# 2010 HEDS Senior Survey Report

### *Prepared November 2010*

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## Introduction and Method

In this report, we describe various characteristics of our students as they are preparing to move beyond Earlham.  This research summarizes such aspects as the students' family backgrounds, the types of activities in which they participated while at Earlham and their satisfaction with their undergraduate experience.  In addition to this, the survey also looks at their future plans and priorities.  The survey attempts to make cross-sectional comparisons of many of these students' self-reported attitudes, values, and perceptions with those of the seniors of prior years.

This survey instrument was designed by the Higher Education Data Sharing Consortium (HEDS).  We have included in this report comparative data from our peer institutions provided by HEDS. (See Appendix  for a list of schools included in the peer group and the response rate for each school.)

Click here for links to the tables contained in this report.

## Characteristics of the Sample

One hundred and fourteen seniors (38%) completed the HEDS Senior Survey online. Of these seniors who responded, 39.5% were male and 60.5% were female.  A total of 76% of the fathers and 78.2% of the mothers of these students had at least a college degree and 50.1% of the mothers and 53.9% of the fathers had a graduate degree.  In this sample 8.8% of the mothers as well as 22.1% of the fathers had completed a doctorate degree.

Several questions were asked of these seniors about their activities during their time at Earlham.  Table 1 assesses some of the students' activities during college. The survey shows an increasing percentage of seniors participating in study abroad in 2010 compared to 2005. The percentage of seniors who applied for a grant or fellowship decreased significantly from 2002 and remains less than the peer schools.

## Table 1

### Percentages of Seniors Who Participated in Different Academic Activities

| Activities During College | Earlham 2000 | Earlham 2002 | Earlham 2005 | Earlham 2010 | Peer Group 2010 |
|---|---|---|---|---|---|
| Semester or Year Abroad | 79% | 70.3% | 65% | 80% | 53% |
| Independent Study | 64% | 43.9% | 51% | 43% | 57% |
| Off-Campus Internship | 53% | 42.5% | 49% | 40% | 43% |
| Summer Paid Internship | 29% | 24.5% | 31% | 21% | 34% |
| Apply for Grant or Fellowship | 29% | 17.5% | 31% | 18% | 33% |
| Racial/Cultural Awareness Program | 25% | 14.6% | 28% | 8% | 23% |
| Summer Travel Abroad | 27% | 27.8% | 25% | 27% | 27% |
| Leadership Training | 22% | 21.2% | 21% | 19% | 27% |
| Gender Studies Program | 25% | 15.1% | 18% | 12% | 16% |
| Residence Hall Assistantship | 24% | 14.6% | 14% | 14% | 14% |
| Sexual Harassment Program | 18% | 12.3% | 11% | 11% | 5% |
| Honor Society | 16% | 10.8% | 8% | 11% | 31% |

The seniors were asked in which years during college did they actively participate in various activities.  Table 2 shows the percentage of students who actively participated for one year and the percentage who actively participated for more than one year.  The remaining columns show the percentage increase or decrease in participation from their first to fourth years in college.

The activities in which the greatest percentage of students  participated for more than one year were intramural athletics, volunteer service and performing arts. It is understandable why the level of activity that increased the greatest from first to senior year was faculty research. Participation in literary magazine also increased significantly from first year to senior year, while participation in religious groups decreased significantly. Unlike prior year seniors, the 2010 seniors increased their participation in volunteer services from the first year to fourth year.

## Table 2

### Percentages of Seniors Who <u>Actively</u> Participated in Each Activity

| Activity | Participated for one year | Participated for more than one year | Percent Increase or Decrease from first to fourth year Seniors in 2000 | Percent Increase or Decrease from first to fourth year Seniors in 2002 | Percent Increase or Decrease from first to fourth year Seniors in 2005 | Percent Increase or Decrease from first to fourth year Seniors in 2010 |
|---|---|---|---|---|---|---|
| Faculty Research | 18% | 10% | +52 | +62.5 | +44.0 | +67.8 |
| Campus Media | 4% | 10% | +21 | +27.2 | +25 | +18.7 |
| Literary Magazine | 11% | 9% | +28 | +6.3 | +16.7 | +56.5 |
| Performing Arts | 16% | 38% | -16 | +7 | +4.5 | +8.2 |
| Intercollegiate Athletics | 8% | 23% | -17 | -16.2 | +2.3 | -20.0 |
| Intramural Athletics | 7% | 44% | +32 | -1.3 | +1.7 | +3.5 |
| Cultural Group | 4% | 10% | +7 | +13.8 | 0 | +18.7 |
| Volunteer Service | 15% | 41% | -23 | -5.8 | -5.5 | +7.9 |
| Religious Group | 13% | 12% | -23 | -5.9 | -6.1 | -44.9 |
| Student Newspaper | 7% | 9% | +39 | +6.2 | -8.1 | +11.1 |
| Political Club | 8% | 8% | -40 | -24.4 | -9.5 | -11.1 |
| Social Action Group | 10% | 30% | -22 | -2.9 | -16.3 | +15.6 |
| Student Government | 3% | 14% | +18 | +14.3 | -41.6 | +21.0 |

Table 3 illustrates the frequency of the following academic, cultural, and religious activities throughout the seniors' undergraduate career compared to our peer group.

## Table 3

### Frequency of Activities

| Activity | Earlham 2002 Mean Scores | Earlham 2005 Mean Scores | Earlham 2010 Mean Scores | Peer Group 2010 Mean Scores |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Academic Discussions with Students | 3.3 | 3.5 | 3.4 | 3.4 |
| Class Presentations | 3.2 | 3.3 | 3.0 | 2.9 |
| Group Projects | 3.0 | 3.2 | 2.8 | 2.7 |
| Discussions with Students of Different Beliefs | 3.0 | 3.0 | 3.0 | 2.9 |
| Cultural Events | 2.9 | 3.1 | 3.1 | 2.8 |
| Guest in Faculty Member's Home | 2.3 | 2.2 | 2.1 | 1.9 |
| Multimedia Presentations | 2.2 | 2.5 | 2.3 | 2.5 |
| Religious Services | 1.6 | 1.8 | 1.7 | 1.6 |
| Organized Demonstrations | 1.6 | 1.7 | 1.5 | 1.6 |

**4=Very often, 3=Often, 2=Occasionally, 1=Never**

Earlham seniors were more likely to attend a cultural event or be a guest in a faculty member's home than seniors at our peer institutions.

Table 4 shows some abilities and types of knowledge that may be developed in a bachelor's degree program.  The seniors indicated the extent to which each capacity was enhanced by their undergraduate experiences.

It appears that Earlham seniors feel their ability to relate to people of different races, nations, or religions has been enhanced somewhat more so than seniors from our peer institutions.  Most other abilities were enhanced to about the same degree as the peer group and previous Earlham seniors; however the enhancement of their ability to work under pressure, function independently, evaluate and choose alternatives, appreciate art, use a computer and use quantitative tools was rated somewhat below seniors from our peer institution. The 2010 Earlham seniors rated developing self-esteem higher than the Earlham seniors from prior years.

**Table 4**

**Mean Scores of Enhancement of Abilities**

| Mean Scores of Enhancement of Abilities | Earlham 2000 | Earlham 2002 | Earlham 2005 | Earlham 2010 | Peer Group 2010 |
|---|---|---|---|---|---|
| Gain In-depth Knowledge of a Subject | 3.5 | 3.5 | 3.6 | 3.6 | 3.6 |
| Acquire New Skills and Knowledge | 3.5 | 3.5 | 3.5 | 3.6 | 3.6 |
| Relate to people of Different Races,Nations, or Religions | 3.1 | 3.2 | 3.5 | 3.3 | 3.0 |
| Work Under Pressure | 3.4 | 3.4 | 3.4 | 3.3 | 3.5 |
| Write Effectively | 3.4 | 3.4 | 3.4 | 3.5 | 3.4 |
| Understand Myself | 3.5 | 3.3 | 3.4 | 3.4 | 3.5 |
| Function Independently | 3.4 | 3.3 | 3.4 | 3.3 | 3.5 |
| Think Analytically and Logically | 3.4 | 3.3 | 3.4 | 3.5 | 3.6 |
| Develop Awareness of Social Problems | 3.4 | 3.2 | 3.4 | 3.4 | 3.3 |
| Formulate Creative Ideas and Solutions | 3.2 | 3.2 | 3.3 | 3.2 | 3.4 |
| Understand Moral and Ethical Issues | 3.3 | 3.2 | 3.3 | 3.1 | 3.1 |
| Place Problems in Historical Perspective | 3.3 | 3.2 | 3.3 | 3.3 | 3.3 |
| Plan and Execute Projects | 3.3 | 3.1 | 3.3 | 3.2 | 3.3 |
| Establish Course of Action | 3.2 | 3.1 | 3.3 | 3.2 | 3.3 |
| Engage in Pursuit of Knowledge and Truth | 3.3 | 3.1 | 3.3 | 3.3 | 3.3 |
| Function Effectively as a Team Member | 3.2 | 3.1 | 3.2 | 3.1 | 3.1 |
| Communicate Well Orally | 3.1 | 3.1 | 3.1 | 3.2 | 3.2 |
| Develop Self-Esteem | 3.1 | 2.9 | 3.0 | 3.2 | 3.2 |
| Evaluate and Choose Alternatives | 3.1 | 3.0 | 3.0 | 2.9 | 3.2 |
| Lead and Supervise Groups | 3.1 | 2.9 | 2.9 | 3.0 | 3.0 |
| Appreciate Art | 3.0 | 2.9 | 2.8 | 2.8 | 3.0 |
| Use Computers | N/A | N/A | N/A | 2.4 | 2.7 |
| Understand Process of Science | 2.8 | 2.7 | 2.7 | 2.6 | 2.6 |

| | | | | | |
|---|---|---|---|---|---|
| Evaluate Role of Science and Technology in Society | 2.8 | 2.7 | 2.6 | 2.7 | 2.6 |
| Read or Speak Foreign Language | 2.8 | 2.5 | 2.6 | 2.6 | 2.6 |
| Use Quantitative Tools | 2.5 | 2.5 | 2.5 | 2.4 | 2.6 |

**Scale: 4=Greatly, 3=Moderately, 2=A Little, 1=Not at all**

Table 5 refers to the quality of the seniors' academic experiences while they attended Earlham. As in 2005, the Earlham seniors were most satisfied with their interaction with faculty. First year advising was once again rated the lowest which was also true of the peer group seniors. Earlham students' level of satisfaction is similar to that of our peer group in most areas with the exception of the quality of independent study, and availability of courses.

## **Table 5**

## **Mean Scores of Quality of Academic Experiences**

| Mean Scores of Quality of AcademicExperiences | Earlham 2005 | Earlham 2010 | Peer Group 2010 |
|---|---|---|---|
| Student Interaction with Faculty | 3.6 | 3.6 | 3.6 |
| Faculty Availability Outside of Class | 3.6 | 3.5 | 3.6 |
| Internship or Study Off-Campus or Abroad | 3.6 | 3.5 | 3.5 |
| Major Advising | 3.1 | 3.3 | 3.3 |
| Independent Study | 3.1 | 3.1 | 3.4 |
| Tutorial Help or Other Academic Assistance | 3.1 | 3.1 | 3.2 |
| Availability of Courses | 3.0 | 2.9 | 3.1 |
| First Year Advising | 2.8 | 2.8 | 2.8 |

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

Table 6 shows how the seniors rated the quality of course instruction during their undergraduate experience at Earlham. As in the past, the Earlham seniors rated science and arts higher than business. The same was true for the peer group.

## **Table 6**

## Mean Scores of Quality of Course Instruction

| Mean Scores of Quality of Course Instruction | Earlham 2002 | Earlham 2005 | Earlham 2010 | Peer Group 2010 |
|---|---|---|---|---|
| Social Sciences | 3.3 | 3.5 | 3.4 | 3.5 |
| Humanities and Arts | 3.1 | 3.4 | 3.4 | 3.5 |
| Science and Math | 3.1 | 3.3 | 3.4 | 3.2 |
| Business | 2.8 | 2.6 | 2.2 | 2.8 |
| Engineering | 2.7 | 2.7 | 2.8 | 2.9 |

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

Table 7 shows the seniors' mean score of their overall satisfaction with their undergraduate education at Earlham. The 2010 seniors reported greater overall satisfaction with their undergraduate education compared to prior years and compared to the peer group.

## Table 7

## Mean Scores of Overall Satisfaction with Undergraduate Experience

| Mean Scores of Overall Satisfaction with Undergraduate Experience | Earlham 2000 | Earlham 2002 | Earlham 2005 | Earlham 2010 | Peer Group 2010 |
|---|---|---|---|---|---|
| Overall Satisfaction | 3.4 | 3.4 | 3.3 | 3.5 | 3.4 |

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

Table 8 demonstrates the seniors' satisfaction with the quality of campus services and facilities. The level of quality of the student center facilities, student center programs and library facilities and resources was rated slightly higher by the seniors in 2010 than the seniors in 2005. Earlham seniors rated student health services and recreation/athletics facilities somewhat higher than the peer group seniors, but rated computer services and support, career services and food services lower.

## Table 8

# Mean Scores of Quality of Campus Services and Facilities

| Mean Scores of Quality of Campus Services and Facilities | Earlham 2000 | Earlham 2002 | Earlham 2005 | Earlham 2010 | Peer Group 2010 |
|---|---|---|---|---|---|
| Recreation/Athletics Facilities | 3.4 | 3.4 | 3.4 | 3.4 | 3.2 |
| Library Services | 3.6 | 3.4 | 3.3 | 3.4 | 3.4 |
| Library Facilities and Resources | 3.4 | 3.3 | 3.3 | 3.5 | 3.5 |
| Classroom/Laboratory Facilities | 3.0 | 3.0 | 3.3 | 3.3 | 3.4 |
| Student Health Services | 2.9 | 2.9 | 3.2 | 3.0 | 2.7 |
| Registrar's Office | 3.4 | 3.3 | 3.2 | 3.1 | 3.0 |
| Computer Facilities and Resources | 3.1 | 3.1 | 3.2 | 3.2 | 3.3 |
| Recreation/Athletics Programs | 3.1 | 3.1 | 3.2 | 3.1 | 3.2 |
| Financial Aid Package | 3.1 | 2.9 | 3.1 | 3.2 | 3.1 |
| Financial Aid Office | 3.2 | 2.9 | 3.1 | 3.0 | 3.0 |
| Computer Services and Support | 2.8 | 2.9 | 3.0 | 2.9 | 3.1 |
| Student Financial Services | 3.1 | 2.9 | 3.0 | 3.1 | 3.1 |
| Career Services | 3.0 | 2.9 | 2.9 | 2.7 | 3.0 |
| Counseling Services | 2.0 | 2.7 | 2.9 | 2.8 | 3.0 |
| Student Housing | 2.9 | 2.8 | 2.8 | 2.8 | 3.0 |
| Student Center Programs | | | 2.7 | 2.9 | 2.8 |
| Student Center Facilities | | | 2.5 | 2.7 | 2.8 |
| Food Services | | | 2.5 | 2.5 | 3.0 |

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

Seniors were asked to rate the quality of campus life.  Table 9 shows that the 2010 Earlham seniors were more satisfied with cultural and fine arts programming than the 2005 seniors, but less satisfied with student voice in policies that the 2005 seniors. Earlham seniors are much more satisfied with ethnic/racial diversity and the climate for minority students on campus than the seniors from the peer group. Earlham seniors are slightly less satisfied with campus safety compared to the peer group seniors.

**Table 9**

**Mean Scores of Quality of Campus Life**

| Mean Scores of Quality of Campus Life | Earlham 2000 | Earlham 2002 | Earlham 2005 | Earlham 2010 | Peer Group 2010 |
|---|---|---|---|---|---|
| Campus Safety | 3.5 | 3.2 | 3.1 | 3.2 | 3.4 |
| Lectures and Speakers | 3.2 | 3.0 | 3.2 | 3.2 | 3.3 |
| Sense of Community on Campus | 3.2 | 3.0 | 3.2 | 3.1 | 3.0 |
| Cultural and Fine Arts Programming | 2.8 | 2.9 | 2.8 | 3.2 | 3.3 |
| Social Life on Campus | 3.0 | 2.9 | 2.8 | 3.0 | 3.1 |
| Student Government | 2.9 | 2.9 | 3.0 | 2.8 | 2.7 |
| Religious/Spiritual Life | 3.4 | 2.9 | 3.0 | 2.9 | 2.9 |
| Student Voice in Policies | 2.8 | 2.8 | 3.1 | 2.7 | 2.7 |
| Ethnic/Racial Diversity | 2.5 | 2.8 | 3.0 | 3.1 | 2.5 |
| Climate for Minority Students on Campus | 2.4 | 2.6 | 2.8 | 3.0 | 2.5 |

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

Table 10 shows a comparison of where Earlham seniors had lived during their four years at Earlham. Their first year, the majority of the 2010 seniors (97.3%) lived in the residence halls, while only 0.9% lived with their parents or relatives. As the seniors progressed through their college education, there was a significant decrease in the number that lived in the residence halls. And as the numbers of those who lived in the residence halls decreased, the number of those who lived in an off-campus apartment increased. By their senior year only 42.5% of seniors lived in the residence halls, and 11.5% lived in an off-campus apartment or room. This is a significant change from the 2005 seniors who reported 20.2% living in a residence hall their senior year and 2002 seniors who reported 34% living in a residence hall. These fluctuations may be related to the closing of residence halls for renovation.

## Table 10

### Residence while at Earlham

| Percentages | First Year | | | Second Year | | | Third Year | | | Fourth Year | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2002** | **2005** | **2010** | **2002** | **2005** | **2010** | **2002** | **2005** | **2010** | **2002** | **2005** | **2010** |
| Residence Hall | 97.4% | 96.1% | 97.3% | 70.3% | 79.5% | 83.2% | 46% | 44.5% | 50% | 34.0% | 20.2% | 42.5% |
| With Parents or Relatives | .5% | 2.3% | 0.9% | .5% | 2.4% | 0.9% | 1.1% | 3.1% | 1.8% | 1.5% | 2.3% | 1.8% |
| Interest Housing or Other Campus Housing | .5% | 0 | 0 | 27.2% | 15.7% | 13.3% | 41.8% | 39.8% | 36.8% | 34.5% | 41.1% | 43.4% |
| Off-campus Apartment or Room | 1.5% | 1.6% | 1.8% | 2.1% | 2.4% | 2.7% | 9.0% | 11.7% | 11.4% | 30.0% | 35.7% | 11.5% |

Table 11 represents the careers that 2010 seniors desired when they first entered Earlham, the first job they plan to have after graduation, and the long term career goal that they have in mind. Over 20% have long term goals related to education and 18% expect their first job to be in the field of education. This includes college teaching/research/administration, general education, teaching administration, library, or information science. It is interesting to note that 23% of the 2010 seniors reported being undecided about their career when entering college compared to 8.8% of the 2005 seniors. Also, 11.5% of the 2010 senior respondents indicated they were undecided about their first job upon graduation and 17.1% were undecided about their long term career goal.

## Table 11

### Career Plans

| Percentages of Career Plans | Career Desired When Entered College | First Job Upon Graduation | Long Term Career Goal |
|---|---|---|---|
| Archeologist | 0.9 | | |
| Architect, designer, or urban planner | 1.8 | | 2.7 |
| Arts/Entertainment | 3.5 | 6.4 | 3.6 |
| Business Executive | | 1.3 | 0.9 |
| Business Owner, Proprietor, Entrepreneur | | 1.3 | 2.7 |
| Business sales person or buyer | | 2.6 | |
| Clergy | | | 1.8 |
| Clinical Psychologist | 5.3 | | 1.8 |
| College/University Administration | | 1.3 | |
| College/University Teaching or Research | 4.4 | 1.3 | 10.8 |
| Computer Programmer/analyst | 0.9 | | |
| Conservationist or Forester | | | 2.7 |
| Dentist (including Orthodontist) | | 1.3 | |
| Education:teacher/administrator /counselor (primary/secondary) | 6.2 | 16.7 | 9.9 |
| Engineer | 1.8 | | 0.9 |
| Event Coordinator | | 3.8 | 0.9 |
| Farmer or Rancher | 0.9 | 2.6 | 1.8 |
| Finance | 1.8 | | |
| Foreign Service, Diplomacy, International Relations | 3.5 | 1.3 | 2.7 |
| Government, Politics, Public Policy | 0.9 | 1.3 | 0.9 |
| Hospitality, Travel/Tourism | | 1.3 | |
| Homemaker | 0.9 | | |
| Law enforcement officer | | | 0.9 |
| Lab techmician or hygentist | | 1.3 | |
| Lawyer (attorney) or judge | 4.4 | | 1.8 |
| Librarian or information science | 1.8 | 1.3 | 0.9 |

| | | | |
|---|---|---|---|
| Museum curator/gallery worker | 2.7 | 3.8 | 3.6 |
| Music/Film industry | 1.8 | | |
| Non-profit/Philanthropy | 3.5 | 5.1 | |
| Nurse | 0.9 | 1.3 | 0.9 |
| Physician | 2.7 | | 2.7 |
| Scientific Researcher | 8 | 6.4 | 4.5 |
| Social activist/Community organizer | 1.8 | | |
| Social welfare or recreation worker | 4.4 | 3.8 | 3.6 |
| Therapist | 0.9 | | 1.8 |
| Veterinarian | 0.9 | | 0.9 |
| Writer, journalist, or publisher | 6.2 | 2.6 | 5.4 |
| Other | 4.4 | 20.5 | 11.7 |
| Undecided | 23 | 11.5 | 17.1 |

Table 12 takes a look at some of the important career considerations that the seniors reflected upon as they decided what career they wanted to pursue.  Many seniors had more intellectual rather than individualistic attitudes when it came to which career considerations were more important.  Topping the list of important considerations is interesting daily work intellectual challenge and creativity and initiative. Seeking a secure future social status or high income potential are less important to the Earlham seniors than to seniors from our peer group.

## **Table 12**

### **Mean Socres of Important Career Considerations**

| Important Career Considerations | Earlham 2002 | Earlham 2005 | Earlham 2010 | Peer Group 2010 |
|---|---|---|---|---|
| Interesting Daily Work | 3.3 | 3.3 | 3.3 | 3.4 |
| Creativity and Initiative | 3.3 | 3.3 | 3.1 | 3.2 |
| Intellectual Challenge | 3.2 | 3.2 | 3.2 | 3.2 |
| Quality of Colleagues and Clients | 3.2 | 3.2 | 3.0 | 3.1 |
| Expression of Personal Values | 3.2 | 3.2 | 3.0 | 3.0 |
| Work for Social Change | 2.9 | 2.9 | 2.9 | 2.8 |

| | | | | |
|---|---|---|---|---|
| Stable, Secure Future | 2.8 | 2.9 | 2.8 | 3.1 |
| Availability of Jobs | 2.7 | 2.6 | 2.6 | 2.6 |
| Leadership Potential | 2.5 | 2.6 | 2.6 | 2.8 |
| High Income Potential | 2.1 | 2.2 | 2.0 | 2.4 |
| Limited Working Hours | 2.0 | 2.0 | 1.8 | 1.8 |
| Social Recognition or Status | 1.8 | 1.8 | 1.7 | 2.0 |

**Scale: 4=Essential, 3=Very Important, 2=Somewhat Important, 1=Not Important**

Students were asked about their plans for the fall after graduation. Table 13 indicates that 42.9% of the seniors were still searching for a position or waiting for an offer. Only 28.6% had accepted a position. 22% have not yet started job searching but plan to do so after graduation.

## Table 13

## Employment

| | Frequency 2005 | Percent 2005 | Frequency 2010 | Percent 2010 |
|---|---|---|---|---|
| Accepted a position | 13 | 9.9 | 18 | 28.6 |
| Considering one or more specific offers | 11 | 8.4 | 4 | 6.3 |
| Currently searching for a position or waiting for an offer | 38 | 29.0 | 27 | 42.9 |
| Will begin searching for a position after graduation | 27 | 20.6 | 14 | 22.2 |

Table 14 indicates that 13.6% of the seniors have been accepted into graduate school and will be attending in the fall of 2010.

## Table 14

## Graduate School

| | Frequency 2005 | Percent 2005 | Frequency 2010 | Percent 2010 |
|---|---|---|---|---|
| Accepted and will be attending in the fall | 20 | 15.3 | 15 | 13.6 |

| | | | | |
|---|---|---|---|---|
| Still awaiting responce | | | 5 | 4.5 |
| Will be applying this coming fall | | | 19 | 17.3 |
| Not applying this fall, but might apply in the future | 60 | 45.8 | 65 | 59.1 |
| No plans to apply to school now or in the future | | | 6 | 5.5 |

If these Earlham seniors had the chance to relive their college experience, would they choose to attend Earlham again? Table 15 shows that 73.7% of the Earlham respondents indicated they probably would or definitely would. While 10.5% of the Earlham seniors reported that they probably or definitely would not choose Earlham again, 8.4% of the peer group seniors said they probably or definitely would not choose the same institution again.

## Table 15

## Choose same institution again?

| Percentages of seniors who choose the same institution again? | Earlham 2005 | Earlham 2010 | Peer Group 2010 |
|---|---|---|---|
| | % | % | % |
| Definitely not | 2.3 | 3.5 | 0.5 |
| Probably not | 6.2 | 7.0 | 7.9 |
| Maybe | 17.8 | 15.8 | 16.6 |
| Probably would | 34.9 | 38.6 | 31.8 |
| Definitely would | 38.8 | 35.1 | 43.2 |

Also included on the survey were questions unique to Earlham. Table 16 shows that the mean score showing the extent to which Earlham reached particular goals. A number of these goals show lower ratings than previous years. The greatest difference is in a grasp of the habits of thought and skills to gather and evaluate information from many sources. Proficiency in a foreign language improved with the 2010 seniors

compared to the 2005 seniors.

## Table 16

### The extent to which Earlham reached particular goals

| Mean Scores of Goals | 2002 | 2005 | 2010 |
|---|---|---|---|
| Skills in reading, reflection, writing, and oral communication. | 2.16 | 1.89 | 1.93 |
| A grasp of the habits of thought and intellectual methods of different disciplines | 2.26 | 2.17 | 2.02 |
| An understanding of the scientific method and its application in laboratory settings. | 2.65 | 2.69 | 2.52 |
| The ability to interpret a work, idea, text, or culture from different perspectives. | 2.20 | 1.87 | 1.79 |
| Skills to gather and evaluate information from many sources, including print and electronic media. | 2.10 | 1.98 | 1.75 |
| Experience in engaging interdisciplinary and integrative inquiries. | 2.31 | 2.03 | 1.98 |
| Recognize that consistence, commitment, and depth are critical ingredients for developing a system of ethnics, and for any thoughtful engagement with life. | N/A | 2.33 | 2.43 |
| A sense of responsibility that comes with knowledge. | 2.31 | 2.13 | 2.31 |
| Proficiency in at least one non-native language. | 2.96 | 2.58 | 2.79 |
| A global awareness and solid knowledge of other cultures. | 2.52 | 2.18 | 2.25 |
| An understanding of the formal dynamics of works of art. | 2.99 | 2.94 | 2.95 |
| Personal creativity and confidence in one's ideas. | 2.31 | 2.32 | 2.20 |
| Skills in group and cooperative learning. | 2.38 | 2.12 | 2.21 |
| An awareness of one's self as a biological organism, a political and social being, a maker of art, and a reflective and thoughtful moral agent. | 2.33 | 2.31 | 2.18 |
| A desire and the skills to be lifelong learner. | 2.10 | 1.75 | 1.79 |

**Scale: 1= As much as possible, 2= Quite a bit, 3= Moderately, 4= Somewhat, 5= Not at all**

In an attempt to determine the extent to which Earlham has influenced these students, the survey asks the students how likely they are to do certain activities based on their Earlham experience. Some students commented that this question was difficult to answer. For example, while they may feel they definitely will vote in a local election in the future, they are not necessarily convinced that they will be voting "as a result of

the Earlham influence". The greatest difference occurred in voting in a local election and travel abroad.

## Table 17

### Based on your Earlham experience, how likely are you to do the following?

| Mean Scores of Activity | 2005 | 2002 | 2010 |
|---|---|---|---|
| Vote in a local election | 4.34 | 3.85 | 4.45 |
| Keep up with new developments and events in science | 3.6 | 3.59 | 3.81 |
| Regularly attend cultural/artistic events | 4.08 | 3.89 | 4.24 |
| Actively work on personal spiritual growth | 3.55 | 3.41 | 3.63 |
| Travel abroad | 4.39 | 4.07 | 4.58 |

**Scale: 1= Definitely not, 2= Probably not, 3= Maybe, 4= Probably would, 5= Definitely would**

The survey allows respondents to amplify on any of their responses on the questionnaire or on any aspect of their undergraduate experience. Several students indicated that the fine arts program needed additional resources and some students took the opportunity to praise the incredible faculty. In addition to offering us insights into our seniors' lives and a source of information about their perception of the quality of their undergraduate education, we also hope that completing this survey gives seniors an opportunity to reflect upon their life as an Earlham student as well as their future lives as Earlham alumni.

## Appendix

## Peer Group

| School | Response Rate % |
|---|---|
| Pitzer College | |
| Scripps College | |
| University of the South | |
| College of Wooster | |

| Earlham College | |
|---|---|

## Tables in the Senior 2005 Report

| Table 1 | Percentage of Seniors Who Participated in Different Academic Activities |
|---|---|
| Table 2 | Percentage of Seniors who Actively Participated in Each Campus Activity |
| Table 3 | Frequency of Participation in Campus Activities |
| Table 4 | Enhancement of Abilities |
| Table 5 | Quality of Academic Experiences |
| Table 6 | Quality of Course Instruction |
| Table 7 | Overall Satisfaction with Undergraduate Experience |
| Table 8 | Quality of Campus Services and Facilities |
| Table 9 | Quality of Campus Life |
| Table 10 | Residence while at Earlham |
| Table 11 | Careers desired, first job, long term career goals |
| Table 12 | Important Career Considerations |
| Table 13 | Employment |
| Table 14 | Graduate School |
| Table 15 | Choose Earlham Again? |
| Table 16 | The extent to which Earlham reached particular goals |
| Table 17 | Likelihood of participation in various activities in the future |

| Return to Senior Surveys | Return to Office of Institutional Research |

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