



A Story of Success

Alumni of Pennsylvania's Independent Colleges and Universities Five Years After Graduation

May 2006



Association of Independent Colleges & Universities of Pennsylvania



**2005-2006
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EXECUTIVE SUMMARY

The Association of Independent Colleges and Universities of Pennsylvania developed a survey of alumni to collect data on the activities and perceptions of bachelor's degree graduates of independent colleges and universities five years after their undergraduate studies ended. The primary use of data collected through this survey was to help AICUP member institutions assess the quality and the outcomes of the teaching that occurs in their classrooms as well as the support services and educational resources provided to their students.

The findings of the survey, based on over 5,500 completed surveys, include the following:

- Five years after graduation with a bachelor's degree over 80 percent of the Class of 1999 was employed full-time in the workforce while smaller numbers were attending graduate school, staying at home with children, or in the military. Only one percent of respondents were unemployed and looking for work. Graduates found employment in a variety of good-paying jobs. The median annual earnings for those employed full-time was \$56,429.
- Within five years of graduation from an undergraduate program about half of the respondents (49 percent) had gone on to earn an additional degree or were currently enrolled in a degree program. An additional 27 percent of the respondents planned to enroll in a degree program in the future.
- About 92 percent of the Class of 1999 indicated that they were registered to vote and 62 percent reported that they volunteered time with one or more charitable and non-profit organizations.
- Almost all of the respondents (96 percent) reported that they were satisfied with their undergraduate education. About 90 percent also indicated that they would again choose to attend their undergraduate institution if given the chance to start over.
- Five years after graduation, alumni who had enrolled as students from low-income families were almost indistinguishable from their higher income classmates in regards to occupation, annual earnings, community involvement, and continued education.
- About 81 percent of those alumni who were Pennsylvania residents when they first enrolled in college were still living in the Commonwealth five years later. Sixteen percent of those alumni who were out-of-state residents when first enrolled in college were still living in Pennsylvania five years later.

- About 63 percent of the respondents to the survey reported that they were now repaying loans taken out to finance their undergraduate education. The median amount borrowed by these alumni and now in repayment was \$21,600.
- About 1 of every 3 respondents (33 percent) to the Baccalaureate Outcomes Survey indicated that they had been “first-generation students” (students whose parents never attended college themselves).

The survey findings show that Pennsylvania’s independent colleges and universities provide students with the knowledge and skills needed to support their life situation as workers, family members, and citizens.



INTRODUCTION

Over the past decade colleges and universities across the United States have come under increased scrutiny by various stakeholders including parents, students, employers, and legislators. Increases in tuition have led parents and students to question whether the benefits of attending college outweigh the investment of time and resources needed to complete a degree program. Employers question whether college graduates have skills that are relevant to the workplace while legislators seek assurances that college makes a difference in the lives of graduates. While their specific concerns vary, all of these disparate groups are united in a similar demand - that colleges and universities demonstrate the quality of their educational product.

In response to such concerns colleges and universities have invested significant resources into assessing the quality and the outcomes of the teaching that occurs in their classrooms as well as the support services and educational resources provided to their students. Colleges and universities have utilized numerous tools to evaluate the educational experience on campus including student examinations, employer roundtables, and outside evaluators.

An additional method of institutional self-assessment involves contact with recent graduates of the institution. Through a survey of alumni an institution attempts to evaluate the success of an educational curriculum by measuring the success of its students after their enrollment has ended.

Alumni surveys usually ask graduates to supply data on occupational attainment and income, their participation in civic and volunteer activities, and to evaluate aspects of their undergraduate curriculum in the context of their life experiences since graduation. Alumni surveys are a valuable assessment tool for two primary reasons. First, they seek to appraise the current life outcomes of a varied group of individuals who proceeded through a specific educational environment. Secondly, the data collected through an alumni survey can answer the questions and concerns of a wide variety of groups including faculty, governing boards, and prospective students.

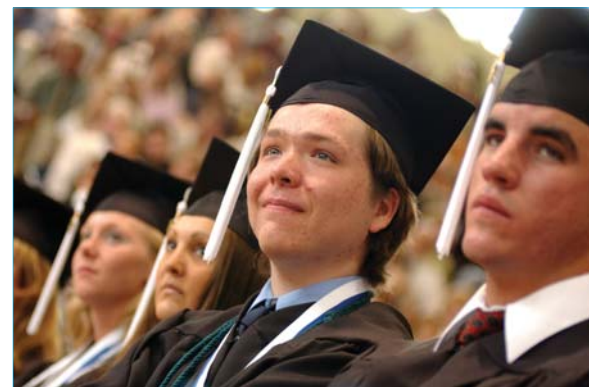
2005 Baccalaureate Outcomes Survey

In 2004, 46 member institutions of the Association of Independent Colleges and Universities of Pennsylvania (AICUP) joined together in a project to collect data on bachelor’s degree graduates five years after graduation. The aim of this Baccalaureate Outcomes Survey was to provide timely and important data to evaluate and to improve the educational curriculum, research and instructional facilities and overall campus learning environment at individual colleges and universities. The results of the survey are also intended to provide legislators and the general public with a view of the current life situation of bachelor’s degree graduates of independent colleges and universities in Pennsylvania.

As part of the Baccalaureate Outcomes Survey, AICUP mailed a questionnaire to the home residence of 16,000 graduates of the Class of 1999 living in the United States, Canada, and U.S. territories. Over 5,500 alumni responded with information on their occupation, attendance at graduate and professional schools, employment and life skills developed through college coursework, and their satisfaction with their undergraduate experience.

This report summarizes the current life situation of the Class of 1999 of Pennsylvania's independent colleges and universities. Our hope is that it will serve as an important contribution to ongoing discussions regarding educational choice and opportunity for young people in Pennsylvania and the development of an educated populace needed to ensure the economic well-being of the Commonwealth.

The Association of Independent Colleges and Universities of Pennsylvania would like to thank the thousands of alumni of Pennsylvania's independent colleges and universities who willingly took time to share their opinions and their suggestions regarding their undergraduate education. The data collected through the AICUP Baccalaureate Outcomes Survey will help us build a better educational community for future generations of college students.



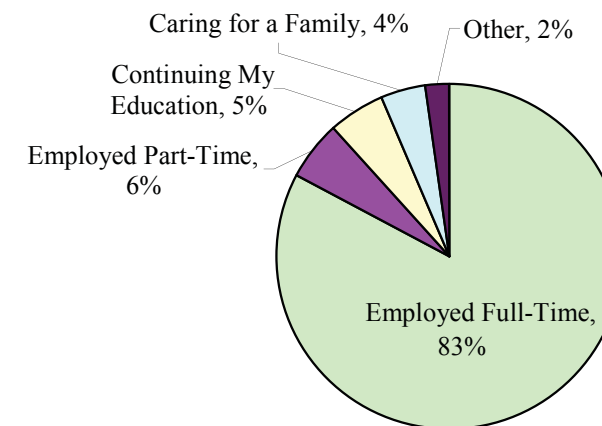
ECONOMIC OUTCOMES

Paying for the cost of a four-year college education is often described as an investment in the future with dividends that last a lifetime. The results of the AICUP Baccalaureate Outcomes Survey clearly show that an investment in independent higher education does pay. Five years after graduation, students who had attended an independent college or university in Pennsylvania enjoyed high levels of employment, increased earnings as compared to Pennsylvania residents without a bachelor's degree, and had a good likelihood of being homeowners.

Primary Post-baccalaureate Activity, 2004

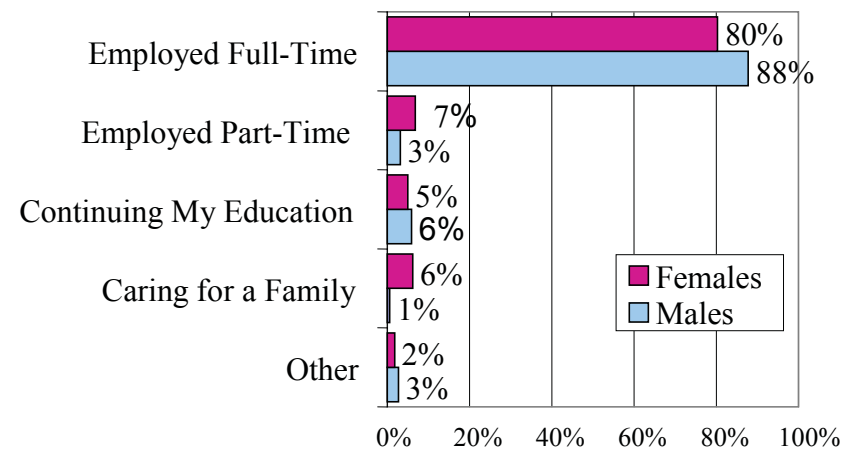
Perhaps the most important finding of the AICUP Baccalaureate Outcomes Survey is that the vast majority of graduates of independent colleges and universities find jobs. When asked to indicate their primary life activity five years after graduation, 83 percent of the Class of 1999 reported that they were employed in a full-time position while 6 percent were working part-time and 5 percent were continuing their education. Only 1 percent reported that they were currently looking for work.

Chart 1: Primary Activity of Recent Graduates Of Independent Colleges and Universities in Pennsylvania



Data collected through the Baccalaureate Outcomes Survey show an interesting gender difference in the primary life activity of alumni five years after graduation (Chart 2). Males were more likely than females to indicate that they were employed on a full-time basis (88 percent versus 80 percent) while females were more likely to be engaged in caring for a family on a full-time basis (6 percent versus 1 percent). Females were also more likely to report being employed on only a part-time basis as compared to males (7 percent versus 3 percent). This is probably due in part to more females voluntarily choosing to stay at home with children rather than working full-time.

Chart 2: Primary Activity of Recent Graduates of Independent Colleges and Universities in Pennsylvania by Gender



Occupation of Graduates Employed Full-Time

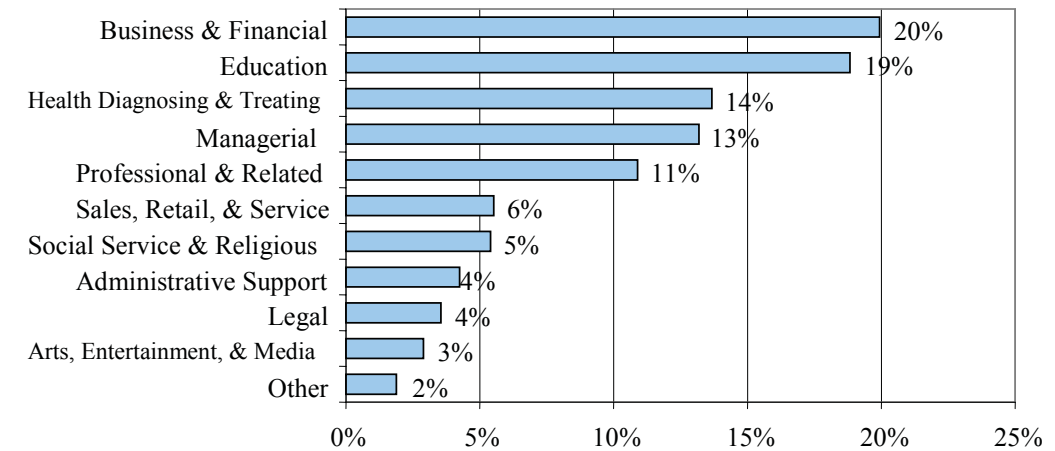
Members of the business community and legislators often insist that a primary function of a college education should be to provide students with the skills needed in the workplace. The Baccalaureate Outcomes Survey shows that Pennsylvania’s independent higher education sector is producing graduates that gain jobs in a range of occupations across numerous industrial sectors.

Five years after graduation, alumni of Pennsylvania’s independent colleges and universities are employed in a wide variety of occupations in companies situated across Pennsylvania. Chart 3 summarizes the primary occupational group of full-time workers of the Class of 1999.¹

Most graduates of the Class of 1999 were employed in business and financial occupations (20 percent). This group includes jobs such as management or financial analysts, accountants, human resource professionals, and buyers. Approximately the same percentage of graduates (19 percent) was employed in education (including occupations such as elementary and secondary teachers, librarians, school support staff, and college faculty). The third largest group of the Class of 1999 (14 percent) was employed in health occupations in positions such as physicians, dentists, nurses, medical therapists, and medical technicians.

¹Occupation groups are based on categories developed by the U.S. Bureau of the Census. Respondents were asked to choose their occupation group from a listing of occupational titles attached to the alumni survey questionnaire.

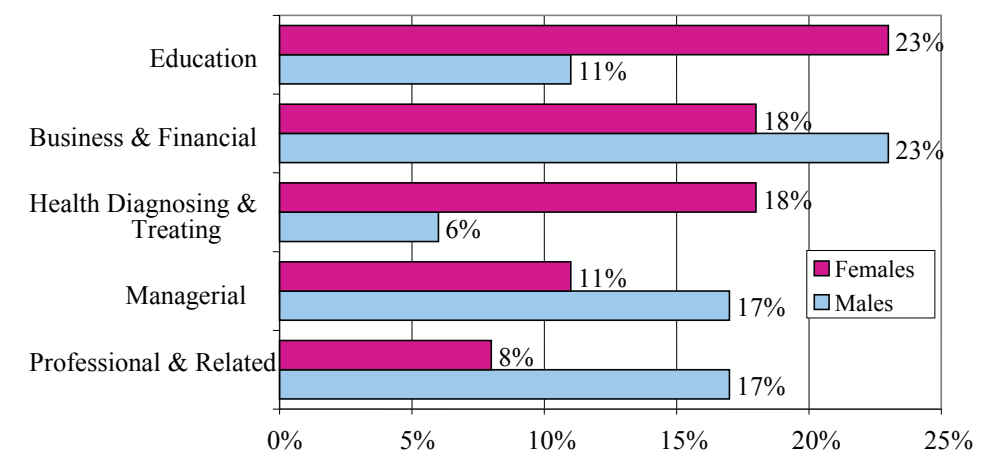
Chart 3: Occupational Group of Recent Graduates Of Independent Colleges and Universities in Pennsylvania



Note: occupation data includes only individuals employed on a full-time basis

The Baccalaureate Outcomes Survey found clear gender differences in the types of occupations reported by respondents from the Class of 1999 employed full-time. The top occupation group for male respondents to the survey was the business and financial category (23 percent) followed by the managerial category (17 percent). However, the top occupation group for female respondents to the survey was the education category (23 percent) followed by the business and financial category (18 percent). Chart 4 below shows the top five occupational categories of male and female graduates of the Class of 1999 employed on a full-time basis.

Chart 4: Occupational Group of Recent Graduates Of Independent Colleges and Universities in Pennsylvania by Gender



A sampling of employers that have hired graduates of the Class of 1999 of Pennsylvania's independent colleges and universities:

84 LUMBER COMPANY • ABINGTON MEMORIAL HOSPITAL • ACCENTURE • ACCUME PARTNERS • ADVANCED BIOLOGICS • AEGIS PROPERTY GROUP • AETNA • AFLAC • AIR PRODUCTS • ALBERT EINSTEIN MEDICAL CENTER • ALCOA • ALLSTATE INSURANCE • ALLEGHENY GENERAL HOSPITAL • ALLEGHENY PETROLEUM • ALLIED AUTOMOTIVE GROUP • ALLTEL • ALTOONA FIRST SAVINGS BANK • AMERICAN EXPRESS • AMERICAN GENERAL • AMTRAK • AON CONSULTING • ARAMARK • ARCHDIOCESE OF PHILADELPHIA • ARNOLD LOGISTICS • ASTRAZENECA INTERNATIONAL • ATLANTIC ENGINEERING • BANK OF AMERICA • BASF CORPORATION • BAYER HEALTH CARE • BENTLEY SYSTEMS • BERWICK HOSPITAL • BLUE CROSS • BOEING • BON-TON DEPARTMENT STORES • BRINJAC ENGINEERING • BUCHANAN INGERSOLL CONSULTING • CALVERT LABORATORIES • CAMP, DRESSER & MCKEE • CARROLL VALLEY CONSULTANTS • CHAMBERSBURG HOSPITAL • CLINIQUE LABORATORIES BANK • COMMONWEALTH COMMUNITY BUILDERS • CONSOL ENERGY • COVANCE • DELOITTE & TOUCHE • DEVON • DONOVAN ADVERTISING • CORPORATION • ELI LILLY • ERIE INSURANCE • ERNST FANNIE MAE • FASHION BUG • FEDEX • FIDELITY BANK • FIRST ENERGY • FISCHER SCIENTIFIC • GANNETT FLEMING • GENERAL ELECTRIC • GEICO • GIANT EAGLE • GIRLS SCOUTS OF AMERICA • GLAXOSMITHKLINE • GMAC • GOODWILL INDUSTRIES • HARLEY DAVIDSON • HARPER COLLINS • HATFIELD MEATS • HCR MANORCARE • HOME DEPOT • HYATT HOTELS • IBM • IKEA • ICON • JENNMAR • JC PENNEY • JOHNSON & JOHNSON • JP MORGAN CHASE • KAISER CONSTRUCTION • KCI TECHNOLOGY • KENNAMETAL • KONICA-MINOLTA • KPMG • KRAFT FOODS • LA FRANCE • LANCASTER LABS • LEEWARD CONSTRUCTION • LEGG MASON • LIFESPAN • LOCKHEED MARTIN • M & T BANK • MACK TRUCKS • MARSH USA • MCKESSON • MELLON FINANCIAL • MERCK & COMPANY • MERRILL LYNCH • METROPOLITAN LIFE • MID ATLANTIC CAPITAL GROUP • MITSUBISHI • MOTORISTS INSURANCE • NATIONAL PENN BANK • NATIONWIDE INSURANCE • NEXTEL • NORFOLK SOUTHERN • PEPPERIDGE FARM • PEPSI-COLA • PNC BANK • PPG INDUSTRIES • PRICE WATERHOUSE COOPERS • PRUDENTIAL • QUEST DIAGNOSTICS • QVC • READ MANUFACTURING • REED SMITH LLP • REPPERT'S CANDY • REPUBLIC FIRST BANK • RESPIRONICS • RITEAID • RR DONNELLY • SANOFI-AVENTIS • SCHERING-PLOUGH • SCHINDLER ELEVATOR • SEI INVESTMENTS • SEPTA • SHERWIN WILLIAMS • SIEMENS AG • SODEXHO USA • SONY • SOVEREIGN BANK • STABLER • SUN AMERICA • SUNOCO • SYSCO • TARGET • TECHNEGLASS • TETRA TECH EMI • TEXTRON • TRION GROUP • TV GUIDE • TYCO • UNION SWITCH • UNITED PARCEL SERVICE • UNISYS • US STEEL • US AIRWAYS • VANGUARD • VERIZON • WACHOVIA • WALMART • WAYPOINT • WELLSPAN



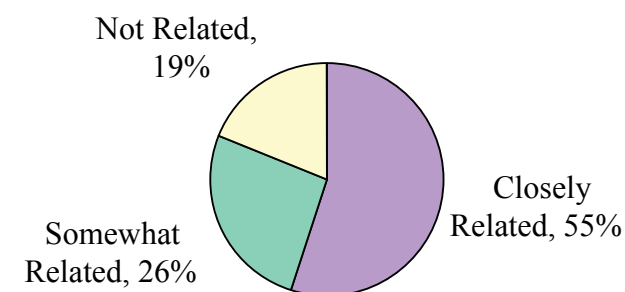
ENGINEERING • CASTLE CEPHALON • CERTAINTED • CIGNA • CITIZENS BANK • COMCAST • COMMERCE OF PENNSYLVANIA • COMPUTER ASSOCIATES • CROZER KEYSTONE • CVS • CONSULTING • DOLLARBANK DUANNE MORRIS • EATON • EQUITABLE RESOURCES & YOUNG • EXELON •

Relationship of Employment to College Major

Students and parents often question the extent to which a college major is related to jobs available after graduation. The issue of “What can I do with a major in ___?” is relevant not only to individual students but to employers and to policymakers as well. One measure of the effectiveness of any individual college or university is the degree to which their graduates leave the institution with the skills and the knowledge that allow them to find employment regardless of their academic focus.

Data collected through the Baccalaureate Outcomes Survey show that the majority of graduates (81 percent) of the Class of 1999 of Pennsylvania's independent colleges and universities found employment related to their undergraduate course of study. As shown in Chart 5, 55 percent of respondents said that their current occupation was “closely” related to their undergraduate major while 26 percent reported that their occupation was “somewhat” related to their undergraduate major.

Chart 5: How Related is Your Current Job to Your Undergraduate Major?



Earnings from Employment

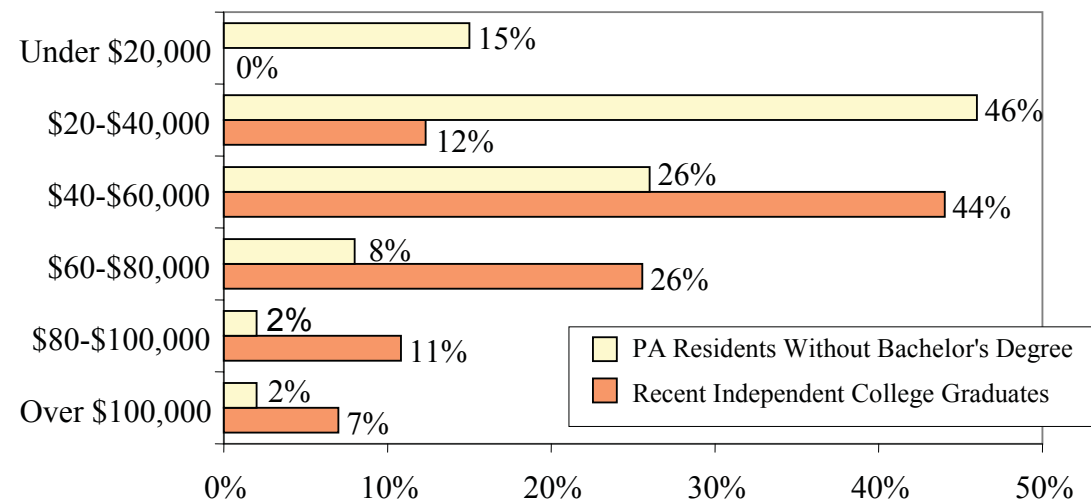
Numerous studies have shown that individuals with a bachelor's degree from a college or university earn more from jobs over their lifetimes than individuals with only a high school education or with only some college. For example, the U.S. Census Bureau notes that in 2003 the median annual earnings of full-time workers age 25 years and over with a bachelor's degree (\$49,889) was 62 percent higher than that of workers with only a high school diploma (\$30,765) and 33 percent higher than the average annual earnings of workers with an associates degree (\$37,604).²

²U.S. Bureau of the Census. 2005. Educational Attainment in the United States: 2004. Internet data tables derived from Current Population Survey, Annual Social and Economic Supplement: 2004. <www.census.gov/population/www/socdemo/education/cps2004.html>.

The Census Bureau also reports that over a lifetime individuals with a bachelor's degree will earn on average about \$2.1 million -- about \$1 million more than individuals with only a high school diploma and \$500,000 more than individuals with only an associate's degree.³

The Baccalaureate Outcomes Survey provides striking evidence of the increased earnings of graduates of independent colleges and universities as compared to Pennsylvania residents who had not earned a bachelor's degree. As shown in Chart 6, the annual earnings of graduates of the Class of 1999 only five years after graduation were significantly higher than Pennsylvania residents age 25 years and over working in full-time positions who had not earned a bachelor's degree.

Chart 6: Annual Earnings from Full-Time Employment of Recent Graduates of Independent Colleges and Universities versus Pennsylvania Residents Without a Bachelor's Degree



Forty-four percent of the Class of 1999 employed in a full-time position was earning at least \$60,000 annually as compared to only 12 percent of Pennsylvania residents without a bachelor's degree. **The median earnings from full-time employment for the Class of 1999 was \$56,429.**

Earnings by Occupation

Table 1 on the next page shows the median earnings from employment for the five primary occupation groups of individuals in the Class of 1999 working on a full-time basis. These figures are based on those individuals who reported their annual earnings on the Baccalaureate Outcomes Survey form.

³U.S. Bureau of the Census. 2002. The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings. (P23-210). <www.census.gov/prod/2002pubs/p23-210.pdf>.

Graduates of the Class of 1999 employed in managerial occupations had the highest median income (\$66,559) while graduates employed in educational occupations had the lowest median income (\$49,204).

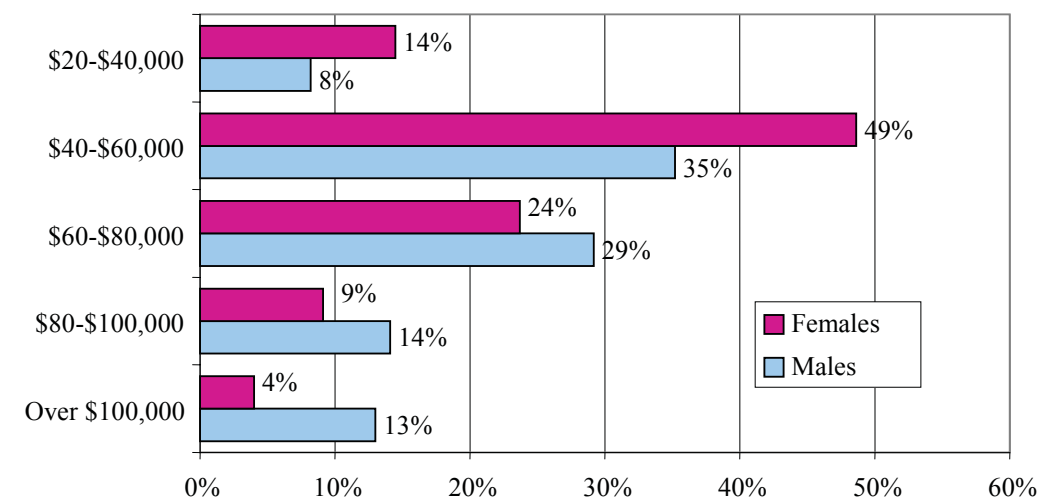
Table 1: Median Earnings by Occupational Group of Recent Graduates of Independent Colleges and Universities

Occupation Group	Median Earnings Before Taxes
Managerial	\$66,559
Professional and Related	\$65,746
Health Diagnosing and Treating	\$63,368
Business and Financial	\$62,046
Education	\$49,204

Gender Differences in Annual Earnings

Graduates of the Class of 1999 of Pennsylvania's independent colleges and universities enjoy increased earnings as compared to Pennsylvania residents without a bachelor's degree. However, the earnings of male graduates of the Class of 1999 five years after graduation tended to be higher than the earnings of female graduates. As shown in Chart 7, a greater percentage of male graduates had earnings from full-time employment of \$60,000 or more as compared to female graduates (56 percent versus 37 percent).

Chart 7: Annual Earnings from Full-Time Employment of Recent Graduates of Independent Colleges and Universities by Gender



Part of this difference in annual earnings by gender may be attributable to occupational choice. As noted earlier in this report many more females from the Class of 1999 were employed in education (where salaries may be lower) while more males from the Class of 1999 were employed in business (where salaries may be higher). Other factors such as location of employment and years of experience in the occupational field probably also play a role in the earnings of specific graduates.

The gender differences in annual earnings found in the Class of 1999 do however mirror similar income discrepancies at the national level. According to a report from the U.S. Census Bureau, the median income in 2003 of males age 25 years and over with a bachelor's degree working full-time was \$56,502 while the median income of females age 25 years and over with a bachelor's degree working full-time was \$41,327.⁴

Supervisory Responsibility

Businesses both large and small require employees with skills that include the ability to work in teams with others of different backgrounds and the ability to manage projects.

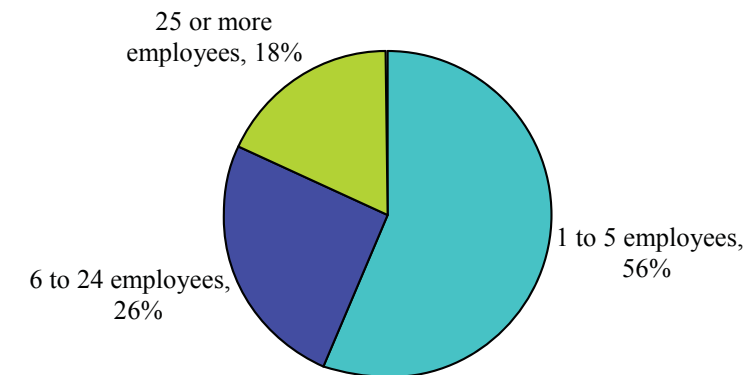
An important finding of the Baccalaureate Outcomes Survey is that many alumni of independent colleges and universities in Pennsylvania are employed in positions that involve supervision of others. One of every two members of the Class of 1999 (51 percent) working in a full-time position reported that they had management responsibilities over one or more individuals. Males were more likely than females to report being in a management position (57 percent versus 49 percent).

As shown in Chart 8, most of the members of the Class of 1999 (56 percent) with supervisory responsibilities oversaw the work of 5 or fewer employees. However, a sizeable percentage (18 percent) of the Class of 1999 with supervisory responsibilities was employed in positions in which they managed 25 or more employees.

The large percentage of independent college and university alumni with supervisory responsibilities appears related to their undergraduate experience. Eighty percent of alumni report that their undergraduate college or university played a "very significant" or "significant" role in helping them to develop skills related to working effectively as a member of a team. Similarly 65 percent of alumni report that their undergraduate college or university played a "very significant" or "significant" role in helping them to develop skills required to lead and supervise tasks and groups of people.

⁴U.S. Bureau of the Census. 2005. Educational Attainment in the United States: 2004. Internet data tables derived from Current Population Survey, Annual Social and Economic Supplement: 2004. <www.census.gov/population/www/socdemo/education/cps2004.html>.

**Chart 8: Number of Employees Supervised
By Recent Graduates of Independent Colleges and Universities
Employed In Management Positions**



Homeownership

Home ownership is often considered an essential element in achieving the "American Dream" of success. The desire to own your own home is an important goal for many Americans as home ownership carries with it important personal and financial advantages. A high rate of home ownership is also beneficial to society as research suggests that a large proportion of owner-occupied dwellings is an important factor in creating stable neighborhoods and strong communities.⁵

According to the AICUP Baccalaureate Outcomes Survey 60 percent of the respondents from the Class of 1999 report that they currently own their own home five years after graduation. There was little difference between male and female respondents in the percentage of homeowners (59 percent to 60 percent).



⁵Rohe, W., Van Zandt, S., and McCarthy, G. 2001. The Social Benefits and Costs of Homeownership: A Critical Assessment of the Research. (LIHO-01.12). Harvard University, Joint Center for Housing Studies.

EDUCATIONAL ACHIEVEMENTS

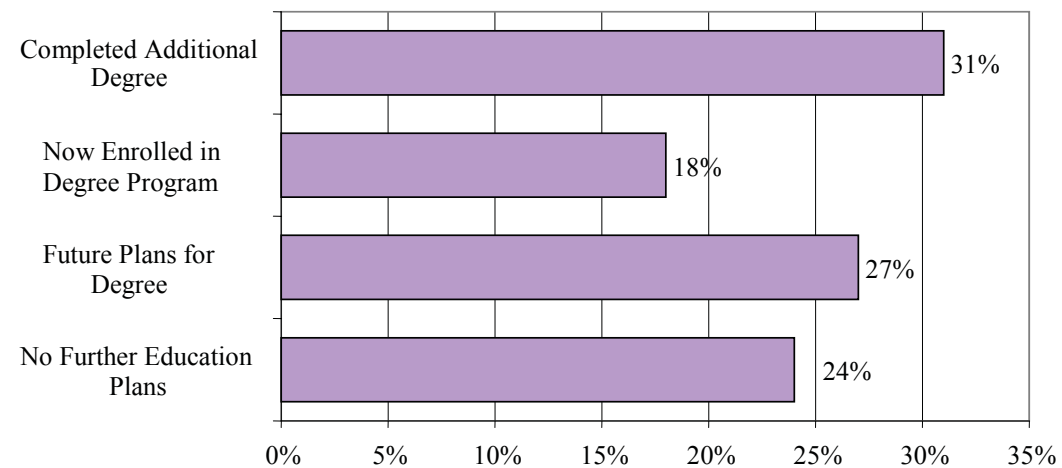
The campus mission statements of many of Pennsylvania's independent colleges and universities emphasize helping students to develop an appreciation of lifelong learning. As Pennsylvania seeks its place in an increasingly interconnected and competitive world economy, the future of the state will depend upon an educated workforce with the ability to adapt to changes in economic and technological conditions.

According to the results of the AICUP Baccalaureate Outcomes Survey, alumni of independent colleges and universities in Pennsylvania recognize the need for advanced training and continued education. The survey results show that about 1 of every 2 graduates from the Class of 1999 (49 percent) have completed an additional degree or certificate program since receiving their bachelor's degree or are currently enrolled in a degree or certificate program.

As seen in Chart 9, 31 percent of the Class of 1999 has completed an additional degree program since receiving their bachelor's degree five years ago. Eighteen percent of the Class of 1999 is currently enrolled in a degree program while 27 percent plan to enroll at some point in the future. Overall 3 of every 4 respondents (76 percent) to the Baccalaureate Outcomes Survey have made some effort toward continuing their education beyond a bachelor's degree.

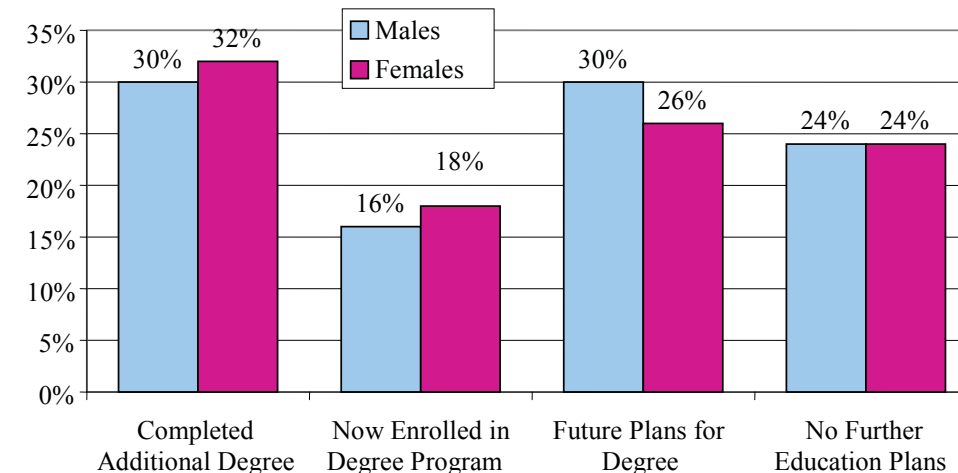
Understanding the need for continued education and having the motivation to complete additional schooling will certainly benefit these alumni, their employers, and their families and communities.

Chart 9: Continuing Education Efforts Beyond the Bachelor's Degree Of Recent Graduates of Independent Colleges and Universities



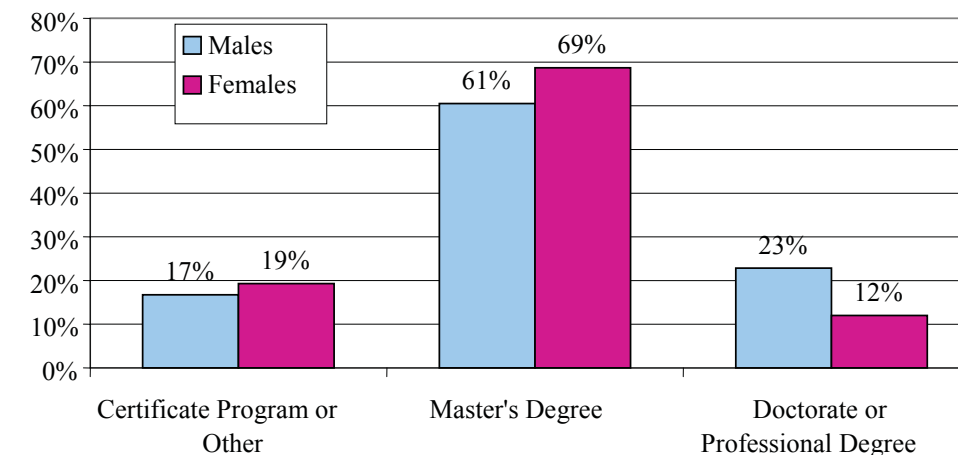
Male and female members of the Class of 1999 differ in their planning for additional education beyond the bachelor's degree and in the type of degree desired (Chart 10). Females were more likely to have completed an additional degree or to currently be enrolled in a degree program while males were more likely to have plans to enroll in a degree program in the future. The same proportion of both genders reported no interest in additional education beyond the bachelor's degree (24 percent).

Chart 10: Continuing Education Beyond the Bachelor's Degree by Gender, Recent Graduates of Independent Colleges and Universities



While male and female alumni were about equally likely to have completed a degree program or to be currently enrolled in a degree program, a significantly greater percentage of males worked toward a doctorate or first-professional degree while a significantly greater percentage of females worked toward a master's degree (Chart 11).

Chart 11: Type of Additional Degree Completed or In Progress by Gender, Recent Graduates of Independent Colleges and Universities



CIVIC ENGAGEMENT

As noted earlier in this report, a college degree offers numerous individual benefits. These include a lower probability of being unemployed or of living in poverty and increased occupational earnings. However, the AICUP Baccalaureate Outcomes Survey also shows that recent graduates of Pennsylvania's independent higher education sector generate significant societal benefits through their high levels of volunteerism and political participation.

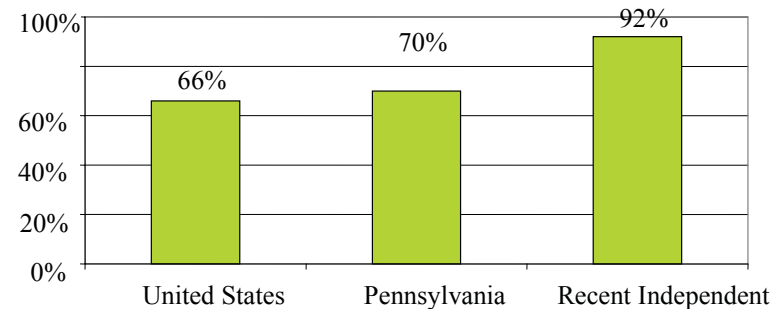
Political Participation

Historically, colleges and universities have been expected to play a significant role in helping individuals gain the skills and knowledge necessary to actively participate as citizens in a democratic society.

For any democratic society to remain viable the members of that society must participate in activities related to the selection of leadership and the formation of social policies. Perhaps the most widely used index of citizen participation in the political process is the percentage of adults who register and vote in elections.

Data collected through the AICUP Baccalaureate Outcomes Survey show that members of the Class of 1999 have a strong interest in the civic affairs of their communities. According to the survey 92 percent of the respondents indicated that they were registered to vote. In comparison only 70 percent of adults in Pennsylvania and 66 percent of adults at the national level are registered to vote.

Chart 12: Comparison of Voter Registration Rates



Note: Registration rates for Pennsylvania and the United States are for persons age 18 years and over

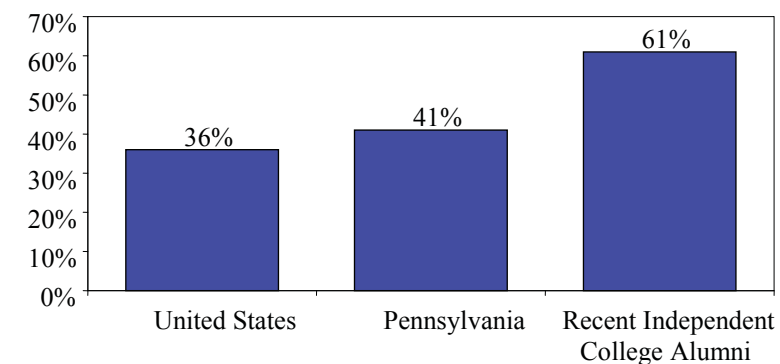
Volunteer Work with Charitable Organizations

Service to the community is an important part of undergraduate life at many of the Commonwealth's independent colleges and universities. Every day, residents of Pennsylvania benefit from the volunteer activities of students, faculty, and staff. For many students this spirit of service continues even after graduation. Alumni of the Class of 1999 continue to invest thousands of hours of time in their communities through volunteer work with non-profit and charitable organizations.

Sixty-one percent of the respondents to the Baccalaureate Outcomes Survey say that they give unpaid volunteer time to community, religious, or other non-profit organizations. There was little difference between male and female respondents from the Class of 1999 in terms of the percentage who reported donating volunteer time to non-profit organizations (60 percent versus 62 percent).

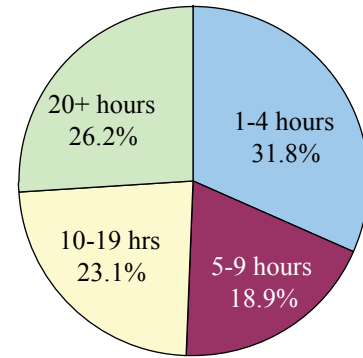
The level of participation in volunteer activities by recent graduates of independent colleges and universities in Pennsylvania is significant when compared to data on volunteerism for the Commonwealth and for the nation. Chart 13 shows the percentage of adults age 25 years and over with a bachelor's degree who volunteered with non-profit organizations. A far greater percentage of the Class of 1999 donates volunteer time in their communities as compared to the overall population with bachelor's degrees in Pennsylvania and at the national level.

Chart 13: Percentage of Persons Age 25 Years and Over With a Bachelor's Degree Who Reported Volunteering with Charitable Organizations, 2004



In regards to the average number of hours per month spent volunteering with non-profit organizations about half (49 percent) of the Class of 1999 who did volunteer gave 10 hours or more per month while about 32 percent of the Class of 1999 who did volunteer donated from one to four hours each month (Chart 14).

Chart 14: Average Hours Per Month Donated to Non-Profit Organizations by Recent Graduates of Independent Colleges & Universities



Survey respondents from the Class of 1999 reported involvement with a wide variety of non-profit organizations. The most popular choices for volunteer work were religious organizations, education-related groups, and national charities. The table below shows the percentage of respondents from the Class of 1999 who said that they donated volunteer time to the specified organization type. (The total percentage of persons adds up to more than 100 percent because individuals often were involved with more than one non-profit group).

Table 2: Volunteer Activity by Type of Organization

Type of Organization	Percent
Churches or Religious Organizations	41%
Elementary and Secondary Schools	31%
National Charities	27%
Hospitals and Health Organizations	21%
Community Athletic Associations	19%
Social Action Organizations	15%
Youth Organizations incl Scouting	15%
Other Non-Profit Groups	15%
Political Campaigns and Clubs	13%
Arts and Cultural Organizations	12%
Service Organizations (i.e., Kiwanis)	10%
Environmental Organizations	8%
Local Government Boards	6%
Volunteer Fire Departments	3%

There were some significant gender differences in the types of organizations to which members of the Class of 1999 donated volunteer time. For example, females were more likely to donate time to hospitals and health organizations as compared to males (24 percent to 16 percent). In contrast, males were more likely to donate time to community athletic associations as compared to females (26 percent to 16 percent).

The charitable efforts of the Class of 1999 included more than volunteer activities. These individuals also provided significant financial support to charities across the state and the nation. According to the Baccalaureate Outcomes Survey, 92 percent of respondents report that they made regular money donations to one or more non-profit charities. Twenty percent of the respondents from the Class of 1999 report giving significant sums (\$1,000 or more) to charity each year.



SUCCESS OF LOW-INCOME STUDENTS

Independent colleges and universities in Pennsylvania enroll significant numbers of students from low-income families, a rebuke of the myth that independent higher education is exclusive to rich households. In fact a national study shows that the family income distribution of students attending independent colleges and universities is similar to that of students attending public universities.⁶

While low-income students face numerous challenges during college and are often at higher risk for dropping out, they also have much to gain from completing a bachelor's degree. Graduation from a college or university acts as a springboard for low-income students to a more economically beneficial lifestyle. Some researchers have even described the bachelor's degree as a necessary "passport" to the occupational choice and increased earnings of America's middle class.⁷

Data collected through the AICUP Baccalaureate Outcomes Survey provide strong evidence of how Pennsylvania's independent colleges and universities serve as vehicles of social mobility for poor students. Five years after graduation, the characteristics of alumni who enrolled as low-income students closely resemble the attributes of their higher income classmates.

Defining Low Income Students

The Baccalaureate Outcomes Survey asked alumni to report if they had received a Pell Grant during their undergraduate enrollment. The receipt of a Pell Grant is used as a proxy for low-income status, since the vast majority of students (75 percent) getting such a grant come from families with annual incomes below \$30,000.⁸ About 36 percent of the respondents to the Baccalaureate Outcomes Survey were identified as coming from low-income families.

Primary Post-baccalaureate Activity of Former Low Income Students

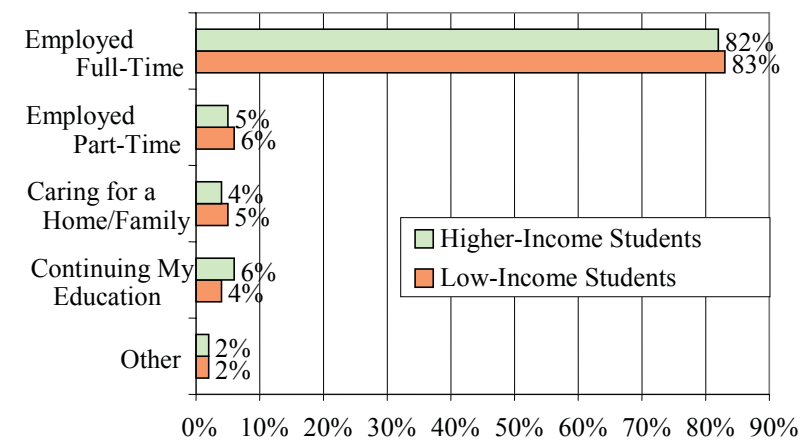
A bachelor's degree from an independent college or university in Pennsylvania provides similar occupational benefits for both low-income students and their higher income classmates. Five years after graduation the majority of individuals from both groups were employed in full-time jobs (Chart 15).

⁶National Association of Independent Colleges and Universities. 2006. *Twelve Facts that May Surprise You About Independent Colleges and Universities*.

⁷Jencks, C. and D. Riesman. 1968. *The Academic Revolution*. New York: Doubleday.

⁸Heller, D. E. 2003. *Pell Grant Recipients in Selective Colleges and Universities*. Issue brief published by The Century Foundation, New York, New York.

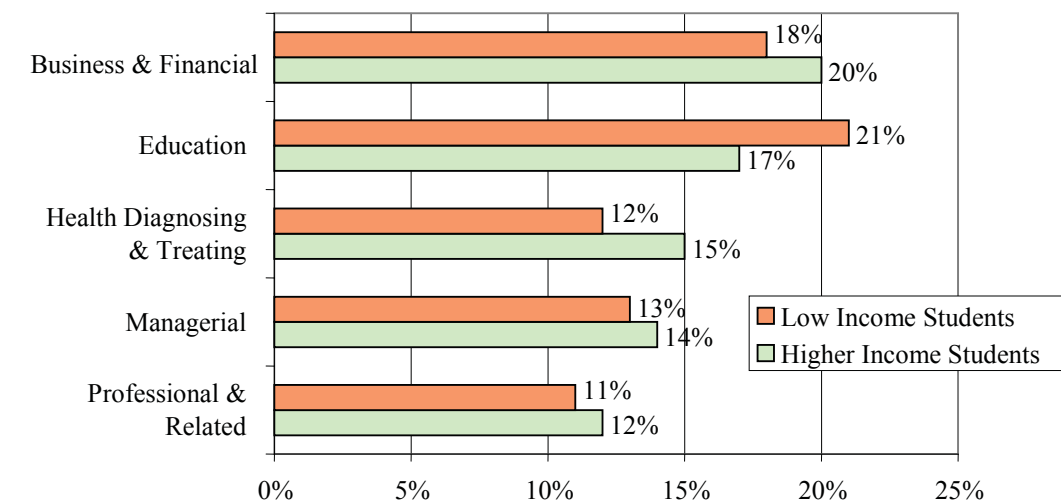
Chart 15: Primary Activity of Recent Graduates By Economic Status



Occupation of Former Low-Income Students Employed Full-Time

Five years after graduation with a bachelor's degree, alumni of Pennsylvania's independent colleges and universities who enrolled as low-income students are employed in a wide variety of occupations. The occupational distribution of these former low income students closely resembles that of their classmates who came from higher income families (Chart 16).

Chart 16: Primary Occupational Group of Recent Graduates by Economic Status



Note: Chart based on individuals employed on a full-time basis

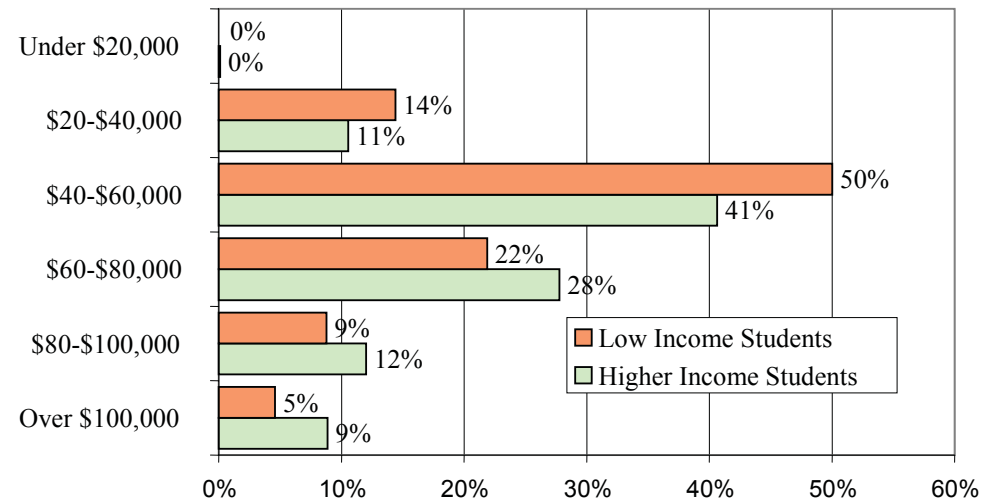
There are slight differences in the distribution of individuals by occupation between former low-income students and their higher income classmates. For example, a slightly larger proportion of former low-income students are employed in educational occupations while a slightly larger proportion of their higher income classmates are employed in business occupations and health occupations.

Earnings from Employment of Former Low-Income Students

Perhaps the major benefit of a bachelor's degree for many lower-income students is that it provides them with the skills and knowledge needed to obtain employment in a good-paying job. Through four years of hard work and study, students from low-income families can earn a college degree and establish themselves into a socioeconomic stratum higher than their parents.

Data on the earnings of full-time workers collected through the AICUP Baccalaureate Outcomes Survey show that the earnings distribution, five years after graduation, of alumni from low-income families resembles that of their classmates who came from higher income families (Chart 17).

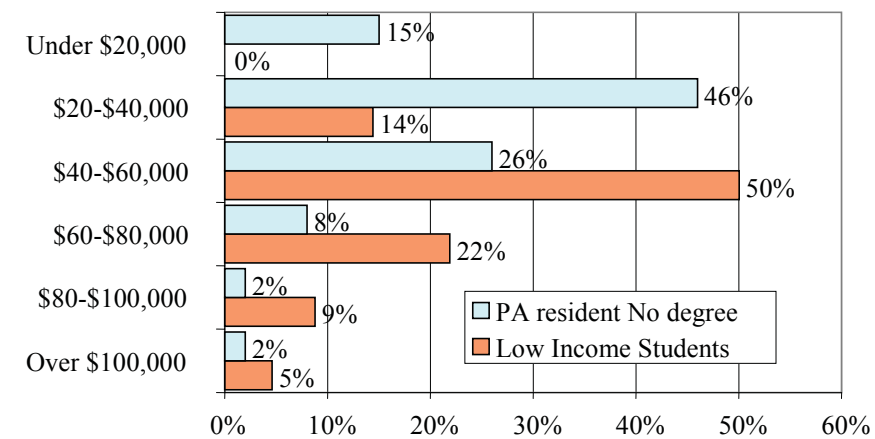
Chart 17: Annual Earnings from Full-Time Employment of Recent Graduates By Economic Status (Low-Income Students versus Higher Income Students)



The economic boost provided to low-income students through graduation from an independent colleges or university is especially evident when their annual earnings five years after graduation is compared to the annual earnings of Pennsylvania residents without a bachelor's degree.

Chart 18 shows the earnings distribution of alumni from low-income families five years after graduation with a bachelor's degree. This information is compared to the 2004 earnings distribution of Pennsylvania residents age 25 years and over without a bachelor's degree (includes high school graduates, individuals with an associate's degree, and individuals who had completed some college but never graduated with a bachelor's degree).

Chart 18: Annual Earnings from Full-Time Employment of Former Low-Income Students versus Pennsylvania Residents Without a Bachelor's Degree



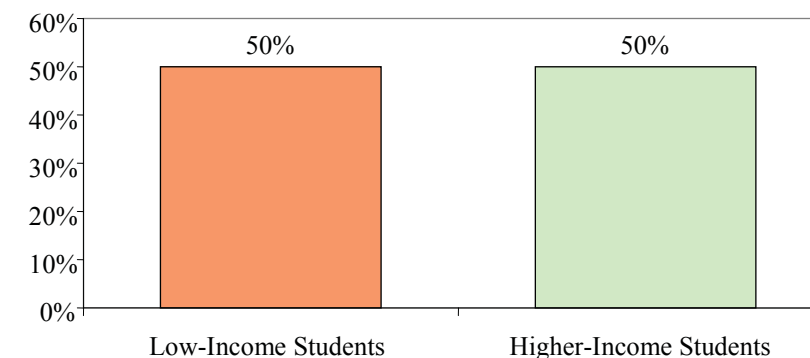
The data presented in Chart 18 clearly show that an investment of time, energy, and money by low-income students attending Pennsylvania's independent colleges and universities does result in a significant economic payoff.

Continued Educational Attainment of Low-Income Students

The proportion of jobs in Pennsylvania's economy that require an educated and adaptable workforce continues to increase. Individuals who want to be successful in the state's future workforce must have the motivation to learn new skills.

As seen in the results of the Baccalaureate Outcomes Survey, low-income students who graduated with a bachelor's degree from Pennsylvania's independent colleges and universities understand the need for continued education and are motivated to succeed. These individuals have completed additional educational degrees at the same pace as their higher-income classmates (Chart 19).

Chart 19: Recent Graduates of Independent Colleges and Universities Who Completed or Enrolled in Additional Degree Programs by Economic Status



Other Characteristics of Former Low-Income Students

Five years after graduation, undergraduate students from low-income families who were awarded a bachelor’s degree from an independent college or university in Pennsylvania are very similar to their former higher income classmates on numerous other attributes including home ownership, community involvement, and political participation (Table 3).

Table 3: Selected Characteristics of Recent Graduates of Independent Colleges and Universities by Economic Status

	Former Low-Income Students	Former Higher Income Students
Home Ownership	58%	61%
Registered to Vote	95%	94%
Donate Volunteer Time to Charity	60%	62%
Current Employment Related to Undergraduate Major	81%	83%



EVALUATION OF THE UNDERGRADUATE EXPERIENCE

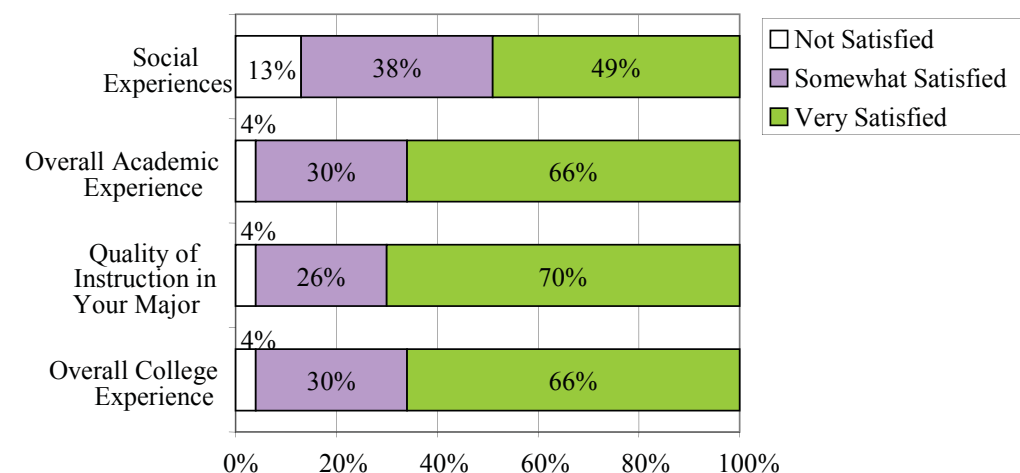
Graduates of Pennsylvania’s independent colleges and universities who responded to the AICUP Baccalaureate Outcomes Survey offer a unique perspective on the value of their undergraduate experience. Since the survey was undertaken five years after graduation, these individuals have had time to evaluate the value of their years in college as measured against their life situation as workers, family members, and citizens.

With the benefit of hindsight how did these individuals evaluate their experience as students within Pennsylvania’s independent higher education sector? By an overwhelming margin these alumni regard their undergraduate years as positive and satisfying.

Ninety-six percent of the respondents reported that they were “very” or “somewhat” satisfied with their overall undergraduate experience. The same percentage (96 percent) reported being “very” or “somewhat” satisfied with the academic experience of their college or university. However, the social aspects of undergraduate life were rated a bit less satisfying.

Chart 20 shows the reported satisfaction levels of alumni to various aspects of their undergraduate college or university. Of interest is the large percentage of alumni who report being exceedingly pleased (“very satisfied”) with aspects of their undergraduate education.

Chart 20: Satisfaction with Undergraduate Experience Reported by Recent Graduates of Independent Colleges and Universities



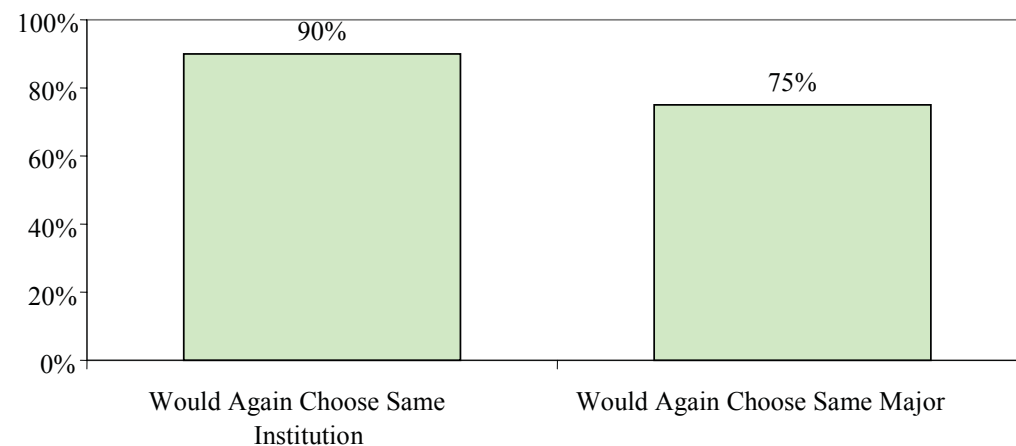
The evaluation of the undergraduate environment at independent colleges and universities in Pennsylvania by recent graduates represents perhaps the most appropriate assessment of the value of a college education. After all, these are individuals who have invested time and energy and money in a bachelor's degree and who, five years after graduation, now are asked to evaluate the efficacy of that degree in the attainment of a desired occupation and other life goals. The strong satisfaction reported by alumni in regards to their undergraduate experience provides important data to policymakers and to prospective college students on the educational value of Pennsylvania's independent colleges and universities.

Re-enrollment at Undergraduate Institution

The Class of 1999 was highly satisfied with their undergraduate experience. But what would happen if they were given the chance to start over? Interestingly, about 90 percent of the respondents reported that they would again choose to attend their original undergraduate institution if they could go back in time and re-consider the choice of a college or university.

While overall there was strong satisfaction with the college or university from which they received a degree, some alumni of the Class of 1999 were less satisfied with their choice of an undergraduate course of study. Only 75 percent of the respondents said that they would again choose to graduate with the same major if given the chance to start over.

**Chart 21: Undertake Same Choice of Institution/Major?
Recent Graduates of Independent Colleges and Universities**



Skills Developed Through the Undergraduate Curriculum

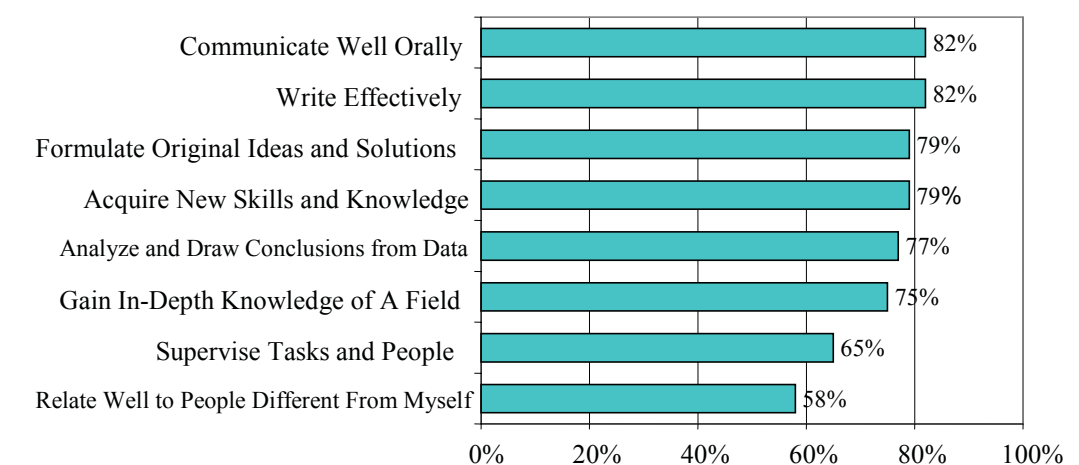
Perhaps a major reason for the Class of 1999's high level of satisfaction with their undergraduate degree program is that their curriculum provided them with a variety of important skills needed for the workplace and for community life in general.

Members of the Class of 1999 were asked to report how much their undergraduate institution contributed to the development of certain skills sets. Chart 22 shows the percentage of respondents who indicated that their institution played a "significant" or "very significant" role in their acquisition of particular skills.

As seen in this chart, the vast majority of alumni report that their undergraduate institution played a significant role in helping them develop skills in written and oral communication, analysis and creative problem-solving, and the acquisition of new knowledge.

It is important to note that these are the same skills that many argue should be among the demonstrable outcomes of a college education.⁹ While independent colleges and universities in Pennsylvania have always focused on providing students with detailed knowledge in a specific discipline, these institutions also focus on teaching students a set of intellectual and research skills that are useful within a wide variety of life settings.

**Chart 22: Skills Developed Through Undergraduate Curriculum
As Reported by Recent Graduates of Independent Colleges and Universities**



⁹For example, see the overview of the Collegiate Learning Assessment Project, managed by the Council for Aid to Education, at www.cae.org.

CHARACTERISTICS OF FORMER UNDERGRADUATE STUDENTS

While much of the data collected through the Baccalaureate Outcomes Survey focused on the life situation of alumni five years after graduation with a bachelor's degree, the survey also collected information on the status of these individuals while they were enrolled as undergraduates. A summary of selected characteristics is reported here.

Migration of Students To and From Pennsylvania

According to data collected by the U.S. Department of Education, independent colleges and universities in Pennsylvania attract almost 20,000 recent high school graduates to the Commonwealth each year from other states and from foreign countries. These young people move to Pennsylvania because of the desire to earn a degree from one of the state's independent higher education institutions. During their stay here these individuals will benefit Pennsylvania in a number of ways. For example, a study by the research journal *Postsecondary Education Opportunity* estimates that out-of-state students coming to Pennsylvania to attend an independent college or university will bring in over \$1 billion into the state's economy during their four-year college stay.¹⁰

The results of the Baccalaureate Outcomes Survey show that 61 percent of the respondents were residents of Pennsylvania when they first enrolled as undergraduate students while 39 percent came to Pennsylvania from other states or other countries. The states sending the most students to Pennsylvania for a college education included New Jersey, New York and Maryland.

Of perhaps greater interest to state and local policymakers is the intended destination of these students after graduation from college. Much has been made of the perceived "brain drain" of college graduates who leave Pennsylvania for residence in other states. The results of the Baccalaureate Outcomes Survey reveal that a large proportion of graduates of independent colleges and universities are still living in the state five years after graduation.

Residence Five Years After Graduation

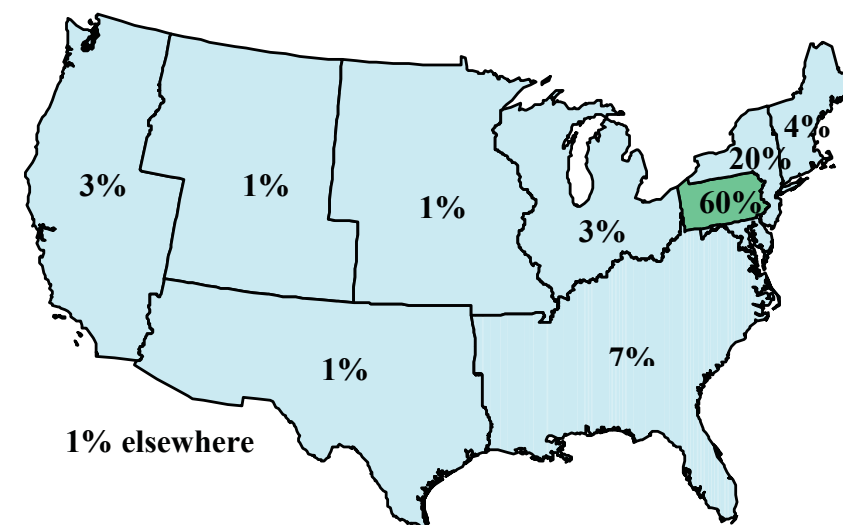
The knowledge and skills gained through a college education allow individuals greater freedom in choosing where to live and work. Where are independent college students living five years after they graduate with a bachelor's degree? Of those alumni who were Pennsylvania residents when they first enrolled in college, 81 percent were still living in the Commonwealth five years later while 19 percent were living in other states. The most popular destination states for these ex-Pennsylvania residents were Maryland, New Jersey, and New York.

¹⁰Mortenson, T. 2004. Interstate Migration of College Freshman 1998-2004. *Postsecondary Education Opportunity* newsletter. Number 148.

In regards to those students who were non-residents of Pennsylvania when first enrolled in college, 16 percent were still living in state five years later.

Overall, when including both resident students and non-resident students at the time of enrollment in college, 60 percent of the students enrolled at independent colleges and universities in Pennsylvania were still living here five years after graduation. The map below shows the current location of respondents to the Baccalaureate Outcomes Survey.

Chart 23: Location of Graduates of Pennsylvania Independent Colleges and Universities Five Years After Graduation



First Generation Students

The enrollment of Pennsylvania's independent colleges and universities reflects the diversity of the state's college-going population in regards to age, ethnicity, and family income. So it is not surprising that independent colleges and universities in Pennsylvania also enroll significant numbers of students whose parents never attended college themselves. About 1 of every 3 respondents (33 percent) to the Baccalaureate Outcomes Survey indicated that they had been "first-generation students". This matches the percentage of first-generation students attending independent colleges and universities nationally and is similar to the percentage of first-generation students attending public universities (36 percent).¹¹

¹¹National Association of Independent Colleges and Universities. 2004. *Independent Colleges and Universities: A National Profile*.

First-generation college students are most likely to come from low-income families but can also be found in middle-class families with higher incomes. What characterizes these individuals as a group is their increased risk of dropping out of college without obtaining a degree. However, the data gathered through the Baccalaureate Outcomes Survey show that programs in place at Pennsylvania's independent colleges and universities to assist high-risk students were successful in helping a large number of first-generation students to earn college degrees. This concurs with a national study showing first-generation students were more likely to graduate with a bachelor's degree at independent institutions than at public universities (61 percent versus 44 percent).¹²

Five years after graduation, alumni of Pennsylvania independent colleges and universities who enrolled as first-generation students were as likely as their classmates whose parents had attended college to have jobs, to be home owners, and to be involved in their communities.

Table 4: Characteristics of Former First-Generation Students Versus Non-First-Generation Students

	Former First-Generation Students	Former Non-First-Generation Students
Employed Full-Time	83%	82%
Home Ownership	71%	54%
Registered to Vote	94%	95%
Donate Volunteer Time to Charity	61%	61%
Completed or Enrolled in Additional Degree Program	42%	53%

As seen in the table above, respondents to the Baccalaureate Outcomes Survey who were first-generation students were significantly more likely to report being home owners five years after graduation. They were also similar to alumni who were not first-generation students in regards to rates of full-time employment, voter registration, and volunteer participation. However, alumni who had been first-generation students were also less likely to report that they had completed or enrolled in any other degree programs since graduation with a bachelor's degree. Additional research is needed to uncover the reasons for this difference.

¹²National Association of Independent Colleges and Universities. 2004. Independent Colleges and Universities: A National Profile. Washington, DC: NAICU.

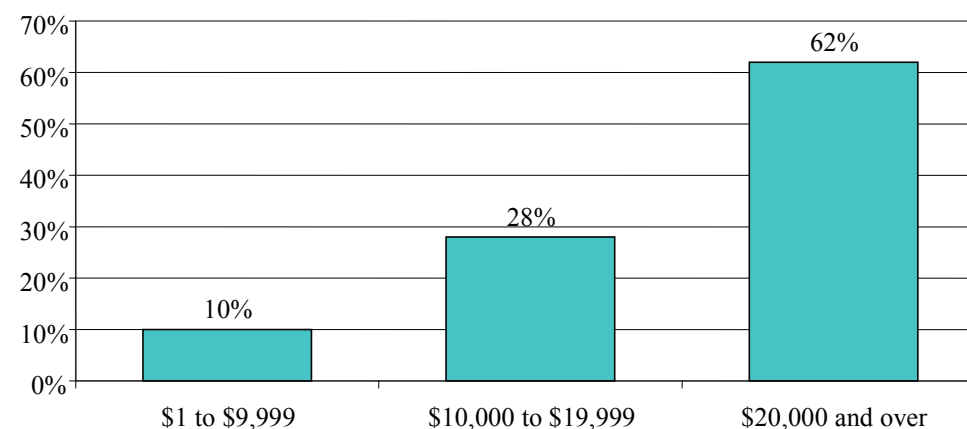
Undergraduate Student Borrowing

Obtaining a bachelor's degree from an independent college or university has significant personal, social, and economic benefits. Unfortunately, for many students there are also considerable financial costs to attending college.

About 63 percent of the respondents to the Baccalaureate Outcomes Survey reported that they were now repaying loans taken out to finance their undergraduate education. The median amount borrowed by these alumni and now in repayment was \$21,600. (A recent national study on borrowing for college found that 66 percent of individuals who graduated from an independent college or university had borrowed to finance their undergraduate education with a median amount borrowed of \$18,400).¹³

For most of the alumni who were repaying educational loans, the total value of these loans was substantial (Chart 24). There was no significant difference between male and female alumni in the percentage having taken out undergraduate educational loans or in the dollar range of educational loans. However, alumni who enrolled as low-income students were much more likely than alumni from higher income families to report that they were repaying educational loans (91 percent versus 48 percent).

Chart 24: Value of Undergraduate Educational Loans Reported by Recent Graduates of Independent Colleges and Universities

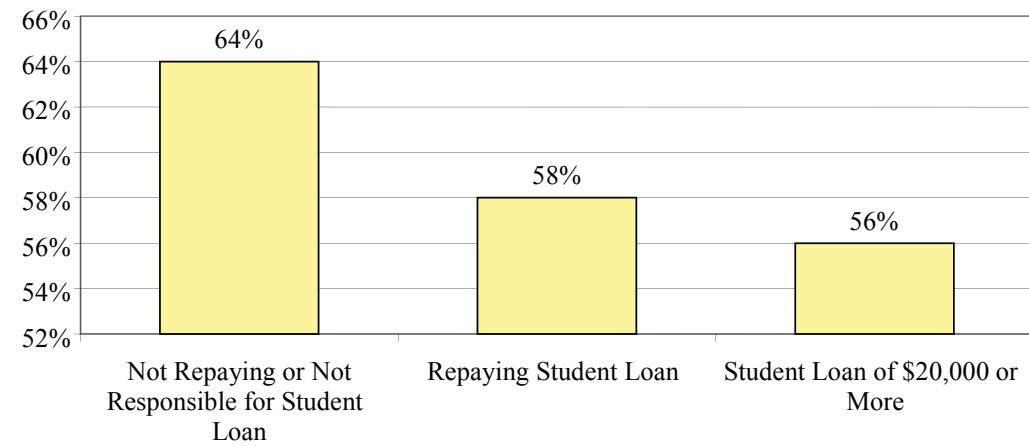


Note: Chart based on those alumni who are personally responsible for repayment of educational loan debt. Does not include alumni whose parents or others have taken over repayment of loans.

¹³Baum, S. and O'Malley, M. 2003. College on Credit: How Borrowers Perceive Their Education Debt. Results of the 2002 National Student Loan Survey. Braintree, MA: Nellie Mae Corporation.

Having to repay student loans may have affected the ability or the willingness of some alumni to take on additional financial obligations. As seen in Chart 25, those alumni who were repaying student loans were less likely to be home owners than individuals who had not borrowed or who were not responsible for repaying their undergraduate loans (64 percent versus 58 percent). This latter group includes students whose parents, other relatives, or employers were repaying educational loans. Students with high undergraduate debt burdens (\$20,000 or more) were even less likely to be home owners (56 percent) five years after graduation with a bachelor's degree.

Chart 25: Rates of Home Ownership Among Recent Graduates of Independent Colleges and Universities by Student Loan Status



METHODOLOGY

In 2004 the Association of Independent Colleges and Universities of Pennsylvania (AICUP) invited its 83 member colleges and universities to participate in a survey of graduates who received a bachelor's degree during the 1998-1999 academic year. The cost of this Baccalaureate Outcomes Survey would be funded by the participating schools. Forty-six of AICUP's 71 member institutions that granted baccalaureate degrees during the 1998-1999 academic year chose to participate in the survey.

Staff of the AICUP Research Center assembled an advisory group to design and to pilot test a survey instrument. The advisory group members consisted of institutional research staff employed by AICUP member institutions. The final survey instrument consisted of 34 questions. Participating institutions had the option of including up to 20 additional campus-specific questions. A copy of the survey questionnaire is included in Appendix B.

AICUP contracted with Colwell and Salmon Communications, Inc. (CSC) of Albany, New York to prepare a series of mailings to alumni, to enter data from returned surveys into a data base, and to contact non-respondents by phone.

Each institution participating in the Baccalaureate Outcomes Survey was asked to compile the address and phone number of alumni who had graduated with a bachelor's degree during the 1998-1999 academic year. Each contact list was forwarded to CSC. The total number of alumni address records from the 46 participating schools consisted of 16,754 individuals.

Notification Mailing

Approximately two to three weeks before the mailing of the survey questionnaire each alumnus was mailed a letter via first-class mail informing them of the survey and encouraging them to participate. This notification letter was personalized with the name and address of the alumnus and was signed by a "significant person" from the college or university. In most cases this was the president of the institution or the director of alumni/ae affairs. This notification letter was also mailed in an envelope with the institutional seal and the return address of the college or university from which the alumnus had received a bachelor's degree.

While the primary purpose of this notification mailing was to alert alumni to the upcoming survey, the mailing also served as a check on the validity of mailing addresses provided by each institution's office of alumni affairs. When a notification letter was returned by the Post Office and no forwarding address or corrected address could be found, the specific alumnus was removed from the alumni mailing data base. There were 407 letters returned for which no forwarding address or corrected address could be found reducing the total alumni survey population to 16,347 persons.

Survey Questionnaire Mailing

Each alumnus for whom a valid address was available was mailed a packet via first-class mail containing an invitation letter, a survey questionnaire, and a postage-paid return enveloped. This invitation letter was personalized with the name and address of the alumnus and was signed by a “significant person” from the college or university. In most cases this was the president of the institution or the director of alumni/ae affairs. These materials were mailed in an envelope with the institutional seal and the return address of the college or university from which the alumnus had received a bachelor’s degree.

Reminder Postcard

Approximately two to three weeks after the mailing of the survey questionnaire each alumnus was mailed a postcard via first-class mail that encouraged them to complete and to return the Baccalaureate Outcomes Survey. Each postcard included a toll-free telephone number and an e-mail address for a staff member at CSC that could be used to request a duplicate survey packet if the original survey packet had been discarded by the alumnus.

Telephone Follow-Up

Five weeks after the mailing of the survey packet staff of CSC began telephoning alumni who had not returned a completed questionnaire and asked them to complete the survey over the phone. CSC staff utilized a computer-assisted telephone interviewing system to record responses of those alumni contacted. Calls to alumni were made until: a) a telephone questionnaire is completed; b) a refusal is obtained; or c) 10 failed contact attempts have been made. Alumni from schools with low mail response rates were contacted first in an attempt to bring the response rates of all participating institutions up to a minimum level.

Characteristics of Participating Institutions

Forty-six member institutions of the Association of Independent Colleges and Universities of Pennsylvania chose to participate in the Baccalaureate Outcomes Survey. A listing of these participants is included in Appendix A. The institutions participating in the Baccalaureate Outcomes Survey represent all of the higher education institutional categories in Pennsylvania (based on the 2000 Carnegie Classification of Institutions of Higher Education). The chart below summarizes the participation rates by institutional classification.

Characteristics of Participating Institutions

Classification	# of Institutions	Alumni Surveyed	Alumni Responding	Rate
Baccalaureate General	8	2,067	844	41%
Baccalaureate Liberal Arts	12	3,644	1,446	40%
Masters I	15	6,258	1,971	32%
Masters II	8	2,704	882	33%
Doctoral	2	1,561	397	25%
Specialized	1	112	42	38%
TOTAL	46	16,346	5,582	34%

Characteristics of Respondents

Over five thousand individuals who graduated with a bachelor’s degree during the 1998-1999 academic year participated in the Baccalaureate Outcomes Survey either by returning a paper survey or by completing the survey via the telephone. The characteristics of respondents compared to the characteristics of the total alumni population are summarized in the table below.

	<u>Total Sample</u>	<u>Respondents</u>
Gender		
Female	61%	67%
Male	39%	33%
Age at Graduation		
Under 25 years	74%	75%
25 to 39 years	18%	15%
40+ years	8%	11%
Ethnicity		
White	92%	93%
Non-White	8%	7%
Current Residence		
Pennsylvania	61%	61%
Non-Pennsylvania	39%	39%



APPENDICES

APPENDIX A

List of Colleges and Universities Participating in the AICUP Baccalaureate Outcomes Survey

Albright College	Lancaster Bible College
Alvernia College	Lebanon Valley College
Arcadia University	Marywood University
Bucknell University	Mercyhurst College
Cabrini College	Messiah College
Carlow College	Neumann College
Cedar Crest College	Point Park University
Chatham College	Robert Morris University
College Misericordia	Rosemont College
DeSales University	Saint Francis University
Dickinson College	Saint Joseph's University
Drexel University	Seton Hill University
Duquesne University	Swarthmore College
Elizabethtown College	Thiel College
Gannon University	University of Scranton
Gwynedd-Mercy College	Ursinus College
Holy Family University	Villanova University
Immaculata University	Washington & Jefferson College
Juniata College	Waynesburg College
King's College	Westminster College
La Roche College	Wilkes University
La Salle University	Wilson College
Lafayette College	York College of Pennsylvania

APPENDIX B

Baccalaureate Outcomes Survey Questionnaire

Alumni Survey

Directions: Please answer all questions and return your completed survey in the enclosed postage-paid envelope within 10 days. All of your responses will remain confidential. Thank you in advance for your participation!

A. Activities Since Graduation

1. Which of the following best describes your **primary** activity at this point in time? (choose one)

- Employed full-time
- Employed part-time
- Caring for a home/family full-time
- Serving in the military
- Continuing my education full-time
- Unemployed

2. Think back to the time **within a year of graduating** from this institution. Select the location that best describes where you lived and where you worked at that time? (choose one from each column)

Resided in:

- Pennsylvania
- Another state
- Foreign country

Employed in:

- Pennsylvania
- Another state
- Foreign country
- Was not employed within one year of graduation (could not find a job, went to graduate school, joined the Armed Forces, chose to care for home/family, etc.)

B. Post-Baccalaureate Education

3. Since graduating from this institution, have you enrolled in, or recently completed, any other

undergraduate or graduate degree or certificate program?

- NO --> Go to Question 4
- YES --> Mark all degrees received in Column 1 and any educational programs in which you are currently enrolled in Column 2.

	Additional Degree/Certificate Completed	Currently Enrolled	Major	Institution Name
Vocational/technical certificate or diploma	<input type="radio"/>	<input type="radio"/>	_____	_____
Associate's degree	<input type="radio"/>	<input type="radio"/>	_____	_____
Second bachelor's degree	<input type="radio"/>	<input type="radio"/>	_____	_____
Master's degree	<input type="radio"/>	<input type="radio"/>	_____	_____
Doctorate (Ph.D., Ed.D., etc.)	<input type="radio"/>	<input type="radio"/>	_____	_____
Professional degree (M.D., J.D., etc)	<input type="radio"/>	<input type="radio"/>	_____	_____
Other (CPA, P.E., etc.)	<input type="radio"/>	<input type="radio"/>	_____	_____

4. Regardless of your education to date, do you plan to work toward an additional degree at some point in the future?

NO

YES --> Indicate any additional degrees you plan to obtain (mark all that apply).

Vocational/technical certificate or diploma

Associate's degree

Second bachelor's degree

Master's degree

Doctorate (Ph.D., Ed.D., etc.)

Professional degree (M.D., J.D., etc)

Other (CPA, P.E., etc.) _____

C. Evaluating Your Undergraduate Education

5. If you could start your undergraduate college experience over, would you again choose to attend this institution?

Definitely Yes

Probably Yes

Probably No

Definitely No

6. If you could start your undergraduate college experience over, would you choose to graduate with the same major from this institution?

Definitely Yes

Probably Yes

Probably No

Definitely No

7. Thinking of the areas listed below, how satisfied do you now feel about your undergraduate educational experience?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Quality of instruction in courses in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction in courses outside of your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value of the overall academic experience, both inside and outside of the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for active involvement in campus life and campus-based organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for internships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall satisfaction with your college experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Would you recommend that another person with skills and interests similar to yours attend your baccalaureate institution?

Definitely Yes Probably Yes Probably No Definitely No

9. To what extent did your undergraduate experience prepare you for the following?

	Greatly	Moderately	A little	Not at all
Employment in a desired career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and civic involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal relationships and family living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please indicate how important each of the following has been in your **PERSONAL LIFE** since college and how much your undergraduate institution contributed to your development in each area.

How important is this to you now?					Your college's contribution			
Very important	Important	Not very important	Not at all important		Very important	Important	Not very important	Not at all important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maintain openness to new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understand international political, economic, and social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Acquire new skills and knowledge on my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	An awareness of social problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Relate well to people of different races, nations, & religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Read or speak a foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understand my rights and responsibilities as a citizen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Analyze and draw conclusions from various types of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Appreciate art, literature, and music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Volunteerism/Community Involvement

11. On average, how many hours per month of unpaid volunteer time have you contributed over the past year to non-profit or charitable organizations? _____ hours

12. If you contributed unpaid volunteer time within the past year to assist non-profit or charitable organizations, please mark (X) the types of organizations for which you worked in the column on the left (mark all that apply).

For those organizations for which you volunteered time, indicate your level of involvement with the organization using the columns on the right. (Low= provided minimal assistance to the organization, High = frequently volunteered time and may have served as an organization officer or committee member)

Volunteered	Volunteer involvement by type of organization			
		Low	Moderate	High
<input type="checkbox"/>	Elementary or secondary schools (including tutoring, PTA, school board)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Arts and cultural organizations and libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Hospitals, clinics, and related health organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	National charities such as Red Cross, American Cancer Society, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Service organizations including Kiwanis, Rotary Club, Veterans, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Local government boards or commissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Volunteer fire departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Political campaigns or political clubs/organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Churches or religious organizations (not including worship activity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Community sports/athletics associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Environmental or conservation organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Social action, neighborhood improvement, or civil rights organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Youth organizations including Scouting, Big Brother/Sisters, Boys/Girls Clubs, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Other groups _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. In the past year, approximately how much money have you contributed to charities or non-profit organizations?

- \$0
- \$1 - \$99
- \$100 – \$249
- \$250 – \$499
- \$500 – \$999
- \$1,000 - \$2,499
- \$2,500 or more

(For the next two questions, please refer to attached lists of Occupation Codes and Industry Codes)

26. Write the three-digit Occupation Code that best describes your current primary employment (see Occupation Code Sheet) — — —

27. Write the two-digit Industry Code that best describes the business activity of your current primary employment (see Industry Code Sheet) — —

G. Demographic Characteristics

28. What was your state of residence when you were first admitted to this college or university?

- Pennsylvania
- Another state in the United States (please list): _____
- Other country (please list): _____

29. What was your admissions status when you were first admitted to this college or university?

- First-time freshman student
- Transfer student from another college or university
- Other (explain) _____

30. Please estimate your personal annual salary/income from employment, before taxes.

- No income from employment
- Under \$20,000
- \$20,001 to \$30,000 \$80,001 to \$90,000
- \$30,001 to \$40,000 \$90,001 to \$100,000
- \$40,001 to \$50,000 \$100,001 to \$150,000
- \$50,001 to \$60,000 \$150,001 to \$200,000
- \$60,001 to \$70,000 \$200,001 to \$250,000
- \$70,001 to \$80,000 Over \$250,000

31. Do you currently own your own home? YES NO

32. What is the highest level of education attained by your parents?

	Mother	Father
Less than high school diploma	<input type="radio"/>	<input type="radio"/>
High school diploma/GED	<input type="radio"/>	<input type="radio"/>
Vocational school certificate/diploma	<input type="radio"/>	<input type="radio"/>
Some college, no degree	<input type="radio"/>	<input type="radio"/>
Associate's degree	<input type="radio"/>	<input type="radio"/>
Bachelor's degree	<input type="radio"/>	<input type="radio"/>
Master's degree	<input type="radio"/>	<input type="radio"/>
Doctorate or professional degree	<input type="radio"/>	<input type="radio"/>

33. Do you have brothers or sisters who attended a college or university before you enrolled at this institution?

- YES NO

34. During which of your academic years did you participate in or undertake each of the following activities while enrolled as an undergraduate at this institution?

	Freshman	Sophomore	Junior	Senior	Never
Worked at a full-time job while enrolled on at least a half-time basis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lived in on-campus residence hall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played on inter-collegiate athletic team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended school on a part-time basis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked at a part-time job while enrolled as a full-time student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H. Local Questions

- 35. O a O b O c O d O e
- 36. O a O b O c O d O e
- 37. O a O b O c O d O e
- 38. O a O b O c O d O e
- 39. O a O b O c O d O e
- 40. O a O b O c O d O e
- 41. O a O b O c O d O e
- 42. O a O b O c O d O e
- 43. O a O b O c O d O e
- 44. O a O b O c O d O e
- 45. O a O b O c O d O e
- 46. O a O b O c O d O e
- 47. O a O b O c O d O e
- 48. O a O b O c O d O e
- 49. O a O b O c O d O e
- 50. O a O b O c O d O e
- 51. O a O b O c O d O e
- 52. O a O b O c O d O e
- 53. O a O b O c O d O e
- 54. O a O b O c O d O e

Please feel free to add any comments regarding your experience as an undergraduate at this institution:

Thank you for your assistance with our alumni survey!
Please return the survey in the postage-paid envelope to our survey contractor, Colwell and Salmon Communications. Your responses will remain confidential.

Occupational Code Listing

Managerial Occupations

- 101 Chief executives
- 102 Legislator
- 103 Financial or purchasing manager
- 104 Marketing, advertising, public relations manager
- 105 Computer and information systems manager
- 106 Health services manager
- 107 Food service or lodging manager
- 108 Education administrator
- 109 Human relations/training/labor relations manager
- 110 Other management-related occupations

Business and financial occupations

- 151 Purchasing agents and buyers
- 152 Claims adjusters, appraisers, examiners
- 153 Management analysts
- 154 Human resources, training, and labor specialists
- 155 Accountants and auditors
- 156 Budget or financial analysts
- 157 Tax analysts and financial examiners
- 158 Other business and financial-related occupations

Professional and related occupations

- 201 Computer programmers, and systems analysts
- 202 Database administrators
- 203 Network and communication personnel
- 204 Architects and surveyors
- 205 Engineers (incl. civil, electrical, chemical, etc.)
- 206 Mathematician, actuary, or statistician
- 207 Biological or physical scientists
- 208 Economists
- 209 Psychologist or sociologist
- 210 Market and survey researchers
- 211 Urban planner
- 212 Other scientist

Social service and religious occupations

- 301 Clergy or other religious ministry worker
- 302 Counselors and social workers

Legal Occupations

- 351 Judge, magistrate, or other judicial worker
- 352 Lawyer
- 353 Paralegal and Legal assistant
- 354 Law enforcement officers
- 355 Other legal support-related occupations

Administrative Support Occupations

- 851 Bookkeeping clerks
- 852 Information, claims processing, and records clerks
- 853 Customer service representatives
- 854 Material recording and scheduling workers
- 855 Secretaries and administrative assistants
- 856 Other administrative support occupations

Educators

- 401 Teacher, preschool, elementary & middle school
- 402 Teacher, secondary school
- 403 Postsecondary teachers and college faculty
- 404 Other teachers and instructors
- 405 Librarian, curator, and archivists

Arts, entertainment, and media, occupations

- 501 Artists, designers, and musicians
- 502 Entertainers and performers, sports, and related
- 503 News analysts, reporters, and announcers
- 504 Writers, authors, and editors
- 505 Photographers
- 506 Other arts, entertainment, and media occupations

Health Diagnosing and Treating Occupations

- 601 Dentist
- 602 Dental hygienist
- 603 Optometrist
- 604 Pharmacist
- 605 Physician and surgeon
- 606 Physician assistants
- 607 Registered nurses
- 608 Health therapists
- 609 Veterinarian
- 610 Health technologists/technicians
- 611 Other health diagnosing/treating occupations

Protective Service occupations

- 701 Police, sheriff's officer, and detectives
- 702 Firefighters
- 703 Correctional officers and security guards

Food and personal service occupations

- 751 Chefs and cooks
- 752 Bartenders, waiters, and waitresses
- 753 Hairdressers and hairstylists

Sales and retail occupations

- 801 Insurance and advertising sales agents
- 802 Securities, and financial services sales agents
- 803 Travel agents
- 804 Sales representatives for business products
- 805 Real estate brokers
- 806 Cashiers and retail salespersons
- 807 Other sales-related occupations

Other occupations

- 901 Agribusiness, farming, ranching, or fishing
- 902 Aircraft pilot or flight engineer
- 903 Consultant
- 904 Military officer
- 999 Other occupation not listed above

Industry Code Listing

Agricultural services, forestry and fishing

- 01 Crop production
- 02 Livestock and dairy production
- 03 Agricultural support activities
- 04 Fishing, hunting, and trapping

Mining

- 05 Oil and gas extraction
- 06 Coal mining
- 07 Metal ore and Nonmetallic mineral mining

Construction

- 08 Residential and commercial construction

Manufacturing

- 09 Food and beverage production
- 10 Food, beverages, and related products
- 11 Textiles and apparel
- 12 Lumber and wood products
- 13 Pharmaceutical and medicine manufacturing
- 14 Plastic and rubber products
- 15 Paper and paper products
- 16 Computer and peripheral products
- 17 Industrial machinery and equipment
- 18 Household appliance manufacturing
- 19 Motor vehicle, aircraft, or ship manufacturing
- 20 Furniture and related equipment
- 21 Medical equipment and supplies
- 22 Other manufacturing not listed above

Wholesale trade

- 23 Wholesale trade industries

Retail trade

- 24 Automobile dealers, accessories, and auto parts stores
- 25 Furniture and appliance stores
- 26 Radio, TV, and computer stores
- 27 Building materials, garden supplies, and hardware stores
- 28 Grocery stores
- 29 Pharmacies and health products stores
- 30 Clothing and shoe stores
- 31 Department stores
- 32 Electronic shopping and mail order houses
- 33 Other types of retail trade industries

Transportation, warehousing, and utilities

- 34 Airlines, railroads, and shipping companies
- 35 Electric, natural gas, or water utilities
- 36 Warehouses and storage companies
- 37 Other transportation, warehousing, or utility industries

Information industries

- 38 Motion pictures and video
- 39 Radio and television broadcasting
- 40 Libraries and archives
- 41 Data processing services

Finance, Insurance, Real Estate

- 42 Banking, credit unions, and related
- 43 Securities and commodities businesses
- 44 Insurance companies and brokers
- 45 Real estate firms

Professional, scientific, and technical services

- 46 Legal services
- 47 Accounting, bookkeeping, and tax services
- 48 Architectural, engineering, and related services
- 49 Computer systems design and related services
- 50 Management and technical consulting services
- 51 Scientific research and development services
- 52 Advertising and related services
- 53 Veterinary services
- 54 Other professional, scientific, and technical services

Administrative and support services

- 55 Employment firms
- 56 Travel and reservation services
- 57 Investigation and security services
- 58 Other administrative and support services

Education, health, and social services

- 59 Elementary and secondary schools
- 60 College, universities, and trade schools
- 61 Health care offices, hospitals, and nursing care facilities
- 62 Child care services

Other service related industries

- 63 Performing arts centers, museums, historic sites
- 64 Hotels and restaurants
- 65 Auto repair and services
- 66 Member organizations (including religious, business and civic organizations, and labor unions)

Government

- 67 Local government
- 68 State government
- 69 Federal government
- 70 Armed Forces

- 99 Industry not listed (describe below)