

Wake Forest University Alumni Survey Results 2019

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Significant Differences Across Specific Responses

WFU Class of '13-14 vs WFU Class of '10-11

The maximum number of WFU alumni survey respondents from the class of 2013-14 to any one particular survey item is 204. Using the proportion which will yield the largest margin of error (50%), the minimum margin of error for WFU 2013-14 degree recipients is 6.8%.

The maximum number of WFU alumni survey respondents from the class of 2010-11 to any one particular survey item is 125. Using the proportion which will yield the largest margin of error (50%), the minimum margin of error for WFU 2010-11 degree recipients is 8.8%.

However, items identified here relied upon each item's actual number of responses and proportions when testing whether the differences in proportions between the groups, at the 95% confidence interval, included 0.0, (i.e. there was likely no difference).

In the analysis, post-stratified weights were used to correct for bias due to nonresponse and underrepresented groups in the population.

WFU Class of 2013-14 Alumni Survey Responses Differing Significantly from WFU Class of 2010-11

Question	2013-14	N*	2010-11	N*
Please indicate your plans for each of the following degrees or certificates:				
Plan for PhD		164		108
Degree you hope to attain in the future	5.5%		14.1%	
Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree with each.				
Satisfied with the opportunities to interact informally with faculty members		164		122
Strongly agree	42.5%		30.6%	
Nonclassroom interactions with faculty had positive influence on career goals		165		122
Neither agree nor disagree	16.7%		27.9%	
Strongly agree	48.9%		34.5%	
Nonclassroom interactions with faculty had positive influence on intellectual growth		165		122
Agree	31.0%		42.4%	
Strongly agree	53.6%		39.9%	
Developed a close, personal relationship with at least one faculty member		165		122
Neither agree nor disagree	10.4%		23.3%	
Agree	26.9%		17.1%	
Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often did you experience each?				
Faculty asked to point out any fallacies in ideas, principles, or points of view in course		147		124
Often	29.7%		45.7%	
Very often	34.7%		22.0%	
Faculty challenged my ideas in class		147		124
Often	35.4%		49.5%	
Very often	41.1%		32.0%	
Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you undertake each?				
Argued for or against a particular point of view and defended my argument		146		124
Sometimes	14.8%		26.8%	
Completed assignments or projects in which I solved problems		146		124
Rarely	2.0%		7.5%	
How often did you have the following experiences as an undergraduate at this institution?				
Had discussions about intergroup relations with students differing from you		143		123
Very often	15.6%		4.8%	
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?				
Civic engagement		138		123
Quite a bit	26.7%		40.1%	
Very much	32.9%		18.7%	
Intercultural knowledge and competence		139		123
Quite a bit	30.0%		39.4%	
Very much	33.7%		18.2%	
Ethical reasoning		139		123
Quite a bit	34.3%		47.3%	
Very much	42.3%		22.6%	
Information literacy		138		123
Quite a bit	28.6%		47.0%	
Very much	58.3%		43.4%	
Quantitative literacy		139		123
Quite a bit	30.0%		41.4%	
Very much	54.0%		39.8%	

*N is the post-stratified sample size.

Question	2013-14	N*	2010-11	N*
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?				
Teamwork		139		123
Some	14.1%		25.4%	
Very much	44.8%		38.2%	
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?				
Current career		139		124
Some	10.6%		26.3%	
Very much	44.6%		25.5%	
Responsibilities of post-undergraduate life		139		125
Very much	22.5%		10.4%	
Interpersonal relationships and family living		137		124
Very much	34.2%		19.2%	
How frequently did you participate in the following activities as an undergraduate at this institution?				
Community service		138		123
Very often	25.3%		10.4%	
Multicultural student groups		138		123
Never	31.7%		49.4%	
Often	12.8%		5.7%	
To what extent did your experience with each of the following as an undergraduate at this institution contribute to your learning and personal development?				
Community service		132		117
Very much	31.4%		15.7%	
Off-campus employment		56		42
Very little	12.5%		36.1%	
Political organizations or clubs		60		62
Some	33.9%		51.5%	
About how often do you currently engage in community service or volunteer work for organizations?		132		125
Less than once a year	16.0%		6.7%	
What effect has the amount of educational loans that you may have borrowed to attend Wake Forest had on your post-college plans?		129		124
Not applicable / no loans borrowed	53.8%		21.6%	
None	4.7%		43.6%	
If you could make your college choice over, would you still choose to enroll at Wake Forest?		128		124
Probably yes	29.7%		42.6%	
Definitely yes	59.2%		49.2%	
How important was student-faculty engagement to your overall student experience?		129		125
Somewhat important	11.5%		34.9%	
Important	26.5%		16.3%	
Very important	58.7%		43.5%	
How well do you feel your liberal arts education prepared you for leading a life of meaning and purpose after graduation?		129		125
Prepared me somewhat	6.9%		20.9%	
Prepared me very well	59.0%		33.8%	
To what extent did you have a person at Wake Forest you would consider your mentor?		129		125
Somewhat	20.2%		32.0%	
Very significant	40.4%		25.0%	
How valuable was the mentoring experience for you at Wake Forest?		129		124
Somewhat	12.7%		22.0%	
Very significant	40.3%		26.6%	

*N is the post-stratified sample size.

Question	2013-14	N*	2010-11	N*
To what extent did your college education enhance your understanding of international cultures and societies?		129		120
Not at all	7.5%		2.2%	
If you studied abroad while a student at Wake Forest, how satisfied were you with the quality of the academic experience?		78		79
Satisfied	26.4%		42.0%	
Very satisfied	68.2%		56.2%	

*N is the post-stratified sample size.

Significant Differences Across Specific Responses

WFU Class of '13-14 vs Private Institutions

The maximum number of WFU class of 2013-14 survey respondents to any one particular survey item is 207. Using the portion which will yield the largest margin of error (50%), the minimum margin of error for WFU 2013-14 degree recipients is 6.8%.

The maximum number of survey respondents from other private institutions to any one particular survey item is 13,541. Using the portion which will yield the largest margin of error (50%), the minimum margin of error for 2013-14 degree recipients from other private institutions is 0.8%.

However, items identified here relied upon each item's actual number of responses and proportions when testing whether the differences in proportions between the groups, at the 95% confidence interval, included 0.0, (i.e. there was likely no difference).

In the analysis, post-stratified weights were **not** used to correct for bias due to nonresponse and underrepresented groups in the population.

WFU Class of 2013-14 Alumni Survey Responses Differing
Significantly from Other Private Institutions

Question	WFU	N	Priv.	N
Please indicate which of the following describes your current primary activity:		207		13541
Employed, full-time	79.7%		73.6%	
Please indicate your plans for each of the following degrees or certificates:				
Second Bachelor's Degree		164		10750
Do not plan to pursue	98.2%		91.6%	
Degree received	1.8%		5.0%	
Degree you hope to attain in the future	0.0%		2.6%	
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)		179		11478
Do not plan to pursue	60.9%		52.8%	
Currently enrolled or working toward	3.4%		7.9%	
Degree you hope to attain in the future	11.7%		17.5%	
Master of Business Administration (MBA)		168		10667
Do not plan to pursue	61.9%		75.4%	
Degree you hope to attain in the future	31.5%		17.8%	
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)		170		10666
Do not plan to pursue	87.1%		79.1%	
Currently enrolled or working toward	1.8%		4.2%	
Law Degree (JD or LLB)		166		10395
Degree received	9.6%		3.7%	
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)		167		10403
Degree received	7.8%		3.2%	
PhD		167		10590
Do not plan to pursue	88.6%		77.1%	
Degree you hope to attain in the future	5.4%		14.2%	
Please indicate whether each of the following descriptions applies to your current job.		121		9005
Pays health insurance benefits	90.9%		82.3%	
At what point did you secure your first paying job after graduating from this institution?		136		10290
While enrolled as an undergraduate	44.1%		34.2%	
During the first six months after graduation	30.1%		40.0%	
Please indicate whether each of the following descriptions applied to your first paying job after you graduated from this institution.		101		7827
Required me to use skills I gained as an undergraduate	72.3%		62.1%	
Paid health insurance benefits	75.2%		53.2%	
Has opportunity for upward mobility	58.4%		39.0%	
Continued until I wished to leave	78.2%		69.4%	
Was in a desirable location	74.3%		63.9%	
At the time you graduated, what was the total amount that you and/or your family borrowed to finance your undergraduate education at this institution?		134		10203
No loans	55.2%		34.9%	
\$10,000–\$14,999	0.7%		3.6%	
\$15,000–\$19,999	0.7%		4.8%	
\$20,000–\$29,999	5.2%		10.4%	
\$30,000–\$39,999	4.5%		8.5%	
\$40,000–\$49,999	0.7%		5.8%	
\$50,000–\$59,999	2.2%		5.1%	
Please indicate the extent to which you agree or disagree with each. Most faculty with whom I had contact at this institution were:				
Genuinely interested in students		183		12205
Agree	42.1%		31.7%	
Strongly agree	53.0%		64.9%	

Question	WFU	N	Priv.	N
Please indicate the extent to which you agree or disagree with each:				
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes		170		12076
Agree	26.5%		35.4%	
Strongly agree	53.0%		48.0%	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations		170		12060
Agree	29.0%		33.0%	
Strongly agree	48.2%		39.9%	
About how often did you experience each?				
Faculty posed challenging ideas in class		151		11458
Very often	57.0%		46.5%	
About how often did you undertake the following:				
Completed assignments or projects in which I solved problems		150		11439
Very often	48.0%		37.2%	
Compared or contrasted topics or ideas from a course		150		11397
Sometimes	16.0%		23.4%	
Often	48.0%		42.0%	
Argued for or against a particular point of view and defended my argument		150		11411
Sometimes	15.3%		25.7%	
Often	39.0%		35.0%	
Very often	37.0%		32.0%	
How often did you have the following experiences as an undergraduate at this institution?				
Attended a debate or lecture on a current political issue		147		11203
Never	4.8%		10.0%	
Had serious discussions with students whose political, social, or religious opinions were different from your own		147		11179
Never	1.4%		5.1%	
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?				
Quantitative literacy		143		10731
Some	13.3%		19.6%	
Very much	52.4%		41.5%	
Effective speaking		143		10742
Some	16.8%		23.3%	
Very much	44.0%		37.0%	
Teamwork		143		10743
Some	14.0%		22.4%	
Very much	45.5%		36.6%	
How frequently did you participate in the following activities as an undergraduate at this institution?				
Intercollegiate athletics		142		10443
Often	11.3%		5.0%	
Very often	12.0%		18.9%	
Intramural or club sports		142		10469
Never	21.1%		45.0%	
Very often	26.8%		14.2%	
Performing arts/music		142		10455
Very often	12.0%		18.0%	
Community service		142		10459
Never	2.8%		13.6%	
Rarely	12.7%		19.3%	
Often	29.6%		19.3%	
Very often	24.6%		13.0%	
Sorority/fraternity		141		10462
Never	31.9%		72.5%	
Often	12.8%		4.4%	
Very often	44.7%		16.1%	

Question	WFU	N	Priv.	N
Religious groups		142		10460
Never	43.0%		57.3%	
Very often	14.8%		7.8%	
Internships (paid or unpaid)		142		10466
Never	23.2%		37.5%	
Very often	21.8%		13.3%	
Service organizations (on or off campus)		142		10450
Never	12.7%		26.0%	
Often	26.1%		16.5%	
Multicultural student groups		142		10456
Never	30.3%		42.9%	
Rarely	28.9%		20.7%	
Study abroad		141		10462
Never	39.0%		50.5%	
Very often	23.0%		17.0%	
On-campus employment		142		10465
Never	46.5%		28.2%	
Very often	24.6%		38.0%	
Off-campus employment		142		10450
Never	61.0%		56.0%	
Often	4.2%		9.8%	
To what extent did your experience with each of the following as an undergraduate at this institution contribute to your learning and personal development?				
Student or campus government		54		3613
Some	46.3%		32.6%	
Intramural or club sports		107		5549
Very little	24.3%		32.9%	
Student publications		55		4150
Some	56.4%		37.2%	
Performing arts/music		89		6035
Quite a bit	31.5%		20.8%	
Very much	15.7%		27.0%	
Community service		136		8744
Very little	8.8%		14.9%	
Some	26.5%		37.4%	
Very much	32.4%		20.0%	
Sorority/fraternity		94		2763
Very little	8.5%		15.7%	
Religious groups		79		4306
Very little	16.5%		27.4%	
Service organizations (on or off campus)		121		7462
Some	27.3%		36.5%	
Off-campus employment		56		4471
Some	39.3%		26.3%	
Quite a bit	12.5%		25.1%	
Other		6		490
Very little	0.0%		8.6%	
Some	0.0%		10.2%	
How connected do you feel to this institution?		138		10332
Very little connection	4.3%		10.1%	
Some connection	29.7%		42.3%	
Very strong connection	65.2%		46.1%	

Question	WFU	N	Priv.	N
Overall, how satisfied have you been with your undergraduate education at this institution?		137		10333
Very satisfied	65.0%		54.9%	
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?				
Graduate or professional school		138		10344
Some	8.7%		16.6%	
Very much	58.7%		46.0%	
Current career		142		10636
Some	11.3%		25.3%	
Very much	45.1%		32.3%	
Interpersonal relationships and family living		141		10655
Very much	34.8%		26.2%	
Responsibilities of post-undergraduate life (e.g., managing finances, maintaining health, creating a home)		143		10684
Very little	20.3%		32.2%	
Very much	21.0%		12.9%	

Significant Differences Across Specific Responses by Gender

The maximum number of WFU class of 2013-14 male survey respondents to any one particular survey item is 89. Using the proportion which will yield the largest margin of error (50%), the minimum margin of error for WFU male respondents is 10.4%.

The maximum number of WFU class of 2013-14 female survey respondents to any one particular survey item is 115. Using the proportion which will yield the largest margin of error (50%), the minimum margin of error for WFU female respondents is 9.1%.

However, items identified here relied upon each item's actual number of responses and proportions when testing whether the differences in proportions between the groups, at the 95% confidence interval, included 0.0, (i.e. there was likely no difference).

In the analysis, post-stratified weights were used to correct for bias due to nonresponse and underrepresented groups in the population.

WFU Class of 2013-14 Alumni Survey Responses

Differing Significantly by Gender

Question	Men	N*	Women	N*
Please indicate your plans for each of the following degrees or certificates:				
Plan for Master of Business Administration (MBA)		74		91
Do not plan to pursue	47.7%		72.4%	
Degree you hope to attain in the future	46.2%		20.7%	
Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.				
Nonclassroom interactions with faculty had positive influence on intellectual growth		74		91
Agree	39.8%		23.8%	
Strongly agree	40.9%		64.0%	
Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you undertake each?				
Argued for or against a particular point of view and defended my argument		64		82
Rarely	1.8%		13.0%	
Compared or contrasted topics or ideas from a course		64		82
Often	37.7%		56.3%	
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?				
Critical thinking		62		78
Quite a bit	35.5%		18.9%	
Very much	57.7%		77.1%	
Ethical reasoning		62		78
Some	30.5%		11.6%	
Quite a bit	26.4%		40.6%	
Careful reading		62		78
Some	19.1%		7.0%	
Very much	43.2%		64.6%	
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?				
Social and civic involvement		62		76
Very little	12.3%		2.8%	
Quite a bit	26.4%		43.9%	
Responsibilities of post-undergraduate life		62		78
Very much	30.9%		15.8%	
How frequently did you participate in the following activities as an undergraduate at this institution?				
Performing arts/music		61		78
Very often	5.6%		15.5%	
Intercollegiate athletics		61		78
Very often	19.9%		7.3%	
Sorority/fraternity		60		78
Often	3.8%		18.5%	
Independent study		61		78
Never	39.4%		56.7%	
Intramural or club sports		61		78
Never	9.3%		27.8%	
Very often	41.7%		16.8%	
On-campus employment		61		78
Rarely	14.8%		3.4%	
Service organizations (on or off campus)		61		78
Never	20.4%		6.6%	
Often	14.8%		33.4%	
Study abroad		60		78
Never	51.9%		31.4%	
Often	10.8%		25.3%	

*N is the post-stratified sample size.

Question	Men	N*	Women	N*
Student or campus government		61		78
Never	49.1%		68.2%	
To what extent did your experience with each of the following as an undergraduate at this institution contribute to your learning and personal development?				
Intercollegiate athletics		24		27
Some	14.0%		41.0%	
Very much	55.8%		19.9%	
Community service		58		75
Very much	19.5%		40.5%	
Work with faculty on research		36		42
Quite a bit	9.5%		27.5%	
Independent study		37		33
Very little	30.5%		9.6%	
Intramural or club sports		55		51
Very much	32.1%		13.0%	
On-campus employment		28		41
Very little	32.7%		8.1%	
Service organizations (on or off campus)		48		70
Very little	30.8%		5.2%	
Very much	14.0%		35.5%	
At what point did you secure your first paying job after graduating from this institution?				
While enrolled as an undergraduate	55.5%	61	35.6%	72
During the second six months after graduation	1.9%		11.2%	
Please indicate whether each of the following descriptions applied to your first paying job after you graduated from this institution.				
Paid enough to support my desired lifestyle		45		54
Selected this response option	72.7%		41.9%	
Had opportunity for upward mobility		45		54
Selected this response option	73.3%		47.9%	
Please indicate whether each of the following descriptions applies to your current job.				
Allows me to continue to grow and learn		54		65
Selected this response option	95.8%		85.7%	
Pays enough to support my desired lifestyle		54		65
Selected this response option	92.2%		63.9%	
Is in a desirable location		54		65
Selected this response option	92.2%		79.7%	
Has opportunity for upward mobility		54		65
Selected this response option	90.1%		68.3%	
How important was student-faculty engagement to your overall student experience?				
Very important	46.6%	57	68.4%	72
Indicate below the category of the one individual who was your mentor at Wake Forest.				
Professor	46.6%	57	65.8%	72
Administrator / staff	21.1%		14.4%	
Other	7.8%		1.4%	
What course(s), if any, did you take for credit overseas while a student at Wake Forest?				
A non-Wake Forest program	11.3%	57	31.0%	72
None	59.8%		31.3%	

*N is the post-stratified sample size.

Significant Differences Across Specific Responses by Race

The maximum number of WFU class of 2013-14 white survey respondents to any one particular survey item is 160. Using the proportion which will yield the largest margin of error (50%), the minimum margin of error for WFU white respondents is 7.7%.

The maximum number of WFU 2013-14 Under-Represented Minority (URM) survey respondents to any one particular survey item is 44. Using the proportion which will yield the largest margin of error (50%), the minimum margin of error for WFU URM respondents is 14.8%.

However, items identified here relied upon each item's actual number of responses and proportions when testing whether the differences in proportions between the groups, at the 95% confidence interval, included 0.0, (i.e. there was likely no difference).

In the analysis, post-stratified weights were used to correct for bias due to nonresponse and underrepresented groups in the population.

WFU Class of 2013-14 Alumni Survey Responses Differing Significantly by Race

Question	White	N*	URM	N*
Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.				
Nonclassroom interactions with faculty had positive influence on career goals		134		32
Neither agree nor disagree	13.3%		31.5%	
Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often did you experience each?				
Faculty posed challenging ideas in class		120		27
Very often	62.1%		40.5%	
How often did you have the following experiences as an undergraduate at this institution?				
Had serious discussions with other students about different lifestyles or customs		116		27
Very often	16.3%		38.1%	
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?				
Social and civic involvement		112		26
Very little	4.0%		20.2%	
How frequently did you participate in the following activities as an undergraduate at this institution?				
Multicultural student groups		112		27
Never	37.3%		8.1%	
Very often	2.9%		25.3%	
Work with faculty on research		112		27
Often	13.2%		2.4%	
Intramural or club sports		112		27
Often	20.7%		7.6%	
Off-campus employment		112		27
Sometimes	17.8%		2.4%	
On-campus employment		112		27
Never	54.7%		21.9%	
To what extent did your experience with each of the following as an undergraduate at this institution contribute to your learning and personal development?				
Internships (paid or unpaid)		82		21
Some	21.6%		5.3%	
Service organizations (on or off campus)		95		23
Very much	30.1%		12.6%	
Student or campus government		42		12
Very little	38.3%		13.4%	
How connected do you feel to this institution?				
Very strong connection	70.6%	109	43.1%	26
Please indicate whether each of the following descriptions applies to your current job.				
Is likely to continue until I wish to leave		96		22
Selected this response option	94.7%		73.7%	
Is work I find meaningful		96		22
Selected this response option	85.8%		62.6%	
About how often do you currently engage in community service or volunteer work for organizations?				
Once or twice a year	26.6%	108	9.5%	25
At the time you graduated, what was the total amount that you and/or your family borrowed to finance your undergraduate education at this institution?				
No loans	61.6%	106	38.9%	25

*N is the post-stratified sample size.

Question	White	N*	URM	N*
How important was fiancial aid in your decision to enroll at Wake Forest?		105		23
Not at all important	58.1%		28.5%	
Very important	23.9%		54.0%	
What effect has the amount of educational loans that you may have borrowed to attend Wake Forest had on your post-college plans?		105		25
Very significant	12.0%		33.3%	
How valuable was the mentoring experience for you at Wake Forest?		105		25
Somewhat	15.0%		2.9%	

*N is the post-stratified sample size.

Longitudinal Graphs of WFU Custom Questions

Class of 2001-02 Survey average $n \approx 165$
Class of 2004-05 Survey average $n \approx 229$
Class of 2007-08 Survey average $n \approx 207$
Class of 2010-11 Survey average $n \approx 123$
Class of 2013-14 Survey average $n \approx 125$

Alumni Survey

WFU Custom Questions

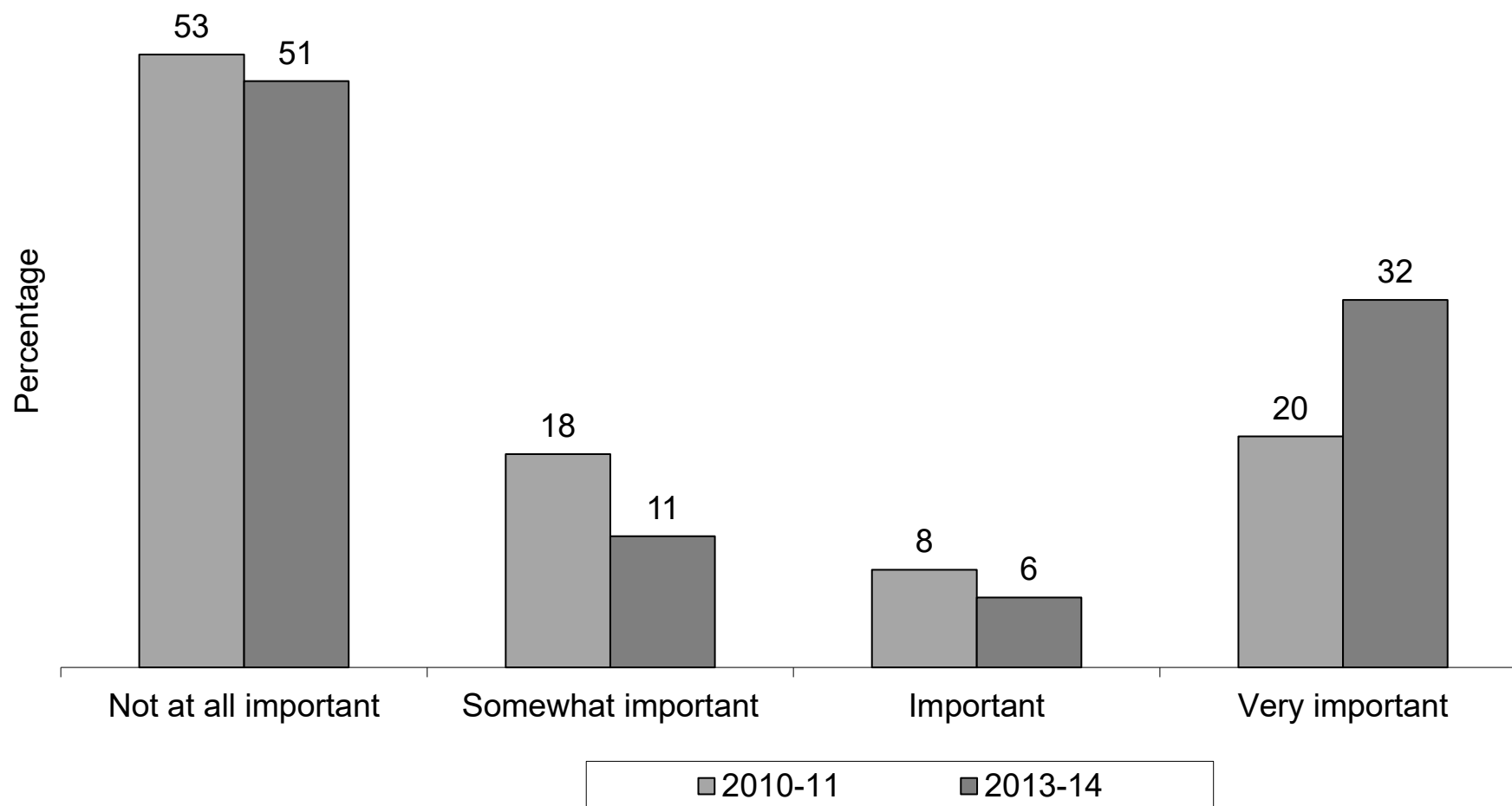
Question	WFU '13-14 N	WFU '10-11 N	WFU '07-08 N	WFU '04-05 N
How important was financial aid in your decision to enroll at Wake Forest?	132	130		
Not at all important	50.8%	53.1%		
Somewhat important	11.4%	18.5%		
Important	6.1%	8.5%		
Very important	31.8%	20.0%		
What effect has the amount of educational loans that you may have borrowed to attend Wake Forest had on your post-college plans?	133	129		
Not applicable	51.9%	21.7%		
None	5.3%	44.2%		
Some	12.8%	17.8%		
Significant	12.8%	7.8%		
Very Significant	17.3%	8.5%		
If you could make your college choice over, would you still choose to enroll at Wake Forest?	132	130	222	
Definitely no	2.3%	0.0%	1.4%	
Probably no	9.1%	9.2%	11.3%	
Probably yes	28.8%	42.3%	25.2%	
Definitely yes	59.9%	48.5%	62.2%	
How important was student-faculty engagement to your overall student experience?	133	131		
Not at all important	3.0%	3.8%		
Somewhat important	11.3%	32.8%		
Important	25.6%	19.1%		
Very important	60.2%	44.3%		

Question	WFU '13-14 N	WFU '10-11 N	WFU '07-08 N	WFU '04-05 N
How well do you feel your liberal arts education prepared you for leading a life of meaning and purpose after graduation? Did not prepare me at all Prepared me somewhat Prepared me well Prepared me very well	133	131		
	1.5%	2.3%		
	6.8%	19.9%		
	33.1%	42.0%		
	58.7%	35.9%		
To what extent did you have a person at Wake Forest you would consider your mentor? Not at all Somewhat Significant Very significant	133	131	219	257
	18.8%	22.1%	19.2%	25.3%
	20.3%	32.1%	29.2%	34.6%
	20.3%	20.6%	25.1%	19.5%
	40.6%	25.2%	26.5%	20.6%
Indicate below the category of the one individual who was your mentor at Wake Forest. Professor Administrator / Staff Alumni Other Not applicable	133	130	221	252
	57.1%	51.5%	59.3%	62.3%
	18.1%	14.6%	13.6%	10.3%
	2.3%	2.3%	2.3%	1.2%
	3.8%	6.2%	5.4%	3.2%
	18.8%	25.4%	19.5%	23.0%
How valuable was the mentoring experience for you at Wake Forest? Not at all Somewhat Significant Very significant Not applicable	133	130	222	257
	3.0%	3.9%	4.1%	6.2%
	12.8%	20.8%	21.6%	31.5%
	26.3%	27.7%	29.3%	21.8%
	40.6%	26.9%	29.7%	19.5%
	17.3%	20.8%	15.3%	21.0%

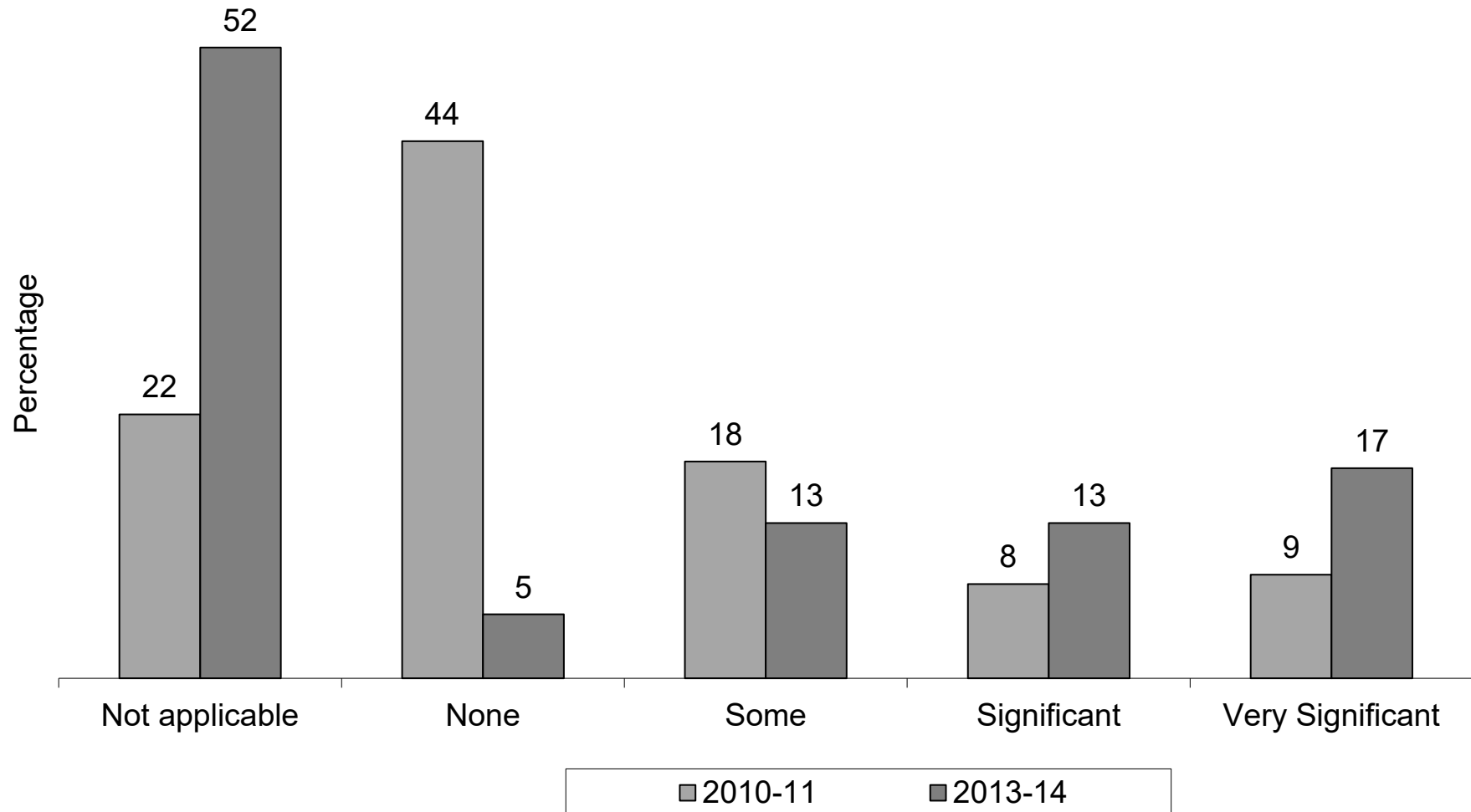
Question	WFU '13-14 N	WFU '10-11 N	WFU '07-08 N	WFU '04-05 N
To what extent did your college education enhance your understanding of international cultures and societies?	133	126	222	260
Not at all	7.5%	1.6%	2.3%	2.3%
Very little	9.0%	13.5%	6.8%	17.3%
Unsure	5.3%	4.0%	5.9%	6.5%
Somewhat	37.6%	45.2%	42.8%	39.2%
A great deal	40.6%	35.7%	42.3%	34.6%
What course(s), if any, did you take for credit overseas while a student at Wake Forest?	133	125	222	258
Wake Forest year or semester program	17.3%	17.6%	26.1%	17.4%
Wake Forst other program	12.0%	11.2%	9.5%	6.6%
A non-Wake Forest program	22.6%	32.8%	27.9%	26.7%
More than one of the above	6.0%	6.4%	4.1%	4.3%
None	42.1%	32.0%	32.4%	45.0%
If you studied abroad while a student at Wake Forest, how do you regard this experience as a part of your education?	86	90	148	141
Very insignificant	7.0%	5.6%	10.1%	7.1%
Insignificant	4.7%	3.3%	0.7%	3.5%
Significant	15.1%	24.4%	13.5%	12.8%
Very significant	73.3%	66.7%	75.7%	76.6%

Question	WFU '13-14 N	WFU '10-11 N	WFU '07-08 N	WFU '04-05 N
If you studied abroad while a student at Wake Forest, how satisfied were you with the quality of the academic experience?	81	88	148	143
Very dissatisfied	1.2%	0.0%	1.4%	0.0%
Dissatisfied	3.7%	3.4%	2.7%	0.7%
Satisfied	27.2%	42.1%	25.7%	35.0%
Very satisfied	67.9%	54.6%	70.3%	64.3%
How satisfied were you with social life on the Wake Forest Campus?	129	129	222	
Very dissatisfied	2.3%	3.9%	2.3%	
Dissatisfied	7.8%	8.5%	5.4%	
Neither dissatisfied nor satisfied	5.4%	11.6%	10.8%	
Satisfied	45.7%	38.0%	42.8%	
Very satisfied	38.8%	38.0%	38.7%	
As you consider the organizations and causes that you support financially, please choose the most descriptive phrase below.	132	126	220	261
Wake Forest is my top philanthropic priority	10.6%	10.3%	8.2%	5.4%
I support Wake Forest and one or two other organizations as my top priorities	29.6%	28.6%	29.6%	26.1%
Wake Forest is one of many organizations to which I make charitable gifts	25.8%	24.6%	21.8%	22.2%
I do not support Wake Forest financially	34.1%	36.5%	40.5%	46.4%

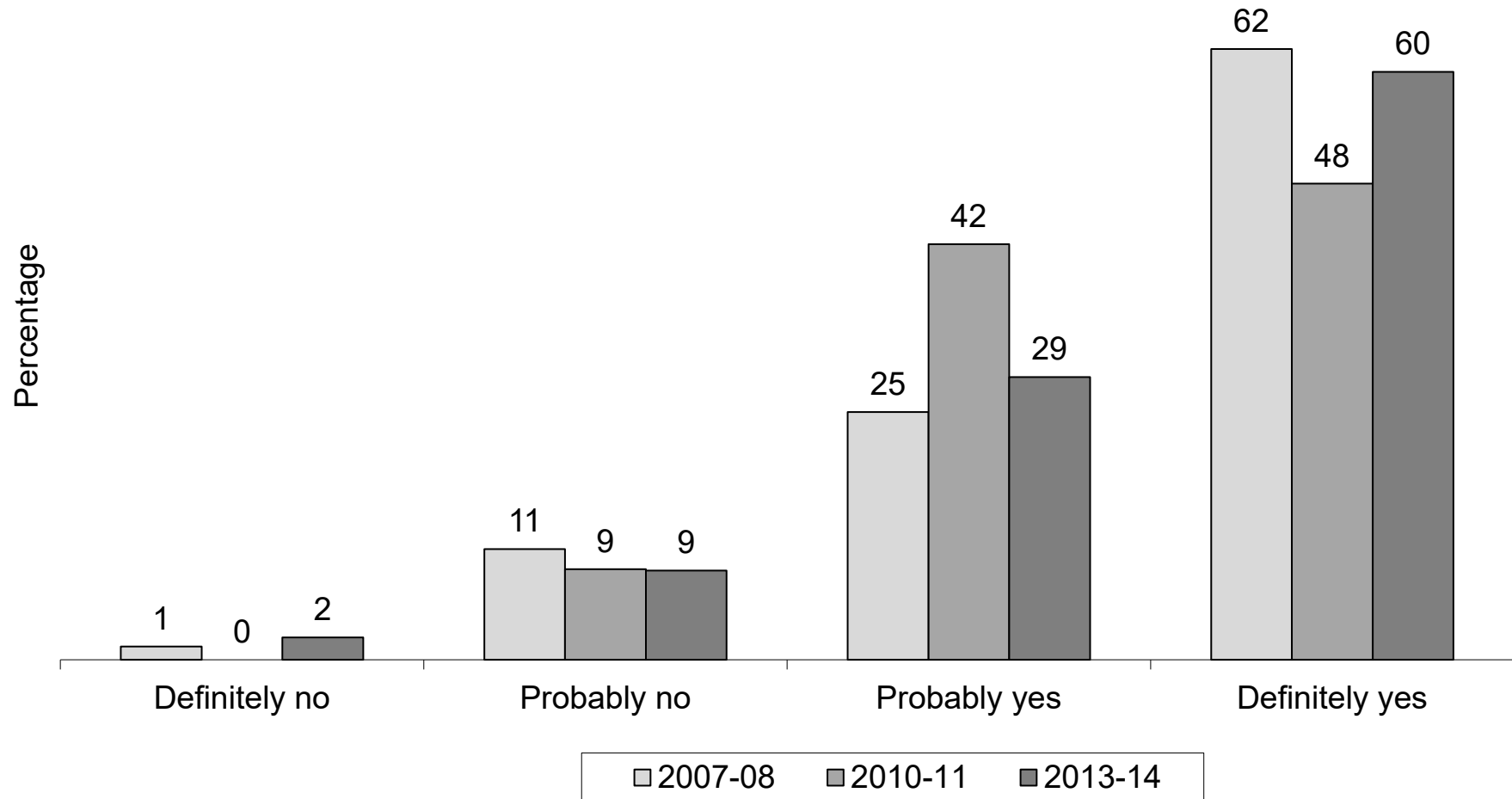
How important was financial aid in your decision to enroll at Wake Forest?



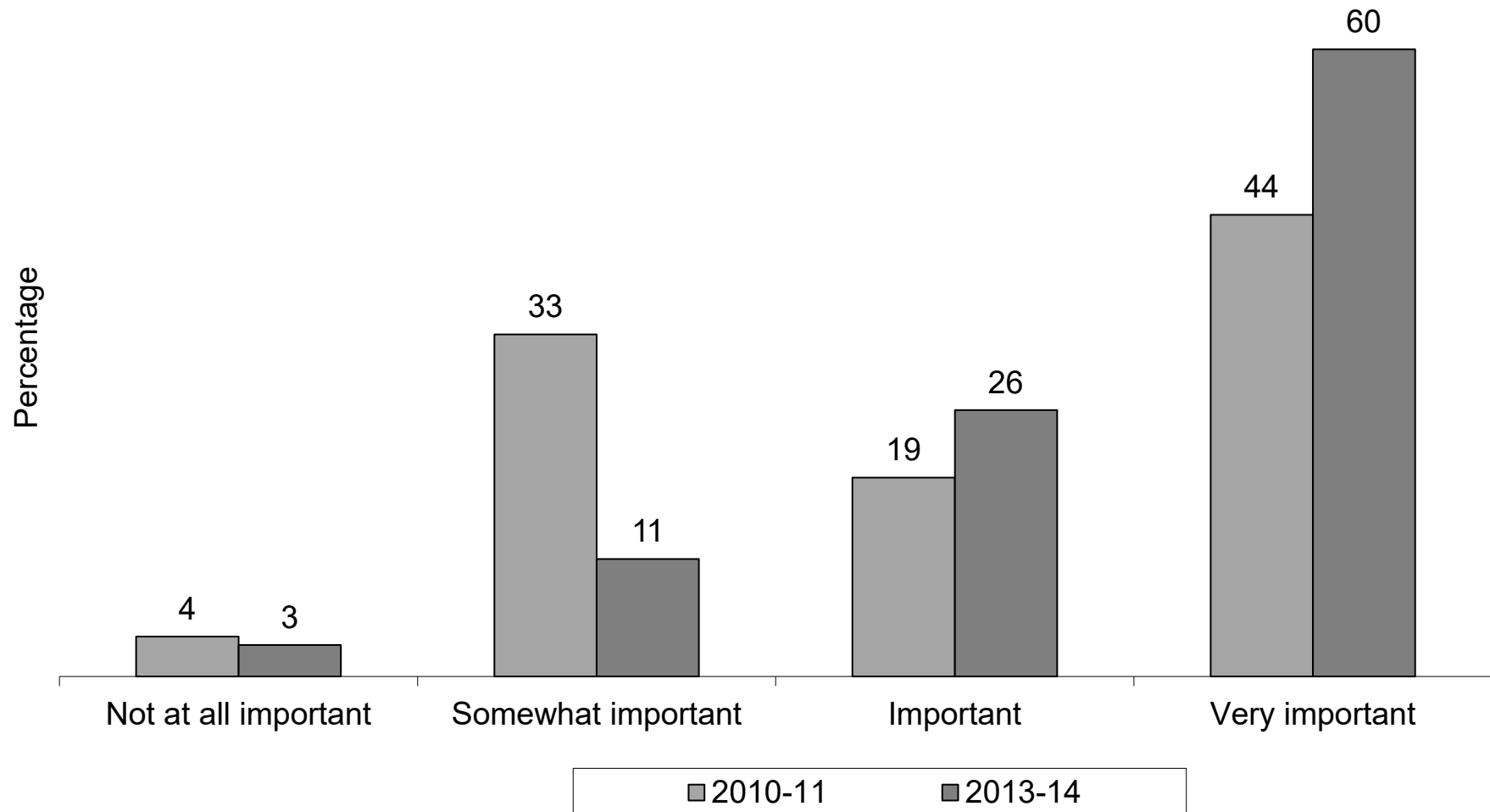
What effect has the amount of educational loans that you may have borrowed to attend Wake Forest had on your post-college plans?



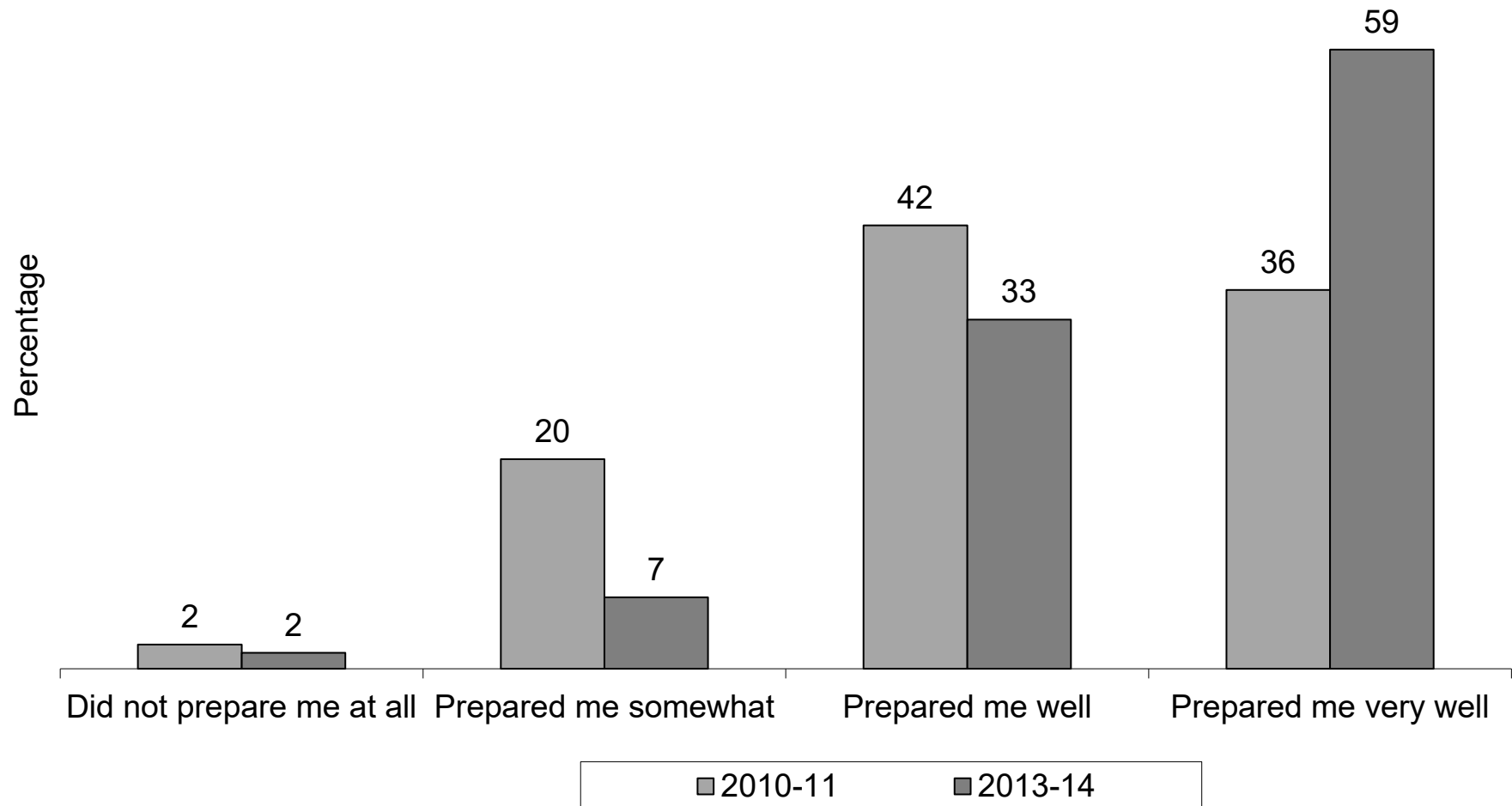
If you could make your college choice over, would you still choose to enroll at Wake Forest?



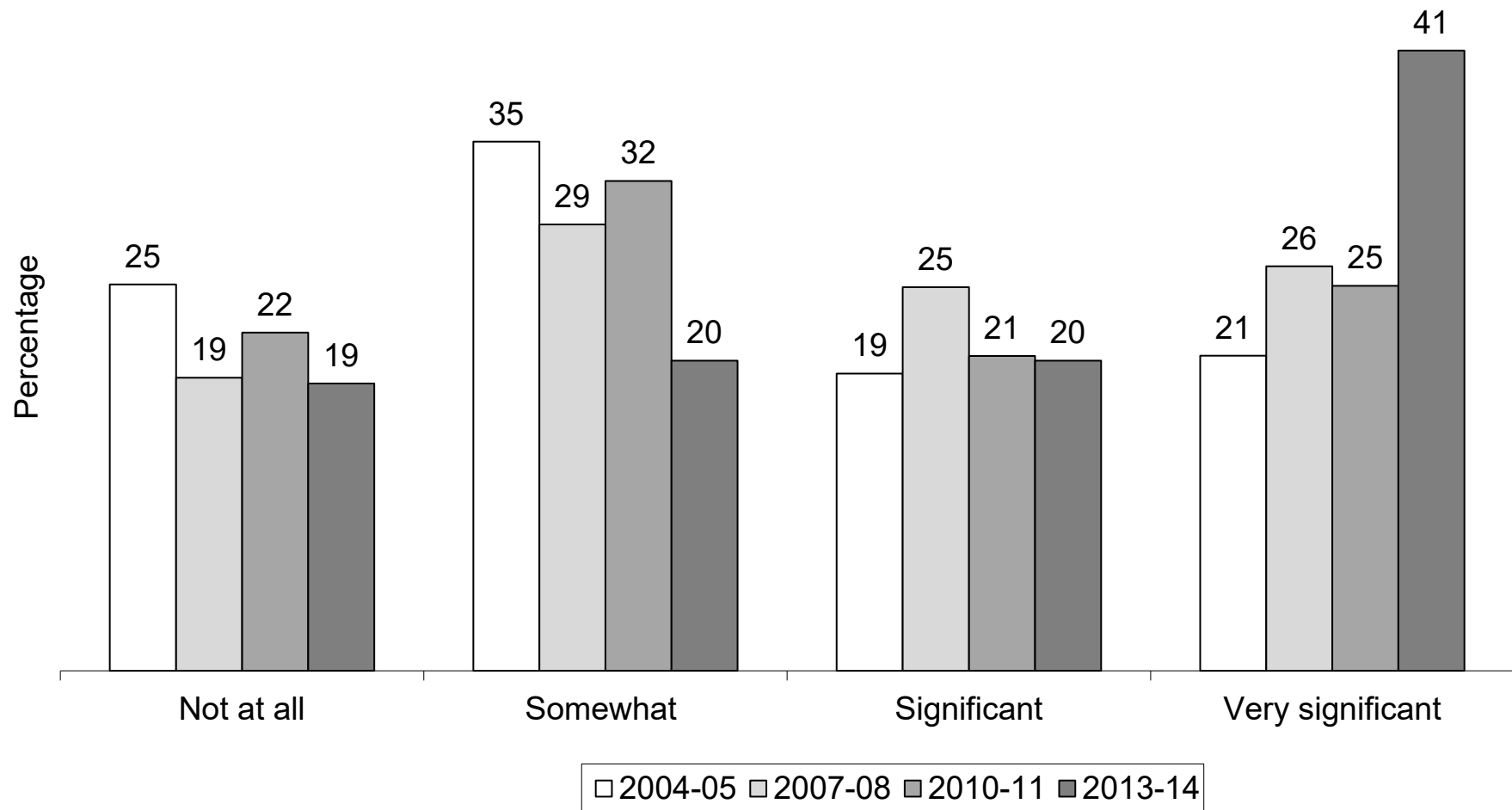
How important was student-faculty engagement to your overall student experience?



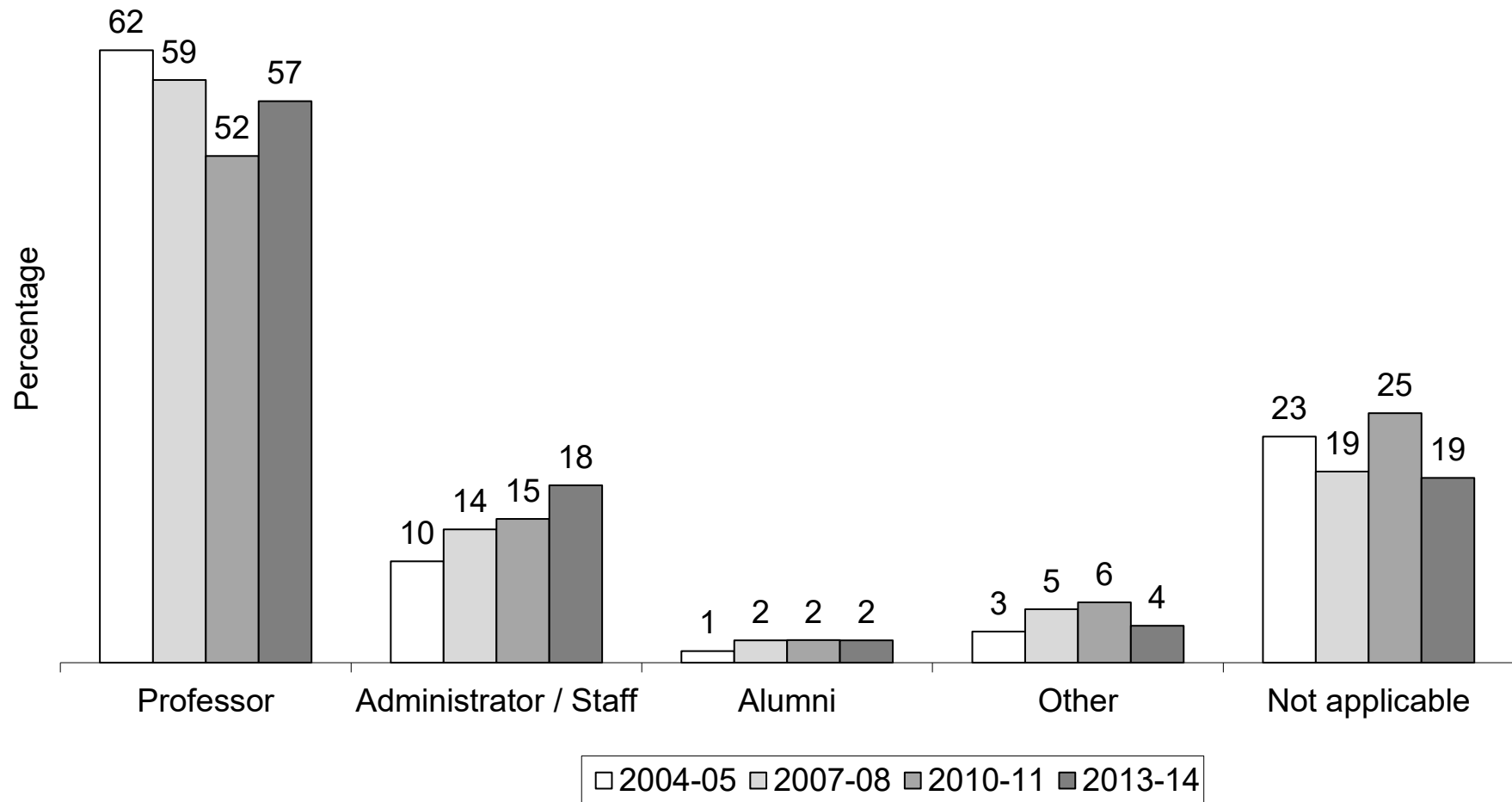
How well do you feel your liberal arts education prepared you for leading a life of meaning and purpose after graduation?



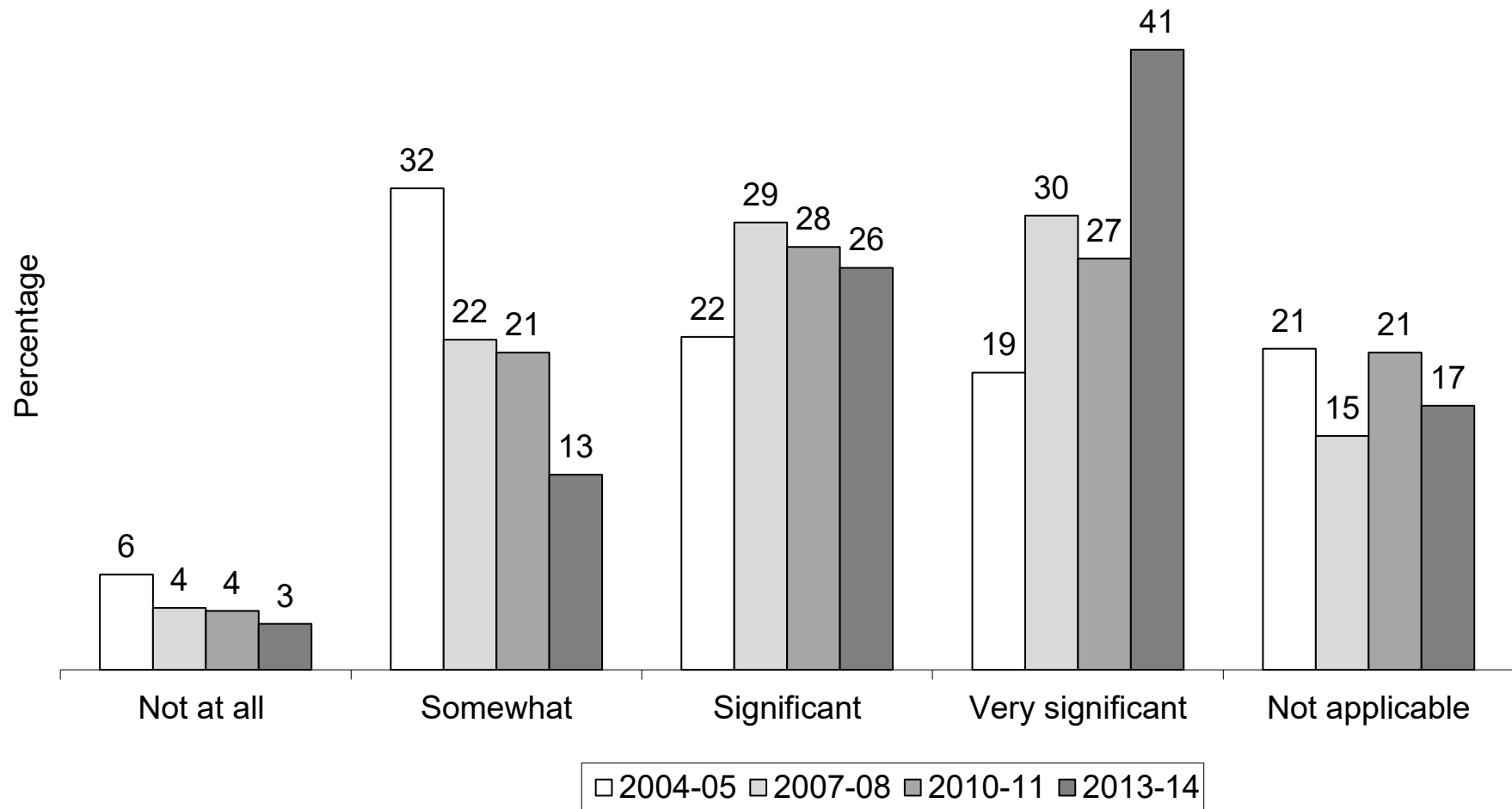
To what extent did you have a person at Wake Forest you would consider your mentor?



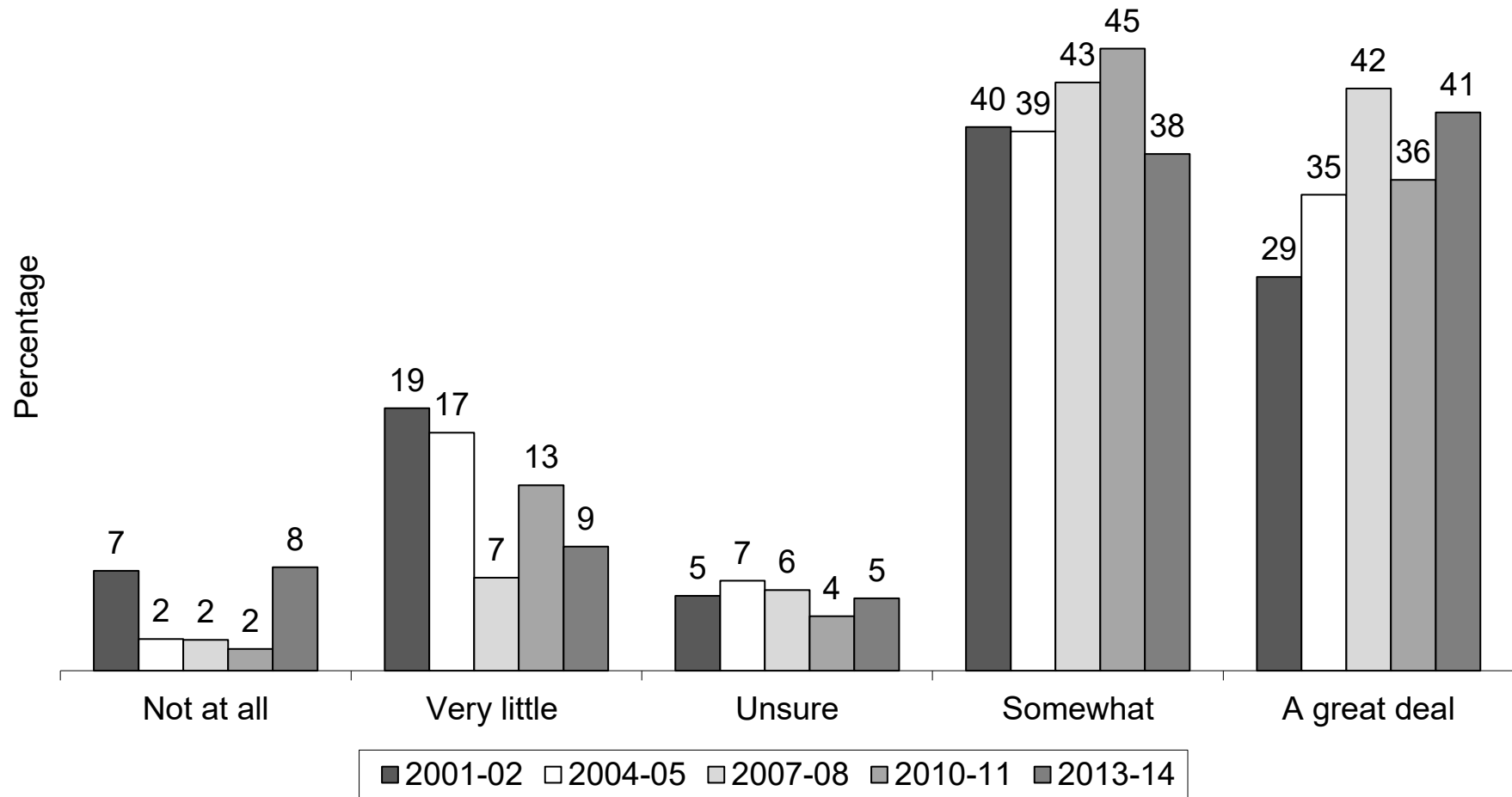
Indicate below the category of the one individual who was your mentor at Wake Forest.



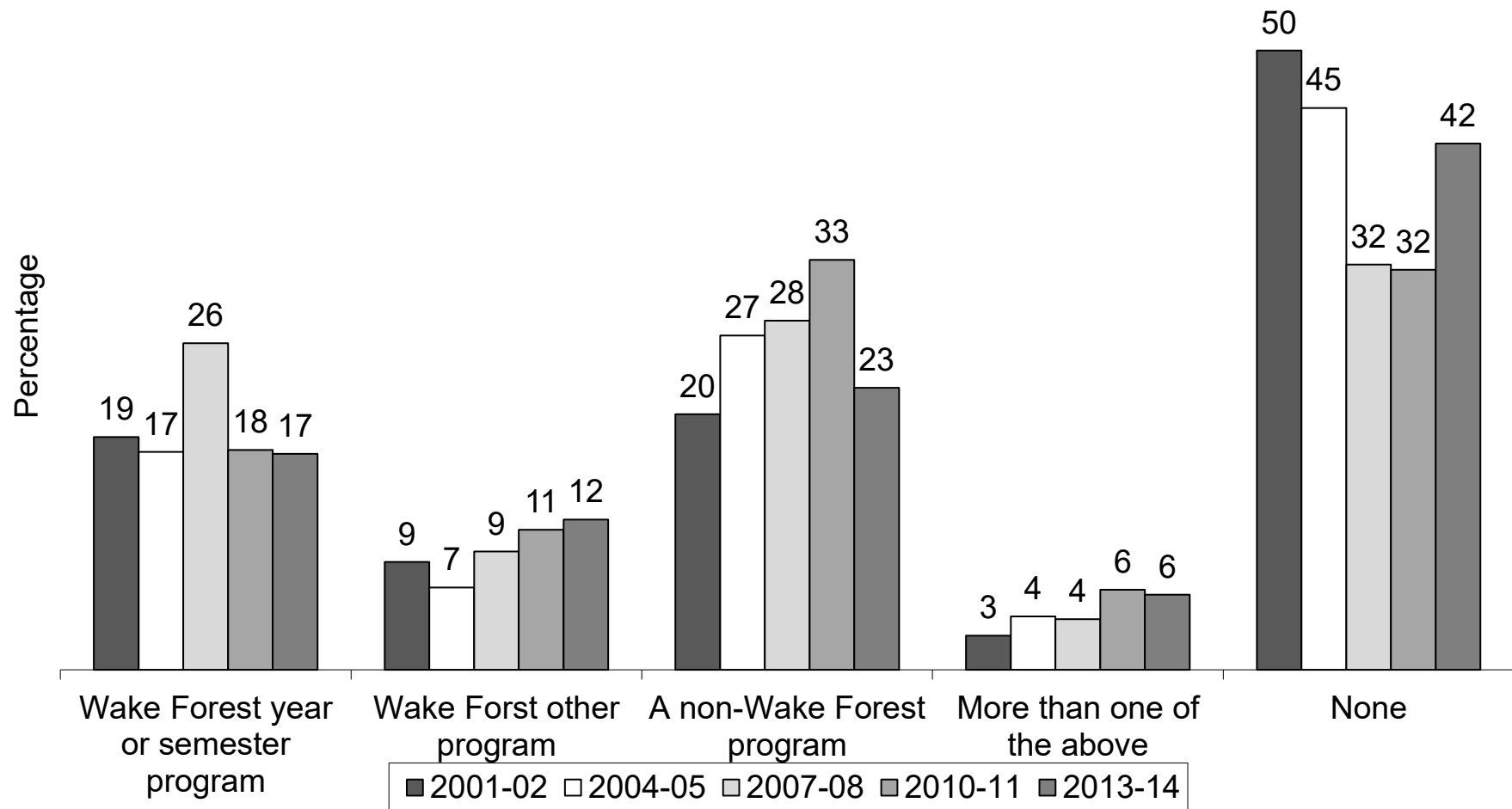
How valuable was the mentoring experience for you at Wake Forest?



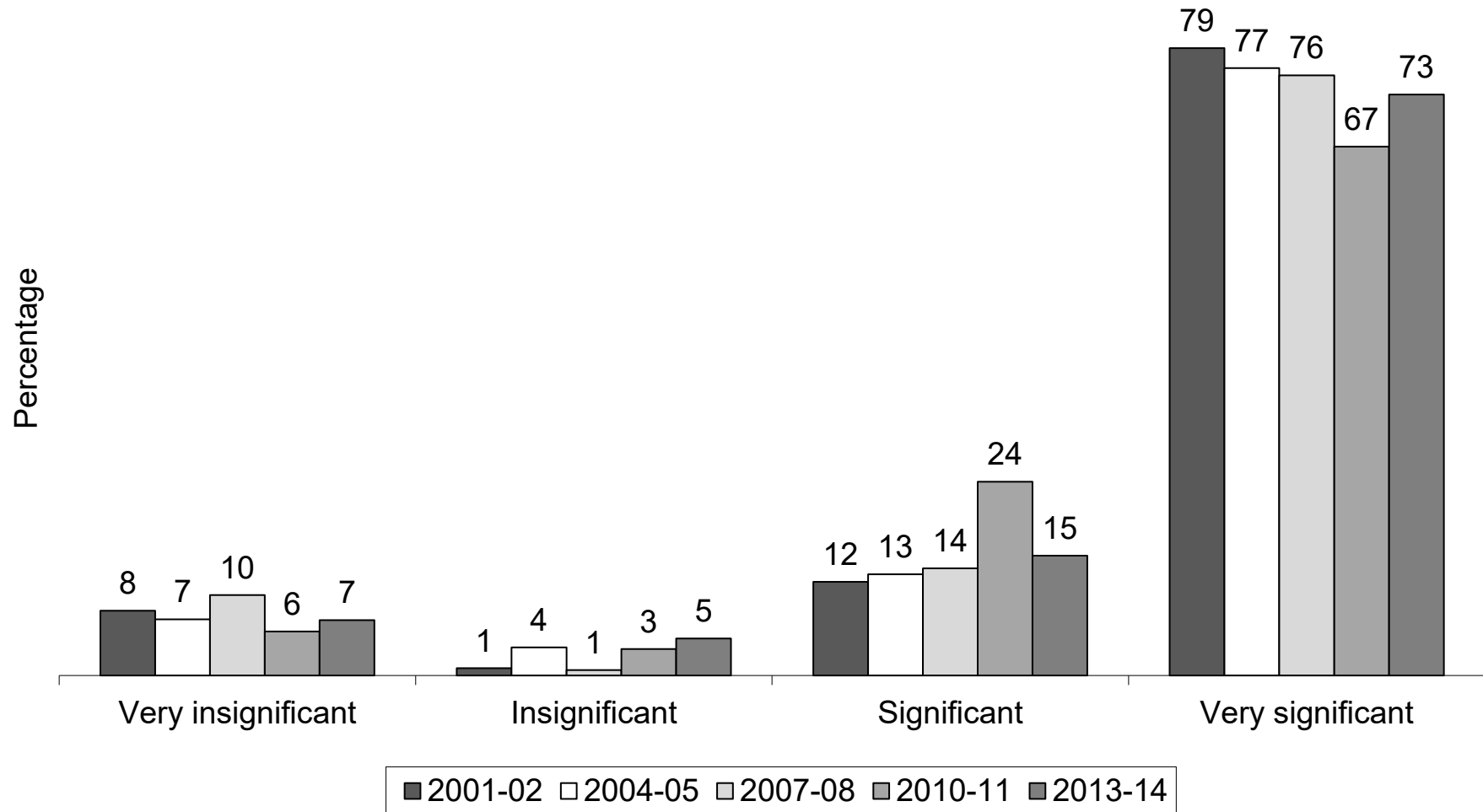
To what extent did your college education enhance your understanding of international cultures and societies?



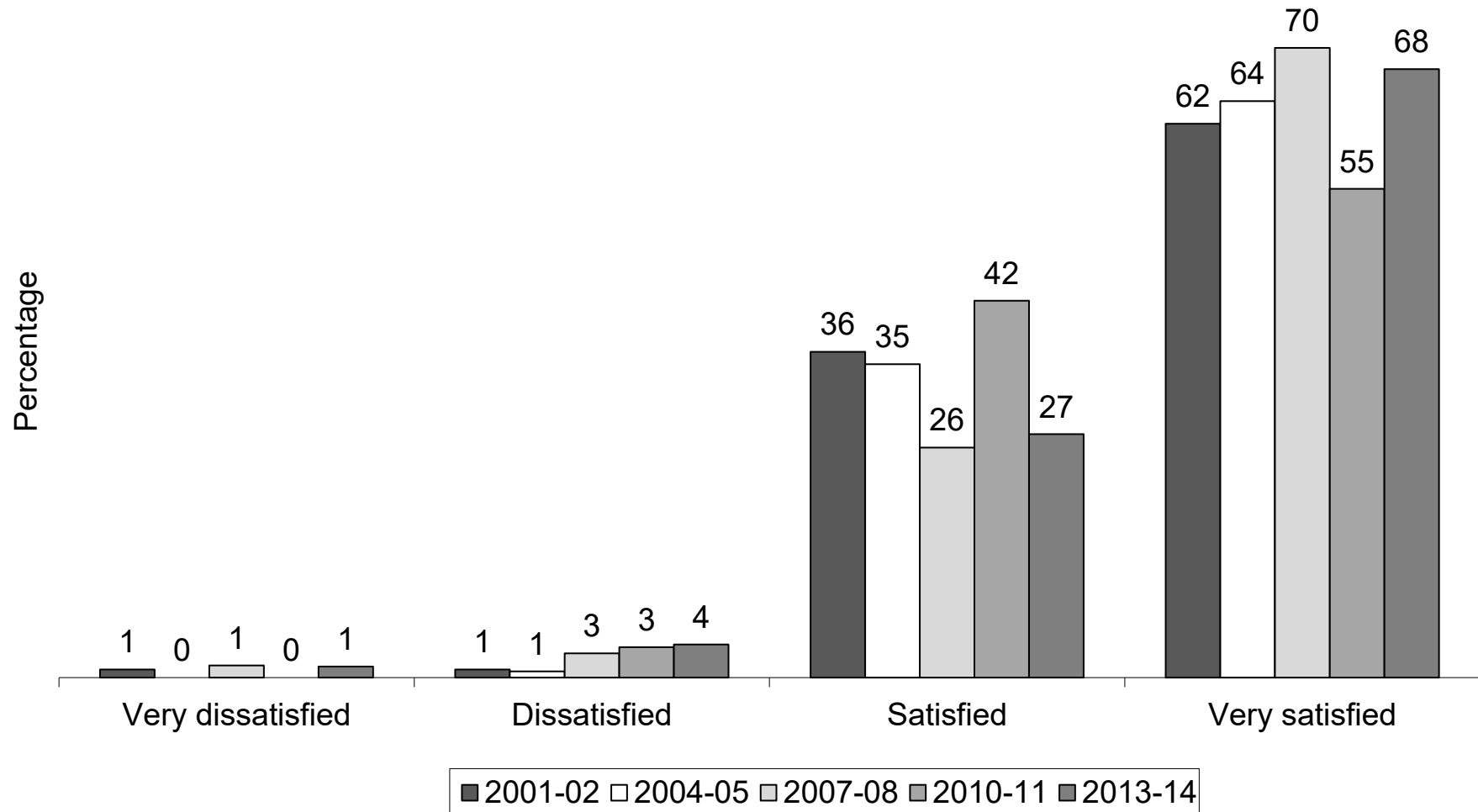
What course(s), if any, did you take for credit overseas while a student at Wake Forest?



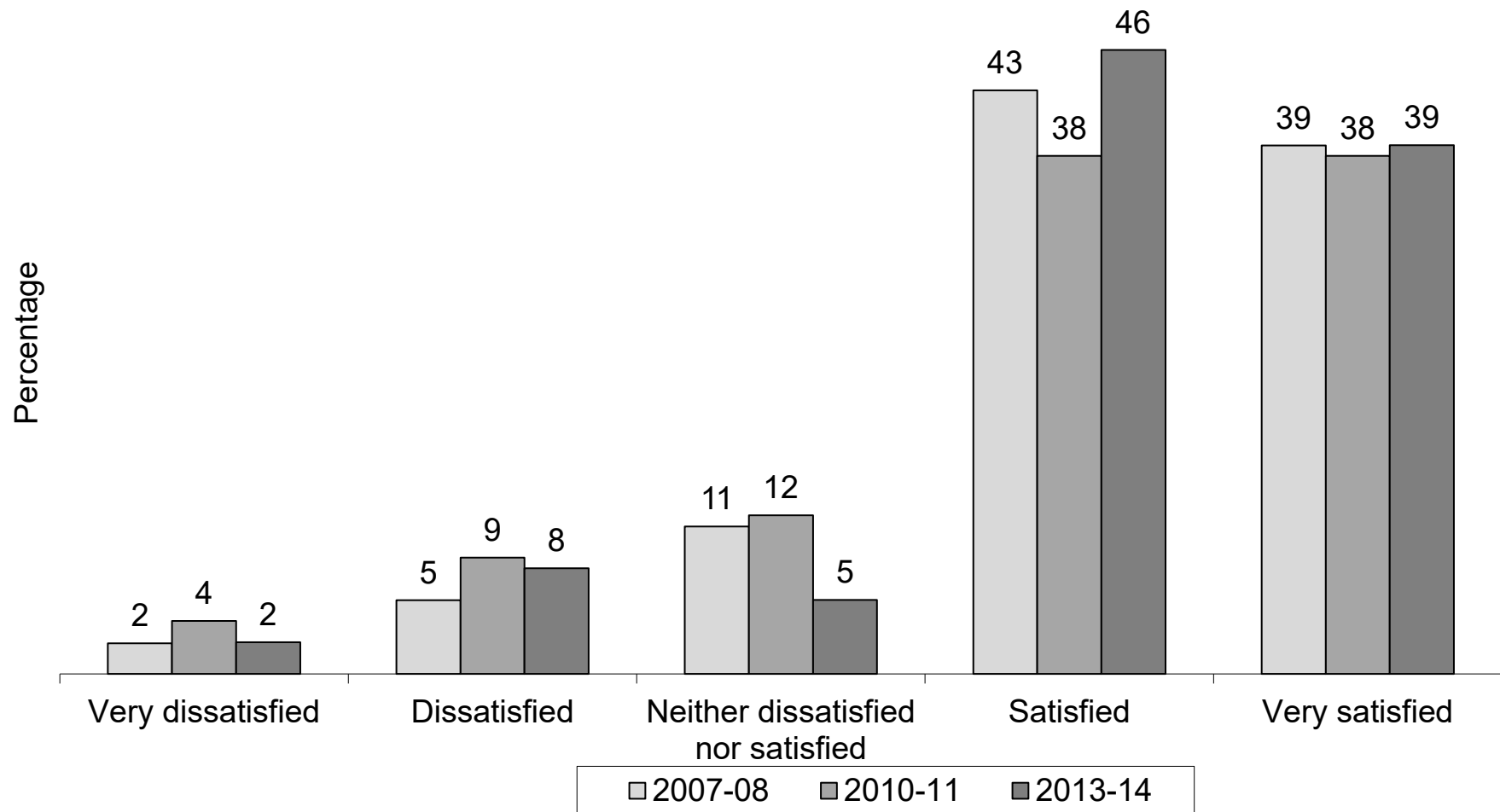
If you studied abroad while a student at Wake Forest, how do you regard this experience as a part of your education?



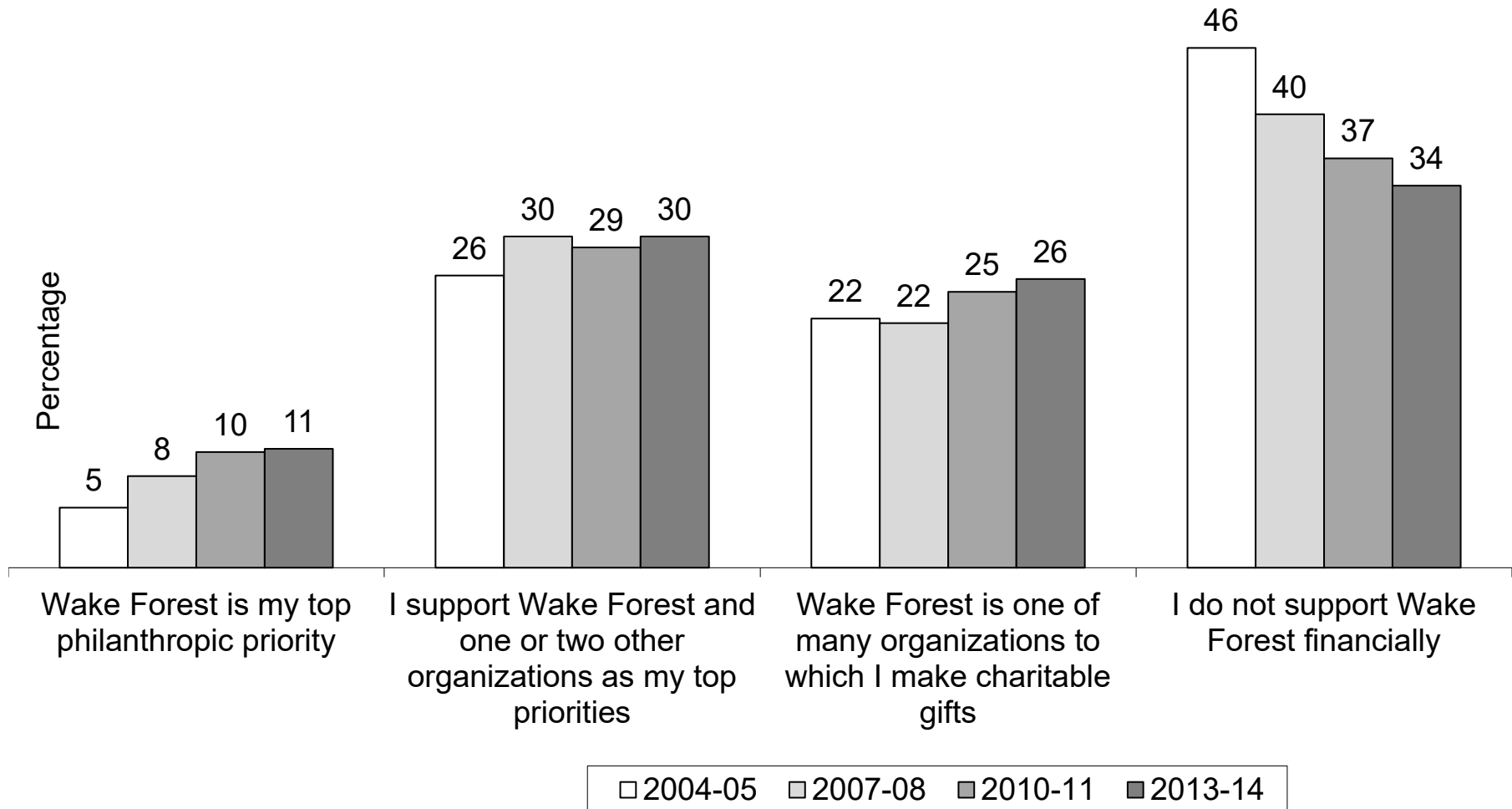
If you studied abroad while a student at Wake Forest, how satisfied were you with the quality of the academic experience?



How satisfied were you with social life on the Wake Forest Campus?



As you consider the organizations and causes that you support financially, please choose the most descriptive phrase below.



Administering Institutions 2019



HEDS Alumni Survey 2018–2019 Summary Report Wake Forest University

Technical Information

This file summarizes data for alumni cohorts from 81 institutions that administered the HEDS Alumni Survey in the 2015–2016, 2016–2017, 2017–2018, and/or 2018-2019 academic years. The average response rate was 26%.

Participating Institutions and Number of Responses					
	Administration Year	# of Respondents - 1-Year Cohort ¹	# of Respondents - 5-Year Cohort ¹	# of Respondents - 10-Year Cohort ¹	Response Rate ²
Albertus Magnus College	2018–2019		55	17	8%
Albion College	2015–2016		70	54	17%
Alma College	2016–2017		197	103	35%
Arkansas State University	2018–2019	206			10%
Baldwin Wallace University	2015–2016		133	85	14%
Baldwin Wallace University	2016–2017		140	94	18%
Baldwin Wallace University	2017–2018		66	91	13%
Baldwin Wallace University	2018–2019		56	63	11%
Beloit College	2018–2019	109	109	106	17%
Benedictine College	2015–2016		25	17	8%*
Benedictine College	2016–2017		52	35	12%
Benedictine College	2017–2018		60	36	26%
Benedictine College	2018–2019		87	39	27%
Bucknell University	2018–2019	341	288	287	18%
Central College	2015–2016		53	56	23%
Clark University	2015–2016		232	127	24%
Concordia College (MN)	2017–2018		156	147	33%
Concordia University Texas	2016–2017		36	19	18%
Cornell College	2017–2018		54	53	12%
Dickinson College	2017–2018	200	151	167	37%
Dickinson College	2018–2019	189	165	158	33%
Dominican University of California	2015–2016	45	37	26	13%
Dominican University of California	2016–2017	75	35	27	15%
Dominican University of California	2017–2018	65	40	26	15%
Drew University	2015–2016	58	63	67	23%
Earlham College	2015–2016	113	139	113	29%
Earlham College	2017–2018		61		13%
Gettysburg College	2016–2017		150		27%
Goshen College	2015–2016		48	28	27%
Goshen College	2017–2018		58	76	46%
Graceland University	2015–2016	99	99	66	14%
Grinnell College	2015–2016		111	81	31%
Grinnell College	2018–2019		70	101	30%
Hamilton College	2015–2016		139	100	27%*
Hamilton College	2016–2017		161	118	32%*
Hamilton College	2017–2018		111	81	22%
Hampden-Sydney College	2015–2016	20	39	26	22%
Hampden-Sydney College	2016–2017	50	88	48	33%
Hampden-Sydney College	2017–2018	35	32	46	20%
Hampden-Sydney College	2018–2019	40	29	14	9%
Hanover College	2016–2017	95	90	76	41%
Hanover College	2017–2018	78	52	79	33%
Hanover College	2018–2019	63	67	49	29%
Harvey Mudd College	2015–2016	88	44	32	38%
Harvey Mudd College	2016–2017	62	59	41	34%
Harvey Mudd College	2017–2018	95	69	65	46%
Harvey Mudd College	2018–2019	78	70	54	40%
Haverford College	2015–2016		235	196	39%
Haverford College	2016–2017	158	129	103	44%
Haverford College	2017–2018	105	101	103	37%
Haverford College	2018–2019	135	106	104	39%
Hood College	2018–2019		45	47	16%
Illinois Wesleyan University	2017–2018		287	272	32%
Kalamazoo College	2016–2017		67	59	26%
Kalamazoo College	2017–2018		113	85	39%
Kenyon College	2015–2016		113	108	36%



HEDS Alumni Survey **2018–2019 Summary Report** **Wake Forest University**

Kenyon College	2016–2017		159	151	43%
Kenyon College	2017–2018		115	106	35%
Kenyon College	2018–2019		143	109	36%
Knox College	2015–2016		64	61	30%
Knox College	2017–2018		108	74	39%
Lewis & Clark College	2016–2017	89			18%
Lewis & Clark College	2017–2018	161			30%
Loyola University Maryland	2017–2018		174	109	17%
Luther College	2015–2016		184	174	36%
Luther College	2017–2018		218	207	46%
Manhattan College	2018–2019		8	12	3%*
Marlboro College	2016–2017	55	43	56	49%
McDaniel College	2015–2016	71	66		18%*
McDaniel College	2016–2017	53	54		15%*
Milligan College	2016–2017		80	60	28%
Mills College	2015–2016		61	41	25%
Mills College	2017–2018		76	39	26%
Monmouth College	2015–2016		57	46	16%
Muhlenberg College	2016–2017	296	255	99	31%
Nebraska Wesleyan University	2016–2017		78	59	26%
Occidental College	2016–2017	195	326	270	41%
Olivet College	2016–2017		35	17	26%
Olivet College	2017–2018		24	24	20%
Olivet College	2018–2019		13	35	19%
Otterbein University	2015–2016		32		8%
Ouachita Baptist University	2017–2018	31	86	54	30%
Pitzer College	2016–2017	79	53		26%
Prescott College	2015–2016	27	22	19	7%*
Principia College	2016–2017		146	130	62%
Principia College	2017–2018				59%
Principia College	2018–2019		102	102	39%
Quinnipiac University	2018–2019	428	269		25%
Reed College	2016–2017		240	218	36%
Reed College	2018–2019		139	157	22%
Roanoke College	2015–2016		84		13%
Roanoke College	2016–2017		92		21%*
Saint Anselm College	2017–2018		68	64	24%
Saint Leo University	2015–2016	195	114		9%
Saint Leo University	2017–2018		198	89	10%
Saint Martin's University	2018–2019	69	48	16	6%
Saint Vincent College	2015–2016		34	16	20%
Scripps College	2015–2016	112	103	102	27%
Scripps College	2016–2017	85	87		41%
Scripps College	2017–2018	104	76	53	39%
Scripps College	2018–2019	47	39	39	19%
Skidmore College	2016–2017		205	169	31%*
Southwestern University	2016–2017		68	70	28%
Southwestern University	2017–2018		89	102	33%
St. John's College (MD)	2015–2016		28	21	34%
St. John's College (NM)	2015–2016		22	21	29%
St. John's College (NM)	2016–2017	26	64	54	56%
St. Norbert College	2016–2017		125	84	32%
St. Norbert College	2017–2018		126	93	29%
St. Norbert College	2018–2019		123	75	27%
St. Olaf College	2017–2018		530		40%
Susquehanna University	2015–2016		87		22%
Susquehanna University	2018–2019		79		25%
The American University of Paris	2018–2019		13	1	2%
The College of Idaho	2015–2016	49	55	32	33%
The College of New Jersey	2018–2019	338	276	89	6%
The College of St. Scholastica	2017–2018		159	98	15%
The Cooper Union for the Advancement of Science and Art	2016–2017	121	94	113	30%*
Trinity University (TX)	2015–2016		60	77	16%
Trinity University (TX)	2016–2017		117	96	25%
Trinity University (TX)	2017–2018		87	77	20%
Trinity University (TX)	2018–2019		50	85	12%
Union College	2017–2018		143	117	26%



**HEDS Alumni Survey
2018–2019 Summary Report
Wake Forest University**

University of Redlands	2015–2016	126	113	107	17%
University of Redlands	2016–2017	270	174	119	26%
University of Redlands	2017–2018	96	132	92	16%
Wake Forest University	2015–2016		163		20%
Wake Forest University	2018–2019		207		26%
Warren Wilson College	2015–2016	56	40	25	19%
Warren Wilson College	2016–2017	64	52	43	31%
Washburn University	2015–2016	36	25	45	7%
Washburn University	2018–2019	134	87	68	17%
Washington & Jefferson College	2015–2016	76	89	41	25%
Whittier College	2016–2017		62	35	27%
Willamette University	2015–2016	63	73	35	20%
Wofford College	2018–2019	170	119	84	12%
Xavier University	2016–2017		91	97	18%
Xavier University	2018–2019		91	90	16%*

¹Respondents include alumni who answered at least one question. The 1-year cohort includes alumni who graduated in 2014 or 2015 for the 2015–2016 administration, in 2015 or 2016 for the 2016–2017 administration, in 2016 or 2017 for the 2017–2018 administration, and in 2017 or 2018 for the 2018–2019 administration. The 5-year cohort includes alumni who graduated in 2010 or 2011 for the 2015–2016 administration, in 2011 or 2012 for the 2016–2017 administration, in 2012 or 2013 for the 2017–2018 administration, and in 2013 or 2014 for the 2018–2019 administration. The 10-year cohort includes alumni who graduated in 2005 or 2006 for the 2015–2016 administration, in 2006 or 2007 for the 2016–2017 administration, in 2007 or 2008 for the 2017–2018 administration, and in 2008 or 2009 for the 2018–2019 administration.

²We calculated the response rate by dividing an institution's number of responses, including those alumni who did not fall into one of the cohorts included in the report, by the number of emails successfully delivered through Qualtrics.

*Institution used authentication method, and response rates for these institutions do not factor in bounced email addresses.

Questionnaire and WFU Additional Questions

2018–2019 HEDS Alumni Survey

Welcome to the Alumni Survey. Thanks for agreeing to participate!

This survey asks about the quality and impact of your educational experiences, including cocurricular activities such as internships, study abroad, and community service. The survey also asks you to evaluate the impact of your undergraduate education on your postgraduate critical thinking, problem solving, and other learning outcomes. Finally, the survey asks about postgraduate employment, college satisfaction, and college debt.

Your participation is completely voluntary, and there are no penalties if you decide not to participate or if you choose to skip any questions. All of your responses are strictly confidential. At no time will your responses be publicly linked with your name or any other identifying information.

1. Please indicate which of the following describes your current **PRIMARY** activity:

- ☐ Employed, full-time
- ☐ Employed, part-time
- ☐ Employed, multiple jobs
- ☐ Graduate or professional school, full-time
- ☐ Graduate or professional school, part-time
- ☐ Military service
- ☐ Volunteer or national service (Peace Corps, AmeriCorps, etc.)
- ☐ Not employed, but seeking employment, admission to graduate school, or other opportunity
- ☐ Not employed, and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

2. Please indicate your plans for each of the following degrees or certificates:

	Do not plan to pursue	Degree received	Currently enrolled or working toward	Degree you hope to attain in the future
Second Bachelor's Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master of Business Administration (MBA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law Degree (JD or LLB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PhD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Doctoral Degree (e.g., EdD, PsyD, DBA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Certificate: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Degree: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.

Most faculty with whom I had contact at this institution were . . .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Genuinely interested in students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interested in helping students grow in more than just academic areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good at providing prompt and useful feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willing to spend time outside of class to discuss issues of interest and importance to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed a close, personal relationship with at least one faculty member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was satisfied with the opportunities to meet and interact informally with faculty members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often did you experience each?

	Very often	Often	Sometimes	Rarely	Never
Faculty posed challenging ideas in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty asked me to argue for or against a particular point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty challenged my ideas in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students challenged each other's ideas in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you undertake each?

	Very often	Often	Sometimes	Rarely	Never
Wrote essays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed assignments or projects in which I solved problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made oral presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used course content to address a problem not presented in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compared or contrasted topics or ideas from a course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pointed out the strengths and weaknesses of a particular argument or point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Argued for or against a particular point of view and defended my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connected what I learned in multiple courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How often did you have the following experiences as an undergraduate at this institution?

	Very often	Often	Sometimes	Rarely	Never
Attended a debate or lecture on a current political/social issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in a diversity or cultural awareness workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had serious discussions with other students about different lifestyles and customs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had serious discussions with students whose political, social, or religious opinions were different from your own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
Careful reading: Comprehension and analysis of written texts within and across genres.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative thinking: Developing or combining ideas, images, or expertise in innovative ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information literacy: Locating, evaluating, and using information effectively and responsibly for a particular purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quantitative literacy: Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective writing: Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective speaking: Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork: Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving: Designing, evaluating, and implementing a strategy to answer questions or achieve a goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic engagement: Promoting the quality of life in a community, through both political and nonpolitical processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural knowledge and competence: Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical reasoning: Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrative thinking: The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

	Very much	Quite a bit	Some	Very little
Graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social and civic involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal relationships and family living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities of post-undergraduate life (e.g., managing finances, maintaining health, creating a home)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10 appears only to those alumni who reported in Q9 that their undergraduate experience prepared them “Quite a bit” or “Very much” for continued learning on their own or outside of a degree program.

10. Please describe the continued learning you’ve experienced on your own or outside of a degree program.

The activities in Q11 are shown in randomized order.

11. How frequently did you participate in the following activities as an undergraduate at this institution?

	Very often	Often	Sometimes	Rarely	Never
Student or campus government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercollegiate athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intramural or club sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performing arts/music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political organizations or clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sorority/fraternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships (paid or unpaid)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service organizations (on or off campus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with faculty on research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-campus employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off-campus employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activities from Q11 that alumni skipped or reported “Never” participating in are not shown in Q12. The activities in Q12 are shown in randomized order.

12. To what extent did your experience with each of the following as an undergraduate at this institution contribute to your learning and personal development?

	Very much	Quite a bit	Some	Very little
Student or campus government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercollegiate athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intramural or club sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performing arts/music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political organizations or clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sorority/fraternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships (paid or unpaid)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service organizations (on or off campus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with faculty on research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-campus employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off-campus employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. How connected do you feel to this institution?

- ☐ Very strong connection
- ☐ Some connection
- ☐ Very little connection
- ☐ No connection

14. Overall, how satisfied have you been with your undergraduate education at this institution?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

15. From the perspective you have gained since graduation, what do you especially value about your undergraduate experience at this institution?

16. Please use this space to elaborate on any of your responses on this survey or on any aspect of your undergraduate experience at this institution.

17. At what point did you secure your first paying job after graduating from this institution?

- ☐ While enrolled as an undergraduate.
- ☐ During the first six months after graduation.
- ☐ During the second six months after graduation.
- ☐ More than a year after graduation.
- ☐ I have not yet sought a paying job; I am a full-time student or engaged in other activities.
- ☐ I have sought a paying job, but I have not yet found one.

Alumni who select "I have not yet sought a paying job, I am a full-time student or engaged in other activities" or "I have sought a paying job, but I have not yet found one" in Q17 skip to Q23.

18. How many paying jobs have you had since you graduated from this institution?

Alumni will select from a drop-down menu that lists: 0, 1, 2, 3, 4, 5 or more. If an alumnus selects "0," he or she will skip to Q23.

Q19 only appears to alumni who indicate that they have had one paying job since graduation in Q18 and did not indicate that they are currently employed or not employed in Q1.

19. Are you currently employed?

- ☐ Yes
- ☐ No

Q20 only appears to alumni who indicate that they have had multiple paying jobs since graduation or that they had only one paying job and are not currently employed. Response options are shown in randomized order.

20. Please indicate whether each of the following descriptions applied to your first paying job after you graduated from this institution. (Check all that apply)

- ☐ Was related to my undergraduate major
- ☐ Required me to use skills I gained as an undergraduate
- ☐ Was related to my desired career path
- ☐ Was work I found meaningful
- ☐ Allowed me to continue to grow and learn
- ☐ Paid enough to support my desired lifestyle
- ☐ Paid health insurance benefits
- ☐ Had opportunity for upward mobility
- ☐ Continued until I wished to leave
- ☐ Was in a desirable location
- ☐ Overall, was a satisfying job

Q21 and Q22 only appear to alumni who indicate that they are currently employed.

21. What is your CURRENT primary job? (Choose one)

Art, Design, and Entertainment

- ☐ Architect
- ☐ Artist
- ☐ Entertainer
- ☐ Gallery worker
- ☐ Graphic designer
- ☐ Interior designer
- ☐ Museum curator
- ☐ Music/film industry
- ☐ Photographer
- ☐ Other Art, Design, and Entertainment

Communications and Media

- ☐ Broadcasting
- ☐ Editor
- ☐ Journalist
- ☐ Media production
- ☐ Public relations
- ☐ Publisher
- ☐ Writer
- ☐ Other Communications and Media

Community and Social Service

- ☐ Clergy
- ☐ Community organizer
- ☐ Philanthropy or nonprofit worker
- ☐ Social activist
- ☐ Social work
- ☐ Other Community and Social Service

Education and Library

- ☐ Librarian or archivist
- ☐ Preschool/elementary/middle school/high school/secondary administration
- ☐ Preschool/elementary/middle school/high school/secondary teacher
- ☐ Postsecondary administration/staff
- ☐ Postsecondary teacher or researcher
- ☐ School counselor
- ☐ Other Education and Library

Health Care

- ☐ Clinical psychology/psychiatry
- ☐ Dentist
- ☐ Dietician
- ☐ Nurse
- ☐ Optometrist
- ☐ Pharmacist
- ☐ Physical/occupational/speech therapy
- ☐ Physician
- ☐ Veterinarian
- ☐ Other Health Care

Law and Government

- ☐ Diplomat
- ☐ Foreign service
- ☐ Government worker
- ☐ International relations
- ☐ Judge
- ☐ Lawyer
- ☐ Other legal services
- ☐ Politics
- ☐ Public policy
- ☐ Other Law and Government

Management, Business, and Financial

- ☐ Accounting
- ☐ Actuary
- ☐ Advertising
- ☐ Executive
- ☐ Finance
- ☐ Human resources
- ☐ Insurance
- ☐ Management
- ☐ Real estate
- ☐ Recruiting
- ☐ Retail services
- ☐ Sales
- ☐ Other Management, Business, and Financial

Natural Resources

- ☐ Agricultural worker
- ☐ Conservationist
- ☐ Environmental scientist
- ☐ Other Natural Resources

Protection Services

- ☐ Law enforcement officer
- ☐ Military occupations
- ☐ Other Protection Services

Science, Technology, and Engineering

- ☐ Computer programmer/analyst
- ☐ Engineer
- ☐ Information systems
- ☐ Lab technician
- ☐ Scientific researcher
- ☐ Other Science, Technology, and Engineering

Service and Recreational

- ☐ Chef
- ☐ Food service industry
- ☐ Hospitality
- ☐ Sports and recreation
- ☐ Travel/tourism
- ☐ Other Service and Recreational

Other

- ☐ Other: _____
- ☐ I am not currently employed



Response options for Q22 are shown in randomized order.

22. Please indicate whether each of the following descriptions applies to your current job. (Check all that apply)

- ☐ Relates to my undergraduate major
- ☐ Requires me to use skills I gained as an undergraduate
- ☐ Is related to my desired career path
- ☐ Is work I find meaningful
- ☐ Allows me to continue to grow and learn
- ☐ Pays enough to support my desired lifestyle
- ☐ Pays health insurance benefits
- ☐ Has opportunity for upward mobility
- ☐ Is likely to continue until I wish to leave
- ☐ Is in a desirable location
- ☐ Overall, is a satisfying job
- ☐ I am not currently employed

23. About how often do you currently engage in community service or volunteer work for organizations?

- ☐ Weekly
- ☐ Monthly
- ☐ Several times a year
- ☐ Once or twice a year
- ☐ Less than once a year

24. At the time you graduated, what was the total amount that you and/or your family borrowed to finance your undergraduate education at this institution?

- | | |
|--|--|
| <input type="checkbox"/> No loans | <input type="checkbox"/> \$50,000–\$59,999 |
| <input type="checkbox"/> Less than \$5,000 | <input type="checkbox"/> \$60,000–\$69,999 |
| <input type="checkbox"/> \$5,000–\$9,999 | <input type="checkbox"/> \$70,000–\$79,999 |
| <input type="checkbox"/> \$10,000–\$14,999 | <input type="checkbox"/> \$80,000–\$89,999 |
| <input type="checkbox"/> \$15,000–\$19,999 | <input type="checkbox"/> \$90,000–\$99,999 |
| <input type="checkbox"/> \$20,000–\$29,999 | <input type="checkbox"/> \$100,000 or more |
| <input type="checkbox"/> \$30,000–\$39,999 | <input type="checkbox"/> Borrowed money, but don't know the amount |
| <input type="checkbox"/> \$40,000–\$49,999 | |

Alumni who selected "No loans" in Q24 skip to Q26.

25. Approximately what proportion of your total loan amount are/were you personally responsible for paying?

- ☐ All
- ☐ Most
- ☐ About half
- ☐ Some, but less than half
- ☐ None
- ☐ Unsure

26. Which of the following most accurately describes your current personal annual income before taxes? Please report your personal income, not your total household income.

- | | |
|--|--|
| <input type="checkbox"/> No earned income | <input type="checkbox"/> \$140,000–\$159,999 |
| <input type="checkbox"/> Less than \$20,000 | <input type="checkbox"/> \$160,000–\$179,999 |
| <input type="checkbox"/> \$20,000–\$39,999 | <input type="checkbox"/> \$180,000–\$199,999 |
| <input type="checkbox"/> \$40,000–\$59,999 | <input type="checkbox"/> \$200,000–\$219,999 |
| <input type="checkbox"/> \$60,000–\$79,999 | <input type="checkbox"/> \$220,000–\$240,000 |
| <input type="checkbox"/> \$80,000–\$99,999 | <input type="checkbox"/> More than \$240,000 |
| <input type="checkbox"/> \$100,000–\$119,999 | <input type="checkbox"/> I prefer not to respond |
| <input type="checkbox"/> \$120,000–\$139,999 | |



27. What is your current personal status? (Choose one)

- ☐ Living with partner
- ☐ Married
- ☐ Separated or divorced
- ☐ Single
- ☐ Widowed
- ☐ Other: _____

28. How many dependent children do you have?

- ☐ None
- ☐ 1 or 2
- ☐ More than 2

29. What was the field of study of your undergraduate major(s)? (Check all that apply)

- ☐ Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)
- ☐ Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)
- ☐ Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)
- ☐ Education (e.g., Elementary Education, Secondary Education, Special Education)
- ☐ Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)
- ☐ Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)
- ☐ Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)
- ☐ Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)
- ☐ Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)
- ☐ Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)
- ☐ Other: _____

30. What is your gender?

- ☐ Man
- ☐ Woman
- ☐ Nonbinary, please specify: _____

31. Are you transgender?

- ☐ Yes
- ☐ No

32. What was your citizenship status during the time you were enrolled as an undergraduate?

- ☐ U.S. citizen
- ☐ U.S. permanent resident but not a U.S. citizen
- ☐ Not a U.S. citizen or permanent resident

33. Are you Hispanic or Latino/a?

- ☐ Yes
- ☐ No

34. Please indicate the race or races with which you identify. (Choose one or more)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White

35. What year were you born?

Alumni will select from a drop-down menu that lists years from 1915–2010.

Wake Forest University Custom Questions

1. How important was financial aid in your decision to enroll at Wake Forest?

- * Not at all important
- * Somewhat important
- * Important
- * Very important

2. What effect has the amount of educational loans that you may have borrowed to attend Wake Forest had on your post-college plans?

- * None
- * Some
- * Significant
- * Very significant
- * Not applicable / no loans borrowed

3. If you could make your college choice over, would you still choose to enroll at Wake Forest?

- * Definitely yes
- * Probably yes
- * Probably no
- * Definitely no

4. How important was student-faculty engagement to your overall student experience?

- * Not at all important
- * Somewhat important
- * Important
- * Very important

5. How well do you feel your liberal arts education prepared you for leading a life of meaning and purpose after graduation?

- * Did not prepare me at all
- * Prepared me somewhat
- * Prepared me well
- * Prepared me very well

6. To what extent did you have a person at Wake Forest you would consider your mentor?

- * Not at all
- * Somewhat
- * Significant
- * Very significant

7. Indicate below the category of the one individual who was your mentor at Wake Forest.

- * Professor
- * Administrator / staff
- * Alumni
- * Other
- * Not applicable since I did not have a mentor at Wake Forest

8. How valuable was the mentoring experience for you at Wake Forest?

- * Not at all
- * Somewhat
- * Significant
- * Very significant
- * Not applicable since I did not have a mentor at Wake Forest

9. To what extent did your college education enhance your understanding of international cultures and societies?

- * Not at all
- * Very little
- * Unsure
- * Somewhat
- * A great deal

10. What course(s), if any, did you take for credit overseas while a student at Wake Forest?

- * Wake Forest year or semester program
- * Wake Forest other program (summer, winter break, spring break)
- * A non-Wake Forest program
- * More than one of the above
- * None

11. If you studied abroad while a student at Wake Forest, how do you regard this experience as a part of your education?

- * Very insignificant
- * Insignificant
- * Significant
- * Very significant

12. If you studied abroad while a student at Wake Forest, how satisfied were you with the quality of the academic experience?

- * Very dissatisfied
- * Dissatisfied
- * Satisfied
- * Very Satisfied

13. How satisfied were you with social life on the Wake Forest campus?

- * Very dissatisfied
- * Generally Dissatisfied
- * Neither Dissatisfied nor Satisfied
- * Satisfied
- * Very Satisfied

14. As you consider the organizations and causes that you support financially, please choose the most descriptive phrase below.

- * Wake Forest is my top philanthropic priority
- * I support Wake Forest and one or two other organizations as my top priorities
- * Wake Forest is one of many organizations to which I make charitable gifts
- * I do not support Wake Forest financially