Chapman University's
Graduate Education & Career Survey
Graduating Class of 2000-2001:

ALUMNI SURVEY
RESULTS

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June 2003

(Revised: 11/13/03)

INTRODUCTION

The Chapman Plan[1], created in 2001 to guide the intellectual scope of the institution, provides a framework for setting operational priorities, allocating resources, and assessing the university's success as an educationally effective institution. One of the areas that this document draws attention to is the need to assess the satisfaction and perceptions of graduates with regard to their education and experience at Chapman University. Specifically, the Chapman Plan draws attention to the following five areas for assessment:

> **3.5.1** Survey alumni as to the long-term satisfaction with their Chapman education and experience.
>
> **4.2** Conduct periodic follow-up satisfaction surveys of graduates.
>
> **7.3.1** Do alumni view their relationship with Chapman as mutually beneficial, do they feel like an integral part of our intellectual and social community through their participation in educational activities and other campus events, and involvement as mentors to current students. Track alumni participation in and satisfaction with these activities.
>
> **7.3.2** Survey students' attitudes toward maintaining their relationship with the university as alumni. Compare over time to their actual behavior as alumni.
>
> **7.6.1** Survey perceptions of the institution – i.e., how it is represented.

The Chapman Plan, the stated mission and core values of Chapman University, and the "First Principles"[2] outlining the qualities that every graduate should possess, collectively call attention to the importance of studying this constituent group. Additionally, they also provide direction for assessment and data collections activities of Chapman University alumni.

While some of these guiding documents may be new to the campus, studies of Chapman University alumni are not. Chapman University has a long history of collecting information on recent graduates. Continuing with this tradition, this study explores the following questions with the Chapman University graduating class of 2000-2001:

- *What are graduates doing one year after they leave Chapman University?*
- *How well did Chapman University prepare graduates for a career and/or furthering their education?*
- *To what extent do graduates attribute their learning and growth in various areas to their Chapman University experience?*
- *How satisfied are graduates with their educational experience one year after leaving Chapman University?*

LITERATURE REVIEW

Alumni comprise an indispensable constituent group of any college or university community. According to Mulugetta, Nash, and Murphy (1999)[3]:

> Given today's competitive academic marketplace, the role of alumni extends beyond making financial contributions to their alma mater. At many colleges and universities, alumni play an important role in the recruitment and admission process. They also assist current undergraduates by acting as mentors and sources of internships and other job opportunities. Motivated alumni may act as effective ambassadors for their alma mater by increasing the recognition and prestige of the institution in their home communities. (p. 62)

Consequently, a growing number of colleges and universities have found it imperative to regularly assess the satisfaction and perceptions of their alumni. In recent years, alumni have increasingly been the focus of studies assessing institutional effectiveness. Given the rising cost of higher education, colleges and universities have become more accountable and interest has shifted toward assessment exploring whether educational institutions are actually living up to their stated mission of preparing students to lead successful, productive, and rewarding lives. According to McGuire and Casey (1999)[4]:

> Parents, students, and government leaders alike are increasingly calling into question the value of a college degree. This scrutiny is fueled by at least two phenomena—the well documented escalation of the cost of college attendance over the past two decades and concerns about the employment prospects and even the employability of today's college graduates. ...the pressure on colleges and universities to maximize and demonstrate their effectiveness is at an all-time high. Because a college education is a lifelong investment with presumed dividends accruing for many years after graduation, it is logical to seek out compelling answers to the public's legitimate concerns through research on alumni. (p. 81-82)

As a result, research on alumni has moved beyond simply assessing graduates' overall satisfaction with their college or university experience and has focused more on assessing educational outcomes. According to Astin (1993)[5], since outcomes refer to those 'talents' such as knowledge, skills, and values the institution either does influence or attempts to influence through its educational programs and practices, outcome measures are inevitably value based since they reflect the desired aims and objectives of the educational program (p. 38). In addition, Astin also (1993) asserts that "the very act of choosing to assess certain outcomes rather than others clearly requires us to make value judgments" (p. 38). For most educational institutions, choosing what outcomes to study is not a difficult task since the mission and stated goals of a college or university provide a blueprint for what outcomes are important and should be assessed. For example, since Chapman University's mission is *to provide personalized education of distinction that leads to inquiring, ethical, and productive lives as global*

citizens, we are naturally interested in collecting information (as this current study attests) on our graduates' citizenship activities and development of ethical standards.

The outcomes we choose to assess are also guided by the literature on the intended outcomes of higher education since they provide some direction as to the various benefits a college education should bring our graduates. Indeed, there are many rewards that can be directly and indirectly linked to a college education. Over twenty-five years ago, Howard Bowen (1977)[6] meticulously outlined the various intended outcomes of a college education in his book, *Investment in Learning: The Individual and Social Value of American Higher Education.* According to Bowen (1977):

> …the formal academic program and the extracurricular life of an academic community is intended to help students develop as persons in three aspects: *cognitive learning,* by expanding their knowledge and intellectual powers; *affective development,* by enhancing their moral, religious, and emotional interest and sensibilities; and *practical competence,* by improving their performance in citizenship, work, family life, consumer choice, health, and other practical affairs. (p. 39)

These goals or intended outcomes, Bowen writes, are "a useful starting point in a study of outcomes because they may be regarded as hypotheses about the consequences of higher education and they give guidance as to what to look for by the way of actual outcomes" (p. 31). While there are various cognitive and affective outcomes that can be assessed in a study of alumni, some of these outcomes may be difficult to assess since they may not be noticeable until several years after attendance (Bowen 1977; Astin 1993). For example, Bowen (1977) asserts:

> Some of the effects of higher education inevitably occur only after a long time lag between cause and effect. For individuals, the outcomes of higher education are harvested over adult lifetimes averaging fifty to sixty years after graduation from college. (p. 26)

Three observable outcomes that institutions regularly assess have to do with the employment rates, post-baccalaureate enrollment, and annual income of their recent graduates. This information is frequently collected at institutions of higher learning since they not only serve to gauge the success of the student but also the extent to which the institution is being successful in producing employable and able citizens. At Chapman University, this information is especially important to collect since many of our graduates, as evident from the 2001 CIRP Freshmen Survey Results[7], come to college "to get training for a specific career," "to be able to make more money," and "to be able to get a better job." In addition, many choose to attend Chapman University specifically because they believe that their "college graduates get good jobs." Consequently, this alumni study collects information on the employment rates, post-baccalaureate enrollment, and annual income of our recent graduates, in addition to their cognitive learning, affective development, practical competence, and satisfaction.

METHODOLOGY

The Survey and Administration Procedures

Exactly 1,849 (1,190 women; 659 males) names and addresses were obtained for the administration of the Graduate Education & Career Survey, a home-grown survey created in 1993 and minimally revised in 2002. The survey was originally designed to obtain information on alumni's plans to pursue an advanced degree, employment status, and perceptions of their educational experience at Chapman University. The over 1,800 names and addresses represent the population of undergraduates and graduate students with degrees conferred between 2000-2001 from the Orange Campus and University College. Names and addresses were provided by University Relations' Development Operations Office.

The Graduate Education & Career Survey, estimated to take about 20 minutes to complete, was sent to alumni via U.S. mail in August 2002. The 3-page paper-pencil survey was designed so that respondents could directly mail the survey to Chapman's Institutional Research Office (CIRO) by refolding the survey with the pre-addressed, postage-paid side facing outward.

When surveys were returned to CIRO as undeliverable, a second survey was sent to the forwarding address when it was provided. To increase response rate, a second survey was also sent in September 2002 to 75% of the alumni who had not yet returned the survey. The limited number of surveys available for a second mail-out made it impossible to send a second survey to all of the graduating class of 2000-2001 who had not yet responded to the first survey. Individuals chosen to receive a second survey were randomly selected from the non-respondents.

Data and Analyses

Using SPSS Data Entry Builder software, a data-entry screen was created to manually input the quantitative data. Once the information was entered, a SPSS "sav" file was created. Survey data was then merged with additional data which had also been obtained from the Development Operations Office such as gender, ethnicity/race, degree conferred and major. The new merged SPSS "sav" file was utilized for all analysis. In addition to the closed-ended questions, alumni were asked to respond to one open-ended question: "*What changes would you suggest for improving Chapman's academic programs and services?*" Qualitative data was transcribed verbatim using File Maker Pro. While descriptive statistics were used to analyze the quantitative data, the qualitative data was carefully reviewed to identify emerging patterns or themes. All quantitative and qualitative data were entered manually by Chapman's Institutional Research Office (CIRO).

FINDINGS

The purpose of this report is to provide an overview of the findings from Chapman University's Graduate Education & Career Survey. However, detailed tables can be found for most of the survey questions in the Appendix. Survey results presented here are divided into the following subsections:

- Response Rate and Sample Representation
- Advanced Education
- Employment
- Preparedness
- Quality
- Growth and Development
- Satisfaction and Perceptions of Chapman University
- Areas for Improvement: Open-Ended Responses

Response Rate and Sample Representation

A total of 393 surveys were returned to CIRO resulting in a 22 percent overall response rate after considering the non-deliverable surveys that were returned with no forwarding address and consequently did not reach the intended recipient. As illustrated in Table 1, the survey sample consists of 21.3 percent of the total population of the 2000-2001 graduating class of Chapman University.

Table 1

Graduating Class of 2000-2001			
	Total Number(% of total) of Alumni In		Percent of
Alumni	Population	Sample	Population
All	1849 (100%)	393 (100%)	21.3
Orange Campus	785 (42.5%)	187 (47.6%)	23.8
University College	1064 (57.5%)	206 (52.4%)	19.3
Orange Campus Undergraduates	526 (28.4%)	127 (32.3%)	24.1
Orange Campus Graduates	259 (14.0%)	60 (15.3%)	23.2
University College Undergraduates	523 (28.3%)	100 (25.4%)	19.1
University College Graduates	541 (29.3%)	106 (27.0%)	19.6
Graduate	800 (43.3%)	166 (42.2%)	20.8
Undergraduate	1049 (56.7%)	227 (57.7%)	21.6

Data in Table 1 also show that 23.8 percent of the 2000-2001 Orange Campus alums and 19.3 percent of the 2000-2001 University College alums are represented in the sample. In addition, findings reveal that given their numbers in the population, Orange Campus undergraduates are slightly overrepresented in the sample (32.3%). Or in other words, of the four groups, Orange Campus undergraduates were the most likely to respond to the survey.

Table 2

Sample Representation of Graduating Class of 2000-2001		
	Percent In	
	Population (n=1849)	Sample (n=393)
Sex		
Male	35.6	30.8
Female	64.4	69.2
Ethnicity/Race		
African-American	4.4	2.8
Asian/Pacific Islander	6.5	3.1
White/Non-Hispanic	68.4	76.6
Hispanic/Latino	10.7	8.4
American Indian/Alaskan	0.8	0.8
Multi-Racial/Ethnic	2.7	3.3
Unknown or Decline to State	6.6	5.1
Degree Conferred		
Certificate	0.3	0.5
Educational Specialist	0.8	1.8
Associate	0.2	0.0
Bachelor	57.7	58.8
Masters	40.2	37.2
Executive MBA	1.0	1.8

Table 2 displays data on some of the personal characteristics of the graduating class of 2000-2001. As would be expected given the proportion in the population, these data illustrate that the majority of the sample is composed of female alums. Data also show that White/Non-Hispanic alums are overrepresented, while African-American and Asian/Pacific Islander alums are under-represented in the sample given their numbers in graduating class of 2000-2001. As can be seen in Table 2, most Chapman University graduates in the sample are bachelor or master's degree recipients.

Advanced Education

The first section of the survey asked alums about their current educational status and plans for furthering their education. Alums were asked to respond to the following question: *Which best describes your current educational status?* Specifically, they were asked to select one of the following six choices:

- I have completed, or am currently completing, the requirements for a teaching credential.
- I am currently enrolled in a dual teaching credential/master's program.
- I am currently enrolled in a master's program.
- I am enrolled in a doctoral or other post-graduate degree program.
- I am not pursuing more education, but plan to do so in the future.
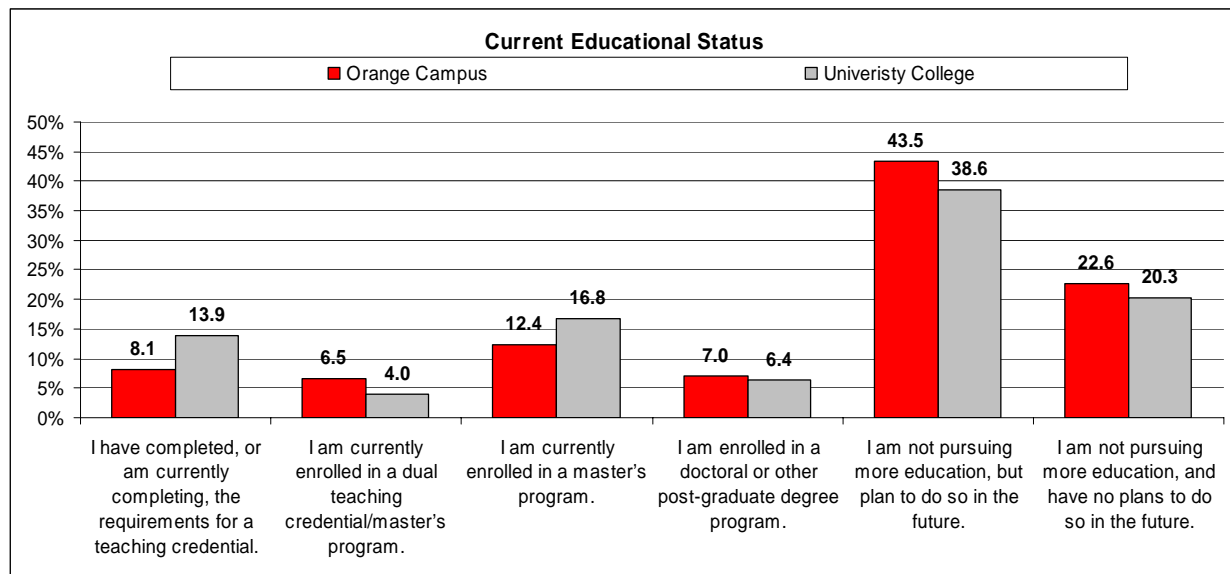- I am not pursuing more education, and have no plans to do so in the future.

Table 3

Current Educational Status
All Alums
(n=393)

Category	Percent
I have completed, or am currently completing, the requirements for a teaching credential.	11.1
I am currently enrolled in a dual teaching credential/master's program.	5.2
I am currently enrolled in a master's program.	14.7
I am enrolled in a doctoral or other post-graduate degree program.	6.7
I am not pursuing more education, but plan to do so in the future.	41.0
I am not pursuing more education, and have no plans to do so in the future.	21.4

(38% circled across first four categories)

While only a combined 38 percent of the total respondents reported that they were *currently* pursuing a post-baccalaureate degree, 41 percent of them did report that they planned on pursuing their education further in the future. Data show that only 21 percent of the respondents (n=83) reported that they had no interest in pursuing their education further. Additional analyses reveal that of the alums who indicated that they had no interest in pursuing their education further (n=83), 79 percent (n=65) of them had already graduated with a post-baccalaureate degree in 2000-2001 from Chapman University. In other words, many of them had been graduate students at Chapman University and therefore had already received a post-baccalaureate degree.
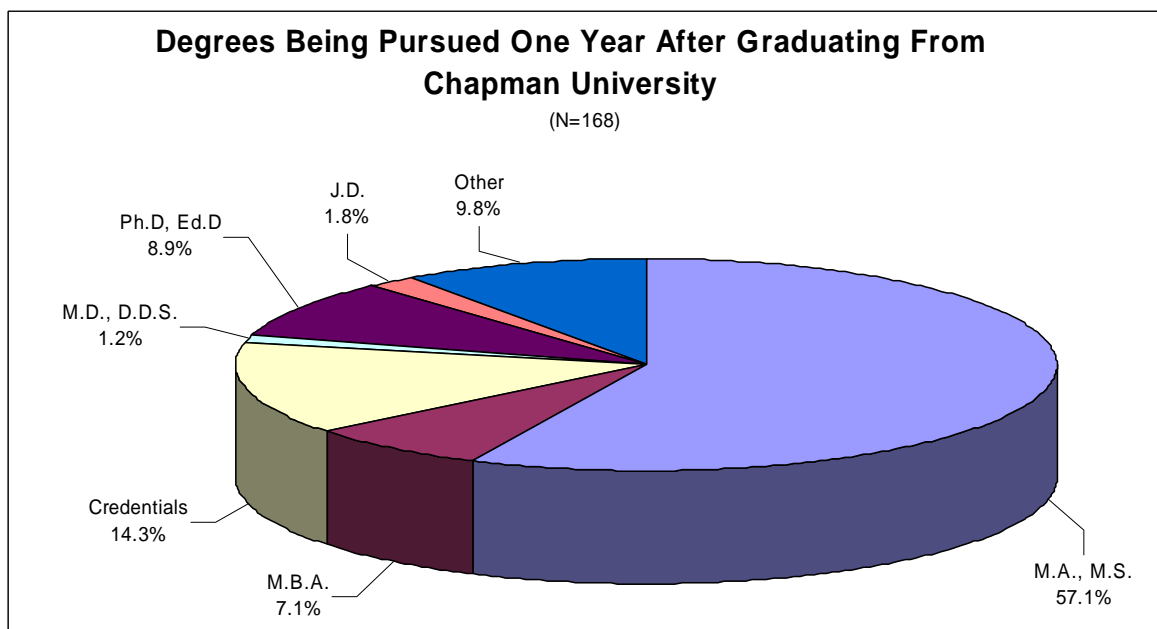
As can be seen in Table 4, differences between the Orange Campus and University College graduates were minimal. Data show that graduates from the Orange Campus were slightly more likely to report that they planned on pursuing their education further in the future. However, University College graduates were more likely to report that they were already currently enrolled in a Master's program.

Table 4

Current Educational Status

Legend: ■ Orange Campus ▢ Univeristy College

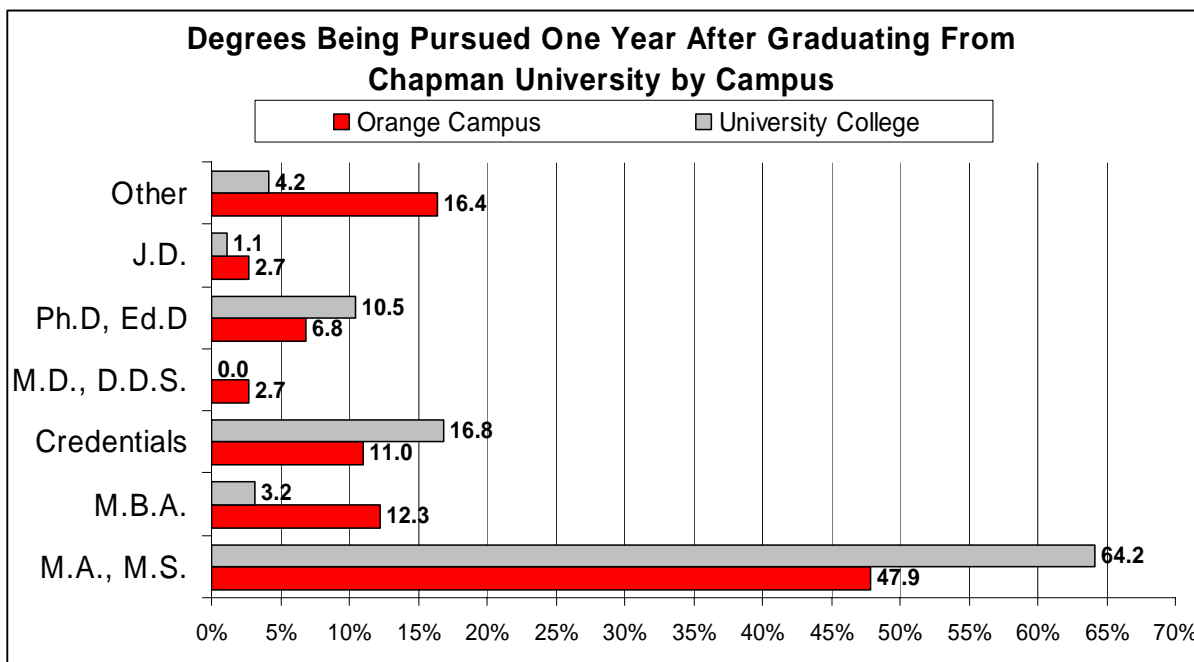| Category	Orange Campus	University College
I have completed, or am currently completing, the requirements for a teaching credential.	8.1	13.9
I am currently enrolled in a dual teaching credential/master's program.	6.5	4.0
I am currently enrolled in a master's program.	12.4	16.8
I am enrolled in a doctoral or other post-graduate degree program.	7.0	6.4
I am not pursuing more education, but plan to do so in the future.	43.5	38.6
I am not pursuing more education, and have no plans to do so in the future.	22.6	20.3

Graduates who indicated that they were pursuing an advanced degree or had earned a credential were asked to identify which degree they had or were currently pursuing. As can be see from Table 5 below, of those who reported they were currently pursuing an advanced degree or had earned a credential one year after having graduated from Chapman University, the majority were pursuing a master's degree. While a very small number of graduates reported that they were pursuing professional degrees in law or medicine, about 9 percent did report that they were currently pursuing a doctorate degree.

Table 5

Degrees Being Pursued One Year After Graduating From Chapman University

(N=168)

Degree	Percent
M.A., M.S.	57.1%
Credentials	14.3%
Other	9.8%
Ph.D, Ed.D	8.9%
M.B.A.	7.1%
J.D.	1.8%
M.D., D.D.S.	1.2%

When data was analyzed by campus, findings show that University College graduates, when compared to Orange Campus graduates, are more likely to be pursuing a master's or doctorate degree, or a credential (see Table 6). Orange Campus graduates were more likely to report that they were pursuing a M.B.A. degree.

Table 6

Degrees Being Pursued One Year After Graduating From Chapman University by Campus

■ Orange Campus   □ University College

Degree	Orange Campus	University College
Other	16.4	4.2
J.D.	2.7	1.1
Ph.D, Ed.D	6.8	10.5
M.D., D.D.S.	2.7	0.0
Credentials	11.0	16.8
M.B.A.	12.3	3.2
M.A., M.S.	47.9	64.2

In addition to identifying which degree they were pursuing one year after graduating from Chapman University, alums were also asked to identify the college or university from which they were obtaining that degree or credential. Data show that the majority of these graduates were continuing their education at Chapman University. In fact, out of the 163 graduates who identified the particular college or university they were attending, 59.5 percent of them reported that they were continuing their education at Chapman University. Additional analyses reveal that University College graduates were more likely to report continuing their studies at Chapman University. For a complete list of the 47 institutions that were identified by the 2000-2001 grading class, see the Appendix.

Chapman University graduates were asked to identify the highest degree they planned to pursue at any institution. Of the Chapman University graduates who responded to this question (n=288), data show that the majority of these students plan to pursue a doctorate degree (38%) or a master's degree (37%) in the future. As can be seen in Table 7, about 10 percent indicated that they were interested in pursuing a M.B.A degree and about 5 percent reported that they were interested in obtaining a law degree.
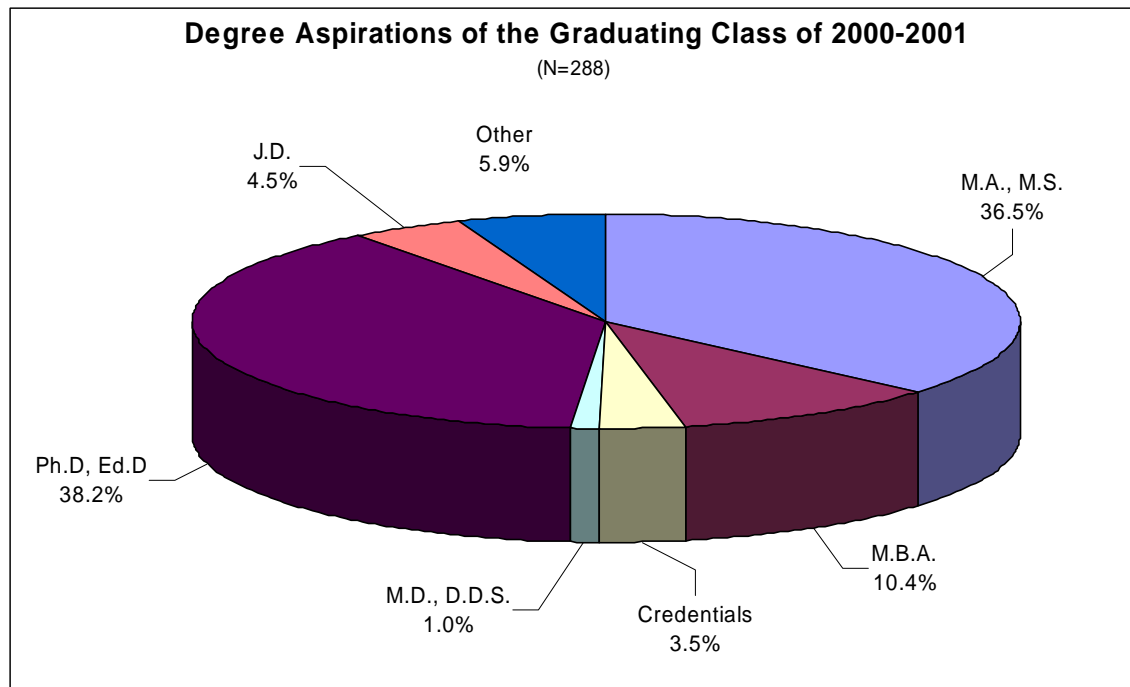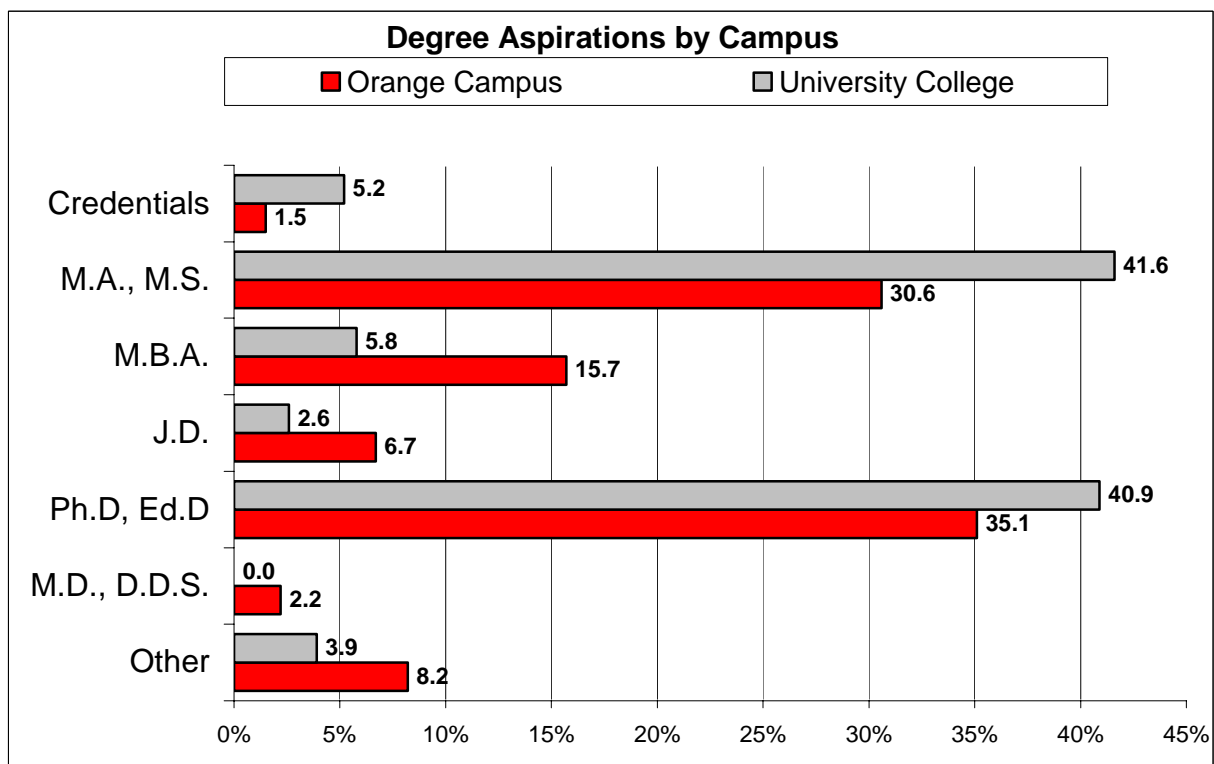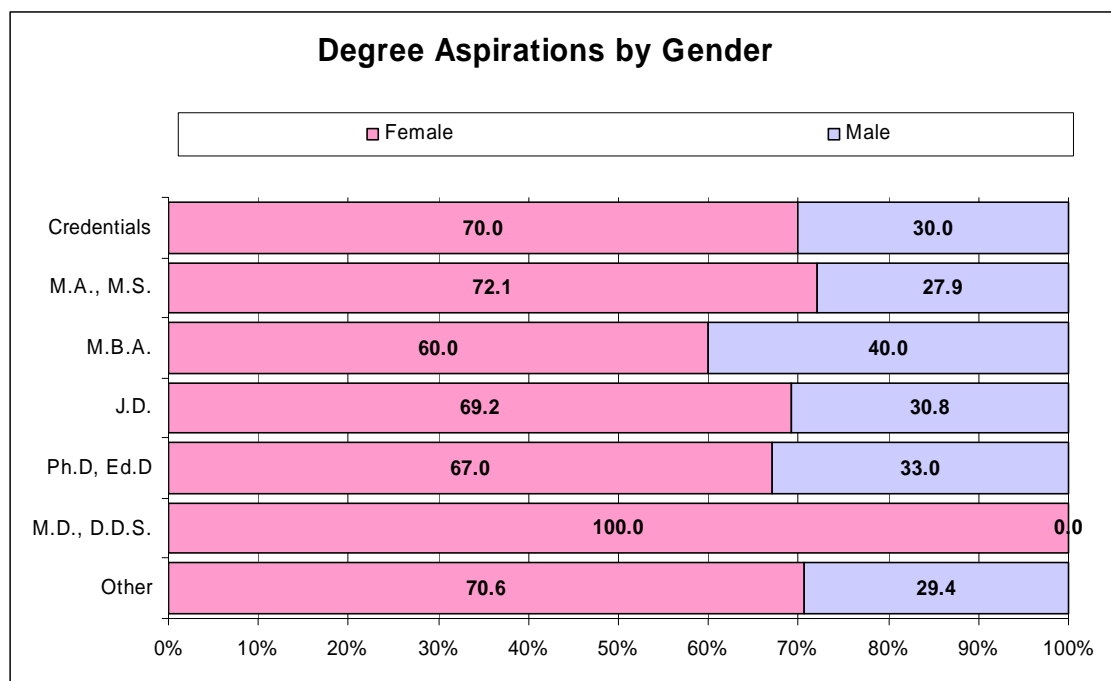
Table 7

Degree Aspirations of the Graduating Class of 2000-2001
(N=288)

J.D.
4.5%

Other
5.9%

M.A., M.S.
36.5%

Ph.D, Ed.D
38.2%

M.B.A.
10.4%

M.D., D.D.S.
1.0%

Credentials
3.5%

Table 8

Degree Aspirations by Campus

	Orange Campus	University College

Credentials — University College 5.2, Orange Campus 1.5

M.A., M.S. — University College 41.6, Orange Campus 30.6

M.B.A. — University College 5.8, Orange Campus 15.7

J.D. — University College 2.6, Orange Campus 6.7

Ph.D, Ed.D — University College 40.9, Orange Campus 35.1

M.D., D.D.S. — University College 0.0, Orange Campus 2.2

Other — University College 3.9, Orange Campus 8.2

0% 5% 10% 15% 20% 25% 30% 35% 40% 45%

(Note: Only 3 individuals reported aspiring a MD or D.D.S. degree. They were all Orange Campus graduates.)

Table 8 illustrates the degree aspirations of the graduating class of 2000-2001 by campus. Comparisons by campus show that while University College graduates were more likely to report that they plan to pursue a master's or doctorate degree, Orange Campus graduates were more likely to report that they plan to pursue a M.B.A or a J.D. degree.

Table 9

Degree Aspirations by Gender

	Female	Male
Credentials	70.0	30.0
M.A., M.S.	72.1	27.9
M.B.A.	60.0	40.0
J.D.	69.2	30.8
Ph.D, Ed.D	67.0	33.0
M.D., D.D.S.	100.0	0.0
Other	70.6	29.4

As can be seen in Table 9, additional analyses by gender reveal that women are more likely then men to report aspiring a credential, a professional degree, or a graduate degree. In other words, the female respondents from the graduating class of 2000-2001 have higher degree aspirations than the male respondents.

Employment

Graduates were asked to respond to several questions regarding their employment activities after leaving Chapman University. One year after graduating from Chapman University, respondents were asked to recall how long before (1) they were *offered* at least one position of employment and (2) they *accepted* a position of employment. Specifically, they were asked to select from one of the following six choices:

- Before graduation
- 0-3 months after graduation
- 4-6 months after graduation
- 7 or more months after graduation
- no offers yet
- not applicable: already employed, was not seeking employment

As can be seen in Table 10, data show that 28 percent of the respondents from the 2000-2001 graduating class were offered at least one position of employment before graduation and another 18 percent were offered a position within 3 months of graduating from Chapman University. Data also show that almost a third of the respondents from the graduating class of 2000-2001 were not looking for employment because they were already employed at the time of graduation.

Table 10

**I was OFFERED at least one position of employment
All Alumni**

Not applicable: already employed, not seeking job 32%

Before graduation 28%

No offers yet 9%

7 or more months after graduation 7%

4-6 months after graduation 6%

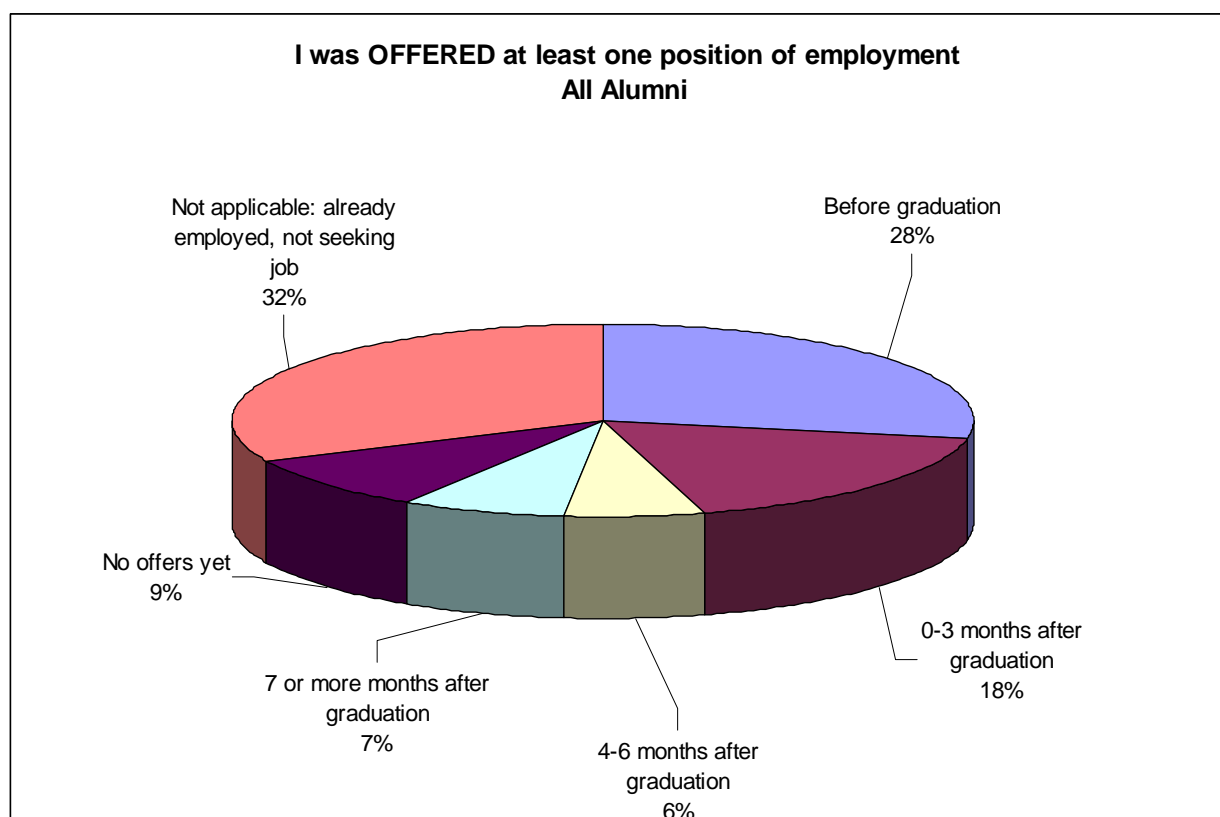0-3 months after graduation 18%

Table 11 displays the same data as above separately by campus. These data show that more than twice as many University College graduates than Orange Campus graduates were already employed before they graduated from Chapman University. In other words, 43 percent of the University College respondents, compared to 20 percent of the Orange Campus respondents, already were employed and were not seeking employment at the time of graduation. Of those who were seeking employment, data suggest that Orange Campus graduates were more likely to be offered a job before graduation or within 3 months of graduating. Additional analyses reveal that of the 109 Orange Campus and University College graduates who were offered a job before graduation, 58 percent of them were Orange Campus graduates. Similarly, of the 68 Orange Campus and University College graduates who were offered at least one position of employment within 3 months of graduating, 62 percent were Orange Campus graduates. Data displayed in Table 11 also show that less than 10 percent of Orange Campus and University College graduates reported that they had not had any job offers yet at the time they completed the survey.
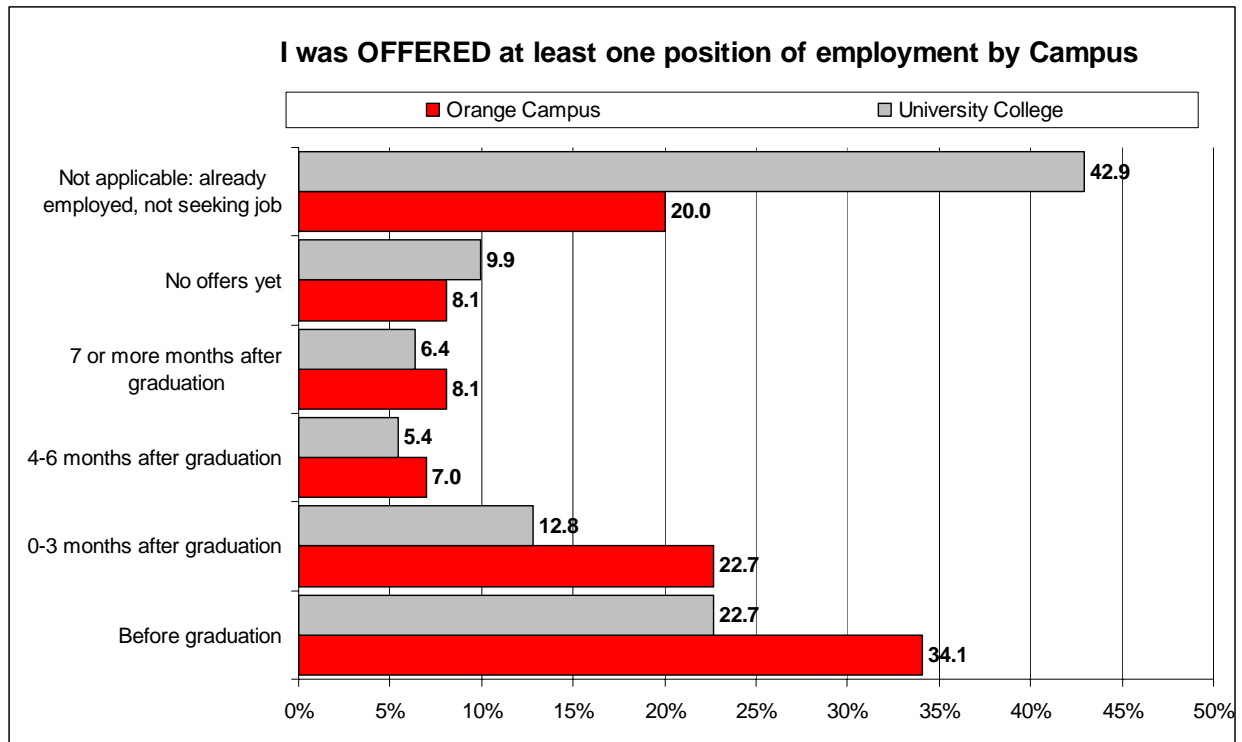
Table 11

I was OFFERED at least one position of employment by Campus

■ Orange Campus   ▢ University College

Category	Value
Not applicable: already employed, not seeking job (University College)	42.9
Not applicable: already employed, not seeking job (Orange Campus)	20.0
No offers yet (University College)	9.9
No offers yet (Orange Campus)	8.1
7 or more months after graduation (University College)	6.4
7 or more months after graduation (Orange Campus)	8.1
4-6 months after graduation (University College)	5.4
4-6 months after graduation (Orange Campus)	7.0
0-3 months after graduation (University College)	12.8
0-3 months after graduation (Orange Campus)	22.7
Before graduation (University College)	22.7
Before graduation (Orange Campus)	34.1

(X-axis: 0%, 5%, 10%, 15%, 20%, 25%, 30%, 35%, 40%, 45%, 50%)

Table 12

I ACCEPTED a position of employment
All Alumni

- Not applicable: already employed, not seeking job 32%
- Before graduation 24%
- 0-3 months after graduation 20%
- 4-6 months after graduation 8%
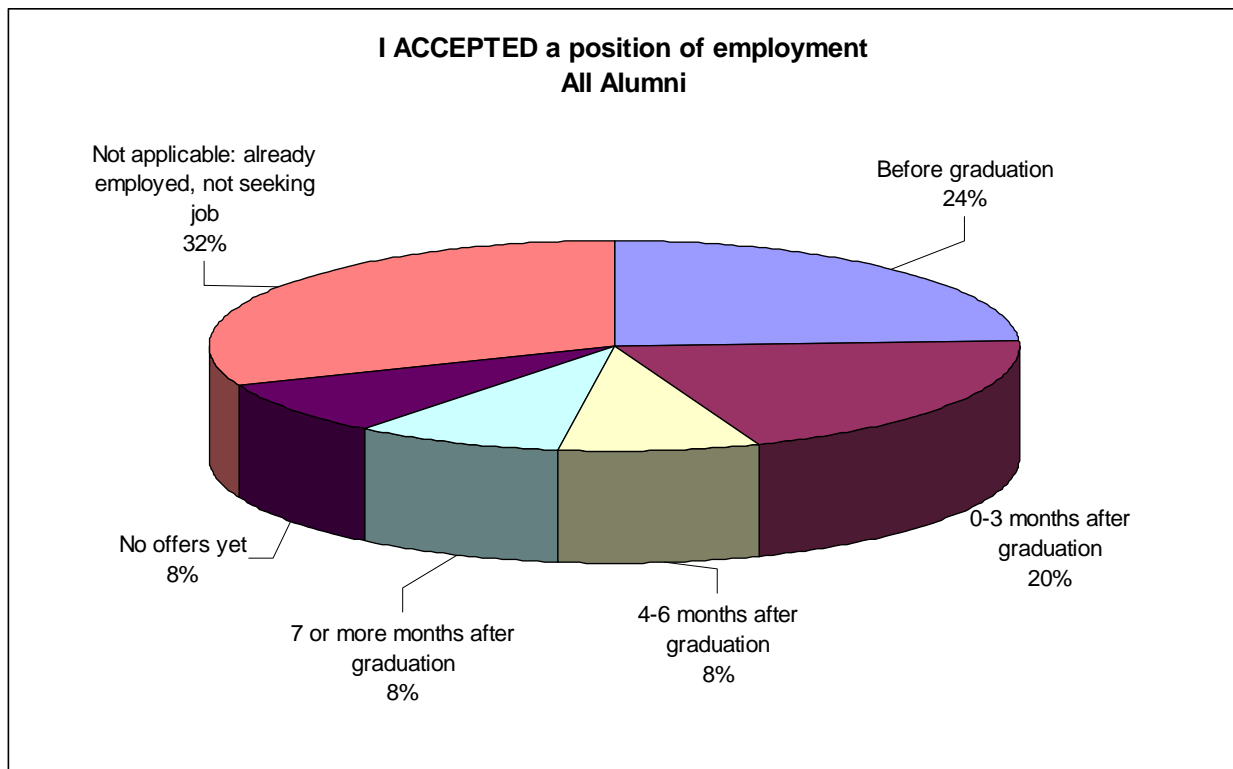- 7 or more months after graduation 8%
- No offers yet 8%

Table 12 displays the data showing when Chapman University graduates accepted a position of employment. Findings show that close to one-quarter of the respondents from the 2000-2001 graduating class accepted a position of employment before graduation and another 20 percent accepted a position within 3 months of graduating from Chapman University. As would be expected given graduates' response to the previous question, 32 percent indicated that this question did not apply because they were already employed and were not seeking a job at the moment.
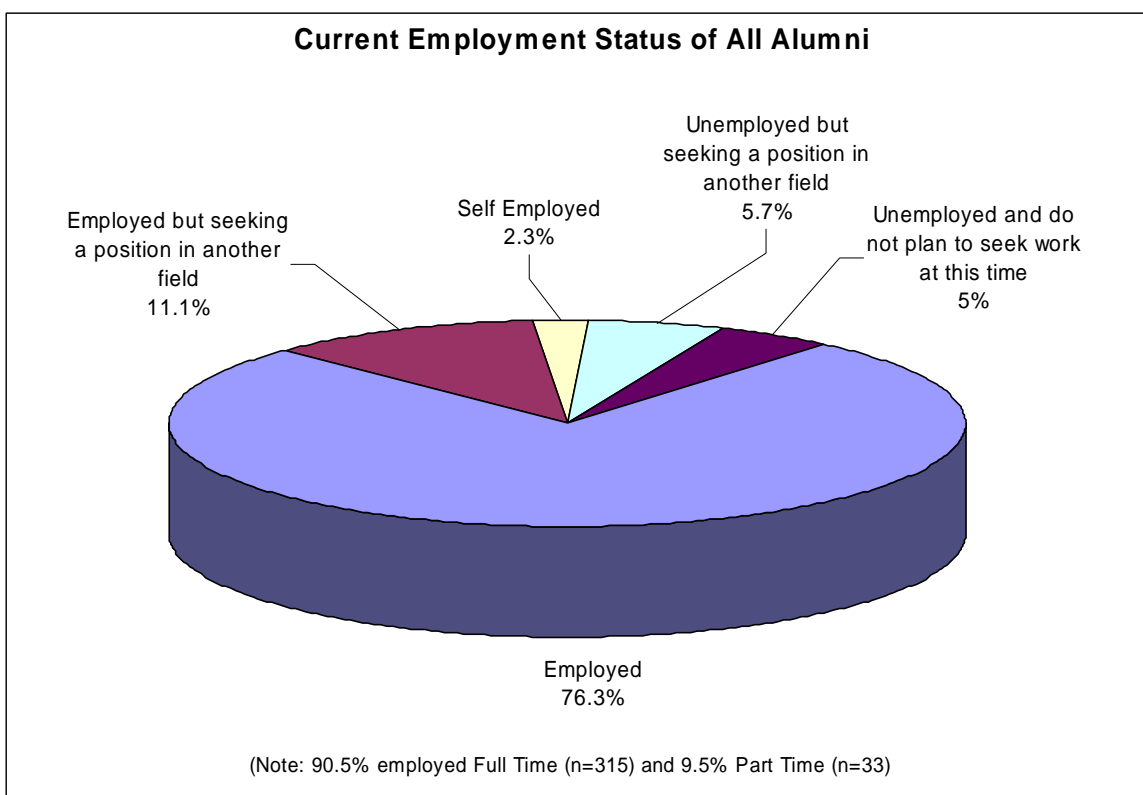
Table 13
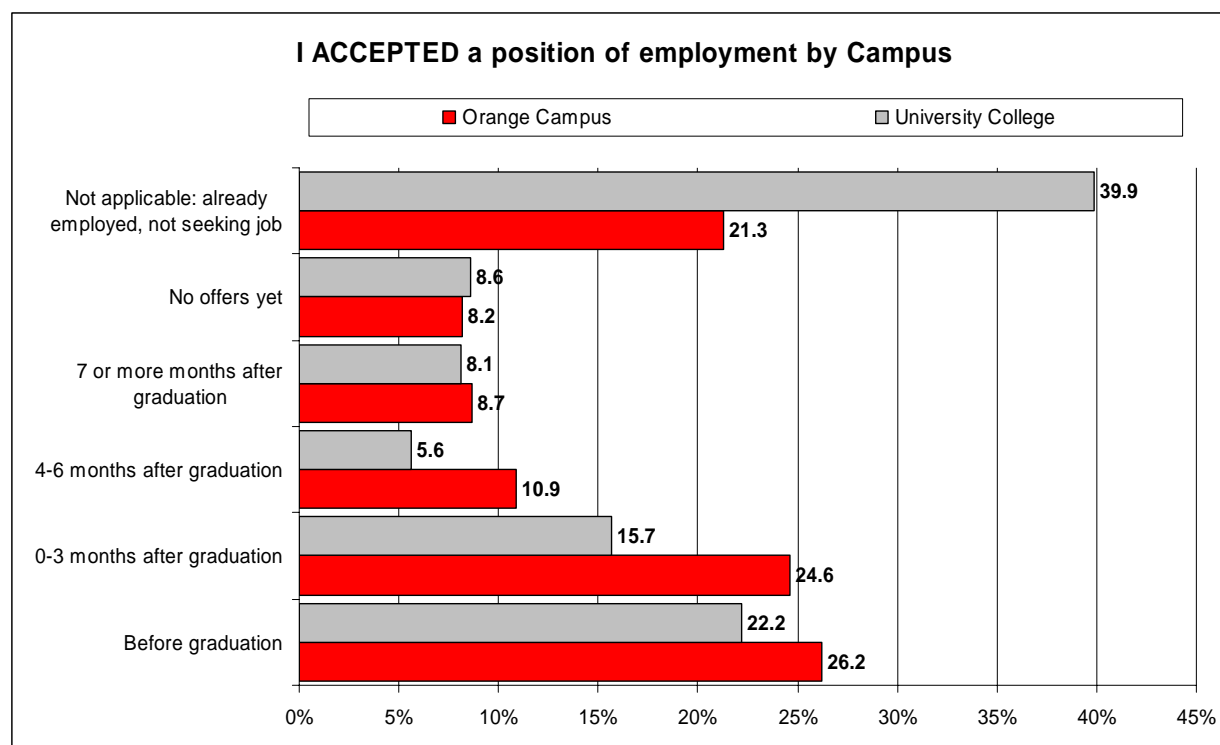
Table 13 displays the same data for Orange Campus and University College separately. These data show that of those graduates seeking employment, Orange Campus graduates were more likely to report that they accepted a position of employment before graduation or within 3 months after graduating from Chapman University.

In addition to recalling how long before they were *offered* at least one position of employment and how long before they *accepted* a position of employment, graduates were also asked to describe their *current* employment status. Specifically, they were asked to respond by selecting one of the following five choices:

- Employed
- Employed but seeking a position in the field of:_____
- Self-Employed
- Unemployed but seeking a position in the field of:_____
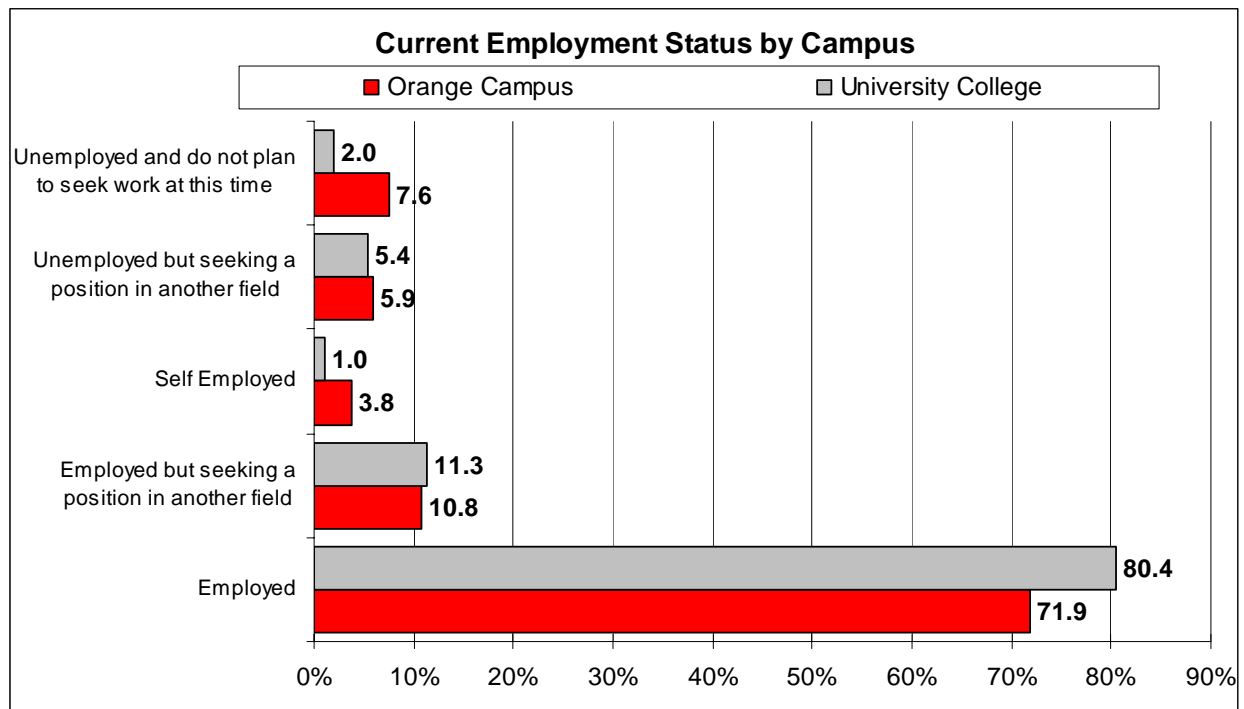- Unemployed and do not plan to seek work at this time.

Table 14

Current Employment Status of All Alumni

Employed but seeking a position in another field
11.1%

Self Employed
2.3%

Unemployed but seeking a position in another field
5.7%

Unemployed and do not plan to seek work at this time
5%

Employed
76.3%

(Note: 90.5% employed Full Time (n=315) and 9.5% Part Time (n=33))

Data show that the majority of the respondents from the graduating class of 2000-2001 were employed when the survey was administered—i.e., one year after graduating from Chapman University—and were employed full-time (see Table 14). Only about 10 percent of respondents reported that they were unemployed. However, additional analyses show that of the 5 percent (or 18 graduates) that reported that they were currently unemployed and had no plans of seeking employment, 9 of them were currently enrolled in a doctoral or postgraduate program, 4 were currently enrolled in a master's program, 1 was currently enrolled in a dual teaching credential/master's program, and 2 had just completed or were currently completing the requirements for a teaching credential. In other words, the majority of these unemployed Chapman University graduates were continuing their education.
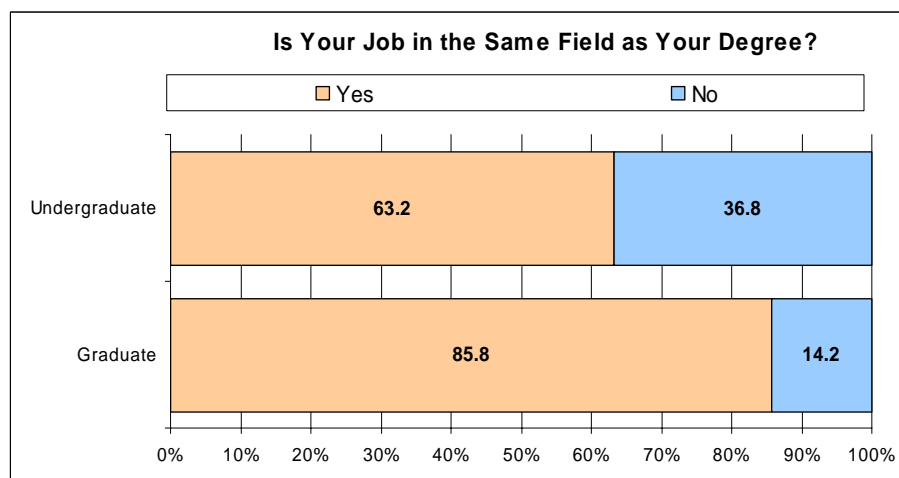
Table 15 illustrates the current employment status of the graduating class of 2000-2001 by campus. As would be expected given responses from previous questions, University College graduates were more likely to report that they were currently employed. Interestingly, Orange Campus graduates were 3 times more likely to report that they were self-employed. Graduates were also asked to identify their current employer. A list of the employers for Orange Campus graduates and University College graduates can be found in the Appendix. Evident from these two lists is that many of the 2000-2001 graduates are employed by school districts as teachers or administrators. While there are many more University College graduates employed by the Air Force, Army, and Navy they probably were already employed before entering Chapman.

Table 15

Current Employment Status by Campus

Legend: ■ Orange Campus □ University College

Status	University College	Orange Campus
Unemployed and do not plan to seek work at this time	2.0	7.6
Unemployed but seeking a position in another field	5.4	5.9
Self Employed	1.0	3.8
Employed but seeking a position in another field	11.3	10.8
Employed	80.4	71.9

Graduates were also asked to indicate if their current employment position was in the same field as their degree. Findings show that 73 percent of all Chapman University graduates reported that their position was in the same field as their degree. While there were no differences in the responses of Orange Campus and University College graduates, findings displayed in Table 16 show that alums who graduated with a graduate degree were more likely to report that their current job was in the same field as their degree. This finding is not very surprising considering graduate studies are intended to prepare an individual for a specialized field.

Table 16

Is Your Job in the Same Field as Your Degree?

Legend: □ Yes □ No

	Yes	No
Undergraduate	63.2	36.8
Graduate	85.8	14.2

With respect to their current employment, graduates were also asked to disclose their annual income by selecting one of several income ranges that had been provided on the survey. Table 17 illustrates the annual income of the 2000-2001 graduates who indicated that they were employed full-time. As can be seen in Table 17, these data reveal that about one-quarter of the graduates earn anywhere from $50,000 to $75,000 annually. These data also show that 48 percent of the full-time employed Chapman University graduates earn at least $45,000 or more annually. A small percentage (8.4%) reported earning less than $25,000 annually.
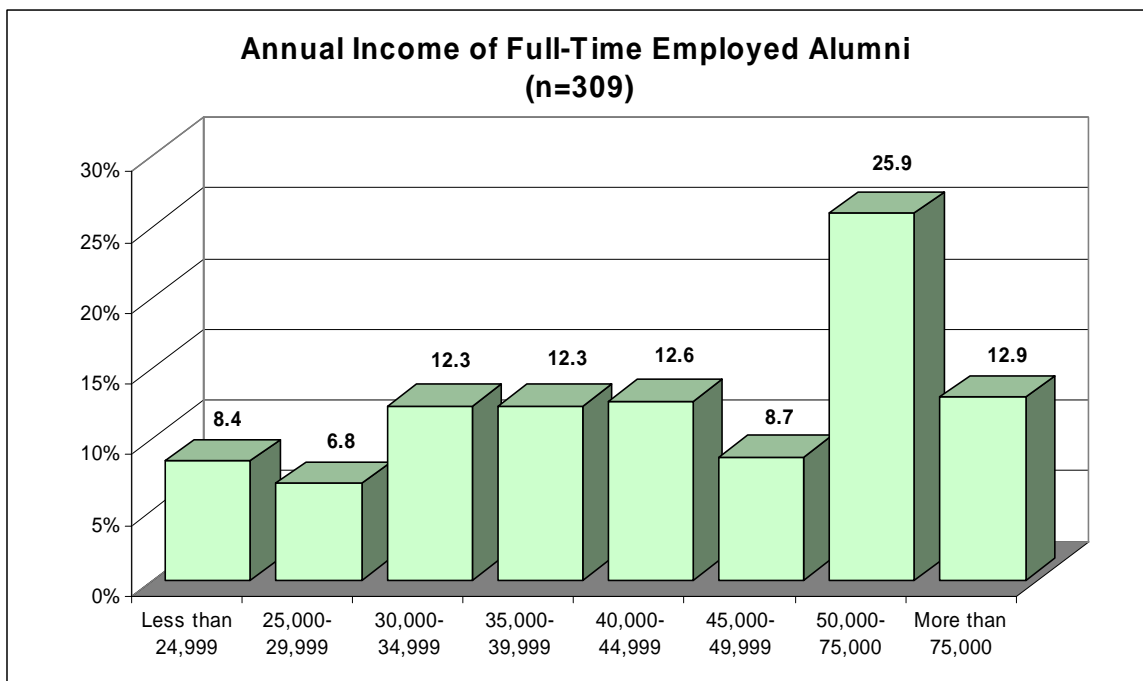
Table 17

Table 18 also displays the annual income of Chapman University graduates employed full-time by campus. These data show that while 55.7 percent of the full-time employed University College graduates earn $45,000 or more annually, only 36.9 percent of the Orange Campus graduates could report the same. In addition, while only 6.2 percent of the full-time employed University College graduates indicated that they earn $24,999 or less a year, over 11 percent of the Orange Campus graduates reported being in the same annual income bracket. Considering that University College enrolls many more working adults with full-time jobs (see Table 11 & 13), it is not surprising to find that the reported annual income of University College graduates would be higher than that of Orange Campus graduates.

The annual income of Chapman University graduates employed full-time by the type of degree conferred is displayed in Table 19. As would be expected given the additional years of education and preparation, data displayed in this table shows that Chapman University alumni who received a graduate degree in 2000-2001 were more likely to report earning more money a year. For example, while close to 55 percent of the

alumni who graduated with graduate degrees reported that they made $50,000 or more annually, only 25 percent of those who graduated with an undergraduate degree reported the same yearly income.
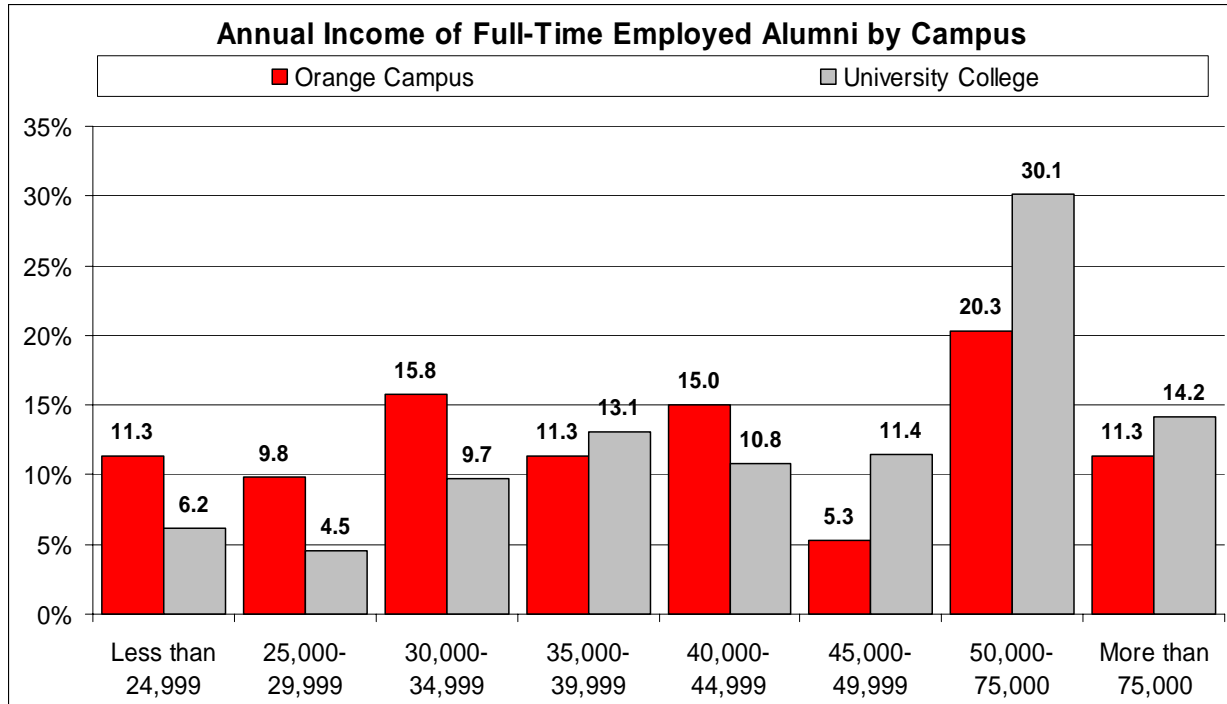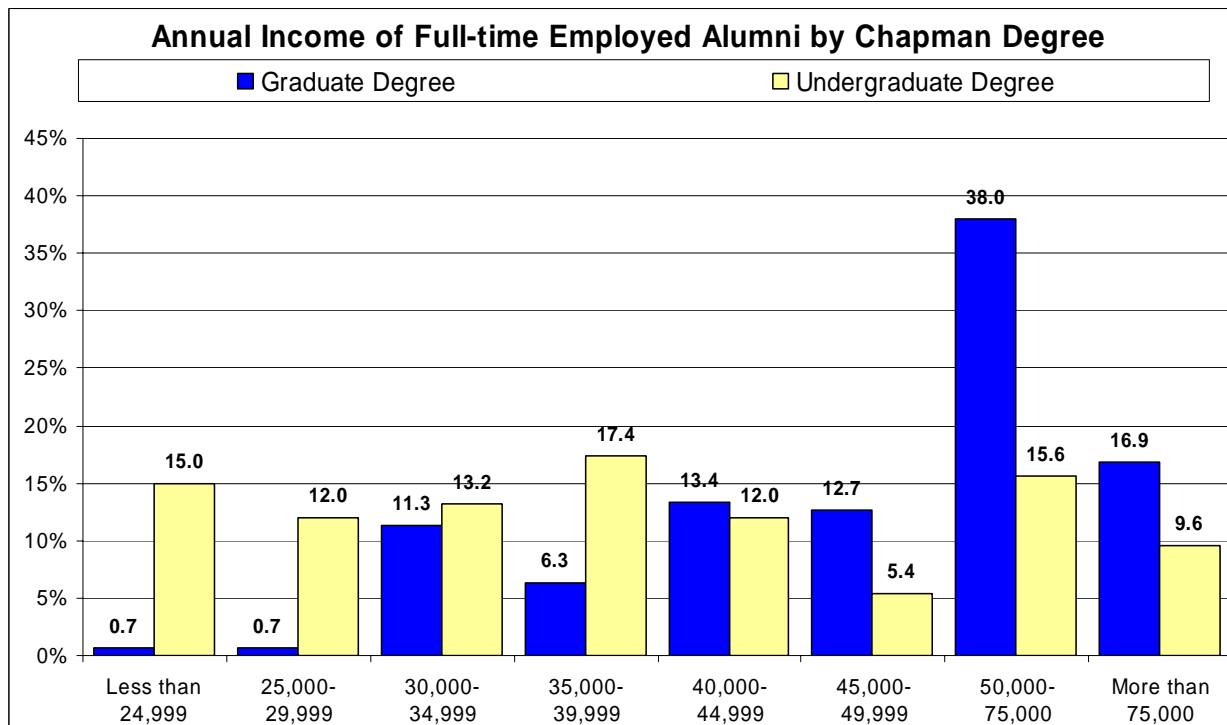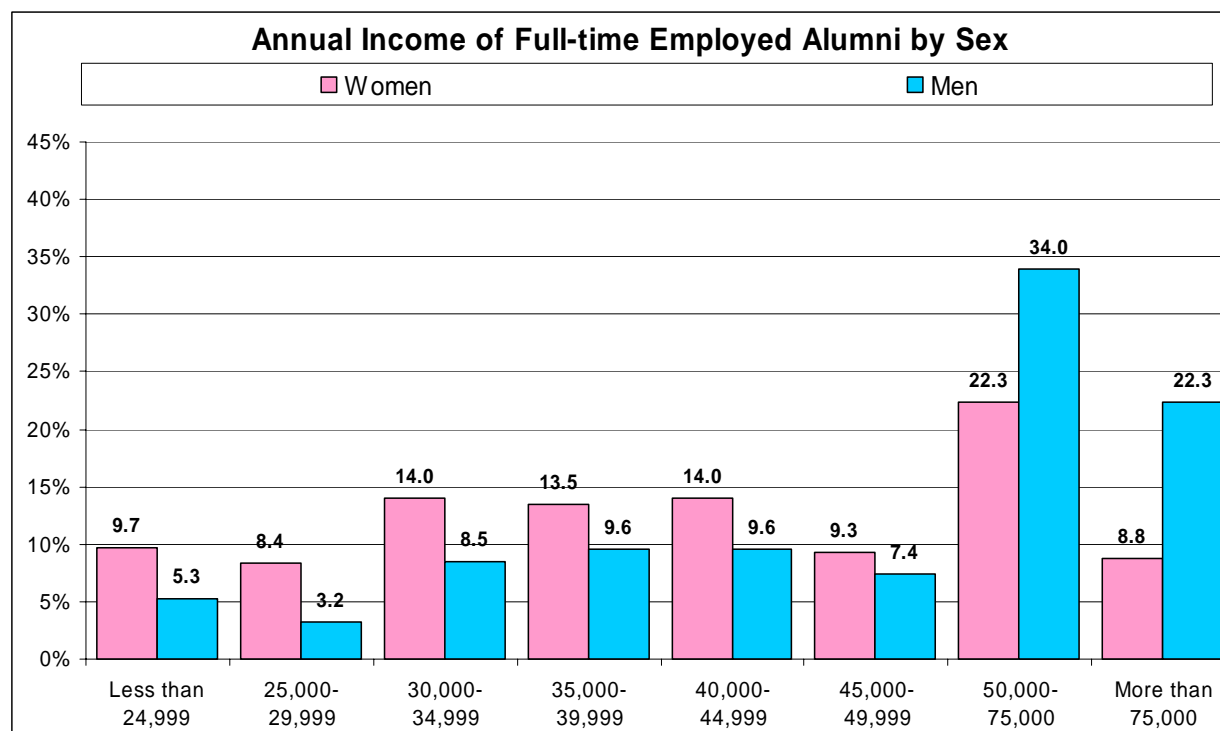
Table 18

Annual Income of Full-Time Employed Alumni by Campus

■ Orange Campus   ▨ University College

Income Range	Orange Campus	University College
Less than 24,999	11.3	6.2
25,000-29,999	9.8	4.5
30,000-34,999	15.8	9.7
35,000-39,999	11.3	13.1
40,000-44,999	15.0	10.8
45,000-49,999	5.3	11.4
50,000-75,000	20.3	30.1
More than 75,000	11.3	14.2

Table 19

Annual Income of Full-time Employed Alumni by Chapman Degree

■ Graduate Degree   ▨ Undergraduate Degree

Income Range	Graduate Degree	Undergraduate Degree
Less than 24,999	0.7	15.0
25,000-29,999	0.7	12.0
30,000-34,999	11.3	13.2
35,000-39,999	6.3	17.4
40,000-44,999	13.4	12.0
45,000-49,999	12.7	5.4
50,000-75,000	38.0	15.6
More than 75,000	16.9	9.6

Additional analyses were also done by sex. The annual income of Chapman University graduates employed full-time by men and women is displayed in Table 20. As is the trend nationally[8], women are underrepresented in the lower salary ranges, while men are overrepresented in the higher income brackets. In other words, men reported making more annually than the women. Interestingly, these data indicate that over twice as many male graduates than the female graduates are making more than $75,000 a year.

Table 20

Annual Income of Full-time Employed Alumni by Sex

Income Range	Women	Men
Less than 24,999	9.7	5.3
25,000-29,999	8.4	3.2
30,000-34,999	14.0	8.5
35,000-39,999	13.5	9.6
40,000-44,999	14.0	9.6
45,000-49,999	9.3	7.4
50,000-75,000	22.3	34.0
More than 75,000	8.8	22.3

Preparedness

Using a 5-point scale from 1-"not prepared" to 5-"very prepared," graduates were asked to indicate how well they believed Chapman University prepared them for their careers and furthering their education. As can be seen in Table 21, while all mean scores were above average, data suggest that, as a group, alumni are more likely to believe that Chapman University prepared them better for furthering their education as opposed to preparing them for their careers.

Table 21

Preparedness			
	Mean (SD)		
How well you believe Chapman prepared you for:	All Alumni (N=393)	Orange Campus (N=187)	University College (N=206)
Your career.	3.91 (0.95)	3.88 (1.00)	3.94 (0.90)
Further education.	4.15 (0.84)	4.16 (0.89)	4.13 (0.80)
Five Point Scale: 1 "Not prepared at all" to 5 "Very prepared". Respondents who marked "Not Applicable" were excluded from the calculation.			

Quality

Using a 5-point scale from 1-"low quality" to 5-"high quality," graduates were asked to rate the overall quality of their educational experience at Chapman, their social experiences at Chapman, instruction in their major, and general education courses. As can be seen in Table 22, data show that Chapman University alumni were more likely to indicate that the quality of their educational experiences was higher than that of their social experiences, regardless of whether they graduated from the Orange Campus or one of the Academic Centers. Findings also indicate that when compared to University College graduates, Orange Campus graduates were more likely to feel that the instruction in their major was slightly better. University College graduates were more likely to report that the quality in their general education courses was better than Orange Campus graduates.

Table 22

Quality			
	Mean (SD)		
Indicate the overall quality of:	All Alumni (N=393)	Orange Campus (N=187)	University College (N=206)
Your educational experience at Chapman.	4.30 (0.76)	4.33 (0.79)	4.27 (0.72)
Your social experiences at Chapman.	3.93 (1.03)	3.82 (1.10)	4.03 (0.94)
Instruction in your major.	4.28 (0.81)	4.33 (0.85)	4.24 (0.77)
General Education courses.	3.96 (0.91)	3.82 (1.01)	4.09 (0.78)
Five Point Scale: 1 "Low quality" to 5 "High Quality". Respondents who marked "Not Applicable" were excluded from the calculation.			

Growth and Development

Using a 5-point scale from 1-"none" to 5-"quite a bit," graduates were asked to indicate the overall amount of growth that could be credited to their Chapman University experience in certain areas. Table 23 displays the mean scores for the various areas (i.e., personal attributes, knowledge, skills, and abilities) alums were asked to assess.

Table 23

Growth and Development

| | Mean (SD) | | |
Indicate the overall amount of growth you attribute to your Chapman experience with respect to:	All Alumni (N=393)	Orange Campus (N=187)	University College (N=206)
Spiritual development.	2.60 (1.26)	2.63 (1.28)	2.58 (1.25)
Participating in community service.	2.72 (1.26)	2.84 (1.28)	2.60 (1.23)
Reading comprehension.	3.32 (1.10)	3.35 (1.06)	3.29 (1.13)
Quantitative skills.	3.63 (1.00)	3.64 (1.00)	3.63 (1.01)
Developing a sense of values and ethical standards.	3.70 (1.10)	3.66 (1.12)	3.73 (1.08)
Understanding traditions, values, and histories of people different from you.	3.82 (1.04)	3.80 (1.07)	3.83 (1.00)
The ability to express ideas, opinions, beliefs and facts to others in writing.	3.90 (0.99)	3.97 (0.95)	3.83 (1.02)
Speaking in a group setting.	3.93 (1.06)	3.95 (1.04)	3.93 (1.09)
The ability to integrate knowledge from several different fields of study.	3.96 (0.96)	4.07 (0.90)	3.87 (1.00)
The ability to relate knowledge with practice.	4.00 (0.87)	4.08 (0.86)	3.93 (0.87)
The ability to critically examine ideas and issues.	4.01 (0.94)	4.09 (0.93)	3.94 (0.94)

Five Point Scale: 1 "None" to 5 "Quite A Bit". Respondents who marked "Not Applicable" were excluded from the calculation.

Findings suggest that overall Chapman University graduates feel that their Chapman University experience contributed minimally to growth in the area of spiritual development and their desire to participate in community service. On the other hand, findings suggest that their Chapman University experience did contribute to their ability to critically examine ideas and issues, ability to relate knowledge with practice, ability to integrate knowledge from several different fields of study, speaking ability in a group setting, and ability to express ideas, opinions, beliefs, and facts to others in writing. Findings also indicate that Chapman University graduates feel that their educational experience also contributed in the following areas but to a slightly lesser extent: understanding traditions, values, and histories of people, developing a sense of values and ethical standards, quantitative skills, and reading comprehension. While differences were very small in some cases, mean scores were higher for Orange Campus graduates than University College graduates for all items except: understanding traditions, values, and histories of people and developing a sense of values and ethical standards.

Overall Satisfaction and Perceptions of Chapman University

Graduates were asked to disagree or agree, using a 5-point scare from 1-"strongly disagree" to 5-"strongly agree," with a variety of statements focused on the Chapman University experience. Data displayed in Table 24 show that overall satisfaction with Chapman University is high among graduates. Given this high overall satisfaction, it is no surprise that data also show that alumni would recommend Chapman University to their family and friends—particularly graduates from University College. Interestingly, while graduates' identification with Chapman is evident, it is not as strong given their overall satisfaction with the university and their readiness to recommend Chapman University to family and friends. Comparisons by campus show that as a group Orange Campus graduates appear to have a stronger identification with Chapman University compared to University College graduates. Findings show that differences were minimal between University College and Orange Campus graduates with respect to the extent they found their classes challenging.

Table 24

Overall Satisfaction and Perceptions of Chapman University			
	Mean (SD)		
Indicate the extent to which you agree or disagree with the following statements:	All Alumni (N=393)	Orange Campus (N=187)	University College (N=206)
My classes were challenging.	3.96 (0.86)	3.95 (0.95)	3.97 (0.76)
I have a strong identification with Chapman.	3.71 (1.15)	3.81 (1.20)	3.61 (1.09)
I would recommend Chapman University to my family and friends.	4.24 (0.98)	4.18 (1.09)	4.29 (0.87)
Overall I am satisfied with my Chapman University experience.	4.32 (0.86)	4.29 (0.95)	4.34 (0.77)

Five Point Scale: 1 "Strongly Disagree" to 5 "Strongly Agree".

Areas for Improvement: Open-Ended Responses

Graduates were asked to respond to one open-ended question. Specifically, alumni were asked to comment on what changes they would suggest for improving academic programs and services. Since the Orange Campus and Academic Centers which comprise University College serve distinct student populations, the qualitative data was analyzed separately for Orange Campus and University College. In addition, since graduate students and undergraduate students often have different educational experiences and expectations of the university, comments were also reviewed separately in order to be able to identify unique differences between these two groups.

University College

University College graduate and undergraduate alums both repeatedly identified the same three areas needing improvement: (1) the connection with the main Orange Campus; (2) the quality of instructors; and (3) the level of difficulty of their coursework/program. University College graduates expressed that they did not feel that

the Academic Centers were well connected with the Orange Campus. For example, University College graduates offered the following suggestions:

> Graduate: *More connection with the main campus especially with academic counseling and requirements.*

> Graduate: *The Chapman Centers need to have a closer connection to the main campus.*

> Graduate: *Communication and processes need to improve between the main campus and the satellite campuses.*

> Undergraduate: *The academic centers students are treated as if they are not part of the Chapman University…*

> Undergraduate: Not *treat students not attending main campus so differently.*

A few University College graduates also felt that they were not academically challenged enough. For example, University College graduates wrote:

> Graduate: *I feel that some of the projects could have been more challenging. I also expected more writing.*

> Graduate: *Some of the remote site professors did not require graduate level work. About ½ classes were challenging and developed knowledge for me.*

> Undergraduate: *some of the courses were not challenging*

> Undergraduate: *Demand more from the students at the off-site campus.*

> Undergraduate: *The material was very well prepared by instructors however the students are not pushed to use creative thought.*

> Undergraduate: *…I switched to CSUS for my credential because I thought it might be more rigorous and honest. Unfortunately, Chapman has a reputation of being able to buy your degree or credential and I would have to agree somewhat.*

Some University College graduates were also concerned with the quality of some of the instructors they encountered in the Academic Centers. For example, University College graduates said the following about some of the faculty:

> Graduate: *Some professors at the Tucson academic center were not qualified (limited ability to teach) for specific courses…*

> Graduate: *Quality of some of the instructors. Some were excellent. Some were of no value.*

Undergraduate: *Monitor instructors to ensure they are teaching from an approved lesson plan and are adequately covering the material.*

Undergraduate: *…In addition, better, more qualified instructors were needed. There was a great deal of spread between the challenging instructors and those that seemed more like they considered themselves babysitters.*

Undergraduate: *With some professors I felt as though I was buying my degree. During my 14 months at Chapman I really only had about three or four professors that truly challenged me.*

Orange Campus

Some Orange Campus graduate and undergraduate alums also felt that the difficulty level of their coursework/program could have been more challenging and that some of the instructors they encountered were not of exceptional quality. With regard to the level of difficulty of the coursework/program, Orange Campus graduates had the following to say:

Graduate: *The coursework for the Master's in Health Administration was not as challenging as I had expected a graduate degree program would be…*

Undergraduate: *…My talent and skill levels were not challenged by students or by my many classes, much to my disappointment.*

Undergraduate: *Many general ed classes were not as challenging as major classes…*

With regard to the quality of some of their instructors, Orange Campus alums noted the following:

Graduate: *Some of the part-time professors were of exceptionally low quality.*

Graduate: *…aside from Dr. X all of my other teachers were recent graduates who lacked in various areas.*

Undergraduate: *pay your part-time professors enough to make them care about their work…*

While Orange Campus graduates did not suggest the relationship with the Academic Centers needed improvement, some students in the Physical Therapy program did feel that Physical Therapy program needed to be fully integrated in the Orange Campus community. For example, some Physical Therapy students had the following to say:

Graduate: *I felt the administration & registration were very disorganized & did not know how to deal with PT students, especially because they have different schedules than the other students.*

Graduate: *I did not feel that the Physical Therapy program was part of the University.*

Graduate: *…The PT program should be treated with more pride and joy, and not like a step-child.*

Many Orange Campus undergraduate and graduate alums also suggested that Chapman could improve job placement services, career development, and networking opportunities for students. For example, Orange Campus respondents made the following comments/suggestions:

Graduate: *I don't believe that Chapman adequately prepared graduate students in terms of helping to place us in jobs/careers after graduation…*

Graduate: *…I was very disappointed in the job placement abilities.*

Graduate: *Improve career development and networking opportunities.*

Graduate: *Assistance with Career Development PRIOR to graduation…*

Undergraduate: *Great need for better job placement-networking in area of my degree—your job fairs were mainly focused for business majors—were no good for me.*

Undergraduate: *Need to better prepare students for the business world. There was no job placement programs making it very difficult to find a job.*

Undergraduate: *more career preparation*

Undergraduate: *More effort in terms of job placement for graduates.*

Undergraduate: *I had to do a lot of the job hunting on my own. Chapman doesn't attract many employers. The career fairs weren't very helpful. Chapman needs to make more of an effort to place students with companies…*

Undergraduate: *Plan better career fairs—not just sales jobs for business students, if possible.*

Given the somewhat negative tone of the suggestions highlighted throughout this section, it is important to note that graduates were only asked to suggest areas which needed improvement, not identify strengths of the university or the positive experiences they had while attending Chapman University. Nevertheless, while respondents were

only asked to identify areas for improvement, many graduates did use the space provided to express their satisfaction with their Chapman education. For example, graduates from the 2000-2001 graduating class wrote:

UC Graduate: *I was very pleased with my Chapman experience. As a full-time employee, I was grateful for the way the program was tailored to fit my needs…*

UC Graduate: *I enjoyed the program as-is! It was educational, informative, and prepared me for teaching with practical application given in each of my classes at Chapman, keep up the good work!*

UC Graduate: *None. I feel I received a quality education at a reasonable price. The instructors are excellent and I am well prepared to handle a position in my field. I still maintain contact with my professors even after graduation.*

UC Graduate: *I loved all of my classes and professors at Chapman!*

UC Graduate: *I had a very good experience.*

UC Graduate: *Chapman was just right for a busy professional teacher!*

UC Graduate: *I truly enjoyed my classes. The professors and other students enriched my graduate experience tremendously.*

UC Graduate: *Awesome opportunity for an active duty army officer…*

UC Graduate: *Great program—love it!*

UC Undergraduate: *N/A excellent services and support.*

UC Undergraduate: *None. I enjoyed my experiences at Chapman and I feel I received a top-of-the-line education.*

UC Undergraduate: *I don't know that I have any suggestions for improving Chapman's program's—I am delighted with my experiences at Chapman.*

UC Undergraduate: *None. The hours and location were very convenient for me. The instructors are great!...*

OC Graduate: *I paid a great deal of money to Chapman and overall was pleased with my educational experience.*

OC Undergraduate: *I am completely satisfied with the education I received from Chapman. That is why I am continuing my education at Chapman for my teaching credential.*

OC Undergraduate: *Transferring to Chapman was one of the best decisions I have ever made!*

OC Undergraduate: *None! Chapman was one of the best experiences of my life. Keep the class sizes small. I think that was key to my wonderful experience.*

SUMMARY & CONCLUSION

This study explored the following questions with the Chapman University graduating class of 2000-2001:

- *What are graduates doing one year after they leave Chapman University?*
- *How well did Chapman University prepare graduates for a career and/or furthering their education?*
- *To what extent do graduates attribute their learning and growth in various areas to their Chapman University experience?*
- *How satisfied are graduates with their educational experience one-year after leaving Chapman University?*

What are graduates doing one year after they leave Chapman University? Findings from this study show that many of our graduates go on to continue their education. Data show that 38 percent of the respondents were pursuing a post-baccalaureate degree one year after graduating from Chapman University. In addition, data from the survey suggest that Chapman University graduates have high degree aspirations. For example, while 38 percent reported that they were currently pursuing a post-baccalaureate degree, an additional 41 percent also reported that they planned on pursuing their education further in the future. One year after leaving Chapman University, almost all of the respondents reported being employed full-time and many (73%) employed in a position in the same field as their degree. The few who reported that they were unemployed were currently continuing their education.

With regard to their preparation for a career and/or furthering their education, respondents from the 2000-2001 graduating class indicated that they felt that Chapman University prepared them slightly better for furthering their education than preparing them for their careers. The large number of students who went on to pursue their education and the high degree aspirations of many of the graduates also provides evidence suggesting that Chapman University is preparing its graduates for furthering their education. In addition, the fact that many of our graduates reported that they were offered a position of employment before or shortly after they graduated also indicates that Chapman University is preparing its graduates for their careers. The majority of the graduates accepted a position before leaving Chapman University or shortly there after. In addition, many also obtained jobs in the same field as their degree.

Findings suggest that learning and growth in some areas, according to graduates, can be attributed to the experiences and education they obtained at Chapman University. For example, graduates were more likely to report that their Chapman University experience contributed to their ability to critically examine ideas and issues, ability to relate knowledge with practice, ability to integrate knowledge from several different fields of study, speaking ability in a group setting, and ability to express ideas, opinions, beliefs, and facts to others in writing. Findings also indicate that Chapman University graduates feel that their educational experience also contributed in the following areas

but to a slightly lesser extent: understanding traditions, values, and histories of people, developing a sense of values and ethical standards, quantitative skills, and reading comprehension. Data also revealed that overall Chapman University graduates did not feel that their Chapman University experience contributed to a great extent to growth in the area of spiritual development or their desire to participate in community service.

The qualitative data, along with the high overall satisfaction mean rating, suggest that while students feel that Chapman University may need improving in some areas, students in general are walking away from the university—both the Orange Campus and University College—satisfied with their education. Findings also suggest that many graduates would recommend Chapman University to family and friends. Taken together, findings strongly suggest that graduates are very satisfied with their educational experience one year after leaving Chapman University.

The data gathered by this investigation produced a great deal of valuable information that can be used to improve programs and services at Chapman University. According to Bowen (1977):

> Just as education itself is an art, so also is the evaluation of education. …Admittedly it would be good to have complete and reliable quantitative data as a basis for decision making in all fields of human endeavor. Unfortunately the world is not so constituted, nor is it likely to be. Meanwhile decisions must be reached and accountability must be achieved on the basis on such evidence as can be mustered using reasonable judgments. (pp. 22-23)

This investigation provides a starting point from which we can begin to identify our strengths and areas for improvement. For example, findings from this study suggest that the following issues/concerns may warrant further investigation/exploration:

- Graduates identification with Chapman University
- University College's connection/relationship with the main Orange Campus
- Integration of Physical Therapy program/students on the Orange Campus
- The difficulty level of students coursework/program
- Job placement services, career development, and networking opportunities for students
- Spiritual development of students
- Desire of our students to participate in community service

While Bowen (1977) asserts that "Many of the outcomes [of a college education]—perhaps the most important ones—are intangible and therefore not easily identified or measured" (p. xxi), this investigation certainly provides a basis from which Chapman University can explore whether we are actually preparing our students to lead successful, productive, and rewarding lives. The Chapman Plan identified as a major challenge the need for Chapman University to create a culture of evidence, this study of recent graduates contributes to the culture of evidence that has been building steadily. It will be a valuable resource as we prepare for our Institutional Self-Study for Re-

accreditation since it provides evidence we can utilize to address some of the goals and objectives that were identified in the WASC Institutional Self-Study Proposal.   For example, student writing, considered to be an essential skill, was identified in the Self-Study Proposal as one of the educational goals that would be carefully examined. While evidence is being gathered from various sources of information to explore how effective Chapman University is in developing student writing skills, findings from this study indicate that overall recent graduates believe that their Chapman University experience did contribute to their "ability to express ideas, opinions, beliefs, and facts to others in writing." In addition to the growth in writing skills, findings suggest that recent graduates believe that their Chapman University experience also contributed to their growth in many other important areas. Interestingly, many are the same qualities that every Chapman University graduate should possess, according to the First Principles (see Endnote # 2).

This study provides some valuable information that can be used to better understand the university and for informed decision making.   However, it is clear that further research is necessary to better understand Chapman University and its alumni. Continuing the process of on-going self-assessment is critical in order to continue to monitor our progress.

APPENDICES

	All Alumni (N=393)	Undergraduate		Graduate	
Mean (SD)		Orange Campus (N=127)	University College (N=100)	Orange Campus (N=60)	University College (N=106)
Question 8-9: On a scale of 1-5, circle a number to rate how well you believe Chapman prepared you for:[1]					
Your career.	3.91 (0.95)	3.93 (0.97)	3.76 (0.98)	3.77 (1.07)	4.10 (0.79)
Further education.	4.15 (0.84)	4.29 (0.82)	4.18 (0.82)	3.85 (0.98)	4.09 (0.79)
Question 10-13: Using a scale of 1-5, circle a number to indicate the overall quality of:[2]					
Your educational experience at Chapman.	4.30 (0.76)	4.43 (0.73)	4.23 (0.74)	4.12 (0.88)	4.30 (0.71)
Your social experiences at Chapman.	3.93 (1.03)	3.96 (1.03)	4.02 (0.99)	3.51 (1.18)	4.04 (0.90)
Instruction in your major.	4.28 (0.81)	4.41 (0.82)	4.20 (0.79)	4.17 (0.89)	4.27 (0.75)
General Education courses.	3.96 (0.91)	3.81 (1.02)	4.07 (0.82)	3.86 (1.03)	4.14 (0.71)
Question 14-24: Using a scale of 1-5, circle a number to indicate the overall amount of growth you attribute to your Chapman experience with respect to:[3]					
Reading comprehension.	3.32 (1.10)	3.38 (1.09)	3.33 (1.17)	3.26 (0.97)	3.24 (1.09)
The ability to express ideas, opinions, beliefs and facts to others in writing.	3.90 (0.99)	4.05 (0.96)	3.90 (1.01)	3.78 (0.90)	3.77 (1.04)
The ability to integrate knowledge from several different fields of study.	3.96 (0.96)	4.09 (0.96)	3.98 (0.88)	4.02 (0.72)	3.77 (1.10)
Speaking in a group setting.	3.93 (1.06)	3.90 (1.14)	4.11 (1.02)	4.05 (0.79)	3.75 (1.12)
The ability to critically examine ideas and issues.	4.01 (0.94)	4.14 (0.93)	4.00 (0.91)	3.98 (0.93)	3.88 (0.98)
Understanding traditions, values, and histories of people different from you.	3.82 (1.04)	3.90 (1.10)	3.90 (0.96)	3.57 (0.98)	3.76 (1.05)
Developing a sense of values and ethical standards.	3.70 (1.10)	3.63 (1.15)	3.77 (1.03)	3.72 (1.07)	3.69 (1.14)
Quantitative skills.	3.63 (1.00)	3.64 (1.01)	3.70 (0.95)	3.62 (0.99)	3.57 (1.07)
The ability to relate knowledge with practice.	4.00 (0.87)	4.00 (0.88)	3.88 (0.83)	4.26 (0.78)	3.97 (0.92)
Spiritual development.	2.60 (1.26)	2.73 (1.28)	2.62 (1.30)	2.31 (1.21)	2.53 (1.20)
Participating in community service.	2.72 (1.26)	2.91 (1.27)	2.48 (1.22)	2.62 (1.32)	2.73 (1.23)
Question 25-28: On a scale of 1-5, circle a number to indicate the extent to which you agree or disagree with the following statements:[4]					
My classes were challenging.	3.96 (0.86)	3.98 (0.96)	3.99 (0.76)	3.88 (0.95)	3.94 (0.77)
I have a strong identification with Chapman.	3.71 (1.15)	4.03 (1.09)	3.74 (1.08)	3.35 (1.30)	3.49 (1.09)
I would recommend Chapman University to my family and friends.	4.24 (0.98)	4.29 (1.07)	4.23 (0.96)	3.95 (1.09)	4.35 (0.78)
Overall I am satisfied with my Chapman University experience.	4.32 (0.86)	4.43 (0.85)	4.31 (0.84)	4.00 (1.07)	4.38 (0.71)

1 (Five Point Scale: 1 "Not prepared at all" 5 "Very prepared")

2 (Five Point Scale: 1 "Low quality" 5 "High Quality")

3 (Five Point Scale: 1 "None" 5 "Quite A Bit')

4 (Five Point Scale: 1 "Strongly Disagree" 5 "Strongly Agree")

College or University the 2000-2001 Graduating Class Identified Continuing Their Education (N=163)

College/University	Percent
Chapman University	59.5
Pepperdine University	3.1
Cal State Long Beach	1.8
National University	1.8
University of La Verne	1.8
University of Southern California	1.8
Cal State Fullerton	1.2
Capella University	1.2
Cal State Stanislaus	1.2
University of Phoenix	1.2
University of San Francisco	1.2
Walden University	1.2
Western University	1.2
Actors Studio Drama School, New School University	0.6
Alliant International University-CSPP	0.6
Antioch University	0.6
Azusa Pacific University	0.6
Cal State San Bernadino	0.6
Cal State Northridge	0.6
Cal State TEACH	0.6
Christian Theological Seminary	0.6
City University	0.6
CSUB	0.6
CSUDH	0.6
Duke University	0.6
Fielding Graduate Institute	0.6
Georgetown University	0.6
LMU	0.6
N.T.V.	0.6
Oceania University of Medicine	0.6
Pacific University	0.6
Portland State University	0.6
Princeton Theological Seminary	0.6
Purdue University	0.6
Saint Martins College	0.6
Southern University for Professional Studies	0.6
Stanford University	0.6
The American Film Institute	0.6
Tonro University International	0.6
University of New Haven	0.6
University of Arizona	0.6
University of California, Irvine	0.6
University of Colorado	0.6
University of East Anglia, England	0.6
University of San Diego	0.6
Vermont Law School	0.6
Webster University	0.6
TOTAL	**100.0**

Employers of University College 2000-2001 Graduates

Employer	Graduates Employed
Acclaim Autobody	1
Accountemps	1
Alhambra Convalescent Hospital	1
All American Cuts	1
Allegiance Capital	1
Alternative Tech. Resources	1
Amphitheater Public Schools	1
AT&T Broadband	1
Atwater Elementary School District	1
AUHSD	1
Barstow Unified School District	1
Boeing Airplane Corporation	3
Brooks Institute of Photography	1
Buckeye Unified School District	2
CA Air National Guard-163 ARW	1
California Charter Academy	1
California Dept. of Corrections	1
California Dept. of Justice	1
California State University, Northridge	1
Capital Christian School	1
Catholic Community Services	1
Central Coast Headways	1
Chapman University	2
Charles Wright Academy	1
Child Protective Services-County of Riverside	1
City of Redondo Beach	1
Coachella Valley Unified SD	1
Colton Joint U.S.D.	1
Consolidated Freightway/Home Depot-part time	1
Corona-Norco Unified School District	1
County of Santa Barbara	1
CTB/Mc Graw Hill	1
D.S.U.S.D.	1
EDS	1
EIP Associates	1
El Centro Elementary School District	1
El Dorado County Public Health Department	2
Empire Union School District	1
Escondido Union School District	1
Family Service Agency/MISC	1
FCI Lompoc	1
Fontana Unified School District	3
GEICO	1
Georgia Pacific Corp.	1
Grays Harbor College	1
Harvard Eye Association	1
Healthy Partnership	1
Hemet Unified School District	1
Hobart Bakery Systems	1
Housing Authority of the County of Monterey	1
INTEL Corp.	1
Jurupa Valley High	1
Kaiser	1
Kings County Office of Education	1
L-3 Communications	1
LA County Probation Dept.	1
La Frontera Center c/o Hope Center	1
Lancaster School District	1
Lawndale Unified School District	1
Lockheed Martin	2
Lompoc Unified School District	1
Los Medanos College	1
LUSD	1
Madigan Army Medical Center	1
Manteca Unified School District	2
Marana Health Center	1
Masada Homes	1
MDUSD-College Park High School	1
Mered College	1
Methodist Hospital	1

Employer	Graduates Employed
Mi Casa Group Homes	1
Montana Greens Landscaping	1
Monterey Peninsula Unified	1
Mountain View School District	1
Northrop Grumman Corporation	1
Ontario Montclair School District	2
Orange Unified	1
Pacific Care	1
Pacific Christian School	1
Pacific Life Insurance	1
Palos Verdes Unified	1
Parlier High School	1
Pike Co. Partnersship Against Domestic Violence	1
Pima Community College	1
Pittsburg Unified School District	1
Plumtree Software	1
Pomona USD	1
Pretium Packaging	1
Professional Personal Development Groups	1
PSUSD	1
Ralphs Grocery	1
Rancho Viejo Montessori	1
Raytheon	1
Redlands Unified School District	1
Rialto Unified	1
Ripon Unified School District	1
Riverside County	2
Riverside County Sheriffs Department	1
Rolling Records USA	1
Rowland Unified School District	1
San Diego Unified School District	3
San Juan Unified School District	1
San Ramon Valley Unified School District	1
Santa Maria-Bonita School District	1
SBCUSH	1
SCITOR CORP	1
SCUSD	1
SDCS	1
Self-Employed	1
Siemens Westing House	1
SKUSD	1
Skyworks Solutions Inc.	1
SMBSD	1
Snowline Joint Unified School District	3
Solano County Office of Education	1
Spiers Ent.	1
St. Paul Public Schools	1
Stanislaus County Office of Ed.	1
State of California Employment Development Depart	1
Sweetwater Union High School District	1
Sylvan School District	1
Telecare Corporation	1
The Aerospace Corporation	1
Toyota Motor Sales, USA, Inc.	1
TRW	1
Tucson Unified School District	4
Tulare County RMA	1
Tustin Unified School District	3
United States Air Force	10
United States Army	3
United States Coast Guard	1
United States Navy	2
University of San Diego High School	1
UT, World Wide	1
Vacaville Unified School District	1
Val Verde Unified School District	1
Vallejo City Unified School District	1
Van Avery Prep School	1
Various DDS	1
Veriflo Piv, Parker Hannifin Corp.	1
Victor Elementary School District	1
Visalia Unified School District	1
Washington Dept. of Transportation	1
Washington Mutual	1
Westchester Lutheran School	1
World Savings	1
TOTAL	**180**

Employers of Orange Campus 2000-2001 Graduates

Employers	Graduates Employed
ABC Unified School District	1
ABM Family of Services	1
Access Business Group	1
Affiliated Doctors of Orange County	1
AIM/Hartford Life Insurance	1
Allergan	1
Allure Medical Staffing, INC	1
Aloha Island Air, Inc.	1
American Capitol Group	1
Anaheim Unified School District	3
Angel Strategies	1
Arena Football League, LCC	1
AUHSD	1
Axiom Analytical, Inc.	1
Bank of America	1
BAX Global	1
Boeing Airplane Corporation	2
Boston Public	1
Burnett Engraving	1
Carlsbad Sttrings Education Association	1
CB Richard Ellis	1
CBS and California Mortgage Group	1
CBS/Crime Scene Investigation:CSI	1
Chapman University	4
CHARMAR Land and Cattle Co.	1
Children's Hospital Boston	1
Churm Publishing Inc.	1
City of Orange Comm. Services	1
Community Hospital of Monterey Peninsula	1
Corona del Mar High School	1
Corona-Norco Unified School District	1
Critterton Foster Care	1
Danceworks Dancewear	1
Deloittle & Touche LLP	1
Denver Metro District-Christian Church (DOC)	1
Diocese of San Jose	1
Discovision Associates	1
Downey Unified School District	1
Experian	1
Family and Youth Outreach	1
Fullerton Unified School District	2
Fuse Interavtive	1
Garden Grove Unified School District	3
Georgetown University	1
Greater CA County Vector Control District	1
Habitat for Humanity-South Bay/Long Beach	1
Hacienda-La Puente Unified School District	1
HBUHSD	1
Hennigan Bennett and Dorman	1
High Impact TV	1
Hispanic Ministry Center	1
Jack, Will and Rob Center	1
Justice Brothers Inc.	1
KVHP Fox 29 Television	1
Lathrop Middle School	1
Laurelcrest Elementary School	1
LAUSD	1
Law Office of Lincoln Gardner	1
Law Offices of Todd A. Brisco	1
Lennar Homes of California	1
Life Steps Foundation	1
Lindamood Bell Learning Processes	1
Little Company of Mary Hospital	1
Los Alamitos Unified School District	1
MaryJo Chorbagian, EA CFP and Paul Selq CPA	1
McDowell Elem.	1

Mercury Insurance Group	1
Mercy House	1
Mission Viejo HS & Bauer Physical Therapy	1
Moorings Oceanfront RV Resort	1
Morgan Marketing + Public Relations	1
Mothers Against Drunk Driving-LA County Chapter	1
Mt. Tahor Presbyterion Church	1
Music Rhapsody	1
Neurosport Rehabilitation	1
New Alternatives, Inc.	1
Newport-Mesa Unified School District	2
Nike	1
Nordstrom	1
North American Healthcare (Broadway by the Sea)	1
North Hills Realty	1
Northrop Grumman Corporation	2
Ocean Physical Therapy	1
Orange CO. Fire Authority	1
Orange Coast Title Company	1
Orange County Department of Ed.-Acecss/Spec. Ed.	1
Orange County High School of the Arts	1
Orange County's United Way (OCUW)	1
Orion Scientific	1
Pacific Care	1
Pacific Life Insurance	1
Phoenix Technologies	1
Planned Parenthood	1
Providence Health System	1
PYLUSD	2
Quick Dispense Inc.	1
Regence Blueshield	1
Regional Center of Orange County	1
Rowland Unified School District	3
RSCCD	1
Santiago Canyon College	1
SAUSD	2
Saxon Mortgage	1
SCOR Physical Therapy	1
Seaboard Envelope Co. Inc.	1
Self-Employed	1
Shea Homes	1
Sika Corporation	1
South Coast Childrens Society	2
Spalding Rehab Hospital	1
Starbucks	1
Stockton Unified School District	1
Susan G. Komen Breast Cancer Foundation	1
Team One Advertising	1
Telesis Physical Therapy	1
The Alley Theatre	1
The Whitehouse	1
Toyota Motor Sales, USA, Inc.	1
Trader Joe's	1
Transwestern Publishing	1
U.S. Government, General Services Admin.	1
United States Army	1
University of California	1
University of Illinois, Chicago	1
University Park Christian Church	1
Veteran's Affairs Health Care System	1
Wells Fargo	1
Whittier Area Cooperative Special Ed. Program	1
Wilbur Smith Associates	1
WTAE-TV	1
YMCA of Orange County	1
Yum! Brands	1
TOTAL	**150**

ENDNOTES

[1] Chapman University. (September, 2001). *The Chapman Plan.* [On-line: http://www.chapman.edu/provost/wasc2001/9chapmanplan.pdf]

[2] Chapman University. First principles : [On-line: http://www.chapman.edu/ge/]. During the Fall 2001, the Faculty Senate established the General Education Committee and charged it with developing recommendations for new general education requirements. They began their work by asking, "What skills, values, and knowledge should a graduate of Chapman possess?" These discussions resulted in a document, "First Principles," outlining the qualities that every graduate should possess. The "First Principles" state that a Chapman graduate should:
   1. be able to reason, write and speak clearly and effectively.
   2. be competent in at least one other language besides English.
   3. be competent in mathematics and quantitative reasoning.
   4. be competent in the use of current technology to access, organize, and analyze information.
   5. understand fundamental issues in ethics and morality, and be able to use ethical analysis and moral reasoning in the pursuit of a more just and humane world.
   6. understand the historical, philosophical, and political wellsprings of contemporary American society.
   7. understand other cultures in order to contribute to a world where societies with different or divergent values and perspectives increasingly come into contact.
   8. have knowledge of the fine and performing arts, and an awareness of the creative process.
   9. have a broad familiarity with literature and the other humanities.
   10. understand the concepts and analytic techniques of modern social science.
   11. understand the fundamental processes of nature, and be acquainted with the methodologies of science by which humankind has come to understand these processes.
   12. possess advanced and current knowledge of a major field or discipline.
   13. understand the interdependence of disciplines, particularly the connections between a chosen major and those areas of study encountered in the core curriculum and electives.

[3] Mulugetta, Y., Nash, S., & Murphy, S. H. (1999). What makes a Difference: Evaluating the Cornell Tradition Program. *New Directions for Institutional Research*, No. 101. pp. 61-80.

[4] McGuire, M. D., & Casey, J. P. (1999). Using Comparative Alumni Data for Policy Analysis and Institutional Assessment. *New Directions for Institutional Research*, No. 101. pp 81-99.

[5] Astin, A. W. (1993). *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education.* Phoenix, AZ: Oryx Press.

[6] Bowen, H. (1977). *Investment in Learning: The Individual and Social Value of American Higher Education.* San Francisco: Jossey-Bass.

[7] Chapman's Office of Institutional Research. (August, 2002). CIRP 2001 Freshmen Survey: Executive Summary. *Research In Brief*, Vol. 1., No. 1. [On line: http://www.chapman.edu/provost/ir/Research_in_brief.1.pdf]

[8] Postsecondary Education Opportunity. (2003, March). Educational Attainment. *OPPORTUNITY: The Environmental Scanning Research Letter of Opportunity for Postsecondary Education*, No. 129. [On Line: www.postsecondary.org]