

**Scripps College Alumnae Survey**  
2008 Survey of the Class of 2002

**HIGHLIGHTS OF DATA AND FINDINGS**

Prepared by

Office of Assessment, Planning & Institutional Research  
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**Introduction**

The Office of Assessment, Planning & Institutional Research administers a survey to Scripps alumnae approximately five years following their date of graduation. The survey enables the College to gather data from graduates about the long-term impact of the Scripps experience on their personal and professional lives. It also serves as a means of gathering evaluative information on how to improve the Scripps experience to best address the opportunities and challenges of post-graduate life. Scripps graduates are uniquely positioned, five years out of college, to comment on the relevance of their undergraduate experience and its impact on their futures.

This is the fourth year that the Office of Assessment, Planning & Institutional Research used a survey instrument designed by the Higher Education Data Sharing consortium (HEDS). An excellent, well-tested tool used by colleges and universities across the United States, it measures the impact of an undergraduate education on alumni at each institution. At this time, long-term comparative data are limited to the years in which the survey was administered. Scripps also includes a set of additional questions intended to supplement the survey and to solicit responses to issues specific to the College.

HEDS also provides the College with aggregated comparative data from self-selected peer institutions. This year's peer group consists of data from the following institutions: Harvey Mudd College (Classes of 2002 & 2003), Pitzer College (Classes of 2002 & 2003), Colorado College (Class of 2002), and Agnes Scott College (Class of 2003).

Letters containing login and password information were sent to 158 members of the Class of 2002 for whom the College had contact information in early March 2008. Letters were emailed to all email addresses on file. Alumnae without email addresses on file received invitations to participate by postal mail. Reminder letters were sent two weeks later. A response rate of 19% (N=30) was achieved, reflecting a decrease from 35% for the Class of 2001, and 42% for the Class of 2000.

To contextualize the data presented in this report in a manner that is useful to Scripps in framing discussions and decision-making, the findings and data analyses are structured as follows:

- Leadership
- Academic Excellence
- Diversity

## Alumnae Characteristics

### *Ethnic Identity<sup>1</sup>*

The majority of Scripps survey respondents identified themselves as White/Non-Hispanic (82%), followed by Asian/Pacific Islander (7%), Hispanic (7%), Other (7%), and Black (4%). No Native-American alumnae were represented in this year's report.

### *Marital Status*

Of the respondents, 50% reported that they were either married or living with a partner, while the other 50% were single, reflecting little change from the previous year.

### *Academic Majors*

Alumnae respondents reported Humanities (29%) most frequently as their major, followed by Other Non-Science Fields (21%), Social Sciences (18%), Psychology (14%), Math and Computer Sciences (11%), Arts and Music (11%), Communications (7%) and Architecture and Design (4%).

### *Academic Honors*

Of the 13 respondents who received honors, 62% received Latin honors, 46% were elected to Phi Beta Kappa, and 54% received honors in their major. Approximately 29% received more than one academic honor.

### *Financial Aid*

Approximately 68% of respondents stated they received financial aid to help finance their college education. All respondents who received aid reported receiving need-based aid and work-study allocations. Of those respondents who received financial aid, all respondents reported being offered more than one type of aid. Approximately 84% of those who were offered aid received merit awards and 95% used loans. Approximately 44% borrowed \$15,000 or more and 26% borrowed in excess of \$20,000.

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<sup>1</sup> Respondents were permitted to select more than one category.

## Leadership

As a leading women's college, Scripps prepares students for life beyond graduation both in relation to securing employment as well as attending graduate school. Questions asked on the HEDS Alumnae Survey regarding students' primary activities – both during the year following graduation and five years later – address these issues. The survey also delineates the types of employment opportunities alumnae secured (or planned to secure) as well as types of graduate degrees achieved (or anticipated).

Also discussed under the topic of leadership are the kinds of activities respondents were involved in outside the classroom during their tenure as students as well as their post-graduate impact on both their professional and personal lives. This allows the College to examine and assess co-curricular avenues by which a Scripps education contributes to the overall well-being of alumnae.

The survey further examines the contribution of a Scripps education to issues pertaining to the development of self and the self in relation to others. This section is presented to illustrate how the undergraduate experience of alumnae contributed to their personal growth outside of academic or professional interests.

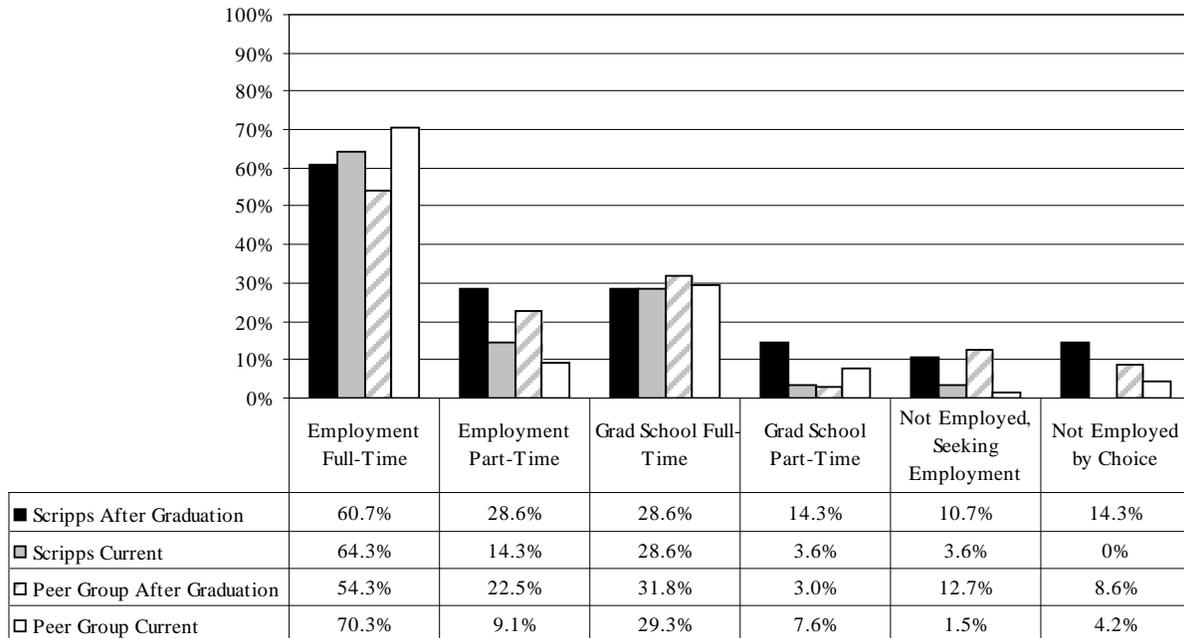
Finally, data on how satisfied alumnae were with various aspects of their undergraduate college experience are presented. Levels of alumnae satisfaction can help inform internal administrative constituents as aspects of college life are strengthened. They also reveal areas that are presently regarded as exceptional by alumnae. A discussion on alumnae's continued involvement with Scripps College is also presented.

*Post-Graduation Activities: Employment & Education*

Survey results, as shown in Figure 1, illustrate that a smaller percentage of Scripps alumnae are currently employed full-time in comparison to their peers. However, a greater percentage of Scripps alumnae worked full-time immediately after graduation (61%) compared to 54% of peers. This also reflect an increase from the Class of 2001 where 46% worked full-time immediately after graduation.

The data show that Scripps and peer respondents were enrolled in full-time graduate school at the same rate regardless of whether it was a current activity or whether it occurred immediately after graduation. However, a greater percentage of Scripps respondents enrolled in graduate school part-time immediately after graduation. Current enrollment in graduate school (part-time and full-time) decreased from 41% in the previous year to 32% this year.

**Figure 1. Primary Activities, Immediately After Graduation & Current<sup>2</sup>, Scripps and Peers**

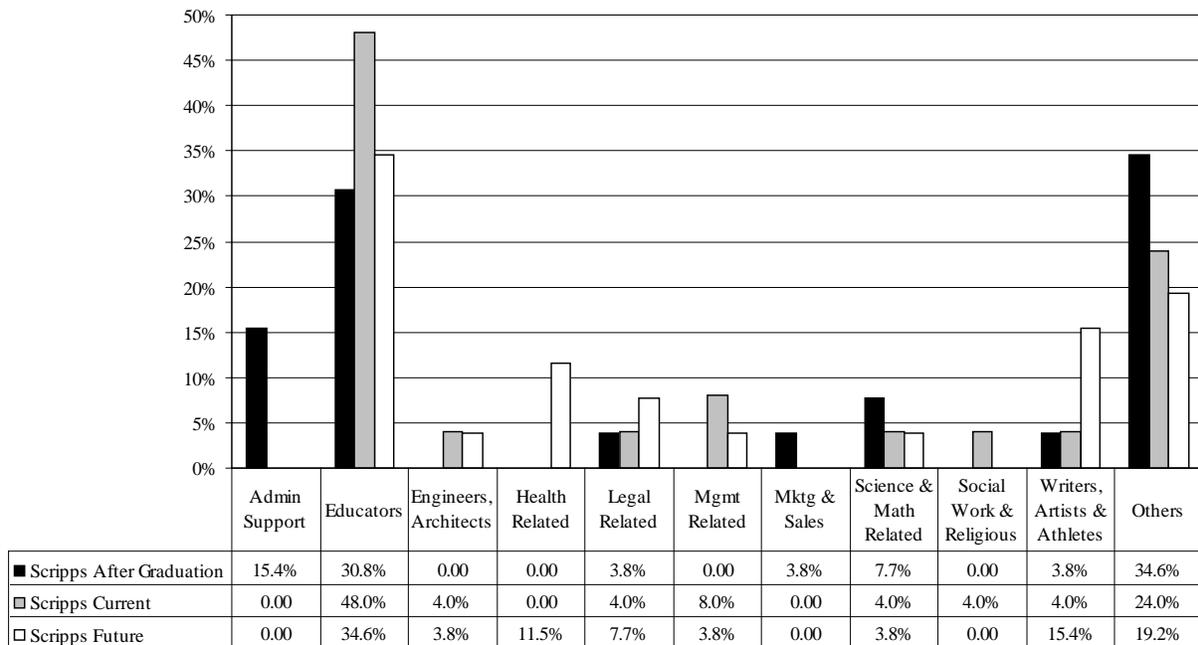


<sup>2</sup> Respondents were permitted to select more than one category.

Figure 2 shows the range of categories which serve as the principal occupation alumnae have been engaged in. By far, the majority of alumnae have been and continue to be involved in education-related<sup>3</sup> occupations, followed by other<sup>4</sup> endeavors. While 15% of respondents reported working in administrative support positions immediately after graduation, the desire to continue in those occupations dwindled to nil.

Close to 8% of Scripps alumnae reported working as scientists and mathematicians immediately after graduation. However, that percentage dropped to 4% five years later with little change in intentions to pursue those occupations in the future. On the other hand, while 4% of respondents reported working as writers, artists and athletes upon graduation and currently, 15% indicated the desire to pursue those occupations sometime in the future. The same trend of increased interest over time is also seen in health- and legal-related professions as well.

**Figure 2. Occupations Immediately After Graduation, Current and Future, Scripps**



<sup>3</sup> Includes K-12 teacher/administrator, college faculty/administrator, research/teaching assistant, librarian, and counselor.

<sup>4</sup> Includes agriculture, pilot, flight engineer, consultant, law enforcement, military, homemaker and others.

*Educational Pursuits: Past, Current & Future*

On the whole, students reported that their Scripps education had either a “moderate” (16%) or “great” (76%) impact on their post-baccalaureate education, reflecting an increase from 87% in the previous year.

Table 1 illustrates academic degrees earned beyond Scripps’ baccalaureate degree. The data show that 77% of respondents reported having earned a master’s<sup>5</sup> degree, reflecting an increase from 67% in the previous year. Approximately 40% reported being currently enrolled in a master’s program (up from 20% in the previous year) while 71% indicated that they had plans to do so (up from 22% in the previous year). In terms of professional degree aspirations (e.g. law and medicine), 29% of Scripps respondents reported having already received their degrees, reflecting an increase from 4% in the previous year. Currently 30% are pursuing their professional degrees in contrast to 15% in the previous year. Furthermore, 50% of alumnae are currently pursuing doctorates (increase from 11%) with an additional 29% reporting interest in doing so in the future (increase from 11% in the previous year).

**Table 1. Education Plans, Past, Current & Future, Scripps**

	Scripps			Peer Group		
	Received	Current	Future	Received	Current	Future
Second Bachelor's Degree	11.8%	20.0%	0.0%	10.4%	13.5%	1.5%
Master's Degree	76.5%	40.0%	71.4%	76.3%	58.7%	54.0%
Professional Degree	29.4%	30.0%	35.7%	20.7%	25.0%	18.2%
Doctoral Degree	0.0%	50.0%	28.6%	5.9%	33.7%	60.6%

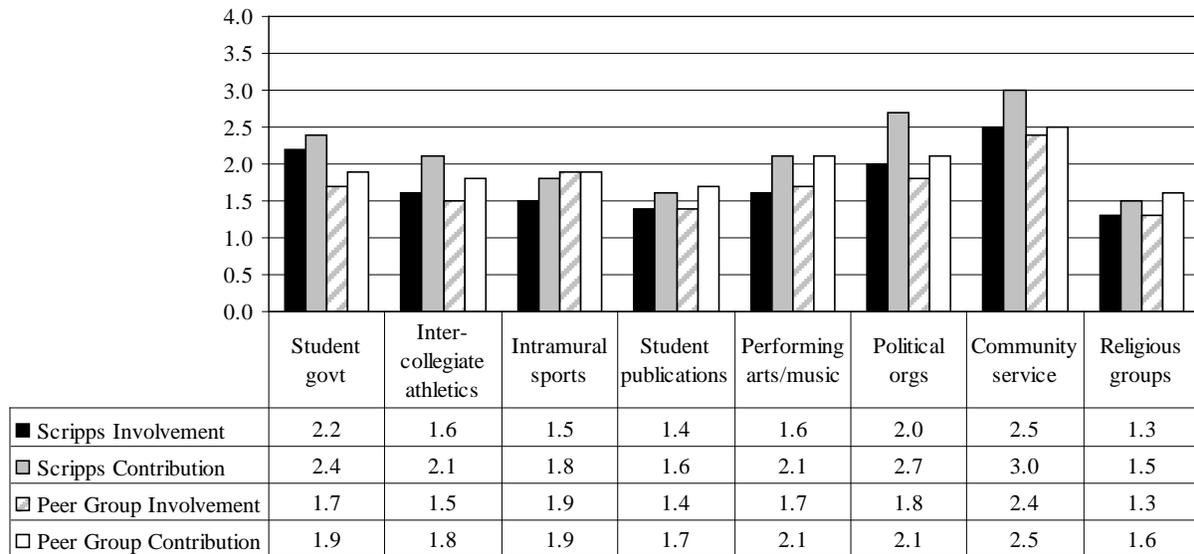
<sup>5</sup> Excludes professional degrees e.g. law, medicine etc.

*College Impact: Involvement in College Activities*

Alumnae were asked to respond to the extent to which they participated in various activities while in college on a 1-4 Likert scale of “none,” “a little,” “moderate,” and “extensive.” Using the same scale, they were also asked to evaluate the contribution of each activity to their personal and professional lives upon graduation. Figures 3 and 4 show the mean scores of alumni for both Scripps and peer institutions.

As illustrated in Figure 3, the data show that alumni of the Class of 2002 did not appear to be involved very much in extracurricular activities. The mean score for involvement for Scripps was 1.8 and the mean score for peer institutions was 1.7. In spite of this, in all instances except one, involvement in extracurricular activities resulted in positive contributions to their personal and professional lives after graduation where mean contributions were 2.2 and 2.0 for Scripps and peer institutions respectively. Involvement in *community service* resulted in the greatest contribution to the lives of alumni at both Scripps and peer colleges.

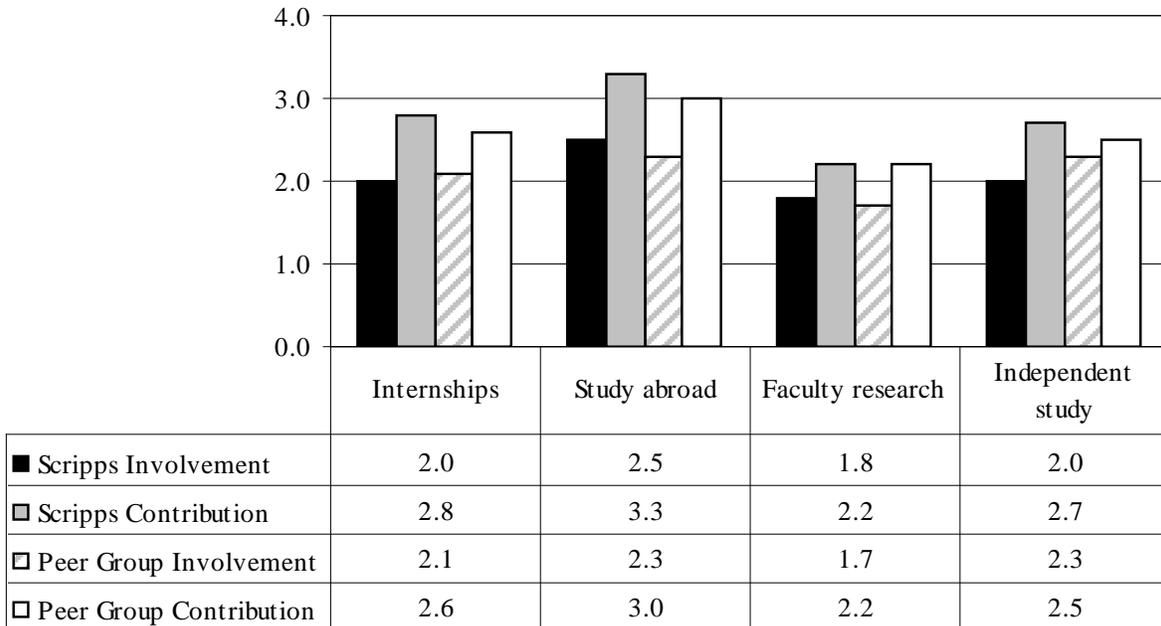
**Figure 3. Involvement and Contribution of Extracurricular Activities, by Mean ( $\mu$ )<sup>6</sup>, Scripps and Peers**



<sup>6</sup> Scale for Figures 3 and 4: 4=Extensive 3=Moderate 2=A Little 1=None.

The data in Figure 4 suggest higher levels of involvement in academic activities than extracurricular activities while respondents were still enrolled in college. Just as extracurricular activities yielded positive contributions to the post-graduate lives of alumnae, so did involvement in academic activities. The mean score for how such involvement contributed to personal and professional development was 2.8 for Scripps and 2.6 for peer colleges.

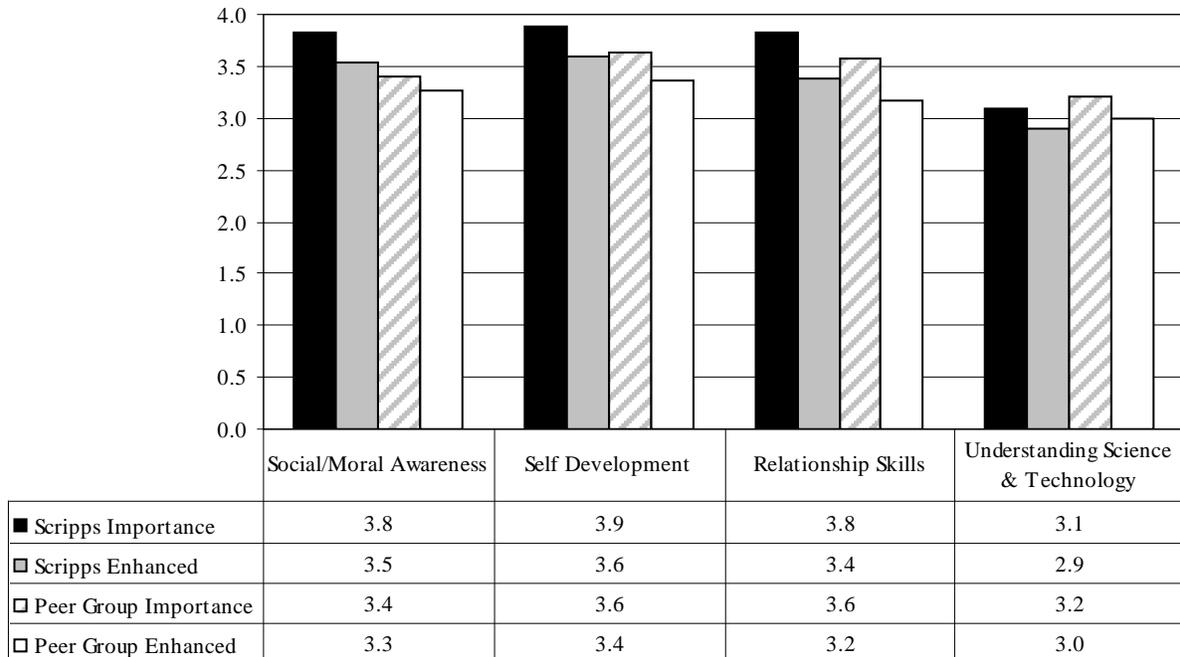
**Figure 4. *Involvement and Contribution of Academic Activities, by Mean ( $\mu$ ), Scripps and Peers***



*College Impact: Development of Self*

The alumnae survey also includes questions related to the specific types of skills developed in the realm of social/moral awareness, independent functioning and relationships. These categories of self development reflect Scripps’ concern with educating the entire person, and with providing experiences that are not necessarily within the realm of academic pursuits. Figure 5 shows the mean scores of alumnae for both Scripps and peer institutions.

**Figure 5. Importance and Enhancement Levels of Self Development Skills, by Mean ( $\mu$ )<sup>7</sup>, Scripps and Peers**



Results of the survey indicate that the importance of *social/moral awareness*, *self development* and *relationship skills* were between “moderately” and “greatly” important to Scripps alumnae and their peers. *Understanding science and technology*, however, was deemed less important as indicated by its lower mean scores in terms of importance. The latter reflects no change from the previous year. Figure 5 also shows that in most instances, the degree to which institutions were credited with having enhanced the various dimensions of self development was not as high as the level of importance. The data also show that with the exception of *understanding science and technology*, Scripps respondents attributed higher levels of importance and enhancement in various areas of development from their Scripps education in contrast to their peers.

<sup>7</sup> Scale: 4=Greatly 3=Moderately 2=A Little 1=Not at All.

Table 1 disaggregates the various dimensions pertaining to self development skills for Scripps alumnae.

**Table 1. Importance and Enhancement Levels of Self Development Skills, by Mean ( $\mu$ ), Scripps Classes of 2001 and 2002**

	Class of 2001		Class of 2002	
	Importance	Enhanced	Importance	Enhanced
<b>Social/Moral Awareness</b>				
Develop societal awareness	3.5	3.6	3.8	3.6
Place problems in perspective	3.6	3.4	3.9	3.5
Understand moral issues	3.6	3.5	3.8	3.5
<b>Self Development</b>				
Self-understanding	3.7	3.4	3.8	3.5
Function independently	3.9	3.5	4.0	3.5
Develop self-esteem	3.5	3.4	3.7	3.6
Establish course of action	3.7	3.5	3.9	3.5
Intellectual self-confidence	3.7	3.6	4.0	3.7
Desire for continued learning	3.7	3.7	3.9	3.8
Lead and supervise	3.3	3.1	3.7	3.1
<b>Relationship Skills</b>				
Relate well to others	3.7	3.3	3.8	3.4
Function as member of team	3.8	3.3	3.9	3.3
Communicate orally	3.8	3.4	3.9	3.5
Understand others	3.7	3.4	3.8	3.6
<b>Understanding Science and Technology</b>				
Understand scientific process	2.7	2.8	2.6	2.8
Use technology	3.4	3.1	3.6	3.0

Scale: 4=Greatly 3=Moderately 2=A Little 1=Not at All.

*Satisfaction with the Collegiate Experience*

All Scripps respondents from the Class of 2002 reported being satisfied with their *overall undergraduate experience* with 26% being “generally satisfied” and 74% being “very satisfied”. This represents an increase from 98% of the Class of 2001 being satisfied with their *overall undergraduate experience*. Furthermore, 68% of the Class of 2002 reported that they “definitely would” encourage other to attend Scripps while 32% indicated that they “probably would”.

Table 2 demonstrates mean levels of satisfaction for the last two years of Scripps alumnae and their peers with regard to the collegiate experience. The data show that the Scripps Class of 2002 reported slightly higher or equal satisfaction levels in terms of *academic experiences, campus services and facilities, and campus climate* in comparison to their peers..

**Table 2. Level of Satisfaction with the Collegiate Experience, by Mean ( $\mu$ ), Scripps Classes of 2001 and 2002 and Peers**

	Scripps Class of 2001	Scripps Class of 2002	Peer Group
<b>Academic Experiences</b>			
Academic advising	3.3	3.3	3.2
Contact with faculty	3.7	3.7	3.8
Quality of teaching	3.8	3.8	3.8
Courses in major field	3.5	3.5	3.6
Courses outside major field	3.6	3.4	3.5
Independent study/research	3.6	3.5	3.4
<b>Campus Services and Facilities</b>			
Career services	2.7	3.1	2.6
Financial services	3.1	3.0	3.1
Library resources	3.5	3.5	3.2
Recreation/athletics	3.2	3.1	3.2
Residential life	3.7	3.8	3.3
<b>Campus Climate</b>			
Student voice in policies	3.2	3.2	3.3
Campus safety	3.7	3.7	3.5
Sense of belonging	3.5	3.7	3.5
Ethnic/racial diversity	2.9	2.6	2.9
Social life on campus	3.4	3.5	3.4

Scale: 4=Very Satisfied 3=Generally Satisfied 2=Generally Dissatisfied 1=Very Dissatisfied

Table 3 demonstrates the breakdown of the various dimensions of the collegiate experience by percentages. The data show that Scripps' Class of 2002's satisfaction with their academic experiences was consistently high across the various dimensions. 100% of respondents from the Classes of 2001 and 2002 reported being "generally satisfied" or "very satisfied" with *quality of teaching* and *courses outside their major field*. While satisfaction rose from 84% for the Class of 2001 to 93% for the Class of 2002 in terms of *academic advising*, a decrease from 98% to 89% was reported concerning *contact with faculty*.

Satisfaction with campus services and facilities were also relatively high, albeit not as high as academic experiences. In this category, 100% of respondents reported being "generally satisfied" or "very satisfied" with *residential life* reflecting a slight increase from the previous year. Increased satisfaction levels were also reported concerning *career services* (from 68% to 83%). However, satisfaction levels decreased from 89% to 70% for *financial services* and from 88% to 77% for *recreation/athletics*.

In terms of campus climate, 100% of the Class of 2002 was "generally satisfied" or "very satisfied" with *campus safety*. Approximately 96% of respondents from the Class of 2002 were also similarly satisfied with *a sense of belonging* and *social life on campus* with the former reflecting a slight increase from the previous year (up from 91%) and the latter reflecting a slight decrease (down from 100%). However, satisfaction levels concerning *ethnic/racial diversity* fell from 72% for the Class of 2001 to 46% for the Class of 2002.

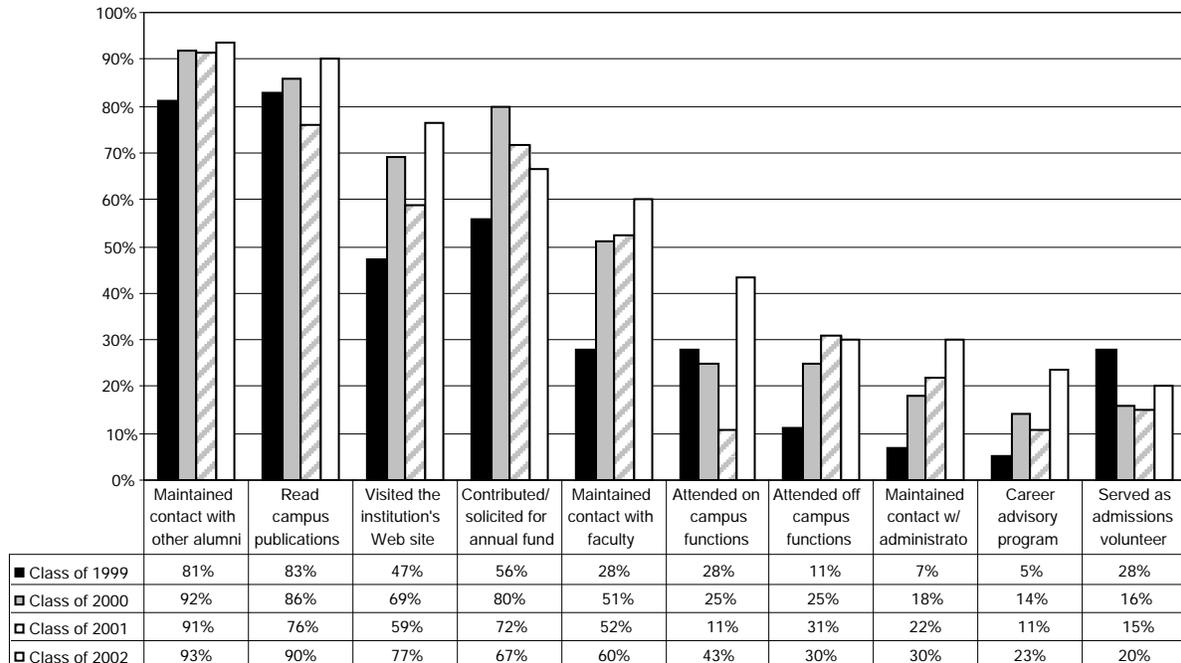
**Table 3. Level of Satisfaction with the Collegiate Experience, by Percent, Scripps Classes of 2001 and 2002**

	Class of 2001		Class of 2002	
	Very/Generally Dissatisfied	Generally/Very Satisfied	Very/Generally Dissatisfied	Generally/Very Satisfied
<b>Academic Experiences</b>				
Academic advising	15.6%	84.4%	7.4%	92.6%
Contact with faculty	2.3%	97.7%	10.7%	89.3%
Quality of teaching	0.0%	100.0%	0.0%	100.0%
Courses in major field	2.2%	97.8%	3.7%	96.3%
Courses outside major field	0.0%	100.0%	0.0%	100.0%
Independent study/research	2.8%	97.2%	4.3%	95.7%
<b>Campus Services and Facilities</b>				
Career services	31.8%	68.2%	17.4%	82.6%
Financial services	11.4%	88.6%	30.0%	70.0%
Library resources	6.7%	93.3%	7.4%	92.6%
Recreation/athletics	12.2%	87.8%	22.7%	77.3%
Residential life	2.2%	97.8%	0.0%	100.0%
<b>Campus Climate</b>				
Student voice in policies	19.6%	80.4%	11.1%	88.9%
Campus safety	0.0%	100.0%	0.0%	100.0%
Sense of belonging	8.7%	91.3%	3.6%	96.4%
Ethnic/racial diversity	28.3%	71.7%	53.6%	46.4%
Social life on campus	0.0%	100.0%	3.6%	96.4%

### Alumnae Involvement with Scripps College

In its continuing efforts to understand how best to incorporate alumnae’s active involvement in the life of Scripps, the survey elicited responses in relation to how often alumnae participated in Scripps-related activities. Figure 6 shows the percentage of Scripps respondents from the Classes of 1999 through 2002 who stated they either “occasionally” or “frequently” engaged in alumnae-related activities.

**Figure 6. “Occasional” and “Frequent” Participation in Alumnae-Related Activities, Scripps Classes of 1999-2002**



As evident from Figure 6, the Class of 2002 was more involved than the classes before them. The data show notable increases from the previous year in *attending on campus functions* (+33%), *visiting the institution’s website* (+18%), *reading campus publications* (+14%), and *participating in a career advisory program* (+13%). However, slight decreases were seen in *contributing to/soliciting for the annual fund* (-5%) and *attending off-campus functions* (-1%).

Alumnae were asked to provide a sole reason for their lack of involvement with the College. Data from Table 4 show that *lack of time* and *distance from the campus* remained the primary reasons for not being more engaged with the institution.

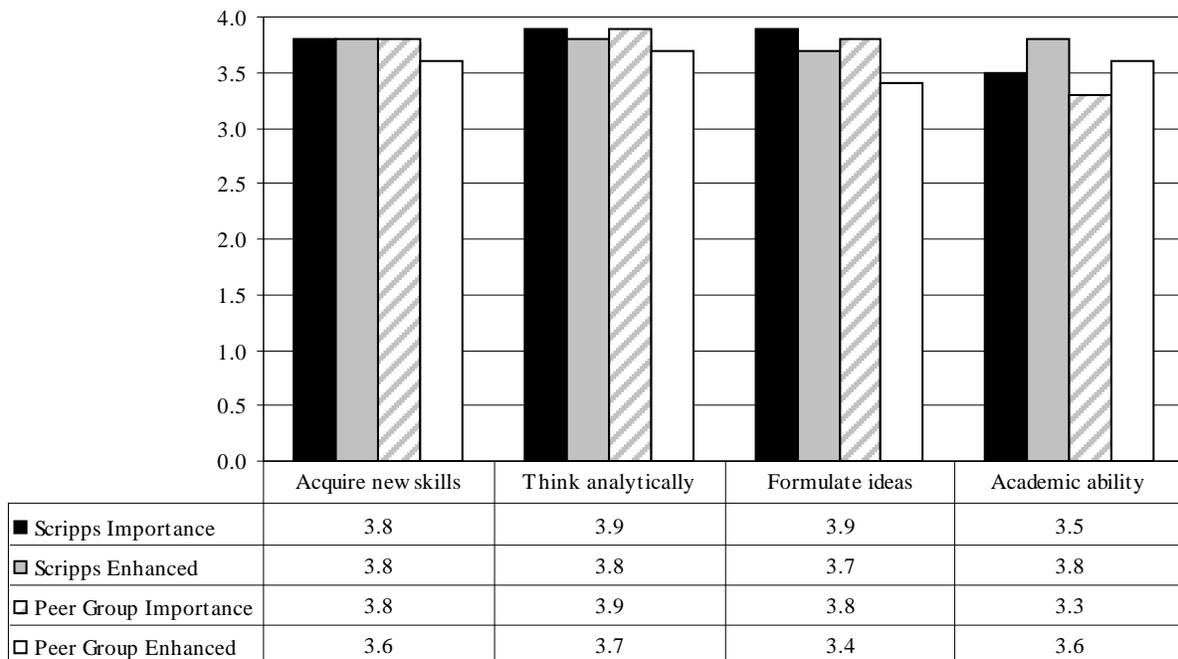
**Table 4. Reasons for Lack of Involvement with Scripps, Scripps Classes of 2000-2002**

	Class of 2000	Class of 2001	Class of 2002
Lack of time	33%	37%	33%
Distance from the campus	31%	37%	30%
Lack of interest	12%	5%	10%
Lack of financial resources	20%	16%	27%
Dissatisfying undergraduate experience	2%	5%	0%

## Academic Excellence

The survey also addresses questions related to academic excellence. It measures the extent to which dimensions of critical thinking and other academic-related learning skills were important in their current activities and the degree to which those skills were enhanced by their undergraduate education.

**Figure 7. Importance and Enhancement Levels of Critical Thinking Skills, by Mean ( $\mu$ )<sup>8</sup>, Scripps and Peers**

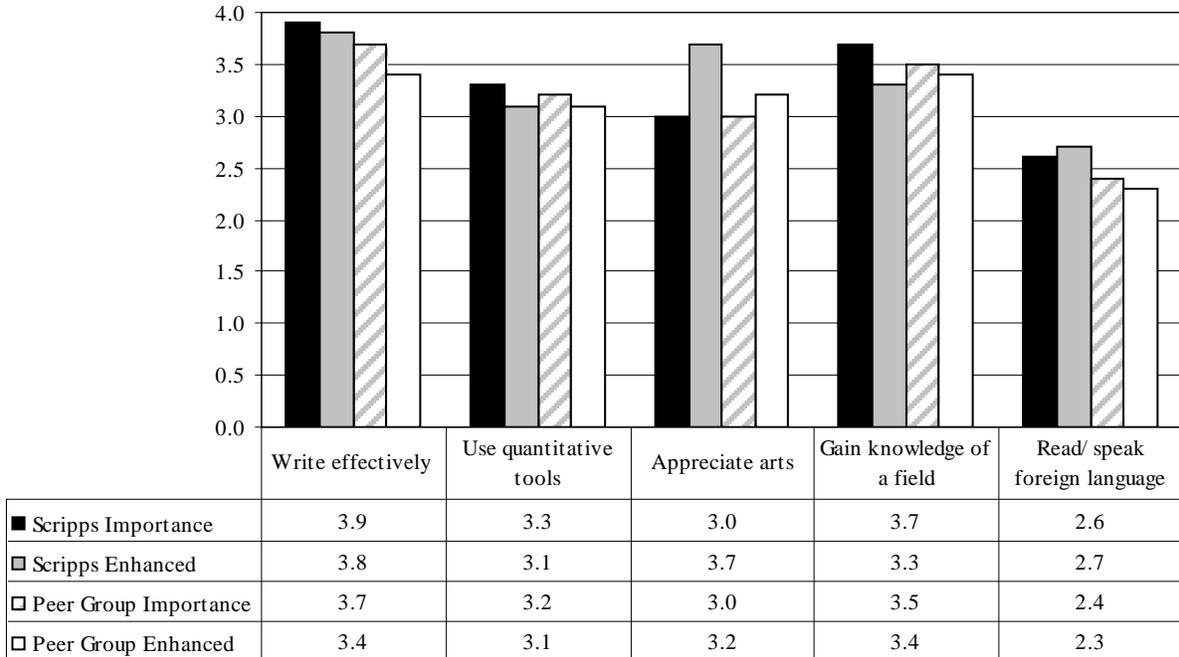


The levels of importance of critical thinking and learning skills and how undergraduate colleges enhanced those skills are illustrated in Figures 7 and 8. As evident from Figure 7, the patterns of Scripps' alumnae opinions did not vary very much from those of its peers although the data suggest that Scripps enhanced respondents' ability to *formulate ideas* and their overall *academic ability* more greatly than their peers.

<sup>8</sup> Scale for Figures 7 and 8: 4=Greatly 3=Moderately 2=A Little 1=Not at All.

Data from Figure 8 show that the greatest disparity between the importance attributed to a particular skill and the extent to which the College played a role in enhancing was in *arts appreciation*. While Scripps respondents reported higher mean scores than their peers in *read(ing)/ speak(ing) a foreign language*, this echoed responses from the previous year. Respondents from Scripps' Class of 2001 also reported that the College did nothing or very little to enhance such skill development.

**Figure 8. Importance and Enhancement Levels of Learning Skills, by Means, Scripps and Peers**



## Diversity

In the College’s continuing quest to understand and identify aspects of a Scripps education that most positively impact a diverse community of learners, alumnae were asked to identify components of their undergraduate experiences that enhanced their ability to relate well to people of different races and cultures (see Figure 9). The measures that elicited positive responses in “somewhat” or “strongly” enhancing the ability to interact well with individuals of difference races/cultures were *informal interaction with peers* (90%, increase from 72% in the previous year), followed by *curricular content* (80%, increase from 67%). Approximately 17% of respondents (down from 50%) indicated that *school-sponsored co-curricular events* “did not” or “only slightly” enhanced their ability to relate well with others different from themselves, while 13% (down from 47%) of respondents felt the same concerning *residence life or dining interaction*. The data also show that 20% of respondents did not feel that *on-campus employment* enhanced this ability at all.

**Figure 9. Aspects of College Experience on Ability to Relate to Others of Different Races/Cultures, by Percent, Scripps**

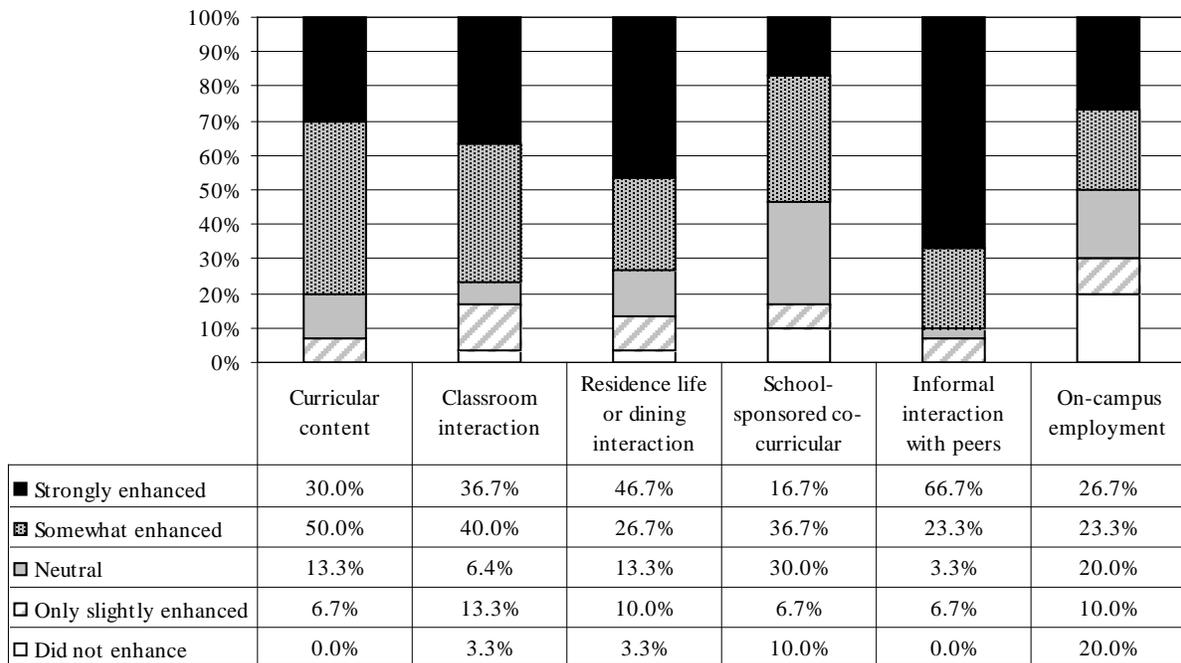
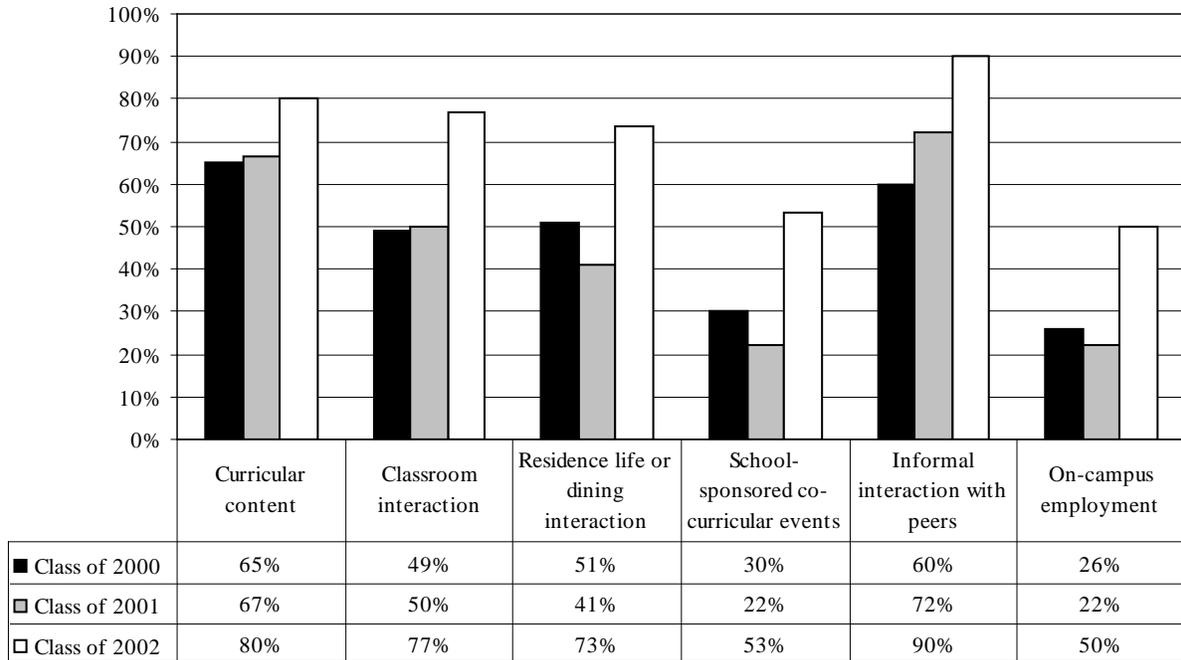


Figure 10 offers a glimpse as to how three recent cohorts of alumnae felt that their college experiences “somewhat” or “strongly” enhanced their ability to interact with others different from themselves. All experiences showed increases in comparison to the previous year. *Residence life or dining interaction* saw the greatest increase (+32%) followed closely by *school-sponsored co-curricular events*.

**Figure 10. “Somewhat” and “Strongly” Enhanced Aspects of College Experience on Ability to Relate to Others of Different Races/Cultures, by Percent, Scripps Classes of 2000-2002**

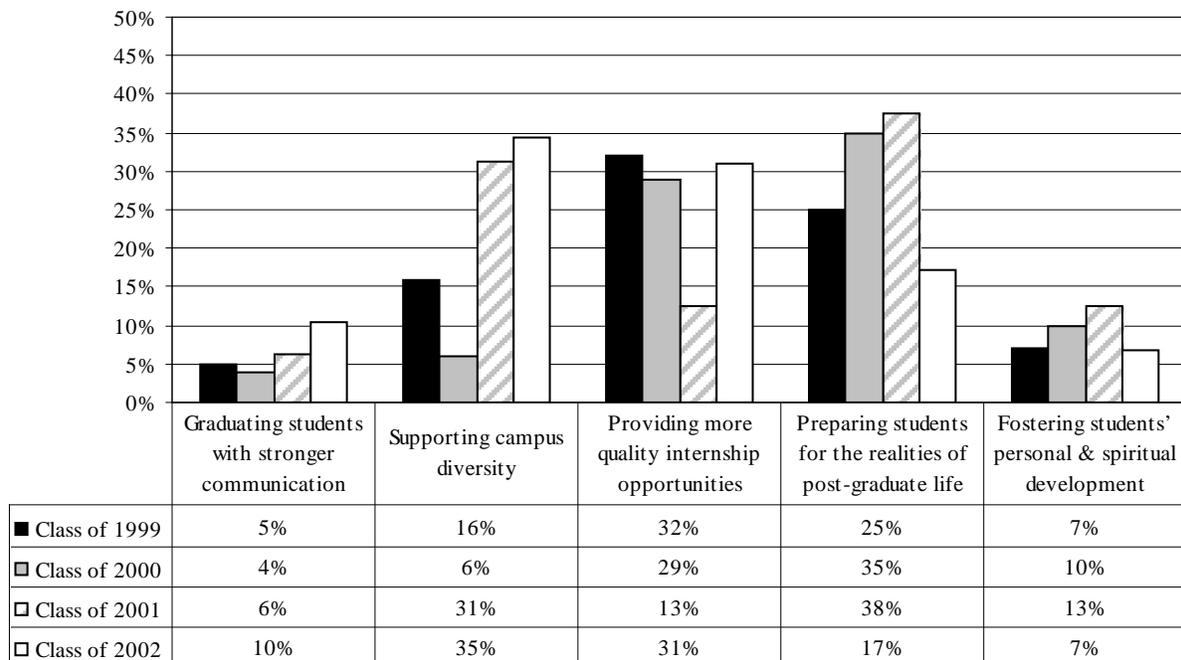


## Future Directions

As an appropriate conclusion to the 2008 survey of the Class of 2002, alumnae were asked to identify one area of the College that should be the focus of improvement measures.

Figure 13 illustrates how the last four graduating classes responded to this question. Two responses were mentioned most frequently for the Class of 2002: *supporting campus diversity* (35%), and *providing more internship opportunities and more quality internship experiences* (31%). *Preparing students for post-graduate life* showed a substantial decline after three years of growth from 38% in the previous year to 17%. *Fostering students' personal and spiritual development* also showed a decline after three years of growth, albeit to a lesser extent.

**Figure 13. Priorities Targeted for Improvement, by Percent, Scripps Classes of 1999-2002**



## Conclusion

Data from the survey also show that the College has prepared her the Class of 2002 well academically. Since graduating from Scripps, 77% have already received a master's degree and 50% are currently enrolled in a doctoral program. Another 29% have expressed intentions to pursue a doctorate in the future.

Overall, Scripps' Class of 2002 was satisfied with their college experiences. However, diversity (or lack thereof) was a source of dissatisfaction for many. Satisfaction levels concerning *ethnic/racial diversity* fell from 72% for the Class of 2001 to 46% for the Class of 2002 with more than one-third calling for the campus to support diversity.



2. Using the perspective gained since you graduated, how satisfied are you with each of the following services or aspects of your college? (Fill in one circle for each item.)

**College Experiences**

**Academic Experiences**

- Academic advising .....
- Contact with faculty .....
- Quality of teaching .....
- Courses in major field .....
- Courses outside major field .....
- Independent study/research .....

**Campus Services and Facilities**

- Career services .....
- Financial services .....
- Library resources .....
- Recreation/athletics .....
- Residential life .....

**Campus Climate**

- Student voice in policies .....
- Campus safety .....
- Sense of belonging .....
- Ethnic/racial diversity .....
- Social life on campus .....

	Very Dissatisfied	Generally Dissatisfied	Generally Satisfied	Very Satisfied	Not Relevant
Academic advising	1	2	3	4	5
Contact with faculty	1	2	3	4	5
Quality of teaching	1	2	3	4	5
Courses in major field	1	2	3	4	5
Courses outside major field	1	2	3	4	5
Independent study/research	1	2	3	4	5
Career services	1	2	3	4	5
Financial services	1	2	3	4	5
Library resources	1	2	3	4	5
Recreation/athletics	1	2	3	4	5
Residential life	1	2	3	4	5
Student voice in policies	1	2	3	4	5
Campus safety	1	2	3	4	5
Sense of belonging	1	2	3	4	5
Ethnic/racial diversity	1	2	3	4	5
Social life on campus	1	2	3	4	5

3. To what extent did your undergraduate experience fulfill your original expectations in the following areas? (Fill in one circle for each item.)

**Expectations**

- Enhance your intellectual growth .....
- Acquire in-depth knowledge in a particular field .....
- Develop competency in career relevant skills .....
- Foster your personal growth .....
- Promote your ability to form relationships .....

	Not at All	A Little	Moderately	Greatly
Enhance your intellectual growth	1	2	3	4
Acquire in-depth knowledge in a particular field	1	2	3	4
Develop competency in career relevant skills	1	2	3	4
Foster your personal growth	1	2	3	4
Promote your ability to form relationships	1	2	3	4

4. Overall, how satisfied have you been with your undergraduate education?

- ① Very Dissatisfied    ② Generally Dissatisfied    ③ Generally Satisfied    ④ Very Satisfied

5. Would you encourage a high school senior who is like you were as a high school senior (similar background, interests, and temperament) to attend your undergraduate institution?

- ① Definitely Not    ② Probably Not    ③ Maybe    ④ Probably Would    ⑤ Definitely Would







14. What further degree(s) have you received or are you currently working toward or do you hope to attain in the future? (Fill in the circles for all that apply.)

If you have no educational plans beyond your undergraduate degree, please mark here  and SKIP to question 15.

<u>Degree</u>	Degree received	Currently enrolled or working toward	Highest degree you hope to attain
Second Bachelor's Degree	<input type="radio"/>	<input type="radio"/>	
<b>Master's Degree</b>			
Architecture .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineering .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanities or Arts .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Sciences .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics or Computer Sciences .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Sciences .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychology .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion/Theology .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Sciences .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Master's Degree - Please specify:		<input type="radio"/>	<input type="radio"/>
<hr/>			
<b>Professional Degree</b>			
Law (LLB or JD) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical Degree (M.D., D.O., D.D.S., D.V.M.) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other professional degree - Please specify:		<input type="radio"/>	<input type="radio"/>
<hr/>			
<b>Doctoral Degree</b>			
Education .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineering .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanities or Arts .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Sciences .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics or Computer Sciences .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Sciences .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychology .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion/Theology .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Sciences .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Doctoral degree - Please specify:		<input type="radio"/>	<input type="radio"/>
<hr/>			



**E. Alumni Profile**

15. In what year did you complete your undergraduate major?

C	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

16. What was the field of study of your undergraduate major? (Fill in the circles for more than one ONLY if you had a double or combined major.)

- ① Architecture and Design
- ② Arts & Music
- ③ Business and Management
- ④ Communications
- ⑤ Education
- ⑥ Engineering
- ⑦ Geosciences
- ⑧ Humanities
- ⑨ Life Sciences
- ⑩ Math and Computer Sciences
- ⑪ Physical Sciences
- ⑫ Psychology
- ⑬ Social Sciences
- ⑭ Other Non-Science Fields

17. How relevant is your undergraduate major field(s) of study to your current career?

- ① Unrelated
- ② Indirectly related
- ③ Directly related

18. What was the overall grade you received during your undergraduate career?

- ① A
- ② A-
- ③ B+
- ④ B
- ⑤ B-/C+
- ⑥ C or Below

19. Did you receive any of the following undergraduate awards as a senior? (Fill in the circles for all that apply.)

- Latin honors (cum laude, etc.)
- Phi Beta Kappa
- Sigma Xi
- Honors in major
- Other, please specify:

20. Did you receive financial aid for your undergraduate education?

- ① Yes
- ② No

If YES, fill in the circles for all that you received.

- Merit award
- Need-based grant
- Loan
- Work Study

21. At the time that you graduated, what was the total amount borrowed to finance your undergraduate education which you were personally responsible for paying?

- ① No loans
- ② less than \$4,999
- ③ \$5000 to \$9,999
- ④ \$10,000 to \$14,999
- ⑤ \$15,000 to \$19,999
- ⑥ \$20,000 or more
- ⑦ More than \$0, but unable to estimate amount

22. To what extent have your UNDERGRADUATE educational loans caused the following?

(Fill in one circle for each item.)

	Not at All	Somewhat	To a great extent	Not relevant
Allowed me to get a degree at an otherwise unaffordable institution . . . . .	①	②	③	④
Focused job search on higher paying fields . . . . .	①	②	③	④
Postponed or canceled post-baccalaureate education . . . . .	①	②	③	④

23. What is your sex?

- ① Male
- ② Female

24. What is your age?

- ① 25 or younger
- ② 26 to 29
- ③ 30 or older

25. What is your citizenship status?

- ① United States Citizen
- ② US Permanent Resident
- ③ Non-US Citizen

26. What is your racial/ethnic background? (Fill in the circles for all that apply.)

- Asian, Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Native American
- White, Non-Hispanic
- Other



27. What is your personal status? (Fill in one circle.)

- 1 Married or living with partner
- 2 Widowed
- 3 Separated or Divorced
- 4 Single

28. How many dependent children do you have? (Fill in one circle.)

- 1 None
- 2 1 or 2
- 3 More than 2

29. How old is your oldest child?

- 1 0 to 2
- 2 3 to 5
- 3 6 to 10
- 4 11 to 15
- 5 16 to 20
- 6 20 or older

30. How old is your youngest child?

- 1 0 to 2
- 2 3 to 5
- 3 6 to 10
- 4 11 to 15
- 5 16 to 20
- 6 20 or older

31. Your Social Security Number:

*The social security number is used by your alma mater to help link your survey data to your student record and other previous or follow-up studies. It is used for internal research purposes only. All responses remain strictly confidential. No individually identifiable information from this research is released to other parties, on or off campus.*

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

### F. Supplemental Questions

There may be some additional questions on a supplemental sheet. Please mark the answers to those questions here. (Mark ONE circle for each question asked.)

- |   |   |   |
|---|---|---|
| 32. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 39. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 46. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 33. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 40. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 47. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 34. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 41. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 48. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 35. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 42. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 49. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 36. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 43. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 50. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 37. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 44. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 51. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 38. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 45. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 52. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |

### G. Comments

Please use this space to amplify on any of your responses on this questionnaire, or on any aspect of your undergraduate experience. Your comments will be welcomed, read, and considered.

Thank you very much for contributing to this research.

## Occupational Code List

Below are occupations frequently chosen by college graduates in the United States. Please use this list to complete Question 11 of this survey. (Before responding, it is helpful to review the major occupational categories listed.)

<b>Administrative Support Occupations</b>		<b>Marketing and Sales Occupations</b>	
101	Computer or peripheral equipment operator	401	Manufacturing sales workers
102	Secretary, stenographer, or typist	402	Real estate agent, appraisal, or broker
103	Other administrative support worker	403	Securities or financial services sales worker
		404	Other sales or related workers
<b>Educators</b>		<b>Scientists and Mathematicians</b>	
151	Teacher, preschool, K-8	451	Systems analyst or other computer scientist
152	Teacher, secondary	452	Life scientist
153	College/university faculty	453	Mathematician, actuary, or statistician
154	Research/teaching assistant	454	Physical scientist
155	Other teacher or instructor	455	Economist
156	Librarian	456	Psychologist
157	Counselor	457	Other scientist
158	School administrator		
159	College or university administrator		
<b>Engineers, Architects, and Surveyors</b>		<b>Social, Recreational, and Religious Workers</b>	
201	Civil engineer	501	Clergy or other religious ministry workers
202	Electrical/electronics engineer	502	Recreation worker
203	Industrial engineer	503	Social worker
204	Mechanical engineer		
205	Other engineer, architect or surveyor		
<b>Health Diagnosing and Treating Occupations</b>		<b>Technician Occupations</b>	
251	Dentist	551	Computer programmer
252	Optometrist	552	Dental hygienist
253	Pharmacist	553	Medical/clinical laboratory technician/technologist
254	Physician or surgeon	554	Radiological technologist/technician
255	Physician's assistant	555	Other technician/technologist
256	Nurse practitioner		
257	Registered nurse	<b>Writers, Artists, Entertainers, and Athletes</b>	
258	Therapist	601	Artist or commercial artist
259	Veterinarian	602	Designer
260	Other health diagnosing/treating occupations	603	Public relations specialist/writer
		604	Radio/tv announcer
		605	Reporter or correspondent
		606	Writer or editor, including technical writers
		607	Other professional entertainer or athlete
<b>Legal-Related Occupations</b>		<b>Other Occupations (Not listed above)</b>	
301	Judge, magistrate, or other judicial worker	651	Agribusiness, farming, ranching, or fishing
302	Lawyer	652	Aircraft pilot or flight engineer
303	Legal assistant/technician	653	Consultant
		654	Law enforcement or fire protection officer
		655	Military
		656	Homemaker
		657	Other occupation, please specify:
<b>Managerial and Management Related Occupations</b>			
351	Accountant or auditor		
352	Financial manager		
353	Health services manager		
354	Food service or lodging manager		
355	Personnel/training/labor relations specialist		
356	Public administrator or legislator		
357	Marketing, advertising, or public relations manager		
358	Other managerial or management-related occupation		