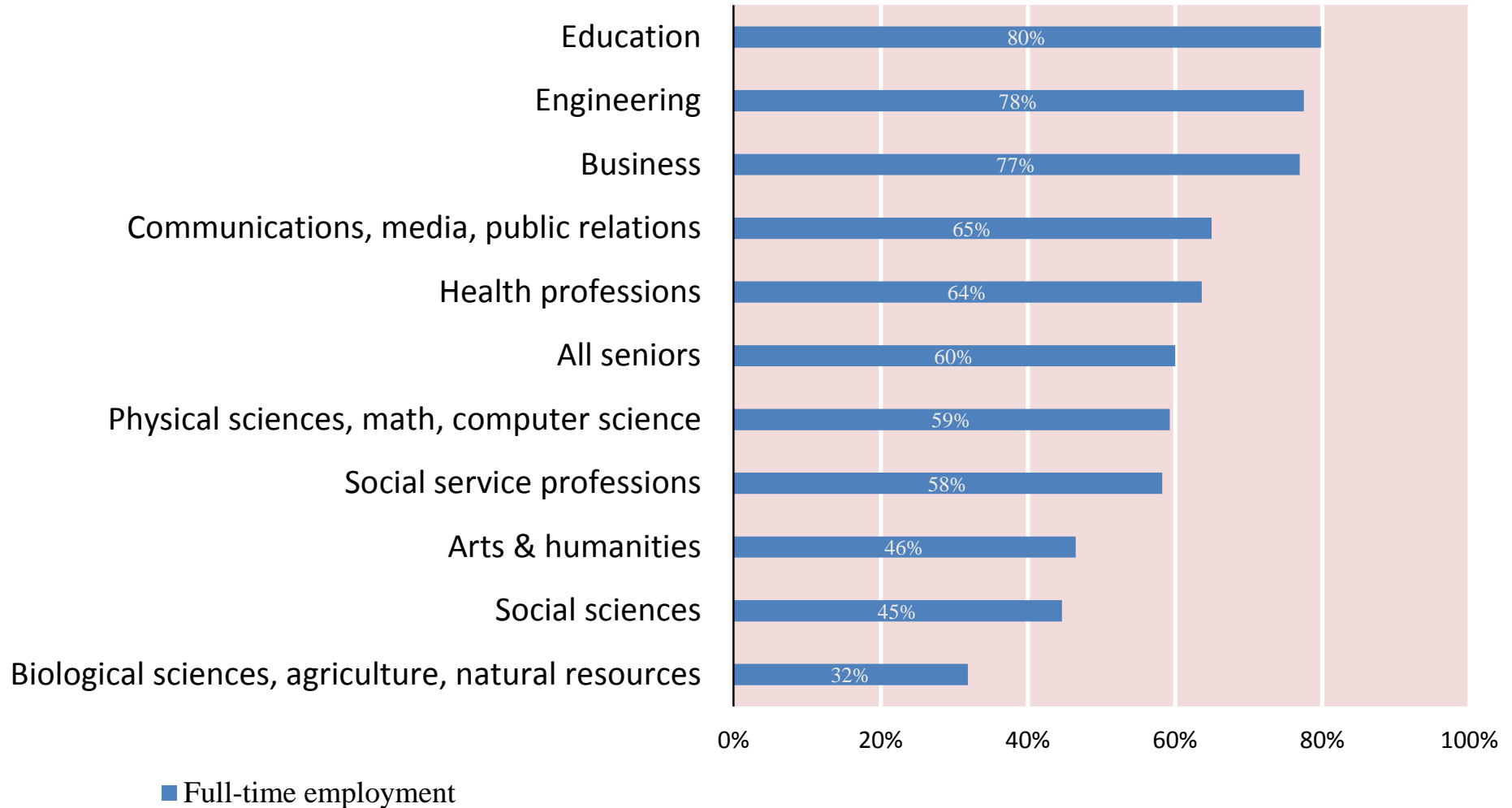


AGGREGATE RESULTS BY SELECTED CHARACTERISTICS

- Full-time enrolled students more likely to plan on attending graduate school (25% vs. 13% for part-time students) and to already have a new job secured (17% vs. 9%); part-time students more likely to stay in their current job (53% vs. 20% for full-time students).
- Students working off-campus more than 20 hours per week are less likely to plan on attending graduate school (16% vs. 23% overall) and more likely to plan on full-time employment (73% vs. 60% overall); they are also more likely to continue in their current job (62% vs. 28% overall)

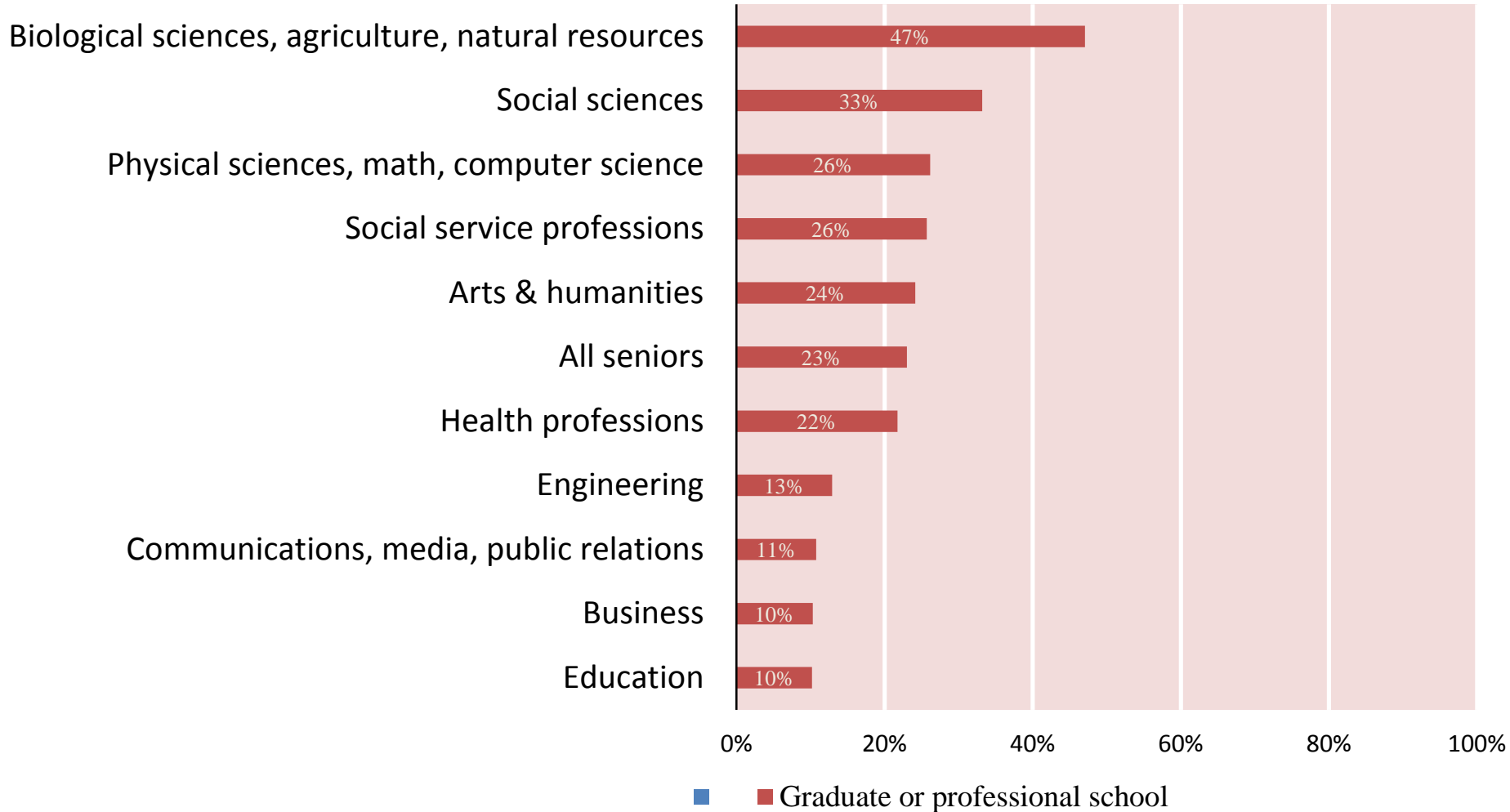


AGGREGATE RESULTS BY MAJOR





AGGREGATE RESULTS BY MAJOR





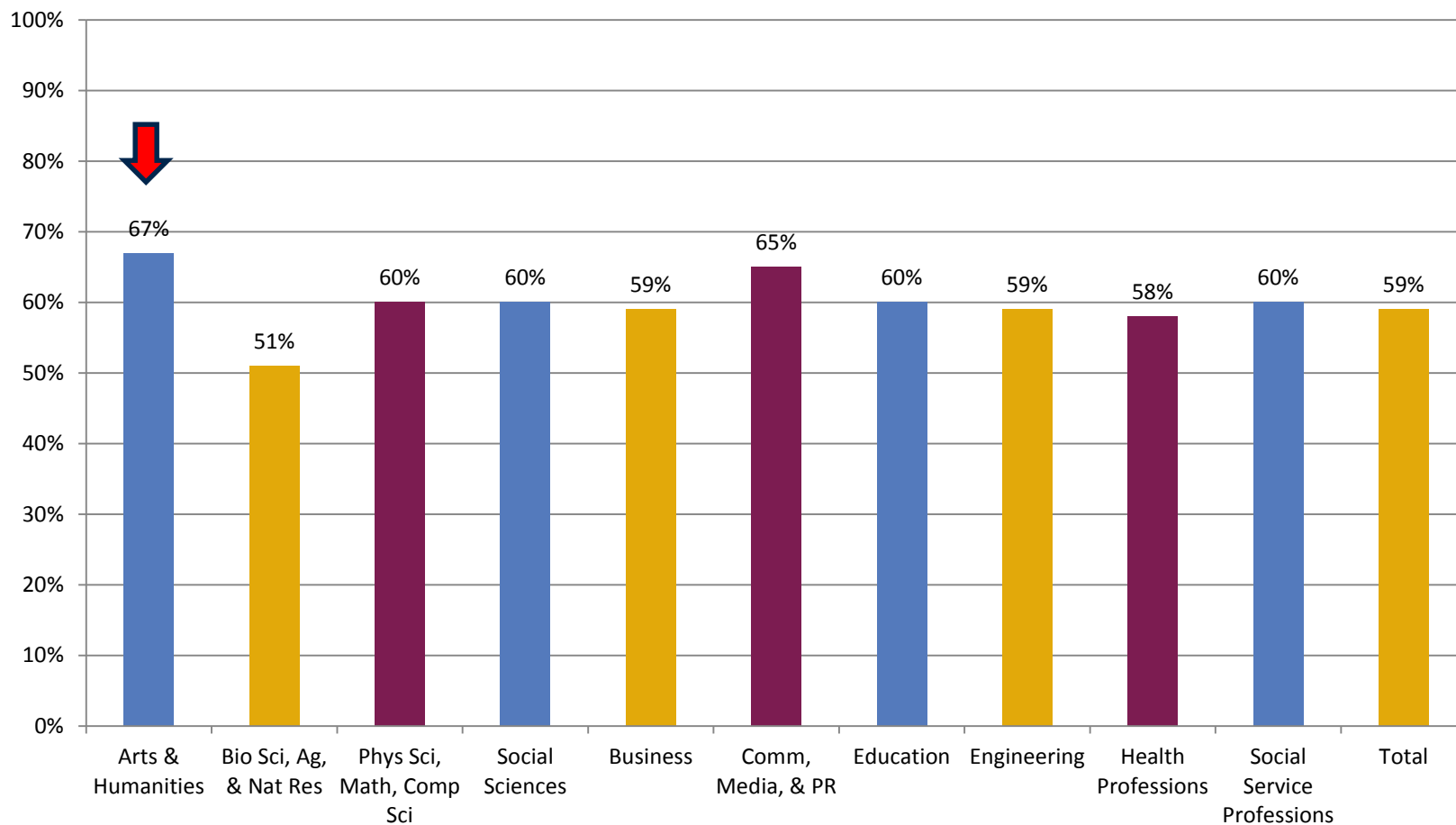
AGGREGATE RESULTS BY MAJOR

- Arts and humanities; social sciences; and communications, media, and public relations express the most uncertainty about their eventual career plans
 - More likely to say “no plans at this time” and to be “unsure” about working in their major field, being self-employed, and starting a business
- Arts and humanities majors (35%) are most likely to plan on being self-employed at some point
- Education and health professions majors (94%) are most likely to plan on working in their major field



AGGREGATE RESULTS BY MAJOR

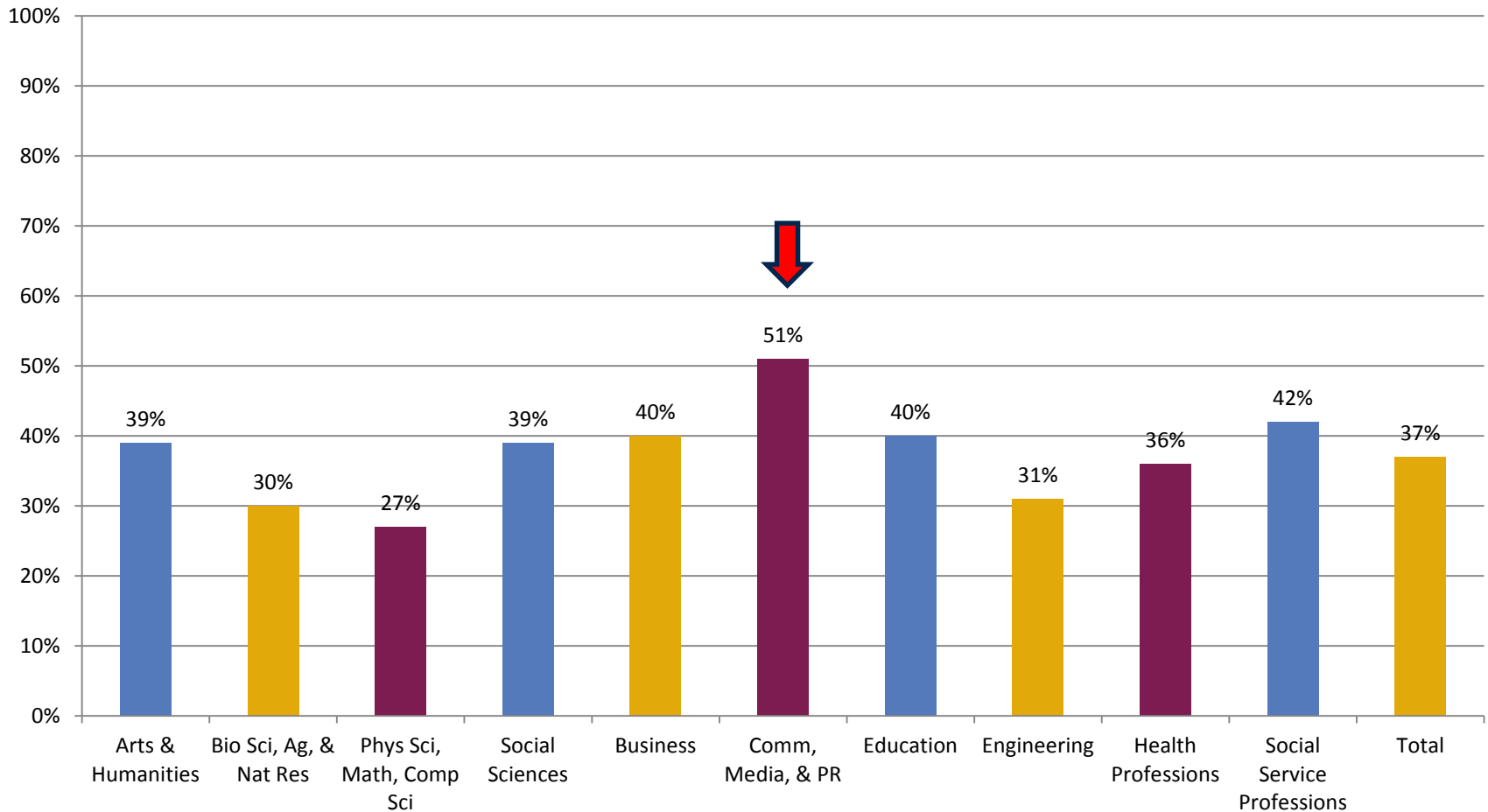
Creative Thinking

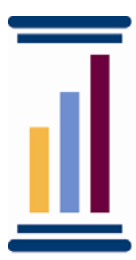




AGGREGATE RESULTS BY MAJOR

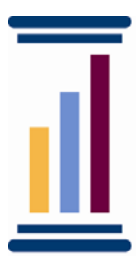
Persuasive Speaking





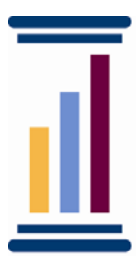
AGGREGATE RESULTS BY HIP PARTICIPATION

- Those who have done research with faculty (36% vs. 18% for those students who have not done research with faculty), study abroad (25% vs. 22%), or learning community (25% vs. 22%) are more likely to plan on attending graduate school
- Those who have done study abroad are also slightly more likely to plan on travel/gap year (5% vs. 2%), internship (6% vs. 3%), or service activity (3% vs. 1%) after graduation
- Students participating in any of the six HIPs are more likely to already have a new job secured (for those planning on working full- or part-time after graduation)



AGGREGATE RESULTS BY HIP PARTICIPATION

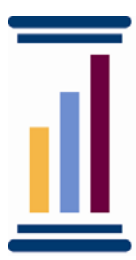
- Those who have done internship (39% vs. 31%), learning community (42% vs. 33%), research with faculty (40% vs. 33%), capstone (38% vs. 32%), or service learning (39% vs. 29%) are more likely to say major coursework prepared them “very much” for post-graduation plans.
- This pattern occurs for both those who plan on working full- or part-time after graduation, as well as those who plan on attending graduate school.



AGGREGATE RESULTS FOR DOUBLE MAJORS

Students with more than one major had some noted advantages:

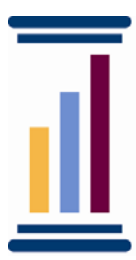
- They were more likely to plan on attending graduate or professional school (29% compared to 22% for students with only one major)
- They were more likely to have high confidence in their critical thinking (66% said “very much” compared to 58% for single majors) and creative thinking abilities (64% compared to 60%)



AGGREGATE RESULTS FOR DOUBLE MAJORS

Students with more than one major had some noted advantages:

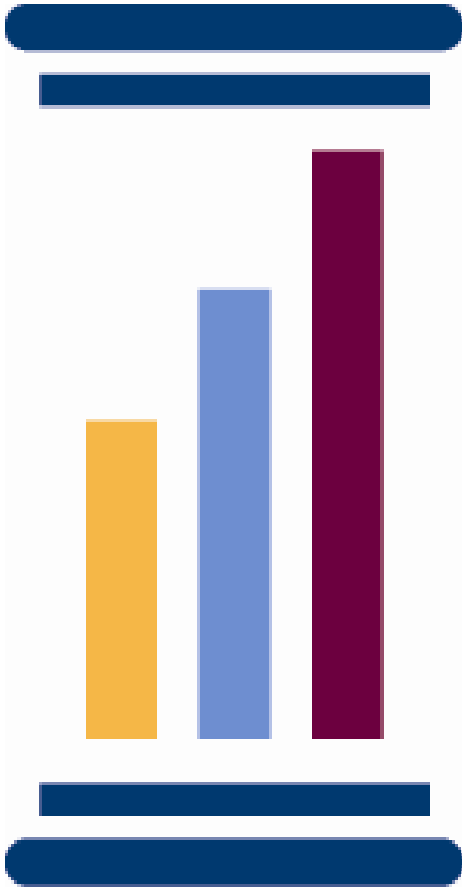
- Also more likely to have high confidence in persuasive speaking (42% compared to 37%) and clear writing skills (53% compared to 48%)
- Same pattern found for leadership (52% compared to 46%) and networking skills (41% compared to 37%)



HOW TO USE THESE ITEMS

- Guide curricular revisions for adequate skill development across all disciplines
- Inform career advising and programming
- Develop advice for plans for further education

Questions? Comments?



Angie L. Miller

anglmill@indiana.edu

Amber D. Dumford

adlamber@indiana.edu

*Cited references available on request