

## AAU DATA COLLECTION RECOMMENDATIONS FROM THE INSTITUTIONAL DATA COMMITTEE

### UNDERGRADUATE EDUCATION

#### 1) Retention and Graduation Rates

AAU institutions should participate in the Consortium for Student Retention Data Exchange (CSRDE) survey. This survey provides data on retention and graduation after the first year through the sixth year by race/ethnicity, residency status, and gender, with SAT/ACT test scores available for each subgroup.

Nationally, retention and graduation data are provided through the Department of Education's IPEDS (Integrated Postsecondary Education Data System) Graduation Rates Survey. However, in comparison to the IPEDS survey, the CSRDE survey provides more detailed retention information and more information about the cohorts (e.g., SAT/ACT scores, GPA, and high school rank).

Currently, 37 AAU institutions participate in the AAUDE/CSRDE data exchange, though these are almost all public universities. A small number of AAU private universities have participated recently and regard the survey as useful and not difficult to complete. AAUDE will develop an annual consolidated, easily interpretable table for AAU university retention and graduation rates (*Attachment 1* is an example of the CSRDE survey for entering female freshmen at a given institution). As with all AAU Data Exchange items, AAUDE representatives have access to the data via the AAUDE data warehouse and will be able to run ad hoc queries and design institutional reports as desired.

#### 2) Time to Degree

AAU institutions should collect time-to-degree data for the campus overall, and by discipline. Initially, data will be collected on a subset of the largest degree-producing majors for AAU institutions, to be determined by an analysis of AAU university degree production. The data will be aggregated by institution and discipline, using CIP codes to facilitate comparisons across universities. Time to degree will be calculated with a backward-looking procedure by establishing cohorts of all degree recipients from July 1 through June 30 of a given academic year and then determining when each student in the cohort first started at the institution. AAUDE has developed a methodology for this calculation and will coordinate the time-to-degree data collection and summary reports. The summary reports will provide information by discipline (e.g., biology, physical sciences, business, engineering, arts and humanities, social science) and by individual majors.

This survey will be conducted annually and will include information only for full-time, degree-seeking students who entered as first-time freshmen at the institution; the data will not include transfer students.

A brief survey of the AAU institutions that collect time-to-degree data found that institutions use a number of ways of measuring time-to-degree, including the number of registered terms, the number of academic years enrolled, the number of credits awarded, and the number of elapsed calendar months and years. AAUDE believes it can develop a method to allow institutions to provide data in several different ways and develop crosswalks between them to provide comparable information overall.

Once the data collection procedure described above has been used for a few years, AAU should consider whether to refine the time-to-degree data to employ unit record data collection, which would support expanded analyses by providing, for example, frequency distributions as well as measures of central tendency. If the judgment is that collecting unit record data meets a cost/benefit test of providing sufficiently more useful information, the AAU will carefully evaluate the privacy and security aspects of such a unit-record collection procedure before implementing it.

### 3) Student Transfers

AAU institutions should participate in a student transfer data collection procedure to be carried out through a contractual arrangement with the National Student Clearinghouse, contingent upon achieving a workable contractual arrangement. The proposed procedure will provide graduation rates that include transfers among AAU institutions, which will provide more complete and accurate data documenting significantly higher graduation rates than are currently reported through federal data reporting procedures. The proposed arrangement with the Clearinghouse will also provide post-baccalaureate graduate program enrollment information for students graduating from AAU universities.

The National Student Clearinghouse is a non-profit organization that provides student degree, diploma and enrollment verification. Its programs are designed to help relieve member institutions' administrative burdens of providing educational record verification while maintaining the confidentiality and privacy of records in compliance with the Family Educational Rights and Privacy Act (FERPA). Institutional data submitted to the Clearinghouse are unit record data, and the Clearinghouse has been managing unit record data effectively since its inception. The Clearinghouse, formed 13 years ago, now has nearly 3,000 colleges and universities participating in one or more of its data collection programs. Among AAU institutions, all but four submit enrollment data to the Clearinghouse, and roughly half submit degree information on those who graduate from the institution.

The National Student Clearinghouse has agreed to work with AAU to develop a procedure for tracking to graduation, or departure from higher education, students who transfer from one AAU university to another, and those who are enrolled in graduate school. *(See sample reports in Attachment 2. These sample reports are conceptual in nature, but will be used as the foundation for further work with the Clearinghouse on the final reports.)* These transfer data will provide a more complete picture of graduation rates at AAU universities; the data will also provide analytically valuable information about students who transfer from a given institution, where they go, and their outcomes. The transfer tracking process likely will expand to non-AAU institutions; the National Association of State Universities and Land-Grant Colleges is interested in establishing a comparable arrangement with the Clearinghouse.

Preliminary discussions with the Clearinghouse leadership have indicated that in exchange for full participation by AAU institutions in four basic Clearinghouse programs—Basic (Core) Reporting, Enrollment Verify, Degree Verify, and StudentTracker—no fee will be charged to AAU for reports on graduation rates, including transfers. Less than full participation may result in some fees, but the costs are expected to be modest. Clearly, the broader the participation in the proposed student transfer program by AAU institutions and beyond, the more complete the student transfer data will be.

### 4) “Net Cost”—the Actual Cost of Attendance for Students

#### Cost Estimators

AAU members are urged to develop “cost estimators” that provide a specific estimate of the actual cost of attendance for a given undergraduate student. The cost estimator should adjust published tuition, fees, and related expenses to reflect typical financial aid awards based on attributes such as family income and assets, number of students in college, and state residency status. A number of AAU institutions have constructed such cost estimators to allow prospective students and their parents to enter key financial, demographic, and other data to receive estimate of those students' projected costs of attendance. The use of such calculators produces estimates that are considerably more accurate for most students than stated tuition and fees.

Cost estimators carry an inherent cost/benefit tradeoff: The easier the estimator is to use, the less precise the resultant estimate is likely to be. On the other hand, requiring comprehensive and detailed input, while producing a more accurate estimate of cost of attendance, may reduce the value of the estimator as an easily and widely used instrument.

The cost estimator task force is continuing to examine the issue. Having each institution develop its own estimator assures maximum flexibility in matching the estimator to the circumstances of that institution. But from the point of view of a prospective student or his or her parents, it would be considerably more useful to have a single estimator that was used by all institutions. The task force is examining whether it might be possible to develop a “basic” or default estimator—something equivalent to a tax short form—that all AAU institutions would use. Institutions would be free to develop additional elements to create an “advanced” estimator that would provide more precise estimates based on their local circumstances.

In considering the use of cost estimators, a number of institutions have been concerned about the potential problem of estimates being taken as commitments. Institutions that have used cost estimators have prominently stated that the estimators produce estimates only, not binding commitments. To date, the task force is aware of no significant problems arising from students and parents misconstruing cost estimates as commitments.

Attachment 3 lists a number of cost estimators developed by AAU member universities and others. Attachment 4 includes the key variables that the task force recommends be included in “advanced” cost estimators.

### Comparative Cost Data for AAU Universities

In addition to recommending that all AAU universities develop cost estimators for prospective students and their parents, the AAU institutions should share comparative cost data for internal use only, which would be circulated internally without identifying specific institutions. Only current and past year data would be collected. These standardized data would estimate cost of attendance at selected parental income levels (\$20-, \$40-, \$60-, \$80-, and \$100,000) for a hypothetical dependent, an entering in-state freshman who will live in a campus residence hall and is from a family of four with one student in college. Attachment 5 is the proposed template for this comparative net cost collection procedure. The information provided from these data would, among other assessments, allow institutions to compare the level of tuition discounting that occurs at their institution relative to other peer groups, and provide a cross-institutional comparison of costs among institutions.

## **5) Student and Alumni Surveys**

AAU institutions should administer a graduating senior survey and an alumni survey as a means of measuring student perceptions and outcomes. The Committee’s task force on student surveys has developed a proposed exit survey for all graduating seniors and an alumni survey that would be conducted on a periodic basis (e.g., every two years for graduating seniors and every five years for alumni); the intent is to gather inter-institutionally comparable information from seniors about their college experience and their immediate post-graduation plans, and to track alumni into their future careers. The senior survey contains a set of core questions that all institutions would use; institutions would, of course, be free to add additional questions. The graduating senior survey would be administered in every other year in students’ last term of their senior year or within the first year upon completion of their baccalaureate degree. The alumni survey would be administered every five years to an alumni cohort that graduated five years earlier (five-years-out), with an optional second ten-years-out survey for each cohort. Attachment 6 includes potential items for the proposed alumni survey. Attachment 7 presents a proposed methodology for both surveys.

AAUDE will develop data exchange and reporting procedures for aggregating and disseminating the survey data, allowing institutions to compare their survey responses to AAU institutions overall.

Sample Report for AAUDE / CSRDE Survey for Entering Freshmen Females For Institution A												
Entering Year	N of Cohort	Mean SATV	Mean SATM	Retention Rates						Graduation Rates		
				After 1 Yr	After 2 Yr	After 3 Yr	After 4 Yr	After 5 Yr	After 6 Yr	After 4 Yr	After 5 Yr	After 6 Yr
1994	1,583	561	633	95.1%	90.0%	88.1%	37.2%	4.7%	2.1%	51.5%	81.3%	85.5%
1995	1,682	550	631	95.3%	90.2%	87.4%	33.8%	4.3%	2.0%	52.9%	81.5%	85.9%
1996	1,878	623	640	95.6%	90.9%	87.8%	31.0%	3.8%	2.4%	56.9%	82.6%	86.6%
1997	1,826	634	648	96.3%	92.2%	89.2%	33.1%	3.9%	1.8%	56.2%	85.3%	88.4%
1998	1,848	643	663	95.9%	91.2%	88.9%	32.6%	2.8%	1.5%	57.9%	86.3%	89.3%
1999	1,932	630	647	96.0%	92.9%	91.1%	29.3%	2.4%	0.8%	61.9%	87.5%	90.2%
2000	2,009	628	653	96.5%	94.3%	89.8%	24.4%	2.1%		66.0%	89.2%	
2001	2,114	614	647	96.0%	92.1%	87.9%	24.3%			63.9%		
2002	1,958	621	652	96.3%	93.8%	89.5%						
2003	1,979	621	650	96.6%	93.8%							
2004	2,018	631	657	97.0%								

### Entering Freshmen Cohort and Where They TRANSFERRED TO:

School	# in Entering Cohort	Enrolled in Fall 2007 at:									
		Other AAU Institutions					4-Year Institutions		2-Year Inst.	Other	Grand Total
		Arizona	Brandeis	...	Yale	AAU Total	Publics	Privates			
Arizona	5,974										
Brandeis	741										
Brown	1,440										
California -Berkeley	4,101										
etc.	etc.										
U. of Washington	4,793										
Washington U.	1,388										
Wisconsin	6,141										
Yale	1,200										
<b>Total</b>	<b>150,000</b>										

### Entering Freshmen Cohort and Where They GRADUATED:

School	# in Entering Cohort	Graduated with Baccalaureate Degree in 2006-07 at:									
		Other AAU Institutions					4-Year Institutions		Other	Grand Total	
		Arizona	Brandeis	...	Yale	AAU Total	Publics	Privates			
Arizona	5,974										
Brandeis	741										
Brown	1,440										
California -Berkeley	4,101										
etc.	etc.										
U. of Washington	4,793										
Washington U.	1,388										
Wisconsin	6,141										
Yale	1,200										
<b>Total</b>	<b>150,000</b>										

### Baccalaureate Degree Cohort and Where They ARE ENROLLED

School	# in Degree Cohort	Enrolled in Graduate Program or other Program in Fall 2007 at:									
		Other AAU Institutions					4-Year Institutions		Other	Grand Total	
		Arizona	Brandeis	...	Yale	AAU Total	Publics	Privates			
Arizona	5,741										
Brandeis	722										
Brown	1,499										
California-Berkeley	6,767										
etc.	etc										
U. of Washington	7,287										
Washington U.	1,529										
Wisconsin	6,316										
Yale	1,291										
<b>Total</b>	<b>239,278</b>										

**AAU Institutions with a Net Price Estimator Or Information on Net Price:**

Arizona - <https://financialaid.arizona.edu/money/estimate.aspx>

Brandeis - <http://www.brandeis.edu/offices/sfs/finaid/costs.html>

University of California - [http://www.universityofcalifornia.edu/admissions/payingforuc/finguide\\_fr.pdf](http://www.universityofcalifornia.edu/admissions/payingforuc/finguide_fr.pdf)

Carnegie Mellon - <http://my.cmu.edu/site/admission/menuitem.926b970fd07533c019300710d4a02008/>

Colorado - <http://www.collegeincolorado.org/>

Florida - <https://www.isis.ufl.edu/cgi-bin/eaglec?mdastran=sfi-nely>

Johns Hopkins - <http://www.jhu.edu/finaid/estimator.html>

Michigan - <http://www.finaid.umich.edu/mcalc/MCalc.asp>

Princeton - [https://sweb.princeton.edu/cgi-bin/FinAid/finaid\\_form.pl](https://sweb.princeton.edu/cgi-bin/FinAid/finaid_form.pl)

Rochester - <http://enrollment.rochester.edu/financial/estimator/index.php>

Texas - <http://www.texascollegemoney.org/>

College Board - [http://apps.collegeboard.com/fincalc/efc\\_welcome.jsp](http://apps.collegeboard.com/fincalc/efc_welcome.jsp)

ACT - <http://www.act.org/fane/>

## **Recommended Variables for a Net Cost Estimator**

### Listing of Estimated Student Expenses:

Tuition and Fees (includes mandated health insurance fee)  
Room and Board (excludes phone or cell phone)  
Books and Supplies  
Personal Expenses  
Transportation

### Recommended data elements for an estimated financial aid calculator:

#### Student Status

Dependent vs. Independent  
Expected residence (on/off campus)  
State residency

#### Family Status

Number of people in household  
Number of college students in household  
Age of parents  
Parents' marital status

#### Student Income

Student income (AGI)  
Student wages  
Income taxes paid  
Untaxed income / benefits  
Cash, savings, checking  
Investment equity (other assets)  
Outside scholarships

#### Family Income

Household/ Parental income (AGI)  
Parent Wages  
Untaxed Income  
Social Security Benefits

#### Family Assets and Allowances

Liquid parental assets (cash, savings, checking)  
Investments  
Other real estate equity  
Family business/ farm equity/assets  
Income Taxes Paid

### Recommended elements for the "Results" section after the student/parent completed the requested information on the web-based estimated financial aid calculator:

#### Listing of Estimated Student Expenses:

Total Budget Only

#### Contributions and Awards

Parental Contribution  
Student Contribution

Grants (not specified)

Parental loans  
Student loans  
Student work study

Comparative Net Cost Template

(Pink areas to be filled in by campus)

Estimated Annual Expenses	Living in a Residence Hall
Mandatory Tuition and Fees	7,704
Housing and Utilities	12,173
Food	901
Books & Supplies	1,326
Personal	1,388
Transportation	684
<b>Total Resident Budget</b>	<b>\$24,176</b>

Family Income

\$20,000  
 \$40,000  
 \$60,000  
 \$80,000  
 \$100,000

Estimated Net Cost		
Total Cost	Gift Aid*	Net Cost
\$24,176	\$15,776	\$8,400
\$24,176	\$10,776	\$13,400
\$24,176	\$5,976	\$18,200
\$24,176	\$776	\$23,400
\$24,176	\$0	\$24,176

  

Dependent/Independent	Dependent
Class Level	Freshmen
Residency	In-State
Housing	On-campus
Full/Part Time Student	Full-time
Family Size	4
# of family in College	1
Parent Marital Status	Married
Age of Parents	both 45
Assets	\$20,000
Investments	\$5,000
Student Income	\$500
Student Assests	\$0
Family Business/real estate	\$0
Income Taxes Paid	\$0
Other_____	

Assumptions

Dependent/Independent  
 Class Level  
 Residency  
 Housing  
 Full/Part Time Student  
 Family Size  
 # of family in College  
 Parent Marital Status  
 Age of Parents  
 Assets  
 Investments  
 Student Income  
 Student Assests  
 Family Business/real estate  
 Income Taxes Paid  
 Other\_\_\_\_\_



**AAU Senior Survey Core Questions**  
**Draft**  
**April 2007**

**Future Plans**

A.1. What is MOST LIKELY to be your PRINCIPAL activity upon graduation?

- Employment, full-time paid
- Employment, part-time paid
- Graduate or professional school, full-time
- Graduate or professional school, part-time
- Additional undergraduate coursework
- Military service
- Voluntary activity (e.g., Peace Corps)
- Starting or raising a family
- Traveling
- Completely undecided
- Other, please specify:

**If employment will be your principal activity upon graduation, please answer questions A.2. through A.8. Otherwise, please skip to question B.1.**

A.2. If employment will be your primary activity, which of the following best describes your current state of plans for employment immediately after graduation?

- Have accepted a position
- Have been offered a position or multiple positions, but declined positions and still searching for preferred position
- Considering one or more offers
- Currently searching or waiting on offers
- Will begin searching for a position after graduation
- Not planning on employment

A.3. If you have accepted a position, in what type of organization or sector will you work?

- Private sector business
- Self-employed
- Government or other public institution
- Private non-profit (school, arts/culture organization, etc.)
- Not currently employed
- Other, please specify:

A.4. Which occupation category best describes the position you have accepted or are seeking?

- Management
- Business and financial/accounting
- Computer and mathematical
- Architecture and engineering
- Life, physical, and social sciences
- Community and social services
- Marketing and sales
- Legal
- Education, training and library
- Arts, design, entertainment, sports and media
- Healthcare/medical
- Office and administrative support
- Food preparation and serving related
- Building and grounds cleaning and maintenance
- Personal care and service

- Law enforcement
- Construction and extraction
- Farming, fishing and forestry
- Transportation
- Military
- Homemaker
- Student
- Other, please specify:

A.5. Is your current position related to your undergraduate field of study?

- Yes, same field as major
- Yes, related to major
- No, not related
- Not applicable (unemployed, etc.)

A.6. How well do you think your undergraduate education prepared you for the job market?

- Very well
- Pretty well
- Ambivalent
- Not well
- Not well at all
- Not relevant

A.7. How important was Career Services in helping you to find a job?

- Not important
- Somewhat important
- Very Important
- Essential
- Not applicable

A.8. In what state will you be employed?

- Pull down menu

### Pursuit of Additional Degrees

B.1. Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? Please mark all that apply in both columns.

	Upon Graduation	Future Plans
Second bachelor's degree	<input type="checkbox"/>	<input type="checkbox"/>
Law degree (LL.B. or J.D.)	<input type="checkbox"/>	<input type="checkbox"/>
Medical degree (M.D., D.D.S., D.V.M.)	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Master's Degree</u></b>		
Master of Arts or Science	<input type="checkbox"/>	<input type="checkbox"/>
Master of Business	<input type="checkbox"/>	<input type="checkbox"/>
Master of Engineering	<input type="checkbox"/>	<input type="checkbox"/>
Other Professional Master's (MSW, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Other Master's Degree	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Doctoral Degree (Ph.D., etc.)</u></b>		
Biological Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Engineering, other applied sciences	<input type="checkbox"/>	<input type="checkbox"/>
Humanities or arts	<input type="checkbox"/>	<input type="checkbox"/>
Physical sciences	<input type="checkbox"/>	<input type="checkbox"/>
Social sciences	<input type="checkbox"/>	<input type="checkbox"/>
Professional doctorate (e.g., education)	<input type="checkbox"/>	<input type="checkbox"/>
Other doctorate, please specify:	<input type="checkbox"/>	<input type="checkbox"/>

B.2. How well do you think your undergraduate institution prepared you for graduate or professional school?

- Very well prepared
- Generally prepared
- Ambivalent
- Generally not prepared
- Very poorly prepared
- Not relevant

B.3. To what extent did your overall undergraduate experience influence your plans for graduate or professional

studies?

- Very positively
- Generally positively
- Ambivalent
- Generally negatively
- Very negatively
- Not relevant

## Demographics

C.1. What is your gender?

- Male
- Female

C.2. What is your race or ethnic group?

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White

## Major

D.1. What was your undergraduate major?

- Agriculture
- Architecture
- Area, Ethnic and Cultural Studies
- Communication
- Journalism
- Computer Science
- Education
- Engineering
- Foreign Languages and Literatures
- Human Sciences
- Legal Studies
- English and Literature
- Library Science
- Biology/Life Sciences
- Mathematics
- Parks and Recreation
- Philosophy and Religious Studies
- Physical Sciences
- Psychology
- Public Administration
- Economics
- Social Sciences (excluding Economics and Psychology)
- Visual and Performing Arts

- Health Professions
- History
- Business/management
- Music
- Nursing
- Other

### **Education Related Debt**

E.1. At the time of your graduation, approximately what will be the total amount borrowed to finance your undergraduate education which you will be personally responsible for repaying?

- none
- \$1 to 4,999
- \$5,000 to 9,999
- \$10,000 to 14,999
- \$15,000 to 19,999
- \$20,000 to 24,999
- \$25,000 to 29,999
- \$30,000 to 34,999
- \$35,000 or more
- Unable to estimate

E.2. As you prepare to graduate, do you think that the benefits you received from attending your undergraduate institution were worth the financial costs to you and your family?

- Yes
- No

## Skill Development

F.1. How well do you think your undergraduate education prepared you to:

	1 - Not at all	2	3	4	5 - Very well
Write Effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate well orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquire new skills and knowledge on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use information technology in intellectual and/or professional pursuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think analytically and logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand how scientists ask questions and design experiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and apply quantitative principles and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand international perspectives on economic, political, social, and cultural issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the knowledge, ideas, or perspectives gained from your major field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F.2. How well did your undergraduate education prepare you for personal and professional situations that require:

	1 - Not at all	2	3	4	5 - Very well
Awareness of contemporary issues in society, technology, and the natural world, and appreciation of their complexity of cause and consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of and appreciation for the arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to evaluate and choose between alternative courses of action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to get along with people of diverse backgrounds and perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work as a member of a team or group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**AAU Alumni Survey Core Questions**  
**Draft**  
**March, 2007**

**Employment and Job Satisfaction**

A.1. If you are currently employed, in what type of organization or sector do you work?

- Not currently employed
- Private for-profit corporation/company/group-practice
- Self-employed, own business, or professional practice (non-group)
- Government or other public institution or agency
- Private non-profit (school, college, arts/cultural organization, etc.)
- Other, please specify:

A.2. Which occupation category best describes your current position?

- Management
- Business and financial/accounting
- Computer and mathematical
- Architecture and engineering
- Life, physical, and social sciences
- Community and social services
- Marketing and sales
- Legal
- Education, training and library
- Arts, design, entertainment, sports and media
- Healthcare/medical
- Office and administrative support
- Food preparation and serving related
- Building and grounds cleaning and maintenance
- Personal care and service
- Law enforcement
- Construction and extraction
- Farming, fishing and forestry
- Transportation
- Military
- Homemaker
- Student
- Other, please specify:

A.3. Is your current position related to your undergraduate field of study?

- Yes, same field as major
- Yes, related to major
- No, not related
- Not applicable (unemployed, etc.)

A.4. How well do you think your undergraduate institution prepared you for the job market?

- Very well
- Generally well
- Ambivalent
- Inadequate
- Very inadequate
- Not relevant

A.5. Overall, how satisfied are you with the course of your career thus far?

- Very satisfied
- Generally satisfied
- Ambivalent
- Generally dissatisfied
- Very dissatisfied
- Not relevant

A.6. Thinking of your current and prior positions, how important are the following principles to your sense of job satisfaction?

	Very important	Important	Ambivalent	Not very important	Not at all important
Recognition from colleagues					
Influencing political and social values					
Having responsibility for the work of others					
Being well off financially					
Helping others in need					
Contributing to science and innovation					
Being involved in artistic activities					
Being successful in my own business					
Keeping up with developments in my area of expertise					
Work that is in accordance with a particular philosophy or religion					
Working with like-minded colleagues					
Challenging yourself intellectually					
Other, please specify:					

**Pursuit of Additional Education**

B.1. Have you enrolled in a degree program since graduating from your undergraduate institution?

- No {Skip to question B.4.}
- Yes {Mark all boxes that apply in question B.2.}

B.2.

	Degree Received	Currently Enrolled
Second bachelor's degree	<input type="checkbox"/>	<input type="checkbox"/>
Law degree (LL.B. or J.D.)	<input type="checkbox"/>	<input type="checkbox"/>
Medical degree (M.D., D.D.S., D.V.M.)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Master's Degree</b>		
Master of Arts or Science	<input type="checkbox"/>	<input type="checkbox"/>
Master of Business	<input type="checkbox"/>	<input type="checkbox"/>
Master of Engineering	<input type="checkbox"/>	<input type="checkbox"/>
Other Professional Master's (MSW, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Other Master's Degree	<input type="checkbox"/>	<input type="checkbox"/>
<b>Doctoral Degree (Ph.D., etc.)</b>		
Biological Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Engineering, other applied sciences	<input type="checkbox"/>	<input type="checkbox"/>
Humanities or arts	<input type="checkbox"/>	<input type="checkbox"/>
Physical sciences	<input type="checkbox"/>	<input type="checkbox"/>
Social sciences	<input type="checkbox"/>	<input type="checkbox"/>
Professional doctorate (e.g., education)	<input type="checkbox"/>	<input type="checkbox"/>
Other doctorate, please specify:	<input type="checkbox"/>	<input type="checkbox"/>

B.3. How well do you think your undergraduate institution prepared you for graduate or professional school when you compare yourself with others in your graduate/professional degree program(s)?

- I was very well prepared
- I was generally well prepared
- I was adequately prepared
- I was inadequately prepared
- Not relevant

B.4. To what extent did your overall undergraduate experience influence your plans for graduate or professional studies?

- Very positively
- Generally positively
- Ambivalent
- Generally negatively
- Very negatively
- Not relevant

B.5. In what state do you currently reside?

- Pull down menu

**Demographics**

C.1. What is your gender?

- Male
- Female



C.2. What is your race or ethnic group?

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White

## Major

D.1. What was your undergraduate major?

- Agriculture
- Architecture
- Area, Ethnic and Cultural Studies
- Communication
- Journalism
- Computer Science
- Education
- Engineering
- Foreign Languages and Literatures
- Human Sciences
- Legal Studies
- English and Literature
- Library Science
- Biology/Life Sciences
- Mathematics
- Parks and Recreation
- Philosophy and Religious Studies
- Physical Sciences
- Psychology
- Public Administration
- Economics
- Social Sciences (excluding Economics and Psychology)
- Visual and Performing Arts
- Health Professions
- History
- Business/management
- Music
- Nursing
- Other

## Education Related Debt

E.1. At the time you graduated, approximately what was the total amount borrowed to finance your undergraduate education which you were personally responsible for repaying?

- none
- \$1 to 4,999
- \$5,000 to 9,999
- \$10,000 to 14,999
- \$15,000 to 19,999
- \$20,000 to 24,999
- \$25,000 to 29,999
- \$30,000 to 34,999
- \$35,000 or more
- Unable to estimate

E.2. Reflecting back, do you now think that the benefits you received from attending your undergraduate institution were worth the financial costs to you and your family?

- Yes, definitely.
- Maybe, but not sure.
- No, definitely not.

### Skill Development

F.1. Based on what you know now, how well do you think your undergraduate education at [name of institution] prepared you to:

	1 - Not at all	2	3	4	5 - Very well
Write Effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate well orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquire new skills and knowledge on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use information technology in intellectual and/or professional pursuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think analytically and logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand how scientists ask questions and design experiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and apply quantitative principles and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand international perspectives on economic political, social, and cultural issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the knowledge, ideas, or perspectives gained from your major field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F.2. How well did your undergraduate institution prepare you for personal and professional situations that require:

	1 - Not at all	2	3	4	5 - Very well
Awareness of contemporary issues in society, technology, and the natural world, and appreciation of their complexity of cause and consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of and appreciation for the arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to evaluate and choose between alternative courses of action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to get along with people of diverse backgrounds and perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work as a member of a team or group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### AAU Institutional Data Committee Surveys of Graduating Seniors and Alumni Methodology and Procedures - Recommendations

#### General

- Recommended core set of questions that may be incorporated into existing surveys of graduating seniors and alumni or conducted as a separate survey.

#### Senior Survey

- Recommend first year of administration in 2008 with a two year cycle (2008, 2010, 2012, etc.)
- Recommend web survey
- Strive for best possible response rates and make rates public. If possible, include any analysis of non-response bias.
- Survey the complete census of graduating seniors or use sampling procedures that allow for generalizability of findings to population.
- Survey data are confidential.
- Anonymity of data determined locally based on institutional practices, policies, and local IRB.

#### Alumni Survey

- Recommend first year of administration in 2009 and a five year cycle going forward (2009, 2014, 2019, etc.)
- Recommend that survey covers five years out cohort (for example, graduating class of 2004 in 2009), with ten years out cohort as optional (class of 1999 in 2009)
- Web or paper survey
- Strive for best possible response rates and make rates public. If possible, include any analysis of non-response bias.
- Survey the complete census of each alumni cohort studied or use sampling procedures that allow for generalizability of findings to population.
- Survey should not be connected in any way to an alumni giving solicitation.
- Survey data are confidential.
- Anonymity of data determined locally based on institutional practices, policies, and local IRB.

#### Exchange and Sharing of Data

- Exchange data under the auspices of AAUDE
  - Adhere to data exchange and sharing policies of the AAUDE
  - Store data in the AAUDE data warehouse
  - Exclude personally identifiable information from unit record data (student name, SSN)
- Determine AAUDE caretakers for the survey

## AAU INSTITUTIONAL DATA COMMITTEE DATA COLLECTION RECOMMENDATIONS

### GRADUATE EDUCATION

The recommendations below are crafted to provide comparable, inter-institutional information focusing on major Ph.D. programs. Once the recommended procedures are in place, AAU will work with institutional research and planning officers and graduate deans through the Association of American Universities Data Exchange (AAUDE) and the Association of Graduate Schools (AGS) in the Association of American Universities to consider broadening the scope of Ph.D. data collection and adding master's degree data.

#### 1. Enrollment

AAU institutions should participate in the AAUDE exchange item "AAUDE enrollment by program," which was initiated as a pilot program last fall. This survey collects enrollment data at all student levels – graduate, undergraduate, non-degree, and professional. It focuses on local academic programs rather than discipline or institutional totals, yet can be aggregated to produce those results as well. The survey data will support comparisons of enrollment of, for example, Ph.D. students in history, students seeking master's degrees in Chinese, biotechnology master's students in engineering vs. biology programs, Ph.D. students with multiple programs or majors, and graduate students not seeking degrees.

Institutions completing the item also can use standard queries to the AAUDE data warehouse to package their graduate enrollment data in formats requested annually by the Thomson-Peterson's Survey of Graduate and Professional Institutions, by National Science Foundation – National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering, by CGS/GRE (Council of Graduate Schools Graduate Record Exam Survey of Graduate Enrollment), and by ACT. The AAUDE survey is more comprehensive and more detailed than any of these annual surveys, and more detailed than the annual U.S. Department of Education IPEDS collection.

#### 2. Completion rates

AAU institutions should collect data on Ph.D. completions. Data on the percent of students who complete a Ph.D. program and, in conjunction with time-to-degree data (see below), will provide a basic measure of comparative student performance in Ph.D. programs. AAUDE is developing an exchange item on Ph.D. completions, which will be completed after the procedure used in the National Research Council (NRC) Assessment of Research Doctorate Programs has been evaluated at the completion of the NRC assessment project.

#### 3. Time to degree

AAU institutions should collect time-to-degree data drawn from institutional records. The National Science Foundation collects time-to-degree data through the Survey of Earned Doctorates, but these data are self-reported data subject to some inaccuracy and omission. AAUDE will develop a new time-to-degree exchange item for its annual data exchange after evaluation of the NRC's time-to-degree procedure being used in its doctorate programs assessment project.

#### **4. Graduate student financial support**

AAU institutions should participate in the AAUDE exchange item on graduate assistant stipends. This recently implemented exchange item collects stipend data by program within institutions. AAUDE will monitor and revise the data collection as needed to achieve greater inter-institutional comparability, and an AAUDE task force has been formed to develop proposals for expanding the stipend survey to include all forms of graduate student financial support, including fellowships. The task force will also track and evaluate NRC's procedure for collecting graduate student financial support data in its ongoing doctoral program assessment project.

Graduate student financial support is perhaps the most difficult category of graduate education data to collect in a comparable form across institutions. However, gathering comparable student support data across institutions will enable departments to evaluate the competitiveness of offers to admitted students, provide useful information to deans and other central administrators about the costs of supporting graduate students, and about the relationship of financial support to student recruitment and performance.

#### **5. Graduate student exit survey**

AAU institutions should have all Ph.D. recipients complete a common graduate student exit survey. A graduate student survey task force has developed a draft set of questions that would form a core survey to be used by all AAU institutions, providing inter-institutional comparisons of key aspects of students' graduate experience and subsequent career plans. The survey data will be compiled for comparison across institutions, using AAUDE data-sharing policies to preserve anonymity of individual student data. Individual institutions may wish to add additional questions for their own use. The Association of Graduate Schools is reviewing the core survey. A final survey will be ready for implementation shortly, and the Committee recommends all AAU institutions use this survey. However, crosswalks will be developed for comparing results of similar questions and different response scales from institutions that have already developed and wish to continue using their own exit surveys.

#### **6. Ph.D. outcomes**

The Committee recommends that all AAU universities participate in a Ph.D. educational and career outcomes survey of Ph.D. recipients after the completion of their degrees, to be conducted by University of Washington's Center for Innovation and Research in Graduate Education (CIRGE). The estimated cost of participation for each institution is \$9,000 to \$10,000 per year per institution, if all or most AAU institutions participate. CIRGE has conducted several such surveys, built on earlier work that CIRGE Director and University of Washington Professor Maresi Nerad carried out at the University of California, Berkeley with Joseph Cerny, then Vice Chancellor for Research and Dean of the Graduate School at Berkeley. The procedure will involve locating Ph.D.s three to 10 years after Ph.D. completion and surveying them about their current circumstances and views of their graduate education. A rotating three-year cycle will cover surveys in the five broad areas of natural sciences, social sciences, humanities, engineering, and professional schools (*Attachment 1*). Participating institutions will receive analytic reports, will be able to contract with CIRGE for additional specific reports such as comparisons with selected peer institutions, and will have access to the data through a licensing process that addresses institutional review board and other data-handling requirements.