

**Scripps College Alumnae Survey
2010 Survey of the Classes of 1999, 2000, 2004, and 2005**

HIGHLIGHTS OF DATA AND FINDINGS

Prepared by
Jonathan Lew, Research Associate
Office of Assessment, Planning & Institutional Research
Scripps College
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Introduction

The Office of Assessment, Planning & Institutional Research has traditionally administered a survey to alumnae approximately five years following their date of graduation. The Alumnae 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 to comment on the relevance of their undergraduate experience and its impact on their futures.

This is the fifth year that the Office of Assessment, Planning & Institutional Research has 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.

This year's HEDS survey administration, for the first time, allowed surveying of alumnae from four cohorts: the classes of 1999 and 2000 (the "10-year reunion classes") as well as the classes of 2004 and 2005 (the "5-year reunion classes"). None of our peer colleges chose to participate in this year's survey administration, so there are no peer group comparisons in this report.

Letters containing login and password information were sent in early March 2010 to 566 members of the four classes for whom the College had contact information (142 in the Class of 1999, 119 in the Class of 2000, 149 in the Class of 2004, and 156 in the Class of 2005). 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. An average response rate of 27% (n=151) across all classes was achieved, which was an improvement from the last alumnae survey administration for the Class of 2002 (19% response rate) but still lower than the 35% response rate for the previous administration for the Class of 2001. Response rates by class are listed in Table 1 on the next page.

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:

- Alumnae Respondent Demographics
- Employment and Education Post-Graduation
- Contribution of Scripps Experiences to Alumnae’s Personal Development
- Satisfaction with the College Experience
- Alumnae Involvement with Scripps College
- Priorities for Institutional Improvement

Alumnae Respondent Demographics

Table 1. Survey Response Rates by Class Year

	Class of '99	Class of '00	Class of '04	Class of '05
# of alumnae sent survey links	142	119	149	156
# of alumnae responding	35	33	39	42
Response rate	25%	28%	26%	27%

Table 2. Racial/Ethnic Identity*

Question 55. Your race/ethnic background (Mark all that apply.)

	Class of '99		Class of '00		Class of '04		Class of '05	
	n	%	n	%	N	%	n	%
Asian, Pacific Islander	1	3%	5	15%	7	18%	10	24%
Black, Non-Hispanic					1	3%	2	5%
Hispanic	1	3%	1	3%	2	5%	3	7%
Native American								
White, Non-Hispanic	31	89%	28	85%	32	82%	34	81%
Other	2	6%	1	3%	1	3%	3	7%
Total Number of Respondents for this Question	35		33		39		42	

** Respondents were permitted to select more than one category. Therefore, percentages for each class may sum to more than 100%.*

Key Findings:

- Alumnae of Asian or Pacific Islander descent were generally the largest non-White racial/ethnic group to respond to the survey. Very few respondents were Black (non-Hispanic), Hispanic, or Other. White (non-Hispanic) alumnae accounted for between 81% and 89% of respondents.
- A number of respondents marked more than one racial/ethnic background (as evidenced by the percentages for each class in Table 2 totaling more than 100%), and the numbers of biracial or multiracial respondents increased in each succeeding class.

Table 3. Marital Status*

Question 56. What is your current personal status?

	Class of '99		Class of '00		Class of '04		Class of '05	
	n	%	N	%	N	%	n	%
Married or living with partner	24	69%	26	79%	22	56%	13	31%
Widowed								
Separated or divorced	2	6%						
Single	9	26%	7	21%	17	44%	29	69%
Total Number of Respondents for this Question	35		33		39		42	

* Percentages for each class may sum to more or less than 100% due to rounding.

Key Findings:

- The majority of respondents from the Class of 2005 (69%) were single, whereas the majority of respondents from the other three classes (56%-79%) were married or living with a partner.

Academic Characteristics

Key Findings (see Tables 4 and 5 on the next two pages):

- The most popular *primary* majors among alumnae respondents were English and Psychology. Biology and Political Science/Government were also popular. Quite a few respondents across all classes indicated a primary major in a subject other than the ones listed in the survey.
- The most popular *secondary* major was Foreign Languages (respondents were not able to specify a particular language on the survey). At least three respondents in any one class year had Psychology, Theology/Religion, or Other as a secondary major.

Table 4. Academic Majors--Primary Major**Question 44. Select your PRIMARY undergraduate major from the list below.*

	Class of '99		Class of '00		Class of '04		Class of '05	
	n	%	n	%	n	%	n	%
Anthropology					1	3%	1	2%
Archaeology							1	2%
Art History	2	6%	1	3%			1	2%
Biological/Life Sciences					1	3%		
Biology	2	6%	4	12%	2	5%	5	12%
Chemistry					2	5%	1	2%
Dance			1	3%				
Economics	2	6%	3	9%	2	5%	1	2%
English	4	11%	6	18%	4	10%	3	7%
Foreign Languages			1	3%	2	5%	1	2%
Higher Education Administrator					1	3%		
History	2	6%			4	10%	1	2%
International Relations	4	11%	2	6%				
Language and Literature			1	3%			2	5%
Mathematics	1	3%	1	3%	2	5%		
Music/Jazz/Popular Music			1	3%	1	3%	2	5%
Philosophy							1	2%
Photography	1	3%						
Political Science/Government	3	9%	1	3%	1	3%	7	17%
Psychology	4	11%	7	21%	2	5%	5	12%
Sociology					3	8%	1	2%
Theatre/Drama					1	3%	1	2%
Theology/Religion					3	8%	1	2%
Women Studies	3	9%	1	3%			2	5%
Other	7	20%	3	9%	7	18%	5	12%
Total Number of Respondents for this Question	35		33		39		42	

** Percentages for each class may sum to more or less than 100% due to rounding.*

Table 5. Academic Majors--Secondary Major*

Question 45. Select your *SECONDARY* undergraduate major from the list below (leave blank if you did not have a second major).

	Class of '99		Class of '00		Class of '04		Class of '05	
	n	%	n	%	n	%	n	%
Art History	1	14%	1	8%			1	8%
Biology			1	8%	2	13%		
Cultural Studies	1	14%			1	7%		
Economics			1	8%			1	8%
Engineering			1	8%				
Environmental Studies			1	8%				
Foreign Languages	1	14%	4	31%	4	27%	2	15%
Humanities					1	7%		
International Relations	1	14%						
Language and Literature	1	14%					1	8%
Mathematics			1	8%				
Photography	1	14%						
Physics			1	8%			1	8%
Political Science/Government	1	14%	1	8%			1	8%
Psychology			1	8%	3	20%		
Theology/Religion							3	23%
Women Studies							1	8%
Other					4	27%	2	15%
Total Number of Respondents for this Question	7		13		15		13	

* Percentages for each class may sum to more or less than 100% due to rounding.

Table 6. Academic Honors**Question 48. Did you receive any of the following undergraduate awards as a senior?*

	Class of '99		Class of '00		Class of '04		Class of '05	
	n	%	n	%	n	%	n	%
Latin honors (cum laude, etc.)	9	50%	6	60%	12	63%	11	48%
Phi Beta Kappa	9	50%	5	50%	5	26%	8	35%
Sigma Xi					4	21%	5	22%
Honors in major	15	83%	5	50%	15	79%	17	74%
Total Number of Respondents for this Question	18		10		19		23	

* Respondents were permitted to select more than one category. Therefore, percentages for each class may sum to more than 100%.

Key Findings:

- The most frequently earned academic honor amongst all classes of respondents (except the Class of 2000) was honors in the major.
- A majority of those respondents who received honors or awards also earned Latin honors (cum laude, magna cum laude, etc.).
- Only respondents from the classes of 2004 and 2005 reported receiving election to Sigma Xi, the scientific research society.

Table 7. Number of Honors Received per Alumna Respondent*

	Class of '99		Class of '00		Class of '04		Class of '05	
	n	%	n	%	n	%	n	%
None of these awards	17	49%	23	70%	20	51%	19	45%
One of these awards	8	23%	5	15%	8	21%	12	29%
More than one of these awards	10	29%	5	15%	11	28%	11	26%
Total Number of Respondents for this Question	35		33		39		42	

* Percentages for each class may sum to more or less than 100% due to rounding.

Key Findings:

- About half of respondents received one or more academic award/honor (except the Class of 2000, where the figure was 30% of respondents).

Table 8. Financial Aid*Question 49. Did you receive financial aid for your undergraduate education?*

	Class of '99		Class of '00		Class of '04		Class of '05	
	n	%	n	%	n	%	n	%
Yes (received financial aid)	31	89%	25	76%	29	76%	29	69%
Total Number of Respondents for this Question	35		33		38		42	

Key Findings:

- The Class of 1999 had the highest number and percentage of respondents who had received financial aid (31 respondents, or 89%).
- The Class of 2005 had the lowest percentage of respondents who had received financial aid (69%).

Table 9. Forms of Financial Aid Received**Question 50. If YES, mark all that you received. [4 options: Merit award, Need-based grant, Loan, Work study]*

	Class of '99		Class of '00		Class of '04		Class of '05	
	n	%	n	%	n	%	n	%
Merit award	22	73%	18	72%	16	53%	14	48%
Need-based grant	20	67%	19	76%	16	53%	20	69%
Loan	26	87%	23	92%	24	80%	23	79%
Work Study	28	93%	22	88%	19	63%	21	72%
Total Number of Respondents for this Question	30		25		30		29	

* Respondents were permitted to select more than one category. Therefore, percentages for each class may sum to more than 100%.

Key Findings:

- In general, the most popular form of financial aid for those respondents who received any financial aid for their undergraduate education was a loan (from 79% to 92% of respondents).
- Work study was also a popular option for those receiving financial aid, especially for the Classes of 1999 and 2000, which respectively saw 93% and 88% of their respondents receive work study.

Table 10. Total Amount Borrowed*

Question 51. At the time that you graduated, what was the total amount borrowed to finance your undergraduate education which you were personally responsible for paying?

	Class of '99		Class of '00		Class of '04		Class of '05	
	n	%	n	%	n	%	n	%
No loans	9	32%	7	33%	16	47%	16	41%
less than \$4,999	3	11%	1	5%	3	9%	2	5%
\$5,000 to \$9,999	1	4%	2	10%	1	3%	2	5%
\$10,000 to \$14,999	4	14%	2	10%	2	6%	8	21%
\$15,000 to \$19,999	4	14%	3	14%	6	18%	6	15%
\$20,000 - \$24,999	2	7%	3	14%	3	9%	4	10%
\$25,000 - \$29,999	5	18%	3	14%	3	9%	1	3%
Total Number of Respondents for this Question	28		21		34		39	

* Percentages for each class may sum to more or less than 100% due to rounding.

Key Findings:

- A sizable portion (from 32% to 47%) of each class's respondents did not take out any loans to finance their undergraduate education.
- Of the other respondents who did take out loans, the largest percentage for the Class of 1999 (18%) borrowed between \$25,000 and \$29,999 total, the largest percentage for the Class of 2004 (18%) borrowed between \$15,000 and \$19,999, and the largest percentage for the Class of 2005 (21%) borrowed between \$10,000 and \$14,999. For the Class of 2000, there was a three-way tie of 14% in each of the following loan categories: \$15,000-19,999, \$20,000-\$24,999, and \$25,000-29,999.
- No respondents reported borrowing \$30,000 or more.

Employment and Education Post-Graduation

Table 11. Primary Activities: Immediately After Graduation & Current*

Question 28. Which of the following best describes your primary activities during the year immediately following your undergraduate degree and currently? (Choose as many items as apply in each column.)

	Class of '99		Class of '00		Class of '04		Class of '05	
	After Grad	Current	After Grad	Current	After Grad	Current	After Grad	Current
Employment Full-Time	74%	82%	47%	70%	53%	68%	57%	59%
Employment Part-Time	24%	12%	28%	15%	34%	16%	24%	13%
Graduate/Professional School Full-Time	21%	3%	38%	9%	32%	24%	33%	31%
Graduate/Professional School Part-Time	0%	3%	6%	0%	3%	3%	5%	10%
Not Employed, Seeking Employment	9%	6%	6%	3%	13%	11%	14%	8%
Not Employed by Choice (homemaker, volunteer, traveling)	3%	3%	3%	9%	3%	5%	14%	3%

* Respondents were permitted to select more than one category. Therefore, percentages for each class may sum to more than 100%.

Key Findings:

- Full-time employment was by far the most common primary activity for alumnae respondents across all classes, both in the year immediately after their graduation from Scripps and at the time they took the survey (“Current”). Respondents were more likely to be employed full-time currently than in the year following graduation. Conversely, respondents were more likely to be employed part-time in the year following graduation than currently.
- Either part-time employment or full-time graduate/professional school were the second most common primary activities for alumnae respondents in the year immediately after graduation. Very few respondents from the classes of 1999 and 2000 are currently in graduate/professional school full-time, whereas a substantial percentage of respondents from the classes of 2004 and 2005 are (23.7% and 30.8% respectively). In general, very few respondents from all classes have done graduate/professional school part-time.
- The highest percentage of respondents who were not employed—either by choice or while they were seeking employment—came from the Class of 2005 in the year after their graduation (14.3% in each category).

Table 12. Occupations Immediately After Graduation, Current, and Future

Questions 29, 30, 31. What was your principal occupation immediately after graduation? What is your current occupation? What career would you ultimately like to have?

	Class of '99			Class of '00			Class of '04			Class of '05		
	After Grad	Current	Future	After Grad	Current	Future	After Grad	Current	Future	After Grad	Current	Future
Advertising, Public Relations	11%	6%			3%		5%	8%	3%	5%	2%	2%
Archeologist											2%	2%
Arts/Entertainment		3%	3%	3%		3%			3%	3%		
Business, clerical		3%		6%			3%				5%	2%
Business Executive		3%	3%	3%	3%	3%	3%		3%			2%
Business Owner, Proprietor, Entrepreneur	3%	3%	6%		3%	3%		3%	5%			2%
Business sales person or buyer							3%					
Clinical Psychologist									3%		2%	2%
College/University Administration	3%	3%	3%		3%	3%	5%	3%	3%	3%		2%
College/University Teaching or Research		6%	6%		6%	13%	3%	5%	8%	3%	2%	17%
Computer Programmer/analyst					3%	3%		3%	3%			
Conservationist or Forester	3%			3%								
Dentist (including Orthodontist)								3%	3%			
Dietician			3%					3%				
Education:teacher/administrator/counselor	9%	3%	6%	9%	6%	3%	5%	18%	8%	10%	10%	
Event Coordinator							3%					
Farmer or Rancher											2%	2%
Finance	11%	6%	6%	6%				3%		3%	2%	2%
Foreign Service, Diplomacy, Int'l Relations	3%					3%					2%	2%
Government, Politics, Public Policy	9%	9%	9%	3%	9%	3%		3%	3%	3%	2%	2%
Graphic Designer	3%											
Homemaker		3%			9%			3%		3%	2%	2%
Hospitality, Travel/Tourism				3%						3%	2%	
Human Resources Recruiting	3%	3%			3%	3%						
Interior Decorator									3%			
Lab technician or hygentist										3%		
Law enforcement officer											2%	
Lawyer (attorney) or judge		6%	6%		3%	3%		3%	3%		7%	10%
Librarian or information science			3%						3%	3%		
Military Science				3%	3%							
Museum curator/gallery worker	9%	6%	6%	3%	3%	3%						
Music/Film industry		3%					5%	3%		3%		2%
Non-profit/Philanthropy	9%	14%	6%	12%	6%		13%	10%	11%	18%	10%	7%
Nurse					3%			3%				
Physician								5%	8%			10%
Scientific Researcher		3%	3%	3%	3%	3%		3%	5%	3%	5%	2%
Social activist/Community organizer							3%			3%		
Social welfare or recreation worker											2%	5%
Sports,recreation	3%						5%					
Therapist					3%	3%						
Writer, journalist, or publisher		6%	9%		6%	13%			3%	3%	5%	5%
Other	23%	14%	9%	42%	21%	19%	42%	23%	13%	33%	29%	7%
Undecided			12%			16%	3%	3%	11%	3%		7%

Key Findings:

- The most popular “after graduation” occupations for alumnae respondents (not counting the “Other” category) were advertising/public relations and finance (for the Class of 1999) and non-profit/philanthropy (for the classes of 2000, 2004, and 2005).
- The most popular “current” occupations for alumnae were non-profit/philanthropy (for the classes of 1999 and 2005), government/politics/public policy and homemaker (for the Class of 2000), and education (teacher, administrator, or counselor) (for the classes of 2004 and 2005).
- The most popular “future” occupations for alumnae respondents were government/politics/public policy (for the Class of 1999), writer/journalist/publisher (for the classes of 1999 and 2000), college/university teaching or research (for the classes of 2000 and 2005), and non-profit/philanthropy (for the Class of 2004).
- Question 32 was an open-ended question that allowed respondents to type in an explanation if they answered “other” to any of the three previous questions about occupation/career. Of the 75 explanations entered by respondents, 30 indicated that they were graduate or professional students during the time period for which they had selected the “other” response. Other responses to this question included occupations as varied as marketing manager, marriage and family therapist, consulting, retail, day care worker, certified nurse midwife/nurse practitioner, and surgical physician assistant.
- Quite a few respondents were “undecided” about what career they would ultimately like to have, from 7.1% for the Class of 2005 to 15.6% for the Class of 2000.

Table 13. Education Plans: Past, Current, & Future*

Questions 36-42. What further degree(s) have you received, are you currently working toward or do you hope to attain in the future? (Mark all that apply.)

	Class of '99			Class of '00			Class of '04			Class of '05		
	Rec'd	Current	Future	Rec'd	Current	Future	Rec'd	Current	Future	Rec'd	Current	Future
Second Bachelor's	0	0	0	3	0	0	3	2	0	0	0	0
Master's	21	2	4	20	3	6	16	5	12	13	10	20
Professional	4	0	6	6	2	3	3	3	4	4	4	3
Doctoral	4	2	5	2	2	4	2	3	9	0	8	15

* Respondents were permitted to select more than one category.

Key Findings:

- Very few respondents had received or were currently working toward a second bachelor’s degree. No respondents hoped to attain a second bachelor’s degree in the future.
- Many respondents had already received master’s degrees, led by the Class of 1999 with 21 recipients. In addition, from the Class of 2005, 10 respondents were currently working toward a master’s degree and 20 still hoped to attain a master’s degree in the future.
- The classes of 2004 and 2005 had impressive numbers of respondents who were either currently working toward a doctoral degree or aspired to one in the future.

Table 14. Primary Factors Affecting Employment Prospects*

Question 60. Which one of the following most directly impacted your employment prospects? (Select one only)

	Class of '99		Class of '00		Class of '04		Class of '05	
	n	%	n	%	n	%	n	%
Undergraduate major	8	24%	11	33%	13	34%	12	29%
Undergraduate employment or internship experience	15	44%	7	21%	12	32%	13	32%
Career Planning & Resources	3	9%	1	3%	0	0%	1	2%
Network of friends	6	18%	13	39%	10	26%	9	22%
Relationship with Scripps faculty or alumnae	2	6%	1	3%	3	8%	6	15%
Total Number of Respondents for this Question	34		33		38		41	

* This question came from the Scripps-specific supplemental section of the survey. Percentages for each class may sum to more or less than 100% due to rounding.

Key Findings:

- The factor that most directly impacted respondents’ employment prospects was different for each class. For the Class of 1999 respondents, it was by far their “undergraduate employment or internship experience” (44% selected this as the primary factor). For the Class of 2000, it was “network of friends” (39%). For the classes of 2004 and 2005, it was a close tie between “undergraduate major” and “undergraduate employment or internship experience.”
- The “Career Planning & Resources” office was not cited often as the factor that most directly impacted respondents’ employment prospects. “Relationship with Scripps faculty or alumnae” also did not seem to have a primary impact on employment prospects for most alumnae respondents, though it was more common for respondents from the most recent class (the Class of 2005).

Contribution of Scripps Experiences to Alumnae's Personal Development

Table 15a. Involvement in Extracurricular Activities, by Mean and Standard Deviation*

Question 19. Please review the following list of undergraduate activities. Evaluate each for your level of involvement while an undergraduate. (Select one for each item.): Extracurricular Activities.

	Class of '99		Class of '00		Class of '04		Class of '05	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Student government	2.3	1.2	2.2	1.0	1.9	1.2	1.9	1.1
Inter-collegiate athletics	1.4	1.0	1.8	1.2	1.3	.8	1.4	.8
Intramural sports	1.3	.5	1.2	.5	1.3	.8	1.2	.4
Student publications	1.5	.7	1.6	1.0	1.4	.8	1.2	.6
Performing arts/music	2.2	1.2	2.0	1.2	1.9	1.2	1.9	1.0
Political organization	2.4	1.2	1.9	1.0	2.0	1.2	1.9	1.1
Community service	2.2	1.1	2.0	.9	1.9	.9	2.2	1.2
Fraternity/sorority	1.1	.5	1.1	.3	1.0	.0	1.1	.5
Religious groups	1.3	.8	1.7	1.0	1.5	.9	1.5	.9
<i>Mean</i>	<i>1.7</i>		<i>1.7</i>		<i>1.6</i>		<i>1.6</i>	

*Scale for these questions was: 1=None, 2=A Little, 3=Moderate, 4=Extensive

Key Findings:

- The extracurricular activities that respondents were most involved in as undergraduates included student government, performing arts/music, political organizations, and community service. Their average involvement in these activities was in the “little” to lower “moderate” range (means of 1.9 to 2.4).
- The activity with the highest average involvement was “political organization” (mean of 2.4) for respondents from the Class of 1999.
- Intramural sports and fraternity/sorority involvement had the lowest mean scores (1.0-1.3, meaning close to no involvement by respondents on average).

Table 15b. Contribution of Extracurricular Activities to Personal/Professional Development, by Mean and Standard Deviation*

Question 22. For those activities in which you were involved, please evaluate the contribution of each activity to your personal or professional life after graduation. (Select one for each item.): Extracurricular Activities.

	Class of '99		Class of '00		Class of '04		Class of '05	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Student government	2.1	.9	2.4	1.2	2.1	1.0	2.7	1.2
Inter-collegiate athletics	1.7	1.2	2.1	1.2	1.6	1.1	1.6	1.0
Intramural sports	1.4	.7	1.3	.8	1.5	1.1	1.2	.7
Student publications	1.9	.9	1.8	1.0	1.6	.9	1.7	1.2
Performing arts/music	2.4	1.0	2.2	1.0	2.3	1.2	2.3	1.1
Political organization	2.8	1.1	2.1	1.0	2.5	1.1	2.5	1.1
Community service	2.5	1.2	2.2	.9	2.5	.9	2.8	1.0
Fraternity/sorority	1.3	.9	1.1	.5	1.0	.0	1.0	.0
Religious groups	1.9	1.4	1.7	1.0	1.9	1.0	2.0	1.2
<i>Mean</i>	<i>2.0</i>		<i>1.9</i>		<i>1.9</i>		<i>2.0</i>	

*Scale for these questions was: 1=None, 2=A Little, 3=Moderate, 4=Extensive

Key Findings:

- The extracurricular activities that respondents said contributed the most to their personal or professional life after graduation were the same as the activities they were most involved in as undergraduates (see previous table): student government, performing arts/music, political organizations, and community service. The average contribution of each of these four activities was in the “little” to “moderate” range (means of 2.1 to 2.8).
- The activities with the highest average contributions (mean of 2.8) were political organization for respondents from the Class of 1999 and community service for respondents from the Class of 2005.
- As with the involvement measures, intramural sports and fraternity/sorority involvement had the lowest mean scores (1.0-1.5), meaning respondents on average attributed very little to no contribution of these activities to their lives after graduation.

Table 16a. Involvement in Academic Activities, by Mean and Standard Deviation*

Question 19. Please review the following list of undergraduate activities. Evaluate each for your level of involvement while an undergraduate. (Select one for each item.): Academic Activities.

	Class of '99		Class of '00		Class of '04		Class of '05	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Internships	2.2	1.3	1.9	1.0	2.1	1.2	2.3	1.2
Study abroad	2.4	1.5	2.8	1.4	2.3	1.4	2.8	1.4
Faculty research	1.5	1.0	1.6	1.1	1.6	1.0	1.7	1.1
Independent study	3.0	1.1	2.1	1.0	2.2	1.1	1.9	1.0
<i>Mean</i>	2.3		2.1		2.0		2.2	

*Scale for these questions was: 1=None, 2=A Little, 3=Moderate, 4=Extensive

Table 16b. Contribution of Academic Activities to Personal/Professional Development, by Mean and Standard Deviation*

Question 22. For those activities in which you were involved, please evaluate the contribution of each activity to your personal or professional life after graduation. (Select one for each item.): Academic Activities.

	Class of '99		Class of '00		Class of '04		Class of '05	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Internships	2.8	1.2	2.5	1.2	2.7	1.2	3.2	1.1
Study abroad	3.2	1.1	3.2	1.2	3.1	1.2	3.3	1.1
Faculty research	2.1	1.2	2.1	1.3	2.6	1.1	2.5	1.3
Independent study	2.4	1.1	2.3	1.2	2.9	1.1	2.5	1.0
<i>Mean</i>	2.6		2.5		2.8		2.9	

*Scale for these questions was: 1=None, 2=A Little, 3=Moderate, 4=Extensive

Key Findings:

- The academic activity that respondents were most involved in as undergraduates was study abroad. Their average involvement in this activity was in the “little” to “moderate” range (means of 2.3 to 2.8).
- The academic activity with the highest average involvement was “independent study” (mean of 3.0) for respondents from the Class of 1999.
- Involvement with faculty research had the lowest mean scores (1.5-1.7, meaning little to no involvement by respondents).
- Study abroad was also rated by respondents as the academic activity that contributed the most to their personal or professional life after graduation. The average contribution of this activity was in the “moderate” range (means of 3.1 to 3.3).
- As with the involvement measures, faculty research had the lowest mean scores (2.1-2.6), but respondents on average still felt that it made some contribution to their lives after graduation.

Table 17a. Involvement in Employment Activities, by Mean and Standard Deviation*

Question 19. Please review the following list of undergraduate activities. Evaluate each for your level of involvement while an undergraduate. (Select one for each item.): Employment Activities.

	Class of '99		Class of '00		Class of '04		Class of '05	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
On-campus employment	3.0	1.1	3.1	1.0	2.8	1.2	3.2	.9
Off-campus employment	1.7	.9	1.7	1.0	1.5	.9	1.4	.9
<i>Mean</i>	2.4		2.4		2.1		2.3	

*Scale for these questions was: 1=None, 2=A Little, 3=Moderate, 4=Extensive

Table 17b. Contribution of Employment Activities to Personal/Professional Development, by Mean and Standard Deviation*

Question 22. For those activities in which you were involved, please evaluate the contribution of each activity to your personal or professional life after graduation. (Select one for each item.): Employment Activities.

	Class of '99		Class of '00		Class of '04		Class of '05	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
On-campus employment	2.8	1.0	2.5	1.1	2.8	1.0	3.1	1.0
Off-campus employment	2.2	1.3	2.0	1.2	2.3	1.2	2.2	1.2
<i>Mean</i>	2.5		2.3		2.5		2.6	

*Scale for these questions was: 1=None, 2=A Little, 3=Moderate, 4=Extensive

Key Findings:

- Respondents reported higher average levels of involvement in on-campus employment than in off-campus employment. The means for on-campus employment were in the “moderate” involvement range (means of 2.8-3.2).
- The means for on-campus employment were higher than for almost every other activity (extracurricular or academic) except study abroad.
- Off-campus employment had means between 1.4-1.7, indicating little to no involvement by respondents. The classes of 2004 and 2005 had slightly lower levels of off-campus employment on average than the classes of 1999 and 2000.
- Those respondents who worked in off-campus employment reported that on average their employment contributed “a little” to their personal or professional life after graduation (means of 2.0 to 2.3).
- Those respondents who worked in on-campus employment reported that on average their employment contributed moderately to their personal or professional life after graduation (means of 2.5 to 3.1).

Table 18a. Importance in Current Activities of Intrapersonal and Interpersonal Capacities Developed as an Undergraduate, by Mean and Standard Deviation*

Questions 3-5. The list below contains some abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate how important each is today in both your personal and professional life. (Select one for each item.)

	Class of '99		Class of '00		Class of '04		Class of '05	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Social/Moral Awareness								
Develop awareness of societal problems	3.5	.9	3.2	.9	3.6	.6	3.4	1.0
Place current problems in perspective	3.6	.7	3.6	.6	3.7	.5	3.5	.8
Understand moral/ethical issues	3.6	.7	3.5	.7	3.7	.6	3.5	.7
Self Development								
Understand myself	3.5	.7	3.7	.6	3.7	.6	3.6	.6
Function independently, without supervision	4.0	.2	3.9	.2	3.9	.2	3.9	.3
Develop self-esteem	3.7	.6	3.8	.5	3.7	.7	3.8	.4
Establish a course of action to accomplish goals	4.0	.0	3.9	.2	3.7	.5	3.9	.4
Intellectual self-confidence	3.9	.4	3.8	.5	3.9	.3	3.9	.4
Develop desire for continued learning	3.7	.5	3.7	.6	3.9	.3	3.8	.5
Relationship Skills								
Lead and supervise tasks and groups of people	3.6	.9	3.4	.9	3.5	.9	3.3	.8
Relate well to people of different cultures/races	3.6	.6	3.7	.5	3.7	.6	3.7	.6
Function effectively as a member of a team	3.7	.7	3.7	.7	3.6	.6	3.8	.5
Communicate well orally	3.8	.5	3.9	.4	3.8	.5	3.9	.4
Understand others	3.8	.4	4.0	.2	3.8	.5	3.9	.4

*Scale for these questions was: 1=Not at all, 2=A little, 3=Moderately, 4=Greatly

Key Findings:

- Alumnae respondents on average felt that all of these capacities were moderately to greatly important in their current personal and professional lives.
- Statements about skills in the “Self Development” category were most often rated of greatest importance in alumnae’s current lives. Specifically, the abilities to “function independently,” “establish a course of action to accomplish goals,” and have “intellectual self-confidence” all received several mean scores in the 3.9-4.0 range.
- Based on the mean scores, alumnae respondents also placed high importance on two characteristics in the “Relationship Skills” category: “communicate well orally” and “understand others.”

Table 18b. Enhancement of Intrapersonal and Interpersonal Capacities by Undergraduate Experiences, by Mean and Standard Deviation*

Questions 9-11. The list below contains the same abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences. (Select one for each item.)

	Class of '99		Class of '00		Class of '04		Class of '05	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Social/Moral Awareness								
Develop awareness of societal problems	3.3	.8	3.3	.7	3.5	.6	3.5	.7
Place current problems in perspective	3.3	.9	3.5	.7	3.6	.6	3.4	.7
Understand moral/ethical issues	3.4	.8	3.3	.7	3.5	.7	3.5	.6
Self Development								
Understand myself	3.3	.8	3.5	.6	3.5	.7	3.7	.6
Function independently, without supervision	3.5	.7	3.2	.9	3.6	.5	3.5	.6
Develop self-esteem	3.2	1.0	3.3	.8	3.5	.8	3.4	.8
Establish a course of action to accomplish goals	3.3	.8	3.3	.9	3.4	.7	3.5	.6
Intellectual self-confidence	3.4	.9	3.4	.7	3.5	.6	3.6	.7
Develop desire for continued learning	3.5	.9	3.7	.5	3.6	.6	3.6	.7
Relationship Skills								
Lead and supervise tasks and groups of people	2.8	1.1	2.9	.9	2.7	1.0	3.0	.9
Relate well to people of different cultures/races	3.1	.8	3.3	.8	3.1	.8	3.2	1.0
Function effectively as a member of a team	3.0	.9	3.1	1.0	3.1	.9	3.3	.7
Communicate well orally	3.3	.9	3.2	.9	3.3	.7	3.4	.8
Understand others	3.2	.9	3.5	.8	3.3	.7	3.5	.8

*Scale for these questions was: 1=Not at all, 2=A little, 3=Moderately, 4=Greatly

Key Findings:

- Alumnae respondents on average felt that all of these capacities were at least moderately enhanced by their undergraduate experiences.
- The items that generally received the highest mean scores were “develop desire for continued learning” (3.5-3.7) and “understand myself” (3.3-3.7).
- The capacity that consistently had the lowest mean scores across classes was the ability to “lead and supervise tasks and groups of people” (means from 2.7 to 3.0), but these scores still indicate that respondents felt this capacity was moderately enhanced. This item also consistently had the highest standard deviations (0.9 to 1.1) compared to most other items in this section, indicating wider variation in individual responses.

Table 19a. Importance in Current Activities of Academic Capacities Developed as an Undergraduate, by Mean and Standard Deviation*

Questions 1,2, & 6. The list below contains some abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate how important each is today in both your personal and professional life. (Select one for each item.)

	Class of '99		Class of '00		Class of '04		Class of '05	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Critical Thinking								
Acquire new skills and knowledge	3.9	.2	3.9	.3	3.8	.4	3.9	.3
Think analytically and logically	3.9	.2	3.9	.3	3.8	.5	4.0	.2
Formulate creative/original ideas	3.9	.3	3.8	.4	3.8	.4	3.7	.6
Academic ability	3.5	.7	3.3	.7	3.4	.7	3.4	.8
Skills/Learning								
Write effectively	3.8	.5	3.9	.3	3.6	.6	3.6	.7
Use quantitative tools	3.3	.8	3.1	.8	3.3	.8	3.2	.8
Appreciate arts, literature, music, drama	3.1	.9	3.1	1.0	3.0	1.0	2.9	1.0
Gain in-depth knowledge of a field	3.6	.7	3.4	.6	3.5	.8	3.7	.5
Read or speak a foreign language	2.1	1.1	2.4	1.0	2.4	1.2	2.3	1.0
Understanding Science & Technology								
Understand the process of science	2.6	1.1	2.8	1.1	3.2	.9	2.8	1.0
Use technology	3.5	.7	3.5	.7	3.5	.7	3.5	.7

*Scale for these questions was: 1=Not at all, 2=A little, 3=Moderately, 4=Greatly

Key Findings:

- The academic capacities that received the highest mean scores were in the “critical thinking” realm: “acquire new skills and knowledge,” “think analytically and logically,” and “formulate creative/original ideas.” These results indicate that alumnae on average considered these skills to be of great importance to them in their current personal and professional lives.
- The two academic capacities that consistently had the lowest mean scores across classes were the ability to “read or speak a foreign language” (means from 2.1 to 2.4) and “understand the process of science” (means from 2.6 to 3.2). Alumnae respondents on average considered these two items of lesser importance to their current activities. Both items also consistently had the highest standard deviations (0.9 to 1.2) compared to most other items in this section, indicating wider variation in individual responses.

Table 19b. Enhancement of Academic Capacities by Undergraduate Experiences, by Mean and Standard Deviation*

Questions 7, 8, & 12. The list below contains the same abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences. (Select one for each item.)

	Class of '99		Class of '00		Class of '04		Class of '05	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Critical Thinking								
Acquire new skills and knowledge	3.8	.5	3.6	.6	3.7	.4	3.7	.4
Think analytically and logically	3.7	.6	3.8	.5	3.7	.6	3.8	.4
Formulate creative/original ideas	3.5	.8	3.4	.7	3.6	.6	3.7	.5
Academic ability	3.7	.6	3.5	.6	3.7	.5	3.7	.6
Skills/Learning								
Write effectively	3.7	.7	3.6	.6	3.6	.6	3.7	.6
Use quantitative tools	3.0	.9	3.0	.9	3.1	.8	3.0	.8
Appreciate arts, literature, music, drama	3.3	.9	3.3	.7	3.3	.8	3.4	.9
Gain in-depth knowledge of a field	3.4	.7	3.3	.8	3.3	.7	3.5	.7
Read or speak a foreign language	2.7	1.0	2.5	1.0	2.6	1.0	2.8	1.0
Understanding Science & Technology								
Understand the process of science	2.7	.9	2.6	1.0	2.8	.9	2.7	1.0
Use technology	2.5	.8	2.7	.9	2.9	.8	2.6	.8

*Scale for these questions was: 1=Not at all, 2=A little, 3=Moderately, 4=Greatly

Key Findings:

- Academic capacities under the “Critical Thinking” category generally received the highest mean scores from alumnae across the four classes, especially “acquire new skills and knowledge” and “think analytically and logically.” The capacity to “write effectively” in the “Skills/Learning” category also received high scores on average. These were the capacities which respondents felt had been most enhanced by their experiences at Scripps.
- The capacities to “read or speak a foreign language,” “understand the process of science,” and “use technology” had the lowest mean scores (from 2.5 to 2.9), which means that on average alumnae thought that these capacities were enhanced “a little” to “moderately” during their undergraduate years. These items also had higher standard deviations (0.8 to 1.0) compared to most other items, which means that there was more variation in individual responses.

Table 20. Importance of Facets of Scripps Education in Preparation for Post-Graduate Life, “Somewhat Important” or “Very Important” Responses, by Percent*

Question 62. Using the scale below, please rank the extent to which the following facets of your Scripps education have been important in preparing you for post-graduate life.

	Class of '99	Class of '00	Class of '04	Class of '05
Knowledge of an academic discipline	60%	70%	77%	86%
Relationships with peers	57%	76%	79%	81%
Relationships with faculty and staff	57%	61%	67%	74%
Relationships with alumnae	43%	34%	38%	31%
Relationships with non-Scripps agents (e.g., employer)	57%	50%	44%	41%
Pragmatic or vocational skills (writing, computer knowledge, basic math)	77%	84%	82%	81%
Critical thinking and analysis	88%	97%	90%	93%
Pursuing goals and analyzing problems through team collaboration	69%	67%	74%	81%
Pursuing goals and analyzing problems through independent work	86%	91%	90%	93%

* This question came from the Scripps-specific supplemental section of the survey. The scale for these statements was: “Very Unimportant,” “Somewhat Unimportant,” “Neutral,” “Somewhat Important,” and “Very Important.” This table shows the percentage of respondents for each statement who marked either “Somewhat Important” or “Very Important.”

Key Findings:

- The two aspects of a Scripps education that the highest percentages of alumnae respondents found important in preparing them for their lives after graduation were “critical thinking and analysis” (88%-97%) and “pursuing goals and analyzing problems through independent work” (86%-93%). The two aspects that the smallest percentages of alumnae respondents found important were “relationships with alumnae” (31%-43%) and “relationships with non-Scripps agents (e.g., employer)” (41%-57%).
- Younger alumnae respondents (classes of 2004 and 2005) were more likely than the older alumnae respondents (classes of 1999 and 2000) to consider “knowledge of an academic discipline,” “relationships with peers,” “relationships with faculty and staff,” and “pursuing goals and analyzing problems through team collaboration” important in preparing them for post-graduate life. Older alumnae respondents were more likely to consider “relationships with non-Scripps agents (e.g., employer)” important.

Table 21. Facets of Scripps Education that Enhance Ability to Relate to People of Different Races/Cultures, “Somewhat Enhanced” or “Strongly Enhanced” Responses, by Percent*

Question 63. Using the scale below, please rate the extent to which the following facets of your Scripps education enhanced your ability to relate well to people of different races/cultures.

	Class of '99	Class of '00	Class of '04	Class of '05
Curricular content	60%	76%	74%	62%
Core	59%	88%	62%	62%
Classroom interaction	69%	72%	72%	67%
Residence life or dining interaction	66%	67%	77%	69%
School-sponsored co-curricular events	35%	36%	38%	41%
Informal interaction with peers	71%	82%	85%	83%
On-campus employment (work study, research projects, etc.)	29%	38%	42%	33%

* This question came from the Scripps-specific supplemental section of the survey. The scale for these statements was: “Did Not Enhance,” “Only Slightly Enhanced,” “Neutral/Not Applicable,” “Somewhat Enhanced,” and “Strongly Enhanced.” This table shows the percentage of respondents for each statement who marked either “Somewhat Enhanced” or “Strongly Enhanced.”

Key Findings:

- The facet of a Scripps education that the highest percentages of alumnae respondents determined had enhanced their ability to relate well to people of different races and cultures was “informal interaction with peers” (71% of the Class of 1999 respondents and 82%-85% of the other three classes). An unusually high percentage of Class of 2000 respondents (88%) also indicated that Core had enhanced their ability to relate well to people of different races and cultures, which was much more than the percentages of respondents who indicated this from other classes (59%-62%).
- The two aspects that the smallest percentages of alumnae respondents concluded had enhanced their ability to relate well to people of different races and cultures were “on-campus employment” (29%-42%) and “school-sponsored co-curricular events” (35-41%).

Satisfaction with the College Experience

Table 22a. Level of Satisfaction with the Collegiate Experience, by Mean and Standard Deviation*

Questions 13, 14, & 15. Using the perspective gained since you graduated, how satisfied are you with each of the following services or aspects of your college? (Select one for each item.)

	Class of '99		Class of '00		Class of '04		Class of '05	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Academic Experiences								
Academic advising	3.2	.7	3.3	.7	3.3	.7	3.3	.8
Contact with faculty	3.6	.6	3.7	.5	3.7	.7	3.7	.6
Quality of teaching	3.7	.6	3.7	.5	3.8	.4	3.8	.4
Courses in major field	3.5	.7	3.6	.6	3.7	.6	3.7	.5
Courses outside major field	3.4	.6	3.5	.5	3.5	.5	3.5	.6
Independent study/research	3.4	.6	3.4	.6	3.7	.5	3.6	.6
Campus Services and Facilities								
Career services	3.1	.5	2.9	.7	3.2	.6	3.1	.9
Financial services	3.2	.5	2.8	.7	3.0	.8	2.8	1.0
Library resources	3.6	.5	3.5	.5	3.7	.5	3.3	.6
Recreation/athletics	3.1	.5	3.2	.6	3.4	.6	2.9	.6
Residential life	3.5	.7	3.6	.6	3.8	.4	3.7	.5
Campus Climate								
Student voice in policies	3.3	.5	3.4	.6	3.0	.6	2.9	.7
Campus safety	3.6	.5	3.7	.5	3.6	.5	3.6	.5
Sense of belonging	3.1	1.0	3.6	.7	3.3	.9	3.4	.8
Ethnic/racial diversity	3.0	.7	3.1	.8	2.9	.9	2.4	.9
Social life on campus	3.1	.7	3.4	.8	3.4	.8	3.3	.8

*Scale for these questions was: 1=Very Dissatisfied, 2=Generally Dissatisfied, 3=Generally Satisfied, and 4=Very Satisfied.

Key Findings:

- Alumnae on average were generally satisfied to very satisfied with the academic experiences, campus services and facilities, and campus climate at Scripps.
- “Quality of teaching” consistently received the highest mean scores (3.7-3.8) from alumnae across all four classes, indicating that they were most satisfied with this aspect of their college experience. “Residential life” had the highest mean scores in the “Campus Services and Facilities” category, and “campus safety” had the highest mean scores in the “Campus Climate” category.
- The only item where significant dissatisfaction was evident was “ethnic/racial diversity,” and then only by respondents from the Class of 2005, which gave it a 2.4 mean score (compared to 2.9 to 3.1 mean scores from the other classes responding to the survey). As highlighted in the next table, only half of respondents from the Class of 2005 were “generally satisfied” or “very satisfied” with the diversity of Scripps.

Table 22b. Level of Satisfaction with the Collegiate Experience, “Generally/Very Satisfied,” by Percent*

Questions 13, 14, & 15. Using the perspective gained since you graduated, how satisfied are you with each of the following services or aspects of your college? (Select one for each item.)

	Class of '99	Class of '00	Class of '04	Class of '05
Academic Experiences				
Academic advising	86%	85%	95%	86%
Contact with faculty	94%	100%	95%	95%
Quality of teaching	97%	100%	100%	100%
Courses in major field	91%	97%	95%	100%
Courses outside major field	94%	100%	100%	98%
Independent study/research	96%	92%	97%	93%
Campus Services and Facilities				
Career services	93%	75%	89%	83%
Financial services	97%	75%	76%	66%
Library resources	100%	100%	97%	95%
Recreation/athletics	92%	92%	93%	87%
Residential life	94%	94%	100%	98%
Campus Climate				
Student voice in policies	97%	93%	81%	80%
Campus safety	100%	100%	100%	98%
Sense of belonging	74%	91%	82%	88%
Ethnic/racial diversity	79%	77%	73%	49%
Social life on campus	79%	91%	89%	88%

*Scale for these questions was: “Very Dissatisfied,” “Generally Dissatisfied,” “Generally Satisfied,” and “Very Satisfied,” and there was a “Not Relevant” option. This table shows the percentage of respondents for each statement who marked either “Generally Satisfied” or “Very Satisfied.”

Key Findings:

- In general, most alumnae respondents reported satisfaction with the services and aspects of Scripps that they experienced as students. For all the items listed under “Academic Experiences” (with the exception of academic advising), at least 90% to in numerous cases 100% of respondents indicated that they were generally or very satisfied. Library resources and residential life in the “Campus Services and Facilities” category and campus safety in the “Campus Climate” category received similarly positive responses.
- Ethnic/racial diversity had the lowest levels of satisfied responses across all classes of alumnae respondents. Less than half (49%) of respondents from the Class of 2005 indicated satisfaction with the ethnic/racial diversity of their Scripps experience.
- Financial services also had lower levels of satisfied responses from all classes except the Class of 1999.
- A smaller percentage of respondents from the Class of 1999 were satisfied with the sense of belonging and social life on campus than respondents from the other classes.

Alumnae Involvement with Scripps College

Table 23. Continuing Involvement with Alma Mater, “Occasionally” or “Frequently” Responses, by Percent*

Question 26. In the past five years, how frequently have you participated in the following activities sponsored by your undergraduate alma mater? (Select one for each item.)

	Class of '99	Class of '00	Class of '04	Class of '05
Read campus publications	80%	76%	74%	74%
Visited the institution's Web site	60%	58%	51%	60%
Visited campus for any purpose	43%	45%	38%	33%
Attended alumnae functions on campus	31%	38%	13%	12%
Attended alumnae functions off campus	47%	30%	18%	21%
Attended alma mater sporting events	0%	3%	3%	2%
Served as an alumnae admissions volunteer	3%	9%	13%	21%
Participated in a career advisory program	6%	6%	26%	10%
Participated in an alumnae continuing education program	0%	3%	0%	0%
Participated in an alumnae community service program	0%	0%	0%	5%
Contributed to or solicited for the annual fund	80%	73%	67%	63%
Maintained contact with other alumnae	89%	88%	95%	93%
Maintained contact with faculty	29%	30%	44%	60%
Maintained contact w/ administrators	29%	18%	13%	21%

*Scale for these questions was: “Never,” “Briefly,” “Occasionally,” and “Frequently.” This table shows the percentage of respondents for each statement who marked either “Occasionally” or “Frequently.”

Key Findings:

- The activities in which the most alumnae respondents indicated that they engaged occasionally or frequently were maintaining contact with other alumnae (88% to 95% of respondents) and reading campus publications (74% to 80% of respondents).
- Very few respondents reported participating in any alumnae continuing education or community service programs or attending sporting events involving their alma mater.
- Older alumnae respondents from the classes of 1999 and 2000 were more likely to attend alumnae functions on campus or off campus and to contribute to or solicit for the annual fund than were the younger alumnae respondents from the classes of 2004 and 2005.
- Younger alumnae respondents from the classes of 2004 and 2005 were more likely to serve as an alumnae admissions volunteer, participate in a career advisory program, maintain contact with other alumnae, and maintain contact with faculty than older alumnae respondents from the classes of 1999 and 2000.

Table 24. Reasons for Lack of Involvement with Scripps*

Question 61. Which one of the following most negatively affects your continued involvement with Scripps?
(Select one only)

	Class of '99		Class of '00		Class of '04		Class of '05	
	n	%	n	%	n	%	n	%
Lack of time	16	46%	11	33%	13	33%	10	24%
Distance from the campus	8	23%	11	33%	9	23%	14	34%
Lack of interest	5	14%	3	9%	5	13%	7	17%
Lack of financial resources	4	11%	7	21%	10	26%	9	22%
Dissatisfying undergraduate experience	2	6%	1	3%	2	5%	1	2%
Total Number of Respondents for this Question	35		33		39		41	

* This question came from the Scripps-specific supplemental section of the survey. Percentages for each class may sum to more or less than 100% due to rounding.

Key Findings:

- Alumnae respondents most often cited “lack of time” and “distance from campus” as the factors that most negatively affect their continued involvement with Scripps. Lack of time was most often given as the primary reason for lack of involvement by respondents from the Class of 1999 (46%), while distance from campus was most often given as the primary reason by respondents from the Class of 2005 (34%).
- Very few alumnae respondents pointed to “dissatisfying undergraduate experience” as having a significant negative effect on their continued involvement with Scripps.

Priorities for Institutional Improvement

Table 25. Targets for Improvement, by Percent*

Question 64. As Scripps continues to change to meet the needs of all students, which one of the following areas should be targeted for improvement? (Select one only)

	Class of '99	Class of '00	Class of '04	Class of '05
Graduating students with stronger communication skills	9%	6%	8%	2%
Supporting campus diversity	9%	6%	29%	31%
Providing more internship opportunities & more quality internship experiences	40%	39%	34%	45%
Preparing students for the realities of post-graduate life	37%	39%	24%	21%
Fostering students' personal and spiritual development	6%	9%	5%	0%

* This question came from the Scripps-specific supplemental section of the survey. Percentages for each class may sum to more or less than 100% due to rounding.

Key Findings:

- The highest percentages of alumnae respondents across all classes (34%-45%) felt that “providing more internship opportunities and more quality internship experiences” should be the priority area that Scripps focuses on for improvement. Almost equivalent percentages from the classes of 1999 and 2000 (37% and 39% respectively) chose “preparing students for the realities of post-graduate life” as their primary area for Scripps’ improvement.
- High percentages of respondents from the classes of 2004 and 2005 (29% and 31% respectively) chose “supporting campus diversity” as a target for improvement at Scripps. In contrast, only 9% of respondents from the class of 1999 and 6% of respondents from the class of 2000 selected this item as a priority for improvement.
- “Graduating students with stronger communication skills” and “fostering students’ personal and spiritual development” were the priorities least often chosen for improvement by alumnae respondents from all classes.