Assessing Butler University’s Student Learning Outcomes using 2013 Butler Alumni Survey Data

February 2014

This brief graphical report highlights the select results of 2013 alumni survey responses that are mapped to the University’s Student Learning Outcomes.

To conduct this survey, the Office of Institutional Research and Assessment (OIRA) mailed out 1,687 surveys and received 652 responses for a response rate of 38.6 percent. Women comprised 69.5 percent of the 2013 survey respondents, while men were 29.6 percent. Six respondents (0.9 percent) did not indicate their sex. Most alumni respondents (83 percent) earned a bachelor’s degree from Butler. The rest earned a doctorate of pharmacy (14 percent) or did not answer this question (3 percent). The graduation years of the respondents ranged from 2010 to 2013, but nearly three-fourths (74 percent) graduated in 2012 or 2013.

The remainder of the report lists each of the University’s twelve student learning outcomes followed by one or more graphs generated from select survey items. Two types of graphs were used to illustrate the results depending on the survey item analyzed. The vertical bar graphs display the percent of alumni respondents indicating Butler made a “significant” or “very significant” impact in certain areas of their professional lives and academic skills.

The horizontal bar graphs, however, were used to analyze items in the Personal Growth section of the alumni survey. Instead of assessing various statements on one 5-point significance scale, respondents rated the same 13 personal growth statements on two different 5-point scales. First, they ranked the importance of each question from very important (5) to not important at all (1). Second, they indicated how much Butler contributed to their personal growth in each area with a scale ranging from a significant amount (5) to none (1).

The horizontal bar graphs, therefore, highlight the percent of respondents who answered 4 or 5 for each scale. For the importance scale, scores of 4 and 5 corresponded with “important” and “very important”. For the second scale, alumni responses indicated Butler contributed a moderate (4) or significant (5) amount to their personal growth in each area. These horizontal bar graphs also include a dark border whenever the percent of respondents for the question are 70 percent or higher.

Note: All graphs in this report were generated by OIRA using 2013 Butler Alumni Survey data.
SLO 1. Students will explore various ways of knowing in the humanities, social and natural sciences, creative arts and quantitative and analytic reasoning.

Butler's Impact on Alumni's Professional Life:
Capacity to Analyze and Draw Conclusions from Data
(% indicating "Significant" or "Very Significant")

All (N=652)

Butler's Impact on Alumni's Personal Growth
All Butler University Colleges (N = 652)
(% indicating one of the two highest categories)

1. Increasing my awareness of political and social issues
   Importance  Butler's Contribution
   71%        52%

2. Gaining insight into human nature through the study of literature
   55%        64%

3. Appreciating the arts (music, dance, theatre, literature, etc.)
   67%        72%

4. Valuing the principles embodied in the core curriculum
   59%        65%
SLO 2. Students will articulate and apply required content knowledge within their area(s) of study.

Butler's Impact on Alumni's Academic Skills:
Breadth of knowledge gained through courses in your major
(% indicating "Significant" or "Very Significant")

All (N=652)

SLO 3. Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate.

Butler's Impact on Alumni's Professional Life:
Proficiency in accessing and using a variety of information sources
(% indicating "Significant" or "Very Significant")

All (N=652)
**SLO 4. Students will explore a variety of cultures.**

**SLO 10. Students will appreciate diverse cultures, ethnicities, religions and sexual orientations.**

**Butler's Impact on Alumni Personal Growth**
All Butler University Colleges (N = 652)
(% indicating one of the two highest categories)

1. Getting along with people from various cultures, races and backgrounds

2. Understanding international issues

**SLO 5. Students will recognize the relationship between the natural world and broader societal issues.**

**Butler's Impact on Alumni’s Personal Growth:**
Understanding the interaction of human beings and the environment
(% indicating one of the two highest categories)
SLO 6. Students will communicate clearly and effectively.

![Bar chart showing Butler's Impact on Alumni's Personal Growth: Using good communication skills (% indicating one of the two highest categories)](chart1)

SLO 7. Students will demonstrate collaborative behavior with others.

![Bar chart showing Butler's Impact on Alumni's Professional Life: Skills in working cooperatively within a group or team (% indicating "Significant" or "Very Significant")](chart2)

SLO 8. Students will practice ways and means of physical well-being.

Currently, no questions on the Butler Alumni Survey address this University Student Learning Outcome.
**SLO 9. Students will make informed, rational and ethical choices.**

**SLO 11. Students will share their talents with Butler and the greater community at large.**

Butler's Impact on Alumni's Personal Growth
All Butler University Colleges (N = 652)
(% indicating one of the two highest categories)

<table>
<thead>
<tr>
<th>Importance</th>
<th>Butler's Contribution</th>
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<tbody>
<tr>
<td>1. Recognizing my responsibilities as a citizen</td>
<td>72% 54%</td>
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<tr>
<td>2. Participating in community service and volunteerism</td>
<td>80% 68%</td>
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**SLO 12. Students will be exposed to the value of lifelong learning.**

Butler's Impact on Alumni's Personal Growth
All Butler University Colleges (N = 652)
(% indicating one of the two highest categories)

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</tr>
</thead>
<tbody>
<tr>
<td>1. Fostering the ability for original thought</td>
<td>88% 80%</td>
</tr>
<tr>
<td>2. Increasing my intellectual curiosity</td>
<td>90% 85%</td>
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<tr>
<td>3. Making a lifelong commitment to learning</td>
<td>88% 83%</td>
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