## 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.  (At the end of this document is a list of schools included in the peer group and a response rate.)

## Characteristics of the Sample

One hundred and twenty four seniors (44%) completed the HEDS Senior Survey online. Of these seniors who responded, 35.5% were male and 64.5% were female.  A total of 74.9% of the fathers and 76.6% of the mothers of these students had at least a college degree.  In this sample 8.1% of the mothers as well as 14.6% 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 a larger percentage of Earlham Seniors participated in off-campus internships and summer paid internships than students from the peer group and a dip back to 2005 levels in seniors participating in study abroad. The percentage of seniors who applied for a grant or fellowship decreased significantly from 2000 and remains less than the peer schools.

### Table 1: Participation in Academic Activities

|  | Earlham 2000 | Earlham 2002 | Earlham 2005 | Earlham 2010 | Earlham 2011 | Peer Group 2011 |
|---|---|---|---|---|---|---|
|  | *%* | *%* | *%* | *%* | *%* | *%* |
| **Semester or year abroad** | 79 | 70.3 | 65 | 80 | 66.9 | 51 |
| **Summer travel abroad, no credit** | 27 | 27.8 | 25 | 27 | 21.8 | 15.5 |
| **Off-campus internship** | 53 | 42.5 | 49 | 40 | 43.5 | 35.2 |
| **Honor Society** | 16 | 10.8 | 8 | 11 | 4.8 | 28.3 |
| **Apply for grant or fellowship** | 29 | 17.5 | 31 | 18 | 20.2 | 25.4 |
| **Leadership training** | 22 | 21.2 | 21 | 19 | 15.3 | 22 |
| **Residence hall assistantship** | 24 | 14.6 | 14 | 14 | 6.5 | 7.5 |
| **Summer paid internship** | 29 | 24.5 | 31 | 21 | 36.3 | 28.9 |
| **Independent study/research** | 64 | 43.9 | 51 | 43 | 51.6 | 42.5 |
| **Racial/cultural awareness** | 25 | 14.6 | 28 | 8 | 8.9 | 12.2 |

| | | | | | |
|---|---|---|---|---|---|
| **program** | | | | | |
| **Sexual harassment program** | 18 | 12.3 | 11 | 11 | 8.9 | 7.3 |
| **Gender studies program** | 25 | 15.1 | 18 | 12 | 15.3 | 11.4 |

## Table 2: Frequency of Activities

Table 2 shows the mean frequency of the following academic, cultural and religious activities. Response options included 4 = Very often, 3 = Often, 2 = Occasionally, 1 = Never. The frequency of multimedia presentations is on the rise since 2002 and with the rate of group projects declining.

| | Earlham 2002 | Earlham 2005 | Earlham 2010 | Earlham 2011 | Peer Group 2011 |
|---|---|---|---|---|---|
| | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* |
| **Guest in Faculty Member's Home** | 2.3 | 2.2 | 2.1 | 2.1 | 1.8 |
| **Class Presentations** | 3.2 | 3.3 | 3.0 | 3.1 | 3.1 |
| **Group Projects** | 3.0 | 3.2 | 2.8 | 2.9 | 3.0 |
| **Multimedia Presentations** | 2.2 | 2.5 | 2.3 | 2.6 | 2.6 |
| **Organized Demonstrations** | 1.6 | 1.7 | 1.5 | 1.6 | 1.6 |
| **Religious Services** | 1.6 | 1.8 | 1.7 | 1.7 | 1.6 |
| **Cultural Events** | 2.9 | 3.1 | 3.1 | 2.9 | 2.6 |
| **Discussions with Students of Different Beliefs** | 3.0 | 3.0 | 3.0 | 2.9 | 2.8 |
| **Academics Discussions with Students** | 3.3 | 3.5 | 3.4 | 3.4 | 3.2 |
| **Received course assignments electronically** | N/A | N/A | N/A | 3.1 | 3.2 |
| **Turned in course assignments electronically** | N/A | N/A | N/A | 3.0 | 3.1 |
| **Used internet for research or homework** | N/A | N/A | N/A | 3.9 | 3.8 |

## Table 4: Enhancement of Abilities

This table shows the extent to which students feel these abilities were enhanced by their undergraduate experiences. The abilities with the highest mean score were "Gain in-depth knowledge of a subject", "Acquire new skills and knowledge", "Think analytically and logically" and "Understand myself." Even so, these scores are fairly uniform longitudinally and in comparison with the Peer Group.

| | Earlham 2000 | Earlham 2002 | Earlham 2005 | Earlham 2010 | Earlham 2011 | Peer Group 2011 |
|---|---|---|---|---|---|---|
| | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* |
| **Write Effectively** | 3.4 | 3.4 | 3.4 | 3.5 | 3.4 | 3.4 |
| **Acquire New Skills and Knowledge** | 3.5 | 3.5 | 3.5 | 3.6 | 3.5 | 3.5 |
| **Think analytically and Logically** | 3.4 | 3.3 | 3.4 | 3.5 | 3.5 | 3.6 |
| **Formulate Creative Ideas and Solutions** | 3.2 | 3.2 | 3.3 | 3.2 | 3.3 | 3.4 |
| **Evaluate and Choose Alternatives** | 3.1 | 3.0 | 3.0 | 2.9 | 3.1 | 3.2 |
| **Plan and Execute Projects** | 3.3 | 3.1 | 3.3 | 3.2 | 3.2 | 3.3 |
| **Use Quantitative Tools** | 2.5 | 2.5 | 2.5 | 2.4 | 2.6 | 2.8 |
| **Use Computers** | N/A | N/A | N/A | 2.4 | 2.6 | 2.8 |
| **Gain In-Depth Knowledge of a Subject** | 3.5 | 3.5 | 3.6 | 3.6 | 3.6 | 3.6 |
| **Read or Speak a Foreign Language** | 2.8 | 2.5 | 2.6 | 2.6 | 2.6 | 2.5 |
| **Appreciate Art** | 3.0 | 2.9 | 2.8 | 2.8 | 3.0 | 2.8 |
| **Understand Process of Science** | 2.8 | 2.7 | 2.7 | 2.6 | 2.8 | 2.7 |
| **Evaluate Role of Science and Technology in Society** | 2.8 | 2.7 | 2.6 | 2.7 | 2.7 | 2.7 |
| **Engage in Pursuit of Knowledge and Truth** | 3.3 | 3.1 | 3.3 | 3.3 | 3.4 | 3.2 |
| **Relate to People of Different Races, Nations, or Religions** | 3.1 | 3.2 | 3.5 | 3.3 | 3.3 | 3.0 |
| **Develop Awareness of Social Problems** | 3.4 | 3.2 | 3.4 | 3.4 | 3.3 | 3.1 |
| **Place Problems in Historical Perspective** | 3.3 | 3.2 | 3.3 | 3.3 | 3.2 | 3.1 |
| **Understand moral and Ethical Issues** | 3.3 | 3.2 | 3.3 | 3.1 | 3.2 | 3.1 |
| **Function Effectively as** | 3.2 | 3.1 | 3.2 | 3.1 | 3.1 | 3.2 |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| **Team Member** | | | | | | |
| **Communicate Well Orally** | 3.1 | 3.1 | 3.1 | 3.2 | 3.3 | 3.3 |
| **Lead and Supervise Groups** | 3.1 | 2.9 | 2.9 | 3.0 | 2.9 | 3.1 |
| **Understand Myself** | 3.5 | 3.3 | 3.4 | 3.4 | 3.5 | 3.4 |
| **Function Independently** | 3.4 | 3.3 | 3.4 | 3.3 | 3.4 | 3.5 |
| **Establish Course of Action** | 3.2 | 3.1 | 3.3 | 3.2 | 3.3 | 3.3 |
| **Develop Self-Esteem** | 3.1 | 2.9 | 3.0 | 3.2 | 3.1 | 3.1 |
| **Work Under Pressure** | 3.4 | 3.4 | 3.4 | 3.3 | 3.4 | 3.5 |

### Table 5: Quality of Academic Experience

The experiences where students are most satisfied both at Earlham and in our peer group is in "interaction with faculty" and "faculty availability outside of class." These experiences were rated a mean score of 3.6 almost across the board. Internship and off-campus study receives as high a rating at Earlham and slightly less with the peer group.

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

| | **Earlham 2005** | **Earlham 2010** | **Earlham 2011** | **Peer Group 2011** |
|---|---|---|---|---|
| | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* |
| **First Year Advising** | 2.8 | 2.8 | 2.8 | 2.8 |
| **Major Advising** | 3.1 | 3.3 | 3.2 | 3.3 |
| **Faculty Availability Outside of Class** | 3.6 | 3.5 | 3.6 | 3.6 |
| **Student Interaction with Faculty** | 3.6 | 3.6 | 3.6 | 3.6 |
| **Availability of Courses** | 3.0 | 2.9 | 3.0 | 2.9 |
| **Independent Study** | 3.1 | 3.1 | 3.1 | 3.3 |
| **Internships or Study Off-Campus or Abroad** | 3.6 | 3.5 | 3.6 | 3.4 |
| **Tutorial Help or Other Academic Assistance** | 3.1 | 3.1 | 3.2 | 3.2 |

### Table 6: Quality of Course Instruction

Table six represents satisfaction with the quality of instruction in the broad discipline areas.

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

| | **Earlham 2002** | **Earlham 2005** | **Earlham 2010** | **Earlham 2011** | **Peer Group 2011** |
|---|---|---|---|---|---|
| | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* |
| **Humanities and Arts** | 3.1 | 3.4 | 3.4 | 3.4 | 3.4 |
| **Science and Math** | 3.1 | 3.3 | 3.4 | 3.3 | 3.2 |

| | | | | |
|---|---|---|---|---|---|
| **Social Sciences** | 3.3 | 3.5 | 3.4 | 3.4 | 3.4 |
| **Engineering** | 2.7 | 2.7 | 2.8 | 2.9 | 3.0 |
| **Business** | 2.8 | 2.6 | 2.2 | 2.6 | 3.1 |

### Table 7: Overall Satisfaction with Undergraduate Experience

There is little change and no difference compared to the peer group in this scale which measures satisfaction about entire undergraduate experience.

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

| | **Earlham 2000** | **Earlham 2002** | **Earlham 2005** | **Earlham 2010** | **Earlham 2011** | **Peer Group 2011** |
|---|---|---|---|---|---|---|
| | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* |
| | 3.4 | 3.4 | 3.3 | 3.5 | 3.3 | 3.3 |

### Table 8: Quality of Campus Services and Faculty

In rating campus services and faculty, "food", "Student Center" and "housing" receive the lowest scores from Earlham 2011 Seniors while students in the peer group rank these areas higher. Library facilities and resources received the highest mean score from Earlham seniors.

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

| | **Earlham 2000** | **Earlham 2002** | **Earlham 2005** | **Earlham 2010** | **Earlham 2011** | **Peer Group 2011** |
|---|---|---|---|---|---|---|
| | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* |
| **Classroom/Laboratory Facilities** | 3.0 | 3.0 | 3.3 | 3.3 | 3.1 | 3.4 |
| **Computer Facilities and Resources** | 3.1 | 3.1 | 3.2 | 3.2 | 3.1 | 3.3 |
| **Computer Services and Support** | 2.8 | 2.9 | 3.0 | 2.9 | 3.0 | 3.1 |
| **Library Facilities and Resources** | 3.4 | 3.3 | 3.3 | 3.5 | 3.5 | 3.4 |
| **Library Services** | 3.6 | 3.4 | 3.3 | 3.4 | 3.4 | 3.4 |
| **Career Services** | 3.0 | 2.9 | 2.9 | 2.7 | 2.7 | 3.0 |
| **Counseling Services** | 2.0 | 2.7 | 2.9 | 2.8 | 2.7 | 3.2 |
| **Financial Aid Office** | 3.2 | 2.9 | 3.1 | 3.0 | 3.0 | 3.2 |
| **Financial Aid Package** | 3.1 | 2.9 | 3.1 | 3.2 | 3.0 | 3.2 |
| **Food Services** | N/A | N/A | 2.5 | 2.5 | 2.5 | 3.1 |
| **Student Center/Union Facilities** | N/A | N/A | 2.5 | 2.7 | 2.6 | 3.1 |
| **Student Center/ Union Programs** | N/A | N/A | 2.7 | 2.9 | 2.8 | 3.1 |
| **Student Health Services** | 2.9 | 2.9 | 3.2 | 3.0 | 2.9 | 3.0 |
| **Student Housing** | 2.9 | 2.8 | 2.8 | 2.8 | 2.6 | 2.9 |
| **Student Financial Services** | 3.1 | 2.9 | 3.0 | 3.1 | 3.0 | 3.1 |
| **Recreation/Athletics Programs** | 3.1 | 3.1 | 3.2 | 3.1 | 3.1 | 3.2 |
| **Recreation/Athletics Facilities** | 3.4 | 3.4 | 3.4 | 3.4 | 3.1 | 3.2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Registrar's Office** | 3.4 | 3.3 | 3.2 | 3.1 | 3.2 | 3.0 |

## Table 9: Quality of Campus Life

Seniors were asked to rate the quality of campus life.  Table 9 shows that the 2011 Earlham seniors were less satisfied with student voice in policies that the 2005 seniors. Earlham seniors are 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.

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

| | Earlham 2000 | Earlham 2002 | Earlham 2005 | Earlham 2010 | Earlham 2011 | Peer Group 2011 |
|---|---|---|---|---|---|---|
| | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* |
| **Student Voice in Policies** | 2.8 | 2.8 | 3.1 | 2.7 | 2.4 | 2.7 |
| **Student Government** | 2.9 | 2.9 | 3.0 | 2.8 | 2.8 | 2.7 |
| **Social Life on Campus** | 3.0 | 2.9 | 2.8 | 3.0 | 3.0 | 3.0 |
| **Cultural and Fine Arts Programming** | 2.8 | 2.9 | 2.8 | 3.2 | 3.0 | 3.1 |
| **Lectures and Speakers** | 3.2 | 3.0 | 3.2 | 3.2 | 3.1 | 3.2 |
| **Religious/Spiritual Life** | 3.4 | 2.9 | 3.0 | 2.9 | 2.9 | 3.0 |
| **Campus Safety** | 3.5 | 3.2 | 3.1 | 3.2 | 3.0 | 3.2 |
| **Ethnic/Racial Diversity** | 2.5 | 2.8 | 3.0 | 3.1 | 3.1 | 2.6 |
| **Climate for Minority Students on Campus** | 2.4 | 2.6 | 2.8 | 3.0 | 2.9 | 2.7 |
| **Sense of Community on Campus** | 3.2 | 3.0 | 3.2 | 3.1 | 3.0 | 3.0 |

## Table 10: Residence While at Earlham

Table 10 shows a comparison of where Earlham seniors had lived during their four years at Earlham. Their first year, nearly all (99.2) student lived in the residence halls. As the seniors progressed through their college education, there was a significant decrease in the number who lived in the residence halls. By their senior year 48% lived in the residence halls, 41.5% lived in interest house or other campus housing and 9.8% lived in an off-campus apartment or room. This is a significant change from the 2005 seniors who reported 35.7% living off-campus.

| | First  Year | | | Second Year | | | Third Year | | | Fourth Year | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2005 | 2010 | 2011 | 2005 | 2010 | 2011 | 2005 | 2010 | 2011 | 2005 | 2010 | 2011 |
| | *%* | *%* | *%* | *%* | *%* | *%* | *%* | *%* | *%* | *%* | *%* | *%* |
| **Residence Hall** | 96.1 | 9737 | 99.2 | 79.5 | 83.2 | 81.3 | 44.5 | 50.0 | 54.8 | 20.2 | 42.5 | 48.0 |
| **Interest Housing or other Campus Housing** | 0 | 0 | 0.0 | 15.7 | 13.3 | 16.3 | 39.8 | 36.8 | 37.1 | 41.1 | 43.4 | 41.5 |
| **Fraternity or Sorority Housing** | | | 0.0 | | | 0.8 | | | 0.8 | | | 0.0 |
| **With Parents or Relatives** | 2.3 | 0.9 | 0.0 | 2.4 | 0.9 | 0.8 | 3.1 | 1.8 | 0.0 | 2.3 | 1.8 | 0.8 |
| **Off-Campus Apartment** | 1.6 | 1.8 | 0.8 | 2.4 | 2.7 | 0.8 | 11.7 | 11.4 | 7.3 | 35.7 | 11.5 | 9.8 |

## Table 11: Career Plans

Table 11 represents the careers that 2011 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. More than 20% have long term goals related to education. This includes college teaching/research/administration, general education, teaching administration, library, or information science. Also, 10.1% of the 2011 senior respondents indicated they were undecided about their first job upon graduation and 13% were undecided about their long term career goal.

| | Career Desired Upon Entering College | First Job Upon Graduation | Long Term Career Goal |
|---|---|---|---|
| | % | % | % |
| Accounting | | | |
| Advertising, Public Relations | | 2.2 | |
| Archeologist | 0.8 | | 0.8 |
| Architect | 1.6 | | |
| Arts/Entertainment | 3.2 | 4.5 | 5.7 |
| Broadcasting, Media Productions | | | 0.8 |
| Business, Clerical | | 3.4 | |
| Business Executive | 1.6 | 2.2 | 1.6 |
| Business Owner, Proprietor, Entrepreneur | 0.8 | | 2.4 |
| Business Sales Person or Buyer | | 1.1 | |
| Clergy | | | 0.8 |
| Clinical Psychologist | 3.2 | | 1.6 |
| College/University Administration | | 2.2 | 1.6 |
| College/University Teaching or Research | 3.2 | 2.2 | 8.1 |
| Computer Programmer/Analyst | | 2.2 | 0.8 |
| Conservationist or Forester | 2.4 | 2.2 | 1.6 |
| Dentist (including Orthodontist) | 0.8 | | 0.8 |
| Dietician | | | |
| Education: Teacher/Administrator/ Counselor (primary/secondary) | 6.5 | 10.1 | 10.6 |
| Engineer | | 2.2 | |
| Farmer or Rancher | | 1.1 | 0.8 |
| Even Coordinator | | | 1.6 |
| Finance | 0.8 | 1.1 | 0.8 |
| Foreign Service, Diplomacy, International Relations | 4.8 | 1.1 | 3.3 |
| Government, Politics, Public Policy | 0.8 | 2.2 | 0.8 |
| Graphic Designer | | | |
| Homemaker | | | |
| Hospitality, Travel/Tourism | | | |
| Human Resources Recruiting | 0.8 | 1.1 | |
| Interior Decorator | | | 0.8 |
| Lab Technician or Hygienist | | 2.2 | N/A |
| Law Enforcement Officer | | | |
| Lawyer (attorney) or Judge | 3.2 | | 0.8 |
| Librarian or Information Science | 0.8 | 3.4 | |

| | | | |
|---|---|---|---|
| **Military Service** | | | |
| **Museum Curator/gallery Worker** | 1.6 | 1.1 | 0.8 |
| **Music/Film Industry** | 2.4 | | 0.8 |
| **Non-Profit/Philanthropy** | 2.4 | 9.0 | 3.3 |
| **Nurse** | | | 1.6 |
| **Optometrist** | | N/A | 0.8 |
| **Pharmacist** | 0.8 | N/A | 0.8 |
| **Physician** | 4.0 | | 4.1 |
| **Real Estate** | | | |
| **Scientific Researcher** | 7.3 | 5.6 | 5.7 |
| **Social Activist/Community Organizer** | 3.2 | 3.4 | 0.8 |
| **Social Welfare or Recreation Worker** | 0.8 | 6.7 | 2.4 |
| **Sports/ Recreation** | | | |
| **Therapist** | 1.6 | | 1.6 |
| **Veterinarian** | 1.6 | | 0.8 |
| **Writer, Journalist, or Publisher** | 2.4 | 2.2 | 3.3 |
| **Other** | 8.9 | 14.6 | 13.8 |
| **Undecided** | 27.4 | 10.1 | 13.0 |

### Table 12: Important Career Considerations

Earlham Seniors are least interested in status, high income and limited working hours, according to the responses from these 2011 Seniors. They are most interested in creativity and interesting work, as are the respondents from the peer group.

| | Earlham 2002 | Earlham 2005 | Earlham 2010 | Earlham 2011 | Peer Group 2011 |
|---|---|---|---|---|---|
| | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* | *Mean Score* |
| **Intellectual Challenge** | 3.2 | 3.2 | 3.2 | 3.1 | 3.1 |
| **Work for Social Change** | 2.9 | 2.9 | 2.9 | 2.8 | 2.7 |
| **High Income Potential** | 2.1 | 2.2 | 2.0 | 2.3 | 2.5 |
| **Social Recognition or Status** | 1.8 | 1.8 | 1.7 | 1.7 | 2.1 |
| **Stable, Secure Future** | 2.8 | 2.9 | 2.8 | 3.1 | 3.2 |
| **Quality of Colleagues and Clients** | 3.2 | 3.2 | 3.0 | 3.1 | 3.1 |
| **Creativity and Initiative** | 3.3 | 3.3 | 3.1 | 3.2 | 3.1 |
| **Expression of Personal Values** | 3.2 | 3.2 | 3.0 | 3.0 | 2.9 |
| **Availability of Jobs** | 2.7 | 2.6 | 2.6 | 2.7 | 2.8 |
| **Interesting Daily Work** | 3.3 | 3.3 | 3.3 | 3.3 | 3.4 |
| **Limited Working Hours** | 2.0 | 2.0 | 1.8 | 1.8 | 1.9 |
| **Leadership Potential** | 2.5 | 2.6 | 2.6 | 2.6 | 2.8 |

## Table 13: Current State of Employment Plans

Students were asked about their plans for the fall after graduation. Table 13 indicates that 60% of the seniors were still searching for a position or waiting for an offer. Twenty-five percent had accepted a position while 10% had not yet started job searching but plan to do so after graduation.

| | Frequency 2005 | Percent 2005 | Frequency 2010 | Percent 2010 | Frequency 2011 | Percent 2011 |
|---|---|---|---|---|---|---|
| **Accepted a position** | 13 | 9.9 | 18 | 28.6 | 15 | 25.0 |
| **Refused a position; still searching** | | | | | 2 | 3.3 |
| **Considering more than one offer** | 11 | 8.4 | 4 | 6.3 | 1 | 1.7 |
| **Searching for a position or waiting for an offer** | 38 | 29.0 | 27 | 42.9 | 36 | 60.0 |
| **Will begin searching after graduation** | 27 | 20.6 | 14 | 22.2 | 6 | 10.0 |

## Table 14: Graduate School

According to survey results, 14.7% of Earlham Seniors have been accepted to graduate school and will attend in the Fall of 2011. About 14% will apply for graduate school this fall, while 51% may apply sometime in the future.

| | Frequency 2005 | Percent 2005 | Frequency 2010 | Percent 2010 | Frequency 2011 | Percent 2011 |
|---|---|---|---|---|---|---|
| **Accepted and will be attending this fall** | 20 | 15.3 | 15 | 13.6 | 17 | 14.7 |
| **Accepted and deferred admission** | | | | | 4 | 3.4 |
| **Waiting List** | | | | | 3 | 2.6 |
| **Still awaiting responses** | | | 5 | 4.5 | 10 | 8.6 |
| **Will be applying this coming fall** | | | 19 | 17.3 | 16 | 13.8 |
| **Not applying this fall, but might apply in the future** | 60 | 45.8 | 65 | 59.1 | 59 | 50.9 |
| **No plans to apply to school now or in the future** | | | 6 | 5.5 | 7 | 6.0 |

## Table 15: Institution Choice

If these Earlham seniors had the chance to relive their college experience, would they choose to attend Earlham again? Table 15 shows that 67% of the Earlham respondents indicated they probably would or definitely would

compared to 69% in the peer group. While 12.9% of the Earlham seniors reported that they probably or definitely would not choose Earlham again, 12.4% of the peer group seniors said they probably or definitely would not choose the same institution again.

| Would you choose the same institution again? | Earlham 2005 | Earlham 2010 | Earlham 2011 | Peer Group 2011 |
|---|---|---|---|---|
| | % | % | % | % |
| **Definitely not** | 2.3 | 3.5 | 5.6 | 4.2 |
| **Probably not** | 6.2 | 7.0 | 7.3 | 8.2 |
| **Maybe** | 17.8 | 15.8 | 20.2 | 18.5 |
| **Probably would** | 34.9 | 38.6 | 33.9 | 33.9 |
| **Definitely would** | 38.8 | 35.1 | 33.1 | 35.1 |

School that make up the Peer Group:
Occidental College – 26%
St. Lawrence University – 95%
College of Wooster – 47%
Lewis & Clark College – not reported
Gettysburg College – 95%
Juniata College – 93%
Sewanee: University of the South19%
University of Richmond48%
University of Puget Sound42%
Bates52%
Valid N - 3064