



BALL STATE
UNIVERSITY

Graduating Senior Survey

Spring 2025

All Spring and Summer 2025 graduating seniors were asked about their plans for employment and further education, employment progress, and to rate and comment upon their Ball State experiences.
Thirty-two percent of all graduating seniors responded.

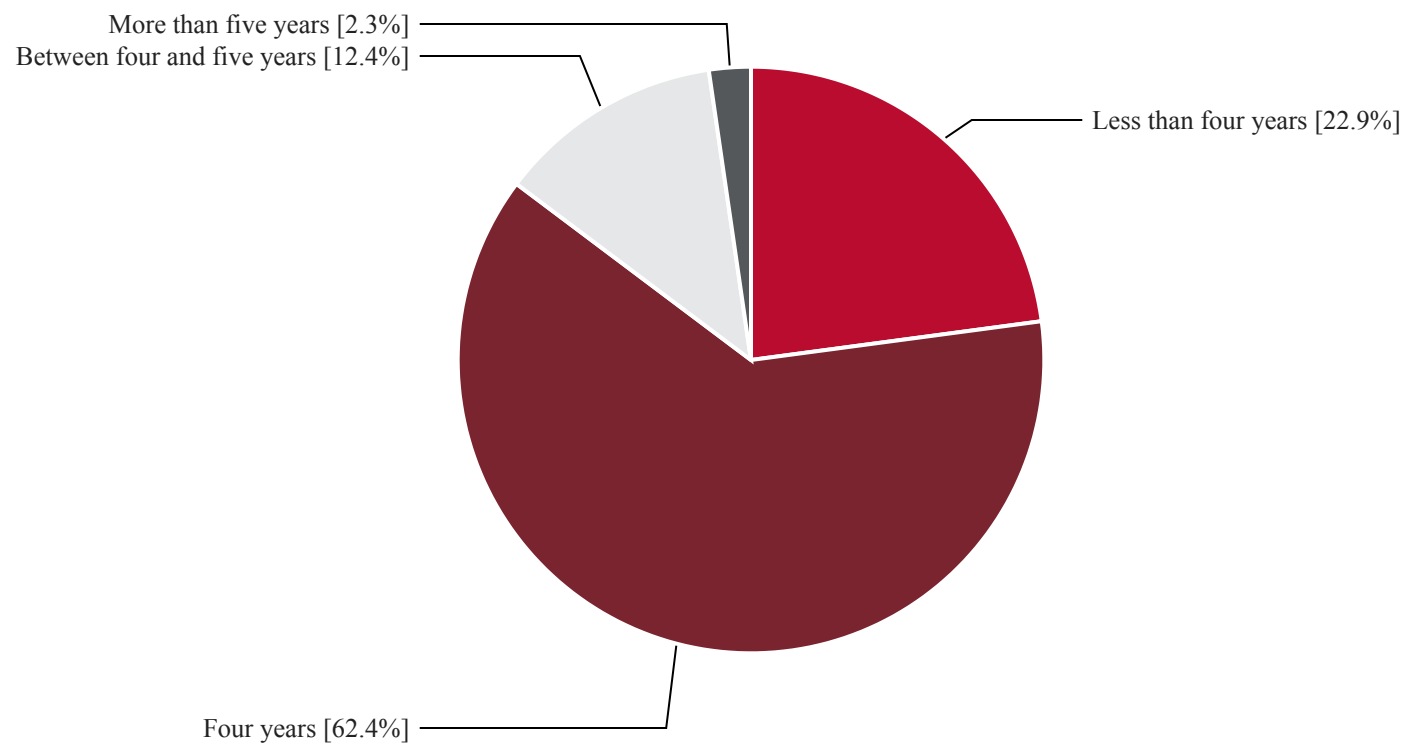
Brian Pickerill, Associate Director, Institutional Research and Decision Support



Figure 1. Time to Graduation

How many years will you have been enrolled at Ball State by the time you graduate?

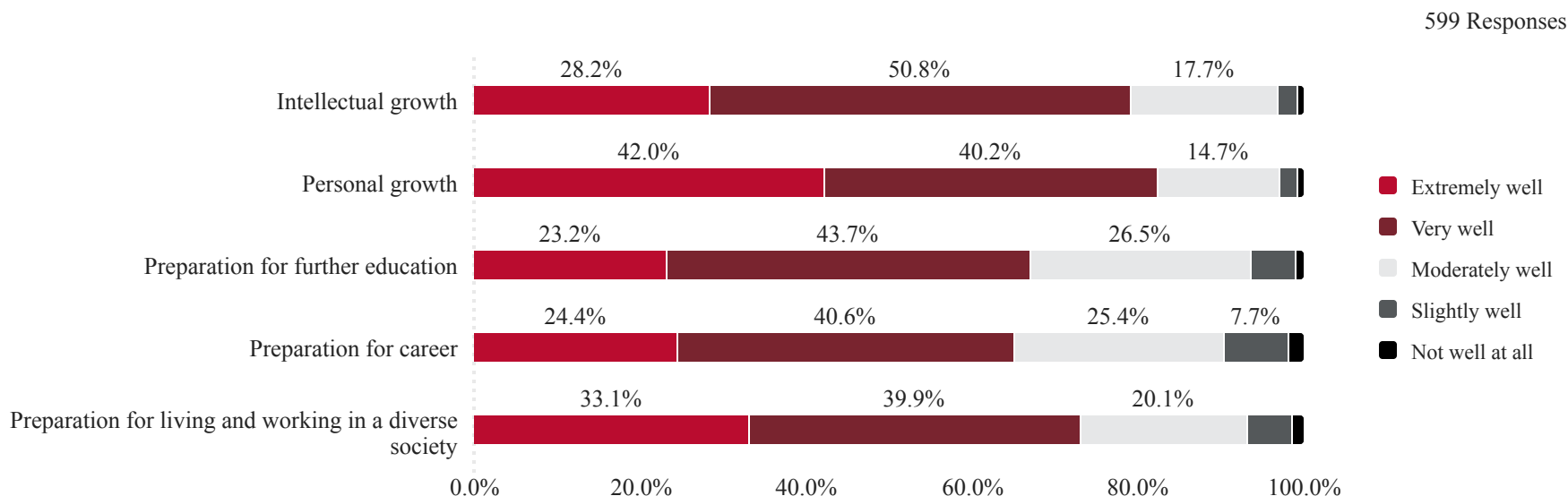
651 Responses



- Greater than 85 percent (85.3%) of all respondents indicated graduating in four (62.4%) or fewer (22.9%) years.+

Figure 2. Rating of Overall Growth and Preparation

Looking back at your overall experience at Ball State, how well did your experiences at Ball State meet your needs in the following areas?

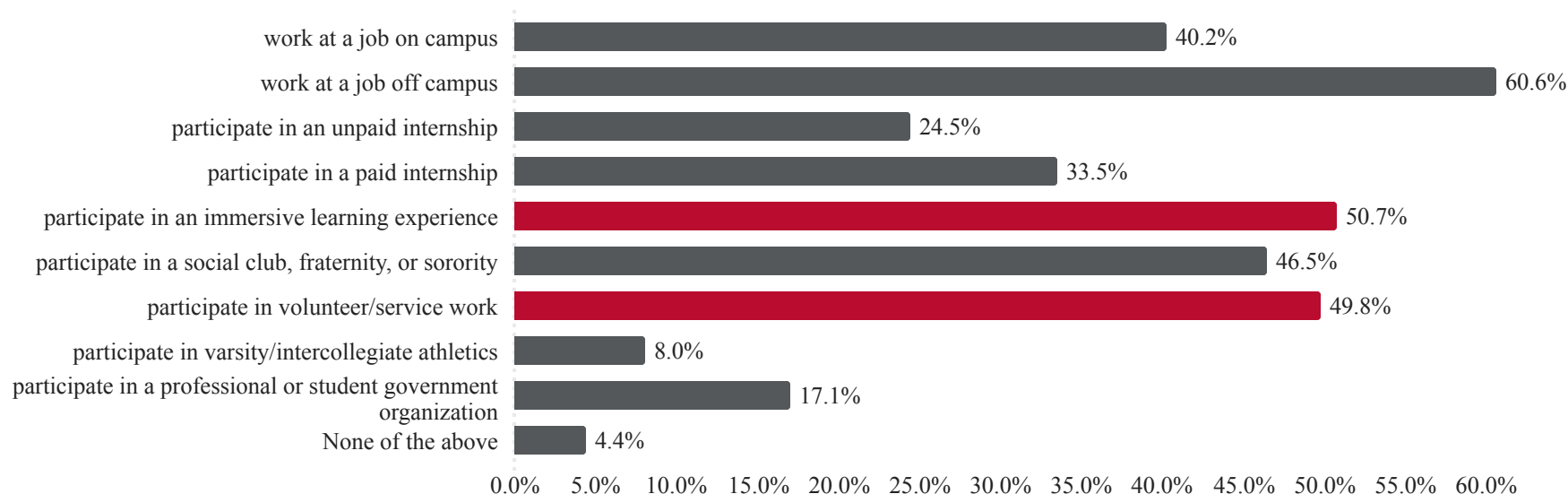


- More than eight out of ten respondents (82.2%) rated their personal growth very well or extremely well.
- Nearly eight out of ten (79.0%) respondents rated intellectual growth very well or extremely well.
- More than seven out of ten (73.0%) respondents rated preparation for living and working in a diverse society very well or extremely well.
- About two-thirds rated their preparation for further education (66.9%), or preparation for career (65.0%), very well or extremely well. (Figure 2)

Figure 3. Campus Experiences and Community Engagement

While enrolled at Ball State, did you ever...

609 Responses



- Red bars indicate responses indicative of community involvement via immersive learning courses (50.7%) or volunteer/service work (49.8%). (Figure 3)

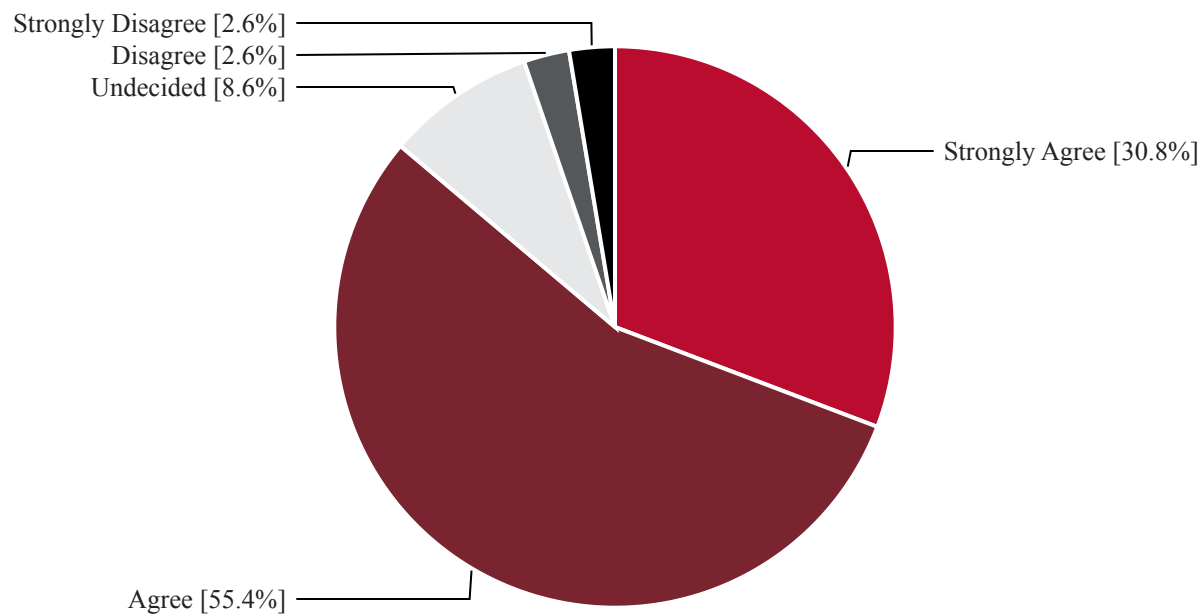
- Twenty-eight percent (28.3%) of all seniors reported both immersive learning and volunteer/service work experiences, and about one-half reported either immersive learning (50.7%) or volunteer/service work experiences (49.8%).

- Working at a job off campus (60.6%) was the most frequently indicated campus and community engagement activity in Figure 3. About 40% (40.2%) indicated working on-campus, and nearly one-half (46.5%) indicated participating in social clubs or greek organizations. (Figure 3)

Figure 4. Community Engagement as a Learning Experience

My immersive learning or volunteer/service project provided challenging, meaningful, and educational tasks that enhanced my learning at Ball State.

419 Responses

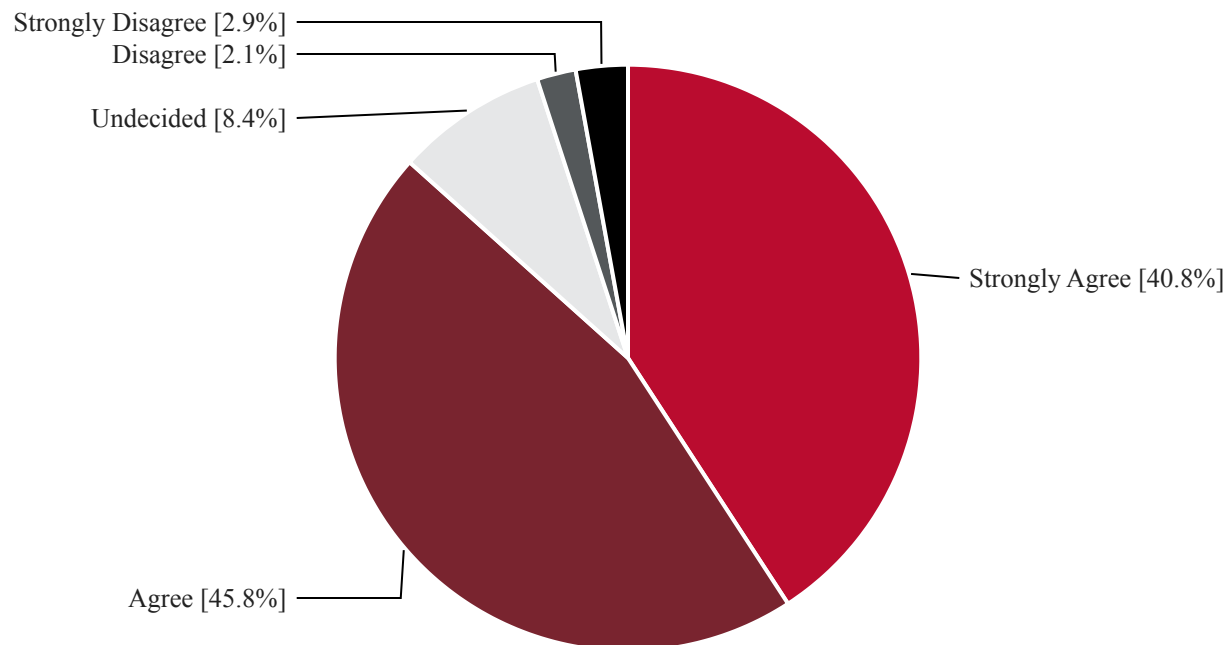


- Nearly nine out of ten (86.2%) of all community engaged respondents (red bars in Figure 3) agreed (55.4%) or strongly agreed (30.8%) that their community engagement experiences provided challenging, meaningful, and educational tasks that enhanced their learning at Ball State. (Figure 4)

Figure 5. Reflection on Community Engagement

If I had it to do over again, I would repeat my community engagement experiences.

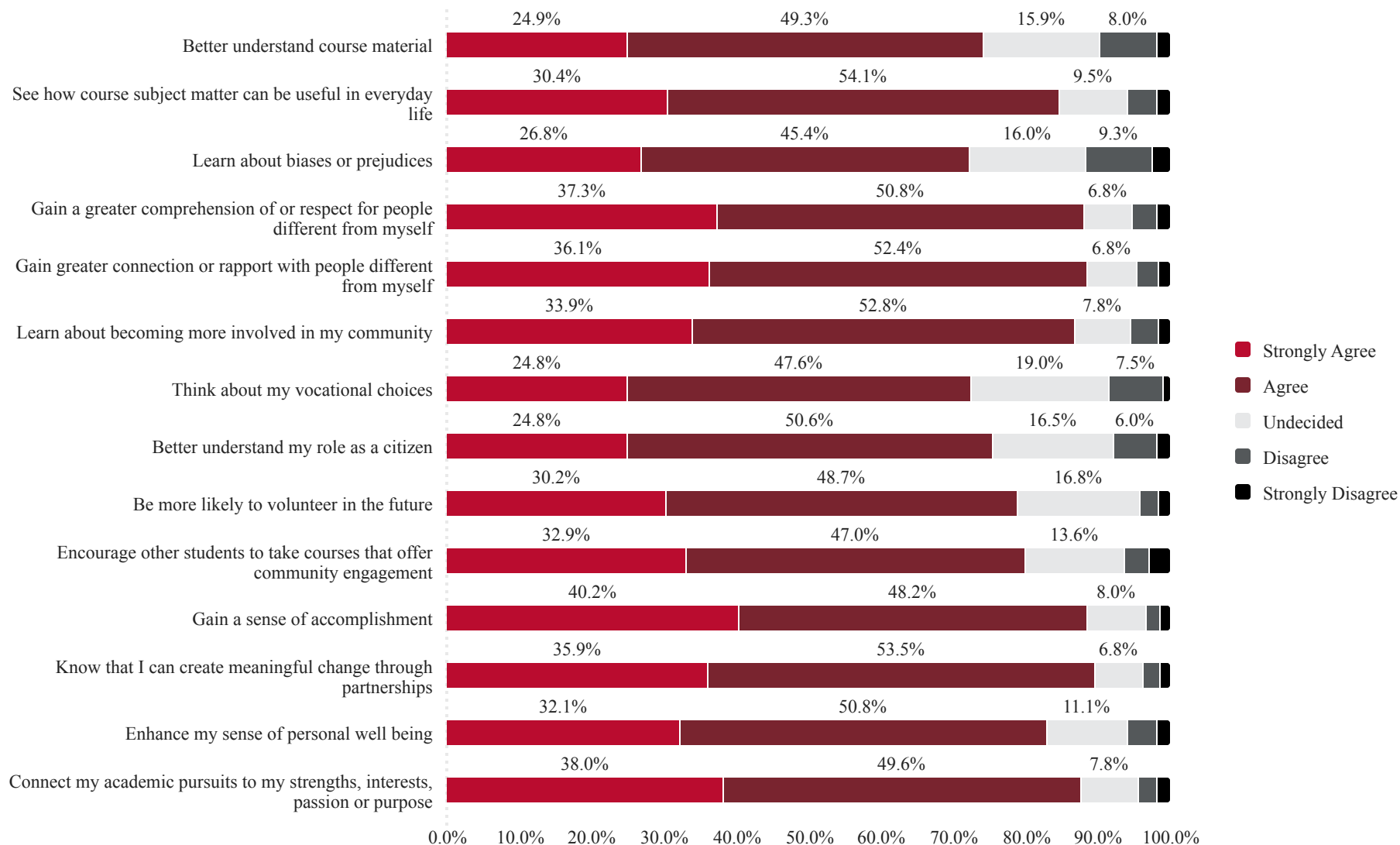
419 Responses



- Nearly nine out of ten (86.6%) of all community engaged respondents agreed (45.8%) or strongly agreed (40.8%) if they were to do it again, they would repeat their community engagement experiences.

Figure 6. Benefits of Community Engagement—My immersive learning or volunteer/service experiences helped me to...

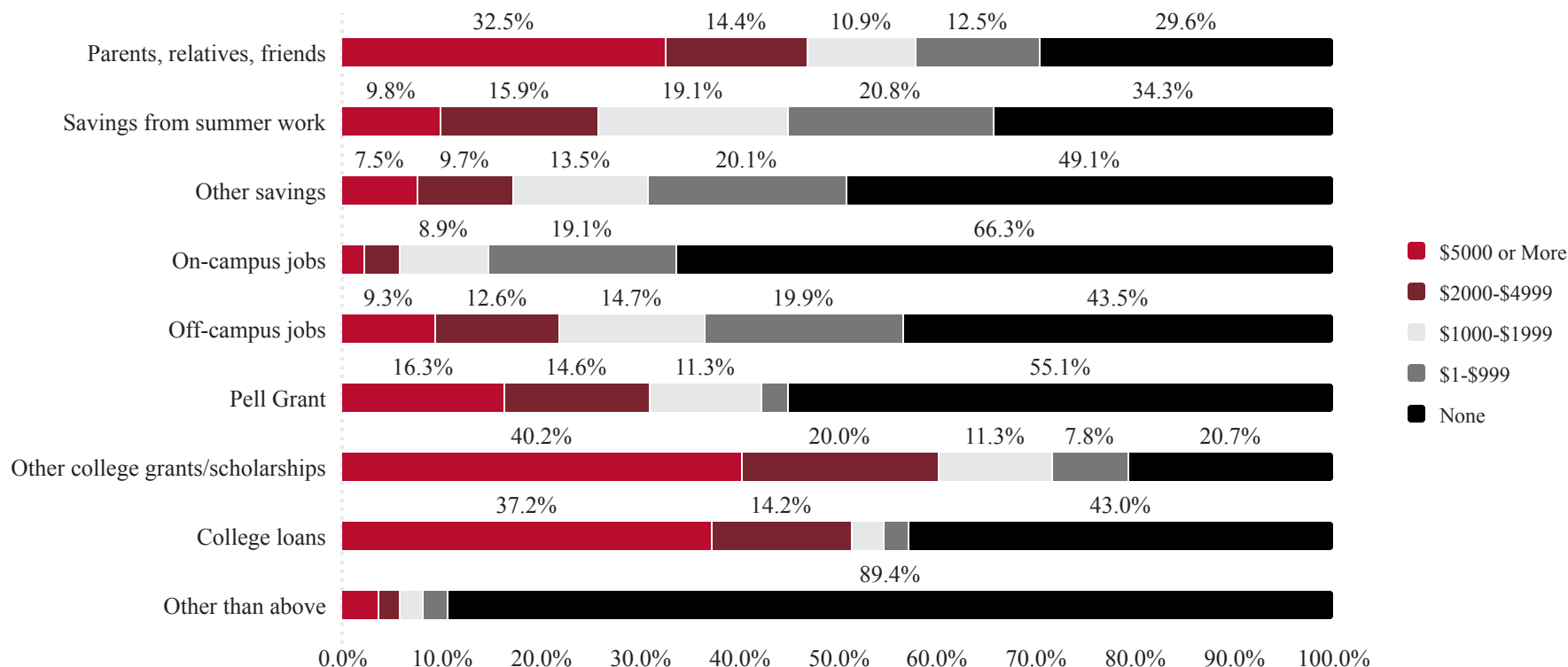
402 Responses



- Nearly nine in ten community engaged respondents agree or strongly agree that their community engagement experiences helped them to gain a greater comprehension of or respect for people different from themselves (88.0%), that they gained greater connection or rapport with people different from themselves (88.5%), learned about becoming more involved in the community (86.7%), gained a sense of accomplishment (88.4%), learned to create meaningful change through partnerships (89.4%), and connected their academic pursuits to their strengths, interests, passion or purpose (87.7%).
- More than eight in ten respondents agree or strongly agree that their community engagement activities helped them to see how course subject matter can be useful in everyday life (84.5%), and enhanced their sense of personal well being. (82.9%)
- Nearly eight out of ten community engaged respondents agree or strongly agree their immersive learning or volunteer/service experiences helped them be more likely to volunteer in the future (78.9%), and to encourage other students to take courses that offer community engagement (79.9%).
- About three quarters of all community engaged respondents agree or strongly agree their immersive learning or volunteer/service experience helped them to better understand course material (74.1%), and to better understand their role as a citizen (75.4)
- More than seven out of ten community engaged respondents agree or strongly agree their immersive learning or volunteer/service experience helped them to learn about biases or prejudices (72.2%), and to think about their vocational choices. (72.4)

Figure 7. Sources for Educational Expenses

On average, per year, how much of your educational expenses did you cover from each of the sources listed below?



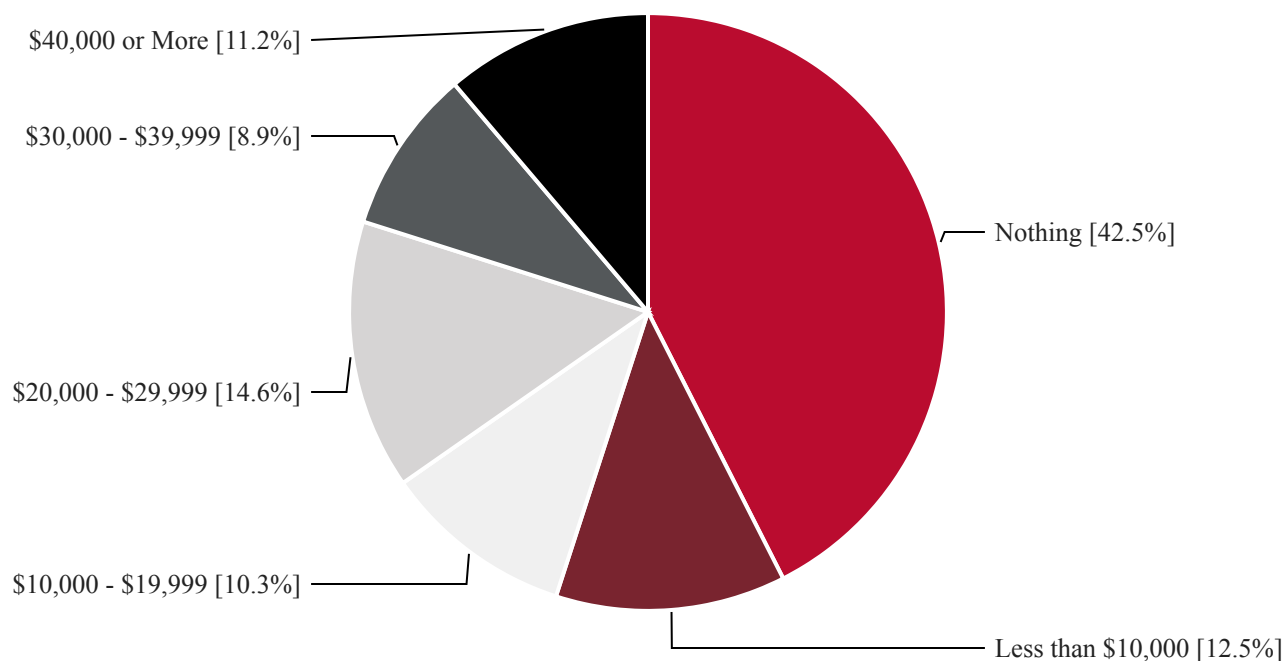
- Seniors were asked the extent to which various sources were used to cover college expenses. The largest sources of funding (estimates of \$5,000 or more) include college grants and scholarships (40.2%), college loans (37.2%), and parents, relatives, and friends (32.5%). (Figure 7)
- More than seven in ten respondents (71.5%) indicated receiving \$1,000 or more from college grants/scholarships.

Nearly one-third (32.2%) indicated receiving Pell grants of \$1000 or more to help cover educational expenses.

Figure 8 Amount of Student Debt

How much will you owe in student loans when you graduate?

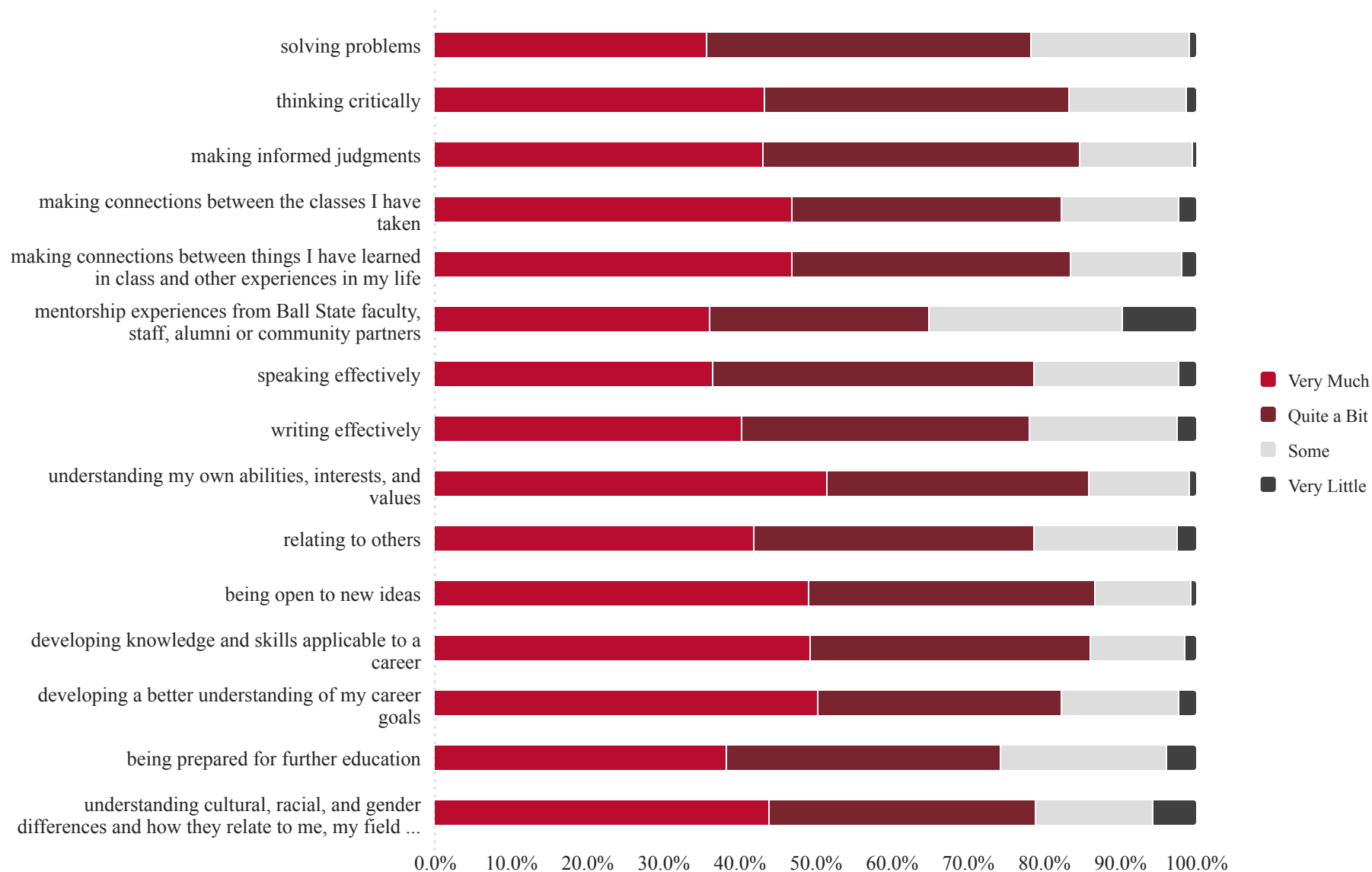
562 Responses



- Seniors were also asked about the total they owe in student loans. About 43 percent indicated no student loan debt, while 45 percent (45.0%) reported \$10,000 or more. About 20 percent (20.1%) reported \$30,000 or more in student loan debt. (Figure 8)

Figure 9. Skills and Knowledge Gained at Ball State

For each of the following items, please indicate how much you feel you have gained as a result of your Ball State education.

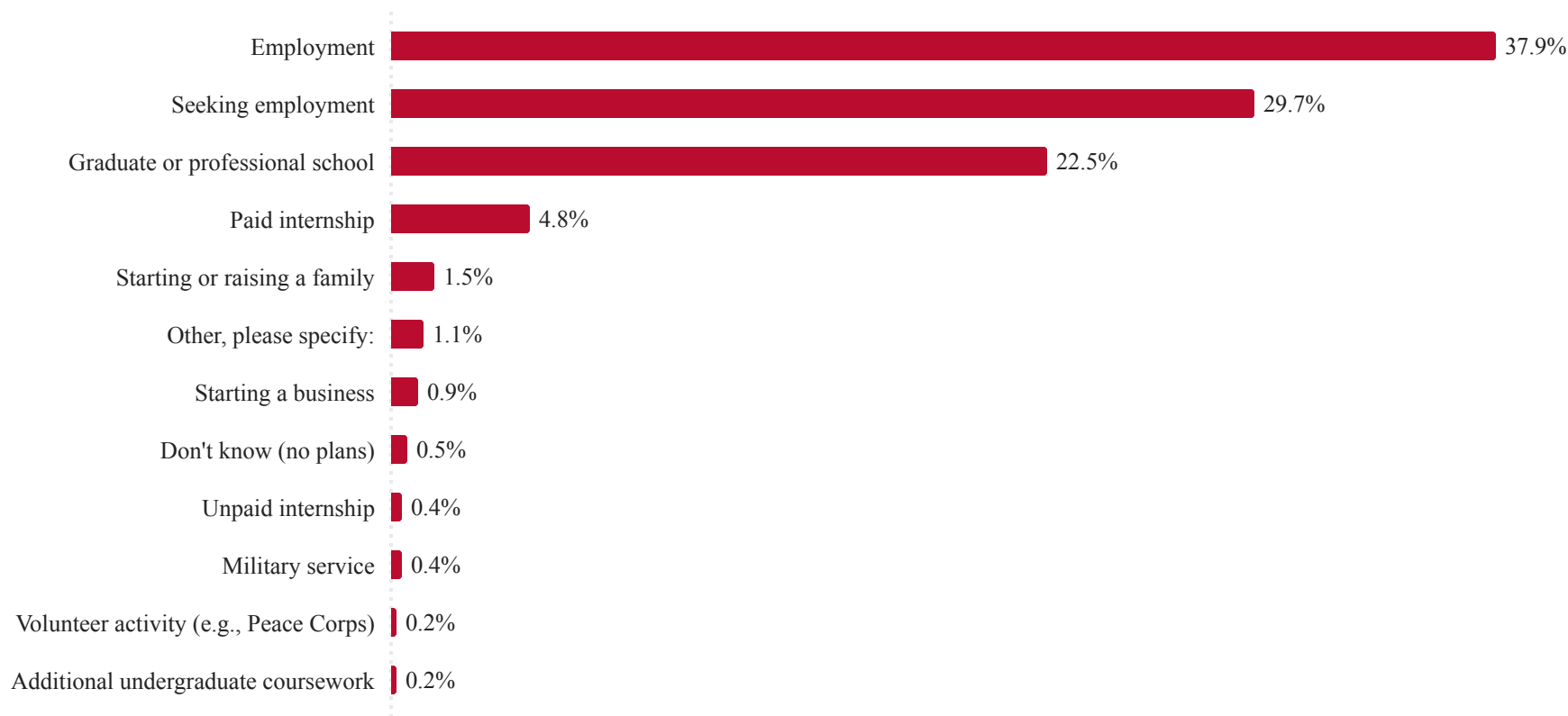


- More than 85% of all respondents gained quite a bit or very much in understanding their own abilities, interests, and values (85.7%), being open to new ideas (86.6%), and developing knowledge and skills applicable to a career (85.8%).
- More than eight out of ten respondents gained quite a bit or very much in thinking critically (83.2%), making informed judgments (84.5%), making connections between the classes (82.2%), making connections between things learned in class and other experiences in life (83.4%), and developing a better understanding of career goals (82.2%).
- Nearly eight out of ten respondents gained quite a bit or very much in solving problems (78.1%), speaking effectively (78.6%), writing effectively (78.0%), relating to others (78.5%), and understanding cultural, racial, and gender differences and how they relate to their field of study, and future career (78.8%).
- Nearly three-quarters of all respondents gained quite a bit or very much in being prepared for further education (74.2%).
- Nearly two-thirds of all respondents gained quite a bit or very much in mentorship experiences from Ball State faculty, staff, alumni or community partners (64.8%)

Figure 10. Post Graduation Plans (Sorted)

*What is likely to be your principal activity upon graduation, based on your current situation?
(Choose the one answer which best describes your activity after graduation.)*

546 Responses



- When asked about their primary activity after graduation, nearly forty percent (37.9%) indicated employment, followed by seeking employment (29.7%), and graduate or professional school (22.5%). Nearly five percent indicated a paid internship.

Figure 11. Internship Participation Prior to New Employment (Employed Respondents)
Congratulations on accepting your new job. Did you participate in an internship with the company while enrolled at Ball State?



- More than one-third (36.6%) of those with new employment report having interned with the company prior to being hired. (Figure 11)

Figure 12. Full-Time or Part-Time Employment (Employed Respondents)
Will you be working full-time or part-time?

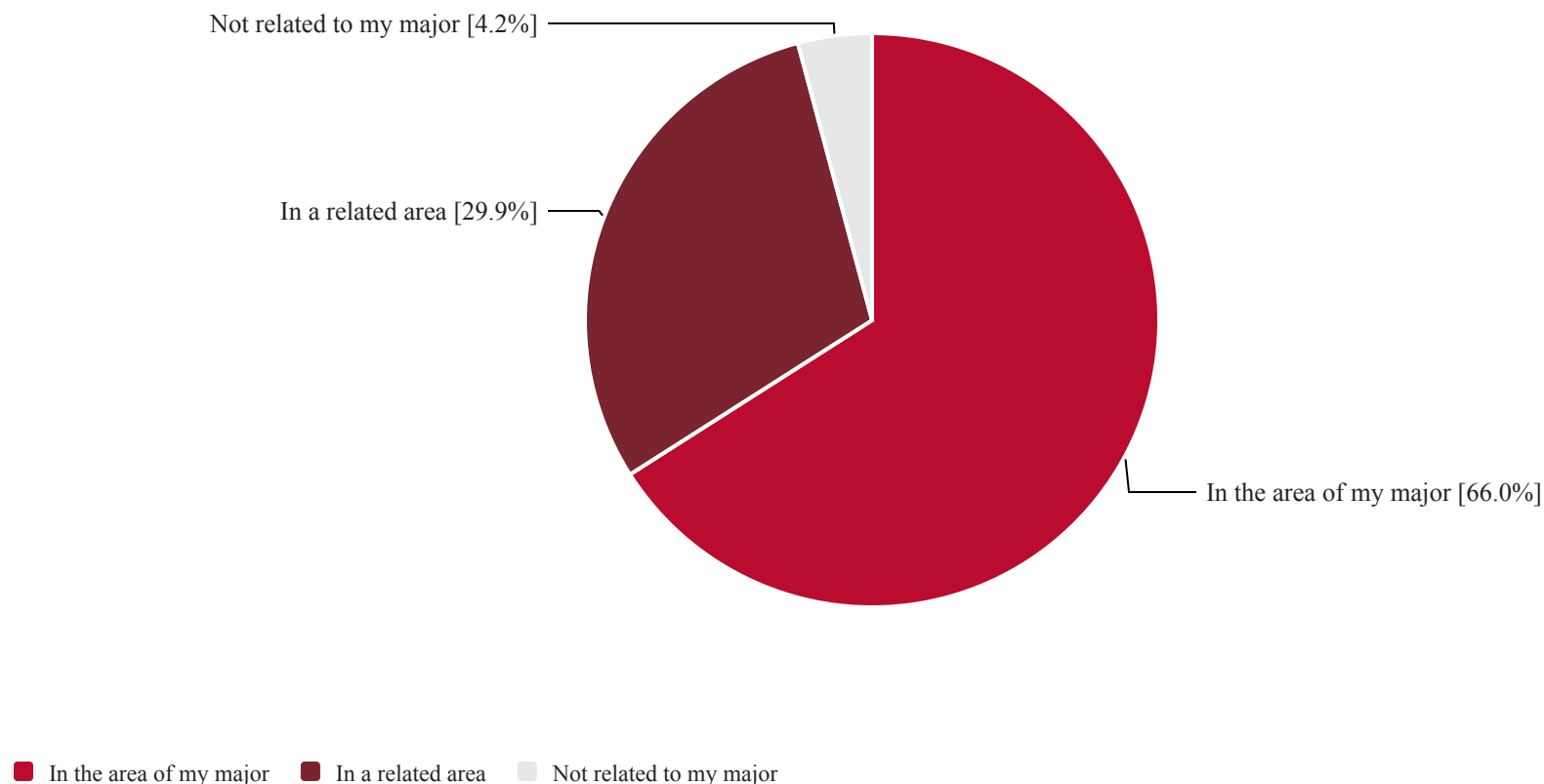


- Nearly nine out of ten (88.9%) report full-time employment, while 11.2% reported their new employment as part-time. (Figure 12)

Figure 13. Relationship of Employment to Major

Is this job in the area of your major at Ball State or in a related area?

144 Responses

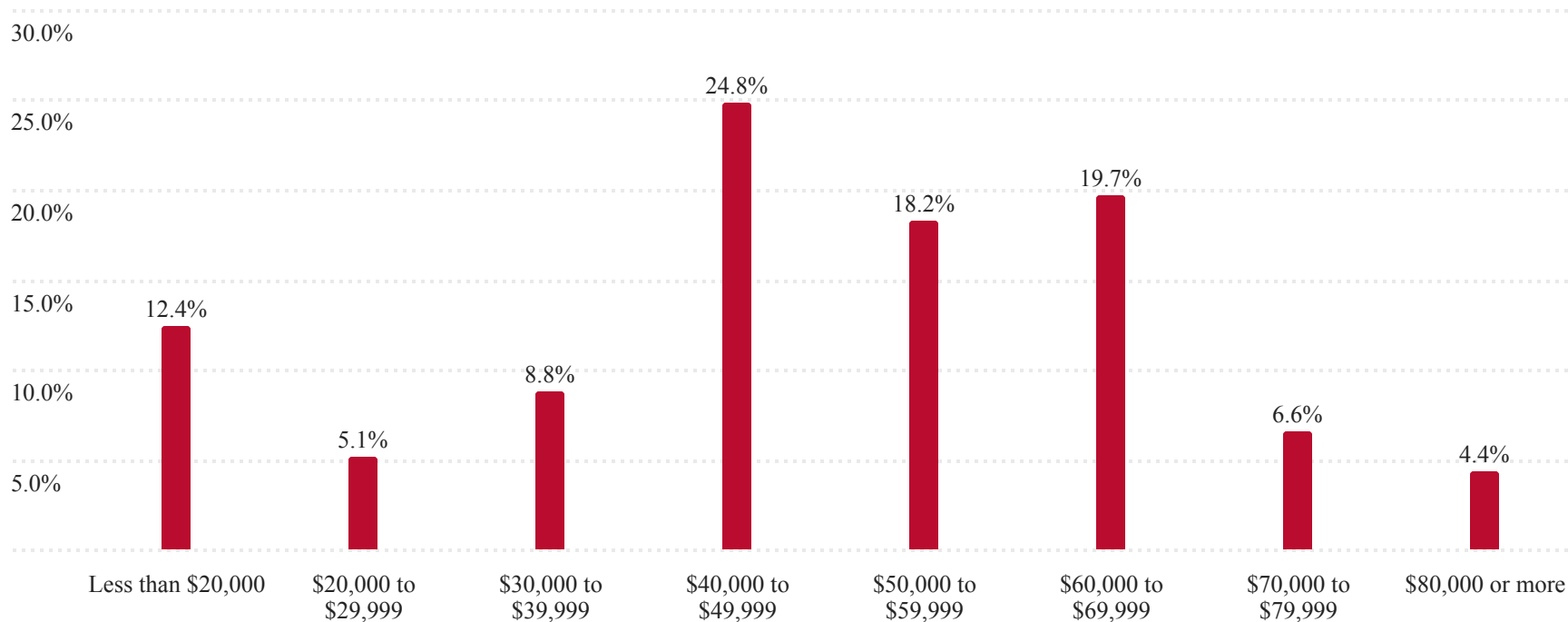


- Nearly two-thirds of respondents who reported new employment (66.0%) indicated they would be working in their major area, and nearly three in ten (29.9%) indicated their new employment was in a related area. (Figure 13)

Figure 14. Income from Primary Employment

What is your annual income (before taxes) from your primary employment? (We realize this is a personal question, but your willingness to answer helps us learn what graduates can expect to earn. Individual responses will be kept strictly confidential.)

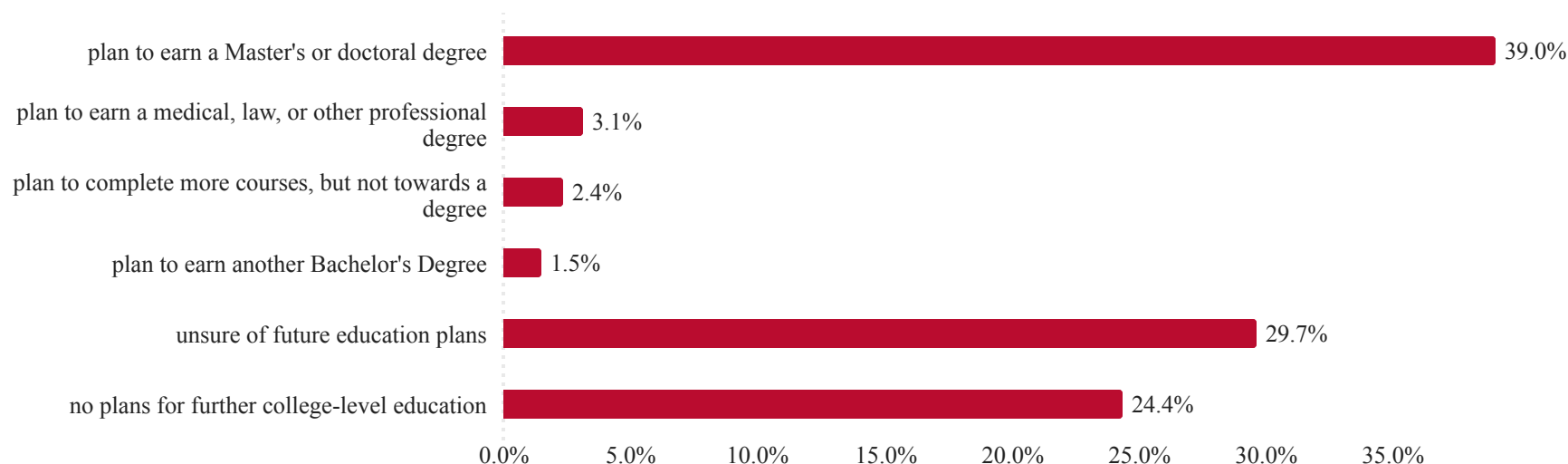
137 Responses



- Seniors who had secured employment were asked about their income. More than one-quarter of employed respondents (26.3%) reported offers of less than \$40,000, while about 25 percent reported \$40,000 to \$49,999. Nearly one-half (48.9%) of employed graduating seniors report annual pre-tax incomes of \$50,000 or more.

Figure 15. Plans for Further Education

Which best describes your plans for further education after graduation?



- Thirty-nine percent (39.0%) of all respondents indicate they plan to earn a Master's or doctoral degree. About one-quarter of all respondents (24.4%) indicate no plans for further college-level education (24.4%), or are unsure of their further educational plans (29.7%).