

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? | | | | |
| Not at all | 7.5% | 129 | 2.2% | 120 |
| If you studied abroad while a student at Wake Forest, how satisfied were you with the quality of the academic experience? | | | | |
| Satisfied | 26.4% | 78 | 42.0% | 79 |
| 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. | | | | |
| Pays health insurance benefits | 90.9% | 121 | 82.3% | 9005 |
| At what point did you secure your first paying job after graduating from this institution? | | | | |
| While enrolled as an undergraduate | 44.1% | 136 | 34.2% | 10290 |
| 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. | | | | |
| Required me to use skills I gained as an undergraduate | 72.3% | 101 | 62.1% | 7827 |
| 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? | | | | |
| No loans | 55.2% | 134 | 34.9% | 10203 |
| \$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? | | | | |
| Very satisfied | 65.0% | 137 | 54.9% | 10333 |
| 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 Never | 49.1% | 61 | 68.2% | 78 |
| 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 Neither agree nor disagree | 13.3% | 134 | 31.5% | 32 |
| 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 Very often | 62.1% | 120 | 40.5% | 27 |
| 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 Very often | 16.3% | 116 | 38.1% | 27 |
| Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities? | | | | |
| Social and civic involvement Very little | 4.0% | 112 | 20.2% | 26 |
| How frequently did you participate in the following activities as an undergraduate at this institution? | | | | |
| Multicultural student groups Never | 37.3% | 112 | 8.1% | 27 |
| Very often | 2.9% | | 25.3% | |
| Work with faculty on research Often | 13.2% | 112 | 2.4% | 27 |
| Intramural or club sports Often | 20.7% | 112 | 7.6% | 27 |
| Off-campus employment Sometimes | 17.8% | 112 | 2.4% | 27 |
| On-campus employment Never | 54.7% | 112 | 21.9% | 27 |
| 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) Some | 21.6% | 82 | 5.3% | 21 |
| Service organizations (on or off campus) Very much | 30.1% | 95 | 12.6% | 23 |
| Student or campus government Very little | 38.3% | 42 | 13.4% | 12 |
| 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 Selected this response option | 94.7% | 96 | 73.7% | 22 |
| Is work I find meaningful Selected this response option | 85.8% | 96 | 62.6% | 22 |
| 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

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

Not at all important
Very important

| White | N* | URM | N* |
|-------|-----|-------|----|
| 58.1% | 105 | 28.5% | 23 |
| 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?

Very significant

| | | | |
|-------|-----|-------|----|
| 12.0% | 105 | 33.3% | 25 |
|-------|-----|-------|----|

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

Somewhat

| | | | |
|-------|-----|------|----|
| 15.0% | 105 | 2.9% | 25 |
|-------|-----|------|----|

*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

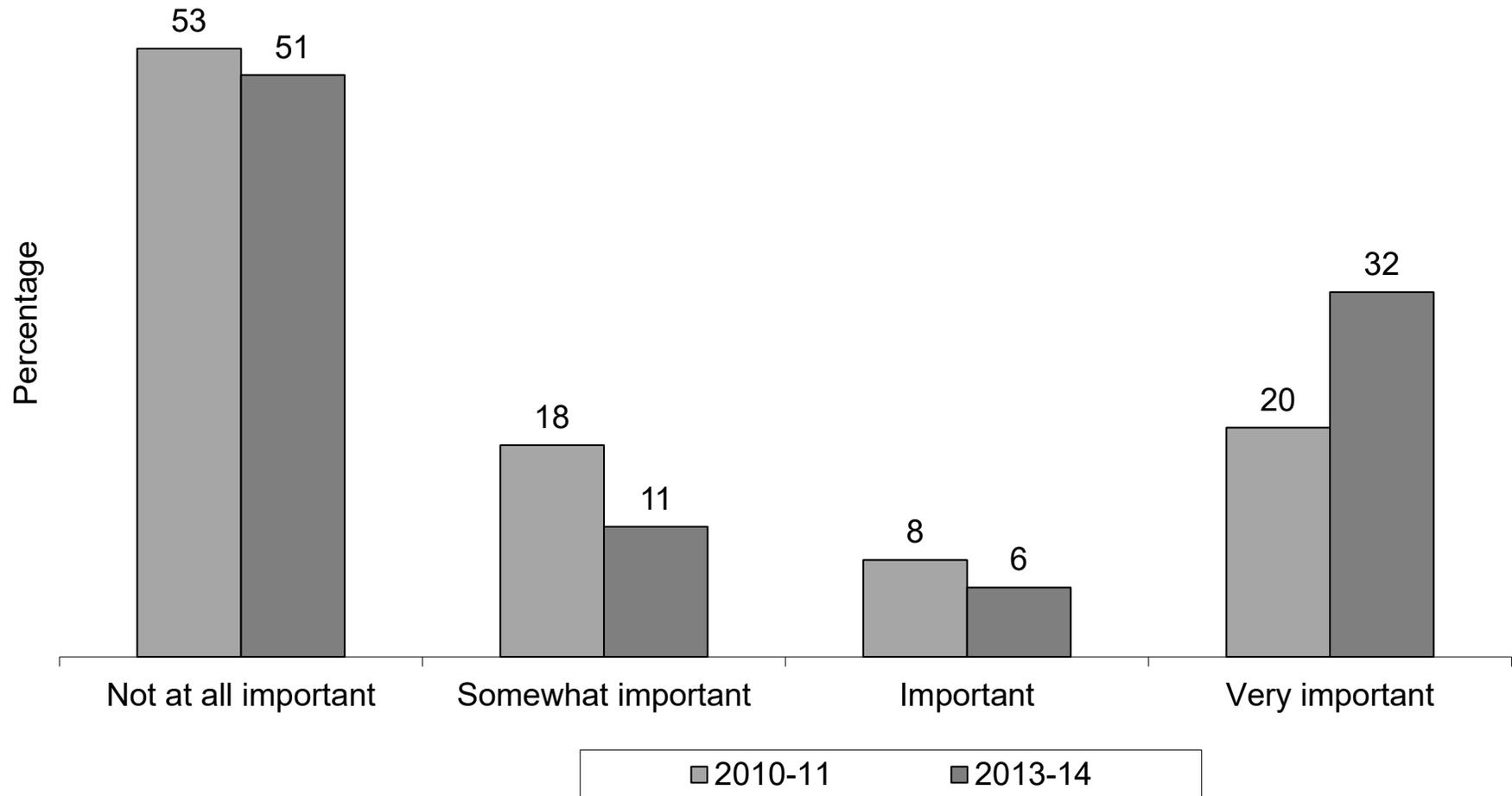
| Question | WFU '13-14 | N | WFU '10-11 | N | WFU '07-08 | N | WFU '04-05 | N |
|---|------------|-----|------------|-----|------------|-----|------------|---|
| How important was financial aid in your decision to enroll at Wake Forest? | | 132 | | 130 | | | | |
| Not at all important | 50.8% | | 53.1% | | | | | |
| 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? | 133 | 131 | | |
| Did not prepare me at all | 1.5% | 2.3% | | |
| Prepared me somewhat | 6.8% | 19.9% | | |
| Prepared me well | 33.1% | 42.0% | | |
| Prepared me very well | 58.7% | 35.9% | | |
| To what extent did you have a person at Wake Forest you would consider your mentor? | 133 | 131 | 219 | 257 |
| Not at all | 18.8% | 22.1% | 19.2% | 25.3% |
| Somewhat | 20.3% | 32.1% | 29.2% | 34.6% |
| Significant | 20.3% | 20.6% | 25.1% | 19.5% |
| Very significant | 40.6% | 25.2% | 26.5% | 20.6% |
| Indicate below the category of the one individual who was your mentor at Wake Forest. | 133 | 130 | 221 | 252 |
| Professor | 57.1% | 51.5% | 59.3% | 62.3% |
| Administrator / Staff | 18.1% | 14.6% | 13.6% | 10.3% |
| Alumni | 2.3% | 2.3% | 2.3% | 1.2% |
| Other | 3.8% | 6.2% | 5.4% | 3.2% |
| Not applicable | 18.8% | 25.4% | 19.5% | 23.0% |
| How valuable was the mentoring experience for you at Wake Forest? | 133 | 130 | 222 | 257 |
| Not at all | 3.0% | 3.9% | 4.1% | 6.2% |
| Somewhat | 12.8% | 20.8% | 21.6% | 31.5% |
| Significant | 26.3% | 27.7% | 29.3% | 21.8% |
| Very significant | 40.6% | 26.9% | 29.7% | 19.5% |
| Not applicable | 17.3% | 20.8% | 15.3% | 21.0% |

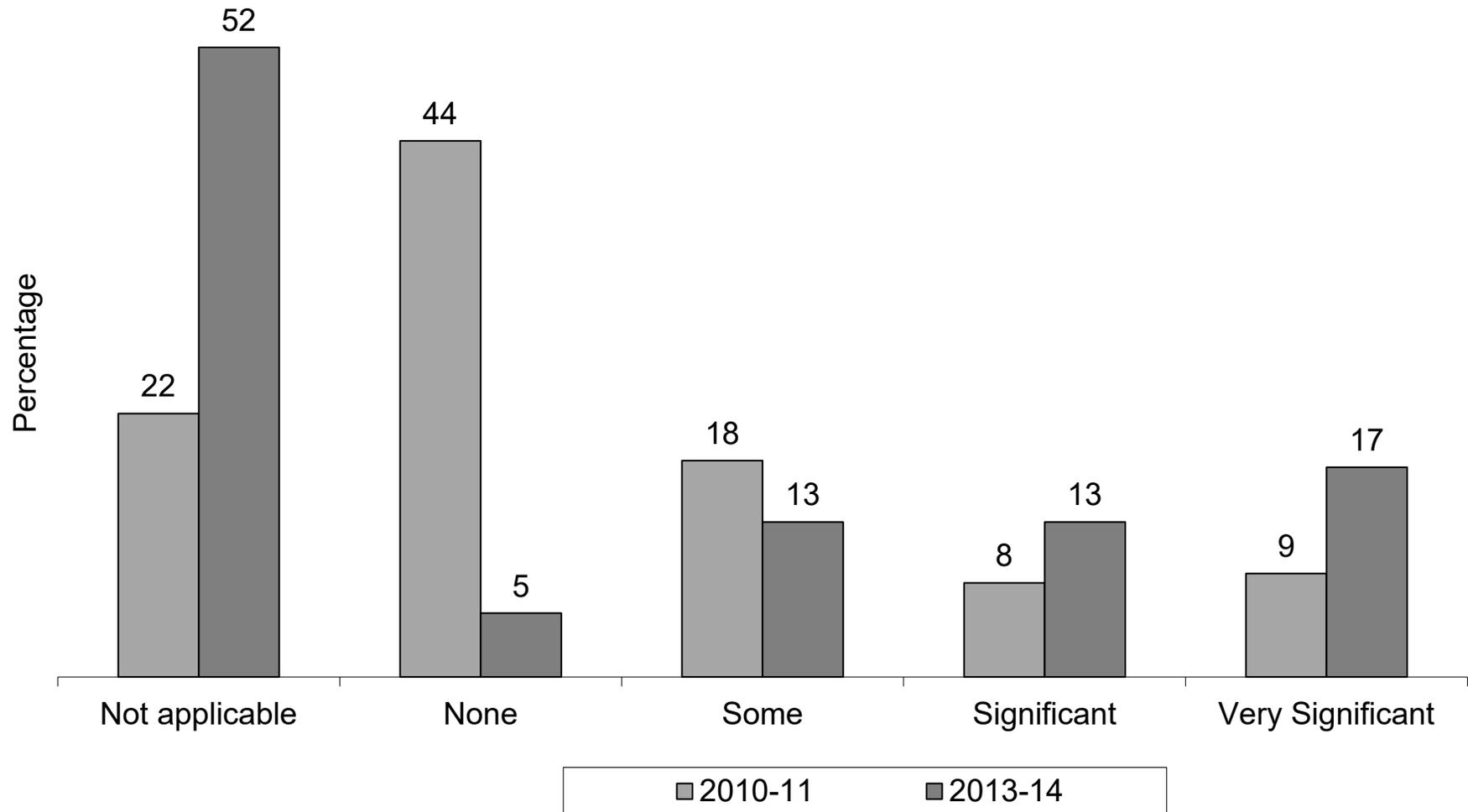
| Question | WFU '13-14 N | WFU '10-11 N | WFU '07-08 N | WFU '04-05 N |
|---|--------------|--------------|--------------|--------------|
| To what extent did your college education enhance your understanding of international cultures and societies? | 133 | 126 | 222 | 260 |
| Not at all | 7.5% | 1.6% | 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% |

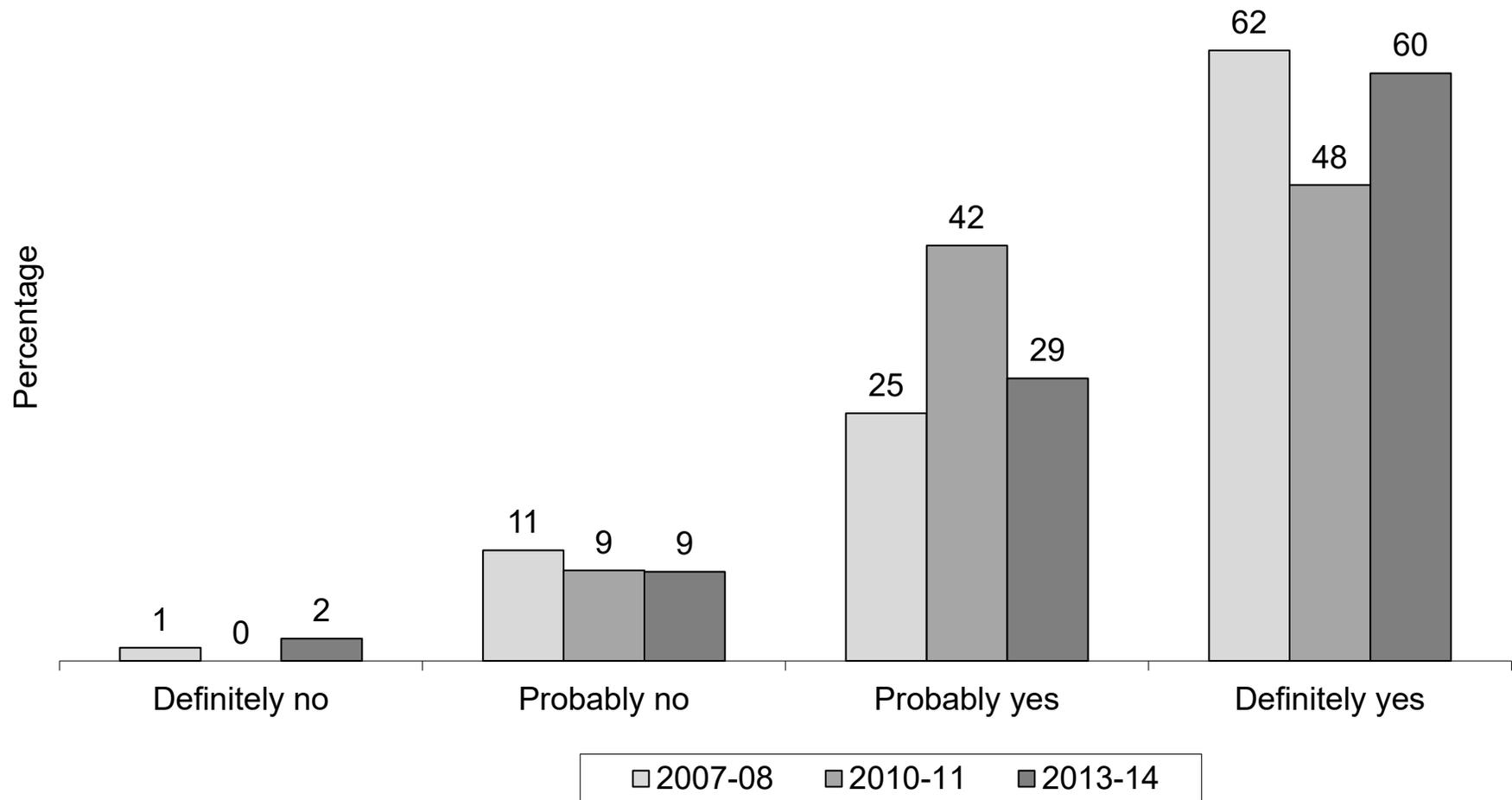
How important was financial aid in your decision to enroll at Wake Forest?



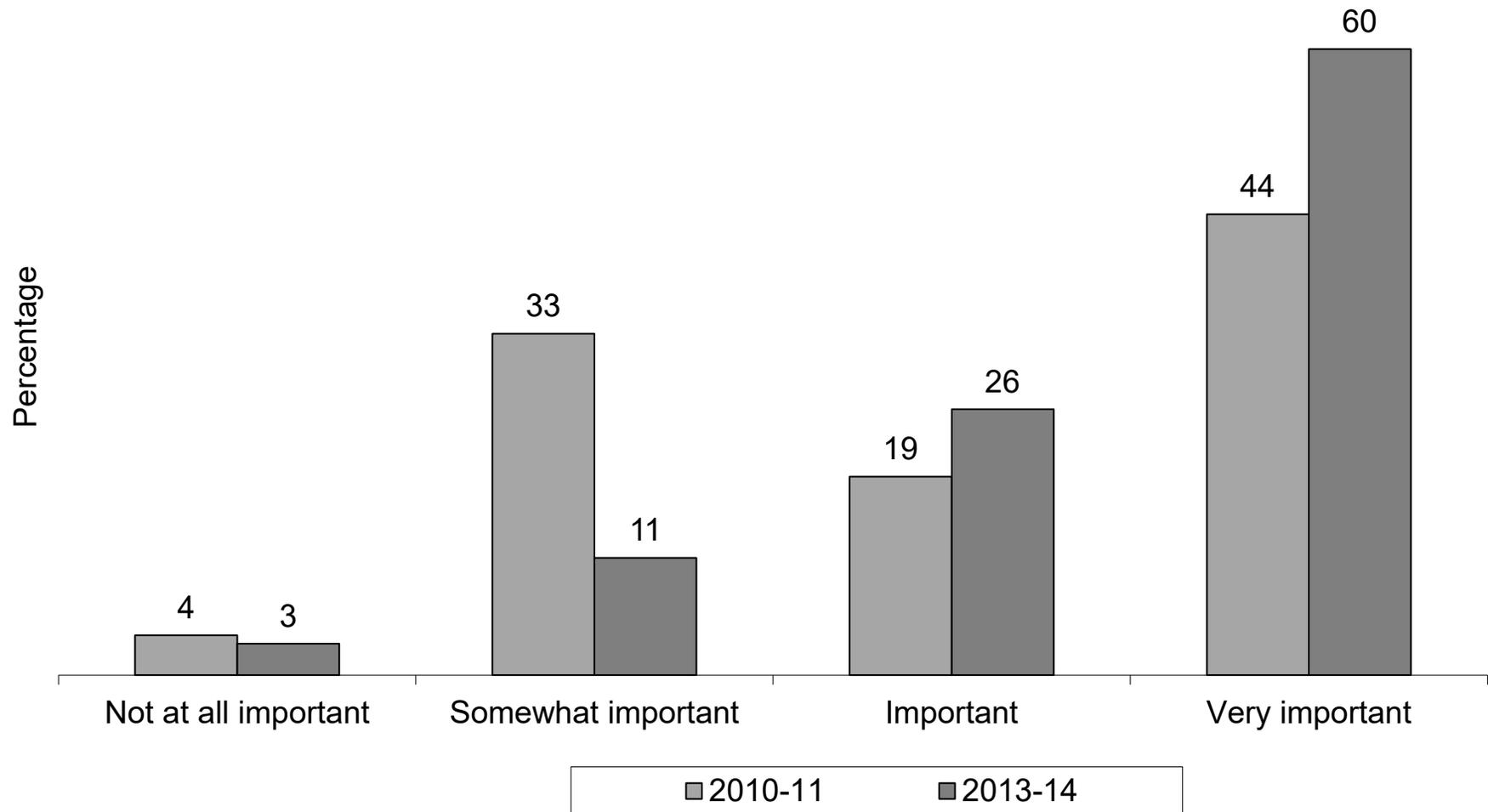
What effect has the amount of educational loans that you may have borrowed to attend Wake Forest had on your post-college plans?



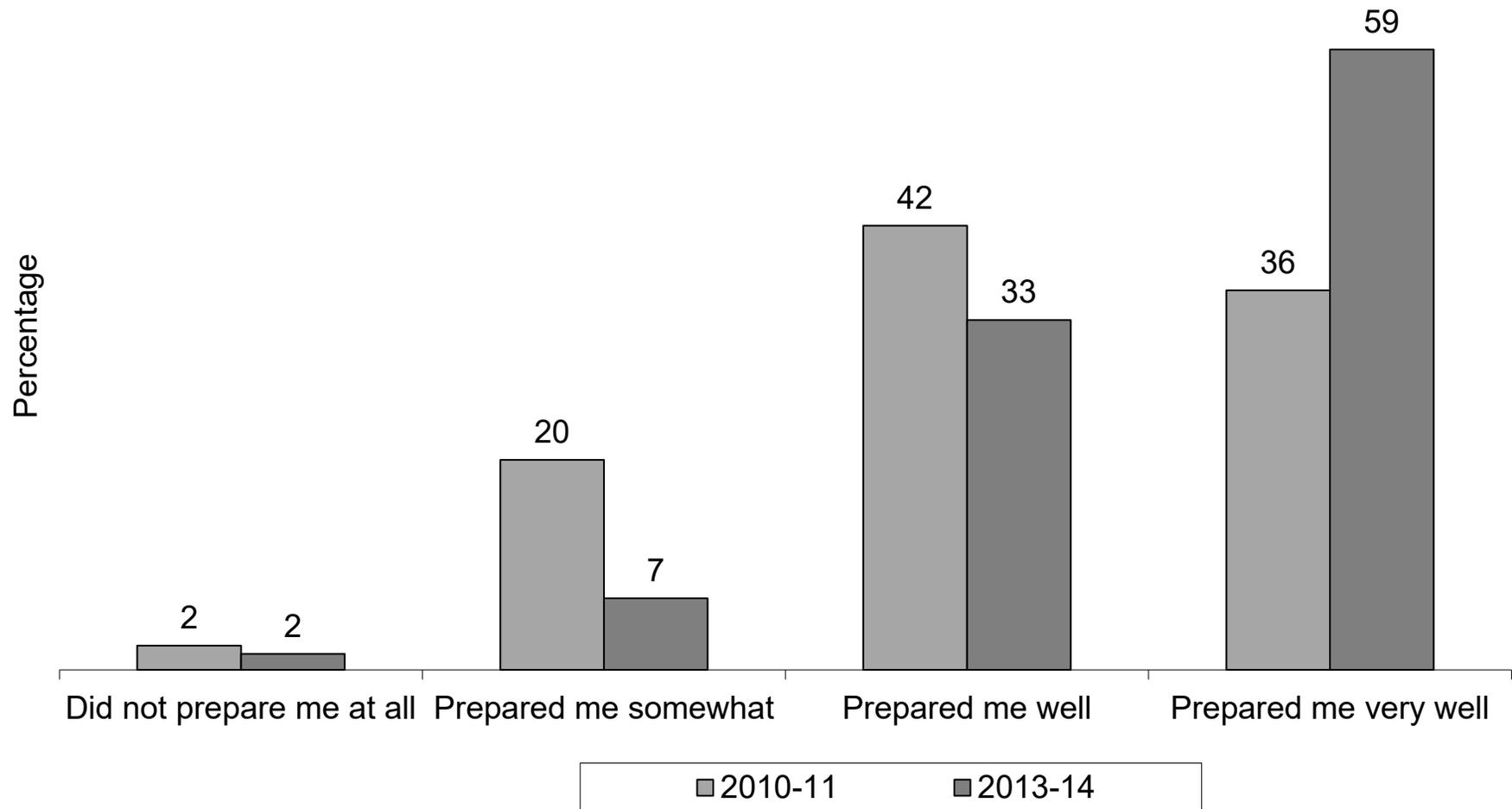
If you could make your college choice over, would you still choose to enroll at Wake Forest?



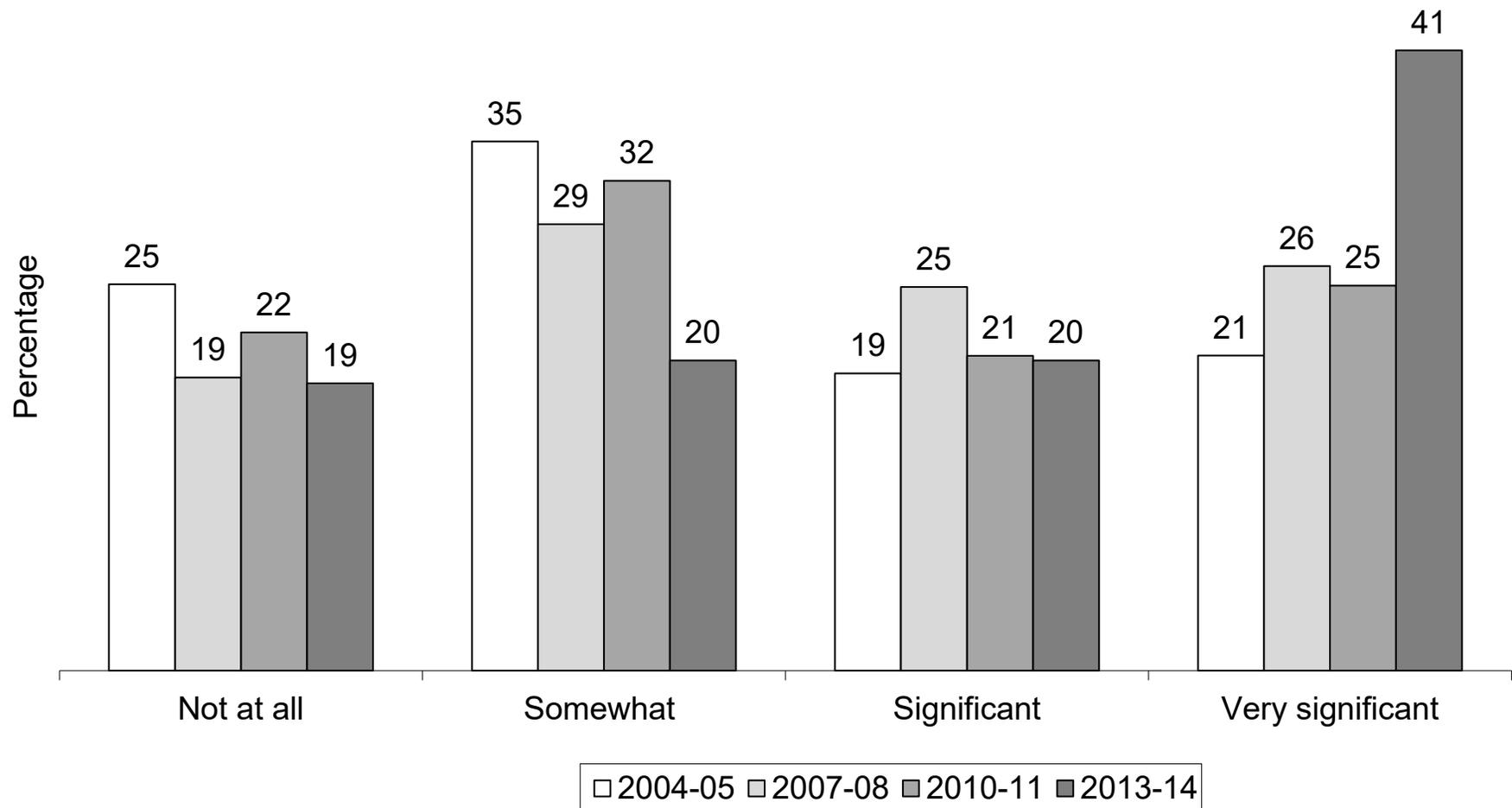
How important was student-faculty engagement to your overall student experience?



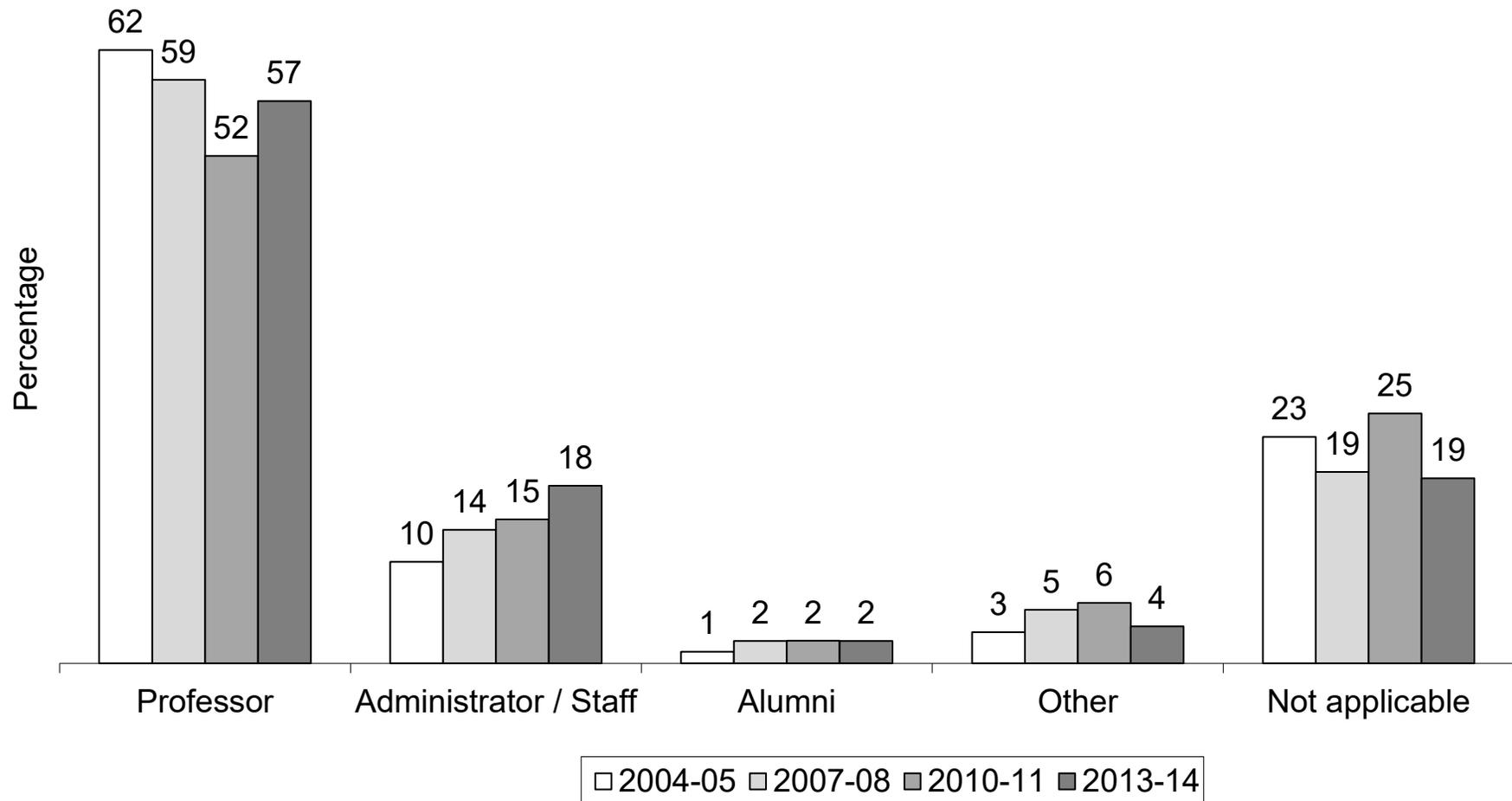
How well do you feel your liberal arts education prepared you for leading a life of meaning and purpose after graduation?



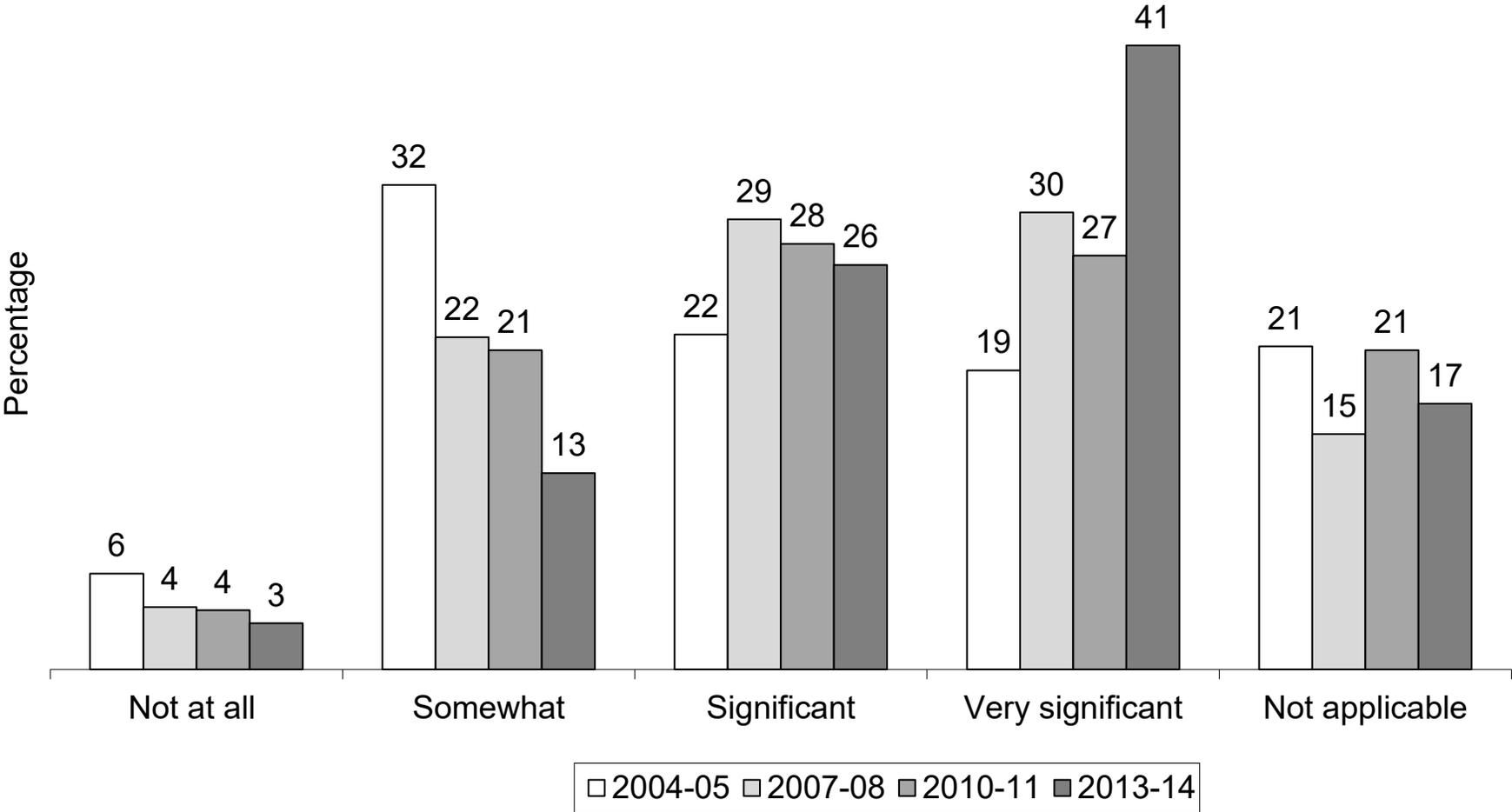
To what extent did you have a person at Wake Forest you would consider your mentor?



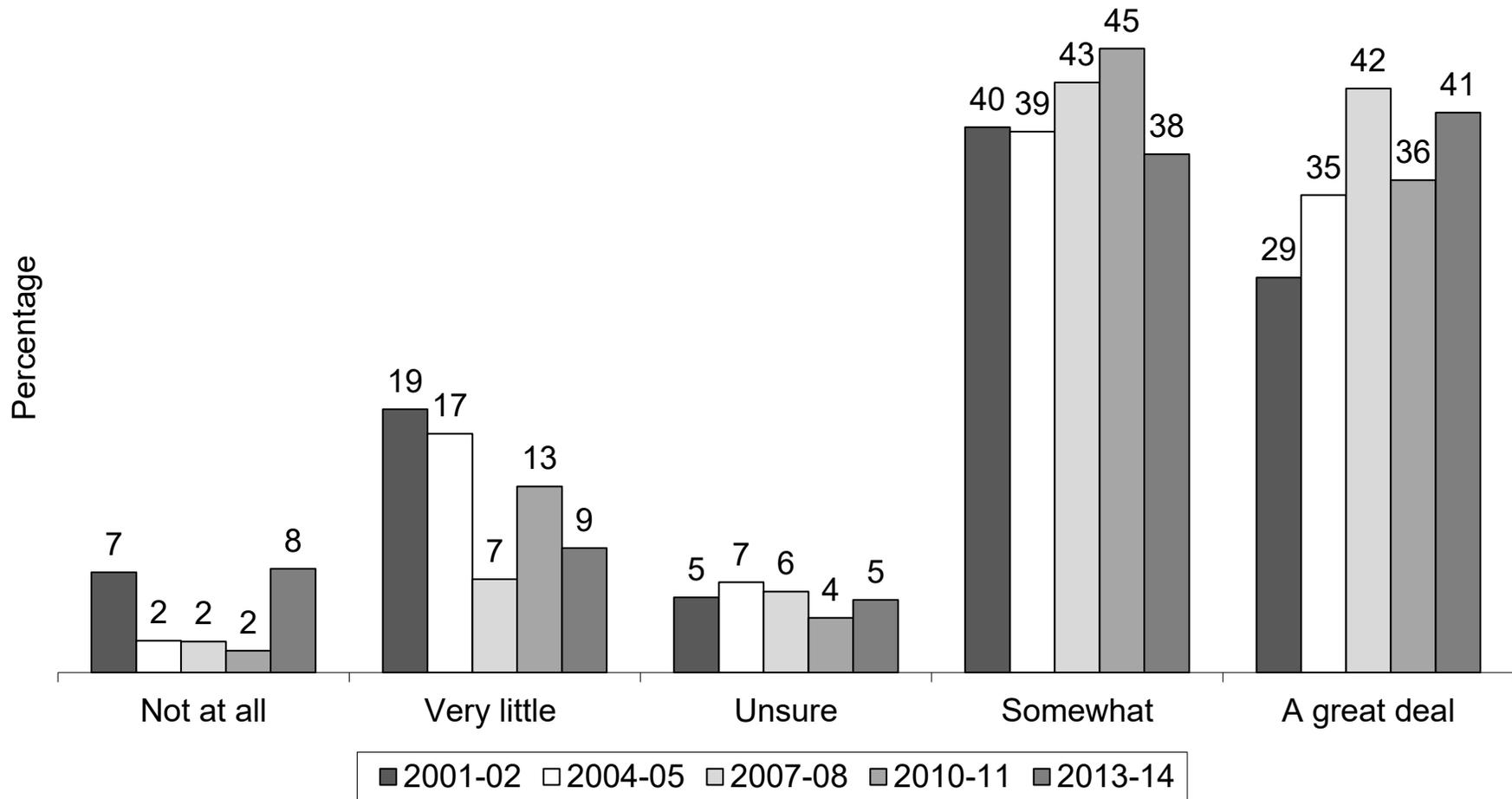
Indicate below the category of the one individual who was your mentor at Wake Forest.



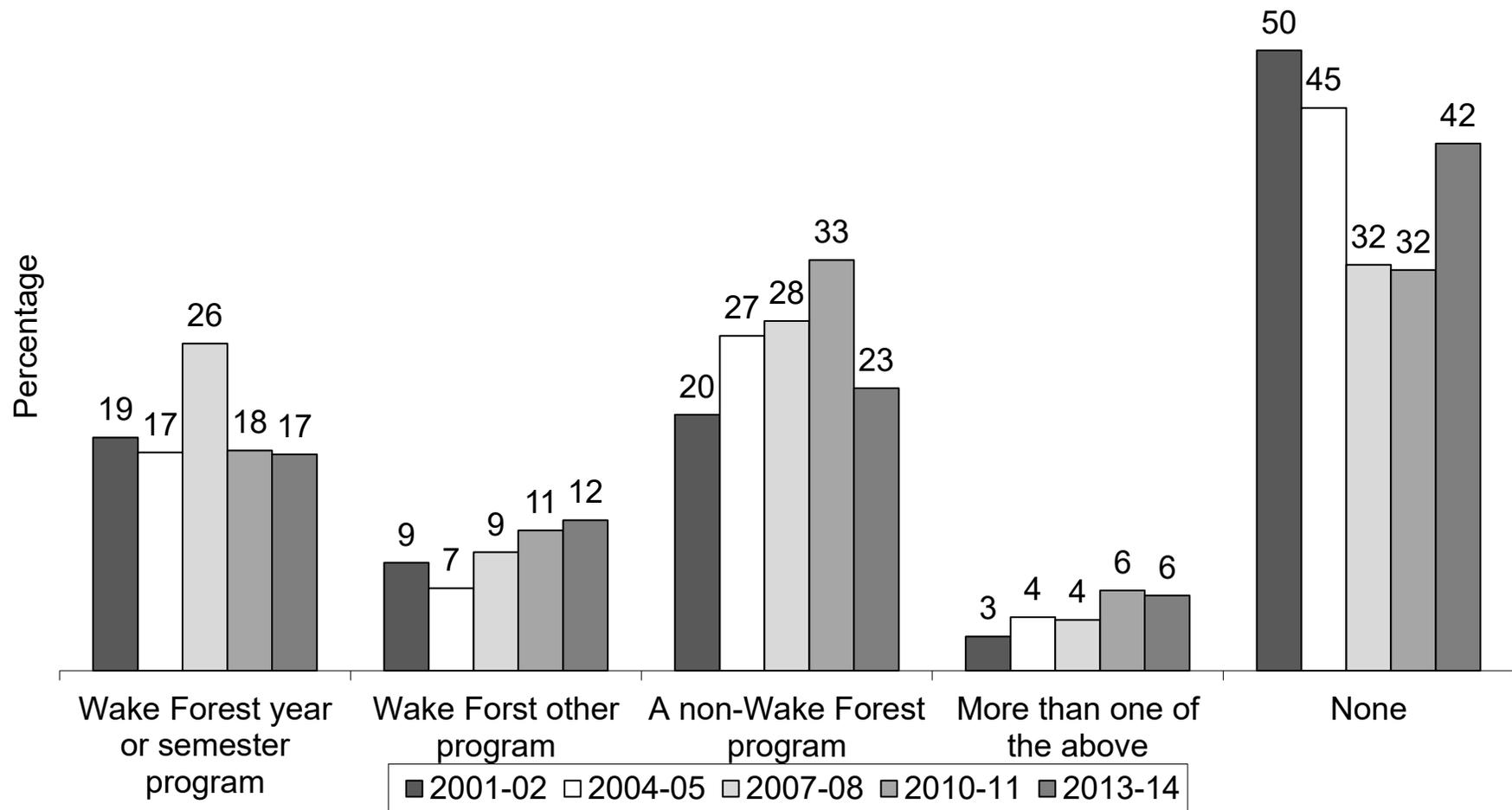
How valuable was the mentoring experience for you at Wake Forest?



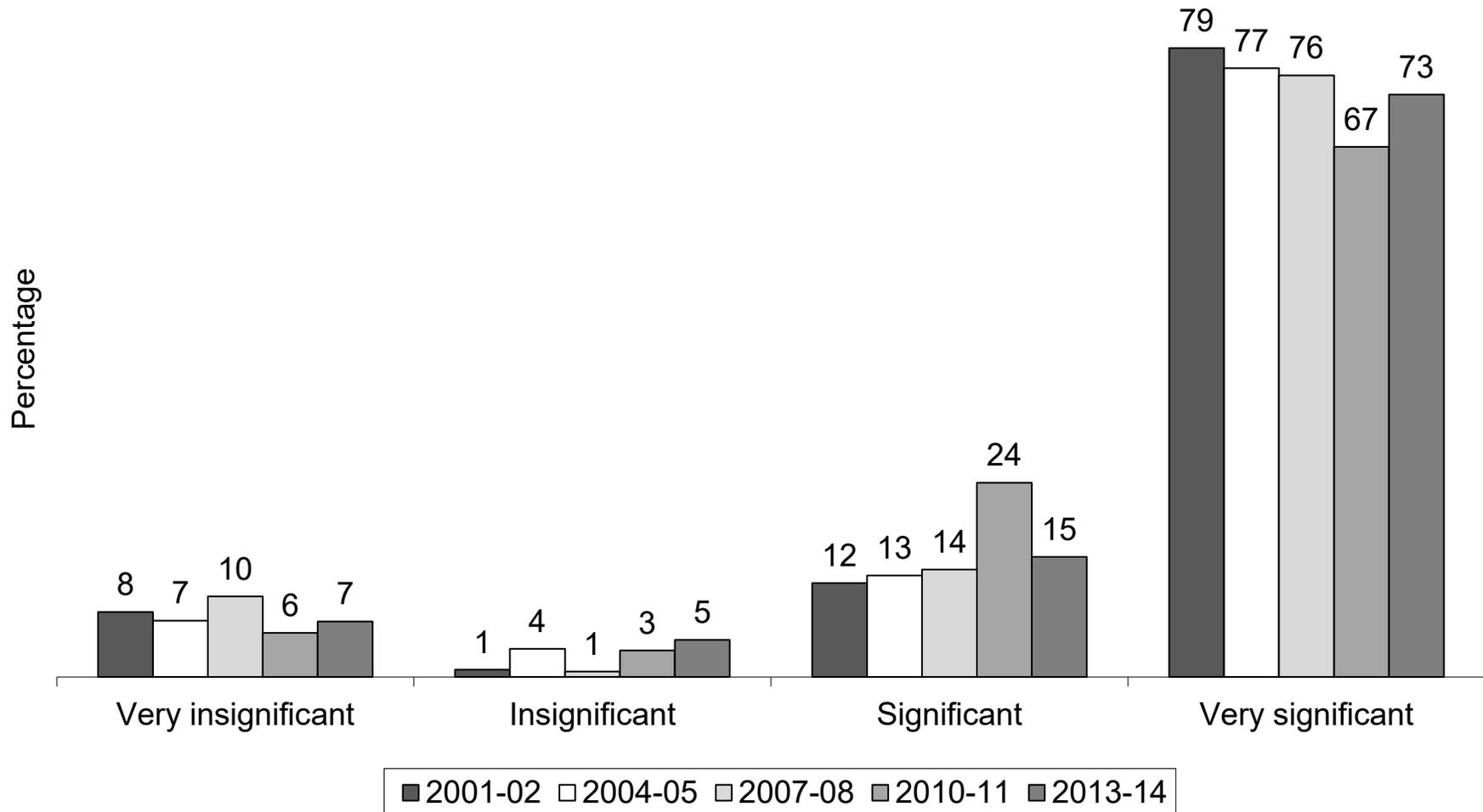
To what extent did your college education enhance your understanding of international cultures and societies?



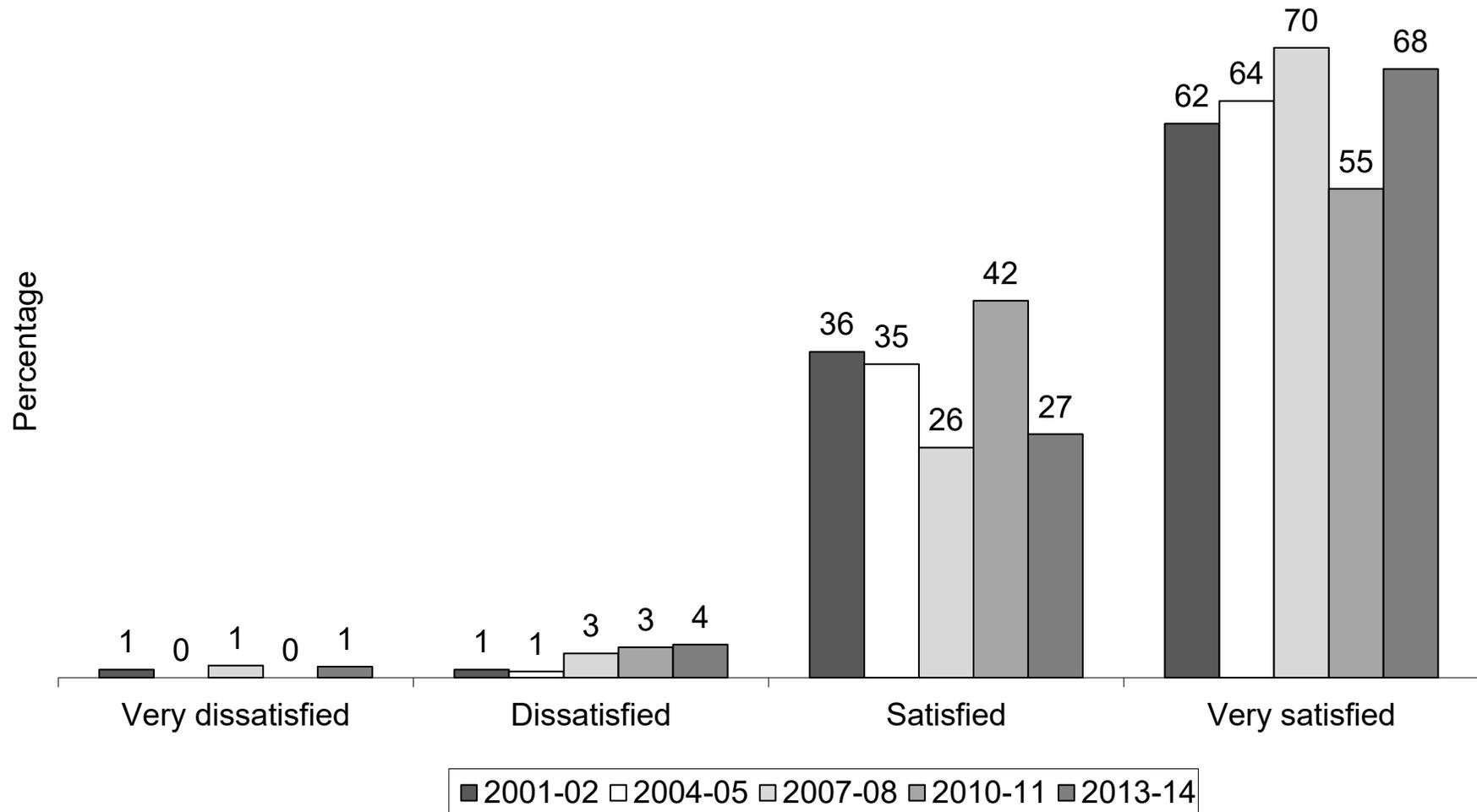
What course(s), if any, did you take for credit overseas while a student at Wake Forest?



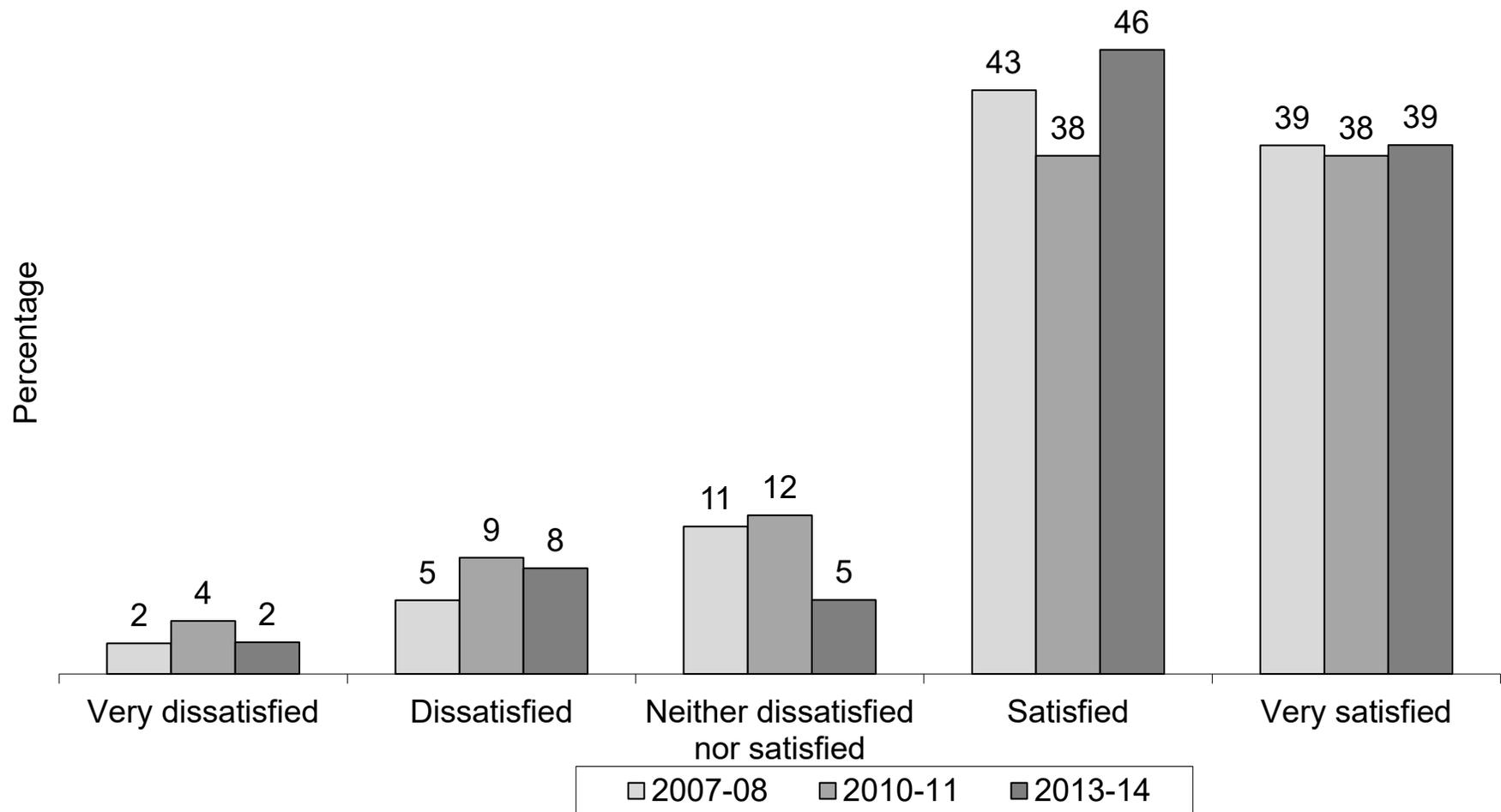
If you studied abroad while a student at Wake Forest, how do you regard this experience as a part of your education?



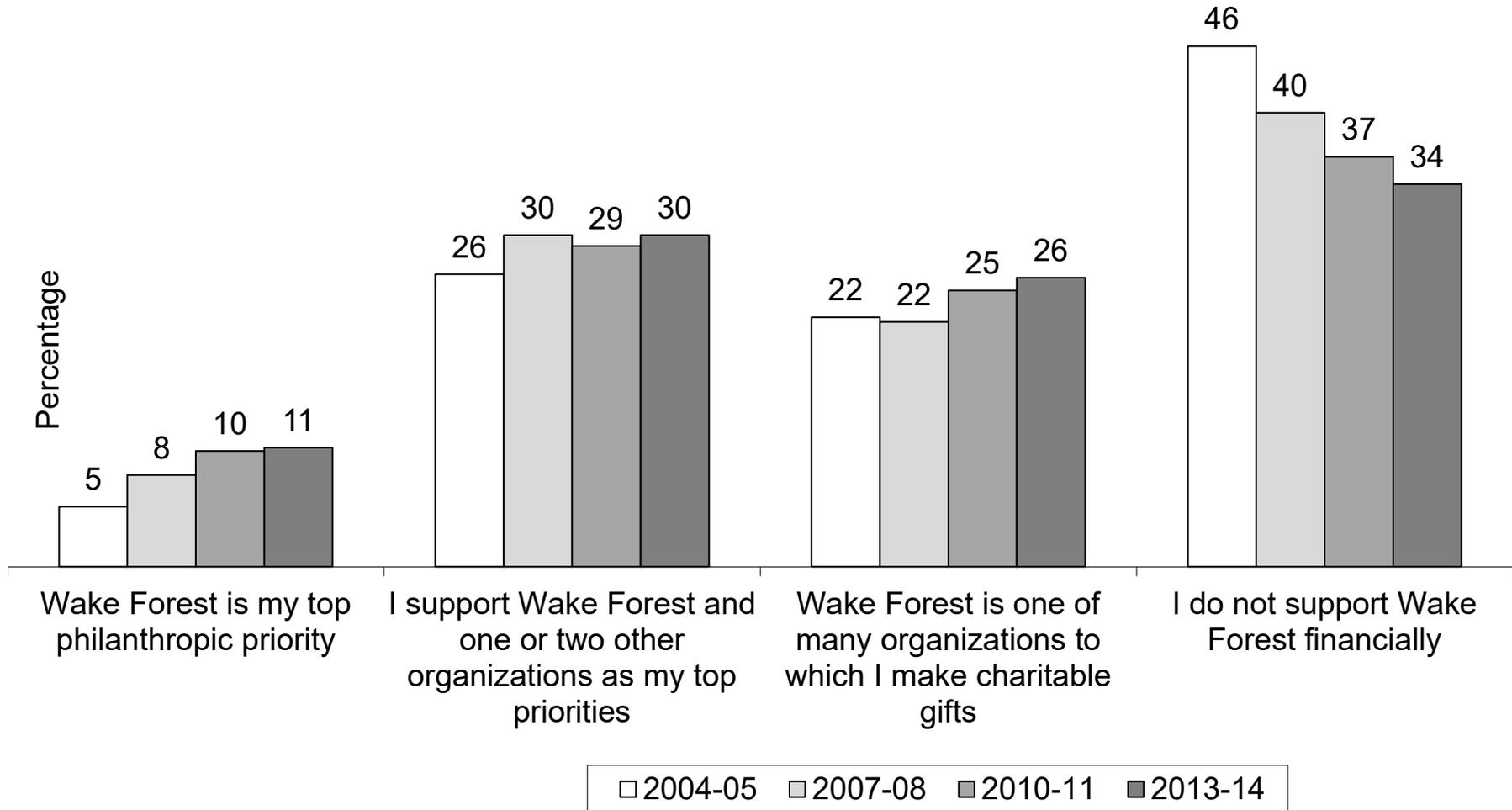
If you studied abroad while a student at Wake Forest, how satisfied were you with the quality of the academic experience?



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% |



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| | | | | | |
|---|-----------|-----|-----|-----|------|
| 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% |



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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"/> |
| Faculty asked me to show how a particular course concept could be applied to an actual problem or situation. | <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"/> |
| Faculty asked me to argue for or against a particular point of view. | <input type="checkbox"/> |
| Faculty challenged my ideas in class. | <input type="checkbox"/> |
| Students challenged each other's ideas in class. | <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"/> |
| Completed assignments or projects in which I solved problems. | <input type="checkbox"/> |
| Made oral presentations. | <input type="checkbox"/> |
| Used course content to address a problem not presented in the course. | <input type="checkbox"/> |
| Compared or contrasted topics or ideas from a course. | <input type="checkbox"/> |
| Pointed out the strengths and weaknesses of a particular argument or point of view. | <input type="checkbox"/> |
| Argued for or against a particular point of view and defended my argument. | <input type="checkbox"/> |
| Connected what I learned in multiple courses. | <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"/> |
| Participated in a diversity or cultural awareness workshop. | <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"/> |
| Had serious discussions with other students about different lifestyles and customs. | <input type="checkbox"/> |
| Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own. | <input type="checkbox"/> |
| Had serious discussions with students whose political, social, or religious opinions were different from your own. | <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"/> |
| Intercollegiate athletics | <input type="checkbox"/> |
| Intramural or club sports | <input type="checkbox"/> |
| Student publications | <input type="checkbox"/> |
| Performing arts/music | <input type="checkbox"/> |
| Political organizations or clubs | <input type="checkbox"/> |
| Community service | <input type="checkbox"/> |
| Sorority/fraternity | <input type="checkbox"/> |
| Religious groups | <input type="checkbox"/> |
| Internships (paid or unpaid) | <input type="checkbox"/> |
| Service organizations (on or off campus) | <input type="checkbox"/> |
| Multicultural student groups | <input type="checkbox"/> |
| Working with faculty on research | <input type="checkbox"/> |
| Study abroad | <input type="checkbox"/> |
| On-campus employment | <input type="checkbox"/> |
| Off-campus employment | <input type="checkbox"/> |
| Independent study | <input type="checkbox"/> |
| Other: _____ | <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