

**Summary of the Career Services First-Destination Survey**

**August 2015, December 2015, and May 2016 Graduates**

**Office of Institutional Research  
Central Michigan University**

**February 2017**

## Summary:

The information contained in this document summarizes the data collected from those undergraduate students who graduated from Central Michigan University in August 2015, December 2015, and May 2016. These three groups constitute a total of 3,964 graduates. Of these graduates, 812 completed the First-Destination Survey online, resulting in a response rate of 20.5% of the graduating class.

Employment information on an additional 231 graduates was found using social media, increasing the combined knowledge rate<sup>1</sup> to 1,043 or 26.3% of the graduating class. Respondents did not differ from the graduate population in GPA, sex, race, or department. Therefore this sample does not appear biased.

Based on the results of the online and phone survey, 74% of respondents are employed either full- or part-time six months after graduating from CMU, while an additional 15.5% chose to continue their education.

There are two important notes to consider when interpreting the results of this document:

- For August 2015 graduates, information was obtained from an online survey and social media. For December 2015 and May 2016 graduates, information was obtained from an online survey.
- Social media numbers only reflect the students for whom employment information could be found.

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<sup>1</sup> “The term ‘Knowledge Rate’ defines the percent of graduates for which the institution has reasonable and verifiable information concerning the graduates’ postgraduation career activities. This information may come directly from the graduates via, for example, a survey method. Relevant data, however, may also be provided by employers, or obtained through other sources (e.g., LinkedIn profiles, other online sources, fellow graduates, or parents” (National Association of Colleges and Employers: Standards and Protocols for the Collection and Dissemination of Graduating Student Initial Career Outcomes Information for Undergraduates, p.6).

## Demographics: Response Rates by GPA, Gender, and Race/Ethnicity

|   | Graduates |       | Online Respondents |       | Social Media |       | Combined Respondents |       | Difference |
|---|-----------|-------|--------------------|-------|--------------|-------|----------------------|-------|------------|
| Total n                                   | 3964      |       | 812                |       | 231          |       | 1043                 |       | 2921       |
|   |           |       | Cumulative GPA     |       |              |       |                      |       |            |
| Mean                                      | 3.20      |       | 3.28               |       | 3.12         |       | 3.25                 |       | - .05      |
| SD  | .439      |       | .431               |       | .423         |       | 0.435                |       | .016       |
|   |           |       | Gender             |       |              |       |                      |       |            |
| Male                                      | 1677      | 42%   | 289                | 36%   | 100          | 43%   | 389                  | 37%   | 5%         |
| Female                                    | 2284      | 58%   | 523                | 64%   | 131          | 57%   | 654                  | 63%   | - 5%       |
|   |           |       | Race/Ethnicity     |       |              |       |                      |       |            |
| Nonresident alien                         | 38        | 1.0%  | 5                  | 0.6%  | 0            | 0.0%  | 5                    | 0.5%  | 0.5%       |
| Hispanic/Latino                           | 104       | 2.6%  | 20                 | 2.5%  | 4            | 1.7%  | 24                   | 2.3%  | 0.3%       |
| American Indian or Alaska Native          | 25        | 0.6%  | 5                  | 0.6%  | 3            | 1.3%  | 8                    | 0.8%  | -0.2%      |
| Asian                                     | 43        | 1.1%  | 6                  | 0.7%  | 1            | 0.4%  | 7                    | 0.7%  | 0.4%       |
| Black or African American                 | 240       | 6.1%  | 49                 | 6.0%  | 10           | 4.3%  | 59                   | 5.7%  | 0.4%       |
| Native Hawaiian or Other Pacific Islander | 3         | 0.1%  | 0                  | 0.0%  | 0            | 0.0%  | 0                    | 0.0%  | 0.1%       |
| White                                     | 3246      | 82.0% | 684                | 84.2% | 200          | 86.6% | 884                  | 84.8% | -2.8%      |
| Two or more races                         | 64        | 1.6%  | 13                 | 1.6%  | 5            | 2.2%  | 18                   | 1.7%  | -0.1%      |
| Race and ethnicity unknown                | 198       | 5.0%  | 30                 | 3.7%  | 8            | 3.5%  | 38                   | 3.6%  | 1.4%       |

*Note:* Difference is the difference in Graduates - Combined Respondents. Percentages describe the proportion of people within the group (column) that graduated from the given group (row).

## Demographics: Response Rates by College and Department

|   | Graduates |       | Online Respondents |       | Social Media |       | Combined Respondents |       | Difference |
|---|-----------|-------|--------------------|-------|--------------|-------|----------------------|-------|------------|
|   |           |       |                    |       |              |       |                      |       |            |
| College                                       |           |       |                    |       |              |       |                      |       |            |
| Business Administration                       | 705       | 17.8% | 144                | 17.7% | 48           | 20.8% | 192                  | 18.4% | -0.6%      |
| Communication and Fine Arts                   | 465       | 11.7% | 99                 | 12.2% | 24           | 10.4% | 123                  | 11.8% | -0.1%      |
| Education and Human Services                  | 525       | 13.3% | 100                | 12.3% | 26           | 11.3% | 126                  | 12.1% | 1.2%       |
| Global Campus                                 | 306       | 7.7%  | 70                 | 8.6%  | 32           | 13.9% | 102                  | 9.8%  | -2.1%      |
| H.H. & G.A. Dow College of Health Professions | 473       | 11.9% | 94                 | 11.6% | 45           | 19.5% | 139                  | 13.3% | -1.4%      |
| Humanities and Social & Behavioral Sciences   | 854       | 21.6% | 177                | 21.8% | 38           | 16.5% | 215                  | 20.6% | 1.0%       |
| Science and Technology                        | 632       | 16.0% | 128                | 15.8% | 18           | 7.8%  | 146                  | 14.0% | 2.0%       |
| Department                                    |           |       |                    |       |              |       |                      |       |            |
| Accounting, School of                         | 80        | 2.0%  | 18                 | 2.2%  | 2            | 0.9%  | 20                   | 1.9%  | 0.1%       |
| Art and Design                                | 62        | 1.6%  | 10                 | 1.2%  | 0            | 0.0%  | 10                   | 1.0%  | 0.6%       |
| Biology                                       | 231       | 5.8%  | 47                 | 5.8%  | 8            | 3.5%  | 55                   | 5.3%  | 0.5%       |
| Broadcast and Cinematic Arts, School of       | 112       | 2.8%  | 24                 | 3.0%  | 7            | 3.0%  | 31                   | 3.0%  | -0.2%      |
| Business Information Systems                  | 57        | 1.4%  | 18                 | 2.2%  | 1            | 0.4%  | 19                   | 1.8%  | -0.4%      |
| Chemistry and Biochemistry                    | 23        | 0.6%  | 3                  | 0.4%  | 2            | 0.9%  | 5                    | 0.5%  | 0.1%       |
| Communication and Dramatic Arts               | 84        | 2.1%  | 15                 | 1.8%  | 0            | 0.0%  | 15                   | 1.4%  | 0.7%       |
| Communication Disorders                       | 66        | 1.7%  | 21                 | 2.6%  | 1            | 0.4%  | 22                   | 2.1%  | -0.4%      |
| Computer Science                              | 72        | 1.8%  | 13                 | 1.6%  | 3            | 1.3%  | 16                   | 1.5%  | 0.3%       |
| Counseling and Special Education              | 68        | 1.7%  | 13                 | 1.6%  | 1            | 0.4%  | 14                   | 1.3%  | 0.4%       |
| Earth and Atmospheric Sciences                | 28        | 0.7%  | 6                  | 0.7%  | 1            | 0.4%  | 7                    | 0.7%  | 0.0%       |
| Economics                                     | 11        | 0.3%  | 2                  | 0.2%  | 1            | 0.4%  | 3                    | 0.3%  | 0.0%       |
| Engineering and Technology, School of         | 122       | 3.1%  | 29                 | 3.6%  | 0            | 0.0%  | 29                   | 2.8%  | 0.3%       |
| English Language and Literature               | 77        | 1.9%  | 10                 | 1.2%  | 1            | 0.4%  | 11                   | 1.1%  | 0.8%       |
| Entrepreneurship                              | 62        | 1.6%  | 10                 | 1.2%  | 3            | 1.3%  | 13                   | 1.2%  | 0.4%       |

|   | Graduates |      | Online Respondents |      | Social Media |       | Combined Respondents |      | Difference |
|---|-----------|------|--------------------|------|--------------|-------|----------------------|------|------------|
| Finance and Law                                       | 100       | 2.5% | 22                 | 2.7% | 9            | 3.9%  | 31                   | 3.0% | -0.5%      |
| Foreign Languages, Literatures and Cultures           | 21        | 0.5% | 4                  | 0.5% | 2            | 0.9%  | 6                    | 0.6% | -0.1%      |
| Geography   | 17        | 0.4% | 3                  | 0.4% | 1            | 0.4%  | 4                    | 0.4% | 0.0%       |
| Global Campus   | 306       | 7.7% | 70                 | 8.6% | 32           | 13.9% | 102                  | 9.8% | -2.1%      |
| Health Sciences, School of                            | 286       | 7.2% | 53                 | 6.5% | 35           | 15.2% | 88                   | 8.4% | -1.2%      |
| History   | 39        | 1.0% | 8                  | 1.0% | 3            | 1.3%  | 11                   | 1.1% | -0.1%      |
| Human Environmental Studies                           | 301       | 7.6% | 60                 | 7.4% | 7            | 3.0%  | 67                   | 6.4% | 1.2%       |
| Interdepartmental                                     | 48        | 1.2% | 9                  | 1.1% | 3            | 1.3%  | 12                   | 1.2% | 0.0%       |
| Interdisciplinary                                     | 291       | 7.3% | 58                 | 7.1% | 19           | 8.2%  | 77                   | 7.4% | -0.1%      |
| Journalism  | 77        | 1.9% | 21                 | 2.6% | 2            | 0.9%  | 23                   | 2.2% | -0.3%      |
| Management  | 81        | 2.0% | 16                 | 2.0% | 6            | 2.6%  | 22                   | 2.1% | -0.1%      |
| Marketing and Hospitality Services Administration     | 266       | 6.7% | 49                 | 6.0% | 23           | 10.0% | 72                   | 6.9% | -0.2%      |
| Mathematics   | 60        | 1.5% | 13                 | 1.6% | 0            | 0.0%  | 13                   | 1.2% | 0.3%       |
| Music, School of                                      | 44        | 1.1% | 13                 | 1.6% | 0            | 0.0%  | 13                   | 1.2% | -0.1%      |
| Philosophy and Religion                               | 12        | 0.3% | 3                  | 0.4% | 1            | 0.4%  | 4                    | 0.4% | -0.1%      |
| Physical Education and Sport                          | 98        | 2.5% | 13                 | 1.6% | 9            | 3.9%  | 22                   | 2.1% | 0.4%       |
| Physics   | 5         | 0.1% | 0                  | 0.0% | 1            | 0.4%  | 1                    | 0.1% | 0.0%       |
| Political Science and Public Administration           | 59        | 1.5% | 8                  | 1.0% | 4            | 1.7%  | 12                   | 1.2% | 0.3%       |
| Psychology  | 337       | 8.5% | 75                 | 9.2% | 12           | 5.2%  | 87                   | 8.3% | 0.2%       |
| Recreation, Parks and Leisure Services Administration | 146       | 3.7% | 27                 | 3.3% | 18           | 7.8%  | 45                   | 4.3% | -0.6%      |
| RMS - Athletic Training Program                       | 23        | 0.6% | 7                  | 0.9% | 0            | 0.0%  | 7                    | 0.7% | -0.1%      |
| Sociology, Anthropology and Social Work               | 188       | 4.7% | 41                 | 5.0% | 13           | 5.6%  | 54                   | 5.2% | -0.5%      |

*Note:* Difference is the difference in Graduates - Combined Respondents. Percentages describe the proportion of people within the group (column) that graduated from the given group (row).

**Question 1: What is your employment status?**

|  | CBA |       | CCFA |       | CEHS |       | CHP |       | CHSBS |       | CS&E |       | GC |       | Total |       |
|--|-----|-------|------|-------|------|-------|-----|-------|-------|-------|------|-------|----|-------|-------|-------|
| Employed full-time                       | 116 | 80.6% | 64   | 64.6% | 61   | 61.0% | 32  | 34.0% | 91    | 51.4% | 76   | 59.4% | 56 | 80.0% | 496   | 61.1% |
| Employed part-time                       | 7   | 4.9%  | 14   | 14.1% | 14   | 14.0% | 15  | 16.0% | 25    | 14.1% | 14   | 10.9% | 3  | 4.3%  | 92    | 11.3% |
| Self-employed                            | 0   | 0.0%  | 1    | 1.0%  | 0    | 0.0%  | 0   | 0.0%  | 2     | 1.1%  | 1    | 0.8%  | 4  | 5.7%  | 8     | 1.0%  |
| Student                                  | 8   | 5.6%  | 11   | 11.1% | 12   | 12.0% | 37  | 39.4% | 36    | 20.3% | 21   | 16.4% | 1  | 1.4%  | 126   | 15.5% |
| Military                                 | 1   | 0.7%  | 0    | 0.0%  | 0    | 0.0%  | 0   | 0.0%  | 1     | 0.6%  | 0    | 0.0%  | 1  | 1.4%  | 3     | 0.4%  |
| Not employed<br>(seeking employment)     | 10  | 6.9%  | 8    | 8.1%  | 9    | 9.0%  | 8   | 8.5%  | 14    | 7.9%  | 11   | 8.6%  | 3  | 4.3%  | 63    | 7.8%  |
| Not employed<br>(not seeking employment) | 1   | 0.7%  | 0    | 1.0%  | 0    | 0.0%  | 0   | 0.0%  | 0     | 0.0%  | 0    | 0.0%  | 1  | 1.4%  | 2     | 0.2%  |
| Other                                    | 1   | 0.7%  | 1    | 1.0%  | 4    | 4.0%  | 2   | 2.1%  | 8     | 4.5%  | 5    | 3.9%  | 1  | 1.4%  | 22    | 2.7%  |
| Total                                    | 144 |       | 99   |       | 100  |       | 94  |       | 177   |       | 128  |       | 70 |       | 812   |       |

*Note:* Percentages describe the proportion of people within the group (column) that selected the given option (row).

- Employment was discovered through social media for some of the individuals who did not respond to the online survey.

|          | CBA |       | CCFA |       | CEHS |        | CHP |       | CHSBS |       | CS&E |        | GC |       | Total |       |
|----------|-----|-------|------|-------|------|--------|-----|-------|-------|-------|------|--------|----|-------|-------|-------|
| Employed | 47  | 97.9% | 23   | 95.8% | 26   | 100.0% | 43  | 95.6% | 37    | 97.4% | 18   | 100.0% | 30 | 93.8% | 224   | 97.0% |
| Student  | 1   | 1.5%  | 1    | 1.9%  | 0    | 5.4%   | 2   | 4.6%  | 1     | 3.5%  | 0    | 3.9%   | 2  | 5.7%  | 7     | 3.0%  |
| Total    | 48  |       | 24   |       | 26   |        | 45  |       | 38    |       | 18   |        | 32 |       | 231   |       |

*Note:* Percentages describe the proportion of people within the group (column) that selected the given option (row).

**Question 2: How satisfied are you with your current employment status?**

|                        | CBA |       | CCFA |       | CEHS |       | CHP |       | CHSBS |       | CS&E |       | GC |       | Total |       |
|------------------------|-----|-------|------|-------|------|-------|-----|-------|-------|-------|------|-------|----|-------|-------|-------|
| Extremely Dissatisfied | 13  | 10.0% | 11   | 11.7% | 7    | 7.3%  | 8   | 9.1%  | 11    | 6.7%  | 7    | 5.8%  | 4  | 6.5%  | 61    | 8.1%  |
| Somewhat Dissatisfied  | 9   | 6.9%  | 12   | 12.8% | 12   | 12.5% | 8   | 9.1%  | 30    | 18.4% | 16   | 13.3% | 13 | 21.0% | 100   | 13.3% |
| Neutral                | 16  | 12.3% | 5    | 5.3%  | 14   | 14.6% | 11  | 12.5% | 20    | 12.3% | 15   | 12.5% | 11 | 17.7% | 92    | 12.2% |
| Somewhat Satisfied     | 35  | 26.9% | 33   | 35.1% | 26   | 27.1% | 31  | 35.2% | 59    | 36.2% | 35   | 29.2% | 17 | 27.4% | 236   | 31.3% |
| Extremely Satisfied    | 57  | 43.8% | 33   | 35.1% | 37   | 38.5% | 30  | 34.1% | 43    | 26.4% | 47   | 39.2% | 17 | 27.4% | 264   | 35.1% |
| Total                  | 130 |       | 94   |       | 96   |       | 88  |       | 163   |       | 120  |       | 62 |       | 753   |       |

*Note:* Percentages describe the proportion of people within the group (column) that selected the given option (row).

**Question 3: Which category best describes the type of organization in which you currently work?**

|   | CBA      | CCFA     | CEHS     | CHP      | CHSBS    | CS&E     | GC      | Total    |
|---|----------|----------|----------|----------|----------|----------|---------|----------|
| Education (K-12)  | 1 0.9%   | 9 12.0%  | 21 30.4% | 3 6.4%   | 17 15.3% | 13 14.1% | 0 0.0%  | 64 11.5% |
| Education (post-secondary)                              | 0 0.0%   | 4 5.3%   | 4 5.8%   | 0 0.0%   | 4 3.6%   | 1 1.1%   | 6 10.3% | 19 3.4%  |
| Finance, insurance, or real estate                      | 15 14.2% | 1 1.3%   | 1 1.4%   | 2 4.3%   | 7 6.3%   | 7 7.6%   | 2 3.4%  | 35 6.3%  |
| Government (including law enforcement and military)     | 2 1.9%   | 3 4.0%   | 3 4.3%   | 1 2.1%   | 12 10.8% | 7 7.6%   | 9 15.5% | 37 6.6%  |
| Guest services (e.g., lodging, restaurants)             | 2 1.9%   | 4 5.3%   | 4 5.8%   | 2 4.3%   | 9 8.1%   | 3 1.8%   | 0 0.0%  | 24 4.3%  |
| Healthcare  | 6 5.7%   | 3 4.0%   | 7 10.1%  | 21 44.7% | 18 16.2% | 10 10.7% | 9 15.5% | 74 13.3% |
| Manufacturing   | 16 15.1% | 1 1.3%   | 0 0.0%   | 0 0.0%   | 2 1.8%   | 6 6.2%   | 5 8.6%  | 30 5.4%  |
| Media (e.g., television, arts, broadcasting)            | 1 0.9%   | 22 29.3% | 0 0.0%   | 0 0.0%   | 0 0.0%   | 2 0.0%   | 1 1.7%  | 26 4.7%  |
| Professional or business services                       | 24 22.6% | 7 9.3%   | 1 1.4%   | 2 4.3%   | 4 3.6%   | 0 3.6%   | 7 12.1% | 45 8.1%  |
| Sales   | 10 9.4%  | 5 6.7%   | 2 2.9%   | 3 6.4%   | 5 4.5%   | 3 3.6%   | 4 6.9%  | 32 5.7%  |
| Science and technology (e.g., engineering, programming) | 3 2.8%   | 0 0.0%   | 0 0.0%   | 0 0.0%   | 2 1.8%   | 27 20.5% | 2 3.4%  | 34 6.1%  |
| Social services / non-profit                            | 2 1.9%   | 2 2.7%   | 9 13.0%  | 7 14.9%  | 18 16.2% | 0 0.9%   | 7 12.1% | 45 8.1%  |
| Transportation / public utilities                       | 6 5.7%   | 0 0.0%   | 1 1.4%   | 0 0.0%   | 0 0.0%   | 0 0.0%   | 0 0.0%  | 7 1.3%   |
| Other   | 18 17.0% | 14 18.7% | 16 23.2% | 6 12.8%  | 13 11.7% | 13 22.3% | 6 10.3% | 86 15.4% |
| Total   | 106      | 75       | 69       | 47       | 111      | 92       | 58      | 558      |

*Note:* Percentages describe the proportion of people within the group (column) that selected the given option (row).



**Question 4: What was the required level of education to obtain your current position?**

|                                 | CBA |       | CCFA |       | CEHS |       | CHP |       | CHSBS |       | CS&E |       | GC |       | Total |       |
|---------------------------------|-----|-------|------|-------|------|-------|-----|-------|-------|-------|------|-------|----|-------|-------|-------|
| Some high school                | 0   | 0.0%  | 1    | 1.3%  | 4    | 5.8%  | 2   | 4.3%  | 10    | 8.9%  | 2    | 2.2%  | 1  | 1.8%  | 20    | 3.6%  |
| High school diploma             | 13  | 12.3% | 12   | 16.0% | 10   | 14.5% | 12  | 25.5% | 21    | 18.8% | 17   | 18.5% | 17 | 29.8% | 102   | 18.3% |
| Some college                    | 12  | 11.3% | 4    | 5.3%  | 4    | 5.8%  | 4   | 8.5%  | 12    | 10.7% | 8    | 8.7%  | 11 | 19.3% | 55    | 9.9%  |
| Associate's degree              | 1   | 0.9%  | 0    | 0.0%  | 6    | 8.7%  | 2   | 4.3%  | 7     | 6.3%  | 2    | 2.2%  | 5  | 8.8%  | 23    | 4.1%  |
| Bachelor's degree               | 73  | 68.9% | 52   | 69.3% | 43   | 62.3% | 26  | 55.3% | 57    | 50.9% | 58   | 63.0% | 22 | 38.6% | 331   | 59.3% |
| Graduate or professional degree | 2   | 1.9%  | 1    | 1.3%  | 1    | 1.4%  | 0   | 0.0%  | 0     | 0.0%  | 0    | 0.0%  | 1  | 1.8%  | 5     | 0.9%  |
| None                            | 5   | 4.7%  | 5    | 6.7%  | 1    | 1.4%  | 1   | 2.1%  | 5     | 4.5%  | 5    | 5.4%  | 0  | 0.0%  | 22    | 3.9%  |
| Total                           | 106 |       | 75   |       | 69   |       | 47  |       | 112   |       | 92   |       | 57 |       | 558   |       |

*Note:* Percentages describe the proportion of people within the group (column) that selected the given option (row).

**Question 5: How satisfied are you with your current position?**

|                        | CBA |       | CCFA |       | CEHS |       | CHP |       | CHSBS |       | CS&E |       | GC |       | Total |       |
|------------------------|-----|-------|------|-------|------|-------|-----|-------|-------|-------|------|-------|----|-------|-------|-------|
| Extremely Dissatisfied | 7   | 6.5%  | 7    | 9.3%  | 4    | 5.8%  | 2   | 4.3%  | 8     | 7.1%  | 2    | 2.2%  | 4  | 7.0%  | 34    | 6.1%  |
| Somewhat Dissatisfied  | 8   | 7.5%  | 10   | 13.3% | 7    | 10.1% | 8   | 17.0% | 18    | 16.1% | 8    | 8.8%  | 10 | 17.5% | 69    | 12.4% |
| Neutral                | 11  | 10.3% | 10   | 13.3% | 7    | 10.1% | 4   | 8.5%  | 7     | 6.3%  | 12   | 13.2% | 7  | 12.3% | 58    | 10.4% |
| Somewhat Satisfied     | 36  | 33.6% | 21   | 28.0% | 27   | 39.1% | 20  | 42.6% | 50    | 44.6% | 37   | 40.7% | 19 | 33.3% | 210   | 37.6% |
| Extremely Satisfied    | 45  | 42.1% | 27   | 36.0% | 24   | 34.8% | 13  | 27.7% | 29    | 25.9% | 32   | 35.2% | 17 | 29.8% | 187   | 33.5% |
| Total                  | 107 |       | 75   |       | 69   |       | 47  |       | 112   |       | 91   |       | 57 |       | 558   |       |

*Note:* Percentages describe the proportion of people within the group (column) that selected the given option (row).

**Question 6: How closely does your academic major at CMU relate to your current position?**

|                    | CBA      | CCFA     | CEHS     | CHP      | CHSBS    | CS&E     | GC       | Total     |
|--------------------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Not at all related | 13 12.3% | 13 17.6% | 8 11.6%  | 6 13.0%  | 32 29.1% | 14 15.4% | 12 21.1% | 98 17.7%  |
| Slightly related   | 9 8.5%   | 4 5.4%   | 5 7.2%   | 2 4.3%   | 9 8.2%   | 5 5.5%   | 8 14.0%  | 42 7.6%   |
| Somewhat related   | 15 14.2% | 9 12.2%  | 4 5.8%   | 7 15.2%  | 16 14.5% | 7 7.7%   | 8 14.0%  | 66 11.9%  |
| Moderately related | 31 29.2% | 15 20.3% | 15 21.7% | 14 30.4% | 16 14.5% | 17 18.7% | 15 26.3% | 123 22.2% |
| Extremely related  | 38 35.8% | 33 44.6% | 37 53.6% | 17 37.0% | 37 33.6% | 48 52.7% | 14 24.6% | 224 40.5% |
| Total              | 105      | 74       | 69       | 46       | 110      | 91       | 57       | 553       |

*Note:* Percentages describe the proportion of people within the group (column) that selected the given option (row).

**Question 6A: What is the main reason you are not working in a field related to your major at CMU?**

|   | Count |       |
|---|-------|-------|
| Never planned to work in my field   | 4     | 4.1%  |
| Developed a new career interest   | 11    | 11.3% |
| Desired higher pay  | 4     | 4.1%  |
| Could not find a suitable job related to my major                               | 44    | 45.4% |
| Would have to relocate for a job in my field                                    | 4     | 4.1%  |
| Desired increased opportunity for advancement                                   | 1     | 1.0%  |
| Have not obtained required license, registration, or certification for my field | 10    | 10.3% |
| Other   | 19    | 19.6% |
| Total   | 97    |       |

**Question 7: Based on your academic major at CMU, how prepared were you for your current position?**

- This question appeared only for those who indicated employment in Question 1.

|                     | CBA |       | CCFA |       | CEHS |       | CHP |       | CHSBS |       | CS&E |       | GC |       | Total |       |
|---------------------|-----|-------|------|-------|------|-------|-----|-------|-------|-------|------|-------|----|-------|-------|-------|
| Not at all prepared | 3   | 2.9%  | 4    | 5.4%  | 3    | 4.4%  | 0   | 0.0%  | 6     | 5.6%  | 7    | 7.8%  | 5  | 9.4%  | 28    | 5.1%  |
| Slightly prepared   | 9   | 8.6%  | 6    | 8.1%  | 6    | 8.8%  | 6   | 13.0% | 13    | 12.0% | 7    | 7.8%  | 2  | 3.8%  | 49    | 9.0%  |
| Somewhat prepared   | 17  | 16.2% | 16   | 21.6% | 6    | 8.8%  | 6   | 13.0% | 24    | 22.2% | 15   | 16.7% | 12 | 22.6% | 96    | 17.6% |
| Moderately prepared | 44  | 41.9% | 25   | 33.8% | 30   | 44.1% | 14  | 30.4% | 38    | 35.2% | 40   | 44.4% | 19 | 35.8% | 210   | 38.6% |
| Extremely prepared  | 32  | 30.5% | 23   | 31.1% | 23   | 33.8% | 20  | 43.5% | 27    | 25.0% | 21   | 23.3% | 15 | 28.3% | 161   | 29.6% |
| Total               | 105 |       | 74   |       | 68   |       | 46  |       | 108   |       | 90   |       | 53 |       | 544   |       |

*Note:* Percentages describe the proportion of people within the group (column) that selected the given option (row).

**Question 8: How important are the following skills to performing your current job successfully?**

- This question appeared only for those who indicated employment in Question 1.

|                              | Not at all<br>important |       | Slightly<br>important |       | Somewhat<br>important |       | Moderately<br>important |       | Extremely<br>important |       | Total |
|------------------------------|-------------------------|-------|-----------------------|-------|-----------------------|-------|-------------------------|-------|------------------------|-------|-------|
| Verbal communication         | 2                       | 0.4%  | 7                     | 1.3%  | 22                    | 4.2%  | 86                      | 16.2% | 413                    | 77.9% | 530   |
| Written communication        | 23                      | 4.3%  | 47                    | 8.9%  | 62                    | 11.7% | 129                     | 24.3% | 269                    | 50.8% | 530   |
| Math / statistics            | 88                      | 16.6% | 127                   | 24.0% | 147                   | 27.7% | 96                      | 18.1% | 72                     | 13.6% | 530   |
| Information gathering        | 18                      | 3.4%  | 29                    | 5.5%  | 54                    | 10.2% | 148                     | 27.9% | 281                    | 53.0% | 530   |
| Critical thinking            | 16                      | 3.0%  | 22                    | 4.2%  | 51                    | 9.7%  | 130                     | 24.6% | 309                    | 58.5% | 528   |
| Using computer<br>technology | 21                      | 4.0%  | 32                    | 6.0%  | 65                    | 12.3% | 130                     | 24.5% | 282                    | 53.2% | 530   |
| Leadership                   | 20                      | 3.8%  | 36                    | 6.8%  | 101                   | 19.1% | 141                     | 26.7% | 230                    | 43.6% | 528   |
| Planning and organizing      | 6                       | 1.1%  | 20                    | 3.8%  | 48                    | 9.1%  | 120                     | 22.7% | 335                    | 63.3% | 529   |
| Interpersonal skills         | 6                       | 1.1%  | 13                    | 2.5%  | 36                    | 6.8%  | 111                     | 21.0% | 363                    | 68.6% | 529   |

*Note:* Percentages describe the proportion of respondents who rated importance for each skill, grouped by rating (e.g., of those 530 respondents who rated Information Gathering, 5.5% rated it as slightly important).

**Question 9: What is your annual income (before taxes) from your primary employment?**

- This question appeared only for those who indicated full-time employment in Question 1.

|                      | CBA |       | CCFA |       | CEHS |       | CHP |       | CHSBS |       | CS&E |       | GC |       | Total |       |
|----------------------|-----|-------|------|-------|------|-------|-----|-------|-------|-------|------|-------|----|-------|-------|-------|
| Less than \$20,000   | 5   | 6.0%  | 5    | 9.4%  | 7    | 14.3% | 3   | 10.3% | 9     | 12.5% | 3    | 4.8%  | 1  | 2.4%  | 33    | 8.5%  |
| \$20,000 to \$29,999 | 6   | 7.2%  | 10   | 18.9% | 16   | 32.7% | 5   | 17.2% | 25    | 34.7% | 8    | 12.7% | 3  | 7.3%  | 73    | 18.7% |
| \$30,000 to \$39,999 | 19  | 22.9% | 24   | 45.3% | 16   | 32.7% | 14  | 48.3% | 19    | 26.4% | 15   | 23.8% | 9  | 22.0% | 116   | 29.7% |
| \$40,000 to \$49,999 | 21  | 25.3% | 11   | 20.8% | 9    | 18.4% | 3   | 10.3% | 9     | 12.5% | 8    | 12.7% | 3  | 7.3%  | 64    | 16.4% |
| \$50,000 to \$59,999 | 15  | 18.1% | 2    | 3.8%  | 1    | 2.0%  | 3   | 10.3% | 8     | 11.1% | 8    | 12.7% | 8  | 19.5% | 45    | 11.5% |
| \$60,000 to \$69,999 | 9   | 10.8% | 0    | 0.0%  | 0    | 0.0%  | 0   | 0.0%  | 0     | 0.0%  | 13   | 20.6% | 8  | 19.5% | 30    | 7.7%  |
| Over \$70,000        | 8   | 9.6%  | 0    | 0.0%  | 0    | 0.0%  | 0   | 0.0%  | 0     | 0.0%  | 8    | 12.7% | 9  | 22.0% | 25    | 6.4%  |
| Prefer not to answer | 0   | 0.0%  | 1    | 1.9%  | 0    | 0.0%  | 1   | 3.4%  | 2     | 2.8%  | 0    | 0.0%  | 0  | 0.0%  | 4     | 1.0%  |
| Total                | 83  |       | 53   |       | 49   |       | 29  |       | 72    |       | 63   |       | 41 |       | 390   |       |

*Note:* Percentages describe the proportion of people within the group (column) that selected the given option (row).

**Question 10: Where are you currently employed?**

- This question appeared online only for those who indicated employment in Question 1.
- This question was open-ended. For all responses to this question, see Appendix A.



**Question 11: What, if any, further education have you pursued since graduating from CMU?**

|   | Count |       |
|---|-------|-------|
| Graduate degree                                 | 141   | 34.4% |
| Certification program                           | 29    | 7.1%  |
| Additional bachelor's degree / course(s)        | 8     | 2.0%  |
| Associate's degree                              | 3     | 0.7%  |
| Job training / professional development program | 51    | 12.4% |
| Other educational plan                          | 10    | 2.4%  |
| None of the above                               | 168   | 41.0% |
| Total   | 410   |       |

*Note:* Responses to this question are not mutually exclusive. Respondents selected all that applied to them. Therefore, percentages describe the proportion of responses endorsing an education option compared to the total number of responses.

**Question 11A: What type(s) of degree are you currently pursuing?**

- This question was asked only of those who indicated they were pursuing further education in Question 11.

|                          | Count |       |
|--------------------------|-------|-------|
| Professional certificate | 26    | 13.8% |
| Associate's degree       | 2     | 1.1%  |
| Bachelor's degree        | 6     | 3.2%  |
| Master's degree          | 122   | 64.6% |
| Doctoral degree          | 26    | 13.8% |
| Other                    | 7     | 3.7%  |
| Total                    | 189   |       |

*Note:* Responses to this question are not mutually exclusive. Respondents selected all that applied to them. Therefore, percentages describe the proportion of responses endorsing an education option compared to the total number of responses.

**Question 12: Do you plan to eventually...**

|  | Count |       |
|--|-------|-------|
| Obtain a graduate or professional degree         | 281   | 48.4% |
| Obtain certification through college course work | 34    | 5.9%  |
| Obtain certification through non-college work    | 45    | 7.8%  |
| Obtain another bachelor's degree                 | 22    | 3.8%  |
| Take additional college courses                  | 46    | 7.9%  |
| Take professional development courses            | 95    | 16.4% |
| I have no plans to continue my education         | 57    | 9.8%  |
| Total  | 580   |       |

*Note:* Responses to this question are not mutually exclusive. Respondents selected all that applied to them. Therefore, percentages describe the proportion of responses endorsing an education option compared to the total number of responses.

**Question 12B: What specific degree / certification are you currently pursuing?**

- This question was asked only of those who indicated they were pursuing further education in Question 12.
- This question was open-ended. For all responses to this question, see Appendix B.

**Question 13: How helpful has CMU been in your...**

|                                   | Not at all helpful |      | Slightly helpful |      | Somewhat helpful |       | Moderately helpful |       | Extremely helpful |       | Total |
|-----------------------------------|--------------------|------|------------------|------|------------------|-------|--------------------|-------|-------------------|-------|-------|
| Intellectual growth               | 10                 | 1.5% | 30               | 4.4% | 64               | 9.4%  | 265                | 39.1% | 309               | 45.6% | 678   |
| Personal growth                   | 13                 | 1.9% | 25               | 3.7% | 77               | 11.4% | 194                | 28.6% | 369               | 54.4% | 678   |
| Preparation for further education | 30                 | 4.4% | 339              | 5.8% | 118              | 17.4% | 255                | 37.7% | 235               | 34.7% | 677   |
| Preparation for a career          | 37                 | 5.5% | 64               | 9.4% | 104              | 15.3% | 255                | 37.6% | 218               | 32.2% | 678   |

*Note:* Percentages describe the proportion of respondents who rated helpfulness for each growth type, grouped by rating (e.g., of those 678 respondents who rated Personal Growth, 28.6% rated it as moderately helpful).

**Question 14: How helpful has CMU been in your development of the following skills?**

|  | Not at all helpful |      | Slightly helpful |       | Somewhat helpful |       | Moderately helpful |       | Extremely helpful |       | Total |
|--|--------------------|------|------------------|-------|------------------|-------|--------------------|-------|-------------------|-------|-------|
| Verbal communication                       | 19                 | 2.9% | 28               | 4.2%  | 95               | 14.4% | 254                | 38.4% | 266               | 40.2% | 662   |
| Written communication                      | 18                 | 2.7% | 31               | 4.7%  | 88               | 13.3% | 257                | 38.9% | 266               | 40.3% | 660   |
| Math / statistics                          | 62                 | 9.7% | 88               | 13.8% | 188              | 29.5% | 190                | 29.8% | 109               | 17.1% | 637   |
| Information gathering                      | 16                 | 2.4% | 27               | 4.1%  | 104              | 15.6% | 260                | 39.1% | 258               | 38.8% | 665   |
| Critical thinking / Quantitative reasoning | 17                 | 2.5% | 27               | 4.0%  | 73               | 10.9% | 260                | 39.0% | 290               | 43.5% | 667   |
| Using computer technology                  | 38                 | 5.8% | 77               | 11.7% | 159              | 24.1% | 223                | 33.8% | 162               | 24.6% | 659   |
| Leadership                                 | 31                 | 4.7% | 44               | 6.7%  | 117              | 17.8% | 188                | 28.5% | 279               | 42.3% | 659   |
| Planning and organizing                    | 26                 | 3.9% | 35               | 5.3%  | 93               | 14.0% | 240                | 36.1% | 270               | 40.7% | 664   |
| Interpersonal skills                       | 21                 | 1.4% | 28               | 3.8%  | 93               | 14.8% | 246                | 36.6% | 274               | 43.4% | 662   |

*Note:* Percentages describe the proportion of respondents who rated helpfulness in development for each skill, grouped by rating (e.g., of those 664 respondents who rated CMU's helpfulness in the development of planning and organizing skills, 5.3% rated it as slightly helpful).

**Question 15: How satisfied are you with the following at CMU?**

|   | Extremely dissatisfied |      | Somewhat dissatisfied |       | Neutral |       | Somewhat satisfied |       | Extremely satisfied |       | Total |
|---|------------------------|------|-----------------------|-------|---------|-------|--------------------|-------|---------------------|-------|-------|
| Availability of required courses in your major                              | 18                     | 2.7% | 49                    | 7.4%  | 55      | 8.3%  | 264                | 39.9% | 275                 | 41.6% | 661   |
| Extent to which coursework prepared you for employment                      | 29                     | 4.5% | 76                    | 11.9% | 106     | 16.5% | 260                | 40.6% | 170                 | 26.5% | 641   |
| Extent to which coursework prepared you for graduate or professional school | 17                     | 3.4% | 45                    | 9.1%  | 94      | 19.0% | 184                | 37.2% | 154                 | 31.2% | 494   |
| Opportunities to participate in internships or practicums                   | 50                     | 8.4% | 71                    | 11.9% | 117     | 19.6% | 157                | 26.3% | 202                 | 33.8% | 597   |
| Teaching ability of faculty   | 17                     | 2.6% | 50                    | 7.6%  | 70      | 10.7% | 264                | 40.3% | 254                 | 38.8% | 655   |
| Professional expertise of faculty   | 13                     | 2.0% | 33                    | 5.0%  | 53      | 8.1%  | 248                | 37.8% | 309                 | 47.1% | 656   |
| Ability of faculty to provide academic guidance                             | 19                     | 2.9% | 43                    | 6.5%  | 58      | 8.8%  | 257                | 39.1% | 280                 | 42.6% | 657   |
| Ability of faculty to provide career guidance                               | 36                     | 5.7% | 71                    | 11.2% | 91      | 14.4% | 217                | 34.2% | 219                 | 34.5% | 634   |
| Ability of career services advisors to provide career guidance              | 54                     | 9.7% | 71                    | 12.7% | 139     | 25.0% | 160                | 28.7% | 133                 | 23.9% | 557   |

*Note:* Percentages describe the proportion of respondents who rated satisfaction for each facet, grouped by rating (e.g., of those 655 respondents who rated the Teaching Ability of Faculty, 38.8% were extremely satisfied).

**Question 16: While attending CMU, did you participate in any of the following experiences?**

|  | CBA |     | CCFA |     | CEHS |     | CHP |     | CHSBS |     | CS&E |     | GC |    | Total |
|--|-----|-----|------|-----|------|-----|-----|-----|-------|-----|------|-----|----|----|-------|
| Campus employment                      | 46  | 15% | 52   | 17% | 37   | 12% | 46  | 15% | 64    | 21% | 54   | 18% | 4  | 1% | 303   |
| Capstone course                        | 81  | 25% | 67   | 20% | 33   | 10% | 16  | 5%  | 69    | 21% | 55   | 17% | 9  | 3% | 330   |
| Clinical work                          | 4   | 3%  | 11   | 7%  | 28   | 19% | 38  | 26% | 31    | 21% | 33   | 22% | 4  | 3% | 149   |
| Co-curricular activities               | 11  | 11% | 25   | 24% | 12   | 11% | 10  | 10% | 27    | 26% | 18   | 17% | 2  | 2% | 105   |
| Fraternity or sorority                 | 28  | 18% | 29   | 19% | 19   | 12% | 15  | 10% | 31    | 20% | 31   | 20% | 3  | 2% | 156   |
| Honors thesis                          | 6   | 8%  | 6    | 8%  | 13   | 17% | 7   | 9%  | 20    | 26% | 21   | 28% | 3  | 4% | 76    |
| Internship                             | 81  | 24% | 52   | 15% | 55   | 16% | 46  | 14% | 49    | 15% | 53   | 16% | 2  | 1% | 338   |
| Intramural sports                      | 47  | 24% | 20   | 10% | 26   | 13% | 32  | 16% | 35    | 18% | 34   | 17% | 2  | 1% | 196   |
| Off-campus employment                  | 57  | 18% | 44   | 14% | 42   | 14% | 35  | 11% | 67    | 22% | 57   | 18% | 10 | 3% | 312   |
| Research project with a faculty member | 8   | 6%  | 15   | 10% | 18   | 12% | 21  | 14% | 39    | 27% | 40   | 27% | 5  | 3% | 146   |
| Student club / organization            | 64  | 17% | 61   | 16% | 53   | 14% | 62  | 16% | 80    | 21% | 63   | 16% | 5  | 1% | 388   |
| Student government                     | 10  | 13% | 12   | 15% | 9    | 12% | 8   | 10% | 20    | 26% | 16   | 21% | 3  | 4% | 78    |
| Student teaching                       | 4   | 5%  | 11   | 12% | 17   | 19% | 5   | 6%  | 29    | 33% | 21   | 24% | 2  | 2% | 89    |
| Study abroad                           | 16  | 11% | 13   | 9%  | 22   | 16% | 23  | 16% | 37    | 26% | 27   | 19% | 4  | 3% | 142   |
| Varsity sports                         | 10  | 17% | 6    | 10% | 5    | 8%  | 8   | 14% | 14    | 24% | 13   | 22% | 2  | 3% | 58    |

*Note:* Because activities are not mutually exclusive, percentages describe the proportion of respondents who indicated participation in each activity within each College (e.g., of those 338 respondents participating in an internship, 15% graduated from CCFA).



**Question 17: Where did you complete your internship?**

- This question appeared only for those who indicated participation in an internship in Question 16.
- This question was open-ended. For all responses to this question, see Appendix C.

**Question 18: How helpful were these experiences in obtaining your current position?**

|  | Not at all helpful |       | Slightly helpful |       | Somewhat helpful |       | Moderately helpful |       | Extremely helpful |       | Total |
|--|--------------------|-------|------------------|-------|------------------|-------|--------------------|-------|-------------------|-------|-------|
| Study abroad                           | 40                 | 26.0% | 5                | 3.2%  | 12               | 7.8%  | 32                 | 20.8% | 65                | 42.2% | 154   |
| Internship                             | 36                 | 10.2% | 18               | 5.1%  | 28               | 7.9%  | 54                 | 15.3% | 217               | 61.5% | 353   |
| Clinical work                          | 26                 | 17.7% | 9                | 6.1%  | 11               | 7.5%  | 28                 | 19.0% | 73                | 49.7% | 147   |
| Capstone course                        | 53                 | 15.5% | 39               | 11.4% | 56               | 16.4% | 92                 | 26.9% | 102               | 29.8% | 342   |
| Honors thesis                          | 33                 | 39.3% | 5                | 6.0%  | 11               | 13.1% | 14                 | 16.7% | 21                | 25.0% | 84    |
| Research project with a faculty member | 27                 | 17.2% | 10               | 6.4%  | 23               | 14.6% | 40                 | 25.5% | 57                | 36.3% | 157   |
| Campus employment                      | 56                 | 18.3% | 38               | 12.4% | 47               | 15.4% | 54                 | 17.6% | 111               | 36.3% | 306   |
| Off-campus employment                  | 53                 | 17.2% | 40               | 12.9% | 43               | 13.9% | 82                 | 26.5% | 91                | 29.4% | 309   |
| Varsity sports                         | 32                 | 50.8% | 6                | 9.5%  | 7                | 11.1% | 4                  | 6.3%  | 14                | 22.2% | 63    |
| Intramural sports                      | 75                 | 38.5% | 32               | 16.4% | 40               | 20.5% | 24                 | 12.3% | 24                | 12.3% | 195   |
| Student government                     | 39                 | 47.0% | 10               | 12.0% | 9                | 10.8% | 14                 | 16.9% | 11                | 13.3% | 83    |
| Fraternity or sorority                 | 44                 | 27.3% | 12               | 7.5%  | 10               | 6.2%  | 31                 | 19.3% | 64                | 39.8% | 161   |
| Student teaching                       | 30                 | 24.6% | 9                | 7.4%  | 8                | 6.6%  | 14                 | 11.5% | 61                | 50.0% | 122   |
| Co-curricular activities (e.g., plays) | 35                 | 24.8% | 19               | 13.5% | 21               | 14.9% | 28                 | 19.9% | 38                | 27.0% | 141   |
| Other student club / organization      | 36                 | 9.4%  | 35               | 9.2%  | 67               | 17.6% | 104                | 27.3% | 139               | 36.5% | 381   |

*Note:* Percentages describe the proportion of respondents who rated helpfulness for each activity, grouped by rating (e.g., of those 353 respondents who rated the Internship, 15.3% rated the activity as moderately helpful)

**Question 19: What is your total student loan debt?**

|                        | Count |       |
|------------------------|-------|-------|
| None                   | 146   | 23.7% |
| Less than \$5,000      | 12    | 1.9%  |
| \$5,001 to \$10,000    | 16    | 2.6%  |
| \$10,001 to \$15,000   | 19    | 3.1%  |
| \$15,001 to \$20,000   | 30    | 4.9%  |
| \$20,001 to \$30,000   | 102   | 16.6% |
| \$30,001 to \$40,000   | 90    | 14.6% |
| \$40,001 to \$50,000   | 69    | 11.2% |
| Over \$50,000          | 120   | 19.5% |
| I prefer not to answer | 12    | 1.9%  |
| Total                  | 616   |       |

**Question 20: What is your overall attitude toward CMU?**

|                    | CBA |       | CCFA |       | CEHS |       | CHP |       | CHSBS |       | CS&E |       | GC |       | Total |       |
|--------------------|-----|-------|------|-------|------|-------|-----|-------|-------|-------|------|-------|----|-------|-------|-------|
| Extremely negative | 3   | 2.8%  | 4    | 5.0%  | 1    | 1.3%  | 1   | 1.3%  | 1     | 0.7%  | 2    | 1.8%  | 0  | 0.0%  | 12    | 1.8%  |
| Somewhat negative  | 5   | 4.6%  | 5    | 6.3%  | 2    | 2.6%  | 2   | 2.5%  | 5     | 3.6%  | 10   | 9.0%  | 1  | 1.7%  | 30    | 4.6%  |
| Neutral            | 9   | 8.3%  | 5    | 6.3%  | 3    | 3.9%  | 2   | 2.5%  | 7     | 5.0%  | 5    | 4.5%  | 4  | 6.9%  | 35    | 5.4%  |
| Somewhat positive  | 19  | 17.6% | 20   | 25.0% | 18   | 23.4% | 16  | 20.0% | 37    | 26.4% | 30   | 27.0% | 12 | 20.7% | 152   | 23.2% |
| Extremely positive | 72  | 66.7% | 46   | 57.5% | 53   | 68.8% | 59  | 73.8% | 90    | 64.3% | 64   | 57.7% | 41 | 70.7% | 425   | 65.0% |
| Total              | 108 |       | 80   |       | 77   |       | 80  |       | 140   |       | 111  |       | 58 |       | 654   |       |

*Note:* Percentages describe the proportion of people within the group (column) that selected the given option (row).

**Question 21: What is your impression of the educational quality at CMU...?**

|                          | Extremely negative |      | Somewhat negative |      | Neutral |       | Somewhat positive |       | Extremely positive |       | Total |
|--------------------------|--------------------|------|-------------------|------|---------|-------|-------------------|-------|--------------------|-------|-------|
| In your major department | 9                  | 1.4% | 42                | 6.4% | 31      | 4.8%  | 207               | 31.7% | 363                | 55.7% | 652   |
| Across all departments   | 9                  | 1.4% | 31                | 4.7% | 136     | 20.8% | 310               | 47.5% | 167                | 25.6% | 653   |

*Note:* Percentages describe the proportion of respondents who rated the quality for each department cluster, grouped by rating (e.g., of those 653 respondents who rated quality Across All Departments, 25.6% rated their impression as extremely positive).

**What is your impression of the educational quality at CMU in your major department?**

|                    | CBA |       | CCFA |       | CEHS |       | CHP |       | CHSBS |       | CS&E |       | GC |       |
|--------------------|-----|-------|------|-------|------|-------|-----|-------|-------|-------|------|-------|----|-------|
| Extremely negative | 3   | 2.8%  | 1    | 1.3%  | 2    | 2.6%  | 1   | 1.3%  | 0     | 0.0%  | 2    | 1.8%  | 0  | 0.0%  |
| Somewhat negative  | 9   | 8.4%  | 9    | 11.3% | 5    | 6.5%  | 4   | 5.0%  | 5     | 3.6%  | 10   | 9.0%  | 0  | 0.0%  |
| Neutral            | 6   | 5.6%  | 4    | 5.0%  | 4    | 5.2%  | 3   | 3.8%  | 4     | 2.9%  | 6    | 5.4%  | 4  | 7.0%  |
| Somewhat positive  | 32  | 29.9% | 28   | 35.0% | 22   | 28.6% | 14  | 17.5% | 51    | 36.4% | 44   | 39.6% | 16 | 28.1% |
| Extremely positive | 57  | 53.3% | 38   | 47.5% | 44   | 57.1% | 58  | 72.5% | 80    | 57.1% | 49   | 44.1% | 37 | 64.9% |
| Total              | 107 |       | 80   |       | 77   |       | 80  |       | 140   |       | 111  |       | 57 |       |

**Question 22: If you could start over again, would you still choose to attend CMU?**

|                | CBA |       | CCFA |       | CEHS |       | CHP |       | CHSBS |       | CS&E |       | GC |       | Total |       |
|----------------|-----|-------|------|-------|------|-------|-----|-------|-------|-------|------|-------|----|-------|-------|-------|
| Definitely no  | 5   | 4.6%  | 3    | 3.8%  | 3    | 3.9%  | 2   | 2.5%  | 2     | 1.4%  | 2    | 1.8%  | 0  | 0.0%  | 17    | 2.6%  |
| Probably no    | 7   | 6.5%  | 5    | 6.3%  | 4    | 5.2%  | 2   | 2.5%  | 5     | 3.6%  | 12   | 10.8% | 1  | 1.7%  | 36    | 5.5%  |
| Unsure         | 10  | 9.3%  | 6    | 7.5%  | 3    | 3.9%  | 6   | 7.5%  | 12    | 8.6%  | 10   | 9.0%  | 1  | 1.7%  | 48    | 7.3%  |
| Probably yes   | 22  | 20.4% | 20   | 25.0% | 18   | 23.4% | 19  | 23.8% | 39    | 27.9% | 33   | 29.7% | 22 | 37.9% | 173   | 26.5% |
| Definitely yes | 64  | 59.3% | 46   | 57.5% | 49   | 63.6% | 51  | 63.7% | 82    | 58.6% | 54   | 48.6% | 34 | 58.6% | 380   | 58.1% |
| Total          | 108 |       | 80   |       | 77   |       | 80  |       | 140   |       | 111  |       | 58 |       | 654   |       |

*Note:* Percentages describe the proportion of people within the group (column) that selected the given option (row).

**Question 23: What reasonable measures can be taken to improve the student experience at CMU?**

- This question was open-ended. For all responses to this question, see Appendix D.

**Appendix A**  
**Responses to Question 10: “Where Are You Currently Employed?”**

This file is too large for this report. For a list of current employment please contact Career Services.



**Appendix B:**  
**Responses to Question 12B: “What specific degree / certification are you currently pursuing?”**

| <b>Degree</b>                             | <b>Field</b>                           | <b>Institution</b>                             |
|---|--|--|
| <b>ABA Approved Paralegal Certificate</b> | Legal                                  | Georgetown University                          |
| <b>Associate</b>                          | Nursing                                | Schoolcraft College                            |
| <b>B.A.A</b>                              | Family Studies                         | CMU  |
| <b>B.A.A</b>                              | Fashion Merchandising & Broadcast      | CMU  |
| <b>BSN, MSN, DNP, PhD-DO</b>              | HIV/AIDS/Infectious Diseases/Pathology | Oakland University                             |
| <b>Certificate</b>                        | Legal Studies                          | Mid Michigan Community college                 |
| <b>Certification</b>                      | Legal Office Specialist                | Mid Michigan Community College                 |
| <b>Certified Management Accountant</b>    |  | IMA  |
| <b>CPA</b>                                |  |  |
| <b>DC</b>                                 | Chiropractic                           | Palmer College of Chiropractic                 |
| <b>Doctor of Chiropractic</b>             | Chiropractic                           | Sherman College of Chiropractic                |
| <b>Doctor of Osteopathic Medicine</b>     |  | Michigan State University                      |
| <b>DPT</b>                                | Physical therapy                       | Grand valley state university                  |
| <b>DPT</b>                                | Physical Therapy                       | Central Michigan University                    |
| <b>DPT</b>                                | Physical Therapy                       | CMU  |
| <b>DPT</b>                                | Physical Therapy                       | Central Michigan University                    |
| <b>DPT</b>                                | Physical Therapy                       | Central Michigan University                    |
| <b>DPT</b>                                | Physical Therapy                       | Grand Valley State University                  |
| <b>DPT</b>                                | Physical Therapy                       | Central Michigan University                    |
| <b>Dvm</b>                                | Veterinarian medicine                  | Ohio state University                          |
| <b>Graduate Certificate</b>               | dietetic internship                    | Marywood University                            |
| <b>Human Resource Administration</b>      |  | CMU  |
| <b>J.D.</b>                               | Law                                    | Michigan State University                      |
| <b>JD</b>                                 | Law                                    | Wayne's State University                       |
| <b>JD</b>                                 | Law                                    | Michigan State University College of Law       |
| <b>Juris Doctor</b>                       | Law                                    | University of St. Thomas School of Law         |
| <b>Juris Doctorate</b>                    | Law                                    | Ohio Northern University Pettit College of Law |
| <b>M.A.</b>                               | English Lit                            | Central Michigan University                    |
| <b>Ma</b>                                 | Industrial organizational Psychology   | Wayne State University                         |
| <b>MA</b>                                 | Higher Education Administration        | Central Michigan University                    |
| <b>MA</b>                                 | Education Technology                   | Central Michigan University                    |
| <b>MA</b>                                 | Broadcast and Cinematic Arts           | Central Michigan University                    |
| <b>MA</b>                                 | Exercise Physiology                    | Central Michigan University                    |
| <b>MA</b>                                 | Exercise Physiology                    | Central Michigan University                    |
| <b>MA</b>                                 | Speech-Language Pathology              | CMU  |
| <b>MA</b>                                 | Higher Education Administration        | Central Michigan University                    |

|  |  |  |
|--|--|--|
| <b>MA</b>  | Film Theory and Criticism                          | Central Michigan University                    |
| <b>MA</b>  | Speech-Language Pathology                          | Central Michigan University                    |
| <b>MA</b>  | Student Affairs Administration in Higher Education | Ball State University                          |
| <b>MA</b>  | Speech language pathology                          | CMU  |
| <b>MA</b>  | Speech-Language Pathology                          | Central Michigan University                    |
| <b>MA</b>  | Speech-language pathology                          | Central Michigan university                    |
| <b>MA</b>  | Speech-Language Pathology                          | Central Michigan University                    |
| <b>MA</b>  | Counseling   | CMU  |
| <b>MA</b>  | Educational Studies                                | University of Michigan                         |
| <b>MA</b>  | Communication                                      | Central Michigan University                    |
| <b>MA</b>  | Speech-Language Pathology                          | Central Michigan University                    |
| <b>MA</b>  | Psychology   | Regent University                              |
| <b>MA</b>  | Speech-Language Pathology                          | Central Michigan University                    |
| <b>MA of Arts</b>                                    | Sport Administration                               | CMU  |
| <b>MAA</b>   | Exercise Physiology                                | Central Michigan                               |
| <b>Master in Athletic Training</b>                   | Athletic Training                                  | Indiana Wesleyan University                    |
| <b>Master of Aging Services Management</b>           | Gerontology  | University of Southern California              |
| <b>Master of Arts</b>                                | Applied behavioral analysis                        | Ball state university                          |
| <b>Master of Divinity</b>                            | Priestly Studies                                   | University of St. Mary of the Lake             |
| <b>Master of Human Resources and Labor Relations</b> | Human Resources and Labor Relations                | Michigan State University                      |
| <b>Master of Public Health (M.P.H.)</b>              | Health Management and Policy                       | University of Michigan School of Public Health |
| <b>Master of Science</b>                             | Science of Health Care Delivery                    | Arizona State University                       |
| <b>Master of the arts</b>                            | Anthropology                                       | Wayne state university                         |
| <b>Masters</b>                                       | Physician Assistant                                | TBA  |
| <b>Masters</b>                                       | Education  | ASU  |
| <b>Masters if Education</b>                          | Higher ed  | Valdosta state university                      |
| <b>Masters in Sports Medicine</b>                    | Athletic Training                                  | University of Utah                             |
| <b>Masters of Arts</b>                               | Higher Education Student Affairs                   | Eastern Michigan University                    |
| <b>MBA</b>   | Business   | UCF  |
| <b>MBA</b>   | Accounting   |  |
| <b>MBA</b>   | Philanthropy and Fundraising                       | CMU  |
| <b>MBA</b>   | Accounting   | Central Michigan University                    |
| <b>MD</b>  | Medicine   | CMU College of Medicine                        |
| <b>MD</b>  | Medicine   | CMU  |
| <b>MD</b>  | Medicine   | MSU College of Human Medicine                  |
| <b>MFA</b>   | Creative Writing                                   | University of Michigan                         |
| <b>MFT</b>   | Human environment studies                          |  |
| <b>MM</b>  | Music  | Boston Conservatory at Berkley                 |
| <b>MM</b>  | Vocal Pedagogy and Performance                     | Belmont University                             |
| <b>MOT</b>   | Occupational therapy                               | Wayne state university                         |

|                          |  |                                      |
|--------------------------|--|--------------------------------------|
| <b>MPA</b>               | Public Administration                            | Central Michigan University          |
| <b>MPA</b>               | General: Public Administration                   | Central Michigan University          |
| <b>MPH</b>               | Public Health                                    | Northeastern University              |
| <b>MPH, DPT</b>          | Environmental health, pediatric physical therapy | St Georges University, tba           |
| <b>MS</b>                | PA   | Northern Arizona University          |
| <b>MS</b>                | Project Management                               | Penn State                           |
| <b>MS</b>                | Psychology                                       | Southern New Hampshire University    |
| <b>MS</b>                | General Administration                           | Central Michigan University          |
| <b>MS</b>                | Clinical Mental Health Counseling                | Northern Kentucky University         |
| <b>MS</b>                | Speech-Language pathology                        | East Tennessee State University      |
| <b>MS</b>                | Geology  | University of Missouri               |
| <b>MS</b>                | Computer Science                                 | Central Michigan                     |
| <b>MS</b>                | Professional counseling                          | CMU                                  |
| <b>MS</b>                | Occupational Therapy                             | Saginaw Valley State University      |
| <b>MS</b>                | Exercise Science                                 | Central Michigan                     |
| <b>MS</b>                | Occupational Therapy                             | Saginaw Valley State University      |
| <b>MS</b>                | Higher Education and Student Affairs             | Oklahoma State University            |
| <b>MS</b>                | Speech-Language Pathology                        | Central Michigan University          |
| <b>MS</b>                | Nutrition and Wellness                           | Andrews University/Lakeland Hospital |
| <b>MS</b>                | Social Work                                      | Valdosta State University            |
| <b>MS</b>                | Speech-Language Pathology                        | Central Michigan University          |
| <b>MS</b>                | CSD  | Nazareth College                     |
| <b>MS</b>                | Physician Assistant Studies                      | University of Pittsburgh             |
| <b>MS</b>                | Speech-Language Pathology                        | Grand Valley state University        |
| <b>MS</b>                | Surgical Assisting                               | Eastern Virginia Medical School      |
| <b>MS</b>                | Counseling                                       | Central Michigan University          |
| <b>MS</b>                | Physician Assistant Studies                      | Central Michigan University          |
| <b>MS</b>                | Dietetics  | CMU                                  |
| <b>MS</b>                | Physician Assistant                              | Wingate University                   |
| <b>MS</b>                | Pathology Assistant                              | West Virginia University             |
| <b>MS</b>                | Environmental Science                            | Florida Gulf Coast University        |
| <b>MS</b>                | Physician Assistant                              | Central Michigan University          |
| <b>MS</b>                | Applied Behavior Analysis                        | Florida Institute of Technology      |
| <b>MS</b>                | Speech Pathology                                 | Midwestern University                |
| <b>MS</b>                | Economics  | Central Michigan University          |
| <b>MS</b>                |  | Health Administration                |
| <b>MS</b>                | Speech Language Pathology                        | Miami University                     |
| <b>MS</b>                | Information and communication                    | Ball state university                |
| <b>MS and then Ph.D.</b> | Eco-Com Psychology                               | Michigan State University            |
| <b>MS-I think</b>        | Counseling                                       | CMU                                  |

|  |                                |                                     |
|--|--------------------------------|-------------------------------------|
| <b>msa</b>                             | administration                 |                                     |
| <b>MSA</b>                             | Leadership                     | CMU                                 |
| <b>MSA</b>                             | HR                             | CMU                                 |
| <b>MSA</b>                             | HR                             | CMU                                 |
| <b>MSA</b>                             | Health service                 | Cmu global                          |
| <b>MSA</b>                             | Health Services Administration | Central Michigan University         |
| <b>MSA</b>                             | HR                             | CMU                                 |
| <b>MSA</b>                             |                                | CMU                                 |
| <b>MSA</b>                             | Accountancy                    | San Jose State University           |
| <b>MSBS</b>                            | Physician Assistant            | University of Toledo Medical School |
| <b>Msw</b>                             | Social work                    | Wayne state university              |
| <b>MSW</b>                             | Social work                    | Case western reserve university     |
| <b>MSW</b>                             | Social work                    | University of Michigan              |
| <b>MSW</b>                             | Social work                    | Michigan state university           |
| <b>MSW</b>                             | Social Work                    | Michigan State University           |
| <b>MUP</b>                             | Urban and Regional Planning    | Wayne State                         |
| <b>N/a</b>                             | N/a                            | N/a                                 |
| <b>None</b>                            | None                           | None                                |
| <b>NSCA-CSCS</b>                       | Exercise                       | NSCA                                |
| <b>Ph.D.</b>                           | School Psychology              | Michigan State University           |
| <b>Pharm D</b>                         | Pharmacy                       | Palm beach Atlantic                 |
| <b>Pharm. D</b>                        | Pharmacy                       | Ferris State University             |
| <b>PhD</b>                             | psychology and education       | University of Michigan              |
| <b>PhD</b>                             | Microbiology                   | Iowa State University               |
| <b>PhD</b>                             | Integrative Biology            | Oklahoma State University           |
| <b>PhD (and Masters along the way)</b> | Family and Human Development   | Arizona State University            |
| <b>Sport Administration</b>            |                                | Concordia university Nebraska       |

\*Please note that the responses were not edited for typographical errors.

## Appendix C

### Responses to Question 17: “Where Did You Complete Your Internship?”

| <b>Internship Company</b>                                  | <b>Internship City</b> |
|--|------------------------|
| <b>(student teaching)</b>                                  | Grand Rapids           |
| <b>3M</b>  | St. Paul               |
| <b>3M</b>  | Minneapolis            |
| <b>9&amp;10 News</b>                                       | Cadillac               |
| <b>Adawood</b>   | Mount pleasant         |
| <b>Adoption Associates</b>                                 | Farmington Hills       |
| <b>Aflac</b>   |                        |
| <b>Andahwod</b>  | Mount pleasant         |
| <b>Andrews University/Lakeland Hospital</b>                | St Joseph              |
| <b>Auto-Owners</b>   | Lansing                |
| <b>Auto-Owners Insurance Company</b>                       | Lansing                |
| <b>BASF</b>  | Southfield             |
| <b>Beaumont children's hospital</b>                        | Royal oak              |
| <b>Behavioral Health Center</b>                            | Mount Pleasant         |
| <b>Bloomfield Hills High School</b>                        | Bloomfield Hills       |
| <b>Bosch</b>   | Farmington hills       |
| <b>Brighton Area Schools</b>                               | Brighton               |
| <b>Buckle</b>  | Saginaw                |
| <b>CAFE</b>  | Mt pleasant            |
| <b>Career Services</b>                                     | Mt.Pleasant            |
| <b>Career Services at Central Michigan University</b>      | Mount Pleasant         |
| <b>Cars.com</b>  | Chicago                |
| <b>Casa de los hermanos blancos</b>                        | segovia                |
| <b>CAT</b>   |                        |
| <b>Central Michigan Athletic Communications</b>            | Mt. Pleasant           |
| <b>Central Michigan Autism Assessment and Treatment Ce</b> | Mount Pleasant         |
| <b>Central Michigan university</b>                         | Mt pleasant            |
| <b>Central Michigan University</b>                         | Mt Pleasant            |
| <b>Central Michigan University</b>                         | Mt. Pleasant           |
| <b>Central Michigan University Communications</b>          | Mount Pleasant         |
| <b>Central Michigan University Help Desk</b>               | Mt. Pleasant           |
| <b>CENTRAL MOTOR SPORTS</b>                                | MOUNT PLEASANT         |
| <b>Chestnut Hill Elementary School</b>                     | Midland                |
| <b>Clare Public Schools</b>                                | Clare                  |
| <b>Clare Public Schools</b>                                | Clare                  |
| <b>CMU</b>   | Mount Pleasant         |
| <b>CMU</b>   | Mt.Pleasant            |
| <b>CMU Athletics</b>                                       | Mt. Pleasant           |
| <b>CMU Public Radio</b>                                    | Mount Pleasant         |

|  |                 |
|--|-----------------|
| <b>Coleman Jr/Sr High School</b>                           | Coleman         |
| <b>Consumers Energy</b>                                    | Royal Oak       |
| <b>Cooper Standard</b>                                     | Gaylord         |
| <b>Crain Communications</b>                                | Detroit         |
| <b>Dart Container</b>                                      | Mason           |
| <b>Delfield</b>  | Mount pleasant  |
| <b>Detroit Diesel</b>                                      | Redford         |
| <b>Detroit Wayne Mental Health Authority</b>               | Detroit         |
| <b>DHHS of Gratiot County</b>                              | Ithaca          |
| <b>Discovery Museum</b>                                    | Mt Pleasant     |
| <b>Dow Chemical</b>  | Midland         |
| <b>Dow Chemical Corporate Wellness</b>                     | midland         |
| <b>Dow Corning</b>   | Midland         |
| <b>Downtown Kansas City Marriott</b>                       | Kansas City     |
| <b>EHS Department</b>                                      |                 |
| <b>Events To Remember Event Production and Design, LLC</b> | Southfield      |
| <b>Ford</b>  | Livonia         |
| <b>Ford motor company</b>                                  | Livonia         |
| <b>Ford Motor Company</b>                                  | Dearborn        |
| <b>Frontline Logistics</b>                                 | Brighton        |
| <b>General motors</b>                                      | Detroit         |
| <b>General Motors</b>                                      | Warren          |
| <b>GIRESD Kinney</b>                                       | Mt pleasant     |
| <b>GIRESD Kinney schools</b>                               | Mt Pleasant     |
| <b>Girls on the run</b>                                    | Shepherd        |
| <b>GM</b>  | Warren          |
| <b>Great Lakes Institute for Sustainable Systems</b>       | Mount Pleasant  |
| <b>Greater Media Detroit</b>                               | Ferndale        |
| <b>Hagerty insurance</b>                                   | Traverse city   |
| <b>Haverhill Elementary school</b>                         | Portage         |
| <b>Henry Ford Health System</b>                            | Detroit         |
| <b>Henry Ford Health System</b>                            | Rochester Hills |
| <b>HIDTA</b>   | Phoenix         |
| <b>Hilliard lyons</b>                                      | Battle creek    |
| <b>Holt Junior High School</b>                             | Holt            |
| <b>HOMtv</b>   | Okemos          |
| <b>Isabella Citizens for Health, Inc.</b>                  | Mount Pleasant  |
| <b>Isabella county court house</b>                         | Mount pleasant  |
| <b>Isabella County Prosecutor's Office</b>                 | Mount Pleasant  |
| <b>Isabella County Prosecutor's Office</b>                 | Mt Pleasant     |
| <b>JD Metalworks</b>                                       | Clare           |
| <b>JD Metalworks</b>                                       | Clare           |

|  |                         |
|--|-------------------------|
| <b>JS Biondi Constuction</b>                               | sterling heights        |
| <b>Judson center</b>                                       | Birmingham              |
| <b>Just Be</b>   | Mt. Pleasant            |
| <b>Kalamazoo Growlers</b>                                  | Kalamazoo               |
| <b>Kent County Health Department</b>                       | Grand Rapids            |
| <b>KPMG</b>  | Detroit                 |
| <b>Lapeer community schools</b>                            | Lapeer                  |
| <b>Lee&amp;Birch</b>                                       | Grand Rapids            |
| <b>Little Traverse Historical Museum</b>                   | Petoskey                |
| <b>Ludington daily news</b>                                | Ludington               |
| <b>MAC TV , The Detroit Chop Shop</b>                      | Mount Pleasant , Macomb |
| <b>MAC TV Network</b>                                      | Mt. Pleasant            |
| <b>MacDonald Middle School/St. Johns High School</b>       | East Lansing/St. Johns  |
| <b>Macomb County Health Department</b>                     | Saint Clair Shores      |
| <b>Magma international</b>                                 | Troy                    |
| <b>Marathon Petroleum Company</b>                          | Findlay                 |
| <b>Marywood University</b>                                 | Scranton                |
| <b>Mason Public Schools</b>                                | Mason                   |
| <b>Masonic pathways</b>                                    | Alma                    |
| <b>Matrix consulting engineers</b>                         | Lansing                 |
| <b>McLaren central Michigan</b>                            | Mount Pleasant          |
| <b>Melling Products Corporation</b>                        | Farwell                 |
| <b>Meridian Health Plan</b>                                | Detroit                 |
| <b>Michigan state senate</b>                               | Lansing                 |
| <b>Michigan State University Extension</b>                 | Grand Rapids            |
| <b>Mid Michigan Community Action</b>                       | Bay City                |
| <b>Mid Michigan Community Action Agency</b>                | Farwell                 |
| <b>Midland Center for the Arts</b>                         | Midland                 |
| <b>Midland county juvenile care center</b>                 | Midland                 |
| <b>Midland Public Schools</b>                              | Midland                 |
| <b>Midland RockHounds</b>                                  | Midland                 |
| <b>MidMichigan Health</b>                                  | Midland                 |
| <b>Mlive</b>   | Flint and Jackson       |
| <b>MLive Media Group</b>                                   | Saginaw                 |
| <b>Monroe Public Schools</b>                               | Monroe                  |
| <b>Morale Welfare Recreation, United States Coast Guar</b> | Aguadilla               |
| <b>Morbark</b>   | Winn                    |
| <b>Morrison Industrial Equipment</b>                       | Grand Rapids            |
| <b>Mount pleasant community church</b>                     | Mt pleasant             |
| <b>Mount Pleasant Community Church</b>                     | Mount Pleasant          |
| <b>Mount Pleasant Floor Covering</b>                       | Mount Pleasant          |
| <b>MSUE</b>  | Midland                 |

|   |                            |
|---|----------------------------|
| <b>Mt Pleasant Area Chamber of Commerce</b>       | Mt Pleasant                |
| <b>Mt pleasant discovery museum</b>               | Mt Pleasant                |
| <b>NAP</b>  | Mt pleasant                |
| <b>National Kidney Foundation of MI</b>           | Ann Arbor                  |
| <b>National park service</b>                      | Seward                     |
| <b>NH Hotel</b>                                   | Alicante                   |
| <b>North godwin elementary</b>                    | Grand rapids               |
| <b>Office of LGBTQ Services</b>                   | Mount Pleasant             |
| <b>Oregon State University/EPA</b>                | Pellston                   |
| <b>Otsego Memorial Hospital</b>                   | Gaylord                    |
| <b>PEAK</b>                                       | Mt pleasant                |
| <b>Physiotherapy</b>                              | Mount Pleasant             |
| <b>Pine Rest Christian Mental Health Services</b> | Grand Rapids               |
| <b>Plante Moran</b>                               | Southfield                 |
| <b>Plante Moran</b>                               | Auburn Hills               |
| <b>Pocket Points, Inc.</b>                        | Chico                      |
| <b>Port Huron Northern High School</b>            | Port Huron                 |
| <b>Q-SAGE, Inc.</b>                               | Mount Pleasant             |
| <b>Quicken Loans</b>                              | Detroit                    |
| <b>Quicken Loans</b>                              | Detroit                    |
| <b>Quicken Loans</b>                              | Detroit                    |
| <b>Riversbend Rehabilitation</b>                  | Bay City                   |
| <b>Road Commission for Oakland County</b>         | Beverly Hills              |
| <b>Safe and Sound Child Advocacy Center</b>       | Midland                    |
| <b>Saginaw County Prosecutor's Office</b>         | Saginaw                    |
| <b>Saugatuck-Douglas Historical Society</b>       | Douglas                    |
| <b>Save-a-Lot Food Stores Distribution Center</b> | Lexington                  |
| <b>Scarbrough Family Eyecare</b>                  | Traverse City              |
| <b>Secular Student Alliance</b>                   | Columbus                   |
| <b>Senate Dems</b>                                | Lansing                    |
| <b>Shelby Township DPW</b>                        | Charter Township of Shelby |
| <b>Sherwin Williams</b>                           | Grosse Pointe              |
| <b>Shoptiques.com</b>                             | New York                   |
| <b>Sparrow Health System</b>                      | Lansing                    |
| <b>Sparrow Hospital St. Lawrence</b>              | Lansing                    |
| <b>Spaulding rehabilitation hospital</b>          | Boston                     |
| <b>Speedway</b>                                   | Lansing                    |
| <b>St Marys hospital</b>                          | Livonia                    |
| <b>Staffords Hospitality</b>                      | Petoskey                   |
| <b>Staffords Hospitality</b>                      | Petoskey                   |
| <b>Stanley black &amp; decker</b>                 | Towson                     |
| <b>Stanley Black and Decker</b>                   | Baltimore                  |



|  |                      |
|--|----------------------|
| <b>Stanley Black and Decker</b>                            | Towson               |
| <b>Student teaching</b>                                    |                      |
| <b>Susan G. Komen Michigan</b>                             | Grand Rapids         |
| <b>TCAPS</b>   | Traverse City        |
| <b>TDS</b>   | Madison              |
| <b>Teacher Education and Professional Development (stu</b> | Mount Pleasant       |
| <b>Tenneco</b>   | Monroe               |
| <b>The Buddy Group</b>                                     | Irvine               |
| <b>The Just Be Place</b>                                   | Vestaburg            |
| <b>The Laurel's of Mt Pleasant</b>                         | Mount Pleasant       |
| <b>Think PR</b>  | New York             |
| <b>Three Rivers Fencing Club</b>                           | Midland              |
| <b>Toyota Tsuho</b>  | Dania Beach          |
| <b>Troy Public Schools</b>                                 | Troy                 |
| <b>United Shore Professional Baseball League</b>           | Utica                |
| <b>University Communications</b>                           | Mount Pleasant       |
| <b>University recreation</b>                               | Mount pleasant       |
| <b>Utica Community Schools</b>                             | Shelby               |
| <b>Utica Community Schools</b>                             | Utica                |
| <b>Vista maria</b>   | Dearborn             |
| <b>Walt Disney World</b>                                   | Orlando              |
| <b>Walt Disney World</b>                                   | Orlando              |
| <b>WCFX</b>  | Mount pleasant       |
| <b>West Midland Family Center</b>                          | Shepard              |
| <b>White Pine Middle School</b>                            | Saginaw              |
| <b>WJRT, WOOD TV8</b>                                      | Flint & Grand Rapids |
| <b>Yazaki North America</b>                                | Canton               |
| <b>Youth Marketing Connection</b>                          | Boston               |
| <b>Zone marketing</b>                                      | Grand Rapids         |

\*Please note that the responses were not edited for typographical errors.

## Appendix D

### Responses to Question 23: “What Reasonable Measures can be taken to improve the Student Experience at CMU?”

A better career services to help students find a job in their field

A greater emphasis on skill improvement (rather than knowledge accumulation). Require internships.

A little more freedom and availability when it comes to UP courses. A lot of groups don't have a majority of their classes available, so I wound up taking classes that were literally my last or only choice in that group.

A lot of curricula is outdated. Older faculty does not equal better education.

A survey like this done before the students graduate. So if students need assistance looking for a job, faculty can help as much as possible.

Academic audits need to be more accurate especially for juniors.

Actively get students in internships. Provide career counseling. Both will help students land a job that will make above 40k a year. Getting rid of useless courses raising student debt as the middle class has to take out more and more loans.

Actually caring about the students such as improving the living conditions (i.e. dorms and food). Also to give more help in recent graduated students finding a job in their career.

Advisers that care

Advisors being aware of required classes

After attending another university, I am extremely impressed with CMU and how developed the campus and programs are.

As a transfer student, I felt quite unprepared academically. I did not have an academic orientation, so I was very lost when it came time to graduate. I had no idea about many of the requirements that I was missing. This lead to a significant amount of obstacles while I tried to obtain my diploma.

As nice as the 8 week semesters are through the global campus, it would be helpful if there were 15 week alternatives for courses. Provide the option

Ask more of students and not let people coast through their major. It affects the level of learning the rest of the students receive when other students are not held to a higher standard

Assess leadership of entrepreneurship program. Assist in placement for required internships. Offer more (helpful) guidance in finding internships. Partner with companies to place interns for required internships. Consider professors' ability to teach paramount, then take into account their professional experience.

Athletic department clean up. The athletic department has many corrupt employees who make it hard to have a positive time at Central, like the athletic director.

Awesome school. Keep going.

Being able to have adequate parking so students aren't late to class or getting tickets for being a couple minutes late. Also to make sure professors are quick to respond to their emails/calls when contacted by their students.

Better academic advising. I know of a lot of people who were forced to stay an extra semester for one class they didn't know about or wasn't available.

Better academic advisors, especially for students who switch majors. Possibly creating a small office for students looking to switch majors, that provides all of the needed information for all of the various majors and minors offered at CMU, to help the transition for a student switching majors.

Better advisors.

Better advisors. I did not find them to be very helpful or available.

Better career advisors. As an undergrad I visited the office my last semester & the advisor told me I should consider changing my major so I could get a job. It was a complete joke and highly unprofessional.

Better class availability for finance major. Keep tuition prices low. Revamp requirements for UP and competency requirements due to number of courses needed interfering with major, as well as associated cost due to tuition increases every year.

Better communication with setting up/changing class schedule

Better deals in regards to meal plans. Perhaps look at the models that other schools offer in regards to allowing swipes to count for meal packages at different locations such as in the down under.

Better faculty Better curriculum On-campus resume building experiences

Better parking

Better preparation for graduate programs in all majors such as workshops writing personal statements and other academic essays

Better professors

Better public transportation/sidewalks/bike paths on campus and in Mount Pleasant.

Better rounded degree programs. I was a music major, and there were many classes that CMU just didn't offer, or was severely lacking in quality.

Better student advising and working with students to get into the classes they need to graduate.

Better supervision of the 100 level teachers. Where I was dissatisfied came from my experiences outside of my major with these teachers.

Better teachers. Some teachers with tenure in the marketing department were worthless. More real world application. More help with employment.

Budge more money into on campus CMU marketing such as more CMU flags, pennants, statues, etc. Some tradition or landmark besides the seal student can get behind. Having a winning season in a "revenue generating" sport (men's basketball or football). Better English speaking math professors.

Build emphasis in coursework and instructors with career work, guidance, and direction.

By making sure that students are taking advantage of career services, internships, study abroad. I wish that I would have known more about student services and perused an internship because I feel that might have helped me experience work in my degree and would have helped me in finding a job as well.

Career services after graduation. I asked for help and I was told to make an account on a website that matched me to jobs that I had ZERO experience/background/certifications for. I wouldn't say going to Handshake should count as "career services"...

Central Michigan should take more time with incoming students to assist in finding areas of interest and possible employment opportunities after graduation. I did this all on my own with very little help/assistance from CMU.

Check your computer science/IT department professors, they talk down about their co-workers instead of collaborating with them. The staff instructors are awesome! They have a passion to help you learn. A good majority of the professors, could really care less about the students. Look into that, make some changes there; I think you'll have a more positive response from future students.

Clear expectations for online learning. My goal was to have the same experience as in the classroom and only took online learning because of work commitments. Online learning was primarily self taught which I didn't understand or want from my experience.

Close campus if there is a bad snowstorm, a lot of people commute 30mins-1.5 hours to get to campus everyday.

CMU could improve on helping transfer students transition and integrate into the university community. I felt forgotten and on my own and very lost, which really affected my attitude towards my choice to transfer to CMU. By the time I graduated, I had finally felt like I was just getting a good feel and niche at the university, so it was disappointing to think of all I missed out on.

Complete overhaul of the Computer Science department, starting with the terrible professors.

Continue providing young professors that are relevant and educated in current medical studies

Continue to make CMU a safe campus. The use of social media and getting campus safety out and about helped to create that secure feeling on campus.

Continued seeking of improvement and maintaining good communication between faculty, administration, and students

Coursework needs to be more rigorous to meet the demands in the field of Finance. Statistical analysis and programming (Python/R) should at least be optional courses for students in the field of Finance. Excel is becoming outdated in newer workplaces and these new skills are of high demand, especially in the startup realm.

Crash courses on how the real world functions. Less safe spaces honestly

Cultural Competency and Acceptance. A greater push for minority students. CMU has more international students than minority students. A greater effort is being made to recruit overseas than to add culture and a perspective of being a minority in America.

Decrease administrative costs and give young people a reasonably priced education.

Decrease the cost of getting a degree at your institution. Increase the number of jobs available to your students. If I spend \$100,000 on an education, I expect at least one job offer. I have received none in 10 months of job hunting. I graduated cum laude in the field of business, having an internship and 9 combined years of work related experience. I feel the university itself has committed fraud by charging exorbitant amounts of money, making gross overstatements about how much I will make and the quantity of job offers I will receive, yet failed in their duty to get graduates into decent jobs. I feel the university itself should be responsible for my ~\$60,000 worth of student loan debt. I will never make any donations to your university, I will never associate myself with your university in a positive manner, and I will ensure that my children and friends do not attend your university. You have failed, and now I am being punished for it. I will be paying \$700/month toward my loans for the next 10 years AT A MINIMUM, assuming I can find a job, because your president could not figure out how to manage costs. I think every inept official at your university should immediately be fired and replaced with capable, frugal minded individuals. The man is simply oblivious to the burdens he is imparting on his graduates.

Develop a medical technology program

Diversity integration into courses. Students need to start talking about it to recognize societal needs.

divert money from the administration and put it into programs that have been neglected by cmu, spend less money on athletics without removing the department, quit wasting money

Do not make them take classes they will never use in their daily careers. Certain majors do not need a foreign language. Also, the requirement to have so many credits is ridiculous. I wasted time and money to take classes related and not related to my major because I did not have enough "credits" to graduate.

Don't lie to the students about jobs that don't exist, don't make useless programs for the dumb kids, just to squeeze extra money out of their rich parents. Or kids that do get scholarships might choose programs, like Art or some of the Social Sciences, that offer zero to no job opportunities. I'm working at a hotel cause its either that or mentor kids that hate me for the same paycheck. If I could tell any freshman- be very careful with the major you pick, cause just because CMU says its a major, doesn't mean jobs exist for it. Seriously, family studies? Biggest mistake of my life. I don't even like to be honest in saying I graduated in that, cause of how stupid it was. Stuff like this, stuff that stupid and useless, shouldn't be an option.

Prepare kids for real stuff that will actually help them. I gave you guys countless money- I wanted a job where I could help people, family studies sounded perfect. But now I can either get a job that I'll hate that will be super stressful, pay even more for grad school, or do what I'm doing, which is working in a totally different field than I went to school for, one that does not require a college diploma.

Don't pressure students into choosing a major so soon in their college career when they don't really know who they are yet... allow them time to explore without wiping their bank accounts

Dorm wi-fi could use to be improved, as well as the dorms themselves. Especially the towers. Towers dorms are the reason I moved off campus.

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Each counselor would tell me different things that I should/needed to do. It would be better if they all agreed on the same thing.

Eliminate 10year.

Encourage faculty to share different clubs, experiences, extra events with students. I was only with CMU for 2 years but I felt like my senior year was when I found something that interested me because I wasn't aware of other opportunities available to me my first year. I feel like if I was more aware of broadening my horizons to fields that were similar to the one I am in now and how they relate I might have been more successful and more motivated. If it wasn't for a faculty member mentioning a clinic on campus I wouldn't be where I am today.

Encourage internships and career building from day 1 @ cmu

Encourage students to explore more options and provide resources to do so.

Ensuring classes are providing the education they should be providing. I had some amazing teachers that taught me so much but I also had teachers that didn't teach me much.

Entry level science/math courses like physics needs a ton of work to better students experience.

Explain student loans better and have more information to parents and students about tuition/loans

Extension of career services to Global Campus Students

Faculty in my major were not very in touch with the industry. Need to better format curriculum and hire faculty that are better prepared. My extra curricular and paid employment on campus are what prepared me to land the job I did.

Faculty need to be more open to helping students understand the field they are entering. More open, invitee, inspiring staff members!

Finding a career after graduation

Fire Professor \*\*\* from the Engineering and Technology program. He is the absolute worst professor I've had the dishonor to 'learn' from. He has given me and many other students from the MET program a negative outlook on CMU. Knock that man down a peg and kick him out of my University. I feel bad for students in the future that will have to sit through his egotistical lectures and inexplicable grading scale. \*\*\* will forever be the reason I discourage anyone and everyone from enrolling into the CMU E&T school.

Fire up chips! Of course I can dream... I did all my CMU coursework online. It would be nice if there were a bit more "student life" activities available for those of us in Global Campus. Obviously that's pretty hard to do in an online format.

Focus curriculum more heavily on applicable skills and job specific tasks

Focus more on how they can apply their degree to different fields not just kne

Focus more on the major classes instead of the U.P classes. Making a "well rounded" individual allows some to grow while others to be held back from their potential. More kinesthetic activities and lectures. Use more & more computerized technology during lectures, quizzes, and tests.

Focus on assimilating transfer students into CMU life.

Focus on getting better faculty/advisors. All the advisors were not helpful in different departments. Also, many professors I had didn't seem to really care about me, I felt like just a number.

Focus on growth, learning and making connections and relationships

Focusing on the in depth learning earlier in the major course curriculum instead of waiting until a student's junior or senior year.

For engineering, look at more quality related topics in class that can be taught to students expecting to be in manufacturing positions. Such as CPK studies, Gage R&R's, Root Cause solving techniques, etc. Professor \*\*\* was difficult academically but what he taught me about the engineering industry has been the most useful and priceless knowledge I've carried into my career in a manufacturing setting.

For majors that automatically require graduate school or further education, accept more students from CMU rather than other universities. It seems wrong that a student would dedicate many semesters and payments to a university that chooses people from other schools above their own.

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For photojournalism - teach small business practices. I'm totally inexperienced in this, and struggling a bit  
Funding disbursed more equally, especially in the humanities and arts.

Get the Academic Services/Registrar's Office/etc on the same page. My last year at Central was a nightmare of bureaucracy and lost paperwork that took months to solve, all because departments weren't talking. This happened to a ton of my friends, including one who had 3 separate audits done, all of which missed a single class she needed to take which forced her to do another semester to graduate. Stupid things like that left a really bad taste in my mouth toward CMU. I had considered doing a graduate degree there, but after that nonsense and hearings the insanity my profs had to deal with on a regular basis, I have no desire to go back.

Give more information for internships for Global students

Global campus programs need to have the care and over seeing that the main campus does. For the most part we were on our own and it made getting the educational things we needed really difficult

Global campus students to feel more a part of the college.

Have a capstone for most if not all majors to where students can apply the knowledge they have learned in the field. My capstone class truly helped me succeed because of how strenuous it was. Also try and offer more scholarships I know that can be a big ask, however reasonable with the price of college going up. Having some of the fees that go towards housing be taken for a scholarship fund for students who live in the residence halls even if it is only enough to cover books it can help.

Have advisors ask the students what they want to do after graduation and guide them towards their goal

Have an internship for the psychology program

Have better access to advisors on degree requirements.

Have clearer information about the need for B.A. And B.S. Major courses along with the UP and competencies. I didn't hear about them until later, it would have been nice to know as a freshman.

Have higher standards for faculty. Stop raising tuition!

Have instructors go through some PD or a class to learn how to teach for those who have not been in the teaching field or have taken teaching courses.

Have more opportunities for internship or clinical experiences for students

Having better/more frequent course availability so that students can balance taking courses they need with taking elective courses and still finish their degree in a timely manner.

Having more options for in demand lab courses that may be the defining factor in why so many students are unable to graduate in 4 years.

Help make the community realize that without the students, Mt Pleasant would literally be nothing. Stop raising the tuition so much to pay professors with tenure too much money.

Help prepare for grad school or list jobs that their degree will allow to get straight out of college (ungrad)

Help students choose internships that are right for them

Help students find jobs and maybe capstone project or internships for all degrees?

Help students realize the gravity of student debt

Help with career finding once graduated. I asked for help and only got referred to look at my resume. All career fairs were during times I had classes, I know it doesn't work for everyone but it was a downer. Even the first virtual one I was unable to attend due to working my temporary job.

Help with internship searching and start career prep earlier than a capstone course

Higher standard of prestige. People still think of CMU as a party school but it is actually a hidden gem.

Hiring professors who won't try to kiss their students at a bar where they worked at causing them to meet with a dean who didn't really care at all about being compassionate and truly helping the student (me). He was more concerned about getting me out of his hair and firing the professor. Leading me to switch my major, which I came to CMU with passion for. Already having an internship at a VERY well-known news station and much broadcasting experience under my belt before even transferring to this school... to take

my first broadcasting class and have this happen? To have the dean intimidate me (yell at me saying you're not going to just get an A) to the point where I had to switch my major from broadcasting to a major I wasn't passionate about. Also, to have the GA put my grade in as a B and then the dean switch it to a C 2 weeks later after grades were already posted. His of way being intimidating and showing how much power he has. I'll be writing a letter with more information if needed. Seven months later I'm applying for jobs I'm not even passionate about because of an incident that shouldn't have even occurred and I, the student, has to pay for it both economically and professionally now.

Hold students accountable for the quality of their work - I appreciated the instructors that held me to a higher standard. Insist on plagiarism checks even on presentations.

Hold the Professors accountable for challenging their students more, we can handle it

Honestly, my biggest issue was with the Women & Gender Studies courses not being offered because other departments didn't pull them from the bulletin. I realize its a nearly two year process to get a class reinstated in the bulletin, but I had to "modify" my major SEVERAL times in order to graduate because enough classes weren't offered. I unfortunately feel like that was a department/major not very highly prioritized and it was frustrating. Overall though, CMU was the best fit choice for me and I loved every minute of it.

i always felt the grading between teachers and assignments for the same exact subject could be considered catastrophically different. This should not be true. This could allow for better students to perform worse just because of the teacher they were forced to take due to a schedule discrepancies. I took the same classes as my peers and many times they would have considerably less work and softer grading

I feel that more requirements pertaining to communication standards on the instructor side would be helpful. Some were very good at communicating and providing feedback, while others took a long time to communicate and rarely gave any feedback. It's tough with online learning when there is not timely and effective communication. And clearly what some instructors thought was effective and timely greatly differed from others. So I feel some communication standards would benefit students.

I got little to no assistance from my academic advisor despite repeated emails and phone calls to him. I believe it took me longer to finish my degree based on his advice and lack of guidance.

I had a few professors in major courses were not at the university more than a couple semesters that did not do very well to prepare me for future courses.

I had three great professors and the rest of the professors in my department were fairly weak. By weak I mean they often cancelled class, ended class hours early, or didn't present any material to the class. They would often times discuss their personal political beliefs instead of applying research to situations. I'm extremely surprised they continue to be an accredited program unless the requirements are very low. I learned more in two weeks at u of m than my four years during my major. The psychology department I found to be much more scientific and I avoided social work classes to take those courses. I can't help but feel it was a little of a waste besides those few professors.

I have had almost no contact since graduation. I have had little to no help in finding employment. I do not think it is the university's job to find me a job, but I don't think you should say you help students find jobs if you are not actively doing that.

I haven't a clue.

I honestly believe the sport management major to not prepare people for professional work outside of sales positions within the sport industry. Many of the classes were cupcake courses which required little to no effort. I thoroughly enjoyed my time at CMU, the professors and my coaches with the baseball team. If I had to attend for Athletics, I would choose CMU. If I had to choose whether to attend or not purely based on academics, I would have chosen a different school. I can only speak to the sport management major, for the above. I also took courses for Therapeutic Recreation and felt the department was far better run and the faculty took much more of an interest in the students than the sport management department.

I know the tenured staff is stuck there, but for real, the STEM staff has always sucked. They're rude and mean and can't teach well. Get more personable staff. They're easier to work with.

I loved career services when I finally found out they existed. I think it would be very helpful to further expand or increase knowledge and use of career services. Whether requiring at least one appointment before junior year or pushing it a little more on students to help stay on track or find a new path.

I loved every second of it.

I loved my academic experience but am just extremely disappointed with how it has prepared me for my career. Coming out of undergrad with a degree in political science and environmental studies I feel like my degree is completely useless in the job market. I have done everything I can think of and am getting nowhere. I wish CMU had been able to connect me more directly with opportunities rather than just giving me recommendations on how to build a resume, which I already knew how to do. I have honors, graduated magna cum laude, had an internship, tons of extracurriculars and professional experience, a personal website, business cards, have been to conferences in my field just to network, sent out over 100 letters of inquiry and countless applications and have had 0 movement in my career field. I'm currently working two retail jobs with no end in sight.

I loved my experience at CMU as a student but as a fashion designer who has wanted to move to New York for the majority of her life. I feel that I was very unprepared to make that move. I'm still working to try to secure a full time position at a company. I am currently working as an intern for a fashion design company after completing 2 internships last summer in New York City.

I participated in a pilot program with the HDFS Department where I had the opportunity to complete my internship in Washington DC. This was a life-changing experience that I wish was available to more students. A lot of programs limit students to small geographic areas, and I believe that getting out of this immediate area would make the experience more impacting.

I think doing more to make sure transfer students and students who don't live on campus know about all of the resources there are on campus. It's easy to know about them if you live in the halls at one point, but my friends off campus definitely knew less about the available academic, counseling, and career services.

I think it would be helpful to have more of an opportunity to learn what kind of degrees you can obtain with your major and also help with learning to write resume and cover letters

I think it's great

I think more outreach regarding post-graduation goals (e.g., employment, graduate school) could be provided to off-campus (i.e., Global campus) students.

I think there needs to be some sort of midterm evaluation required for all faculty.

I think there should be more hands on learning than teaching from a book. Just look at the RPL department they're doing everything right

I think to pair students that have a signed major with Senior students in class to have the Senior students give advice to the younger students would be beneficial in how to go about the rest of their years.

I took many online courses - better technology should be used for the online classes. The ability to see classes in a video format would be extremely helpful... Kind of like "skyping" into a classroom to make it more of a classroom experience... Many of the online teachers were VERY hands-off (almost NO interaction during the course, hard to reach), making it difficult to learn the material. I felt like I was trying to teach myself by reading the book, which is not the best method of learning for me.

I wish more career path would of been shared with me through out school. My current job is in every state and federal mandated. I wish I would of known about more jobs opportunities like this when I was in school.

I would appreciate CMU using my tuition money in a more equitable, considerate manner. In my 6.5 years on campus, I've seen multiple buildings and projects come about. I feel the money for those unrequested things (medical school, biosciences building, hotel, etc) should have been used for efforts to retain faculty, staff, and students.

I would highly suggest to join a club to meet people and to talk to professors about doing a undergrad thesis. There both highly effected my college experience in a positive way!



I'm not really sure. I have had a pretty good experience. I myself am disabled, and the college has many ways to help with disabilities.

I'm sitting for the CPA exam currently and there is a significant difference between the level of difficulty for the CPA exam and what I experienced at Central. I graduated Cum Laude and do not feel like my accounting degree from Central prepared me for the CPA exam as well as it could have. There are certain areas where I feel prepared and others where I do not. Certain subjects I had extremely good professors who taught the subjects great and in those areas I've done well on the CPA exam. There are other areas where the professor did not teach and was extremely unhelpful or told us as a class the subject was not something they were going to teach as it was too difficult but those are now things I'm facing on the CPA exam and had I been taught a base at Central I would have had a much better understanding of the material as I study for the CPA exam. Audit with \*\*\* was great. He prepared a student to sit for the audit section of the CPA exam. \*\*\* was great. She taught you a great deal on tax in the amount of detail you need to know for the CPA exam. \*\*\*\* do not. They don't teach to the same level and those are difficult classes that are needed to pass the CPA exam. If I could go back, I would have loved to have taken 501 with a professor that actually taught it because those subjects are extremely difficult and they are a major portion of the FAR section of the CPA exam.. I feel like I would have learned a great deal more of what I needed to know. I certainly understand not every accounting major plans on taking the CPA exam but a good portion of them do and there is a significant gap between the level of difficulty at Central and what is expected on the CPA exam.

I've had a positive experience.

Improve guidance counseling, allow students to make-up work when facing great life challenges without penalization.

Improve online courses. My biggest problem in taking online classes was, teacher's expectations, confusing grading criteria, and the gap between information and application was often poor.

Improve professor organization

Improved teaching

Improving the knowledge of advisors who stay within the dorms. I had an awful time figuring out classes my freshman year and the lack of help provided by advisors proved difficult.

In psychology and sociology have internships and prepare students for non-academic careers

In terms of my Major, having more classes geared towards current Music Educational practices. Having more classes in which we gain teaching experience or we have experience dealing with the other side of education (i.e. Not the teaching aspect but more of the paperwork, extra things required of educators)

Increase teaching ability of professors

Increased faculty evaluation

Inform all students of all hurdles of every program before signing up for a major

It was hard to get into certain classes at times. If students were automatically enrolled in classes they need that would be helpful.

It would be beneficial for students if the university would spend more resources drawing in individuals from various government positions for career advising. Also making those resources available to all students interested in them, regardless of their work and class schedules.

It would be beneficial to send email reminders to students about registering for classes. This would be especially helpful for freshman, but also to other students who get confused on how their credits stack up.

It would be great to find a method that offers global students the opportunity to be more involved and part of the on campus life.

It's fairly easy to do next to no studying and still do well on tests/class work. I think more proctored exams without books would push students to learn more.

Job opportunities for alumni

Keep modernizing the campus, classrooms and equipment.

Keeping up the good work on student safety and leadership involvement. Making sure faculty and students are up to date about research and world issues would be a reasonable measure.

Less work more play

Let freshman know what RSO;s on campus are.

Listen to students. If they come with an issue, see if it is something that can be implemented.

Listen to your students and their wants and needs.

Look into \*\*\*. He made class very uncomfortable. He is a hinder to the Health Fitness major.

Look into providing more local internship opportunities for those in the biological sciences.

Lower cost of tuition

Lower prices for classes and living expenses.

Lower prices for on campus parking permits. Get rid of parking meters. Revoke non smoking campus rules.

Lower the cost of tuition. Clearly.

Lower Tuition, and improve communication between the education department and other departments.

Lower tuition, more "Cinematic" in the BCA department

Lowering costs

Make it mandatory that students speak to an academic advisor first semester of freshman year.

Make more sport management/ business classes a viable, as in more sections. I had a hard time while I was at CMU getting into them before they filled up

Make progress addressing a limited access to classes needed to graduate. It's near impossible to graduate in 4-years, which is extremely unattractive in a university, and I think that it in large part attributable to classes not being available when needed.

Make sure education classes will help in the classroom and aren't just being taught so boxes can be checked off for the university to look good.

Make sure faculty are preparing students better for job searches and employment after graduation. Faculty should be educated enough in the current job market to help students have in place what they need to make it in there given field. I graduated with honors and cannot even get an interview at a company in my field after submitting countless applications. Faculty should, also, be available for advice after graduation, as support to past students whom still need help. The professor I contact in my major for advise was of no help to me.

Make sure the department staff members all communicate to one another, and make sure they are aware of their program specifications.

Make sure the teacher education faculty are all talking with one another and on the same page, have teacher ed students prepare a sub folder, work with classroom management more (seeing it in action), pay \*\* less and the teachers more. The teachers are the heart beat of CMU and made all the difference in my experience

Make the mandatory classes and electives actually informative. The amount of classes I took at CMU that was strictly busy work with very little actual learning is disheartening considering the amount of debt I have accrued.

Make the Psychology program more structured

Make the schooling more affordable and also the amenities- parking, graduation, fees, etc.

Making sure Counselors are more available to students.

Making sure everyone is able to get into any class they need, no waiting lists.

Many of the professors that I had at Central Michigan were not great teachers. Many of them would use old teaching methods (e.g. Lecturing for an hour straight) that have proven to be ineffective, and a lot of them don't seem to care about their students or teaching. Professors should be evaluated not only on their knowledge of the subject but also their effectiveness as a teacher.

Many professors are brilliant but do not know how to teach nor have interpersonal skills, CMU faculty should be taught teaching strategies. Once students begin to take their major classes, the department should take a closer look at the realistic tasks student must know how to do once employed and teach them that exact skill. Design courses that are actually applicable to what we are going to do.

More academic advisors

More access to counsellors

More access to in seat courses for psychology off of main campus, global campuses. More applied psychology courses at global campus locations.

More access to students to learn how to find a job in their field, and more guidance for students future job opportunities. My displeasure is not with the teachers but all administration who are rude and are not helpful at all, that I think is wrong with CMU to many pencil pushers getting paid to much money for what they do.

More affordable just kidding I am a proud chip

More affordable, more pre-service teaching opportunities, improved opportunities for co-curricular experiences in education, student teaching evaluation that more closely resembles professional teacher evaluation

More automotive and PLC related courses for Engineering. CMU is in the state where the automobile assembly line was created. We should have courses for programming PLC's and understanding automotive subsystems.

More availability for courses

More availability for some classes so that you don't have to only take them in certain semesters, hire more professors that want to be there for college students and not just research or the pay check, have more positive feedback and influences on students to help keep them focused on their education don't let students fall through the cracks so easy, help ALL students be successful even if you don't think they can do it

More availability of counseling services. Instead of giving \*\* extravagant bonuses every semester, put some focus on the mental health of the students.

More available Parking, making sure students have access and information on continuing their education

More career exploration while attending

More caring and passionate academic advisors and firing \*\* (he does a terrible job at teaching social psychology and he ruined my GPA).

More classes offered in Biology:Natural Resources route. All the wildlife/fisheries/forestry (anything useful for natural resources) classes are not offered...super helpful... More opportunities to learn technical field skills. My degree got me an interview, but the skills and knowledge I gained on my own through summer jobs is what got me my job.

More Elementary Education prep for the state certification exam it is an extremely hard exam that I didn't realize I should have been taking while at CMU. You could also do things for test related anxiety.

more events similar to Mainstage to bring the student body together

More financial aid availability for students. More internship opportunities. Better sports teams (let's stop being the mediocre team in the MAC) especially the football team

More focus on improving academic experiences and student life

More guidance both academically and socially for incoming freshman students.

More help for global students with employment. Try to strengthen relationships with employers for the older students that will be entering the workforce.

More helpful segments for future teachers and test taking strategies

More in-seat courses offered at global campus sites. Course offerings in applied applications in my major, Psychology, to allow for a more experienced education rather than just academic.

More intermingling of courses among majors. For instance when I took a Art & Gender class. It allowed me a better understanding of a world I had very little knowledge of and I feel that those who were in gender studies had access to the art world.

More internships for sociology and psychology.

More knowledgeable and caring advisors

More major choices for global campus

More majors should require an internship. My major did not require one but I knew one would be necessary to get a job. I know that my major/profession is not the only one where this is the case.

More meter parking

More mock clinics in health professions

More night classes at global locations.

More on hands with child development degrees and all that someone can do with this degree, not just observing daycares

More opportunities for employment after graduation, especially within sport management major. Something like Pistons do with sales project, but with more sports/team

More options for UPs

More parking

More parking on campus

More preparation for adjusting to personal life after graduation.

More professor-student interaction and more help/advice available for grad school and career choices after college.

More professors with real world experience. Many human service professors have never worked the field. They have very little ties in actual professional field work jobs. They are able to have ties with research and more internships but actual field work is very slim.

More push for leadership

More qualified faculty to teach HR courses - other than \*\*\*

More real life and career based learning opportunities.

More reasonable food plan prices Accommodation/reimbursement/help with travel costs to off site clinical rotations

More religious support for Confessional Christians

More student centered programming

More student parking, 24-7 library.

More support, tutoring for Global Campus students

More time focusing in helping the students better understand how and where they can apply their knowledge in the real world. Helping them find suitable jobs areas before graduation.

More tours and speakers from various job fields.

My experience was very positive, I have no suggestions at this time.

My major (IS) was WAY too focused. It should require more CS courses in it. A lot of IT positions don't require SAP knowledge.

My major had few professors who had huge work loads. It was hard to find an advisory for my academic honorary RSO because of professors' already heavy schedules.

My only issue with the institution is the Global Campus faculty. While the majority of them were helpful and available, there were still several of them that I was unable to reach over the course of my study. Not only is that detrimental to my overall score in the course, but it was more than frustrating. As faculty, they need to be available to students within 24-48 hours. Just as they require tasks to be completed by us in a

timely manner, I expect the same behavior and promptness from them as well. Other than that, overall, I am fairly satisfied with my time with CMU.

N/A. My experience at CMU was amazing, and I would choose to do it over again. The professors I had throughout my time showed interest in each student and showed wanting the best for each of their students. I think the College of Business professors are the best out there.

Needs to be easier to find out who your academic advisor is and who your major advisor is and why you need to see both are important

No suggestions at this time

None

None to note. Impressed with the smoke free campus

None, CMU was perfect for me.

Not even sure if it technically exists anymore but the Environmental Science degree was fairly pitiful. Felt like the professors weren't well prepared. Information was too basic. We get it. The environment has problems. That's why we're getting this degree. Where are the 'outside the box' solutions classes? Where are the real world examples and possibilities? I felt like it was way too much of a statistic and fact based major. Not nearly enough creative thinking for what will arguably require some of the most creative thinkers if we are to tackle these problems. The chemistry degree was pretty good but I think there should be at least a class or two required on the real world benefits and downfalls of chemistry. Learning the techniques and concepts is important but I didn't think there was enough of a focus on integrating this into our real world situation. Not enough outside the box thinking or problem solving, just learn techniques/material and regurgitate. I wanted to come out with more of my OWN ideas to contribute to the chemical field, but I feel like the major's only real concern was teaching us material instead of having us consider how to use what we learned to make a difference. This is coming from an honors program graduate with Summa Cum Laude so I feel justified in expressing displeasure with the current framework. I wanted to be more challenged. There's more to the world than learning facts or mathematical techniques. CMU says it wants to "make a difference" but the curriculum felt like a "learn the textbook knowledge and techniques to get a job", which just results in people falling into line with the way things are. Where are the classes that help challenge our brains to consider the next paradigm shift? All in all, the information given was good, but it lacked a critical component of real world integration and questioning of the current system of things.

Nothing they have a great foundation at CMU

Offer a better variety for Exercise Science students. And require more classes that give students a taste of each part of the major.

Offer more career-planning opportunities, increase funding for CHSBS.

Offer more flexibility with major courses

Offer more guidance to global campus students

Offer more opportunities for students to network with alumni in their field as well as offering more funding for organization so that students won't have to pay a lot of money out of pocket to join organizations that we'll help with there majors or with attending graduate school

Offer the same 'on-campus' perks to Global Campus students (like student ID, career services ect). I realize Global Campus students can use these services, but they are not necessarily accessible or publicized that it is available.

Offering enough courses when needed.

On-line classes were challenging since I live out-of-state. Proctors were not available and being a professional there is NO way I was going to have a WebCam watch me. Being a grown adult this was humiliating. My superior proctored me in prior years and I was told this was no longer an option at CMU - this was discouraging.

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Parking on campus is extremely limited especially on Tuesday and Thursday and I'd there was more parking in lot 22 I believe more people would purchase a parking pass.

Please offer students in humanities majors the opportunities that other students have. The program there is so great and deserves better recognition.

Post graduate services to help students find jobs. More scholarship programs. Stop raising tuition (tuition was raise EVERY year I attended Central)

Post graduation/job help

Practice with different writing styles, and more internship opportunities within majors.

Prepare students more for employment. Have academic advisors actually talk about internships and possible job opportunities, since mine never did.

Professors that don't have favorite students within the classroom.

Professors that receive low SOS scores year after year need to be looked at to see why they are getting these scores. Too many times a professor would have a low rating dating back years and yet, they were still allowed to teach the course. What is the point of doing SOS scores if nothing is to come from them?

Professors with heavier accents can be difficult to understand and/or communicate with. I think it would be helpful for future learners if before hiring a professor- having [the professor] them demonstrate a mock class to the committee so they can view their teaching styles and whether they feel students will be able to learn well from them.

Program faculty and advisers should have a better process for students to find internship opportunities.

Provide career/academic advising for areas that are not offered at CMU.

Provide mandatory career assistance, reconstruct how the HEV department does internships

Provide more classes that are applicable to the real world. I think that there should be more classes that teach us about taxes, loans, mortgages, and budgeting that are offered as UP(university programs). From my experience with the RPL department, the most helpful course was the budgeting class. I wish more courses like that were offered as UP's instead of courses teaching material that is irrelevant after that course is over. Another big thing that helped prepare me for the real world was all the group projects and the hands on/real world experiences the RPL department provided. The best way to learn is by experiencing real world situations, such as putting on events. If there were more courses that gave you hands on experience, I believe that will help improve the CMU experience and help with the CMU difference.

Provide more leadership opportunities to students and encourage Greek life to incoming students.

Provide more/better career guidance to graduating seniors. I met with Career Services prior to graduation and they looked at my resume and a sample cover letter and said they looked good and that I had a lot of quality experience. That was really all the feedback/advice I got from them. I am still unemployed and feel somewhat lost in my job search since my "good" resume and cover letter(s) haven't helped me land many interviews.

Put more money into areas where all students can enjoy it

Qualifying teachers who WANT to teach! Reevaluation of the effectiveness of teacher in both the eyes of the university and the students every few years.

Quit putting money first. The entire experience has one constant, I had to pay for everything that occurred. BOOKS ARE TOO EXPENSIVE FOR SUCH LITTLE USE

Reach out to students who are struggling sooner Improve your technology departments/majors

Real world application of skills as opposed to assignments dealing solely with content.

Reduce tuition, as well as \*\*\* salary.

Reduction in tuition expenses would improve student experience.

Require a smaller amount of U.P. course or remove them. They were useless for my major and didn't make me a more well rounded student but they did add to my loan debt and take time away from focusing on courses that actually helped my major.

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Require faculty to undergo unknown inspection annually in order to ensure that they are doing their job

Require internships for all majors

Required internships

Review how music education fits with the education program. As a music education program, but felt that the education teachers did not have the knowledge to work with my major and were grasping at straws for many of the assignments. I was not able to do any of the assignments in the way I would have done them in my own classroom while other majors were able to, due to a lack of understanding by the professors and the nature of my major.

Scholarships; greater visibility of summer research programs/academic organizations (e.g. McNair Scholars); encouraging student involvement in faculty research

Set them up with mentors who help guide them.

Some classes only had one offering at awkward times. Can either offer more times or a survey to interested students to determine best time.

Some faculty members and professors were not good teachers.

Some of the nutritional program material is not current with research. Need more variety with information and exercise than just a PT point of view. Hands on experience sets us apart from other schools.

Something with student debt

Speed up graduation time for EDU students. Took me near 6 years. I'm employable, but in way more debt than I'd be if it'd just been 4

stop raising tuition rates. there is no way tuition should be 405/ credit hour, when the president of the university makes roughly 400,000+ a year. Make college affordable and you will attract more students

STOP RAISING TUITION TO PAY FOR SPORTS, A MEDICAL SCHOOL, IMPROVEMENTS TO THE BUSINESS COLLEGE, AND INCREASED SCHOOL ADMINISTRATORS SALARIES. Put money back into the social sciences! Anspach and Moore Halls are in serious need of upgraded classrooms and the students are suffering because of it. Also, professors who are seriously disturbed and only remain at the university because they are tenure track need to go! I had several professors that openly and admittedly did not give a single shit about educating their students. That's plain wrong! What the \*\* did I even pay for in those courses?! To listen to some \*\* ramble on incoherently? The students are what matter most and you guys are doing a poor job putting their needs and desires above anything else, ESPECIALLY when the students are paying out the \*\* for an extremely mediocre education

Stop raising tuition. I'm in debt with nothing to show for it while your president gets free housing. You're greedy

Stop spending money towards office buildings and athletic buildings and instead focus on your education buildings. Increase class options/professors instead of giving raises to the president and giving an insanely high salary to a football coach that doesn't further the students education at all. FOCUS ON EDUCATION, NOT JUST MAKING MONEY! Also, stop raising tuition unless something extra to the students is offered. During my years, tuition kept rising but I saw zero changes for the options students would receive. If tuition goes up, students should be able to benefit more for their money. Also, for all the money we pay to go to CMU, we should've have gotten more at graduation than a silly flag. At least offer water bottles under the seats to drink from during the 2 hour commencement. Also offer some light snacks in the SAC forum for the hour we had to wait to line up. It would've been nice for CMU to offer it as a kind of thank you for students to have chosen to complete their degree at CMU and pay tuition.

stop trying to compete with the big schools like MSU and UMICH. Be more niche with cmich. It's a good school with a lot to offer, but trying to brand ourselves as the same level as the Big Ten schools is pretty foolish.

Students need more experience outside of the classroom. They need something to put on a resume that will make them stand out.

Students need professors that can communicate effectively. Cultural diversity should not be higher then the students learning potential.

Study abroad and public speaking experiences for communications students, job fairs that are more known across campus for communication and fine arts students

Support Greek Life and keep retaining freshman students. Make internships more readily available for business majors. Especially for human resource management.

Take a look at your tenured staff. A lot of them don't teach well anymore. They don't care about the students and a lot of the time don't care about how their poor teaching affects students grades and overall education.

Talk about graduate school application- have teachers discuss pros and cons of attending and if it would be helpful in your career field.

Teach students to grow and stop over funding athletics.

Teachers who care about the results of there courses and how prepared their students will be for real life situations

Tell the school of accounting to stop telling kids that the only path to success is to join a big 4 firm. That is \*\*\* and it puts the wrong idea into the minds of students. The opportunities for fresh accounting graduates are infinite, but nobody cares if you cant work for PwC

The advertising major is severely flawed in the creative department. I am unable to get a job doing what I want to do because CMU did not provide me with a good enough education or alumni connection base.

The city uses the college campus to exploit vulnerable students. From random pull-over attempts by police to city residents negative perceptions.

The faculty in the chemistry department make it incredibly difficult to learn the material without vast amounts of independent study. All professors I had seemed to be too preoccupied with their research to devote their time to students.

The faculty in the math department could improve on their teaching

The only flaw I ever encountered at CMU were two professors that I had, one in physics and the other in mathematics courses. I feel the biggest importance is not simply that both of these professors were intelligent, but also that they have the ability to teach. There is a lot of information to obtain in all courses and it is extremely beneficial for students to be able to understand that material from the professors.

The pre-health professions advisor \*\*\* was terrible and not helpful. Hopefully the current students are getting more guidance and accurate information than what she gave. She had no real information to offer people pursuing medical education. Other than that, the majority of the faculty and staff I had the pleasure to work with were wonderful.

The UP classes are actually quite helpful in broadening horizons and increasing general knowledge, but are regarded by students and faculty as 'easy' and a joke. They have a lot to offer, but need some adjustment.

There could have been more opportunities about different academic services mentioned to transfer students during orientation or at least gone into greater detail about them.

There needs to be more classroom experience for those in Education. Watching conferences and sitting in on an IEP etc. Also, classes should be offered every semester for those in the IT department. When students have to wait another semester to graduate because that course isn't available in the fall isn't right. We never had that problem in the education classes and I think all majors should have the same opportunities.

There were not enough faculty in my major, so that would be helpful to make sure every faculty has enough people.

This is an ongoing issue with CMU. I speak from a recent graduate, and current Masters level student. I recently sent an email to the President, Director of Career Services, and AD of career services to alarm the issue of what does a CMU degree do for its students. What support is provided to global students and its alumni heritage. I received this email, which is a start for opening discussion. There are no global face/face support for CMU's global students. If you don't call your academic counselor, financial aid department, or any major component of CMU, they will not call you. You can drop out of school, no one person will address you with concern, and you could have a life altering situation that occurred. Think of how deserted



a person would feel, yet when you apply to enter the doors of CMU, rather physically or online, you will be rewarded with love and kindness. The honeymoon will then become a thing of the past. I speak with constituents from other schools and the follow through of their customer service is a 5 Star/ 5 Diamond. CMU needs to take a look around, re-think its current approach to its current/alumni body and ask the real question..where have we failed you as an institution and how do we earn you trust back.

Those who worked as a preschool teacher should not have to take intro to education. \*\*\* is a researcher not a teacher.

To advise all professors in helping their students find a career path that would benefit a student by emphasizing their certain strengths.

To be able to retake classes more than one time in the CDO department. I did poorly in one class and was not allowed to retake it. I feel as though this brought down my over all GPA and made me less competitive in graduate program applications.

Too expensive and doesn't help when finding a career.

Transfer students weren't really accepted very well.

Treat students with respect, and have teachers that actually care about their students. Have classes that properly prepare you for a career in his/her chosen career path, and not just have students take this or that course to make additional money. CMU didn't do a single thing to help me get an internship or job after graduation, and the only thing Central wanted was another pay check from me the next semester. Improving this would greatly benefit future students, because current students are too late. This school is a joke, and I know for a fact I WILL NEVER donate a dime to this school.

Treat the LAS program like the Honors program. Develop L courses and invest in leadership. All major public universities have honors programs, but CMU sets itself apart with the LI. Build on your strengths.

Try to be more in touch with students needs financially. Be the leader on colleges nationwide that help to lower the cost of education!

UP classes are full of busy work and do not accurately represent their major topic most of the time. Make the classes more valuable or do away with them.

Update the broadcasting program, update Moore Hall to represent the type of learning you receive. Update the news studio, it's one of the best broadcasting programs but the studio does not reflect that. The younger teachers have more relevant advice and guidance, the older broadcasting teachers are not relevant anymore and nobody can understand or learn from them. Times are changing. That broadcasting program deserves to be updated. It is amazing they type of things they offer, but how limited the resources are is ridiculous. Also, the guidance for getting internships within the field is terrible. I asked for help getting into a local news station and was referred to a baseball team. Found an internship on my own and was never informed about the correct paperwork, almost missed out on the deadline because of poor guidance. Get somebody who can help the students and inform them. Ask anyone within the broadcasting program and they will say these same exact things. I would love to take my children back there someday and see an updated building. Look at USC's newsroom. It looks like a real local newsroom as one should in college, and ours is a room with no windows and 5 computers. Absolutely ridiculous.

Visit high schools and educate parents and students on choosing a degree plan before starting classes at CMU.

When multiple students complain about a professor's performance over the course of multiple semesters, LISTEN, even if that professor is the head of a department.

While the electrical engineering department is small, it is important to have up-to-date equipment. Also, having a wider variety of classes. While I got my job from my capstone class, I was not prepared at all for it from an education perspective.

\*Please note that the responses were not edited for typographical errors.