

Alumni Survey – Classes of 2006/2007
Office of Institutional Research
Prepared by Dakota Collins and Polly Wilde
November 2012

The Earlham College graduating classes of 2006 and 2007 were invited to complete the HEDS Alumni survey in the spring of 2012. This report compares responses from Earlham's alumni with alumni from our peer institutions, a total of 2690 respondents from the 2006-07 classes. Twenty-eight institutions are represented in this report as our "peer group" and include Beloit, Kenyon, Luther, Scripps and Wittenberg. (Full-list is at the end of this report.)

The IR Office at Earlham sent 481 invitations to take the survey, and 142 alumni responded for a rate of 30%. Of those respondents, 69% were women. Looking at the ethnicity breakdown, whites made of 88% of Earlham respondents

Question 2 – Current Activity

Data shows Earlham graduates are more likely to be employed on a part-time basis, hold multiple jobs (27% vs 18%) and more likely to be unemployed by choice (8% vs 4%).

| | Earlham | Peer Group |
|--------------------------------------------------------------------------------------|----------------|-------------------|
| Employment Full-Time | 69.9% | 73.9% |
| Employment Part-Time | 26.5% | 20.7% |
| Employment Multiple Jobs | 27.0% | 17.6% |
| Graduate/Professional School Full-Time | 23.7% | 27.3% |
| Graduate/Professional School Part-Time | 8.3% | 11.8% |
| Military Service | 1.8% | 1.6% |
| Not employed, seeking employment, admission to graduate school, or other opportunity | 10.8% | 6.4% |
| Not employed by choice (homemaker, volunteer, traveling, etc.) | 8.1% | 4.2% |

Question 3 - Plans for Future Degrees

Earlham graduates have aspirations for more education at slightly higher rates than the peer group. For example, 37% of Earlhamites plan to attain a Master's degree compared to just 30% for the peer group. Likewise at the Doctoral level with 26% for Earlham grads compared to 19% for the peer group.

| | Earlham | Peer Group |
|----------------------------------------|----------------|-------------------|
| <u>Second Bachelor's Degree</u> | | |
| Do not plan to pursue | 88.5% | 92.8% |
| Degree Received | 3.8% | 3.8% |
| Currently enrolled or working toward | 2.3% | 1.2% |
| Degree you hope to attain | 5.3% | 2.2% |
| <u>Master's Degree</u> | | |
| Do not plan to pursue | 16.0% | 22.6% |
| Degree Received | 32.0% | 32.0% |
| Currently enrolled or working toward | 15.3% | 15.8% |
| Degree you hope to attain | 36.7% | 29.6% |
| <u>Doctoral Degree</u> | | |
| Do not plan to pursue | 64.4% | 69.1% |
| Degree Received | 0.0% | 1.9% |
| Currently enrolled or working toward | 9.6% | 9.9% |
| Degree you hope to attain | 25.9% | 19.1% |
| <u>Professional Degree</u> | | |
| Do not plan to pursue | 85.5% | 79.4% |
| Degree Received | 3.8% | 9.3% |
| Currently enrolled or working toward | 2.3% | 5.5% |
| Degree you hope to attain | 8.4% | 5.7% |
| <u>Other Degree</u> | | |

| | | |
|--------------------------------------|-------|-------|
| Do not plan to pursue | 83.7% | 90.0% |
| Degree Received | 4.1% | 2.8% |
| Currently enrolled or working toward | 0.8% | 2.4% |
| Degree you hope to attain | 11.4% | 4.8% |

Question 5 - Volunteer Work or Community Service

Earlham respondents are nearly three times more likely to give 6-10 hours per week volunteering than Peer Group respondents.

| | Earlham | Peer Group |
|------------------|---------|------------|
| None | 45.1% | 51.2% |
| 1-5 hours | 39.9% | 41.9% |
| 6-10 hours | 13.1% | 4.9% |
| 11-15 hours | 1.3% | 1.0% |
| 16 or more hours | 0.7% | 0.9% |

Question 8 - Faculty Interest in Teaching and Students

Earlham participants were more likely to give ratings of “Strongly Agree” whereas Peer group respondents were more likely to give rating of “Agree.” When these categories are summed, the distinction between Earlham and the Peer Group basically disappears. The only variance to this is for the question of faculty providing prompt and useful feedback in which case both Earlham and the Peer Group respondents were more likely to choose “Agree” rather than “Strongly Agree.” The table with mean scores shows that for “Genuinely interested in teaching” Earlham grades rate the faculty at 4.7 compared to 4.1 for the Peer group.

Percentages

| Most faculty with whom I had contact were... | Earlham | Peer Group |
|--------------------------------------------------------------------------------------------------------|---------|------------|
| Genuinely Interested in Students | | |
| Strongly Disagree | 0.6% | 0.8% |
| Disagree | 1.3% | 0.6% |
| Neutral | 0.6% | 2.9% |
| Agree | 24.0% | 34.0% |
| Strongly Agree | 73.4% | 61.7% |
| Interested in helping student grow in more than just academic areas | | |
| Strongly Disagree | 1.3% | 0.8% |
| Disagree | 2.6% | 3.2% |
| Neutral | 7.1% | 13.6% |
| Agree | 40.3% | 42.4% |
| Strongly Agree | 48.7% | 40.0% |
| Good at providing prompt and useful feedback | | |
| Strongly Disagree | 1.3% | 0.9% |
| Disagree | 0.0% | 1.4% |
| Neutral | 10.5% | 7.4% |
| Agree | 51.0% | 53.0% |
| Strongly Agree | 37.3% | 37.3% |
| Genuinely interested in teaching | | |
| Strongly Disagree | 1.3% | 0.9% |
| Disagree | 0.0% | 0.4% |
| Neutral | 0.6% | 3.0% |
| Agree | 24.0% | 38.0% |
| Strongly Agree | 74.0% | 57.6% |
| Willing to spend time outside of class to discuss issues of interest and importance to students | | |
| Strongly Disagree | 1.3% | 1.0% |
| Disagree | 0.0% | 1.4% |
| Neutral | 6.6% | 6.8% |
| Agree | 25.7% | 37.6% |
| Strongly Agree | 66.4% | 53.1% |

Mean Scores Scale: 5=Strongly agree 4=Agree 3=Neutral 2=Disagree 1=Strongly disagree

| Most faculty with whom I had contact were.... | Earlham | Peer Group |
|-------------------------------------------------------------------------------------------------|--------------------|------------|
| | Mean Scores | |
| Genuinely interested in students | 4.7 | 4.6 |
| Interested in helping students grow in more than just academic areas | 4.3 | 4.2 |
| Good at providing prompt and useful feedback | 4.2 | 4.2 |
| Genuinely interested in teaching | 4.7 | 4.1 |
| Willing to spend time outside of class to discuss issues of interest and importance to students | 4.5 | 4.4 |

Question 9 - Non-classroom and Informal Contact and Interactions with Faculty

These results show little differences between Earlham responses and the Peer Group responses. When added the percentages for “Agree” and “Strongly Agree” together, these percentages are very similar. Earlham responses do show higher ratings in the Strongly Agree choice. The interaction about career goals received the lowest positive ratings for both groups.

Percentages

| | Earlham | Peer Group |
|----------------------------------------------------------------------------------------------------------------------------|---------|------------|
| My non-classroom interactions with faculty had a positive influence on my personal growth, values, and attitudes | | |
| Strongly Disagree | 1.3% | 1.5% |
| Disagree | 1.9% | 2.6% |
| Neutral | 4.5% | 14.4% |
| Agree | 42.2% | 37.8% |
| Strongly Agree | 50.0% | 43.8% |
| My non-classroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas | | |
| Strongly Disagree | 1.3% | 1.4% |
| Disagree | 1.3% | 2.2% |
| Neutral | 5.8% | 12.5% |
| Agree | 42.2% | 39.9% |
| Strongly Agree | 49.4% | 44.0% |
| My non-classroom interactions with faculty had a positive influence on my career goals and aspirations | | |
| Strongly Disagree | 3.2% | 2.3% |
| Disagree | 7.1% | 5.8% |
| Neutral | 21.4% | 24.9% |
| Agree | 39.6% | 33.9% |
| Strongly Agree | 28.6% | 33.2% |
| I developed a close, personal relationship with at least one faculty member at my undergrad institution | | |
| Strongly Disagree | 1.3% | 3.2% |
| Disagree | 8.5% | 10.6% |
| Neutral | 10.5% | 13.3% |
| Agree | 29.4% | 28.3% |
| Strongly Agree | 50.3% | 44.6% |
| I was satisfied with the opportunities to meet and interact informally with faculty members | | |
| Strongly Disagree | 1.3% | 1.9% |
| Disagree | 1.9% | 6.0% |
| Neutral | 14.9% | 13.9% |
| Agree | 35.1% | 39.4% |
| Strongly Agree | 46.8% | 38.8% |

Mean Scores Scale: 5=Strongly agree 4=Agree 3=Neutral 2=Disagree 1=Strongly disagree

| Indicate the extent to which you agree/disagree. | Earlham | Peer Group |
|------------------------------------------------------------------------------------------------------------------|--------------------|------------|
| | Mean Scores | |
| My non-classroom interactions with faculty had a positive influence on my personal growth, values and attitudes. | 4.3 | 4.2 |
| My non-classroom interactions with faculty had a positive influence on my intellectual | 4.3 | 4.2 |

| | | |
|-------------------------------------------------------------------------------------------------------------|-----|-----|
| growth and interest in ideas. | | |
| My non-classroom interactions with faculty had a positive influence on my career goals and aspirations | 3.8 | 3.9 |
| I developed a close, personal relationship with at least one faculty member at my undergraduate institution | 4.2 | 4.0 |
| I was satisfied with the opportunities to meet and interact informally with faculty members | 4.2 | 4.1 |

Question 10 - In class experiences

Earlham responses about in-class experiences show that both faculty and students are more likely to encourage critical thinking and to challenge ideas. This shows from the “Faculty asked me to point out fallacies” with Earlham responses of “very often” at 34% and the Peer Group at 23%. In addition, for the experience of “students challenging each other” Earlhamites report “very often” at 36% while the Peer Group stands at 29%

Percentages

| | Earlham | Peer Group |
|--------------------------------------------------------------------------------------------------------------------|---------|------------|
| Faculty posted challenging ideas in class. | | |
| Never | 0.7% | 0.1% |
| Rarely | 0.0% | 0.6% |
| Sometimes | 11.1% | 11.3% |
| Often | 44.4% | 48.4% |
| Very Often | 43.8% | 39.6% |
| Faculty asked me to show how a particular course concept could be applied to an actual problem or situation | | |
| Never | 1.3% | 0.7% |
| Rarely | 5.3% | 5.6% |
| Sometimes | 27.8% | 31.8% |
| Often | 42.4% | 41.0% |
| Very Often | 23.2% | 20.9% |
| Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course | | |
| Never | 0.7% | 1.4% |
| Rarely | 5.3% | 9.3 |
| Sometimes | 26.3% | 30.6% |
| Often | 33.6% | 35.9% |
| Very Often | 34.2% | 22.8% |
| Faculty asked me to argue for or against a particular point of view | | |
| Never | 1.3% | 0.7% |
| Rarely | 6.0% | 5.7% |
| Sometimes | 24.2% | 26.2% |
| Often | 40.3% | 37.9% |
| Very Often | 28.2% | 29.4% |
| Faculty challenged my ideas in class | | |
| Never | 0.7% | 0.4% |
| Rarely | 6.6% | 4.8% |
| Sometimes | 25.8% | 29.2% |
| Often | 35.8% | 39.5% |
| Very Often | 31.1% | 26.2% |
| Students challenged each other’s ideas in class | | |
| Never | 0.0% | 0.3% |
| Rarely | 2.0% | 5.4% |
| Sometimes | 17.1% | 24.9% |
| Often | 44.7% | 40.5% |
| Very Often | 36.2% | 28.9% |

Mean Scores Scale: 5=Very often 4=Often 3=Sometimes 2=Rarely 1=Never

| About how often did you experience each? | Earlham | Peer Group |
|---------------------------------------------------------------------------------|--------------------|------------|
| | Mean Scores | |
| Faculty posed challenging ideas in class | 4.3 | 4.3 |
| Faculty asked me to show how a particular course concept could be applied to an | 3.8 | 3.8 |

| | | |
|------------------------------------------------------------------------------------------------------------|-----|------|
| actual problem or situation | | |
| Faculty asked me to point out any fallacies in ideas, principles or points of view presented in the course | 4.0 | 3.7 |
| Faculty asked me to argue for or against a particular point of view | 3.9 | 3.9 |
| Faculty challenged my ideas in class | 3.9 | 3.9 |
| Students challenged each other's ideas in class | 4.2 | 3.92 |

Question 11 - Types of exams of assignments

This data shows Earlhamites wrote essays “very often” at a higher rate (66% vs 58%) and compared and contrasted topics at a higher rate (38% vs 26%). They also report that they pointed out the strengths and weaknesses of a particular argument at a higher rate.

Percentages

| | Earlham | Peer Group |
|-------------------------------------------------------------------------------------------|---------|------------|
| Wrote Essays | | |
| Never | 0.0% | 0.0% |
| Rarely | 2.6% | 2.2% |
| Sometimes | 5.3% | 9.3% |
| Often | 25.8% | 30.3% |
| Very Often | 66.2% | 58.2% |
| Solved Problems | | |
| Never | 1.3% | 0.9% |
| Rarely | 11.8% | 9.4% |
| Sometimes | 34.2% | 29.4% |
| Often | 29.6% | 33.3% |
| Very Often | 23.0% | 27.0% |
| Made an Oral Presentation | | |
| Never | 0.0% | 0.6% |
| Rarely | 3.3% | 9.6% |
| Sometimes | 39.1% | 38.2% |
| Often | 41.7% | 37.3% |
| Very Often | 15.9% | 14.4% |
| Used Course content to address a problem not presented in the course | | |
| Never | 1.3% | 1.9% |
| Rarely | 14.5% | 16.5% |
| Sometimes | 45.4% | 45.7% |
| Often | 27.0% | 26.8% |
| Very Often | 11.8% | 9.1% |
| Compared or contrasted topics or ideas from a course | | |
| Never | 0.0% | 5.5% |
| Rarely | 0.0% | 4.5% |
| Sometimes | 23.7% | 24.7% |
| Often | 38.8% | 44.7% |
| Very Often | 37.5% | 25.7% |
| Pointed out the strengths and weaknesses of a particular argument or point of view | | |
| Never | 0.0% | 0.4% |
| Rarely | 0.7% | 5.1% |
| Sometimes | 23.8% | 24.9% |
| Often | 38.4% | 41.1% |
| Very Often | 37.1% | 28.4% |
| Argued for against a particular point of view and defended my argument | | |
| Never | 0.7% | 0.5% |
| Rarely | 3.3% | 7.1% |
| Sometimes | 31.1% | 27.9% |
| Often | 34.4% | 37.0% |
| Very Often | 30.5% | 27.5% |
| Connected what I learned in multiple courses | | |
| Never | 0.7% | 0.8% |
| Rarely | 0.0% | 5.5% |
| Sometimes | 22.7% | 24.6% |

| | | |
|------------|-------|-------|
| Often | 42.7% | 37.3% |
| Very Often | 34.0% | 31.7% |

Mean Scores Scale: 5=Very often 4=Often 3=Sometimes 2=Rarely 1=Never

| About how often did you undertake each? | Earlham | Peer Group |
|------------------------------------------------------------------------------------|--------------------|------------|
| | Mean Scores | |
| Wrote essays | 4.5 | 4.4 |
| Solved problems | 3.6 | 3.8 |
| Made an oral presentation | 3.7 | 3.5 |
| Used course content to address a problem not presented in the course | 3.3 | 3.1 |
| Compared or contracted topics or ideas from a course | 4.1 | 3.9 |
| Pointed out the strengths and weaknesses of a particular argument or point of view | 4.1 | 3.9 |
| Argued for or against a particular point of view and defended my argument | 3.9 | 3.8 |
| Connected what I learned in multiple courses | 4.1 | 3.9 |

Question 12 - Undergraduate Experiences

It is clear from both tables that Earlham graduates have had much more experience with their classmates who have different backgrounds than the Peer Group graduates. For example, Earlham grads report they made friends with a student of a different race either “often” or “very often” at a rate of 60% while Peer group respondents report a 44% rate. Likewise, Earlham grads report a much higher rate of making friends with a person from another country partly due to the fact that Earlham has a larger percentage of international students than most schools.

Scale: 5=Very often 4=Often 3=Sometimes 2=Rarely 1=Never

Percentages Scale: 5=Very often 4=Often 3=Sometimes 2=Rarely 1=Never

| | Earlham | Peer Group |
|------------------------------------------------------------------------------------------------------------------------|---------|------------|
| Made friends with a student whose race was different than my own | | |
| Never | 0.7% | 2.1% |
| Rarely | 9.3% | 17.0% |
| Sometimes | 29.8% | 36.9% |
| Often | 30.5% | 24.0% |
| Very Often | 29.8% | 20.0% |
| Made friends with a student from another country | | |
| Never | 0.7% | 4.6% |
| Rarely | 8.6% | 22.8% |
| Sometimes | 27.2% | 38.9% |
| Often | 30.5% | 19.2% |
| Very Often | 33.1% | 14.5% |
| Had serious discussions with other students about different lifestyles and customs | | |
| Never | 0.7% | 0.9% |
| Rarely | 4.7% | 10.9% |
| Sometimes | 23.3% | 30.3% |
| Often | 38.0% | 32.3% |
| Very Often | 33.3% | 25.6% |
| Had serious discussions with faculty whose political, social, or religious opinions were different from my own | | |
| Never | 4.0% | 7.8% |
| Rarely | 28.0% | 28.2% |
| Sometimes | 34.7% | 35.2% |
| Often | 19.3% | 17.0% |
| Very Often | 14.0% | 11.8% |
| Had serious discussions with students whose political, social, or religious opinions were different from my own | | |
| Never | 1.3% | 1.5% |
| Rarely | 13.9% | 11.9% |
| Sometimes | 33.8% | 33.3% |
| Often | 30.5% | 29.6% |
| Very Often | 20.5% | 23.8% |

Mean Scores

| How often did you have the following experiences as an undergraduate? | Earlham | Peer Group |
|----------------------------------------------------------------------------------------------------------------|--------------------|------------|
| | Mean Scores | |
| Made friends with a student who race was different from my own | 3.8 | 3.4 |
| Made friends with a student from another country | 3.8 | 3.2 |
| Had serious discussions with other students about different lifestyles and customs | 4.0 | 3.7 |
| Had serious discussions with faculty whose political, social or religious opinions were different from my own | 3.1 | 3.0 |
| Had serious discussions with students whose political, social or religious opinions were different from my own | 3.5 | 3.6 |

Question 13 - Respondents' Undergraduate Major

| | Earlham Classes of 2006/2007 | Peer Group Classes of 2006/2007 | Earlham Classes of 2004/2005 | Peer Group Classes of 2004/2005 |
|--------------------------------------------------|------------------------------------|---------------------------------------|------------------------------------|---------------------------------------|
| Fine Arts | 9.0% | 11.4% | .9% | 4.1% |
| Humanities | 26.3% | 29.9% | 13.0% | 17.3% |
| Social Science | 46.2% | 37.1% | 29.0% | 32.1% |
| Natural Science/Mathematics and Computer Science | 19.9% | 21.9% | 30.9% | 19.3% |
| Business and Management | 5.8% | 8.5% | 2.6% | 4.2% |
| Education | 1.9% | 4.6% | 0% | .5% |
| Engineering | 0% | 0.8% | 0% | 0% |
| Nursing | 0% | 2.1% | 0% | 0% |
| Other | 7.0% | 10.3% | 24.0% | 22.9% |

Question 14 - Evaluation of Undergraduate Education "Extent Enhanced by Undergraduate Experience"

The topics of “Intercultural Knowledge” and “Ethical Reasoning” show slight differences in the mean scores between these two groups with the Earlham mean being slightly higher.

Scale: 4=Considerably 3=Sufficiently 2=Somewhat 1=Very Little

| Ability/Knowledge | Earlham | Peer Group |
|----------------------------------------|--------------------|------------|
| | Mean Scores | |
| Careful Reading | 3.5 | 3.4 |
| Critical Thinking | 3.6 | 3.6 |
| Creative Thinking | 3.3 | 3.2 |
| Information Literacy | 3.5 | 3.4 |
| Quantitative Literacy | 2.9 | 3.0 |
| Effective Writing | 3.5 | 3.5 |
| Effective Speaking | 3.0 | 3.0 |
| Teamwork | 3.2 | 3.0 |
| Problem Solving | 3.2 | 3.2 |
| Civic Engagement | 3.2 | 2.8 |
| Intercultural Knowledge and Competence | 3.4 | 3.0 |
| Ethical Reasoning | 3.5 | 3.1 |
| Integrative Thinking | 3.5 | 3.3 |

Question 15 – Preparation – Overall, to what extent did your undergraduate experience prepare you for the following activities?

Earlham grads indicate slightly higher rates of being prepared for the future in the areas of Social and Civic Involvement, Interpersonal relationships and Continued learning.

Scale: 4=Considerably 3=Sufficiently 2=Somewhat 1=Very Little

| | Earlham | Peer Group |
|------------------------------------------------------------------------------------------------------------|---------|------------|
| Graduate or Professional School | 3.33 | 3.23 |
| Current Career | 2.94 | 2.97 |
| Social and Civic Involvement | 3.21 | 2.88 |
| Interpersonal relationships and family living | 3.10 | 2.91 |
| Responsibilities of post-undergraduate life (managing finances, maintaining health, creating a home, etc.) | 2.35 | 2.33 |
| Continued learning on my own or outside of a degree program | 3.10 | 2.94 |

Question 17 – To what extent did your experience with each of the following as an undergraduate contribute to your learning and personal development after you graduated?

The largest discrepancies are in performing arts, study abroad, multicultural groups and independent study, where Earlham grads rate the influence in these areas higher. Note that both group rate “sorority/fraternity” very low, probably due to the fact that Earlham, and perhaps many of these institutions do not have sororities or fraternities.

Scale: 5=Considerably 4=Sufficiently 3=Somewhat 2=Very Little 1=No experience

| | Earlham | Peer Group |
|------------------------------------------|---------|------------|
| Student or campus government | 1.92 | 1.85 |
| Intercollegiate athletics | 1.91 | 2.20 |
| Intramural sports | 2.02 | 2.06 |
| Student publications | 1.93 | 1.86 |
| Performing arts/music | 2.93 | 2.38 |
| Political organizations or clubs | 2.40 | 2.16 |
| Community service | 3.18 | 3.13 |
| Sorority/fraternity | 1.02 | 1.87 |
| Religious groups | 2.07 | 1.87 |
| Internships | 2.76 | 2.61 |
| Study abroad | 3.80 | 3.05 |
| Service organizations (on or off campus) | 2.54 | 2.35 |
| Multicultural groups | 2.37 | 1.87 |
| Work with faculty on research | 2.49 | 2.38 |
| Independent study | 2.90 | 2.48 |
| On-campus employment | 3.29 | 2.86 |
| Off-campus employment | 2.01 | 2.00 |
| Other | 1.48 | 1.23 |

Question 19 – How connected do you feel to your undergraduate institution?

Earlham respondents show a higher percentage in those that feel a very strong connection with their undergraduate institution, 50% vs 45%.

| | Earlham | Peer Group |
|------------------------|---------|------------|
| No Connection | 0.7% | 1.7% |
| Very Little Connection | 6.3% | 11.4% |
| Some Connection | 42.7% | 42.0% |
| Very Strong Connection | 50.3% | 44.9% |

Question 20 – Overall, how satisfied have you been with your undergraduate education?

When looking “generally satisfied” and “very satisfied” in the aggregate, Earlham grads rate Earlham at 77.2% while the Peer group grads rate their institutions at 81.4%.

| | Earlham | Peer Group |
|-----------------------------------|---------|------------|
| Very dissatisfied | .07% | 1.1% |
| Generally dissatisfied | 0.0% | 2.7% |
| Neither satisfied or dissatisfied | 2.1% | 4.8% |
| Generally satisfied | 43.8% | 37.3% |
| Very satisfied | 53.4% | 54.1% |

Question 23 – At what point did you secure your first paying job after graduating from your undergraduate institution?

These data show that 84% of Earlham grads report finding employment within the first six months after graduation and 92.3% within a year with 85% of the Peer group finding employment within the same time frame.

| | Earlham | Peer Group |
|---------------------------------------------------------------------------------------------|---------|------------|
| While enrolled as an undergraduate | 31.3% | 33.3% |
| During the first six months after graduation | 52.8% | 45.5% |
| During the second six months after graduation | 8.3% | 6.2% |
| More than a year after graduation | 0.0% | 10.5% |
| I have not yet sought a paying job; I am a full-time student or engaged in other activities | 6.3% | 4.1% |
| I have sought a paying job but have not yet found one | 1.4% | 0.3% |

Question 24 - Paying Jobs Since Graduation

| | Earlham | Peer Group |
|-----------------------------------------------------------------------------------------|---------|------------|
| I am currently in my first paying job after receiving my undergraduate degree | 17.0% | 17.5% |
| I have had at least two paying jobs since receiving my undergraduate degree | 81.6% | 77.6% |
| I have had a job since receiving my undergraduate degree, but I am currently unemployed | 6.4% | 4.8% |

Question 25 – Indicate whether each of the following descriptions applied (applies) to your first job after you graduated.

A higher percentage from the Peer group found employment at a job that related to their career path, 66% vs 61% at the same they also were more likely to have a job that provided the benefit of paid health insurance, 72% vs. 61%.

| | Earlham | Peer Group |
|----------------------------------------------------|---------|------------|
| Related to my major | 55.6% | 55.0% |
| Used important skills I gained as an undergraduate | 75.4% | 78.1% |
| Was related to my desired career path | 61.3% | 66.4% |
| Was work I found meaningful | 79.4% | 75.2% |
| Allowed me to continue to grow and learn | 84.4% | 82.8% |
| Paid enough to support my desired lifestyle | 67.6% | 65.0% |
| Paid health insurance benefits | 61.0% | 72.2% |
| Continued until I wished to leave | 80.1% | 80.2% |
| Overall, was a satisfying job | 79.6% | 76.2% |

Question 26 - Aspects of current job if different from first job

| | Earlham | Peer Group |
|----------------------------------------------------|---------|------------|
| Is related to my undergraduate major | 60.6% | 59.6% |
| Uses important skills I gained as an undergraduate | 89.9% | 86.7% |
| Is related to my desired career path | 88.1% | 84.1% |
| Is work I find meaningful | 91.7% | 86.7% |
| Allows me to continue to grow and learn | 91.7% | 90.6% |
| Pays enough to support my desired lifestyle | 71.6% | 71.6% |
| Pays health insurance benefits | 74.3% | 79.4% |
| Is likely to continue until I wish to leave | 89.0% | 91.3% |
| Overall, is a satisfying job | 89.9% | 88.0% |

Question 27 - Amount Borrowed for Undergraduate Education

Respondents of the Peer Group were more likely to have taken out no loans to pay for their education whereas Earlham respondents were more likely to have borrowed between \$20,000 and \$39,000.

| | Earlham | Peer Group |
|--------------------|---------|------------|
| No loans | 34.5% | 40.3% |
| Less than \$20,000 | 21.2% | 20.4% |
| \$20,000-\$39,000 | 28.8% | 21.2% |
| \$40,000-\$59,000 | 5.8% | 8.0% |

| | | |
|--------------------------------------------|------|------|
| \$60,000-\$79,000 | 3.2% | 3.9% |
| \$80,000-\$99,000 | 0.0% | 1.6% |
| \$100,000-\$120,000 | 0.6% | 1.0% |
| More than \$120,000 | 0.0% | 0.5% |
| I borrowed money but I don't know how much | 1.3% | 3.1% |

Question 33 - Gross Annual Income

| | Earlham | Peer Group |
|-------------------------|---------|------------|
| No earned income | 4.1% | 5.0% |
| Less than \$20,000 | 20.0% | 11.5% |
| \$20,000-\$39,000 | 35.9% | 26.8% |
| \$40,000-\$59,000 | 29.7% | 27.5% |
| \$60,000-\$79,000 | 5.5% | 14.8% |
| \$80,000-\$99,000 | 2.1% | 5.2% |
| \$100,000-\$119,000 | 0.0% | 2.4% |
| \$120,000-\$139,000 | 0.0% | 0.8% |
| \$140,000-\$159,000 | 0.7% | 0.8% |
| More than \$160,000 | 0.0% | 1.6% |
| I prefer not to respond | 2.1% | 3.5% |

Customized questions - The following questions were provided by the Earlham IR office were only available only to Earlham graduates.

Question 34 - Reason for Donating (if applicable)

| | Earlham |
|-------------------------------------------------------|---------|
| I want to honor the education I received | 39.8% |
| I want to help provide for future students | 34.4% |
| I believe in the College's priorities | 21.5% |
| I want to be included among the College's benefactors | 0.0% |
| I was raised to make charitable giving a priority | 4.3% |

Question 35 - Reason for NOT Donating (if applicable)

| | Earlham |
|------------------------------------------------------------------------------|---------|
| I am not satisfied with the education I received | 4.9% |
| I disagree with the College's priorities | 9.8% |
| I give to other charities that seem more important to me at the current time | 61.0% |
| I believe that the College does not need any additional resources | 2.4% |
| I have never been asked/keep forgetting | 22.0% |

Question 36 – What presence would you like Earlham to have in your life over the next 3-5 years?

| | Earlham |
|--------------------------|---------|
| Social networking | 50.7% |
| Career enhancement | 17.9% |
| Volunteer opportunities | 5.7% |
| Intellectual development | 14.3% |
| No active presence | 11.4% |

Question 37 - Alumni Events Most Likely to Attend

| | Earlham |
|----------------------------------|---------|
| Graduates of the last five years | 16.9% |
| Graduates of the last decade | 33.1% |
| Graduates of all generations | 6.3% |
| Makes no difference | 43.7% |

Question 38 - Appeal of Regional Alumni Events

| | Earlham |
|-------------------------|----------------|
| Social/networking | 62.6% |
| Academic and cultural | 23.7% |
| Family events | 4.6% |
| Volunteer opportunities | 9.2% |

Question 39 - Participation in the August Wilderness Pre-Orientation Summer Experience

| | Earlham |
|-----|----------------|
| Yes | 17.5% |

Question 40 - Reasoning for not participating (if applicable)

| | Earlham |
|-------------------------------------------------|----------------|
| Not interested in wilderness camping | 14.7% |
| Costs were too high | 14.7% |
| Trip length was too long | 0.6% |
| Began before I was able or wanted to leave home | 15.4% |
| Never heard about it | 9.0% |
| Not interested in pre-orientation activities | 5.1% |
| Other | 14.4% |

Question 41 - Ways of learning about August Wilderness

| | Earlham |
|--------------------------------------------------------|----------------|
| Through a mailing from the Admissions Office | 7.7% |
| Earlham Website | 3.8% |
| Through an information program while on a campus visit | 0.6% |
| From a friend | 1.3% |
| From an admissions counselor | 1.3% |
| From an Earlham student while on a campus visit | 1.3% |
| Other | 1.2% |

HEDS Peer Group includes:

Beloit College
 Colgate University
 College of Saint Benedict
 Davidson College
 Drew University
 George Washington University
 Hamilton College
 Haverford College
 Hobart & William Smith Colleges
 Kenyon College

Lake Forest College
 Linfield College
 Luther College
 Mills College
 Oglethorpe University
 Randolph College
 Randolph-Macon College
 Rollins College
 Saint Anselm College
 Scripps College

Sewanee: The University of the South
 St. Lawrence University
 St. Olaf College
 Trinity University
 Union College
 Willamette University
 Wittenberg University