

## **OBJECTIVES OF THE ACT ALUMNI SURVEY**

The 2004 ACT Alumni Survey is the 21<sup>st</sup> UALR survey. Surveys were conducted annually from 1978 to 1985 and biennially thereafter up until 1993. The Arkansas Department of Higher Education conducted the 1995 survey. In 1997, the annual survey was reinstated. The graduates of the 2004 Alumni Survey are persons who graduated in spring, summer A, summer B, 10 week and fall, 2004.

Purposes of the survey are: (a) to determine how graduates viewed various academic experiences, (b) to determine the professional and vocational status of graduates, (c) to provide demographic characteristics of graduates, (d) to assist the administration in assessing the achievement of institutional goals and objectives, and (e) to obtain a frank evaluation of the institution by its graduates.

Other direct uses of the data are:

1. As a source of counseling information for career development.
2. As a source of alumni resource persons for lectures, career days, etc.
3. As a source of feedback for the faculty and administration for assessment, curriculum development, and accreditation reviews.
4. As a source of placement contacts.
5. To evaluate the quality and use of support services.

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## **DATA COLLECTION**

The list of graduates was obtained from Data Central in University College. A questionnaire (Appendix 1) and a degree code and additional question sheet (Appendix 2) were mailed to each of the 1,609 graduates who had completed associate, baccalaureate, graduate, or law degrees at UALR in spring, summer A, summer B, ten week and fall 2004. Mailings were sent by third class mail, address correction requested.

A letter from the Counseling and Career Planning Services was mailed to each graduate on December 1, 2005 indicating that a survey was to be forthcoming and describing the importance of the survey. The first mailing was sent out on January 10, 2006 a reminder postcard was mailed to all graduates who had not responded to the first survey, with the second and final survey mailing occurred March 14, 2006. All materials were mailed to the ACT Company for data compilation and a subsequent report.

Of the 1,609 surveys that were mailed, 291 were returned as undeliverable. Therefore 1,318 surveys were delivered. Responses were received from 85 students, which is 6.45% of the total delivered.

## **DATA PRESENTATION**

The final report was returned to UALR by the ACT Company on July 19, 2005. Individual comments by respondents are not included in this review, but can be obtained by contacting Counseling & Career Planning Services at 569-3185.

**Alumni Outcomes Survey Graphics Report**  
**For**  
**UNIVERSITY OF ARKANSAS**

*Prepared by ACT Survey Research Services*  
08/29/06

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*This report provides graphical information for selected demographic items (e.g., age, race/ethnicity, sex) for your college and for a national normative sample. For all Likert scale items (e.g., 5-point Satisfaction scale), data are displayed for your institution's top and bottom five items as well as the five items with the greatest and least differences for your institution in comparison with national normative data. Please note percentages may not add to 100 due to the effect of rounding.*

*The "National Norms" used in this report are based on 20,948 student records from 107 **public** postsecondary institutions that administered the ACT Alumni Outcomes Survey between January 1, 2000 and June 30, 2005. Normative data of this type are often referred to as "user norms" because they simply represent a composite of the data obtained by a number of institutions that administered the instrument during a particular period of time. See the "Normative Data Report" for the Alumni Outcomes Survey for more information concerning the nature of the national norms sample.*

*For more information about the ACT Evaluation/Survey Service, contact the ACT Survey Services staff listed below.*

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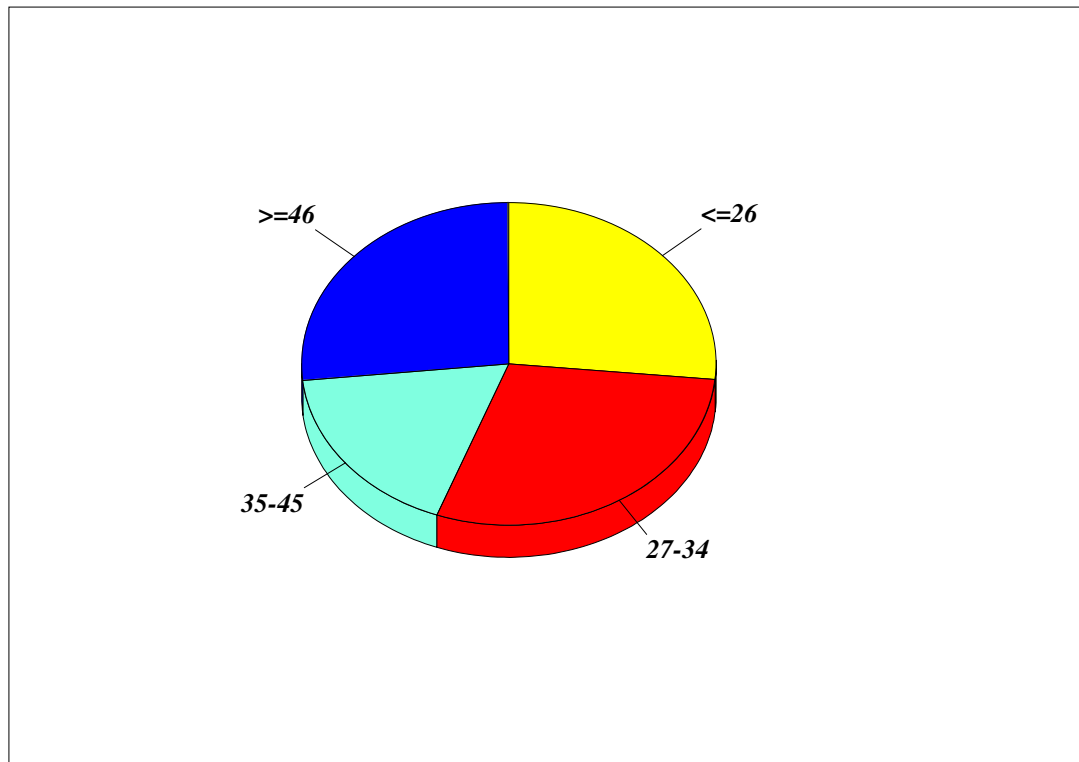


Figure 1. Section I - Background Information, Item B: Age

Age	Your Institution %	National Norms %
20 & Under	.0	.5
21-22	.0	2.0
23-24	3.8	13.7
25-26	22.8	24.6
27 to 29	12.7	20.7
30 to 34	16.5	13.3
35 to 39	8.9	8.0
40 to 45	8.9	7.4
46 to 49	5.1	4.0
50 to 59	15.2	5.1
60 and Over	6.3	.8
<=26	26.6	40.8
27-34	29.1	34.1
35-45	17.7	15.4
>=46	26.6	9.8

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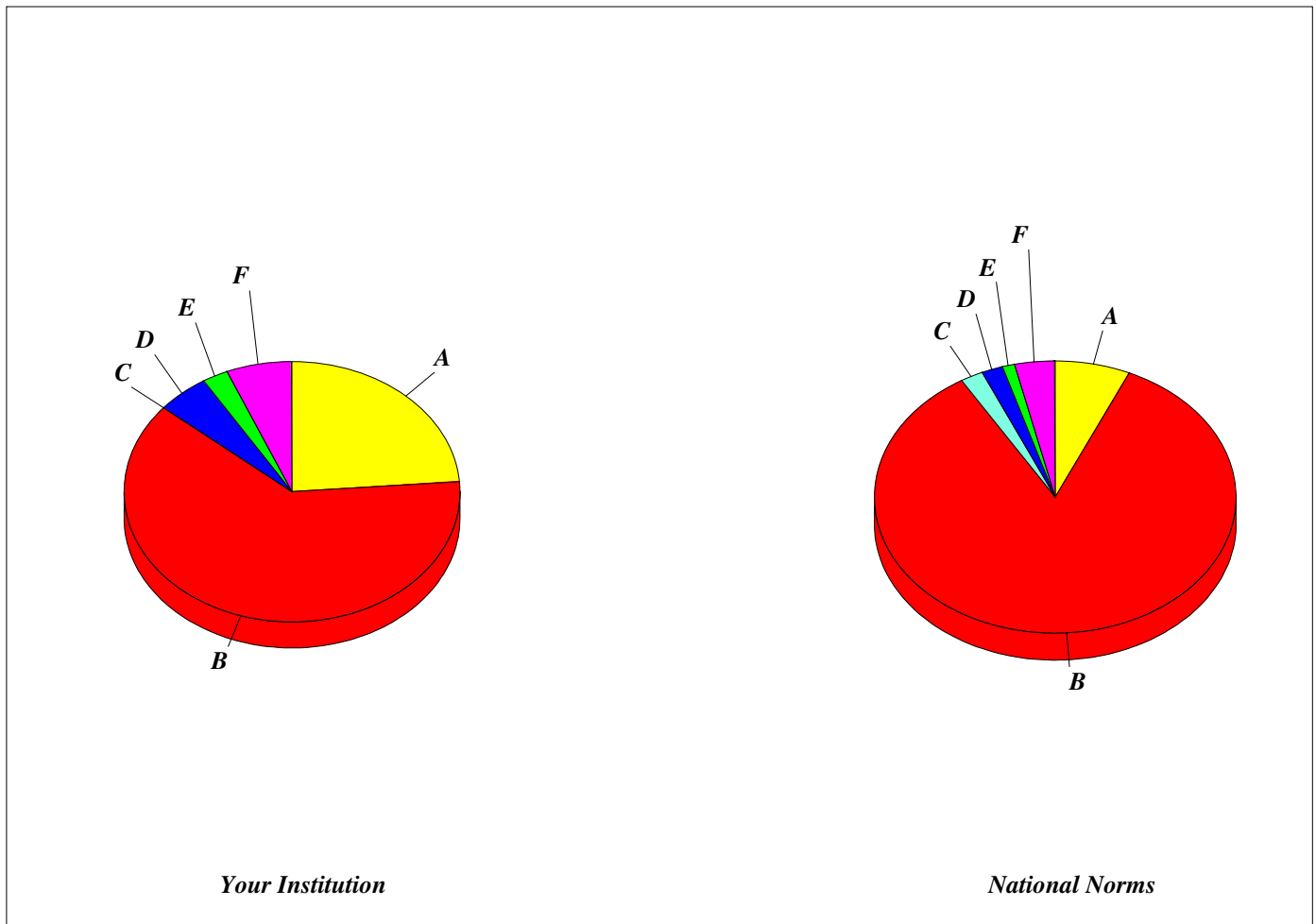
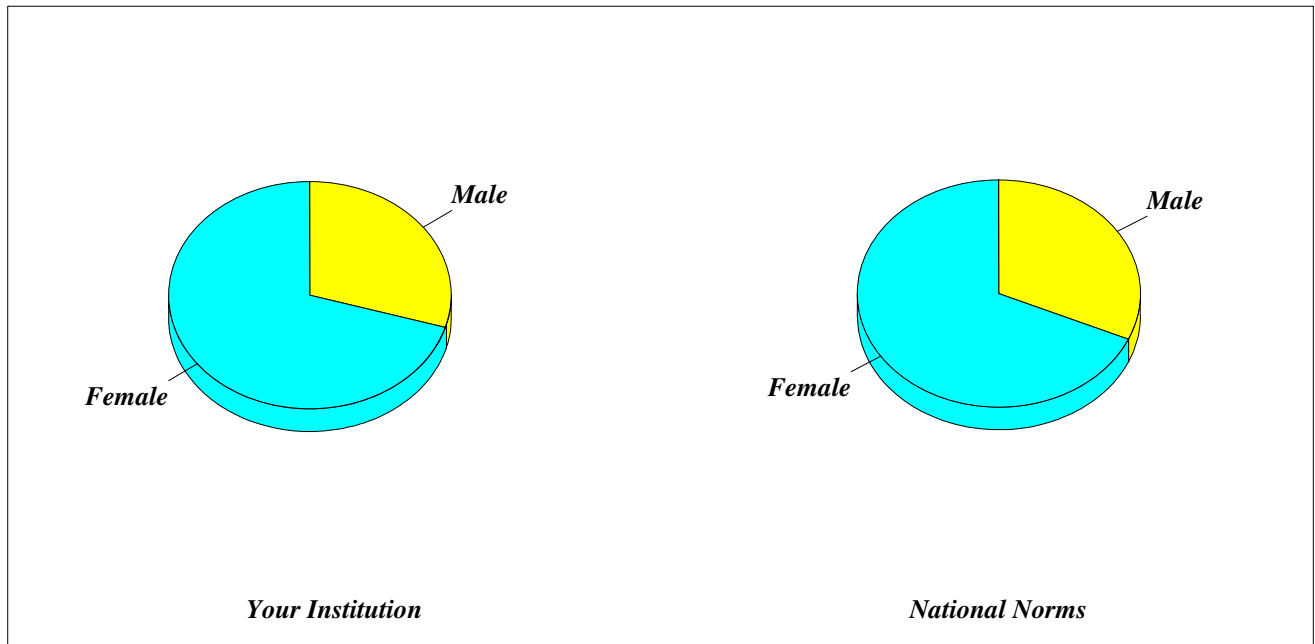


Figure 2. Section I - Background Information, Item C: Racial / Ethnic

<i>Racial / Ethnic</i>	<i>Your Institution %</i>	<i>National Norms %</i>
<i>African American or Black</i>	23.8	6.7
<i>Native American (Indian, Alaskan, Hawaiian)</i>	2.5	1.1
<i>Caucasian or White</i>	62.5	84.7
<i>Mexican American, Mexican Origin</i>	.0	1.2
<i>Asian American, Oriental, Pacific Islander</i>	5.0	1.9
<i>Puerto Rican, Cuban, Other Latino or Hispanic</i>	.0	.9
<i>Other</i>	2.5	.8
<i>Prefer Not To Respond</i>	3.8	2.7
<i>A. Black</i>	23.8	6.7
<i>B. White</i>	62.5	84.7
<i>C. Hispanic</i>	.0	2.0
<i>D. Asian</i>	5.0	1.9
<i>E. Native American</i>	2.5	1.1
<i>F. Other/Prefer Not To Respond</i>	6.3	3.5

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*Figure 3. Section I - Background Information, Item D: Gender*

<i>Gender</i>	<i>Your Institution %</i>	<i>National Norms %</i>
<i>Male</i>	<i>29.6</i>	<i>31.6</i>
<i>Female</i>	<i>70.4</i>	<i>68.4</i>

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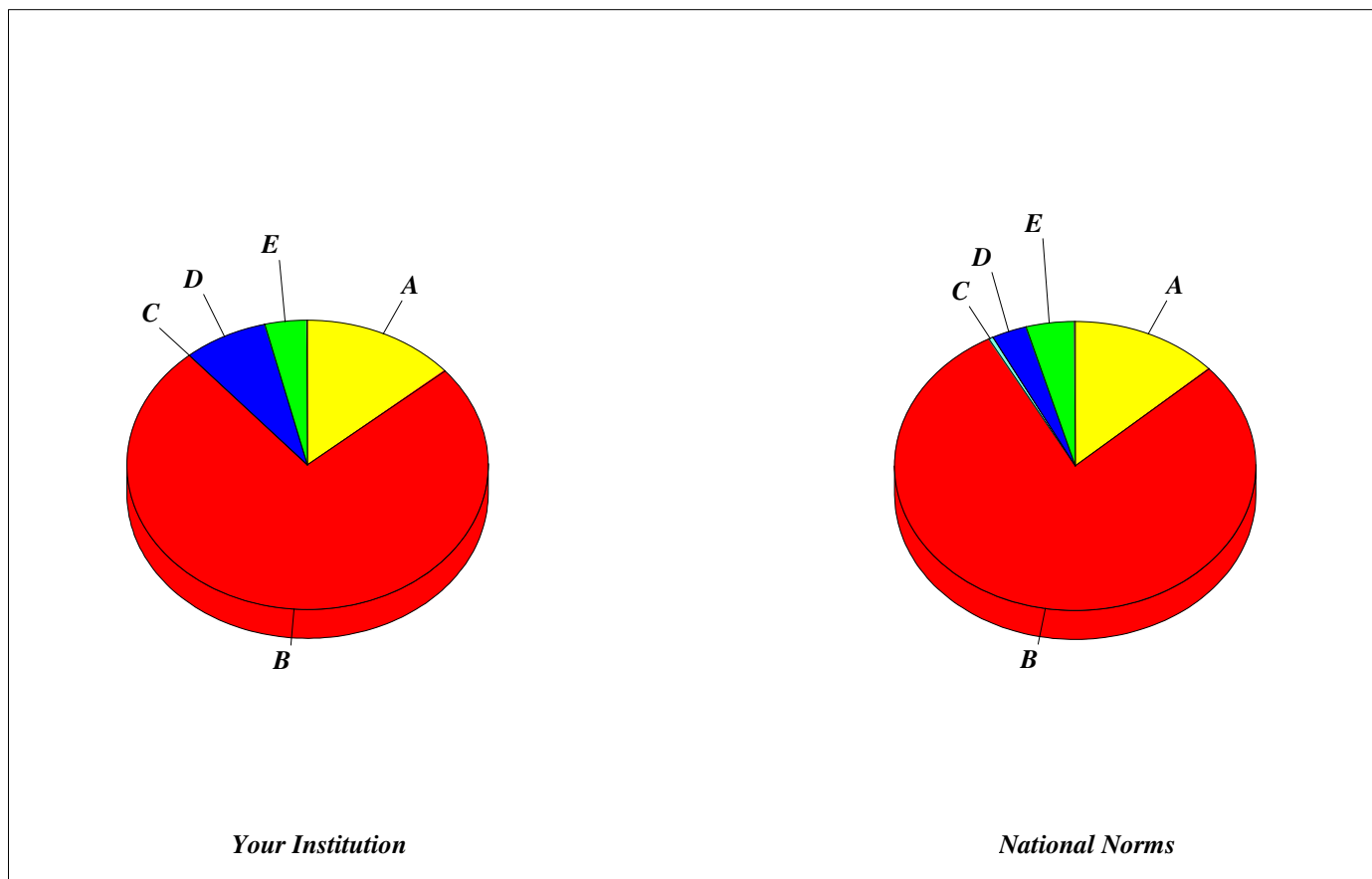


Figure 4. Section I - Background Information, Item E: Primary Work Status

<i>Primary Work Status</i>	<i>Your Institution %</i>	<i>National Norms %</i>
<i>Employed full time</i>	72.5	73.0
<i>Caring for my family/home full time</i>	2.5	3.0
<i>Serving in the military</i>	.0	.4
<i>Employed part time</i>	2.5	5.9
<i>Continuing my education part time and employed</i>	8.8	5.0
<i>Continuing my education part time</i>	.0	.3
<i>Continuing my education full time</i>	5.0	7.9
<i>Unemployed, seeking employment</i>	5.0	2.7
<i>Unemployed, not seeking employment</i>	2.5	.4
<i>Other</i>	1.3	1.3
<hr/>		
<i>A. Continuing my education</i>	13.8	13.3
<i>B. Employed</i>	75.0	78.9
<i>C. Serving in the military</i>	.0	.4
<i>D. Unemployed</i>	7.5	3.1
<i>E. Other</i>	3.8	4.3

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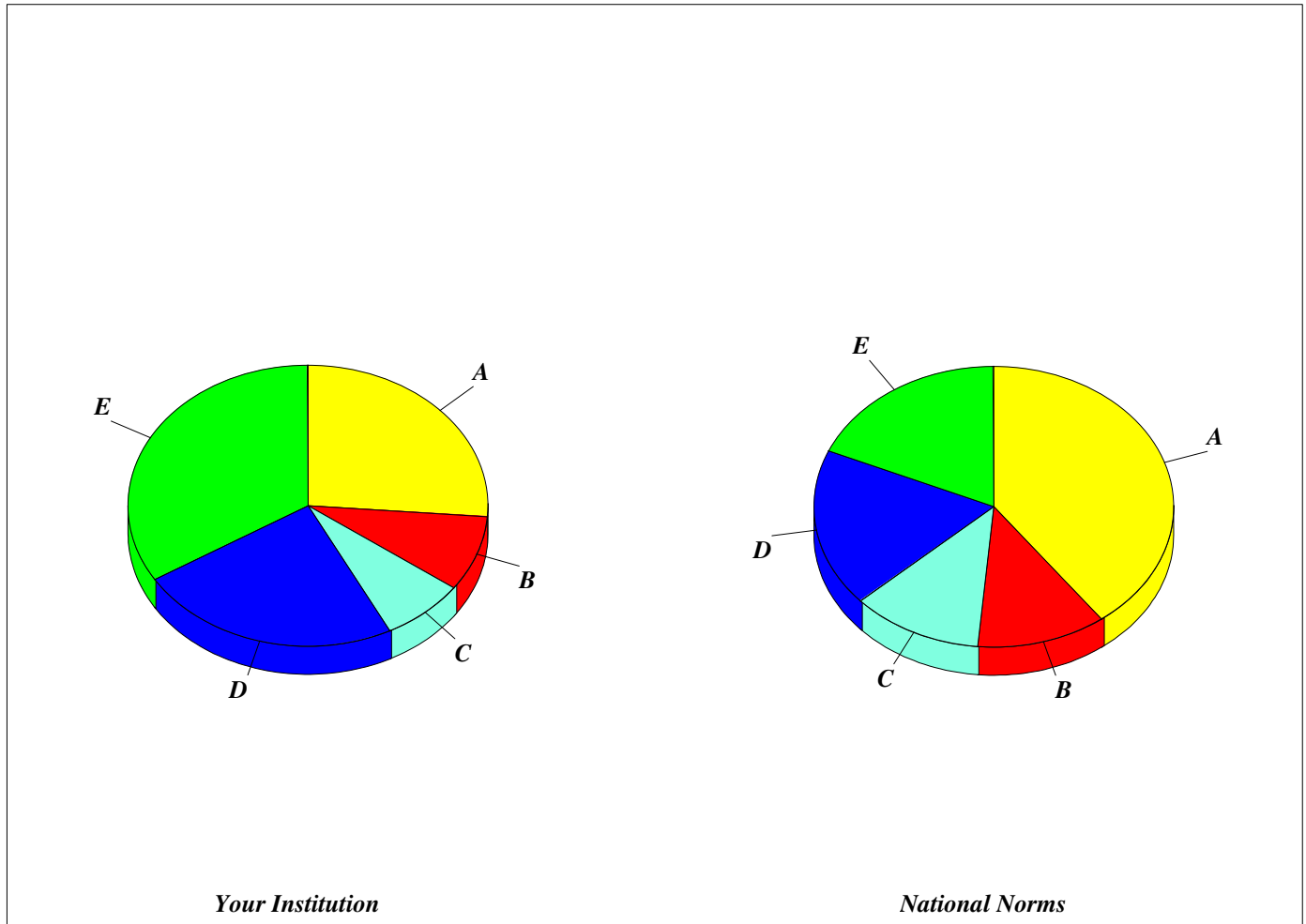


Figure 5. Section I - Background Information, Item J: Largest Student Loan Debt

<i>Largest Student Loan Debt</i>	<i>Your Institution %</i>	<i>National Norms %</i>
<i>None</i>	26.3	39.8
<i>\$2,500 or less</i>	5.0	5.1
<i>\$2,501 - \$5,000</i>	3.8	6.6
<i>\$5,001 - \$7,500</i>	5.0	5.5
<i>\$7,501 - \$10,000</i>	2.5	6.4
<i>\$10,001 - \$15,000</i>	11.3	9.7
<i>\$15,001 - \$20,000</i>	12.5	8.6
<i>\$20,001 - \$25,000</i>	7.5	6.4
<i>\$25,001 - \$30,000</i>	3.8	4.4
<i>\$30,001 or more</i>	22.5	7.6
<i>A. None</i>	26.3	39.8
<i>B. &lt;= \$5,000</i>	8.8	11.7
<i>C. \$5,001 - \$10,000</i>	7.5	11.9
<i>D. \$10,001 - \$20,000</i>	23.8	18.3
<i>E. &gt;= \$20,001</i>	33.8	18.4

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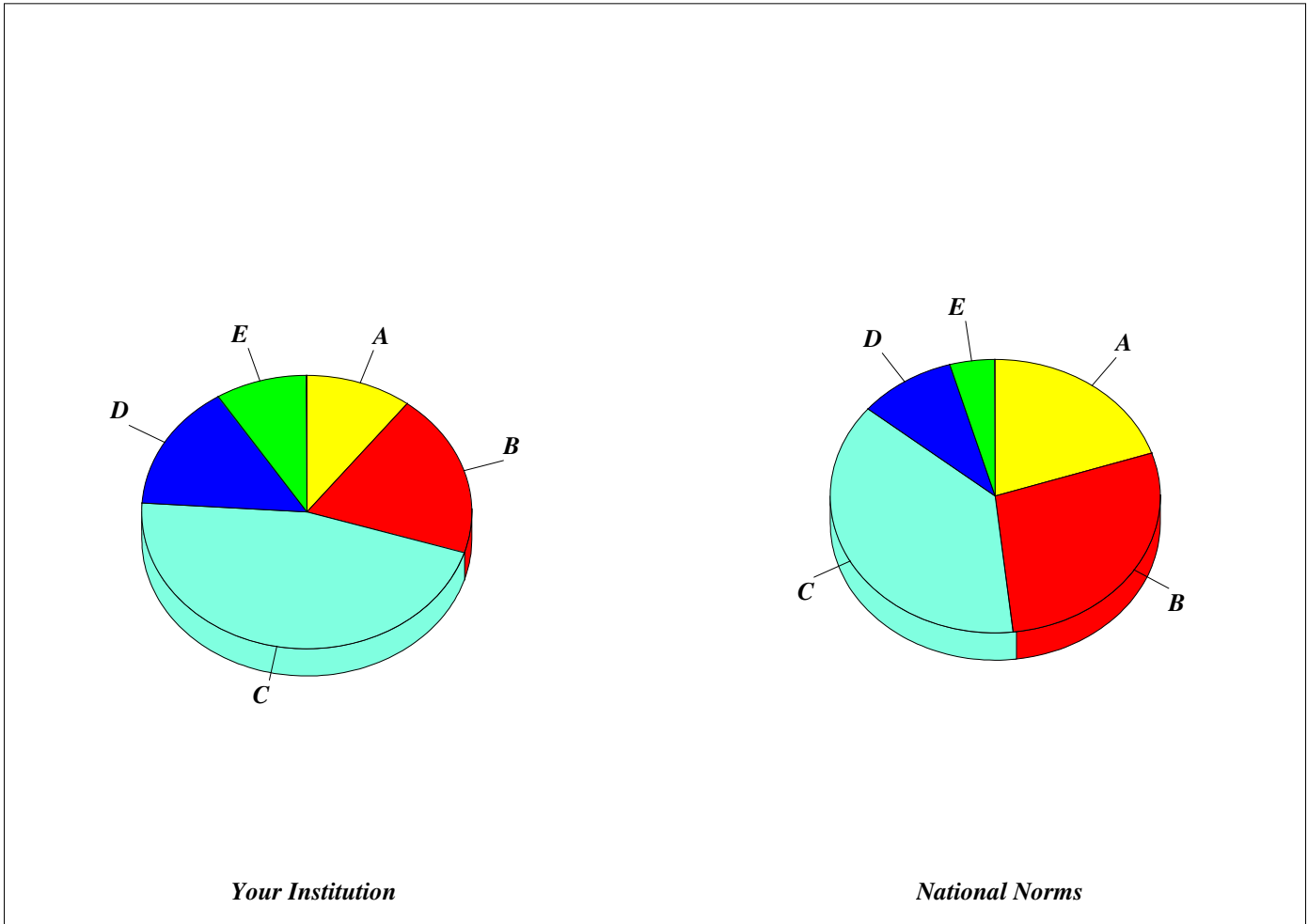


Figure 6. Section II - Employment History, Item C: Annual Income for Current Job

<i>Annual Income for Current Job</i>	<i>Your Institution %</i>	<i>National Norms %</i>
<i>\$14,999 or less</i>	<i>7.5</i>	<i>11.9</i>
<i>\$15,000 - \$19,999</i>	<i>3.0</i>	<i>8.0</i>
<i>\$20,000 - \$24,999</i>	<i>7.5</i>	<i>13.0</i>
<i>\$25,000 - \$29,999</i>	<i>11.9</i>	<i>15.4</i>
<i>\$30,000 - \$39,999</i>	<i>26.9</i>	<i>24.8</i>
<i>\$40,000 - \$49,999</i>	<i>19.4</i>	<i>13.0</i>
<i>\$50,000 - \$59,999</i>	<i>9.0</i>	<i>6.5</i>
<i>\$60,000 - \$69,999</i>	<i>6.0</i>	<i>3.1</i>
<i>\$70,000 or more</i>	<i>9.0</i>	<i>4.4</i>
<i>A. &lt;= \$19,999</i>	<i>10.4</i>	<i>19.9</i>
<i>B. \$20,000 - \$29,999</i>	<i>19.4</i>	<i>28.4</i>
<i>C. \$30,000 - \$49,999</i>	<i>46.3</i>	<i>37.8</i>
<i>D. \$50,000 - \$69,999</i>	<i>14.9</i>	<i>9.5</i>
<i>E. &gt;= \$70,000</i>	<i>9.0</i>	<i>4.4</i>

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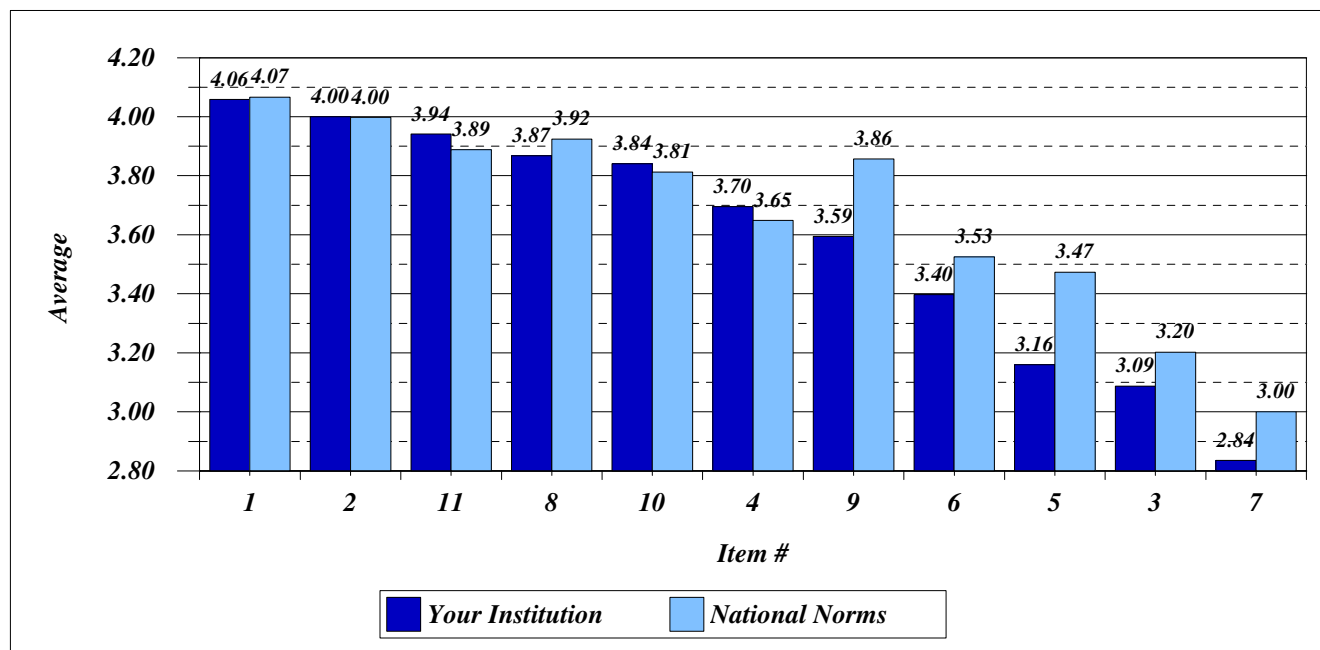


Figure 7. Section II - Employment History, E: Satisfaction with Aspects of Current Job

Item #		Your Institution Avg	National Norms Avg
1	Challenge	4.06	4.07
2	Job security	4.00	4.00
11	Organization's ethical standards	3.94	3.89
8	Quality of service/product provided/produced	3.87	3.92
10	Human diversity	3.84	3.81
4	Fringe benefits	3.70	3.65
9	Opportunity to be creative	3.59	3.86
6	Support for continuing education/in-service programs	3.40	3.53
5	Potential for career/professional advancement	3.16	3.47
3	Salary	3.09	3.20
7	Accessibility/proximity of childcare services	2.84	3.00

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

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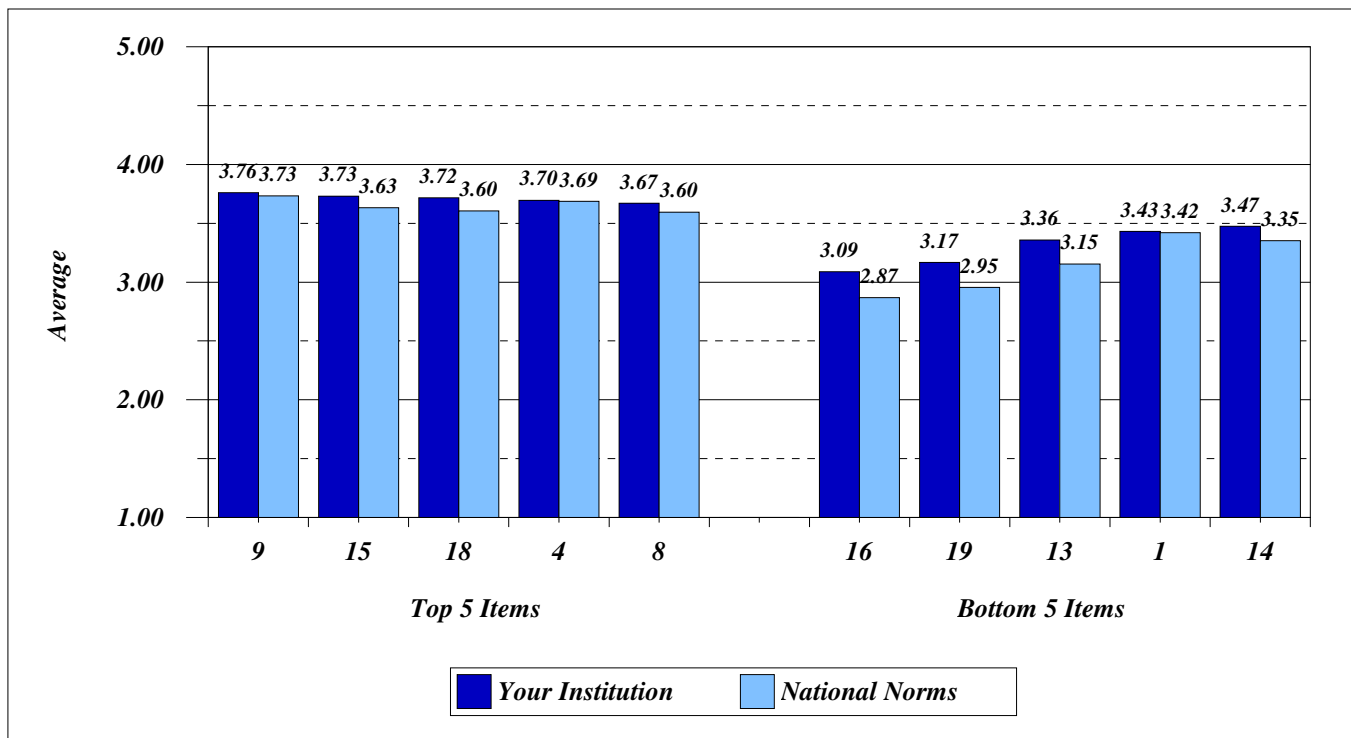


Figure 8. Section III - Educational Outcomes: Importance of the Skills

Item #		Your Institution Avg	National Norms Avg
<b>Top 5 for Your Institution</b>			
9	Recognizing/using effective verbal communication skills	3.76	3.73
15	Recognizing/using effective written communication skills	3.73	3.63
18	Working cooperatively in groups; working as a team member	3.72	3.60
4	Living my personal/professional life according to my own standard/ethic	3.70	3.69
8	Getting along with people from various cultures/races/backgrounds	3.67	3.60
<b>Bottom 5 for Your Institution</b>			
16	Understanding/appreciating art/music/literature	3.09	2.87
19	Understanding international issues	3.17	2.95
13	Understanding the interaction between human beings and the environment	3.36	3.15
1	Developing original ideas and/or products	3.43	3.42
14	Analyzing/drawing conclusions from various types of data	3.47	3.35

(Importance Scale: 4=major importance, 3=moderate importance, 2=minor importance, 1=no importance)

NOTE: Items with fewer than 10 respondents were not included in the analyses.

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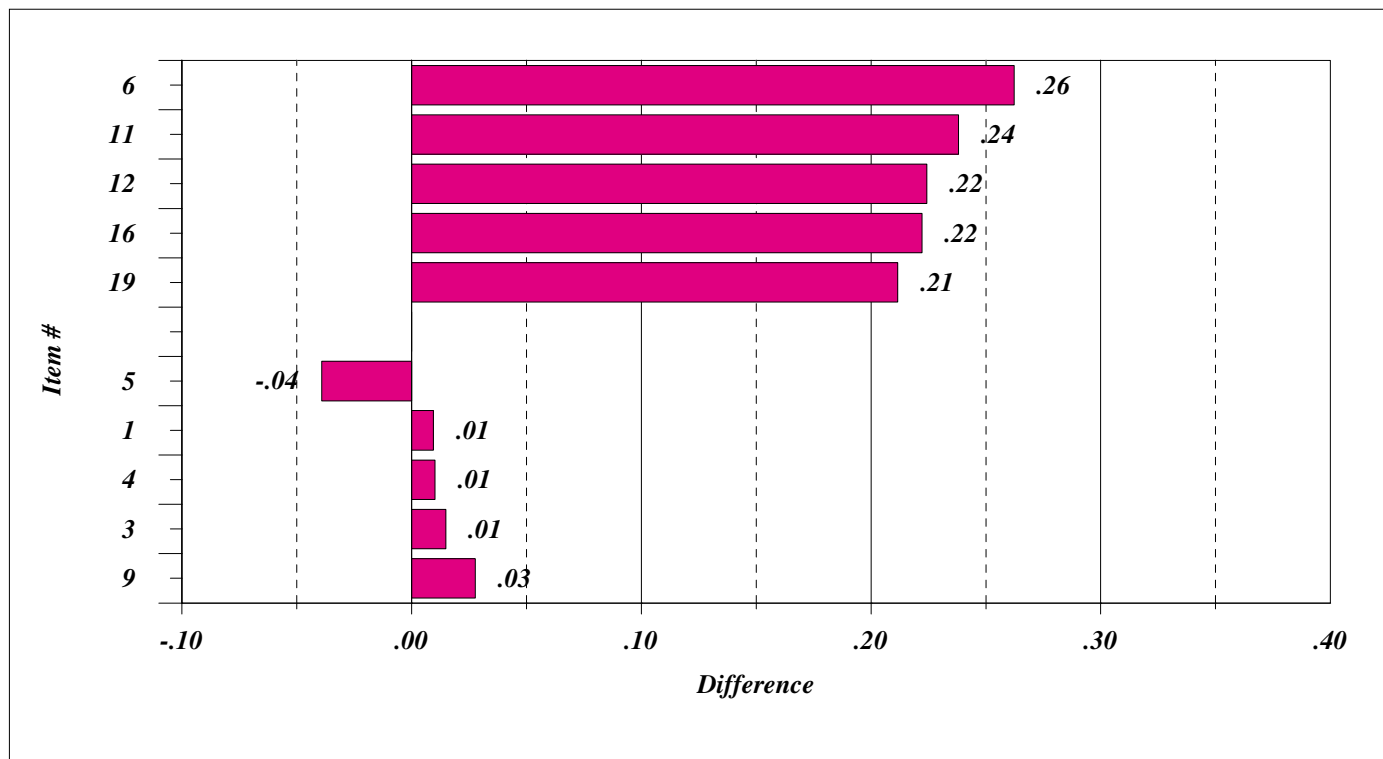


Figure 9. Section III - Educational Outcomes: Importance of the Skills  
Largest Positive and Largest Negative Differences between Your Institution's Averages and the National Averages

Item #		Your Institution Avg	National Norms Avg	Difference
<b>Largest Positive (or Smallest Negative) Differences</b>				
6	Appreciating/exercising my rights/responsibilities/privileges as a citizen	3.59	3.33	.26
11	Understanding/appreciating cultural/ethnic differences between people	3.59	3.36	.24
12	Learning about existing/emerging career options	3.51	3.28	.22
16	Understanding/appreciating art/music/literature	3.09	2.87	.22
19	Understanding international issues	3.17	2.95	.21
<b>Largest Negative (or Smallest Positive) Differences</b>				
5	Defining and solving problems	3.58	3.62	-.04
1	Developing original ideas and/or products	3.43	3.42	.01
4	Living my personal/professional life according to my own standard/ethic	3.70	3.69	.01
3	Making/exercising a lifelong commitment to learning	3.60	3.59	.01
9	Recognizing/using effective verbal communication skills	3.76	3.73	.03

(Importance Scale: 4=major importance, 3=moderate importance, 2=minor importance, 1=no importance)

NOTE: Items with fewer than 10 respondents were not included in the analyses.

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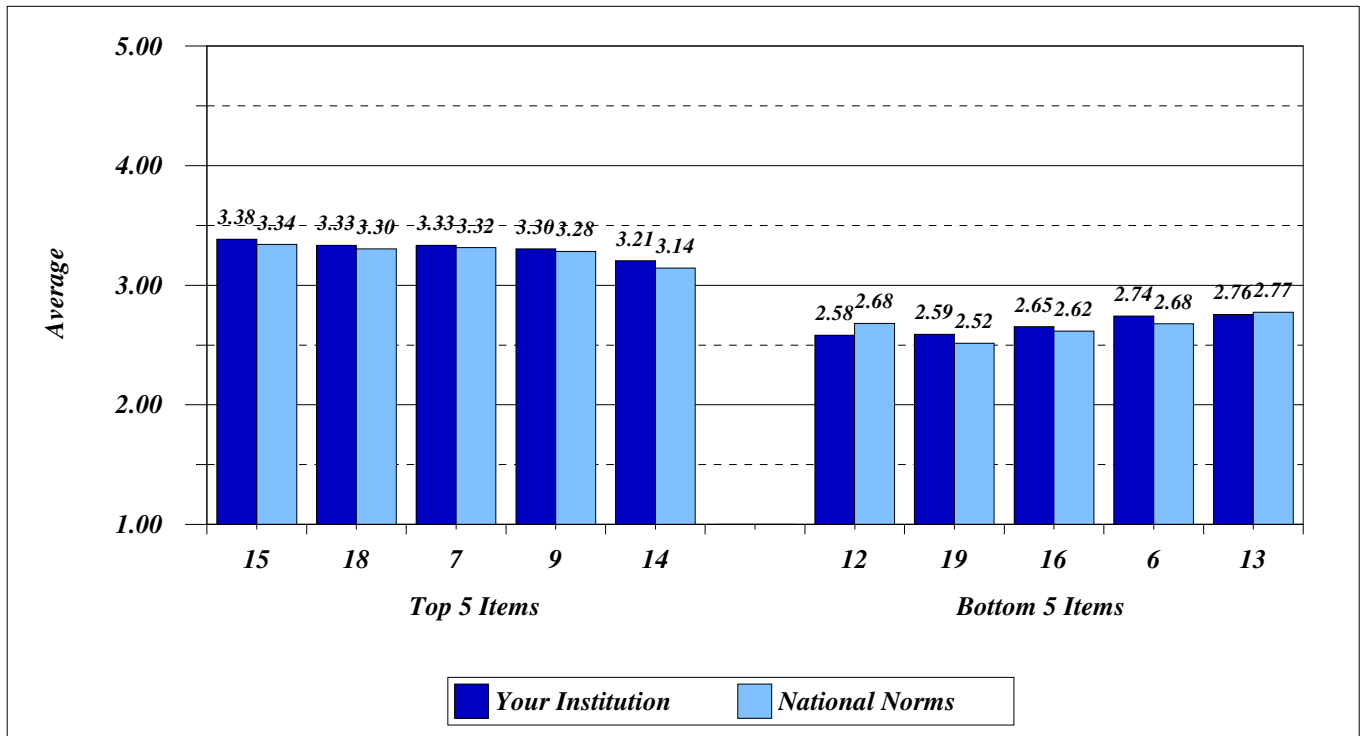


Figure 10. Section III - Educational Outcomes: Impact of School Experiences

Item #		Your Institution Avg	National Norms Avg
<b>Top 5 for Your Institution</b>			
15	Recognizing/using effective written communication skills	3.38	3.34
18	Working cooperatively in groups; working as a team member	3.33	3.30
7	Accessing/using a variety of information sources	3.33	3.32
9	Recognizing/using effective verbal communication skills	3.30	3.28
14	Analyzing/drawing conclusions from various types of data	3.21	3.14
<b>Bottom 5 for Your Institution</b>			
12	Learning about existing/emerging career options	2.58	2.68
19	Understanding international issues	2.59	2.52
16	Understanding/appreciating art/music/literature	2.65	2.62
6	Appreciating/exercising my rights/responsibilities/privileges as a citizen	2.74	2.68
13	Understanding the interaction between human beings and the environment	2.76	2.77

(Impact Scale: 4=major impact, 3=moderate impact, 2=minor impact, 1=no impact)

NOTE: Items with fewer than 10 respondents were not included in the analyses.

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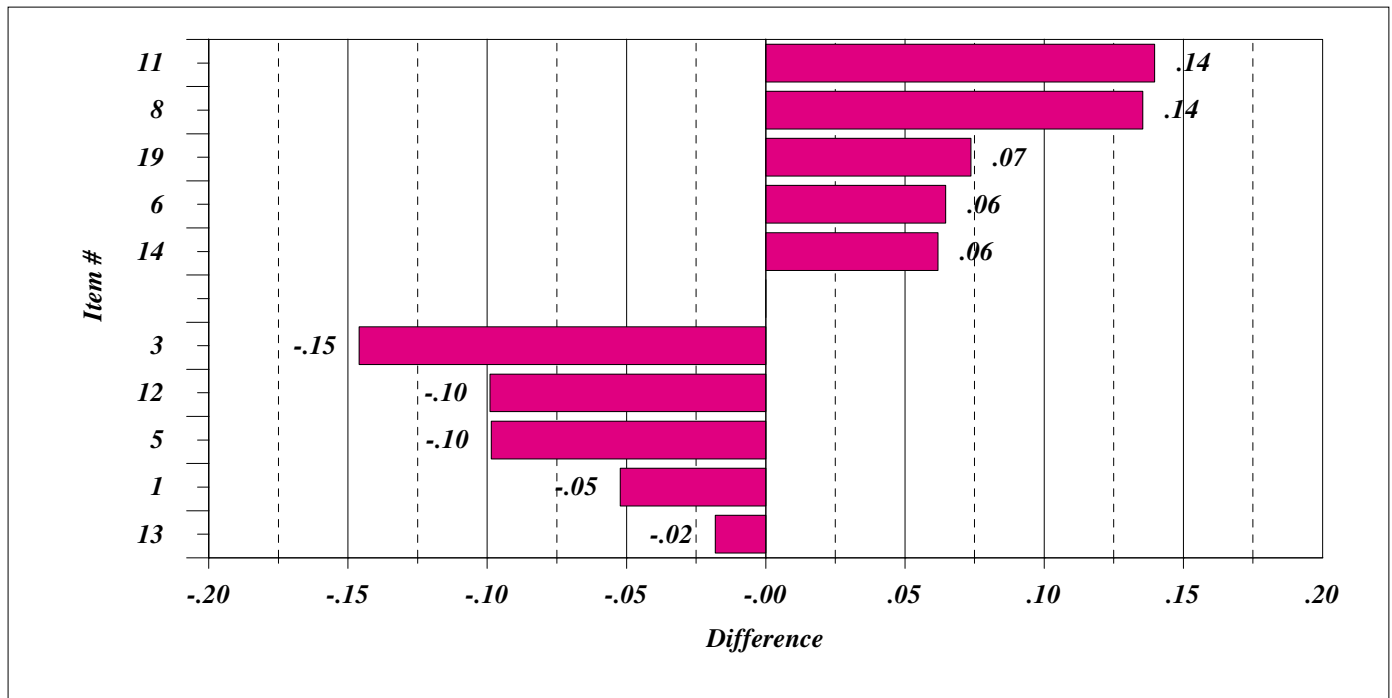


Figure 11. Section III - Educational Outcomes: Impact of School Experiences  
Largest Positive and Largest Negative Differences between Your Institution's Averages and the National Averages

Item #		Your Institution Avg	National Norms Avg	Difference
<b>Largest Positive (or Smallest Negative) Differences</b>				
11	Understanding/appreciating cultural/ethnic differences between people	3.08	2.94	.14
8	Getting along with people from various cultures/races/backgrounds	3.20	3.07	.14
19	Understanding international issues	2.59	2.52	.07
6	Appreciating/exercising my rights/responsibilities/privileges as a citizen	2.74	2.68	.06
14	Analyzing/drawing conclusions from various types of data	3.21	3.14	.06
<b>Largest Negative (or Smallest Positive) Differences</b>				
3	Making/exercising a lifelong commitment to learning	3.06	3.21	-.15
12	Learning about existing/emerging career options	2.58	2.68	-.10
5	Defining and solving problems	3.14	3.24	-.10
1	Developing original ideas and/or products	2.90	2.95	-.05
13	Understanding the interaction between human beings and the environment	2.76	2.77	-.02

(Impact Scale: 4=major impact, 3=moderate impact, 2=minor impact, 1=no impact)

NOTE: Items with fewer than 10 respondents were not included in the analyses.

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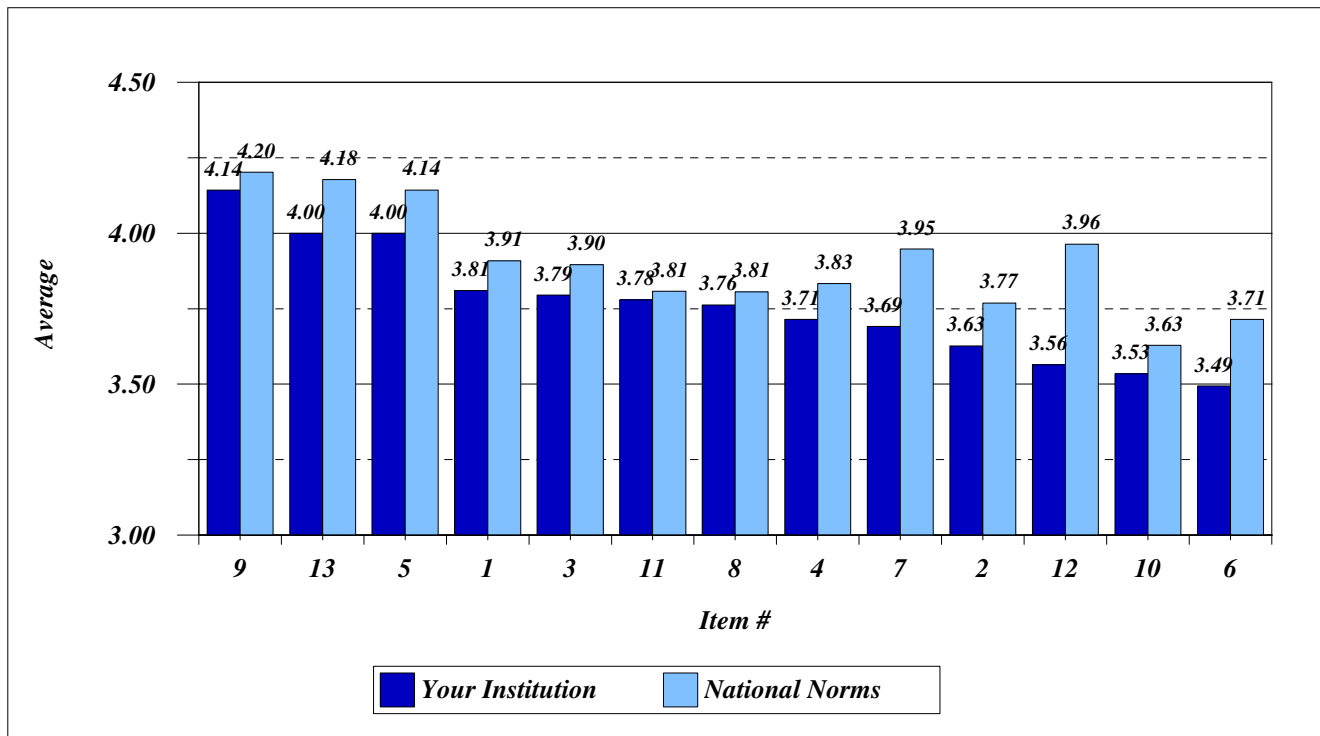


Figure 12. Section IV - Educational Experiences, Item B: Satisfaction with Aspects of this College

Item #		Your Institution Avg	National Norms Avg
9	<i>Class size relative to the type of course</i>	4.14	4.20
13	<i>Quality of the program in my major/field</i>	4.00	4.18
5	<i>Overall quality of instruction</i>	4.00	4.14
1	<i>Variety of instructional approaches used in the classroom</i>	3.81	3.91
3	<i>Variety of courses offered</i>	3.79	3.90
11	<i>Campus acceptance of individuals regardless of their sexual orientation</i>	3.78	3.81
8	<i>Transfer of course credits from other colleges/schools to this college</i>	3.76	3.81
4	<i>Preparation for further academic study</i>	3.71	3.83
7	<i>College response to older/nontraditional students</i>	3.69	3.95
2	<i>Campus response to needs of physically challenged individuals</i>	3.63	3.77
12	<i>General condition of buildings and grounds</i>	3.56	3.96
10	<i>Multicultural content of courses</i>	3.53	3.63
6	<i>Concern for me as an individual</i>	3.49	3.71

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

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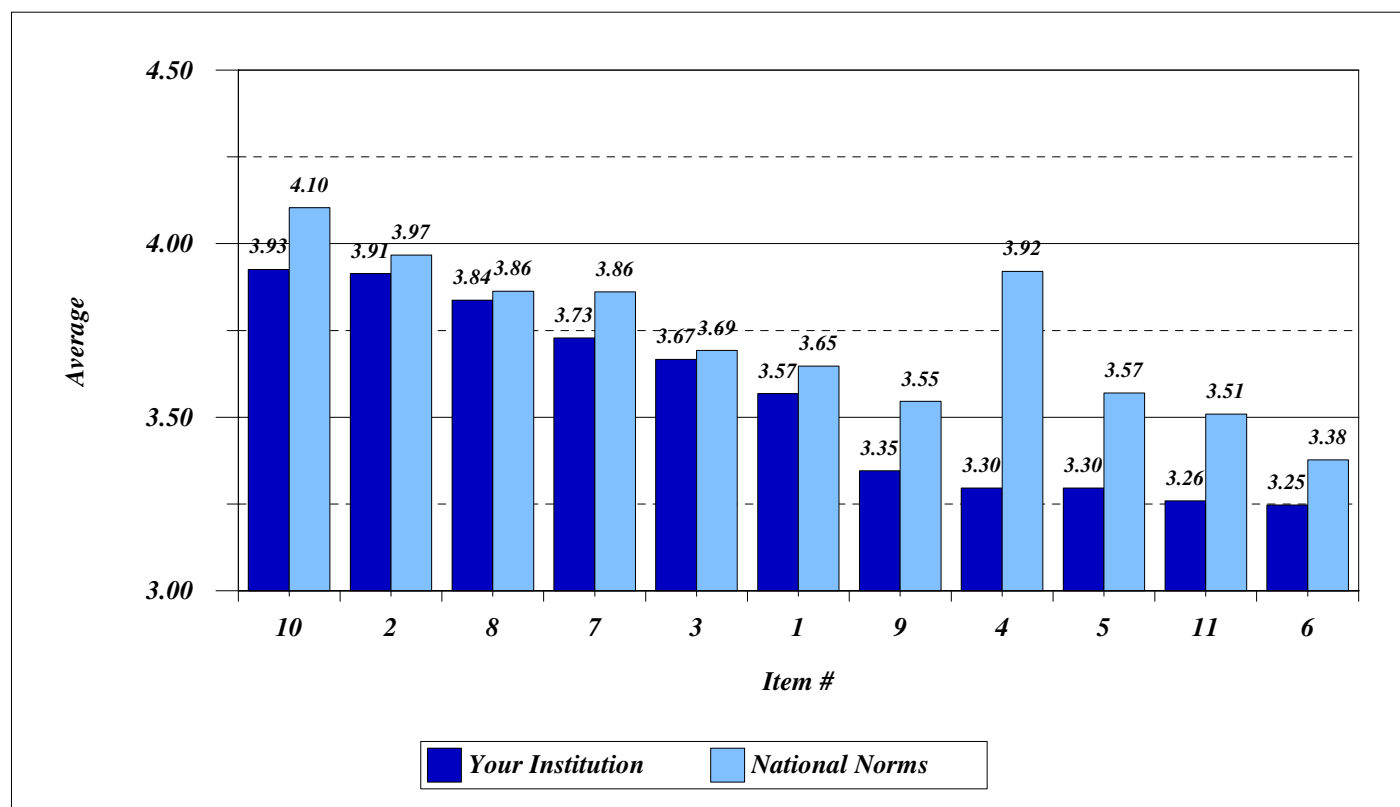


Figure 13. Section IV - Educational Experiences, F: Agreement with Statements about this College

Item #		Your Institution Avg	National Norms Avg
10	<i>Academic success was encouraged/supported at this school</i>	3.93	4.10
2	<i>Most faculty were readily available to students outside of class time</i>	3.91	3.97
8	<i>The campus was, generally, free from harassment</i>	3.84	3.86
7	<i>Overall, the school had an intellectually stimulating atmosphere</i>	3.73	3.86
3	<i>Overall, there was a campus atmosphere of ethnic/political/religious understanding/acceptance</i>	3.67	3.69
1	<i>The core requirements at this school were a valuable component of my education</i>	3.57	3.65
9	<i>Administrators at the campus respected/were responsive to student input</i>	3.35	3.55
4	<i>There was a sense of personal safety/security on the campus</i>	3.30	3.92
5	<i>The financial aid available to me was adequate for my needs</i>	3.30	3.57
11	<i>I encountered few course schedule/course availability problems</i>	3.26	3.51
6	<i>School policies/practices provided adequate/appropriate support for victims of harassment/crime</i>	3.25	3.38

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

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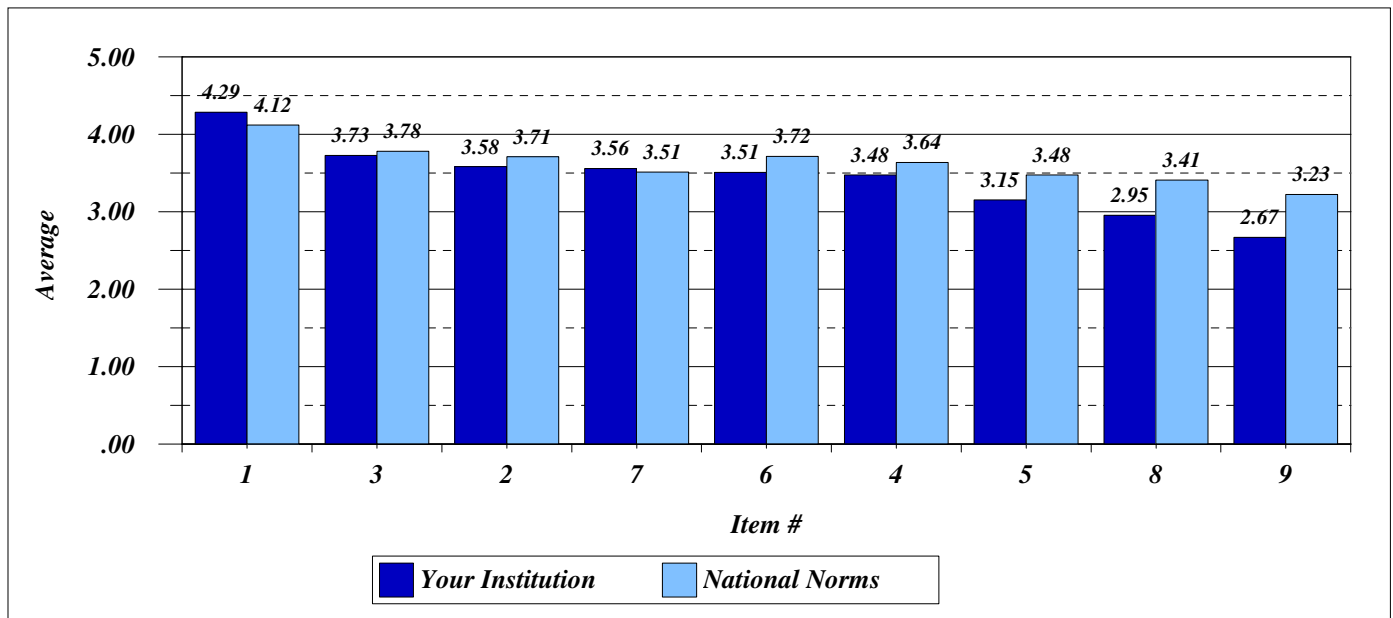


Figure 14. Section IV - Educational Experiences, G: Satisfaction with Student Services/Programs offered at this College

Item #		Your Institution Avg	National Norms Avg
1	Library services and materials	4.29	4.12
3	Registration procedures	3.73	3.78
2	Academic advising	3.58	3.71
7	Orientation to/instruction in use of campus computer system	3.56	3.51
6	Health/wellness programs/services for students	3.51	3.72
4	Academic support services	3.48	3.64
5	Personal counseling services	3.15	3.48
8	Financial aid counseling and related services	2.95	3.41
9	Career planning and placement services	2.67	3.23

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)