

Alumni and Public Views of UNI: 2002 Survey Results

Gene M. Lutz
Melvin E. Gonnerman Jr.
Jaime Mayfield
Rustin Meyer
Aaron Maitland

Center for Social and Behavioral Research
University of Northern Iowa

for

Office of Marketing and Public Relations
University of Northern Iowa

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Background & Purpose

This report presents a summary of the findings from a study based on a pair of surveys conducted in the summer and fall of 2002, one of University of Northern Iowa (UNI) alumni and a second survey of general public adults in Iowa. The purpose of the study was to establish a benchmark of alumni and public opinion with respect to various public relations goals of UNI. Included among these goals are: promoting continuing relationships with alumni, establishing UNI as a key resource for the public, and building a broad base of alumni and public support for UNI.

The study was designed by the UNI Office of Marketing and Public Relations and the UNI Center for Social and Behavioral Research (CSBR). UNI Alumni Relations provided samples of alumni while the general public sample was provided by a private vendor.

This report provides a “first-level” analysis of findings consisting mainly of item frequencies and comparisons among the sample groupings. As such, only general interpretations and conclusions can be drawn. A more thorough understanding of the results requires a more intensive examination of the data than presented here. Nonetheless, we trust the report reveals findings of significance to the university community.

Methodology

Protocol Overview. The study used a multi-method protocol to collect primary data. The methods differed for each of the two main samples. A general public sample was interviewed by telephone while data for UNI alumni were collected in any of three methods based on respondent preference, viz. mailback, web, or telephone-assisted web.

Procedures for the General Public. The population for the General Public sample consisted of adults (persons at least 18 years old) living in Iowa. A random sample of private household telephone numbers for Iowa was purchased from Survey Sampling, Inc. The sample was drawn with a goal of 400 completed interviews; the final completion count was 414 respondents reflecting a respondent cooperation rate of 51% (COOP3, AAPOR). The public sample interviews were collected July 9-22, 2002, at the UNI-CSBR Telephone Interviewing Lab. Respondents were anonymous and informed of the voluntary nature of their participation in part or whole.

Table 1
Call Dispositions for General Public Sample

Final Disposition	Count
Completion	414
Refusal	400
Ineligible	1200
Unknown	779
Total	2793

Procedures for the Alumni. The procedures followed for the alumni were considerably more complex than for the public sample. The sample itself had three parts and the respondents had a choice of using any of three means to participate.

Sampling Procedure

The UNI alumni sample contained 5,805 persons composed of 3 cohorts of bachelor-level graduates categorized by graduation year:

1997 Cohort – all BA-level graduates, n = 2090

1987 Cohort – all BA-level graduates, n = 1703

Alumni Sample – random sample of all BA-level graduates

(except 1987 and 1997) ranging from 1928 to 2001, n = 2032

For each cohort, the sample consisted of only those alumni for whom mailing addresses were available. These samples were provided by the UNI Office of Alumni Relations.

Data Collection

Alumni were initially contacted by mail with a letter inviting them to participate in the study. The letter provided information for completing a questionnaire on the web but also offered the alternative of requesting a paper questionnaire for mailback. The web questionnaire was designed using Sensus Web v. 4.1. Alumni were given login IDs and passwords in the invitation letter to access the questionnaire on-line. If alumni preferred to complete the questionnaire on paper, they could return the postcard noting this request. Respondents could also request a paper questionnaire on-line from the web site if technical complications arose or they decided they would rather complete the questionnaire on paper. The intent of providing these options was both to provide choices to the alumni and also to test the relative success of each method. Toward the end of the data collection period, an attempt was made to call all nonrespondents by telephone to give them the third option of completing a telephone interview. In this third method, the interviewer completed the questionnaire on the web site using the same process the respondent could have followed independently.

The original invitation letters were mailed on June 27 and 28, 2002. Follow-up reminder letters were mailed July 16, 2002. Throughout the data collection process letters returned as undelivered were investigated for possible new addresses, unreturned mailed questionnaires were met with a reminder letter, and missed interviews were rescheduled. The data collection for alumni ended on October 15, 2002. Overall, 1,052 alumni participated in the study. Of the 331 paper questionnaires that were requested and sent, 215 were returned completed. There were 583 respondents who completed the questionnaire on the web, and 254 who responded via a telephone interviewer. Some of the details of the data collection procedures are shown in Tables 2-4. The overall response rate for alumni was 19.7%.

Table 2
Mailing Results for Alumni Cohorts

Alumni Cohort	Invitation letters mailed	Invitation letters returned	Reminder letters sent	Returned reminder letters	Reminder letters for paper requests	Active refusals	Updated addresses*
Alumni Sample	2032	132	1767	71	20	4	183
1987 Cohort	1703	110	1518	80	9	1	122
1997 Cohort	2070	213	1755	121	12	0	289
Total	5805	455	5040	272	41	5	594

* Updated addresses are addresses that were updated at least once, but not counted more than once if they were updated multiple times. It does not include addresses that were updated using SelectPhone.

Table 3
Completion Results for Alumni Cohorts

Alumni Cohort	Questionnaires requested by postcard	Questionnaires requested on-line	Questionnaires sent	Paper completes	Web completes respondent	Web completes interviewer	Total
Alumni Sample	127	39	166	102	197	106	405
1987 Cohort	57	22	78	50	181	76	307
1997 Cohort	63	24	87	63	205	72	340
Total	247	85	331	215	583	254	1052

Table 4
Response Rates for Alumni Cohorts

(A) Alumni Cohort	(B) Invitation letters mailed	(C) Invitation letters returned	(D) Alumni receiving letters (B) – (C)	(E) Completions	(F) Response rate (E)/(D)
Alumni Sample	2032	132	1900	405	21.3%
1987 Cohort	1703	110	1593	307	19.3%
1997 Cohort	2070	213	1857	340	18.3%
Total	5805	455	5350	1052	19.7%

Data Management, Analysis, & Reporting. Data from paper questionnaires were entered twice by different personnel, and compared to ensure data entry accuracy. Data for completed web questionnaires were downloaded and exported into SPSS 11.0 approximately twice per week. Data for those persons who did not complete the entire questionnaire on-line were included for analysis if valid responses were made to at least one-half of the items. The data for the General Public sample were collected by telephone using CATI and then converted into SPSS 11.0 for analysis. These data sets were merged to create an aggregate data set for analysis. Efforts were made to maximize consistency in phrasing and item structure across the various questionnaires and modes, but in some cases the responses for a single variable may represent questions with slightly different wording.

Most findings are presented in simple frequencies. Unless otherwise noted, the percentages refer to valid percents which exclude *don't know* or *no answers* from the denominator. The inferential statistics were calculated separately for the General Public versus the random sample of UNI graduates (i.e., Alumni Sample) and for the comparisons among the three Alumni Cohorts (i.e., Alumni Sample, 1987 Cohort, and 1997 Cohort). Chi-square tests were conducted and corrected chi-squares were also conducted by collapsing categories when expected frequencies were less than 5 in at least one cell. The appropriate chi-square statistic result is reported in the narrative boxes of the report and is represented by a [%]. When appropriate for the level of data, tests of mean differences were also conducted using a t test or ANOVA; these tests are represented by a [M] in the narrative boxes of the report. Inferences about statistically significant differences were made at the 95% confidence level.

Key Terms

Alumni Sample: Refers to the random sample of UNI graduates; one of the three UNI alumni samples (“cohorts”). In most of the figures, this sample is compared to the General Public sample, which is indicated in the figure title as *General Public and Alumni Samples*. In the body of the report, the Alumni Sample is also referred to as “UNI Graduates.”

Alumni Cohorts: Refers to all three of the samples of UNI graduates – 1987 Cohort, 1997 Cohort, and Alumni Sample. When the three cohort samples are compared to one another in figures and tables, the title reads *Alumni Cohorts*. When the General Public sample, the Alumni Sample, the 1987 Cohort sample and the 1997 Cohort sample are compared, *All Samples* is indicated in the figure or table title.

General Public: Refers to the random sample of adult Iowans. This sample includes a few respondents who were UNI undergraduates (2.6%).

Significant: Refers to statistical significance based on appropriate inferential statistical testing using a 95% confidence level (.05, two-tailed test).

Section I: Demographic Data, Educational Background & Employment History

Gender and Age

The distributions of gender and age are shown for the four samples in Table 5. In all four of the samples, females were disproportionately represented.

Table 5
Gender and Age Composition (% for All Samples)

Demographics	Public	Alumni Sample	1987 Cohort	1997 Cohort
Gender				
Male	39.5	38.4	39.3	35.2
Female	60.5	61.6	60.7	64.8
Age				
18-19	02.9	--	--	--
20-30	19.8	15.5	--	85.8
31-40	15.4	19.7	84.3	08.9
41-50	20.3	21.9	11.1	02.7
51-60	14.9	23.7	03.9	02.4
61-70	11.0	11.0	00.7	00.3
71 or older	15.6	08.2	--	--

Educational Background: Undergraduate Degree

For the General Public sample, the distribution for the highest level of education completed was: *less than high school* (3.7%), *high school or GED* (33.9%), *some education beyond high school, but not at a 4-year university* (17.1%), *some college but no undergraduate degree received at a 4-year university* (14.9%), *undergraduate degree* (21.2%), and *post undergraduate degree* (9.3%). Thus, in total, 30.5% of the General Public sample had acquired an undergraduate degree. (This exceeds the 2000 Census estimate of 22% for Iowa.)

Coding and summarizing higher educational backgrounds presents a challenge because of differences in nomenclature used across colleges and universities, and due to changes over time. Table 6 shows the area of study for those receiving a four-year undergraduate degree for all of the samples. The areas of business and education were the most commonly cited areas.

Table 6
Major Area of Study for Undergraduate Degree (% for All Samples)

Area of undergraduate degree	Public*	Alumni Sample	1987 Cohort	1997 Cohort
Business	23.2	19.2	23.9	22.2
Education	17.6	47.0	29.1	29.0
Health Sciences	08.0	02.0	01.3	01.8
Humanities & Fine Arts	16.8	07.5	11.1	12.4
Natural Sciences	05.6	06.0	07.8	08.3
Pre-professional	02.4	00.0	00.7	00.6
Social Sciences	16.8	12.2	14.4	18.6
Technical	07.2	02.0	05.6	02.1
Other	02.4	04.2	06.2	05.0

* Includes only those having an undergraduate degree

Educational Background: Advanced Degree

The percentage of respondents who reported receiving an advanced degree after completing their undergraduate education was distributed as follows: General Public (9.3%), Alumni Sample (30.1%), 1987 Cohort (34.5%), and 1997 Cohort (23.5%). Table 7 shows the type of degree, area of education, and location of the degree granting institution for the most recent advanced degree received by these respondents.

Table 7
Description of Most Recent Advanced Degree (% for All Samples)

Description of Most Recent Advanced Degree	Public	Alumni Sample	1987 Cohort	1997 Cohort
Any advanced degree (% of Entire Sample)	09.3	30.1	34.5	23.5
Type of advanced degree*				
MA	26.3	51.6	40.6	53.8
MS	26.3	13.1	14.2	12.5
MBA	05.3	03.3	15.1	06.3
Other Master's Degree	13.2	01.6	01.9	01.3
MD	07.9	00.8	--	--
JD	05.3	02.5	04.7	07.5
PhD	10.5	10.7	08.5	01.3
Other_Doctorate	--	02.5	--	--
Other_Miscellaneous	05.3	13.9	15.1	17.5
Area of advanced degree				
Business	07.9	08.1	17.0	09.9
Education	26.3	58.5	38.7	35.8
Health Sciences/Medicine	15.8	04.9	07.5	07.4
Humanities & Fine Arts	18.4	06.5	06.6	11.1
Natural Sciences	07.9	04.9	02.8	04.9
Law	10.5	02.4	04.7	08.6
Social Sciences	07.9	06.5	06.6	16.0
Technical	02.6	01.6	03.8	02.5
Other	02.6	06.5	12.3	03.7
Place advanced degree was received				
University of Northern Iowa	02.6	22.4	29.2	35.0
University of Iowa	18.4	14.4	13.2	05.0
Iowa State University	07.9	04.0	01.9	07.5
Private college in Iowa	18.4	14.4	14.2	12.5
College or university outside of Iowa	52.6	44.8	41.5	40.0

*Advanced degree was interpreted by some respondents to indicate additional study beyond a bachelor's degree including endorsements, certificates, licensures, and so forth. These persons were included in the 'other_miscellaneous' advanced degree category.

Employment History: First Job

College graduates were asked their starting salary for their first full-time job after receiving their undergraduate degree. These salaries represent approximate individual annual income before taxes for those who reported ever working full-time since their degree was acquired. The reader should note that these dollars are not adjusted for inflation, but represent the salary of the worker at the initial time of employment. For the General Public sample and Alumni Sample this covers several decades.

Table 8
Starting Salaries of College Graduates for First Job After Graduation (% for All Samples)

Income Level	Public	Alumni Sample	1987 Cohort	1997 Cohort
\$0 - \$9,999	30.3	42.2	03.1	01.0
\$10,000 - \$14,999	16.5	16.4	21.7	05.4
\$15,000 - \$19,999	14.7	19.7	38.1	23.3
\$20,000 - \$24,999	09.2	11.5	22.7	36.7
\$25,000 - \$29,999	14.7	04.9	07.7	19.2
\$30,000 - \$34,999	02.8	02.5	03.1	07.0
\$35,000 - \$39,999	06.4	01.1	01.7	04.2
\$40,000 - \$44,999	01.8	01.6	00.3	01.0
\$45,000 - \$49,999	00.9	--	00.3	00.6
\$50,000 or more	02.8	--	01.0	01.6

Employment History: Current Job

Table 9 shows current employment status, type of employer, and annual individual income from employment. Those who were working for an employer (other than themselves) were asked to indicate the type of employer for whom they worked. Respondents who were employed, including those who were self-employed, were asked their approximate individual annual income before taxes from employment.

Table 9
Current Employment Information (% for All Samples)

Employment	Public	Alumni Sample	1987 Cohort	1997 Cohort
Current employment status				
Employed full-time (35 hrs or more/week)	47.8	61.5	72.5	80.1
Employed part-time (34 hrs or less/week)	08.8	06.8	07.9	05.0
Self-employed	07.1	05.5	05.3	03.3
Out of work less than 1 year	00.7	01.0	02.3	02.4
Out of work more than 1 year	03.2	00.5	--	--
Homemaker	03.9	04.0	09.9	04.5
Student	02.2	01.5	00.3	03.0
Retired	23.4	18.5	00.7	00.9
Unable to work	02.9	00.8	01.0	00.9
Type of employer				
Business or industry	62.1	30.2	39.0	39.2
College/university	04.3	10.4	05.4	06.3
Elementary/secondary school	09.9	33.2	27.4	29.5
Federal/state/local government	11.2	10.1	08.7	06.6
Non-profit	03.4	04.9	07.9	09.4
Professional firm	05.2	06.0	07.5	07.6
Other	03.9	05.2	04.1	01.4
Annual Income				
\$0 to \$9,999	06.8	03.7	01.7	01.8
\$10,000 to \$14,999	06.8	01.9	03.5	01.8
\$15,000 to \$19,999	05.8	02.6	02.2	03.9
\$20,000 to \$24,999	11.7	06.3	05.2	07.4
\$25,000 to \$29,999	07.8	08.2	07.8	22.5
\$30,000 to \$34,999	13.6	10.8	10.4	14.7
\$35,000 to \$39,999	13.1	09.0	07.0	16.5
\$40,000 to \$44,999	08.7	11.6	09.1	07.4
\$45,000 to \$49,999	02.9	08.2	09.1	06.3
\$50,000 to \$54,999	05.8	08.6	07.8	05.3
\$55,000 to \$59,999	02.4	04.1	03.9	03.9
\$60,000 to \$65,999	04.4	05.2	05.2	01.4
\$65,000 to \$69,999	00.5	03.0	04.8	02.1
\$70,000 to \$74,999	01.5	04.5	02.2	01.4
\$75,000 to \$79,999	01.5	01.9	02.2	00.7
\$80,000 +	06.8	10.4	17.8	03.2

UNI Attendance and Anticipated Attendance

Table 10 shows the percentages of respondents who live in households where someone has earned a degree from UNI or is currently attending UNI. Depending on the sample group, between 6% and 16% of the respondents anticipated that someone in their household would be attending UNI within the next 5 years.

Table 10
Past, Present, & Anticipated Attendance at UNI (% for All Samples)

Past, Present, or Anticipated Attendance at UNI	Public	Alumni Sample	1987 Cohort	1997 Cohort
Past attendance				
Anyone in household (other than respondent)	03.2	41.2	36.8	33.5
Anyone in household (including respondent)	07.8	100	100	100
Present attendance				
Anyone in household (including respondent)	02.7	05.9	02.6	08.5
Future attendance				
Someone in household is likely to attend UNI (in next 5 years)	06.1	12.8	11.1	16.2

Section II: Contributions of UNI to the State

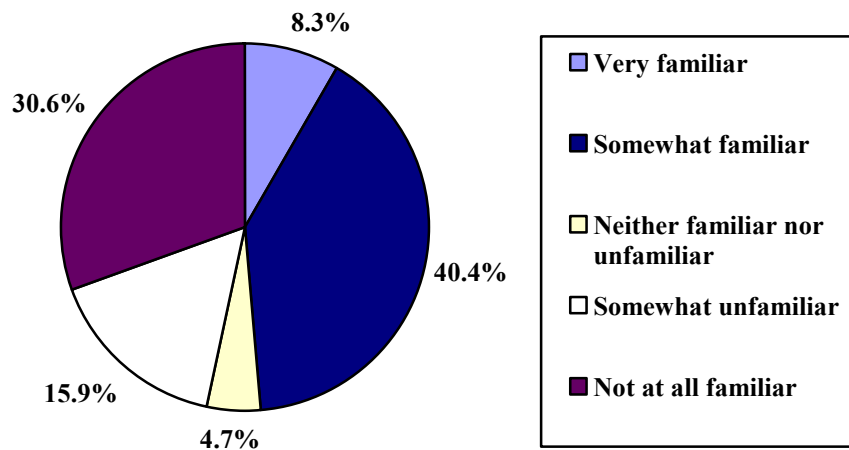
Familiarity with UNI

Q: In general, how familiar are you with UNI?

General Public: Approximately one-half (48.7%) of adult Iowans were either *very familiar* (8.3%) or *somewhat familiar* (40.4%) with UNI, while nearly as many were *unfamiliar*.

Alumni Sample: Question was not asked.

**Figure 1: Overall Familiarity with UNI
(General Public)**



Contributions to the State

Q: How much of a contribution does UNI make to [insert list]?

General Public: There was considerable uncertainty about UNI's contributions to the state. Specifically, the percentage indicating that they *didn't know* or who declined to express an opinion ranged from 33.4% for *providing recreation and sporting attractions* to 53.9% for *enhancing research and innovation*.

Alumni Sample: Nearly three-fourths (73.4%) of the Alumni Sample rated UNI's contribution to *creating a well-trained workforce* as *large* (59.6%) or *very large* (13.8%). About 60% of UNI graduates (61.3%) reported that UNI's contribution to their *personal quality of life* was *large* (43.4%) or *very large* (17.9%).

General Public-Alumni Sample Comparison: The mean ratings were statistically higher for the General Public than the Alumni Sample for UNI's contribution to: *state's economy in general, keeping young people in the state, attracting young people to the state, providing leadership training, assisting in solving practical problems within the state, improving public health, helping protect or enhance the environment, and increasing the quality of life for the state in general*. The mean ratings of UNI's contributions were statistically higher for the Alumni Sample than the General Public for: *increasing your own personal quality of life and increasing your own economic well-being*. [M]

The chi-square test results were statistically significant for: *state's economy in general, keeping young people in the state, attracting talented people to the state, providing leadership training, improving public health, helping protect or enhance the environment, increasing your own personal quality of life, and increasing your own economic well-being*. [%]

Alumni Cohort Comparisons: There were statistical differences in mean ratings of UNI's contribution to the state among the three samples for several areas. The mean for the Alumni Sample was higher than the mean for the 1997 Cohort for *technological competitiveness of the state, providing arts and cultural attractions, and providing leadership training*. In addition, the means for the 1987 Cohort and the Alumni Sample were higher than the mean for the 1997 Cohort for *providing assistance to businesses and increasing the quality of life for the state in general*. The mean for the Alumni Sample was higher than the mean for the 1987 Cohort for *improving public health*. The mean for the Alumni Sample was higher than the means for the 1987 and 1997 Cohorts for *the enhancement of research and innovation, providing recreation and sporting attractions, assisting in solving practical problems within the state*. [M]

The chi-square test results were statistically significant for: *technological competitiveness of the state, enhancement of research and innovation, providing recreation and sporting attractions, attracting talented people to the state, providing leadership training, improving public health, providing assistance to businesses, and increasing the quality of life for the state in general*. [%]

Table 11
Contributions of UNI to Iowa (All Samples)

Area	DK %	Mean	Of Those with an Opinion				
			Very Small %	Small %	Moderate %	Large %	Very Large %
The state's economy in general							
Public	41.5	3.5	02.1	03.8	52.1	30.0	12.1
Alumni Sample	24.7	3.3	01.0	08.5	53.4	32.1	04.9
1987 Cohort	20.8	3.2	03.3	13.2	51.0	27.6	04.9
1997 Cohort	17.9	3.2	02.9	15.1	46.6	30.8	04.7
The creation of a well-trained workforce							
Public	35.9	3.8	00.4	01.1	33.1	48.3	17.1
Alumni Sample	12.1	3.9	--	01.1	25.6	59.6	13.8
1987 Cohort	06.5	3.8	--	02.8	31.4	52.3	13.6
1997 Cohort	02.9	3.7	00.3	02.4	32.4	52.4	12.4
The technological competitiveness of the state							
Public	51.7	3.5	01.0	07.1	41.4	40.9	09.6
Alumni Sample	23.7	3.4	01.6	10.4	41.4	42.4	04.2
1987 Cohort	18.2	3.3	01.2	14.7	43.0	34.7	06.4
1997 Cohort	11.5	3.2	04.0	12.0	49.8	29.6	04.7
The enhancement of research and innovation							
Public	53.9	3.4	01.1	06.9	49.7	34.9	07.4
Alumni Sample	23.2	3.3	01.6	09.3	52.7	31.5	04.8
1987 Cohort	18.2	3.1	03.2	18.7	49.0	26.3	02.8
1997 Cohort	09.4	3.0	03.9	18.5	48.4	27.3	01.9
Providing arts and cultural attractions							
Public	44.9	3.6	00.9	04.4	41.2	37.2	16.4
Alumni Sample	12.1	3.6	00.3	09.3	34.0	42.7	13.8
1987 Cohort	06.2	3.5	02.8	09.4	38.2	37.5	12.2
1997 Cohort	03.5	3.4	02.4	11.3	39.6	34.8	11.9
Providing recreation and sporting attractions							
Public	33.4	3.7	--	03.7	39.2	43.6	13.6
Alumni Sample	10.9	3.6	01.1	03.6	44.3	37.7	13.3
1987 Cohort	04.9	3.4	00.3	11.6	42.5	35.3	10.3
1997 Cohort	02.9	3.4	01.8	12.4	40.0	36.4	09.4
Keeping young people in the state							
Public	40.7	3.3	03.3	09.1	45.9	35.5	06.2
Alumni Sample	16.5	3.0	07.4	17.8	47.6	22.2	05.0
1987 Cohort	14.3	3.0	05.7	21.3	46.8	21.7	04.6
1997 Cohort	07.6	3.0	05.4	24.8	42.0	21.3	06.4
Attracting talented people to the state							
Public	46.8	3.2	01.8	16.1	51.4	24.8	06.0
Alumni Sample	20.5	2.9	06.5	19.9	53.7	17.7	02.2
1987 Cohort	14.7	2.8	05.3	28.6	48.9	15.3	01.9
1997 Cohort	07.1	2.8	05.7	31.0	43.0	15.2	05.1
Providing leadership training							
Public	43.4	3.7	00.9	02.2	36.4	49.4	11.3
Alumni Sample	14.8	3.5	01.2	06.4	46.1	37.4	09.0
1987 Cohort	15.6	3.3	02.7	12.4	40.2	39.0	05.8
1997 Cohort	08.8	3.3	01.9	12.9	43.2	38.7	03.2

Area	DK %	Mean	Of Those with an Opinion				Very Large %
			Very Small %	Small %	Moderate %	Large %	
Assisting in solving practical problems within the state							
Public	50.0	3.4	01.5	06.9	52.9	29.9	08.8
Alumni Sample	30.6	3.2	01.1	13.9	52.3	28.1	04.6
1987 Cohort	29.3	3.0	03.7	18.4	51.6	22.1	04.1
1997 Cohort	23.5	3.0	02.7	21.2	50.4	23.5	02.3
Improving public health							
Public	47.6	3.2	01.5	15.9	48.7	28.7	05.1
Alumni Sample	34.3	2.8	06.8	24.1	54.5	12.4	02.3
1987 Cohort	31.6	2.6	09.5	36.2	41.9	10.0	02.4
1997 Cohort	21.5	2.7	06.4	33.3	42.3	15.7	02.2
Helping protect or enhance the environment							
Public	49.3	3.3	01.0	10.4	50.0	31.2	07.4
Alumni Sample	26.4	3.1	03.0	17.8	52.7	23.5	03.0
1987 Cohort	26.7	2.9	04.9	27.1	42.7	21.3	04.0
1997 Cohort	16.2	3.0	04.6	23.5	43.9	23.2	04.9
Providing assistance to businesses							
Public	47.3	3.6	00.9	02.3	41.9	44.2	10.7
Alumni Sample	23.5	3.5	01.0	06.8	40.3	42.9	09.0
1987 Cohort	18.9	3.5	01.6	10.0	34.5	42.2	11.6
1997 Cohort	13.8	3.4	01.4	13.7	40.6	36.9	07.5
Increasing the quality of life for the state in general							
Public	35.9	3.7	00.4	03.4	32.8	50.4	13.0
Alumni Sample	13.6	3.5	01.1	06.9	38.9	43.4	09.7
1987 Cohort	10.4	3.5	02.2	06.5	42.5	39.6	09.1
1997 Cohort	07.4	3.3	02.2	10.8	45.4	38.1	03.5
Increasing your own personal quality of life							
Public	33.7	2.6	27.8	19.6	27.8	14.4	10.4
Alumni Sample	06.2	3.6	05.5	08.9	24.2	43.4	17.9
1987 Cohort	03.3	3.6	04.4	09.8	29.3	39.4	17.2
1997 Cohort	01.8	3.7	03.0	07.8	24.6	47.6	17.1
Increasing your own economic well-being							
Public	34.9	2.4	30.3	24.3	26.2	13.5	05.6
Alumni Sample	06.7	3.4	06.9	12.2	28.0	41.8	11.1
1987 Cohort	04.2	3.4	08.5	11.9	28.2	36.7	14.6
1997 Cohort	02.4	3.5	04.5	10.2	30.1	43.1	12.0

Section III: Satisfaction of Educational Experience

Expectations of Education

Q: How well did your undergraduate education meet your expectations?

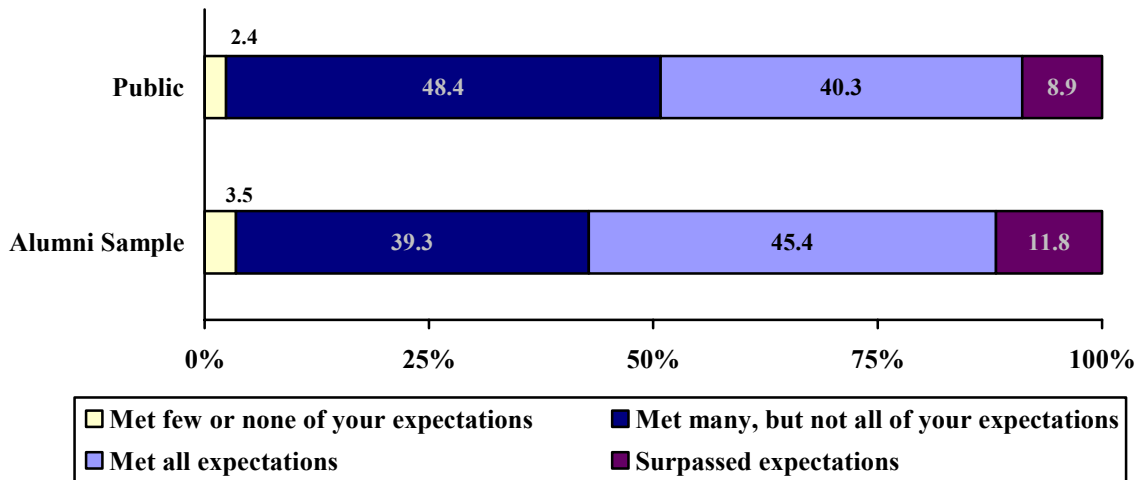
General Public: Approximately one-half (49.2%) of Iowans with degrees from four-year institutions reported that their undergraduate experience *met all* of their expectations (40.3%) or *surpassed* their expectations (8.9%).

Alumni Sample: More than one-half (57.2%) of the UNI graduates reported that their UNI undergraduate education *met all* (45.4%) or *surpassed* (11.8%) their expectations.

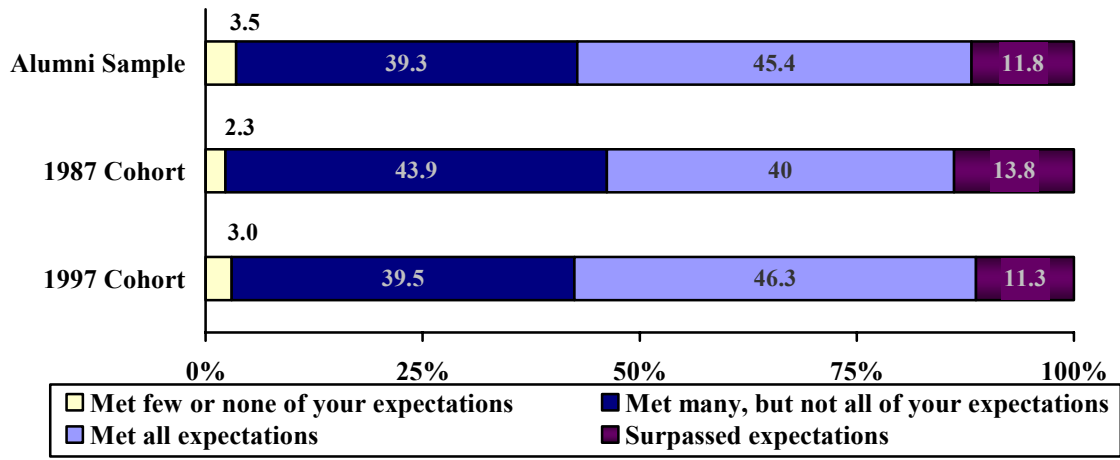
General Public-Alumni Sample Comparison: No statistically significant difference. [%]

Alumni Cohort Comparisons: No statistically significant differences. [%]

**Figure 2a: Expectations of Undergraduate Education
(General Public and Alumni Samples)**



**Figure 2b: Expectations of Undergraduate Education
(Alumni Cohorts)**



Pride in Undergraduate Institution

Q: How proud are you of the college or university you attended?

General Public: More than three-fourths of adult Iowans with undergraduate degrees reported that they were either *very proud* (48.4%) or *extremely proud* (28.2%) of the university or college they attended.

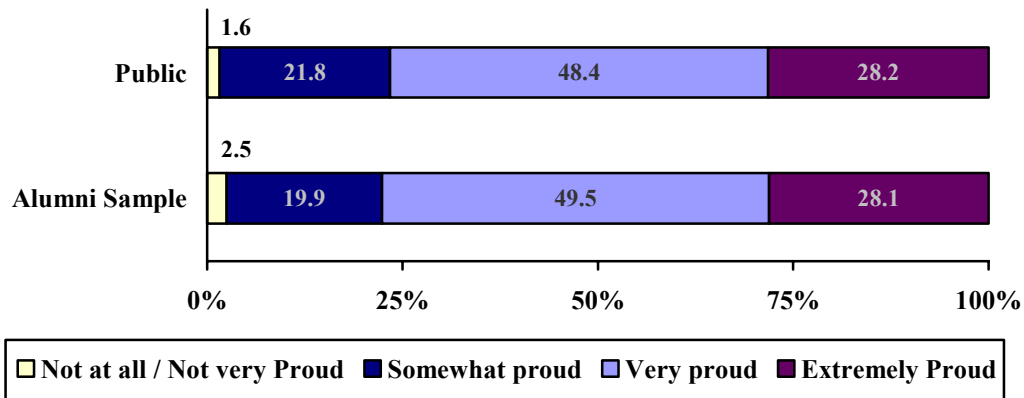
Q: How proud are you of UNI?

Alumni Sample: Approximately three-fourths of UNI graduates reported that they were either *very proud* (49.5%) or *extremely proud* (28.1%).

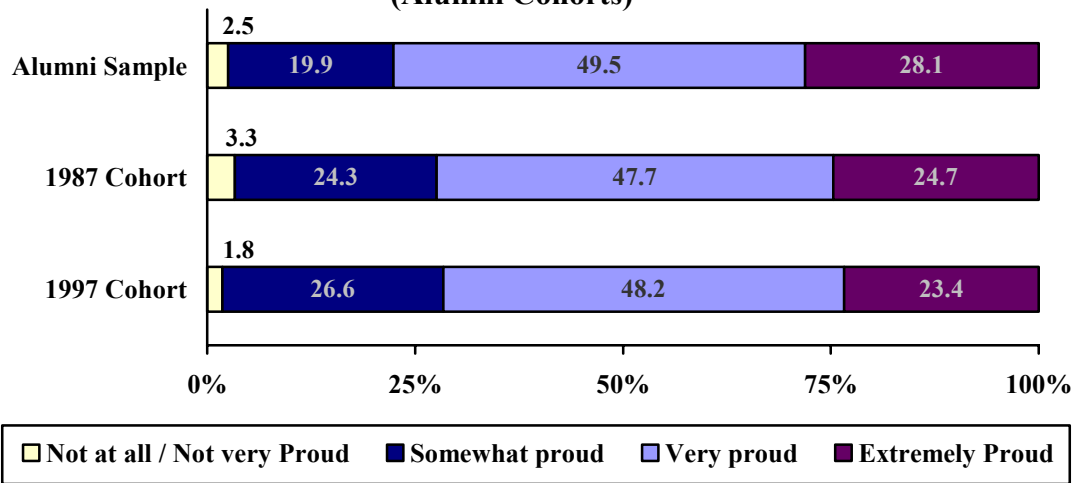
General Public-Alumni Sample Comparison: No statistically significant differences. [M & %]

Alumni Cohort Comparisons: No statistically significant differences. [M & %]

**Figure 3a: Pride in Undergraduate Institution
(General Public and Alumni Samples)**



**Figure 3b: Pride in Undergraduate Institution
(Alumni Cohorts)**



Importance of Being a UNI Graduate

Q: How important to you is it to be a UNI alumnus?

General Public: Question was not asked.

Alumni Sample: About 70% of UNI graduates reported that being a UNI alumnus was *somewhat important* (39.1%) or *very important* (31.3%) to them. This finding, however, must be interpreted in the context of the low response rate for this study. It is a reasonable assumption that the graduates for whom being a UNI alumni was especially important were more likely than other graduates to complete the questionnaire.

Alumni Cohort Comparisons: No statistically significant differences. [M & %]

Table 12
Importance of Being a UNI Alumnus (Alumni Cohorts)

How important to you is it to be a UNI alumnus?	Mean	Not at all %	Not very %	Neutral %	Somewhat %	Very %
Alumni Sample	3.91	02.2	06.2	21.0	38.8	31.1
1987 Cohort	3.90	01.6	05.5	23.5	39.7	29.6
1997 Cohort	3.86	02.6	06.2	20.9	42.1	27.6

Note. There were no statistically significant mean differences

Contribution to Quality of Life

Q: How much of a contribution did your undergraduate education make to your quality of life?

General Public: About 85% of those with 4-year degrees reported their undergraduate education made either a *large* (47.6%) or *very large* (37.9%) contribution to their quality of life.

Alumni Sample: Three-fourths of UNI graduates reported that their undergraduate education made either a *large* (49.9%) or *very large* (25.6%) contribution to their quality of life.

General Public-Alumni Sample Comparison: The contribution of undergraduate education to quality of life was significantly higher for the General Public than for UNI graduates. [M & %]

Alumni Cohort Comparisons: The mean for the Alumni Sample was significantly higher than the means for the 1987 and 1997 Cohorts. [M]

Table 13
Contribution of Undergraduate Education to Quality of Life (All Samples)

How much of a contribution did your undergraduate education make to your quality of life?	Mean	Very Small %	Small %	Moderate %	Large %	Very Large %
Public	4.21	--	02.4	12.1	47.6	37.9
Alumni Sample	3.97	01.0	02.2	21.3	49.9	25.6
1987 Cohort	3.81	01.3	05.2	25.5	47.4	20.6
1997 Cohort	3.82	01.5	02.9	25.4	52.5	17.7

Note. The mean for the Alumni Sample was significantly higher than the means for the 1987 and 1997 cohorts.

Figure 4a: Contribution of Undergraduate Education to Quality of Life (General Public and Alumni Samples)

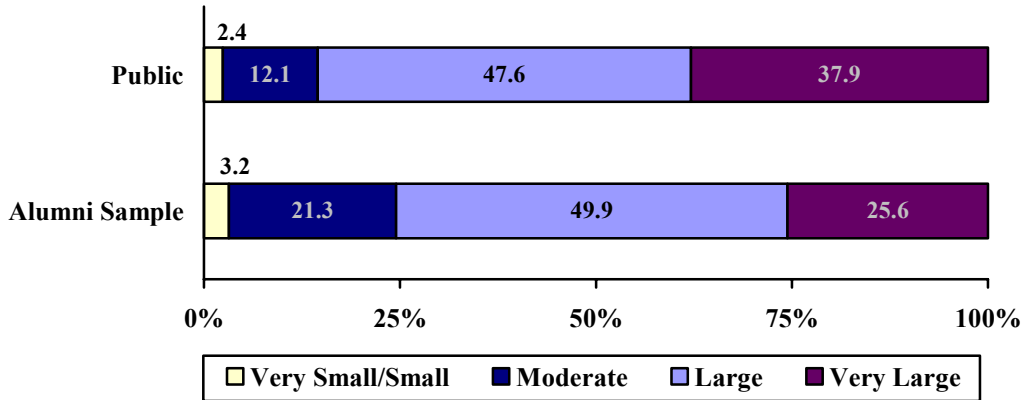
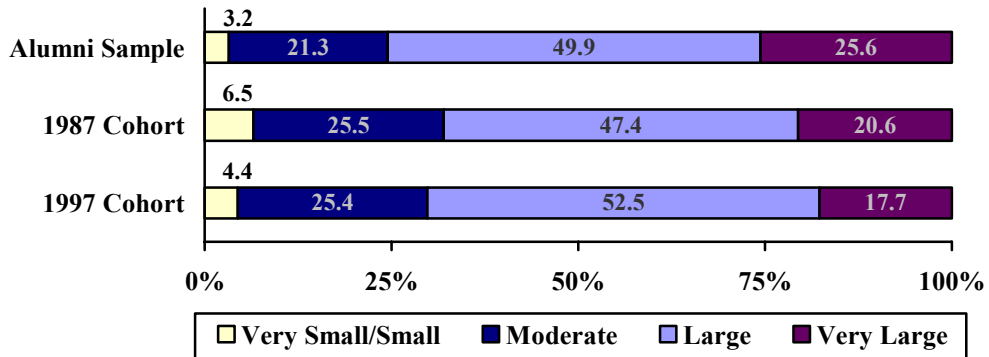


Figure 4b: Contribution of Undergraduate Education to Quality of Life (Alumni Cohorts)



Contribution of Specific Types of Courses

Q: What was the contribution of general education courses, elective courses, and major courses to the value of your undergraduate education?

General Public: Of Iowans with college degrees, the percentages saying courses made a *high* or *very high* contribution to the quality of life was: 39.8% for general education courses, 53.7% for elective courses, and 84.8% for major courses.

Alumni Sample: A *high* or *very high* contribution to the quality of life was reported by UNI graduates as follows: 33.9% for general education courses, 62.5% for elective courses, and 81.6% for major courses.

General Public-Alumni Sample Comparison: No statistically significant differences. [M & %]

Alumni Cohort Comparisons: The Alumni Sample rated the quality of general education courses to their education more highly than did the 1987 Cohort, which in turn rated these courses higher than did the 1997 Cohort. There were no statistically significant differences among alumni samples for either elective or major courses. [M & %]

Table 14
Contributions of Coursework to UNI Undergraduate Education (All Samples)

How much did each of the following contribute to your undergraduate education?	Mean	Very Low %	Low %	Moderate %	High %	Very High %
General education courses						
Public	3.33	04.1	07.3	48.8	30.9	08.9
Alumni Sample	3.24	02.5	10.6	53.0	27.9	06.0
1987 Cohort	3.06	05.4	15.7	52.2	20.7	06.0
1997 Cohort	2.92	06.9	21.4	48.2	20.2	03.3
Major courses						
Public	4.19	--	04.8	10.4	45.6	39.2
Alumni Sample	4.20	00.7	02.2	15.4	39.2	42.4
1987 Cohort	4.22	00.7	00.7	14.1	45.2	39.3
1997 Cohort	4.26	--	00.9	12.6	45.6	40.9
Elective courses						
Public	3.59	00.8	05.7	39.8	41.5	12.2
Alumni Sample	3.69	00.5	03.5	33.5	51.9	10.6
1987 Cohort	3.65	00.7	04.6	35.2	47.7	11.8
1997 Cohort	3.57	00.9	06.5	39.8	40.7	12.2

Pride in Undergraduate Degree

Q: How proud are you of your undergraduate degree?

General Public: Slightly more than 80% of Iowans with college degrees were either *very proud* (48.8%) or *extremely proud* (33.6%) of their undergraduate degree.

Alumni Sample: Slightly less than 80% of UNI graduates were either *very proud* (45.5%) or *extremely proud* (32.3%) of their undergraduate degree.

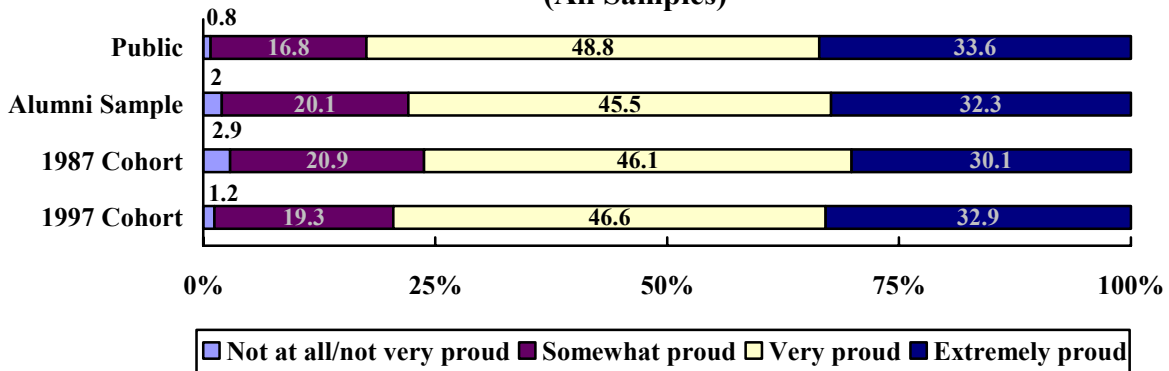
General Public-Alumni Sample Comparison: No statistically significant differences. [M & %]

Alumni Cohort Comparisons: No statistically significant differences. [M & %]

Table 15
Pride in Undergraduate Degree (% for All Samples)

Pride in Undergraduate Degree	Not at all proud	Not very proud	Somewhat proud	Very proud	Extremely proud
Public	--	00.8	16.8	48.8	33.6
Alumni Sample	00.5	01.5	20.1	45.5	32.3
1987 Cohort	00.3	02.6	20.9	46.1	30.1
1997 Cohort	--	01.2	19.3	46.6	32.9

**Figure 5: Pride in Undergraduate Degree
(All Samples)**



Section IV: Preparation for Post-Graduation

Overall Preparedness

Q: Overall, how would you rate your undergraduate experience in preparing you for your work or main life activities?

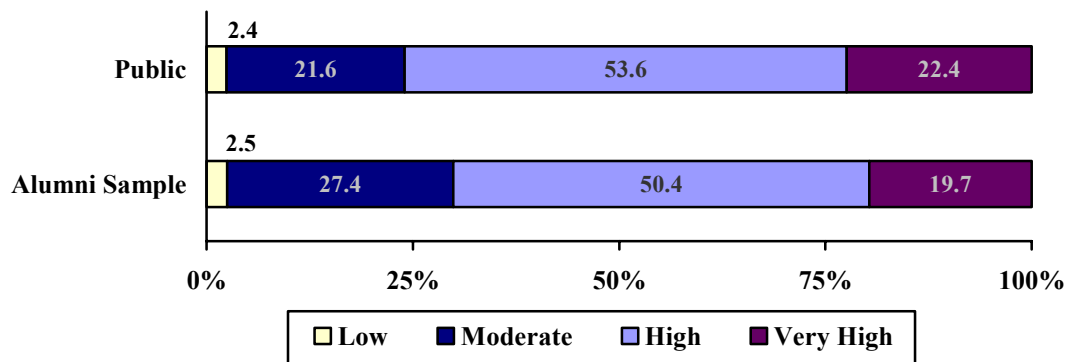
General Public: About three-fourths of those with college degrees reported that their undergraduate experiences provided them with *high* (53.6%) or *very high* (22.4%) levels of preparation for their work or main life activities.

Alumni Sample: About 70% of UNI graduates reported that their undergraduate experiences at UNI provided them with *high* (50.4%) or *very high* (19.7%) levels of preparation for their work or main life activities.

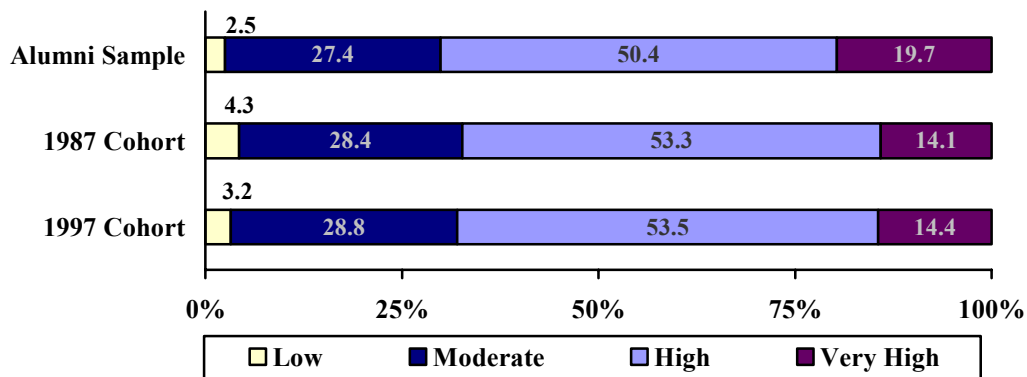
General Public-Alumni Sample Comparison: No statistically significant differences. [M & %]

Alumni Cohort Comparisons: No statistically significant differences. [M & %]

**Figure 6a: Preparedness for Work or Main Life Activities
(General Public and Alumni Samples)**



**Figure 6b: Preparedness for Work or Main Life Activities
(Alumni Cohorts)**



Qualifications for Current Work or Main Life Activities

Q: How do you compare your actual qualifications or skills to those that you need to be successful in your current work or main life activities?

General Public: Overall, the General Public reported that their actual qualifications or skills were *just what was needed* (54.7%) or *more than was needed* (28.7%) to be successful in their current work or main life activities. However, one in 6 said they were *less than needed*.

Alumni Sample: UNI graduates reported that their actual qualifications or skills were *just what was needed* (57.4%) or *more than was needed* (35.9%) to be successful in their current work or main life activities. Only about one in 16 said they were *less than needed*.

General Public-Alumni Sample Comparison: The Alumni Sample was statistically more likely than the General Public to report that they had more than they needed in terms of qualifications or skills to be successful. [%]

Alumni Cohort Comparisons: No statistically significant differences among the three samples. [%]

Figure 7a: Qualifications for Current Work or Main Life Activities (General Public and Alumni Samples)

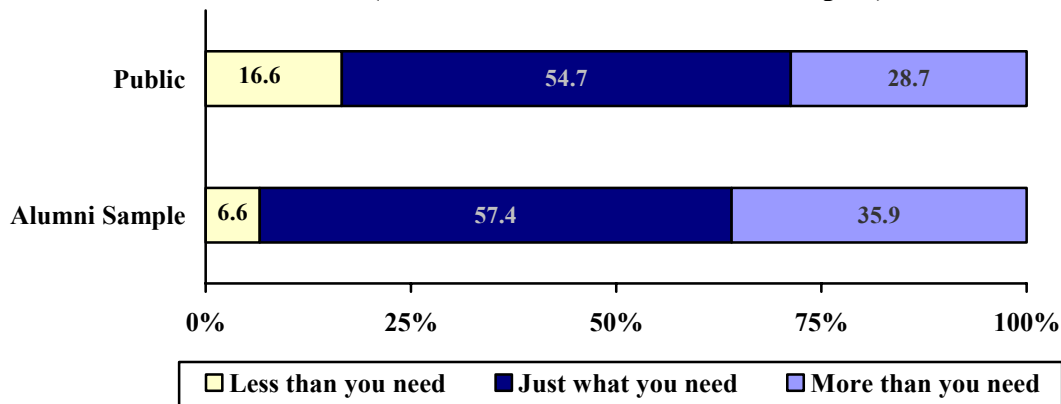
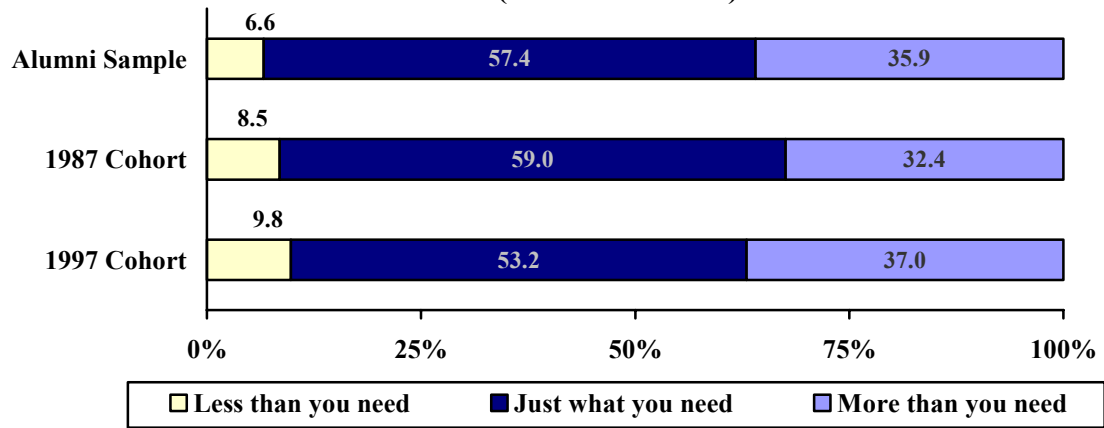


Figure 7b: Qualifications for Current Work or Main Life Activities (Alumni Cohorts)



Pay Relative to Qualifications and Skills

Q: Given your actual qualifications and skills, would you say your pay is *more than fair*, *about right*, or *less than fair*?

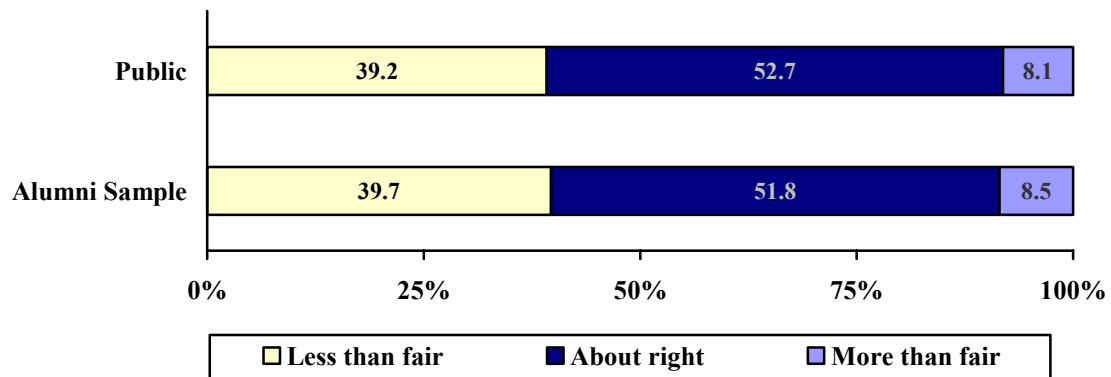
General Public: Overall, the General Public reported that their pay relative to their actual qualifications and skills was *about right* (52.7%) or *less than fair* (39.2%).

Alumni Sample: UNI graduates reported that their pay relative to their actual qualifications and skills was *about right* (51.8%) or *less than fair* (39.7%).

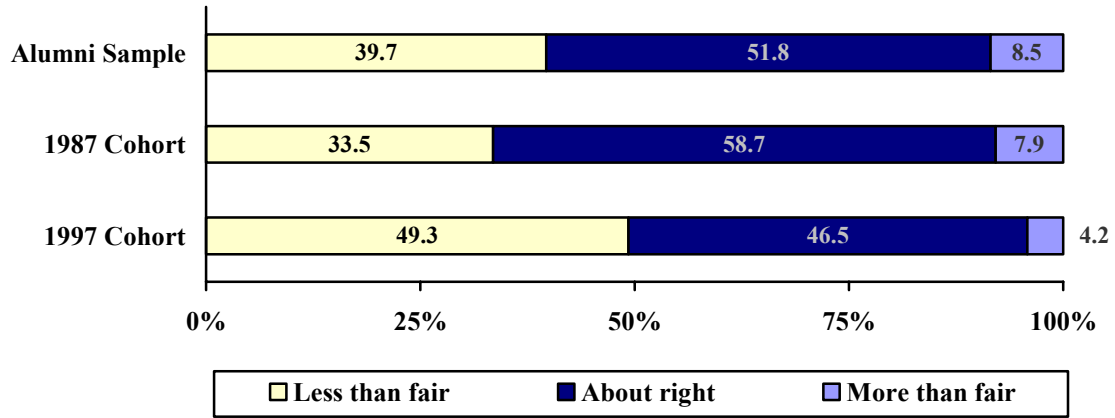
General Public-Alumni Sample Comparison: No statistically significant difference. [%]

Alumni Cohort Comparisons: The 1997 Cohort reported a greater likelihood to feel underpaid. [%]

**Figure 8a: Pay Relative to Qualifications and Skills
(General Public and Alumni Samples)**



**Figure 8b: Pay Relative to Qualifications and Skills
(Alumni Cohorts)**



Preparedness in Specific Areas

Q: How would you rate your undergraduate experience in preparing you to be able to [insert list]?

General Public: For college graduates, *understanding written information* and *continuing to learn new things* were the qualities ranked the highest in preparedness, whereas *using computer skills* and *foreign languages* ranked the lowest.

Alumni Sample: *Understanding written information* and *acting professionally* were the qualities ranked the highest in preparedness, whereas *foreign languages* and *using computer skills* ranked the lowest.

General Public-Alumni Sample Comparison: The mean ratings for preparedness were higher among college graduates in the General Public than among UNI graduates in the areas of *work under pressure; adapt to change; work as a team member; understand written information; communicate through writing; use research skills; make basic calculations; define, analyze, and solve problems; use computer skills (technical); use foreign languages; continue to learn new things; and applying scientific principles*. [M]

The chi-square test results were statistically significant for: *work under pressure; adapt to change; understand written information; communicate through writing; use research skills; make basic calculations; define, analyze, and solve problems; use computer skills (technical); continue to learn new things; and apply scientific principles*. [%]

Alumni Cohort Comparisons: There were six statistically significant subgroup comparisons of mean scores. For *work under pressure*, the mean for the 1997 Cohort was higher than for the 1987 Cohort. For *act professionally*, the mean for the Alumni Sample was higher than for the 1987 Cohort. For *work as a team member*, the mean for the 1997 Cohort was higher than both the 1987 Cohort and the Alumni Sample means. For *use research skills* and *respect the natural world and act responsibly toward it*, the means for the 1997 Cohort and the Alumni Sample were both higher than the 1987 Cohort mean. For *use computer skills (technical)*, the mean for the 1997 Cohort was higher than the mean for the 1987 Cohort, which in turn was higher than the mean for the Alumni Sample. [M]

The chi-square test results were statistically significant for: *work as a team member, lead others, use research skills, use computer skills (technical), and respect the natural world and act responsibly toward it*. [%]

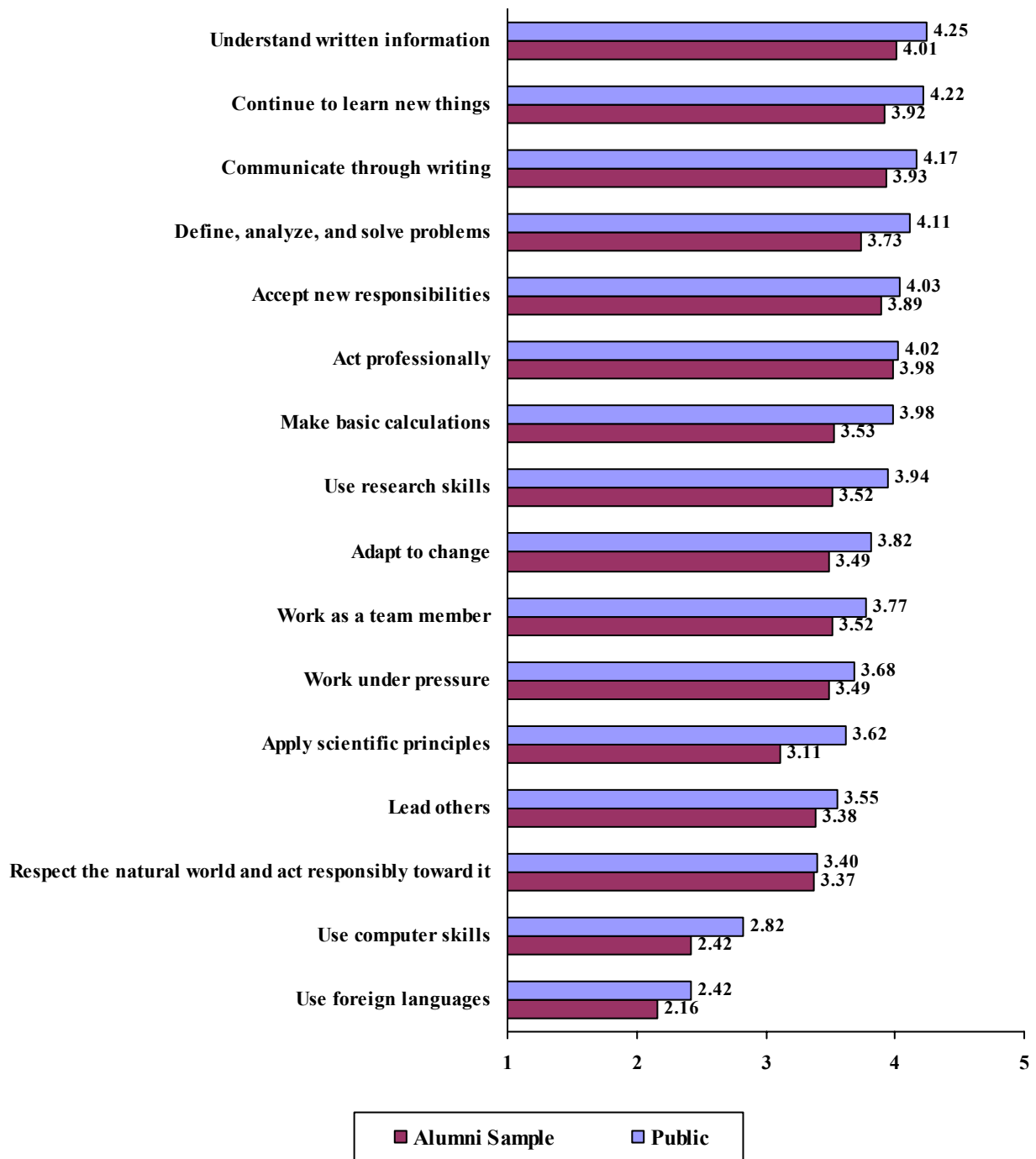
Table 16
Preparedness of Education for Work or Main Life Activities (All Samples)

Quality	Mean	Very Low %	Low %	Moderate %	High %	Very High %
Work under pressure						
Public	3.68	00.8	04.8	37.9	38.7	17.7
Alumni Sample	3.49	01.3	07.3	41.2	41.5	08.8
1987 Cohort	3.45	02.6	09.8	37.1	40.7	09.8
1997 Cohort	3.61	00.6	05.6	38.1	43.7	12.1
Adapt to change						
Public	3.82	01.6	04.0	28.0	44.0	22.4
Alumni Sample	3.49	01.3	08.3	40.1	41.1	09.3
1987 Cohort	3.46	01.0	10.2	42.0	36.1	10.8
1997 Cohort	3.58	00.3	07.7	37.3	42.9	11.8
Work as a team member						
Public	3.77	00.8	07.3	27.4	42.7	21.8
Alumni Sample	3.52	00.8	14.5	31.3	38.8	14.5
1987 Cohort	3.48	03.3	10.4	35.2	37.1	14.0
1997 Cohort	3.83	01.2	05.9	23.8	46.8	22.4
Lead others						
Public	3.55	02.4	07.2	40.0	33.6	16.8
Alumni Sample	3.38	00.8	13.3	43.0	33.4	09.5
1987 Cohort	3.28	03.6	16.3	36.5	35.5	08.1
1997 Cohort	3.44	02.1	13.2	38.2	32.1	14.4
Understand written information						
Public	4.25	00.8	01.6	07.2	52.8	37.6
Alumni Sample	4.01	--	01.0	21.3	54.0	23.8
1987 Cohort	3.95	00.3	02.3	22.1	52.1	23.1
1997 Cohort	3.91	--	03.5	22.6	53.2	20.6
Communicate through writing						
Public	4.17	01.6	01.6	12.0	48.0	36.8
Alumni Sample	3.93	--	03.2	24.2	48.6	23.9
1987 Cohort	3.84	00.7	06.2	25.4	44.3	23.5
1997 Cohort	3.93	00.3	03.5	23.6	48.1	24.5
Use research skills						
Public	3.94	01.6	03.2	21.6	46.4	27.2
Alumni Sample	3.52	01.0	09.8	37.8	38.8	12.5
1987 Cohort	3.33	04.6	11.5	42.4	28.9	12.5
1997 Cohort	3.64	02.1	08.9	32.2	36.7	20.1
Make basic calculations						
Public	3.98	01.6	05.6	14.4	50.4	28.0
Alumni Sample	3.53	01.8	11.1	33.5	39.5	14.1
1987 Cohort	3.56	01.3	09.5	36.6	37.3	15.4
1997 Cohort	3.59	01.2	07.7	36.4	39.9	14.8
Define, analyze, and solve problems						
Public	4.11	--	02.4	16.8	48.0	32.8
Alumni Sample	3.73	00.3	06.3	29.3	48.4	15.8
1987 Cohort	3.78	00.3	04.2	33.2	41.7	20.5
1997 Cohort	3.84	00.6	03.6	27.5	48.2	20.1

Quality	Mean	Very Low %	Low %	Moderate %	High %	Very High %
Use computer skills						
Public	2.82	26.0	16.3	25.2	14.6	17.9
Alumni Sample	2.42	30.7	23.8	24.6	15.2	05.8
1987 Cohort	2.70	19.0	20.0	39.0	15.4	06.6
1997 Cohort	3.40	02.9	13.5	37.4	33.2	12.9
View learning as a lifelong process						
Public	NR	NR	NR	NR	NR	NR
Alumni Sample	3.93	00.8	03.5	25.4	42.7	27.6
1987 Cohort	3.82	01.6	06.8	24.1	42.3	25.1
1997 Cohort	3.97	00.3	04.4	22.4	43.8	29.1
Respect the natural world and act responsibly toward it						
Public	3.40	02.4	16.1	39.5	23.4	18.5
Alumni Sample	3.37	03.3	12.4	42.8	27.1	14.4
1987 Cohort	3.16	06.3	21.2	34.1	27.5	10.9
1997 Cohort	3.42	00.9	12.9	42.0	31.2	12.9
Act professionally						
Public	4.02	00.8	03.2	21.6	41.6	32.8
Alumni Sample	3.98	00.8	04.3	21.6	43.1	30.3
1987 Cohort	3.81	00.7	07.2	25.1	44.3	22.8
1997 Cohort	3.90	01.2	04.1	24.4	44.4	25.9
Accept new responsibilities						
Public	4.03	01.6	01.6	20.0	45.6	31.2
Alumni Sample	3.89	00.8	03.0	24.4	49.9	21.9
1987 Cohort	3.77	01.0	05.6	29.5	43.0	21.0
1997 Cohort	3.83	00.9	04.1	27.1	46.6	21.2
Use foreign languages						
Public	2.42	24.0	28.0	33.6	10.4	04.0
Alumni Sample	2.16	34.9	29.9	24.1	06.6	04.5
1987 Cohort	2.08	33.8	34.1	25.2	04.6	02.3
1997 Cohort	2.19	32.6	31.7	24.5	06.3	04.8
Continue to learn new things						
Public	4.22	00.8	00.8	12.8	47.2	38.4
Alumni Sample	3.92	00.5	02.3	25.9	46.9	24.4
1987 Cohort	3.82	00.7	05.5	26.1	46.3	21.5
1997 Cohort	3.93	--	01.8	24.7	52.1	21.5
Apply scientific principles						
Public	3.62	00.8	09.6	36.0	34.4	19.2
Alumni Sample	3.11	05.7	19.8	39.2	28.4	07.0
1987 Cohort	3.00	08.7	19.7	42.3	22.0	07.3
1997 Cohort	3.06	06.9	20.7	41.6	21.0	09.9

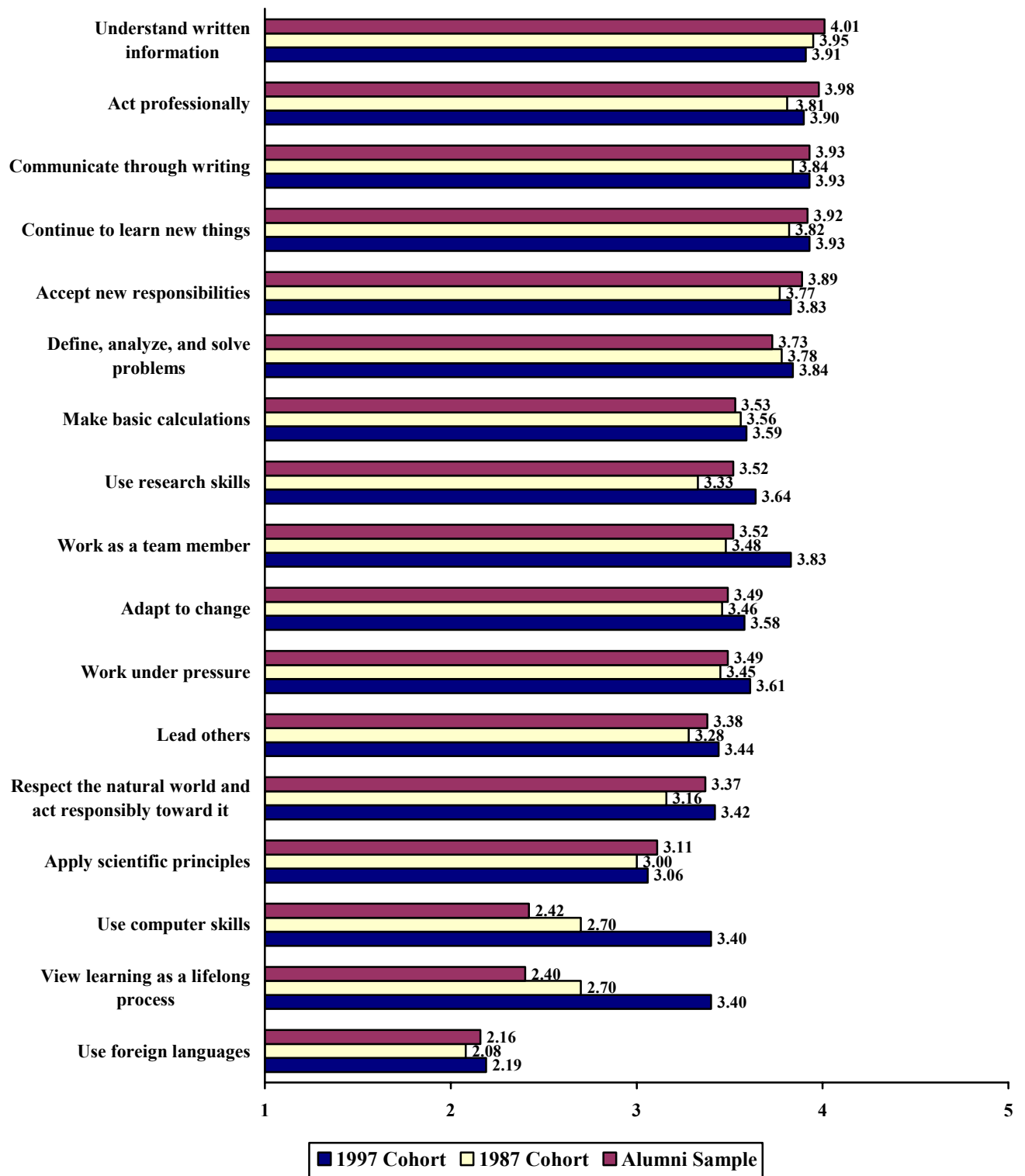
Note. The item “view learning as a life long process” was inadvertently excluded from the General Public telephone interview instrument, thus NR = Not Reportable.

**Figure 9a: Preparedness of Education for Work or Main Life Activities
(Means for General Public and Alumni Samples)**



Note. The item “view learning as a life long process” was inadvertently excluded from the General Public telephone interview instrument, thus NR = Not Reportable.

**Figure 9b: Preparedness of Education for Work or Main Life Activities
(Means for Alumni Cohorts)**



Importance of Qualities to Work or Main Life Activities

Q: In your work or main life activities, how would you rate the importance of being able to [insert list]?

General Public: *View learning as a lifelong process* and being able to *act professionally* ranked highest. Being able to *use a foreign language* ranked lowest in importance.

Alumni Sample: Being able to *act professionally* and *view learning as a lifelong process* ranked highest. Being able to *use a foreign language* ranked lowest in importance.

General Public-Alumni Sample Comparison: The mean importance ratings were higher among the General Public than among UNI graduates for the areas of *work under pressure; adapt to change; work as a team member; understand written information; use research skills; make basic calculations; define, analyze, and solve problems; respect the natural world and act responsibly towards it; use foreign languages; and apply scientific principles*. [M]

The chi-square tests were statistically significant for the areas of *work under pressure, adapt to change, work as a team member, use research skills, make basic calculations, respect the natural world and act responsibly towards it, use foreign languages, and apply scientific principles*. [%]

Alumni Cohort Comparisons: There were four significant subgroup comparisons of mean importance ratings. For *adapt to change*, the mean for the 1987 Cohort was higher than the Alumni Sample. For *work as a team member* and *use computer skills (technical)*, the means for the 1987 Cohort and 1997 Cohort were higher than the Alumni Sample. For *use foreign languages*, the means for the 1997 Cohort and Alumni Sample were higher than the mean for the 1987 Cohort. [M]

The chi-square tests were statistically significant for the areas of *work as a team member, make basic calculations, use computer skills, and use foreign languages*. [%]

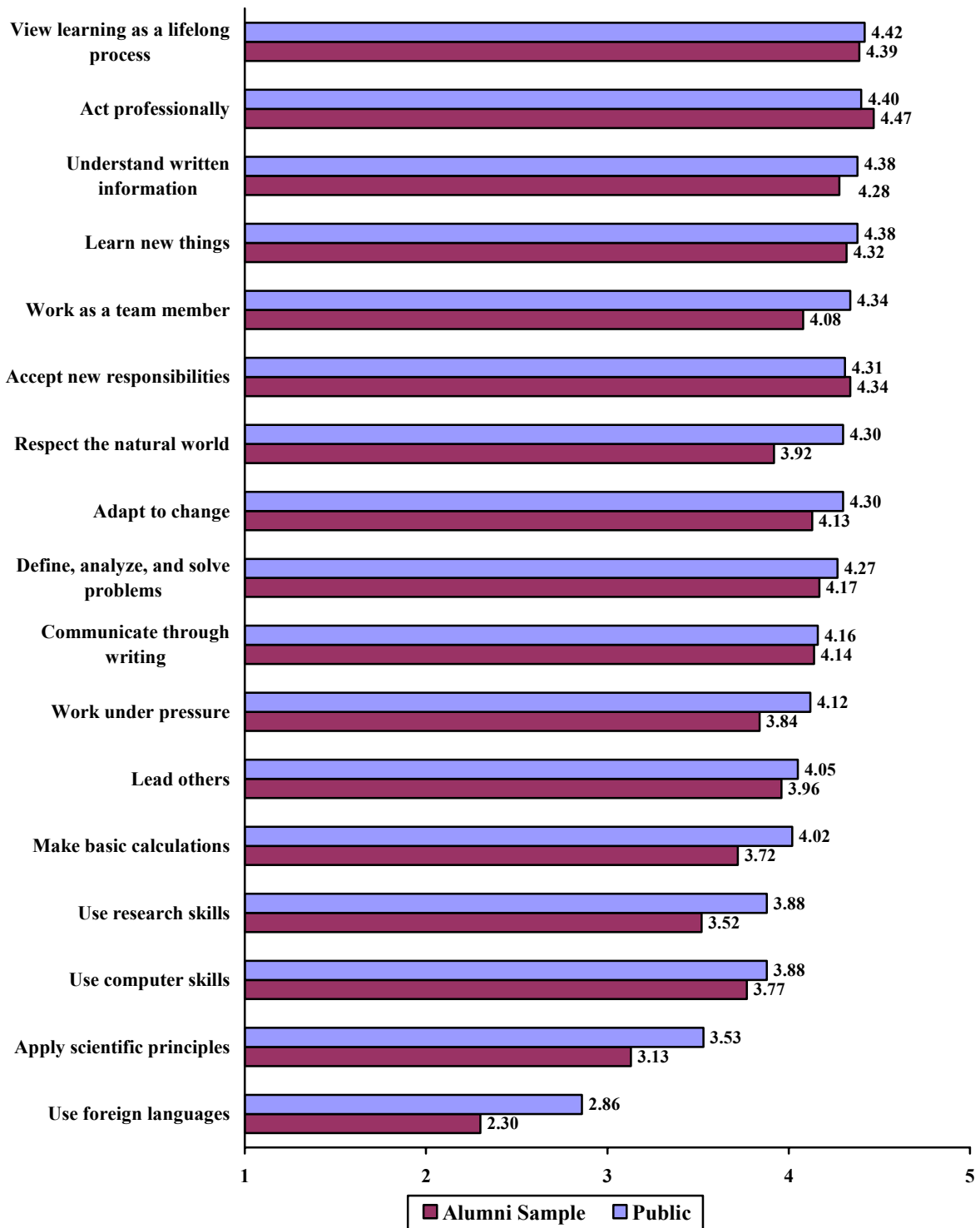
Table 17
Importance of Quality to Work or Main Life Activities (All Samples)

Area	Mean	Very Low %	Low %	Moderate %	High %	Very High %
View learning as a lifelong process						
Public	4.42	00.5	00.2	08.4	38.7	52.2
Alumni Sample	4.39	00.3	02.0	08.0	37.8	51.9
1987 Cohort	4.45	--	01.0	07.8	36.8	54.4
1997 Cohort	4.37	--	01.5	10.0	38.8	49.7
Act professionally						
Public	4.40	00.7	01.0	08.9	36.5	52.8
Alumni Sample	4.47	--	00.3	08.3	36.3	55.3
1987 Cohort	4.46	--	00.7	06.2	39.9	53.3
1997 Cohort	4.40	00.6	00.9	08.2	38.2	52.1
Understand written information						
Public	4.38	01.0	00.7	08.1	39.7	50.5
Alumni Sample	4.28	--	01.3	13.3	42.0	43.5
1987 Cohort	4.28	--	01.6	12.7	41.7	44.0
1997 Cohort	4.23	00.3	00.3	15.0	45.3	39.1
Learn new things						
Public	4.38	01.0	00.7	06.1	43.9	48.3
Alumni Sample	4.32	00.3	01.0	11.3	41.8	45.8
1987 Cohort	4.31	--	01.3	12.1	40.5	46.1
1997 Cohort	4.31	00.3	00.6	11.2	44.1	43.8
Work as a team member						
Public	4.34	01.2	00.5	10.8	37.7	49.8
Alumni Sample	4.08	00.5	02.5	18.6	45.7	32.7
1987 Cohort	4.26	--	02.6	12.1	42.0	43.3
1997 Cohort	4.25	00.6	02.4	11.8	42.1	43.2
Accept new responsibilities						
Public	4.31	01.2	00.2	07.8	47.4	43.3
Alumni Sample	4.34	--	00.5	09.0	46.8	43.8
1987 Cohort	4.31	--	01.6	10.1	44.1	44.1
1997 Cohort	4.31	--	01.5	08.2	48.2	42.1
Respect the natural world						
Public	4.30	00.2	01.0	12.4	41.5	44.8
Alumni Sample	3.92	00.5	04.5	23.8	45.5	25.8
1987 Cohort	3.85	02.0	05.9	24.5	40.2	27.5
1997 Cohort	3.76	01.2	06.5	31.1	37.3	24.0
Adapt to change						
Public	4.30	02.0	02.0	09.6	37.3	49.1
Alumni Sample	4.13	00.5	01.5	16.8	47.1	34.1
1987 Cohort	4.29	--	01.0	11.8	44.6	42.6
1997 Cohort	4.21	00.3	02.4	12.1	46.5	38.8
Define, analyze, and solve problems						
Public	4.27	00.5	01.0	12.8	42.0	43.7
Alumni Sample	4.17	00.3	01.8	15.3	46.8	36.0
1987 Cohort	4.26	00.7	01.3	15.0	36.9	46.1
1997 Cohort	4.26	00.3	01.8	11.8	43.5	42.6

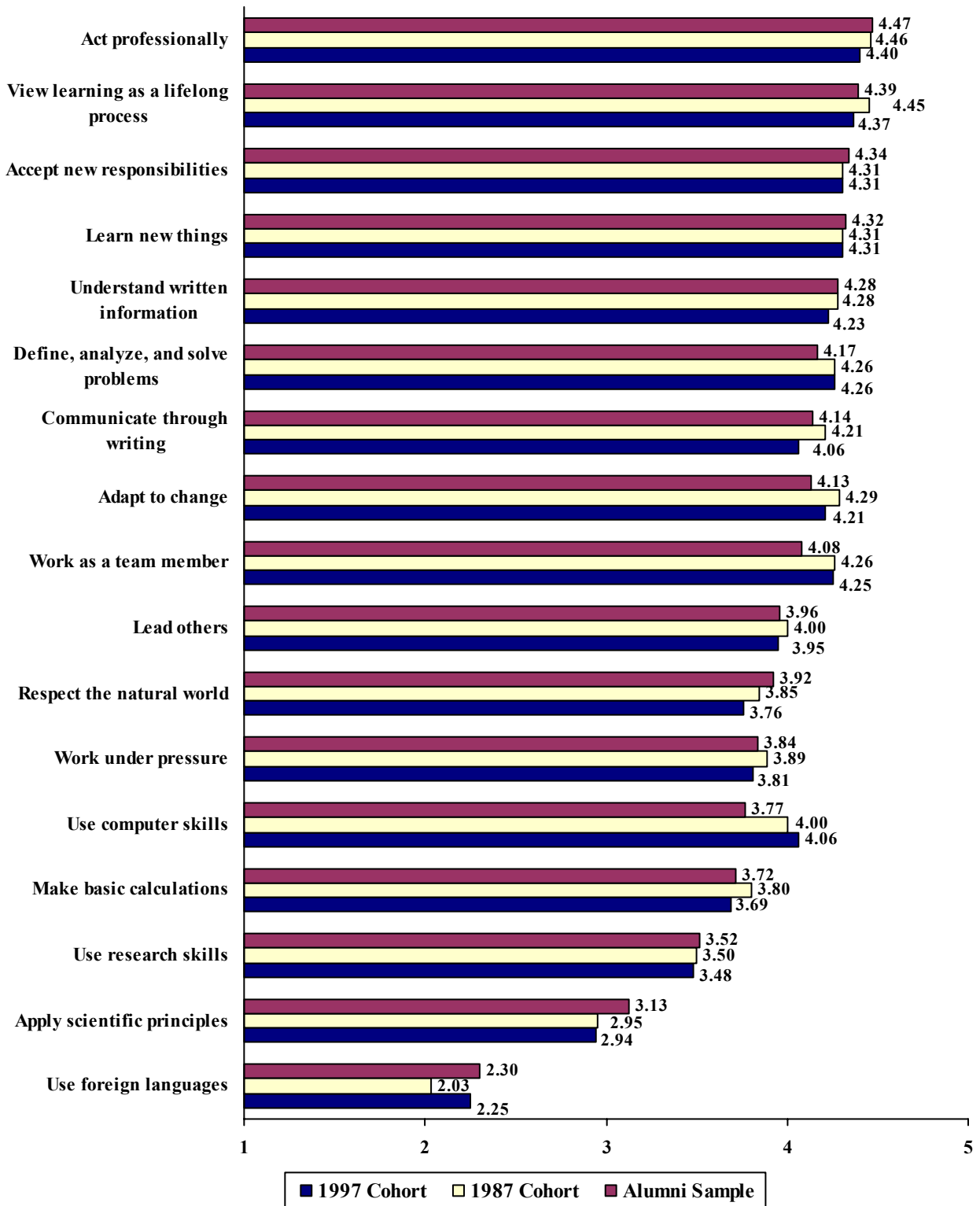
Area	Mean	Very Low %	Low %	Moderate %	High %	Very High %
Communicate through writing						
Public	4.16	01.5	02.0	16.5	39.3	40.8
Alumni Sample	4.14	00.3	01.5	19.5	41.3	37.5
1987 Cohort	4.21	00.3	02.9	16.6	35.8	44.3
1997 Cohort	4.06	00.9	02.4	21.2	40.6	35.0
Work under pressure						
Public	4.12	04.0	01.5	13.9	40.0	40.7
Alumni Sample	3.84	01.3	05.3	25.4	44.6	23.4
1987 Cohort	3.89	02.3	04.0	22.8	43.9	27.1
1997 Cohort	3.81	00.9	02.9	28.8	48.5	18.8
Lead others						
Public	4.05	01.7	02.7	18.2	43.6	33.7
Alumni Sample	3.96	00.5	03.3	23.5	45.3	27.5
1987 Cohort	4.00	00.7	03.3	25.2	37.3	33.7
1997 Cohort	3.95	00.6	03.5	21.8	48.1	26.0
Make basic calculations						
Public	4.02	01.7	04.0	19.8	39.6	34.9
Alumni Sample	3.72	01.5	05.5	32.8	40.0	20.3
1987 Cohort	3.80	--	08.8	31.4	30.7	29.1
1997 Cohort	3.69	00.9	08.0	31.9	39.8	19.5
Use research skills						
Public	3.88	01.7	05.7	23.1	41.4	28.0
Alumni Sample	3.52	03.0	09.8	36.1	33.8	17.2
1987 Cohort	3.50	02.3	11.1	38.2	30.7	17.6
1997 Cohort	3.48	02.9	13.5	30.9	37.9	14.7
Use computer skills						
Public	3.88	07.5	05.2	17.4	31.3	38.6
Alumni Sample	3.77	06.6	05.5	22.8	34.4	30.7
1987 Cohort	4.00	02.6	05.2	19.7	34.1	38.4
1997 Cohort	4.06	00.9	04.4	20.9	35.0	38.8
Apply scientific principles						
Public	3.53	03.5	07.6	37.1	35.6	16.2
Alumni Sample	3.13	05.9	20.2	38.1	26.3	09.5
1987 Cohort	2.95	10.6	23.9	35.5	19.6	10.3
1997 Cohort	2.94	11.0	25.3	32.4	21.4	09.8
Use foreign languages						
Public	2.86	17.4	18.4	34.8	19.6	09.8
Alumni Sample	2.30	28.7	29.7	27.9	10.1	03.6
1987 Cohort	2.03	36.7	31.7	25.3	04.7	01.7
1997 Cohort	2.25	29.9	31.4	27.2	06.0	05.4

Note. The omnibus test for *apply scientific principles* was statistically significant, but the post hoc analysis yielded a single homogeneous subset comprised of all three alumni samples.

**Figure 10a: Importance of Quality to Work or Main Life Activities
(Means for General Public and Alumni Samples)**



**Figure 10b: Importance of Quality to Work or Main Life Activities
(Means for Alumni Cohorts)**



Section V: Communication with UNI

Methods of Learning about UNI

Q: How, if at all, do you learn about things happening at UNI?

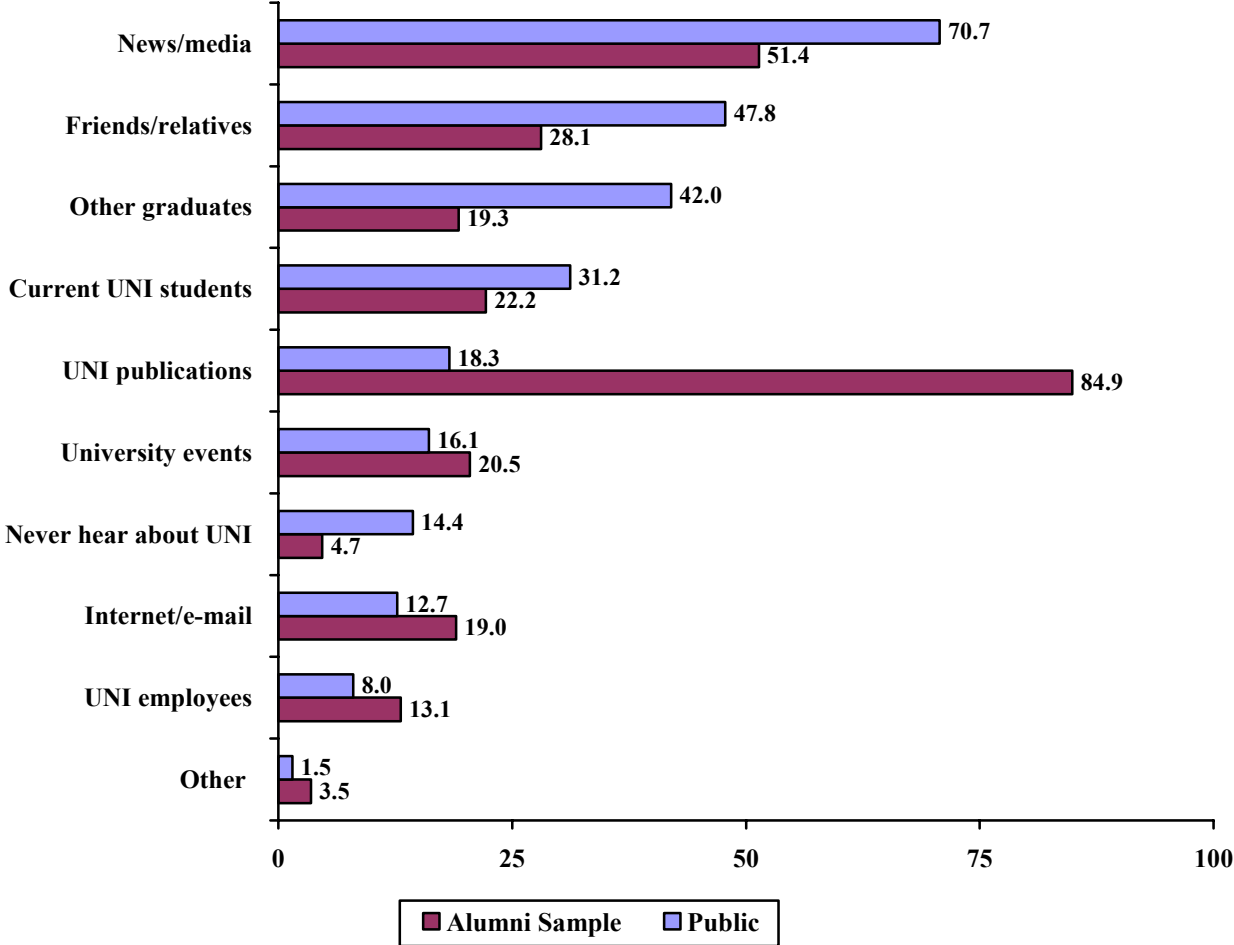
General Public: About 15% of the General Public reported that they *never hear anything about UNI*. The *news media* (70.7%) was the most commonly reported source of information.

Alumni Sample: Less than 5% of graduates reported that they *never hear anything about UNI*. The most commonly reported source of information about UNI was from *UNI publications* (84.9%) followed by the *news media* (51.4%).

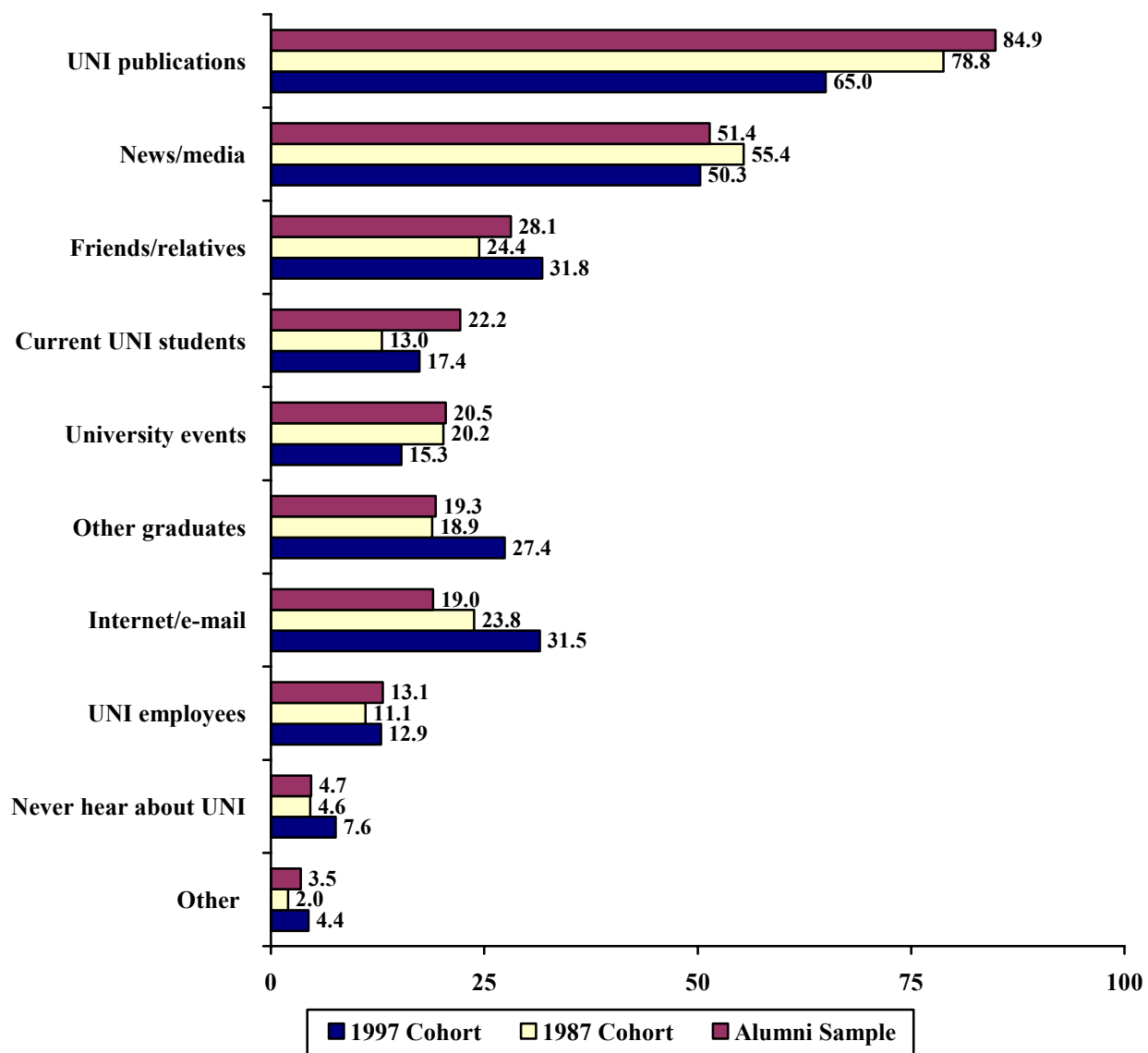
General Public-Alumni Sample Comparison: The General Public was statistically more likely than the Alumni Sample to report that they *never hear anything about UNI*. The General Public was statistically more likely than the Alumni Sample to report getting information about UNI from *news media, current UNI students, UNI graduates, and friends and relatives*. The Alumni Sample was statistically more likely than the General Public to report getting information about UNI from *UNI publications, UNI employees, and Internet or email*. [%]

Alumni Cohort Comparisons: There were statistically significant differences among the three samples with respect to getting information about UNI from *UNI publications, current UNI students, UNI graduates, and Internet or e-mail*. [%]

**Figure 11a: Main Method of Learning about UNI
(% for General Public and Alumni Samples)**



**Figure 11b: Main Method of Learning about UNI
(% for Alumni Cohorts)**



Want to Learn More about UNI

Q: Would you like to learn more about things happening at UNI?

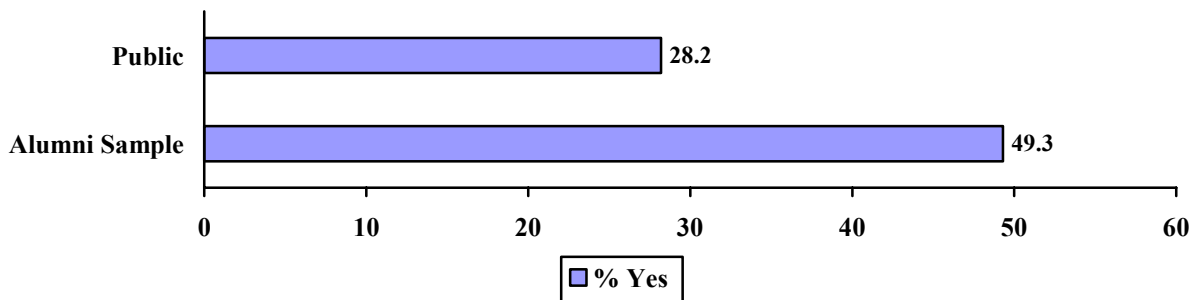
General Public. Approximately one-fourth (28.2%) of adult Iowans want to learn more about things happening at UNI.

Alumni Sample: About one-half (49.3%) of UNI graduates want to learn more about things happening at UNI.

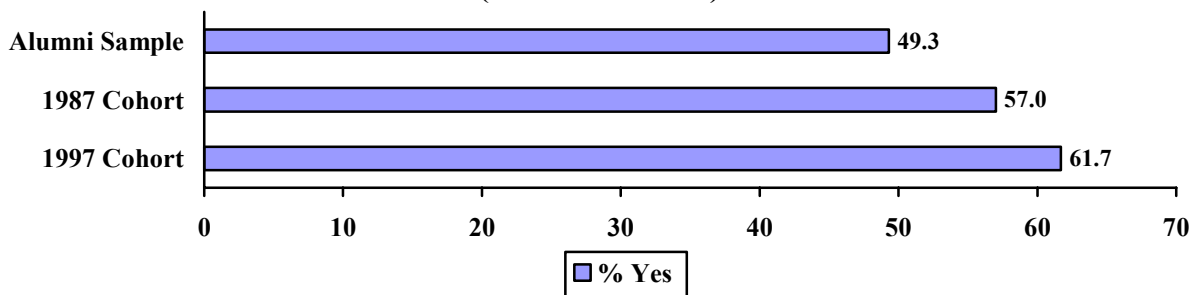
General Public-Alumni Sample Comparison: UNI graduates were more interested than the General Public in learning more about UNI. [%]

Alumni Cohort Comparisons: The chi-square test was statistically significant. [%]

**Figure 12a: Want to Learn More about UNI
(General Public and Alumni Samples)**



**Figure 12b: Want to Learn More about UNI
(Alumni Cohorts)**



Best Ways for UNI to Communicate

Q: How would you like to learn more about things happening at UNI?

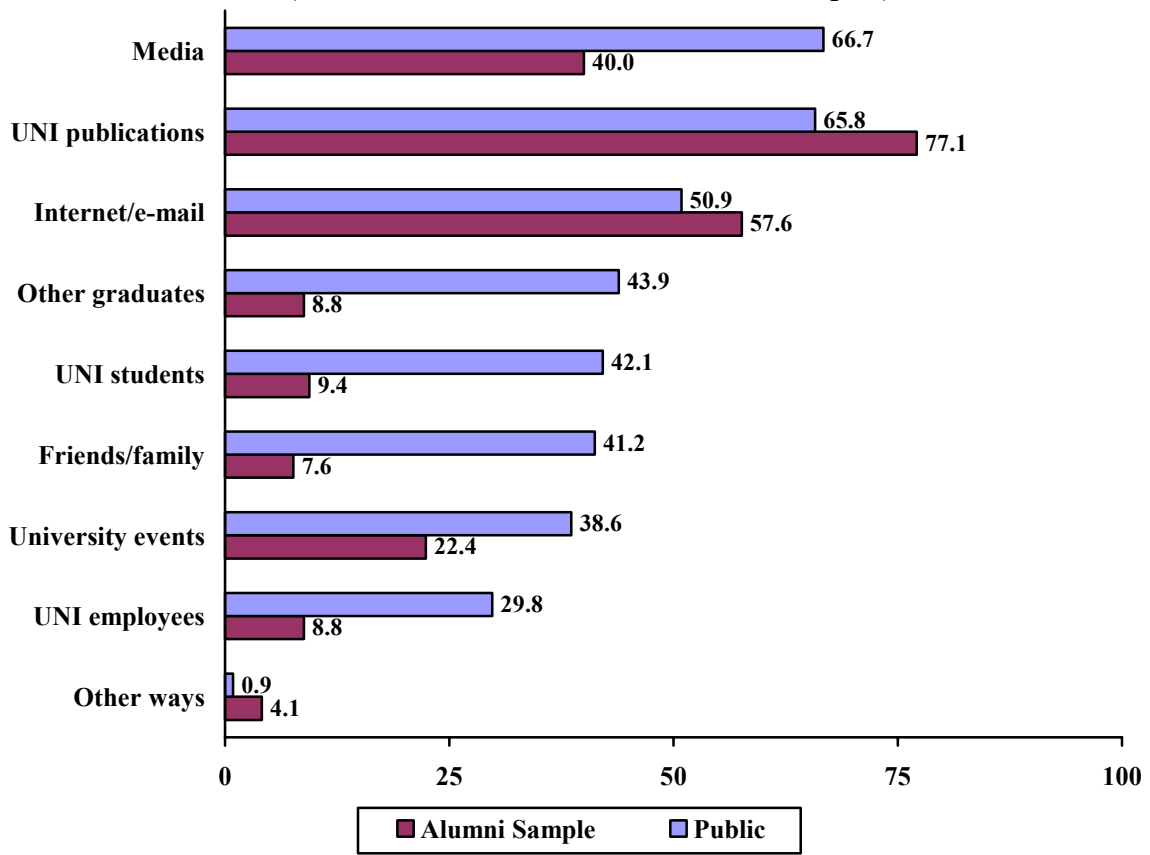
General Public. Among those who wanted to learn more about UNI, the most preferred means of receiving information about UNI was through the *news media* (66.7%) and *UNI publications* (65.8%).

Alumni Sample: Among those who wanted to learn more about UNI, the most preferred means of receiving information about UNI were through *UNI publications* (77.1%) and the *Internet or e-mail* (57.6%).

General Public-Alumni Sample Comparison: The General Public was more interested than were UNI Alumni in learning more about UNI through *news media, current UNI students, UNI graduates, friends or relatives, UNI employees, and attending university events*. UNI Alumni were more interested than were the General Public in learning more about UNI through *UNI publications*. [%]

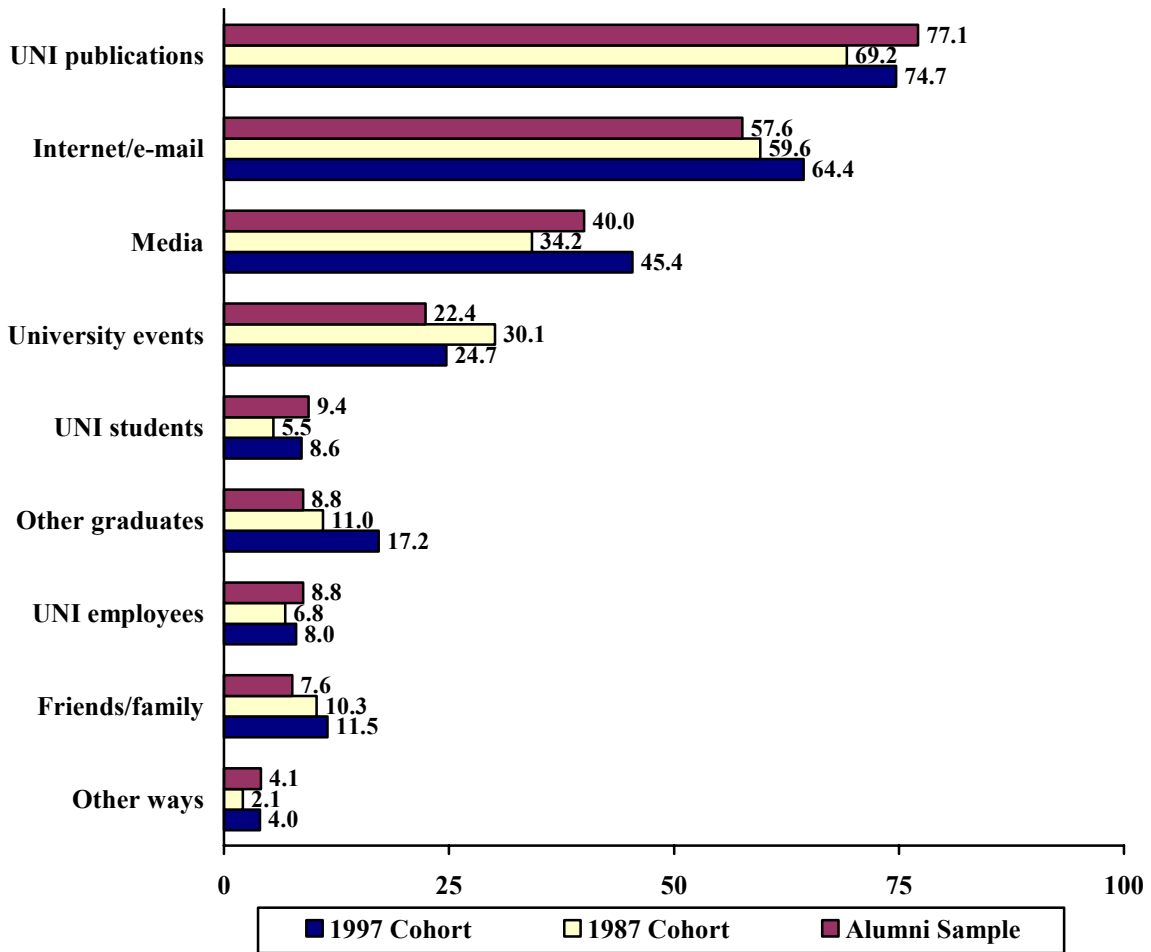
Alumni Cohort Comparisons: The chi-square test was statistically significant only for wanting to learn more through *other UNI graduates*. [%]

**Figure 13a. Ways People Would Like to Learn More about UNI
(% for General Public and Alumni Samples)**



Note. Percentages are based on a denominator of those who wanted to learn more about UNI.

**Figure 13b. Ways People Would Like to Learn More about UNI
(% for Alumni Cohorts)**



Note. Percentages are based on a denominator of those who wanted to learn more about UNI.

Section VI: Involvement with UNI

Happenings at UNI Interest Me

Q: Things that happen at UNI are of interest to me. Do you *strongly agree*, *agree*, *neither agree nor disagree*, *disagree*, or *strongly disagree* with this statement?

General Public: Slightly more than one-half (52.2%) of the General Public reported that they *agree* (43.9%) or *strongly agree* (8.3%) that things that happen at UNI are of interest to them.

Alumni Sample: About 80% of UNI graduates reported that they *agree* (52.9%) or *strongly agree* (26.6%) that things that happen at UNI are of interest to them.

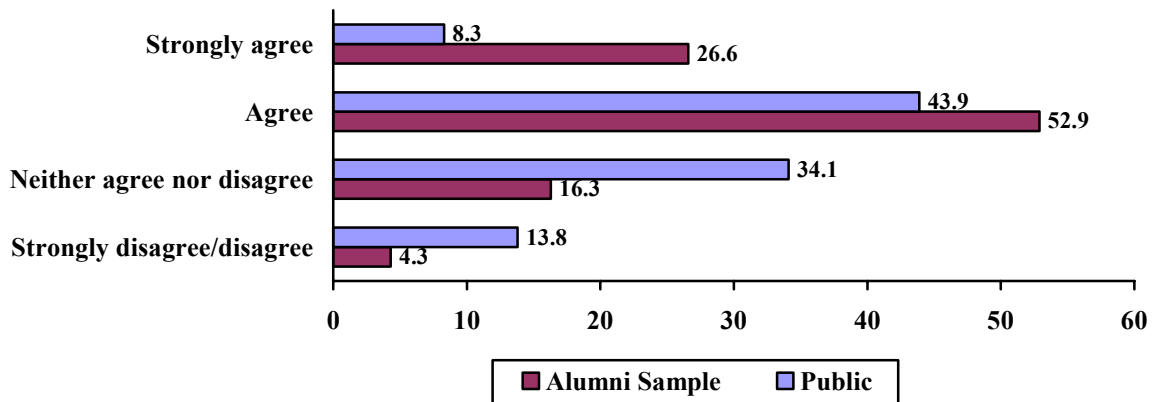
General Public-Alumni Sample Comparison: UNI graduates were more interested than the General Public in the things that happen at UNI. [M & %]

Alumni Cohort Comparisons: No statistically significant differences. [M & %]

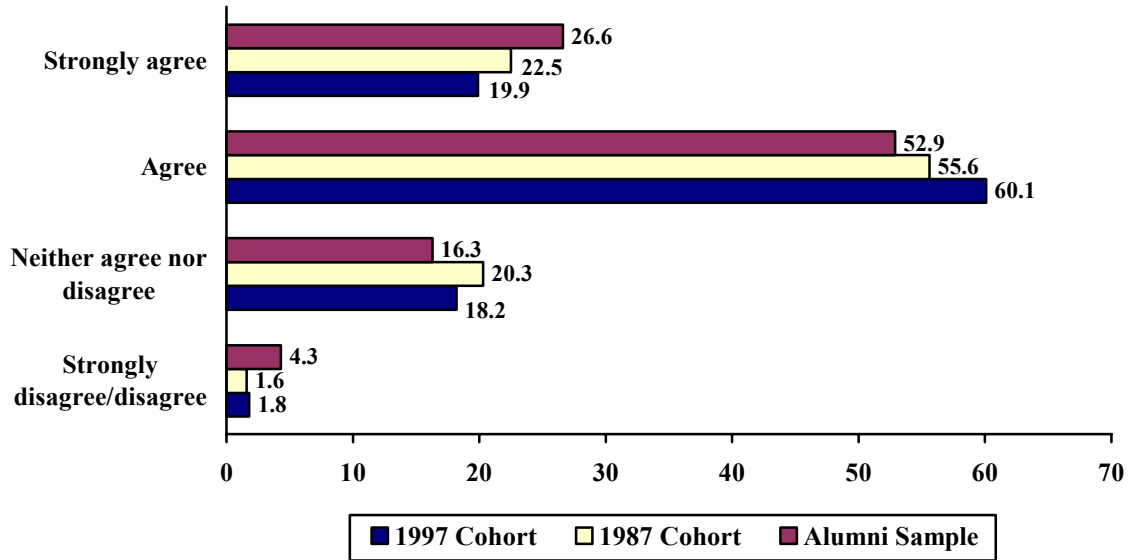
Table 18
Happenings at UNI Interest Me (% for All Samples)

Area	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Public	01.3	12.5	34.1	43.9	08.3
Alumni Sample	00.5	03.8	16.3	52.9	26.6
1987 Cohort	--	01.6	20.3	55.6	22.5
1997 Cohort	00.3	01.5	18.2	60.1	19.9

Figure 14a: Happenings at UNI Interest Me
(% for General Public and Alumni Samples)



**Figure 14b: Happenings at UNI Interest Me
(% for Alumni Cohorts)**



Involvement with UNI

Q: The following questions ask about your involvement, if any, with UNI. Have you ever [insert activity list]?

General Public: The most common means of involvement with UNI among the General Public were *had contact with UNI graduates* (49.1%) and *attended sporting events* (36.1%).

Q: Since graduation, have you had this kind of contact with UNI [insert list]?

Alumni Sample: The two most common types of contact with UNI reported by UNI graduates were *read UNI publications* (90.2%) and *had contact with other graduates from UNI* (79.3%).

General Public-Alumni Sample Comparison: Graduates in the Alumni Sample were statistically more likely than those in the General Public to report having involvement with UNI in all of the areas assessed except *provided a research site*. [%]

Alumni Cohort Comparisons: There were statistically significant differences among the three samples for: *attended class reunion, attended sporting events, brought children to university event, had Internet or e-mail contact, made monetary contribution, read UNI publications, and served on a committee, board, or panel*. [%]

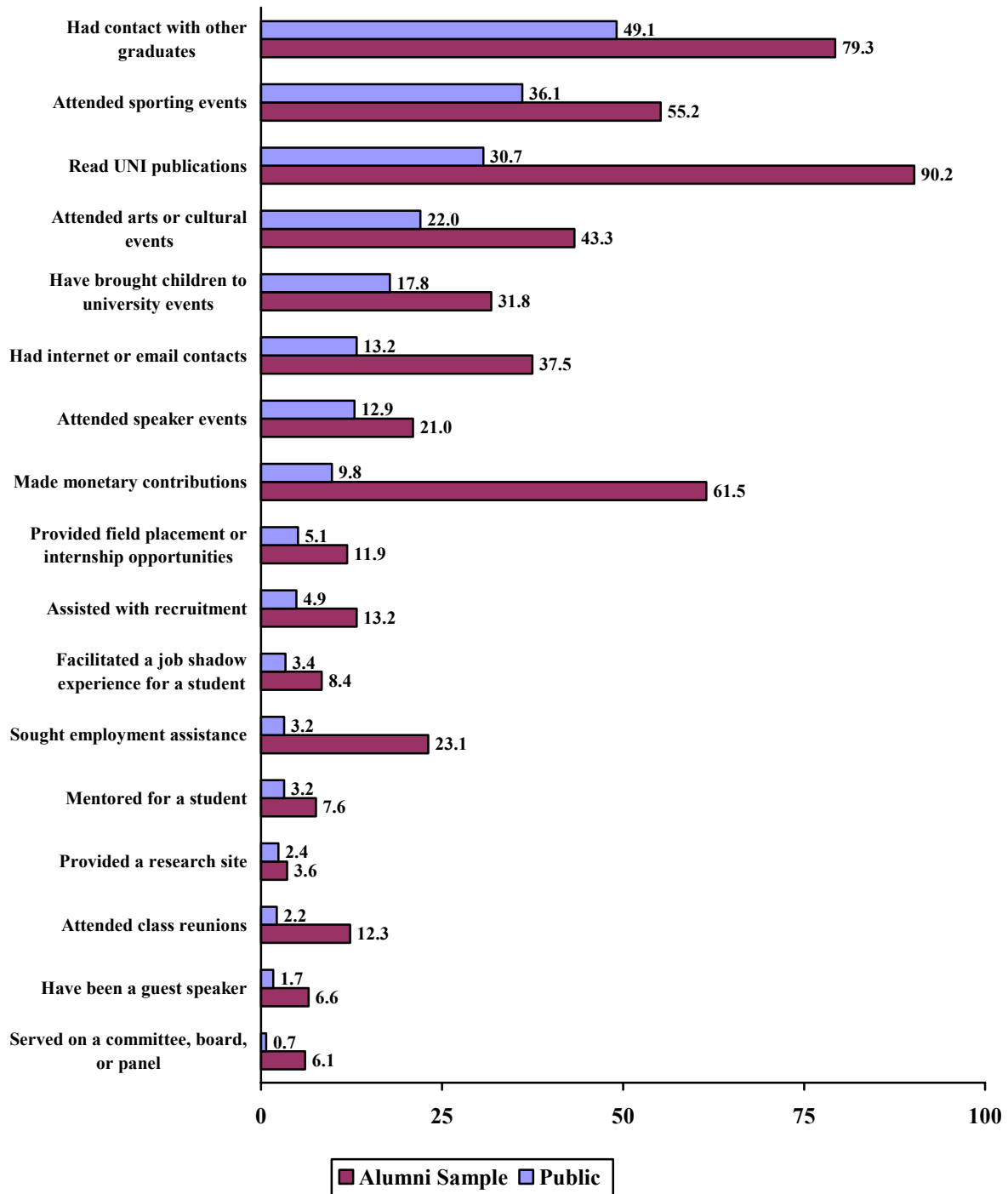
Table 19
Actual Involvement with UNI (% for All Samples)

Contact	% Yes of those with an opinion	Don't know	Total Sample	
			Yes	No
Assisted with recruitment at UNI				
Public	04.9	--	04.9	95.1
Alumni Sample	13.2	04.9	12.6	82.5
1987 Cohort	15.1	01.0	15.0	84.0
1997 Cohort	11.7	01.8	11.5	86.8
Attended class reunions at UNI				
Public	02.2	--	02.2	97.8
Alumni Sample	12.3	01.5	12.1	86.4
1987 Cohort	05.9	00.3	05.9	93.8
1997 Cohort	02.7	00.9	02.6	96.5
Attended arts or cultural events at UNI				
Public	22.0	--	22.0	78.0
Alumni Sample	43.3	02.5	42.2	55.3
1987 Cohort	39.0	00.7	38.8	60.6
1997 Cohort	34.8	00.3	34.7	65.0
Attended speaker events at UNI				
Public	12.9	--	12.9	87.1
Alumni Sample	21.0	02.5	20.5	77.0
1987 Cohort	18.5	01.3	18.2	80.5
1997 Cohort	14.2	00.6	14.1	85.3

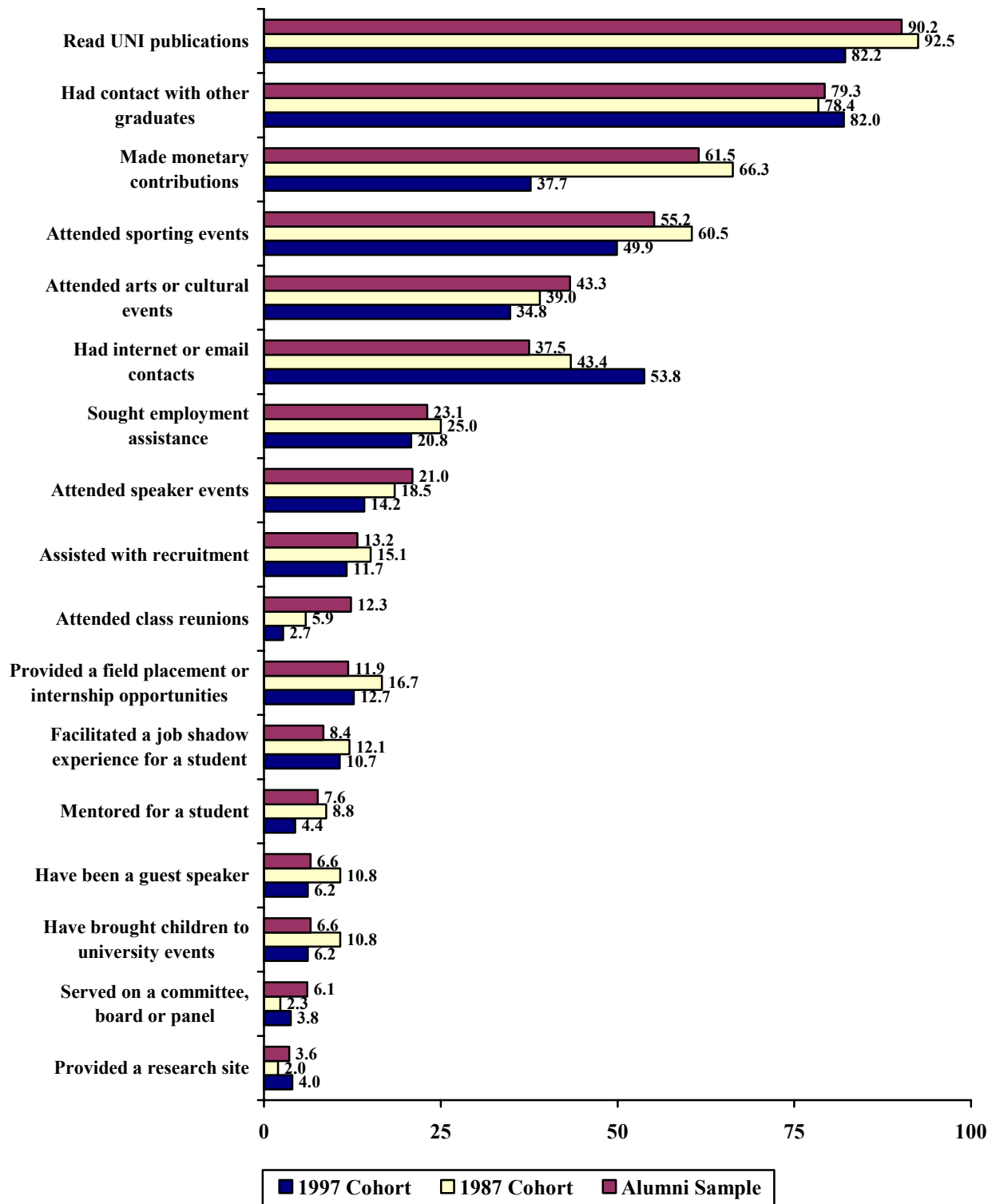
Contact	% Yes of those with an opinion	Don't know	Total Sample	
			Yes	No
Attended sporting events at UNI				
Public	36.1	--	36.1	63.9
Alumni Sample	55.2	02.5	53.8	43.7
1987 Cohort	60.5	00.3	60.3	39.4
1997 Cohort	49.9	00.9	49.4	49.7
Served as a guest speaker at UNI				
Public	01.7	00.2	01.7	98.0
Alumni Sample	06.6	02.5	06.4	91.1
1987 Cohort	10.8	00.3	10.7	88.9
1997 Cohort	06.2	00.9	06.2	92.9
Brought children to university events				
Public	17.8	00.2	17.8	82.0
Alumni Sample	31.8	03.0	30.9	66.2
1987 Cohort	32.8	00.7	32.6	66.8
1997 Cohort	14.5	00.9	14.4	84.7
Facilitated a job shadow experience for a student at UNI				
Public	03.4	00.5	03.4	96.1
Alumni Sample	08.4	03.5	08.1	88.4
1987 Cohort	12.1	00.7	12.1	87.3
1997 Cohort	10.7	00.6	10.6	88.8
Had contact with other graduates from UNI				
Public	49.1	00.2	49.0	50.7
Alumni Sample	79.3	02.0	77.8	20.2
1987 Cohort	78.4	00.3	78.2	21.5
1997 Cohort	82.0	00.6	81.5	17.9
Had internet or e-mail contacts at UNI				
Public	13.2	00.5	13.2	86.3
Alumni Sample	37.5	02.5	36.5	61.0
1987 Cohort	43.4	01.0	43.0	56.0
1997 Cohort	53.8	00.6	53.5	45.9
Made monetary contributions to UNI				
Public	09.8	00.2	09.8	90.0
Alumni Sample	61.5	02.5	60.0	37.5
1987 Cohort	66.3	01.3	65.5	33.2
1997 Cohort	37.7	01.8	37.1	61.2
Mentored for a student at UNI				
Public	03.2	00.2	03.2	96.6
Alumni Sample	07.6	02.7	07.4	89.9
1987 Cohort	08.8	00.3	08.8	90.9
1997 Cohort	04.4	00.6	04.4	95.0
Provided a research site at UNI				
Public	02.4	00.2	02.4	97.3
Alumni Sample	03.6	02.7	03.5	93.8
1987 Cohort	02.0	01.0	02.0	97.1
1997 Cohort	04.2	00.9	04.1	95.0
Provided field placement or internship opportunities at UNI				
Public	05.1	00.5	05.1	94.4
Alumni Sample	11.9	02.5	11.6	85.9
1987 Cohort	16.7	00.7	16.6	82.7
1997 Cohort	12.7	00.6	12.6	86.8

Contact	% Yes of those with an opinion	Don't know	Total Sample	
			Yes	No
Read UNI publications				
Public	30.7	00.7	30.5	68.8
Alumni Sample	90.2	01.5	88.9	09.6
1987 Cohort	92.5	00.7	91.9	07.5
1997 Cohort	82.2	00.9	81.5	17.6
Served on a committee, board, or panel at UNI				
Public	00.7	00.2	00.7	99.0
Alumni Sample	06.1	02.5	05.9	91.6
1987 Cohort	02.3	00.7	02.3	97.1
1997 Cohort	03.8	00.6	03.8	95.6
Sought employment assistance at UNI				
Public	03.2	00.5	03.2	96.3
Alumni Sample	23.1	02.7	22.5	74.8
1987 Cohort	25.0	01.0	24.8	74.3
1997 Cohort	20.8	00.9	20.6	78.5

**Figure 15a: Actual Involvement with UNI
(% for General Public and Alumni Samples)**



**Figure 15b: Actual Involvement with UNI
(% for Alumni Cohorts)**



Interest in Future Contact with UNI

Q: In the future, would you be interested in [insert list]?

General Public: *Attend sporting events at UNI* (46.4%) was the most frequently reported type of future activity that the General Public was interested in having with UNI. Other frequently mentioned future activities of interest were: *bring children to university events* (41.9%), *read UNI publications* (40.5%) *attend arts and cultural events* (39.6%), and *have contact with UNI graduates* (38.7%).

Alumni Sample: The five types of contact with UNI that alumni reported they would most like in the future were: *read UNI publications* (86.5%), *bring children to university events* (59.4%), *attend sporting events* (56.6%), *make monetary contributions* (56.3%), and *attend arts and cultural events* (51.2%).

General Public-Alumni Sample Comparison: The respondents in the Alumni Sample were more likely to express interest than were the General Public to: *attend class reunions at UNI*, *attend art and cultural events*, *attend sporting events*, *bring children to university events*, *facilitate a job shadow experience*, *have Internet or e-mail contact with UNI*, *make monetary contributions to UNI*, *read UNI publications*, and *seek employment assistance*. [% based on those with an opinion]

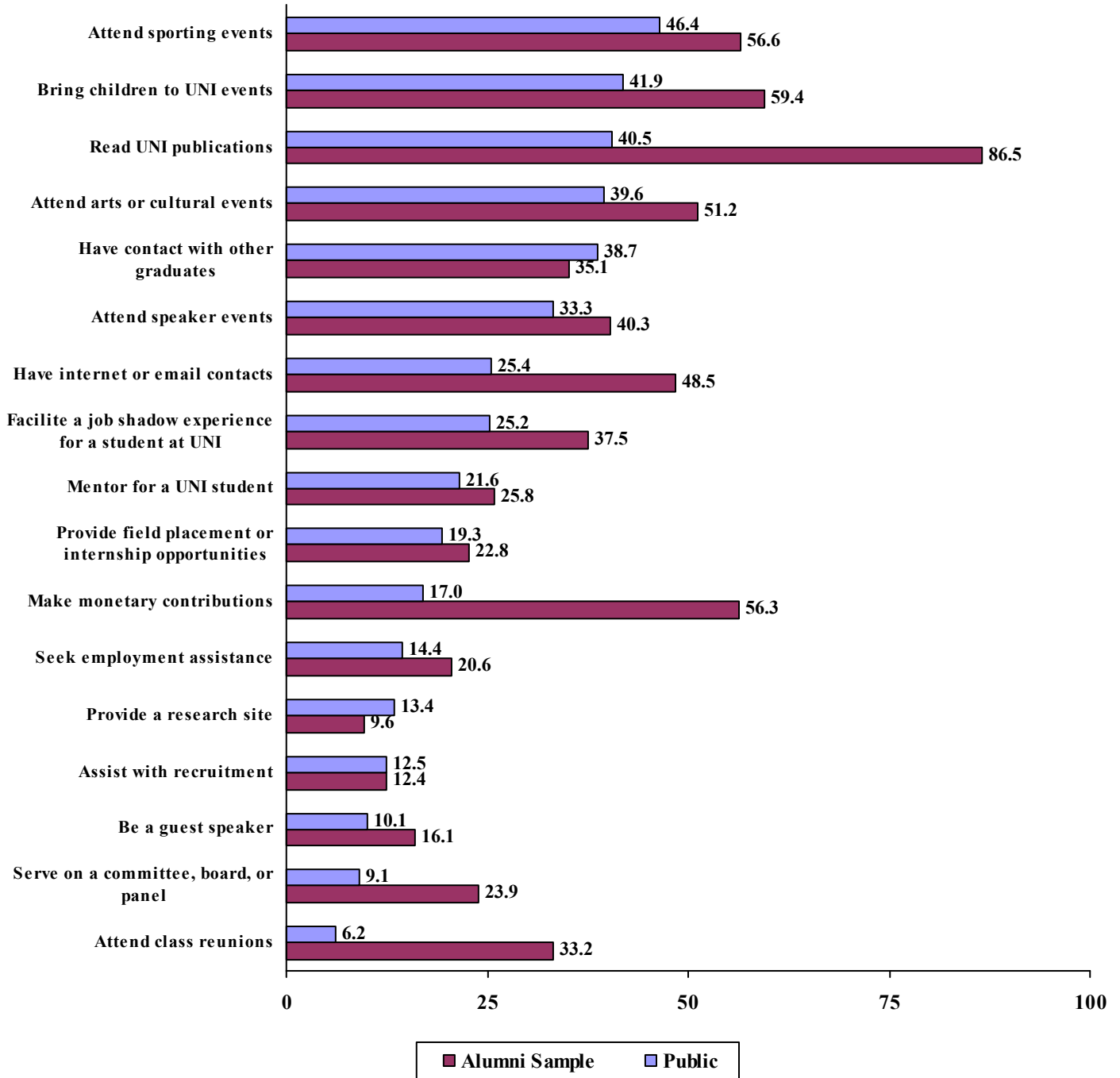
Alumni Cohort Comparisons: There were statistically significant differences among the three samples in their interest to be involved with UNI in the following ways: *assist with recruitment*, *attend arts or cultural events*, *attend sports events*, *be a guest speaker*, *bring children to university activities*, *facilitate a job shadow experience for a student*, *have contact with other graduates*, *have Internet or e-mail contact*, *mentor a student*, *provide field placements or internship opportunities*, and *seek employment assistance*. [% based on those with an opinion]

Table 20
Interest in Future Contact with UNI (% for All Samples)

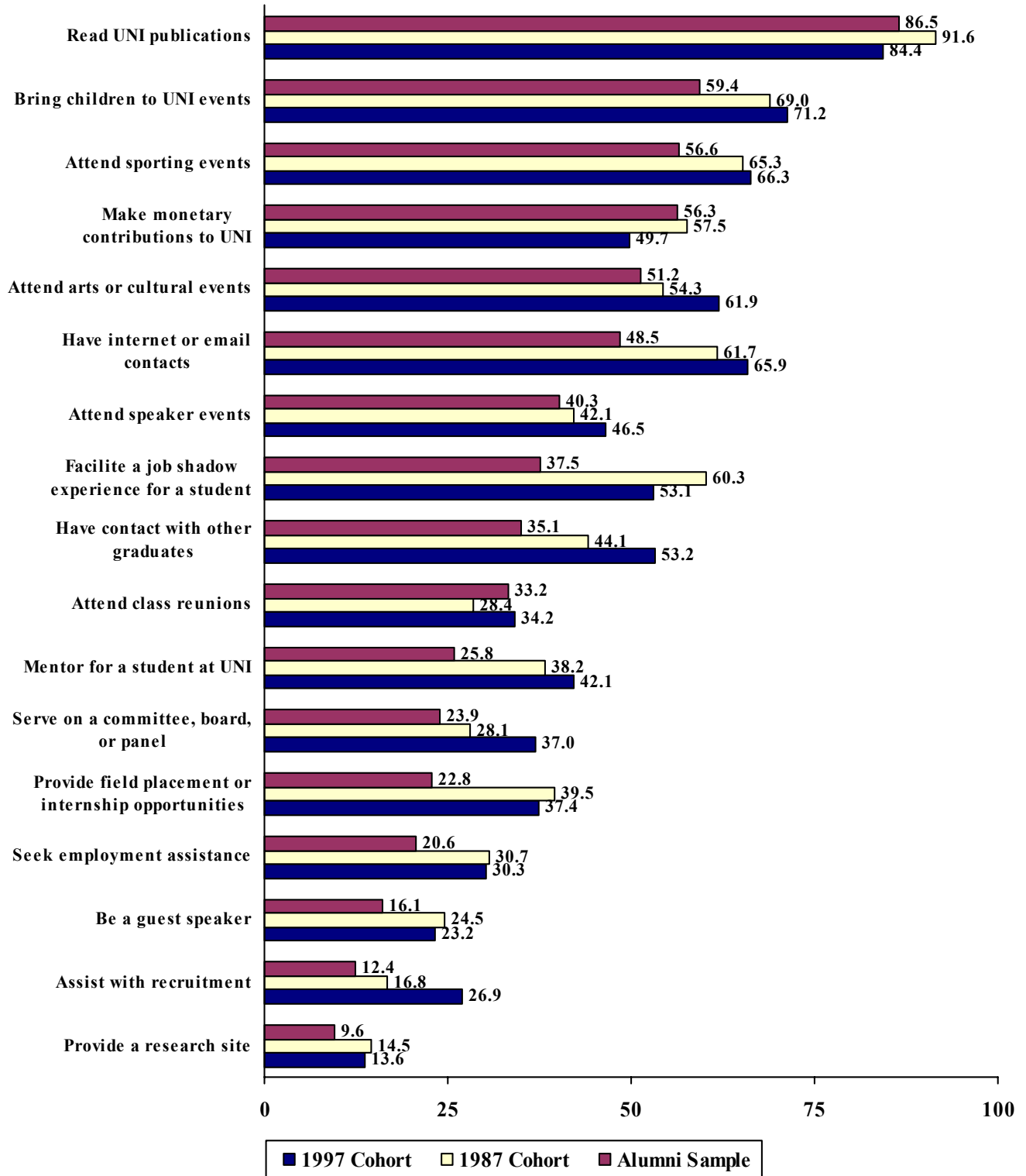
Interest	% Yes of those with an opinion	Don't Know	Yes	No
Assist with recruitment at UNI				
Public	12.5	02.2	12.2	85.6
Random Sample	12.4	10.6	11.1	78.3
1987 Cohort	16.8	11.1	15.0	73.9
1997 Cohort	26.9	07.1	25.0	67.9
Attend class reunions at UNI				
Public	06.2	01.0	06.1	92.9
Random Sample	33.2	11.6	29.4	59.0
1987 Cohort	28.4	11.7	25.1	63.2
1997 Cohort	34.2	10.6	30.6	58.8
Attend arts or cultural events at UNI				
Public	39.6	01.5	39.0	59.5
Random Sample	51.2	08.9	46.7	44.4
1987 Cohort	54.3	08.8	49.5	41.7
1997 Cohort	61.9	05.0	58.8	36.2
Attend speaker events at UNI				
Public	33.3	01.7	32.7	65.6
Random Sample	40.3	11.1	35.8	53.1
1987 Cohort	42.1	11.1	37.5	51.5
1997 Cohort	46.5	08.8	42.4	48.8
Attend sporting events at UNI				
Public	46.4	01.2	45.9	52.9
Random Sample	56.6	08.4	51.9	39.8
1987 Cohort	65.3	05.2	61.9	32.9
1997 Cohort	66.3	05.0	62.9	32.1
Be a guest speaker at UNI				
Public	10.1	01.2	10.0	88.8
Random Sample	16.1	12.6	14.1	73.3
1987 Cohort	24.5	10.7	21.8	67.4
1997 Cohort	23.2	10.0	20.9	69.1
Bring children to university events at UNI				
Public	41.9	01.0	41.5	57.6
Random Sample	59.4	07.7	54.8	37.5
1987 Cohort	69.0	09.8	62.2	28.0
1997 Cohort	71.2	07.9	65.6	26.5
Facilitate a job shadow experience for a student at UNI				
Public	25.2	02.2	24.6	73.2
Random Sample	37.5	12.3	32.8	54.8
1987 Cohort	60.3	08.1	55.4	36.5
1997 Cohort	53.1	09.1	48.2	42.6
Have contact with other UNI graduates				
Public	38.7	01.7	38.0	60.2
Random Sample	35.1	09.1	31.9	59.0
1987 Cohort	44.1	09.1	40.1	50.8
1997 Cohort	53.2	08.8	48.5	42.6

Interest	% Yes of those with an opinion	Don't Know	Yes	No
Have internet of e-mail contacts at UNI				
Public	25.4	01.2	25.1	73.7
Random Sample	48.5	09.9	43.7	46.4
1987 Cohort	61.7	09.8	55.7	34.5
1997 Cohort	65.9	06.8	61.5	31.8
Make monetary contributions to UNI				
Public	17.0	02.2	16.6	81.2
Random Sample	56.3	16.3	47.2	36.5
1987 Cohort	57.5	13.4	49.8	36.8
1997 Cohort	49.7	15.9	41.8	42.4
Mentor for a student at UNI				
Public	21.6	01.7	21.2	77.1
Random Sample	25.8	12.1	22.7	65.2
1987 Cohort	38.2	11.4	33.9	54.7
1997 Cohort	42.1	11.2	37.4	51.5
Provide a research site at UNI				
Public	13.4	01.7	13.2	85.1
Random Sample	09.6	09.6	08.6	81.7
1987 Cohort	14.5	10.1	13.0	76.9
1997 Cohort	13.6	09.4	12.4	78.2
Provide field placement or internship opportunities at UNI				
Public	19.3	01.2	19.0	79.8
Random Sample	22.8	11.1	20.2	68.6
1987 Cohort	39.5	10.1	35.5	54.4
1997 Cohort	37.4	12.6	32.6	54.7
Read UNI publications				
Public	40.5	02.0	39.8	58.3
Random Sample	86.5	05.2	82.0	12.8
1987 Cohort	91.6	02.9	88.9	08.1
1997 Cohort	84.4	03.8	81.2	15.0
Serve on a committee, board, or panel at UNI				
Public	09.1	01.2	09.0	89.8
Random Sample	23.9	12.1	21.0	66.9
1987 Cohort	28.1	13.0	24.4	62.5
1997 Cohort	37.0	10.9	32.9	56.2
Seek employment assistance at UNI				
Public	14.4	01.5	14.1	84.4
Random Sample	20.6	12.6	18.0	69.4
1987 Cohort	30.7	14.0	26.4	59.6
1997 Cohort	30.3	13.5	26.2	60.3

**Figure 16a: Interest in Future Contact with UNI
(% for General Public and Alumni Samples)**



**Figure 16b: Interest in Future Contact with UNI
(% for Alumni Cohorts)**



Frequency of Interaction with UNI

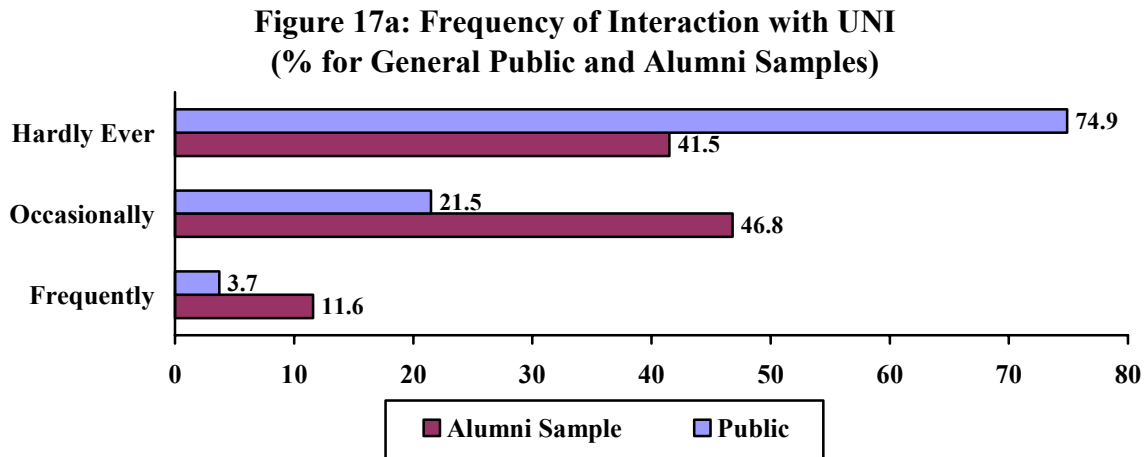
Q: How often do you have any type of interaction with UNI?

General Public: One-fourth (25.2%) of the General Public reported interacting *occasionally* (21.5%) or *frequently* (3.7%) with UNI.

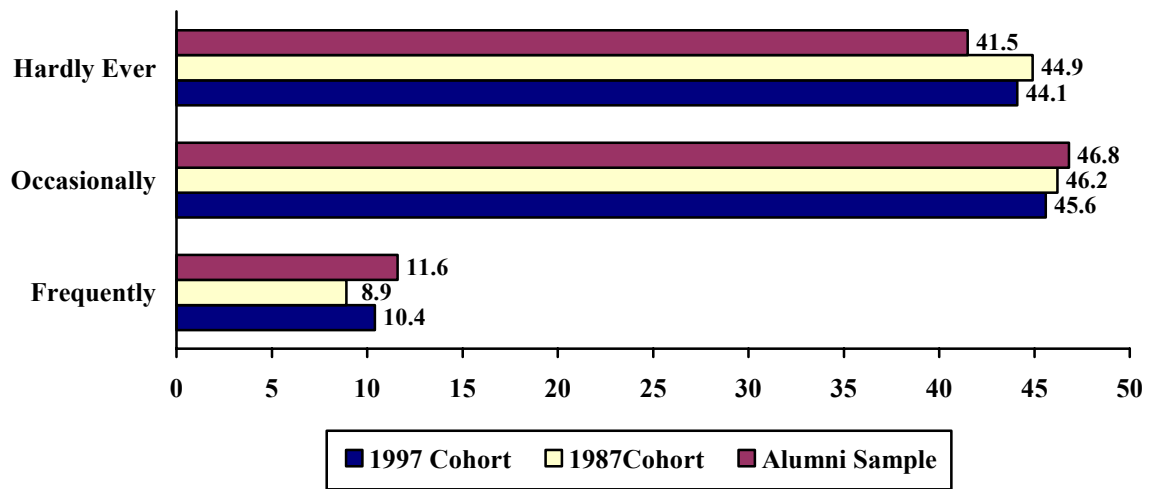
Alumni Sample: The majority (58.4%) of UNI graduates reported interacting *occasionally* (46.8%) or *frequently* (11.6%) with UNI.

General Public-Alumni Sample Comparison: More frequent interaction was reported by UNI graduates than the General Public. [%]

Alumni Cohort Comparisons: No statistically significant differences. [%]



**Figure 17b: Frequency of Interaction with UNI
(% for Alumni Cohorts)**



Service Utilization

Q: How likely are you to turn to UNI for [insert service from list]?

General Public: At least one-third of Iowans thought they were *likely* or *very likely* to turn to UNI for *cultural entertainment* (34.6%) and *sports entertainment* (40.1%).

Alumni Sample: UNI graduates were *likely* or *very likely* to turn to UNI for *sports entertainment* (48.6%), *academic knowledge* (46.1%), and *cultural entertainment* (44.9%).

General Public-Alumni Sample Comparison: The Alumni Sample reported a higher mean likelihood than the General Public to turn to UNI for *academic knowledge*, *cultural entertainment*, *employment assistance*, and *sports entertainment*. [M]

The chi-square tests were statistically significant for *academic knowledge*, *cultural entertainment*, *employment assistance*, *sports entertainment*, and *workforce recruitment*. [%]

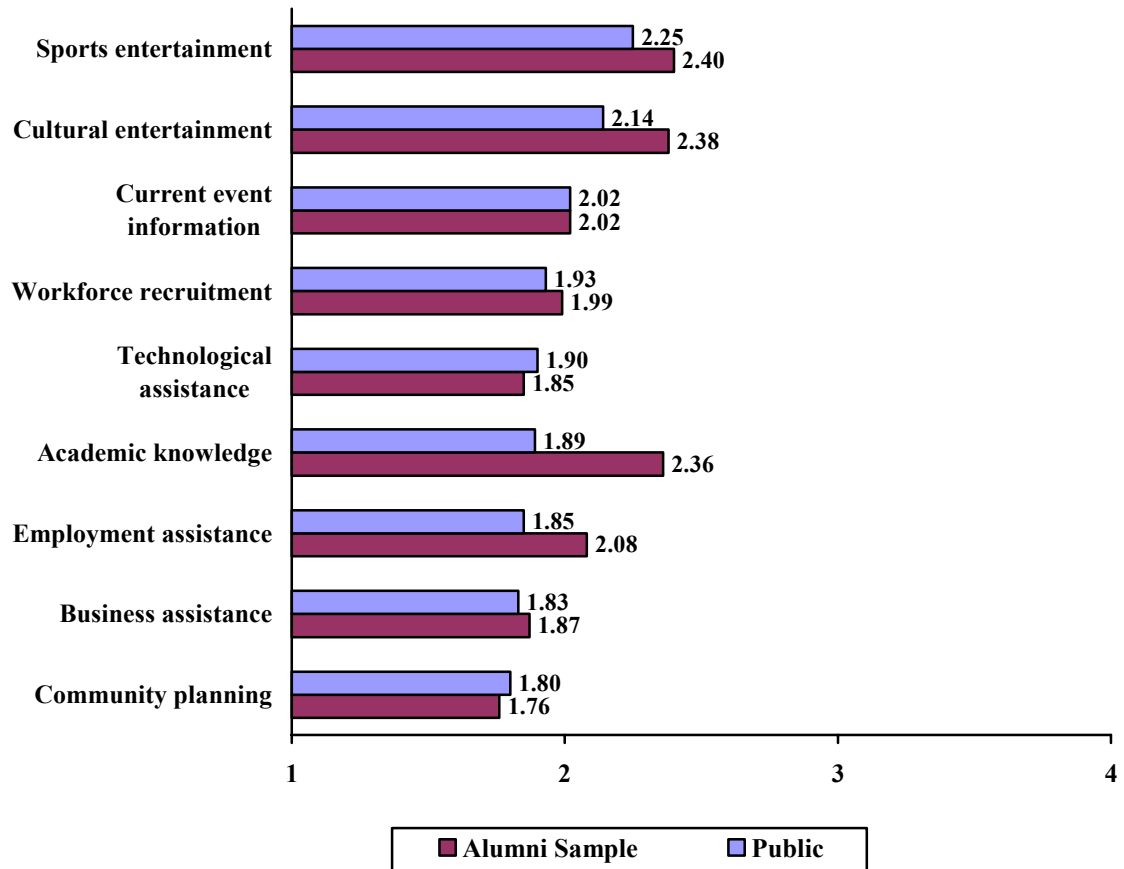
Alumni Cohort Comparisons: Overall, the 1997 Cohort was more likely to turn to UNI for services than were the two other alumni samples. For *business assistance*, *community planning*, *current event information*, and *employment assistance*, the means for the 1997 Cohort were higher than those for both the 1987 Cohort and the Alumni Sample. The 1997 Cohort reported a higher mean than did the Alumni Sample with respect to *technological assistance*. The 1997 Cohort reported a higher mean than did the 1987 Cohort for turning to UNI for *academic knowledge* and *workforce recruitment*; the 1987 Cohort in turn had higher mean than did the Alumni Sample. [M]

The chi-square tests were statistically significant for all of the areas assessed. [%]

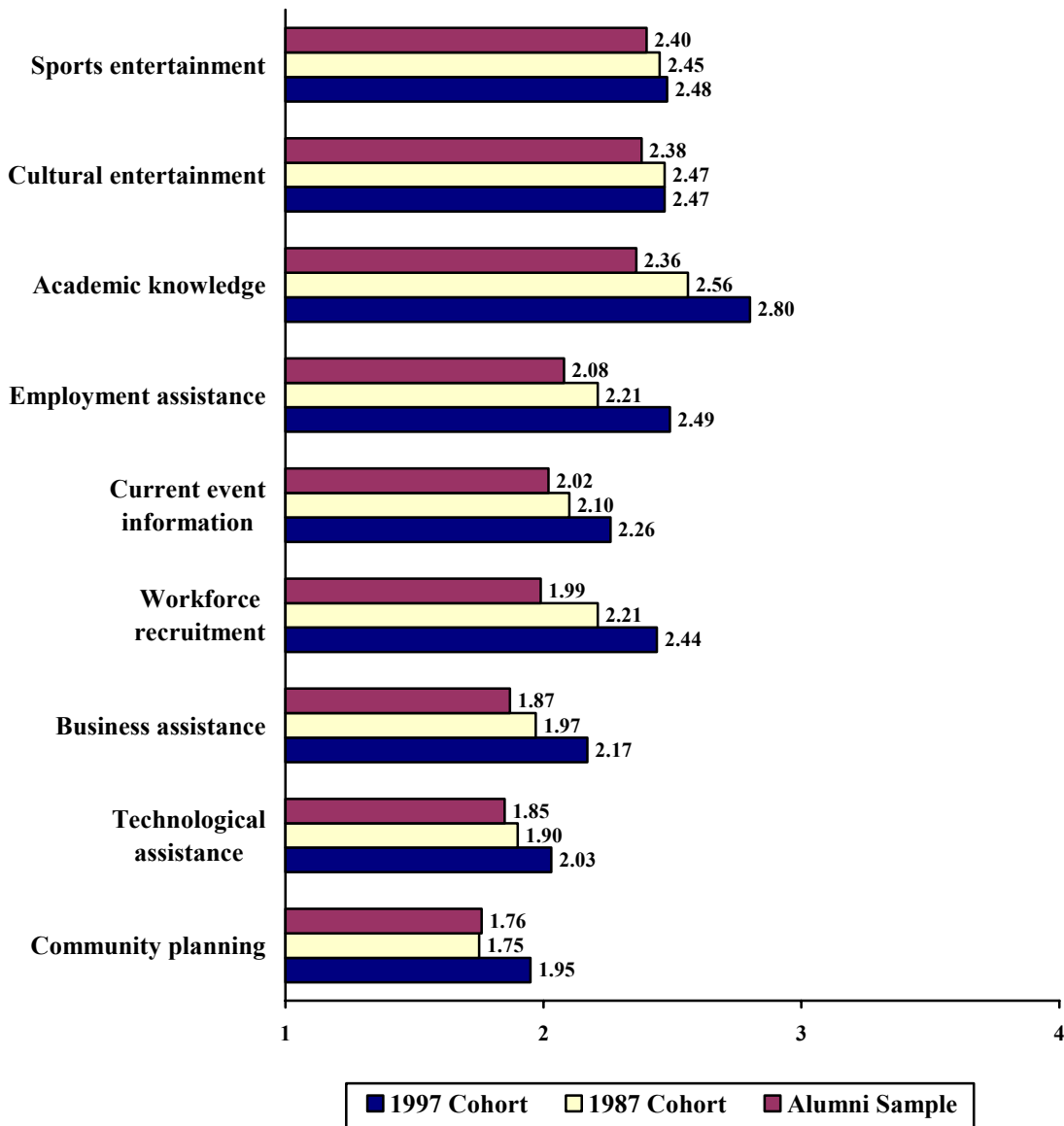
Table 21
Likelihood of Service Utilization at UNI (All Samples)

How likely are you to turn to UNI for:	Mean	Very Unlikely %	Unlikely %	Likely %	Very Likely %
Sports entertainment					
Public	2.25	22.4	37.4	32.5	07.6
Alumni Sample	2.40	23.3	28.1	34.2	14.4
1987 Cohort	2.45	22.6	25.3	37.0	15.2
1997 Cohort	2.48	15.9	30.8	42.4	11.0
Cultural entertainment					
Public	2.14	26.1	39.3	29.4	05.2
Alumni Sample	2.38	23.2	31.9	29.1	15.8
1987 Cohort	2.47	21.4	24.8	39.0	14.8
1997 Cohort	2.47	15.7	31.4	43.1	09.8
Current event information					
Public	2.02	26.4	47.6	22.9	03.0
Alumni Sample	2.02	29.5	43.1	23.8	03.7
1987 Cohort	2.10	26.9	41.0	26.9	05.2
1997 Cohort	2.26	17.7	44.1	32.3	05.9
Workforce recruitment					
Public	1.93	30.0	50.9	15.6	03.5
Alumni Sample	1.99	32.6	40.2	22.7	04.4
1987 Cohort	2.21	24.0	39.7	27.5	08.7
1997 Cohort	2.44	13.7	38.2	38.2	09.9
Technological assistance					
Public	1.90	30.3	52.5	14.5	02.8
Alumni Sample	1.85	33.7	49.1	15.4	01.8
1987 Cohort	1.90	32.3	49.1	14.7	03.9
1997 Cohort	2.03	22.9	53.7	21.3	02.2
Academic knowledge					
Public	1.89	35.4	44.3	16.1	04.2
Alumni Sample	2.36	22.1	31.8	34.6	11.5
1987 Cohort	2.56	18.6	26.9	34.8	19.7
1997 Cohort	2.80	08.5	24.2	46.2	21.1
Employment assistance					
Public	1.85	32.2	53.6	11.5	02.7
Alumni Sample	2.08	28.5	41.1	24.2	06.2
1987 Cohort	2.21	22.8	40.4	29.5	07.4
1997 Cohort	2.49	13.8	35.1	39.7	11.4
Business assistance					
Public	1.83	34.9	49.5	12.9	02.7
Alumni Sample	1.87	34.6	47.4	14.7	03.4
1987 Cohort	1.97	33.3	40.8	21.3	04.6
1997 Cohort	2.17	18.6	51.7	24.0	05.7
Community planning					
Public	1.80	34.3	53.6	09.5	02.5
Alumni Sample	1.76	36.0	53.5	09.4	01.0
1987 Cohort	1.75	38.0	50.4	10.2	01.5
1997 Cohort	1.95	24.2	58.1	15.8	01.9

**Figure 18a: Likelihood of Service Utilization at UNI
(Means for General Public and Alumni Samples)**



**Table 18b: Likelihood of Service Utilization at UNI
(Means for Alumni Cohorts)**



Would Recommend UNI to High School Students

Q: At the present time, would you recommend UNI to a high school student?

General Public: Among adult Iowans, 82.9% reported that they would recommend UNI to a high school student; 10% reported that they would not recommend UNI; and 7.1% reported that they *didn't know*. When considering only those with an opinion (i.e., excluding the *don't knows*), nearly 90% of the General Public would recommend UNI to a high school student.

Alumni Sample: Among the random sample of UNI graduates, 93.3% reported that they would recommend UNI to a high school student; 1.5% reported that they would not recommend UNI; and 5.2% were unsure. When considering only those with an opinion, 98.4% of UNI graduates would recommend UNI to a high school student.

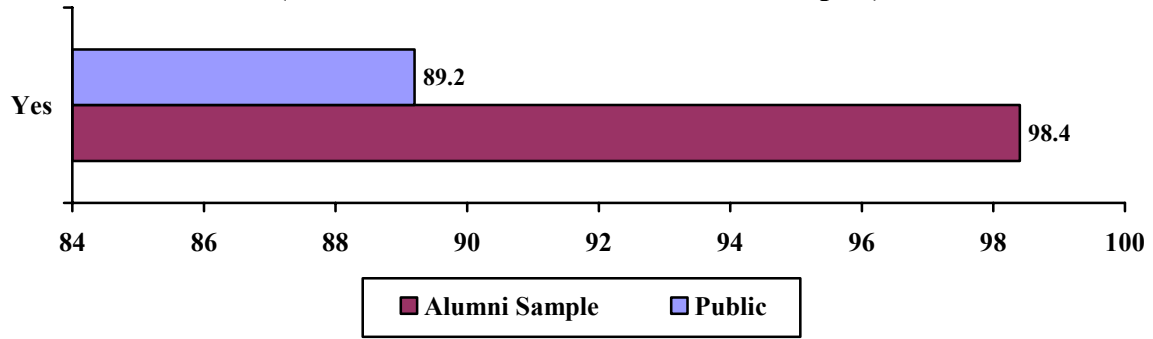
General Public-Alumni Sample Comparison: The Alumni Sample was statistically more likely than the General Public to report that they would recommend UNI to a high school student. [%]

Alumni Cohort Comparisons: No statistically significant differences. [%]

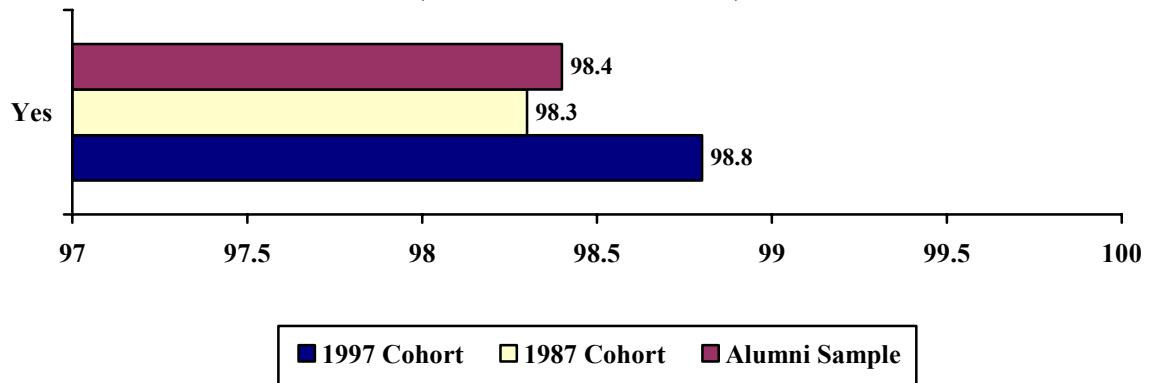
Table 22
Would Recommend UNI to High School Students (% for All Samples)

Would recommend high school student	Yes (DK Excluded)	Yes	No	Don't know
Public	89.2	82.9	10.0	07.1
Alumni Sample	98.4	93.3	01.5	05.2
1987 Cohort	98.3	95.1	01.6	03.3
1997 Cohort	98.8	96.5	01.2	02.4

**Figure 19a: Would Recommend UNI to High School Students
(% for General Public and Alumni Samples)**



**Figure 19b: Would Recommend UNI to High School Students
(% for Alumni Cohorts)**



Have Recommended UNI to a High School Student

Q: Have you ever recommended UNI to a high school student?

General Public: Thirty-six percent of adult Iowans have recommended UNI to a high school student.

Alumni Sample: About 85% of UNI graduates have recommended UNI to a high school student.

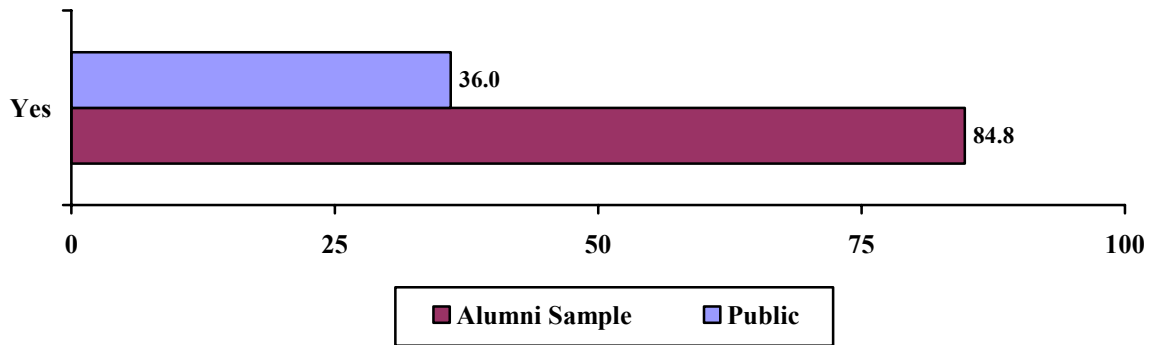
General Public-Alumni Sample Comparison: UNI graduates were significantly more likely to have recommended UNI to a high school student. [%]

Alumni Cohort Comparisons: The chi-square test was statistically significant. [%]

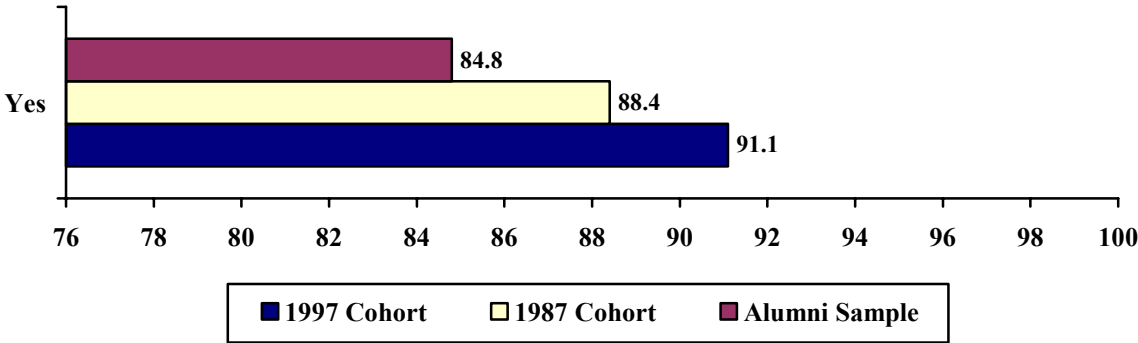
Table 23
Have Recommended UNI to a High School Student (% for All Samples)

Have recommended UNI to a high school student	Yes	No
Public	36.0	64.0
Alumni Sample	84.8	15.2
1987 Cohort	88.4	11.6
1997 Cohort	91.1	08.9

**Figure 20a: Have Recommended UNI to a High School Student
(% for General Public and Alumni Samples)**



**Figure 20b: Have Recommended UNI to a High School Student
(% for Alumni Cohorts)**



UNI as a Strong University

Q: It is important to me that UNI is a strong university. Do you *strongly agree*, *agree*, *neither agree nor disagree*, *disagree*, or *strongly disagree* with this statement?

General Public: The vast majority (85.5%) of the General Public reported that they *agree* (47.9%) or *strongly agree* (37.6%) that it was important to them that UNI be a strong university.

Alumni Sample: Nearly 95% of UNI graduates reported that they *agree* (37.8%) or *strongly agree* (56.5%) that it was important to them that UNI be a strong university.

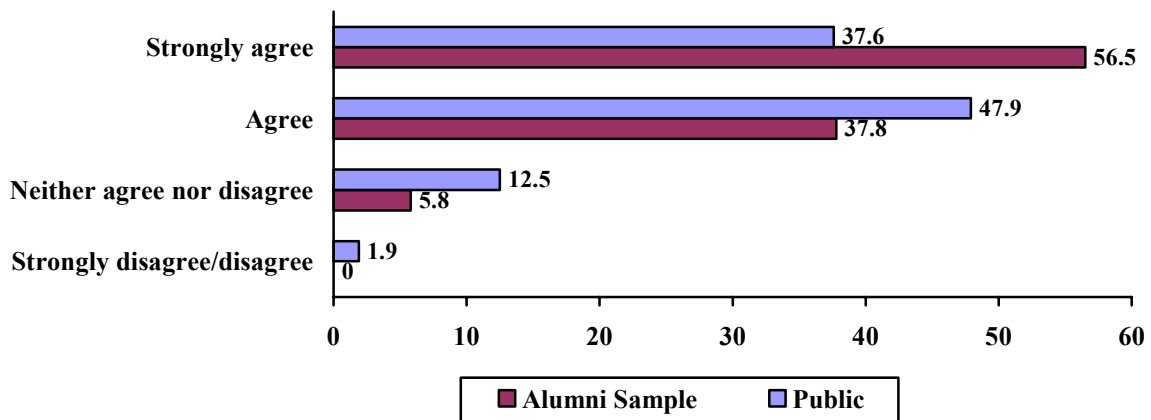
General Public-Alumni Sample Comparison: There was greater agreement among UNI graduates than the General Public that UNI should be a strong university. [M & %]

Alumni Cohort Comparisons: No statistically significant differences. [M & %]

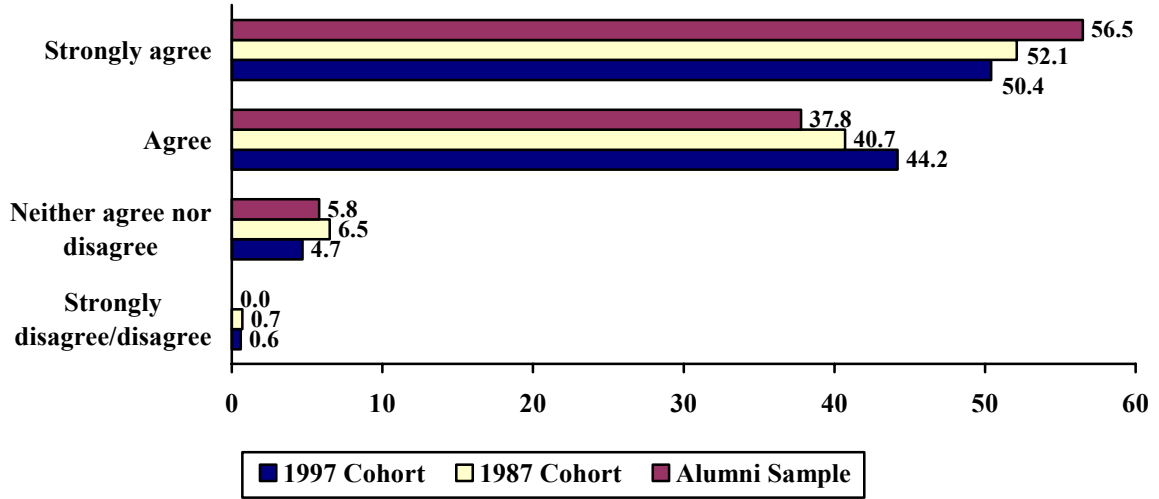
Table 24
Importance that UNI is a Strong University (% for All Samples)

UNI as a Strong University	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Public	00.2	01.7	12.5	47.9	37.6
Alumni Sample	--	--	05.8	37.8	56.5
1987 Cohort	--	00.7	06.5	40.7	52.1
1997 Cohort	00.3	00.3	04.7	44.2	50.4

Figure 21a: Importance that UNI is a Strong University
(% for General Public and Alumni Samples)



**Figure 21b: Importance that UNI is a Strong University
(% for Alumni Cohorts)**



Conclusions

The response rate of UNI alumni (all UNI Alumni Cohorts) to the study was low (19.4%). Even though alumni were provided with optional means for participating (web, paper, or telephone) a large majority did nothing. This is not a new finding; response rates for two previous surveys of UNI alumni in the previous decade never exceeded 25%. The most obvious conclusion to suggest for this pattern is that a majority of the alumni do not have a sufficiently strong relationship with the university to cause them to engage in the task of providing feedback for university planning and enhancement. This does not mean they are antagonistic, but more likely this majority is disconnected. Such a conclusion cannot be explained away as a part of a national downward trend in response rates to surveys, in general. While alumni are likely part of this general trend, the telephone survey of the General Public conducted in parallel to the current alumni survey had a cooperation rate of 51%.

Among the responding alumni and the General Public there are several conclusions to be drawn from the study. These cover the main issues of UNI contributions to the state, satisfaction with the undergraduate educational experience, preparation for post-graduation, communication with UNI, and involvement with UNI.

Public awareness of UNI is modest as shown by several indicators. Only about half the public consider themselves familiar with the university. When asked about a list of the potential contributions UNI makes to the state, one-third to one-half of the public did not offer any opinion. UNI's most highly rated contributions by the public were for *research/innovation* and *recreation/sporting attractions*. UNI alumni especially noted contributions to *increasing personal quality of life* and *personal economic well-being*. While the ratings are lower among both the General Public and the alumni in several other areas, the public rated contributions in the following to be greater than did the alumni: *contributions to the state's economy, keeping young people in the state, attracting people to the state, providing leadership training, improving public health, and helping to protect/enhance the natural environment*. Regardless of the reasons for this apparent paradox, the benchmarks for public and alumni regard for UNI's contributions are only moderately high.

The contribution made by any undergraduate education (UNI or otherwise) to one's personal quality of life was rated to be higher than UNI's contributions to the state in general. About 85% of the General Public said their undergraduate education made a *large* or *very large* contribution to their own quality of life; about 75% of UNI alumni said this. While both figures are relatively high, the difference is statistically significant. Further, the 1987 and 1997 UNI alumni cohorts tended to rate this contribution to be slightly lower than the average for all UNI alumni regardless of graduation year. Such a pattern would be cause for concern if it was shown to be persistent. Alternatively, the pattern may indicate that such contributions are more widely recognized as graduates grow older.

Satisfaction with higher education does not differ greatly between UNI graduates and Iowans in general. About 57% of UNI graduates said their undergraduate educational experience *met* or *surpassed* their expectations. About 49% of Iowans with undergraduate degrees (30% in our

sample) said the same. The difference does not achieve statistical significance. All except a very few of the other respondents reported their university experience *met many but not all* their expectations. The conclusion is that UNI graduates, and Iowans generally, are satisfied with their undergraduate experiences.

Similarly, UNI alumni match the General Public in feeling pride in their undergraduate institution. Approximately three-fourths of each sample said they are either *very* or *extremely proud* of their undergraduate university. Likewise, about 80% of both UNI alumni and the Iowa public expressed pride in their degrees. Not surprisingly, 70% of the responding UNI alumni said they do attach some level of importance to being a UNI alumnus, although the bulk of this opinion was characterized to be only *somewhat important*. Obviously, one must speculate that alumni not responding to the survey may feel being an alumnus has less importance.

Probing a little deeper to the types of courses that made contributions to their undergraduate education, one finds that courses within the major field of study predictably come out on top. Over 80% of UNI alumni and the public said the courses in their major made *high* or *very high* contributions to their education. This compares to about 60% saying their elective courses contributed at this level and about 35-40% saying the same about their general education courses. Such a ranking is common among university graduates. The high ratings for courses within majors is to be expected and gratifying. Communicating and demonstrating the contributions made by other courses is a continuing challenge for UNI and most universities. The comparison of the three samples of UNI alumni indicates this challenge is continuing; the lowest ratings for general education come from the 1997 Cohort, the second lowest from the 1987 Cohort and the highest from the Alumni Sample covering all years. For example, *low* ratings were assigned to general education by 28% of the 1997 Cohort, 21% of the 1987 Cohort, and 13% of the Alumni Sample. Whether this indicates a growing problem or that time enhances positive views of general education depends on one's speculative interpretation of the pattern.

The study examined several aspects of the general issues of how, and how well, undergraduate education prepares people for life after graduation. Overall, about 70-75% of UNI alumni and the General Public said they were prepared to a *high* or *very high* level. With reference to their general qualifications for work or other main life activities, 55-57% reported their qualifications match what they need to be successful, 29-36% indicated they are *more qualified than needed* and the others either said they are *less qualified than needed* or were *unsure*. For those employed, 53% said their pay compared to their qualifications is *about right* while 39% said their pay is *less than fair*. Taken together, these indicators suggest perhaps as much as one-third of both UNI alumni and the General Public (having BA level degrees) consider themselves to be under-utilized and/or under-paid relative to their skills. This is suggestive of a shortage of appropriate employment opportunities for the more highly educated Iowans, at least as perceived by those having undergraduate educations.

This same topic was examined in some detail in the study by asking respondents to evaluate how well their undergraduate education prepared them for several specific skills, values and areas of knowledge that had been determined by UNI to be important through its Qualities of an

Educated Person project. The respondents were asked to rate the importance of these specific characteristics from their own viewpoint.

UNI alumni and the General Public agree that they are best prepared to *understand written information* and to *act professionally* but least prepared to *use computer skills* and *foreign languages*. The majority of the other characteristics examined were viewed to have somewhat lower levels of preparation, but still in a moderate range (i.e., 3-4 on a 5 point scale or 45-70% saying their education had prepared them to a *high* or *very high* extent). For many of these items the ratings of the General Public were slightly higher than those by UNI alumni (e.g., *using research skills, defining/analyzing/solving problems, applying scientific principles, making basic calculations, adapting to change, continuing to learn new things*). Compared to other UNI alumni, the more recent UNI cohort members (1997) rated their level of preparation to be significantly higher for *using computer skills, working under pressure, working in a team, and having respect for the natural world*. Overall, the self-reported levels of preparation for UNI alumni and the General Public were *moderately high*, with the noted exceptions of *foreign languages* and *technical computer skills* (although the latter may be improving for more recent graduates). For UNI the finding of significance may be that its graduates consider themselves somewhat less prepared in several areas than do other graduates in Iowa. While some of this difference falls in the area of science and technology which has less emphasis at UNI, other differences are in areas of similar importance to all universities. That the most recent UNI graduates assigned higher ratings than other UNI graduates in some of these commonly important areas is a positive finding. Yet, the conclusion must be that the perceived level of preparation is a mixed picture with some reassuring results and some that are otherwise.

Knowing the perceived importance of each of the examined characteristics for what graduates do in their lives offers a context in which to assess the level of preparation graduates have in these areas. Overall, the UNI alumni and General Public agree that *viewing learning as a lifelong process* and *acting professionally* are important, while using *foreign languages* is not. Thus, *acting professionally* but not *using foreign languages* match in their comparative levels of perceived importance and preparation among university graduates in the state. Most of the characteristics were viewed by all sets of respondents to have high importance (rated *moderate, high* or *very high*), except for *using foreign languages*. This pattern indicates graduates endorse the decisions of universities to emphasize these same qualities. As found for ratings of preparation, the ratings for importance tended to be slightly higher among the General Public than for UNI alumni in several areas (e.g., *work under pressure, adapt to change, work in a team, solve problems, respect the natural world, use research skills, make basic calculations, use foreign languages* and *apply scientific principles*). Hence, there is a match among graduates with respect to what they consider to be important and what they are most prepared to do. If this is a causal link (as seems possible) or even only a complimentary link (which seems highly probable), then the conclusion can be drawn that an effort to raise the perceived importance of the characteristics undergraduate education intends to promote may result in higher levels of achievement in these areas by the graduates. The biggest single issue to address is the role of foreign languages in undergraduate education. The majority of graduates do not consider them to be important and they do not learn to use them. If they are important to universities, it is not evident to the students.

The final two topics examined in the study were communication and involvement with UNI. Members of the General Public were three times more likely to *never hear anything about UNI* than were UNI alumni, although both figures are small (5% and 15%, respectively). The most common source of UNI information was the *news media* for the public (71%) but it was *UNI publications* for UNI alumni (85%). The General Public surprisingly reported using *UNI students and graduates* as sources of information more so than did UNI alumni. *Friends and relatives* were a main source for both groups. The public reported it prefers to receive such information through the *news media* but also would like to use *UNI publications*. UNI alumni indicated they prefer *UNI publications* but also like the *Internet or e-mail*. The public was considerably less interested in learning more about UNI (28% have such an interest) than do UNI alumni (49%), with the most recent cohort expressing the most interest (62%). These findings seem to align with current priorities for using the *news media* and *UNI publications* to inform Iowans about UNI, but to also suggest some supplemental methods that could be used. This may be a “market segmentation” issue where different methods should be used for different audiences.

Several indicators of actual and potential involvement with UNI were studied. At the purely attitudinal level, about half (52%) of the General Public expressed an interest in things that happen at UNI, while about 80% of UNI alumni had this interest. For the General Public the most common interest areas were *contacts with UNI graduates* (49%), *attending UNI sporting events* (36%), *reading a UNI publication* (31%) and *attending an arts or cultural event* (22%). For UNI alumni the most common areas were *reading UNI publications* (90%), *contacting other UNI graduates* (79%), *making a monetary contribution* (62%), *attending sporting events* (55%), *attending arts or cultural events* (43%), and *bringing children to university events* (32%). One-fourth (25%) of the public said they do have some type of interaction with UNI at least *occasionally*, while many more (62%) UNI alumni reported this frequency of interaction of any type.

Respondents were also asked about their future interest in ways they would like to have contact with UNI. The public’s top choice was to *attend sporting events* (46%), followed by *bringing children to events* (42%), *reading UNI publications* (40%), *attending arts and cultural events* (40%), and *having contact with UNI graduates* (39%). UNI alumni said their future interests were in *reading UNI publications* (86%), *bringing children to events* (59%), *attending sporting events* (57%), *making monetary contributions* (56%), and *attending arts and cultural events* (51%). Thus, the lists of past and future types of involvement match for both the General Public and UNI alumni. There may be some important differences between past and future interests in some of the specific percentages, such as a much higher interest in future arts and cultural events for both groups. UNI alumni seem to express greater interest in sporting events and in bringing children to UNI events. These are interests that the university can try to promote.

Potential involvement was also determined by asking respondents what services they are likely to ask UNI to deliver. Although the proportion of group interest is below 50% for all individual options presented, the priorities match the interests noted immediately above. The public said it is most likely to turn to UNI for *sports entertainment* (40%) and *cultural entertainment* (34%).

UNI alumni were also most likely to pursue *sports* (49%) and *cultural entertainment* (45%), but many would also ask UNI for *academic knowledge* (46%) and *employment assistance* (30%). The last two items deserve attention for attracting greater alumni involvement with the university. The question to ask about all these results concerning future interests and involvement is whether the *nonrespondents* among both the public and UNI alumni have the same preferences (if any), or would they be more likely to react to a different set of options.

All respondents were asked whether they would and/or have recommended UNI to a high school student. Large majorities *would* do so; 83% of the General Public and 93% of UNI alumni. However, only about one-third (36%) of the General Public *have* made this recommendation in the past while most (85%) of UNI alumni have done the same. In both cases, especially for the General Public, the willingness to make this recommendation is greater than the past behavior. The university can use its resources to help narrow this gap.

Lastly, respondents were asked whether it was important to them that UNI is a strong university. This summary attitude indicator was reaffirming, as 86% of the public and 95% of UNI alumni agreed it was *important that UNI be a strong university*. The public sentiment is softer as only 38% expressed strong agreement while 56% of UNI alumni have the strongest view. Thus, there is room for increasing the strength of support for the university's overall well-being both among members of the Iowa General Public and UNI alumni.

References

- AAPOR (2000). Standard Definitions. American Association for Public Opinion Research.
- Lutz, G. M., & Dietzenbach, J. (1999). 1998 UNI Alumni Survey. Center for Social and Behavioral Research, University of Northern Iowa.

Appendix A

Thank you for requesting a paper copy of the UNI Alumni Survey. This survey is sponsored by the UNI Office of University Marketing and Public Relations and is being conducted by the Center for Social and Behavioral Research at UNI. You must be at least 18 years old to complete this questionnaire.

Your participation will involve completing this questionnaire. The questionnaire will likely take about 20 minutes to complete. Your participation is not anticipated to cause you discomfort, anxiety, or other risks. Your participation is voluntary and confidential so your responses will not be identified as yours. Responses to the questionnaire will be aggregated for reporting. You can refuse to answer any questions without penalty or prejudice. Your participation has no effect on any type of contact or benefits you may have with UNI.

If you have questions concerning your rights as a participant you can contact the principal investigator (Dr. Gene Lutz) by phone at 319-273-2105 or by e-mail at gene.lutz@uni.edu, or the Office of Human Subjects Coordinator at 319-273-2748. By continuing with this survey, you admit that you understand this disclaimer.

I. VALUE OF UNI TO THE STATE

1. In this first section we would like you to share your opinions about **UNI** and its contribution to the state. Please circle the number that best represents your view for each listed item.

How much of a contribution does UNI make to each area?	1 Very large	2 Large	3 Moderate	4 Small	5 Very small	6 DK
The state's economy in general	1	2	3	4	5	6
The creation of a well-trained workforce	1	2	3	4	5	6
The technological competitiveness of the state	1	2	3	4	5	6
The enhancement of research and innovation	1	2	3	4	5	6
Providing arts and cultural attractions	1	2	3	4	5	6
Providing recreation and sporting attractions	1	2	3	4	5	6
Keeping young people in the state	1	2	3	4	5	6
Attracting talented people to the state	1	2	3	4	5	6
Providing leadership training	1	2	3	4	5	6
Assisting in solving practical problems within the state	1	2	3	4	5	6
Improving public health	1	2	3	4	5	6
Helping protect or enhance the environment	1	2	3	4	5	6
Providing assistance to businesses	1	2	3	4	5	6
Increasing the quality of life for the state in general	1	2	3	4	5	6
Increasing your own personal quality of life	1	2	3	4	5	6
Increasing your own economic well-being	1	2	3	4	5	6

II. VALUE OF A UNI EDUCATION

2. A number of qualities (listed in *column A*) have been suggested to be important in a person's work or main life activities. In *column B*, please rate the **importance** of each quality in your current work or main life activities by circling a response. In *column C*, please rate your undergraduate experience in **preparing** you for each quality.

A. Quality	B. Importance to your work or main life activities						C. Undergraduate preparation					
	1 Very high	2 High	3 Moderate	4 Low	5 Very low	6 Don't know	1 Very high	2 High	3 Moderate	4 Low	5 Very low	6 Don't know
Work under pressure	1	2	3	4	5	6	1	2	3	4	5	6
Adapt to change	1	2	3	4	5	6	1	2	3	4	5	6
Work as a team member	1	2	3	4	5	6	1	2	3	4	5	6
Lead others	1	2	3	4	5	6	1	2	3	4	5	6
Understand written information	1	2	3	4	5	6	1	2	3	4	5	6
Communicate through writing	1	2	3	4	5	6	1	2	3	4	5	6
Use research skills	1	2	3	4	5	6	1	2	3	4	5	6
Make basic calculations	1	2	3	4	5	6	1	2	3	4	5	6
Define, analyze, solve problems	1	2	3	4	5	6	1	2	3	4	5	6
Use computer skills (technical)	1	2	3	4	5	6	1	2	3	4	5	6
View learning as a lifelong process	1	2	3	4	5	6	1	2	3	4	5	6
Respect the natural world and act responsibly toward it	1	2	3	4	5	6	1	2	3	4	5	6
Act professionally	1	2	3	4	5	6	1	2	3	4	5	6
Accept new responsibilities	1	2	3	4	5	6	1	2	3	4	5	6
Use foreign languages	1	2	3	4	5	6	1	2	3	4	5	6
Continue to learn new things	1	2	3	4	5	6	1	2	3	4	5	6
Apply scientific principles	1	2	3	4	5	6	1	2	3	4	5	6

III. OVERALL SATISFACTION

3. Overall, how would you rate your undergraduate experience in preparing you for your work or main life activities?
 Very high High Moderate Low Very low Don't know

4. How would you rate the contribution of the following types of courses to the value of your UNI undergraduate education?

What was the contribution of each type of course to the value of your undergraduate education?	1 Very high	2 High	3 Moderate	4 Low	5 Very low	6 Don't know
General education courses	1	2	3	4	5	6
Courses in your major	1	2	3	4	5	6
Elective courses	1	2	3	4	5	6

5. How well did your undergraduate education at UNI meet your expectations?

- Surpassed your expectations
- Met all of your expectations
- Met many, but not all of your expectations
- Met few or none of your expectations
- Don't know

6. How much of a contribution did your undergraduate education at UNI make to your quality of life?

- Very large Large Moderate Small Very small Don't know

7. How proud are you of your degree from UNI?

- Extremely proud Very proud Somewhat proud Not very proud Not at all proud Don't know

8. How proud are you of UNI?

- Extremely proud Very proud Somewhat proud Not very proud Not at all proud Don't know

9. How important to you is it to be a UNI alumnus?

- Very important
- Somewhat important
- Neutral
- Not very important
- Not at all important
- Don't know

IV. COMMUNICATION WITH UNI

The next few questions ask how, if at all, you get information about the University of Northern Iowa.

10. How do you learn about things that happen at UNI? (*✓Check all that apply*)

- Never hear anything about UNI
- News media
- UNI publications
- Current UNI students
- Other graduates
- Friends/relatives
- UNI employees
- Internet/e-mail
- Attend university events
- Other _____

11. Would you like to learn more about things happening at UNI?

- No 🗑️ (*Skip to question 12*)
- Yes

↳ a) If yes, how would you like to learn more about things happening at UNI? (*✓Check all that apply*)

- News media
- UNI publications
- Current UNI students
- Other graduates
- Friends/relatives
- UNI employees
- Internet/e-mail
- Attend university events
- Other _____

12. The following table contains a list of services that universities may provide. Indicate how likely you are to turn to UNI for each type of service.

How likely are you to turn to UNI for this type of service?	1 Very likely	2 Likely	3 Unlikely	4 Very unlikely	5 Don't know
Academic knowledge	1	2	3	4	5
Business assistance	1	2	3	4	5
Community planning	1	2	3	4	5
Cultural entertainment	1	2	3	4	5
Current event information	1	2	3	4	5
Employment assistance	1	2	3	4	5
Sports entertainment	1	2	3	4	5
Technological assistance	1	2	3	4	5
Workforce recruitment	1	2	3	4	5

13. At the present time, would you recommend UNI to a high school student?

- No
- Yes
- Don't know

14. Have you ever recommended UNI to a high school student?

- No
- Yes
- Don't know

V. INVOLVEMENT WITH UNI

15. The following questions ask about your involvement, if any, with UNI both now and in the future. In *column A*, several types of contact or involvement with UNI are listed. In *column B*, indicate whether you have had this kind of contact with UNI since graduation. In *column C*, indicate whether you are interested in this kind of contact in the future.

A. Type of Contact with UNI	B. Have you had this kind of contact with UNI since graduation?			C. Are you interested in this kind of contact with UNI in the future?		
	1 Yes	2 No	3 Don't know	1 Yes	2 No	3 Don't know
Assist with recruitment	1	2	3	1	2	3
Attend class reunions	1	2	3	1	2	3
Attend arts/cultural events	1	2	3	1	2	3
Attend speaker events	1	2	3	1	2	3
Attend sporting events	1	2	3	1	2	3
Be a guest speaker	1	2	3	1	2	3
Bring children to university events	1	2	3	1	2	3
Facilitate a job shadow experience for a student	1	2	3	1	2	3
Have contact with other graduates	1	2	3	1	2	3
Have Internet/e-mail contacts	1	2	3	1	2	3
Make monetary contributions	1	2	3	1	2	3
Mentor for a student	1	2	3	1	2	3
Provide a research site	1	2	3	1	2	3
Provide field placement/internship opportunities	1	2	3	1	2	3
Read UNI publications	1	2	3	1	2	3
Serve on a committee/board/panel	1	2	3	1	2	3
Seek employment assistance	1	2	3	1	2	3

16. How often do you have any type of interaction with UNI?
 Hardly ever Occasionally Frequently Don't know

Please give us your opinion of the following two statements.

17. It is important to me that UNI is a strong university.
 Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know
18. Things that happen at UNI are of interest to me.
 Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

VI. EMPLOYMENT INFORMATION

19. What is your current employment status? (*✓ Check the one most applicable option*)

- | | |
|---|---|
| <input type="checkbox"/> Employed full-time (35 hours or more/week) | <input type="checkbox"/> Homemaker |
| <input type="checkbox"/> Employed part-time (34 hours or less/week) | <input type="checkbox"/> Student |
| <input type="checkbox"/> Self-employed | <input type="checkbox"/> Retired |
| <input type="checkbox"/> Out of work less than 1 year | <input type="checkbox"/> Unable to work |
| <input type="checkbox"/> Out of work more than 1 year | |

☞ **IF YOU ARE SELF-EMPLOYED, PLEASE SKIP TO 21.**

☞ **IF YOU ARE NOT CURRENTLY EMPLOYED, PLEASE SKIP TO 22.**

20. **If you are currently employed**, what type of employer do you currently work for?

- | | |
|---|--|
| <input type="checkbox"/> Business or industry | <input type="checkbox"/> Non-profit |
| <input type="checkbox"/> College/university | <input type="checkbox"/> Professional firm |
| <input type="checkbox"/> Elementary/secondary school | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Federal/state/local government | |

21. **If you are currently employed**, what is your approximate individual annual income before taxes from your employment?

- | | | |
|---|---|--|
| <input type="checkbox"/> \$0 to \$9,999 | <input type="checkbox"/> \$35,000 to \$39,999 | <input type="checkbox"/> \$65,000 to \$69,999 |
| <input type="checkbox"/> \$10,000 to \$14,999 | <input type="checkbox"/> \$40,000 to \$44,999 | <input type="checkbox"/> \$70,000 to \$74,999 |
| <input type="checkbox"/> \$15,000 to \$19,999 | <input type="checkbox"/> \$45,000 to \$49,999 | <input type="checkbox"/> \$75,000 to \$79,999 |
| <input type="checkbox"/> \$20,000 to \$24,999 | <input type="checkbox"/> \$50,000 to \$54,999 | <input type="checkbox"/> \$80,000 + |
| <input type="checkbox"/> \$25,000 to \$29,999 | <input type="checkbox"/> \$55,000 to \$59,999 | <input type="checkbox"/> Do not receive an individual income |
| <input type="checkbox"/> \$30,000 to \$34,999 | <input type="checkbox"/> \$60,000 to \$64,999 | <input type="checkbox"/> Don't know |

22. How do you compare your actual qualifications or skills to those that you need to be successful in your current work or main life activities?

- More than you need
- Just what you need
- Less than you need
- Don't know

☞ **IF YOU ARE NOT CURRENTLY EMPLOYED, PLEASE SKIP TO 24.**

23. Given your actual qualifications and skills, would you say your pay is ...

- More than fair
- About right
- Less than fair
- Don't know

24. Think of your **first full-time job** after you completed your **undergraduate degree**. What was the approximate individual annual income before taxes during the **first year** after your received this degree?

- | | | |
|---|---|---|
| <input type="checkbox"/> \$0 to \$9,999 | <input type="checkbox"/> \$35,000 to \$39,999 | <input type="checkbox"/> \$65,000 to \$69,999 |
| <input type="checkbox"/> \$10,000 to \$14,999 | <input type="checkbox"/> \$40,000 to \$44,999 | <input type="checkbox"/> \$70,000 to \$74,999 |
| <input type="checkbox"/> \$15,000 to \$19,999 | <input type="checkbox"/> \$45,000 to \$49,999 | <input type="checkbox"/> \$75,000 to \$79,999 |
| <input type="checkbox"/> \$20,000 to \$24,999 | <input type="checkbox"/> \$50,000 to \$54,999 | <input type="checkbox"/> \$80,000 + |
| <input type="checkbox"/> \$25,000 to \$29,999 | <input type="checkbox"/> \$55,000 to \$59,999 | <input type="checkbox"/> Have not worked full-time since graduation |
| <input type="checkbox"/> \$30,000 to \$34,999 | <input type="checkbox"/> \$60,000 to \$64,999 | <input type="checkbox"/> Don't know |

a) In what year did you start this **first full-time job**? _____ year (e.g., 1970)

VII. DEMOGRAPHIC INFORMATION

25. What is your gender? Male Female

26. What is your age? 20-30 31-40 41-50 51-60 61-70 71+

27. In what state is your current residence? _____ State (country if outside the U.S.)

28. In what area was your undergraduate major? (*First or primary major if more than one*)

- | | | |
|--|---|--|
| <input type="checkbox"/> Business | <input type="checkbox"/> Humanities & Fine Arts | <input type="checkbox"/> Social Sciences |
| <input type="checkbox"/> Education | <input type="checkbox"/> Natural Sciences | <input type="checkbox"/> Technical |
| <input type="checkbox"/> Health Sciences | <input type="checkbox"/> Pre-professional | <input type="checkbox"/> Other _____ |

a) In what year did you receive this degree? _____ (e.g., 1970)

29. If you have an **advanced degree**, what kind of degree was this? (*First advanced degree received if more than one*)

- MA MS MBA MD JD PhD Other _____

a) In what area was this advanced degree?

- | | |
|---|--|
| <input type="checkbox"/> Business | <input type="checkbox"/> Law (e.g., judge, lawyer) |
| <input type="checkbox"/> Education | <input type="checkbox"/> Social Sciences |
| <input type="checkbox"/> Health Sciences/Medicine | <input type="checkbox"/> Technical (e.g., engineering, architecture) |
| <input type="checkbox"/> Humanities & Fine Arts | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Natural Sciences | |

b) In what year did you receive this degree? _____

c) From where did you receive this degree?

- | | | |
|--|--|--|
| <input type="checkbox"/> University of Northern Iowa | <input type="checkbox"/> University of Iowa | <input type="checkbox"/> Iowa State University |
| <input type="checkbox"/> Private college in Iowa | <input type="checkbox"/> College or university outside of Iowa | |

30. If you have a **second advanced degree**, what kind of degree was this?

- MA MS MBA MD JD PhD Other _____

a) In what area was this advanced degree?

- | | |
|---|--|
| <input type="checkbox"/> Business | <input type="checkbox"/> Law (e.g., judge, lawyer) |
| <input type="checkbox"/> Education | <input type="checkbox"/> Social Sciences |
| <input type="checkbox"/> Health Sciences/Medicine | <input type="checkbox"/> Technical (e.g., engineering, architecture) |
| <input type="checkbox"/> Humanities & Fine Arts | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Natural Sciences | |

b) In what year did you receive this degree? _____

c) From where did you receive this degree?

- | | | |
|--|--|--|
| <input type="checkbox"/> University of Northern Iowa | <input type="checkbox"/> University of Iowa | <input type="checkbox"/> Iowa State University |
| <input type="checkbox"/> Private college in Iowa | <input type="checkbox"/> College or university outside of Iowa | |

31. If you have received any other advanced degrees, please list them in the box provided below.

32. Please provide us with some information about the educational background of persons in **your household**?

Educational background	UNI	Iowa State University	University of Iowa	Private Iowa college	College outside of Iowa
How many persons in your household, EXCLUDING YOURSELF , have a college degree from each of these universities? (enter a number)	_____	_____	_____	_____	_____
How many persons in your household, INCLUDING YOURSELF , are currently attending each of these universities? (enter a number)	_____	_____	_____	_____	_____
How many persons in your household, INCLUDING YOURSELF are likely to attend each of these universities within the next 5 years? (enter a number)	_____	_____	_____	_____	_____

33. How many persons in your household in each of the following age groups are **likely to attend UNI** in the next 5 years?

_____ 5-12 years old _____ 18-23 years old No one likely to attend UNI

_____ 13-17 years old _____ 24 years old or older

34. Have any relatives outside of your household attended a college or university? No Yes

In view of limited resources, what suggestions do you have for how UNI can improve its efficiency and maintain its quality education?

Thanks for completing this questionnaire. We value your input. Please return the questionnaire soon in the pre-addressed postage-paid envelope. If the envelope is misplaced, please return the completed questionnaire to the address below:

**Center for Social and Behavioral Research
Attn: UNI Alumni Study
University of Northern Iowa
Cedar Falls, IA 50614-0402**

Questions? Contact Center for Social and Behavioral Research: 319-273-2105

Appendix B

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
How proud are you of the college or university you attended?												
Extremely Proud	28.2	24.5	31.0	--	--	28.2	22.7	31.6	24.4	36.8	19.6	32.5
Very Proud	48.4	54.7	43.7	--	--	48.4	50.0	60.5	42.2	36.8	60.9	41.6
Somewhat Proud	21.8	18.9	23.9	--	--	21.8	22.7	07.9	31.1	26.3	17.4	24.7
Not Very Proud	00.8	01.9	00.0	--	--	00.8	00.0	00.0	02.2	00.0	02.2	00.0
Not at all Proud	00.8	00.0	01.4	--	--	00.8	04.5	00.0	00.0	00.0	00.0	01.3
How proud are you of your undergraduate degree?												
Extremely Proud	33.6	28.3	37.5	--	--	33.6	54.5	34.2	17.8	45.0	36.2	31.2
Very Proud	48.8	47.2	50.0	--	--	48.8	36.4	42.1	66.7	35.0	46.8	50.6
Somewhat Proud	16.8	22.6	12.5	--	--	16.8	09.1	23.7	13.3	20.0	14.9	18.2
Not Very Proud	00.8	01.9	00.0	--	--	00.8	00.0	00.0	02.2	00.0	02.1	00.0
How much of a contribution does UNI make to:												
State's economy in general												
Very Large	12.1	15.3	09.3	09.9	08.6	16.7	06.5	09.8	14.9	14.5	04.7	16.3
Large	30.0	27.9	31.8	28.1	34.3	36.1	23.9	25.5	34.5	32.7	22.1	34.6
Moderate	52.1	49.5	54.3	52.9	54.3	50.0	63.0	58.8	46.0	47.3	61.6	46.4
Small	03.8	06.3	01.6	05.8	00.0	02.4	06.5	05.9	02.3	01.8	07.0	02.0
Very Small	02.1	00.9	03.1	03.3	02.9	00.0	00.0	00.0	02.3	03.6	04.7	00.7
Creation of a well-trained workforce												
Very Large	17.1	18.9	15.6	15.0	11.6	22.0	14.8	11.3	19.1	23.1	09.7	21.2
Large	48.3	40.2	55.3	45.0	55.8	49.0	46.3	51.6	46.8	50.0	45.2	50.0
Moderate	33.1	39.3	27.7	36.7	32.6	29.0	38.9	37.1	31.9	23.1	40.9	28.8
Small	01.1	00.8	01.4	02.5	00.0	00.0	00.0	00.0	02.1	01.9	03.2	00.0
Very Small	00.4	00.8	00.0	00.8	00.0	00.0	00.0	00.0	00.0	01.9	01.1	00.0

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Technological competitiveness of the state												
Very Large	09.6	13.0	06.1	07.8	12.9	10.8	04.5	06.0	13.4	13.9	04.3	12.6
Large	40.9	30.0	52.0	46.1	48.4	29.2	36.4	44.0	40.3	44.4	41.4	40.9
Moderate	41.4	46.0	36.7	36.3	35.5	52.3	50.0	44.0	38.8	30.6	41.4	40.9
Small	07.1	09.0	05.1	07.8	03.2	07.7	09.1	06.0	06.0	08.3	11.4	04.7
Very Small	01.0	02.0	00.0	02.0	00.0	00.0	00.0	00.0	01.5	02.8	01.4	00.8
Enhancement of research and innovation												
Very Large	07.4	08.2	06.5	07.1	06.5	08.1	07.3	06.4	07.2	09.4	05.0	08.5
Large	34.9	29.9	40.2	40.5	32.3	29.7	43.9	29.8	31.9	37.5	36.7	34.1
Moderate	49.7	47.4	52.2	42.9	54.8	55.4	43.9	59.6	50.7	40.6	51.7	48.8
Small	06.9	12.4	01.1	07.1	06.5	06.8	04.9	04.3	08.7	09.4	05.0	07.8
Very Small	01.1	02.1	00.0	02.4	00.0	00.0	00.0	00.0	01.4	03.1	01.7	00.8
Providing arts and cultural attractions												
Very Large	16.4	17.2	15.7	13.3	17.9	19.5	19.1	13.0	18.4	14.6	14.7	17.3
Large	37.2	37.4	37.0	31.4	51.3	37.8	42.6	35.2	35.5	35.4	28.0	42.0
Moderate	41.2	36.4	44.9	47.6	28.2	39.0	34.0	46.3	42.1	41.7	50.7	36.0
Small	04.4	07.1	02.4	05.7	02.6	03.7	04.3	05.6	03.9	04.2	05.3	04.0
Very Small	00.9	02.0	00.0	00.9	00.0	00.0	00.0	00.0	00.0	04.2	01.3	00.7
Providing recreation and sporting attractions												
Very Large	13.6	15.0	12.3	13.5	08.9	15.8	12.5	16.7	12.8	12.5	08.7	16.1
Large	43.6	40.2	46.6	47.4	48.9	35.8	44.6	43.9	45.7	39.3	44.6	42.8
Moderate	39.2	40.9	37.7	34.6	37.8	46.3	41.1	34.8	37.2	44.6	43.5	37.2
Small	03.7	03.9	03.4	04.5	04.4	02.1	01.8	04.5	04.3	03.6	03.3	03.9
Very Small	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0
Keeping people in the state												
Very Large	06.2	09.5	03.2	05.2	05.3	07.9	07.1	03.9	05.6	08.7	00.0	09.5
Large	35.5	35.3	35.7	33.0	42.1	36.0	41.1	41.2	29.2	34.8	34.5	36.1
Moderate	45.9	42.2	49.2	45.2	44.7	47.2	42.9	47.1	49.4	41.3	45.2	46.2
Small	09.1	09.5	08.7	12.2	07.9	05.6	08.9	07.8	07.9	13.0	11.9	07.6
Very Small	03.3	03.4	03.2	04.3	00.0	03.4	00.0	00.0	07.9	02.2	08.3	00.6

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Attracting talented people to the state												
Very Large	06.0	05.4	06.5	05.0	08.8	06.0	05.8	04.3	06.4	07.3	08.0	04.9
Large	24.8	21.6	28.0	23.0	20.6	28.6	21.2	25.5	26.9	24.4	25.3	23.9
Moderate	51.4	49.5	53.3	49.0	47.1	56.0	48.1	53.2	51.3	53.7	42.7	56.3
Small	16.1	20.7	11.2	21.0	20.6	08.3	21.2	17.0	14.1	12.2	22.7	12.7
Very Small	01.8	02.7	00.9	02.0	02.9	01.2	03.8	00.0	01.3	02.4	01.3	02.1
Providing leadership training												
Very Large	11.3	10.0	12.4	09.2	13.2	13.1	10.9	09.8	06.0	22.0	07.9	12.9
Large	49.4	45.5	52.9	48.6	52.6	48.8	45.7	45.1	55.4	48.0	35.5	56.1
Moderate	36.4	40.9	32.2	38.5	31.6	35.7	43.5	41.2	37.3	22.0	50.0	29.7
Small	02.2	01.8	02.5	01.8	02.6	02.4	00.0	03.9	01.2	04.0	03.9	01.3
Very Small	00.9	01.8	00.0	01.8	00.0	00.0	00.0	00.0	00.0	04.0	02.6	00.0
Solving practical problems within the state												
Very Large	08.8	11.6	06.4	05.1	12.1	12.3	06.7	06.5	10.1	11.6	06.1	09.5
Large	29.9	25.3	33.9	30.6	36.4	26.0	26.7	41.3	30.4	20.9	25.8	32.1
Moderate	52.9	52.6	53.2	55.1	42.4	54.8	55.6	43.5	56.5	53.5	57.6	51.1
Small	06.9	08.4	05.5	06.1	09.1	06.8	11.1	06.5	02.9	09.3	09.1	05.8
Very Small	01.5	02.1	00.9	03.1	00.0	00.0	00.0	02.2	00.0	04.7	01.5	01.5
Improving public health												
Very Large	05.1	04.3	05.9	04.2	08.6	04.6	06.5	04.5	02.9	08.1	03.1	06.2
Large	28.7	26.9	30.4	36.8	20.0	21.5	30.4	31.8	29.4	21.6	37.5	23.8
Moderate	48.7	49.5	48.0	41.1	57.1	55.4	47.8	45.5	51.5	48.6	40.6	53.1
Small	15.9	17.2	14.7	15.8	14.3	16.9	15.2	15.9	14.7	18.9	14.1	16.9
Very Small	01.5	02.2	01.0	02.1	00.0	01.5	00.0	02.3	01.5	02.7	04.7	00.0
Helping protect or enhance the environment												
Very Large	07.4	08.0	06.9	06.9	15.2	04.5	08.7	04.5	08.7	07.0	07.1	07.6
Large	31.2	32.0	30.4	34.3	33.3	25.4	32.6	40.9	29.0	23.3	28.6	32.1
Moderate	50.0	50.0	50.0	44.1	42.4	62.7	52.2	45.5	50.7	51.2	52.9	48.9
Small	10.4	09.0	11.8	12.7	09.1	07.5	06.5	09.1	10.1	16.3	10.0	10.7
Very Small	01.0	01.0	01.0	02.0	00.0	00.0	00.0	00.0	01.4	02.3	01.4	00.8

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Providing assistance to businesses												
Very Large	10.7	11.9	09.6	08.6	08.3	14.9	10.6	06.1	13.0	12.2	10.0	11.1
Large	44.2	39.6	48.2	48.6	41.7	39.2	53.2	42.9	45.5	34.1	38.6	46.5
Moderate	41.9	45.5	38.6	38.1	47.2	44.6	36.2	46.9	39.0	46.3	42.9	41.7
Small	02.3	02.0	02.6	02.9	02.8	01.4	00.0	04.1	01.3	04.9	05.7	00.7
Very Small	00.9	01.0	00.9	01.9	00.0	00.0	00.0	00.0	01.3	02.4	02.9	00.0
Increasing the quality of life for the state in general												
Very Large	13.0	14.9	11.3	14.3	11.9	11.7	10.7	11.5	14.6	12.7	10.8	14.3
Large	50.4	46.3	53.9	44.4	50.0	58.5	44.6	49.2	53.9	52.7	47.3	51.8
Moderate	32.8	33.1	32.6	36.5	35.7	26.6	44.6	29.5	29.2	30.9	36.6	31.0
Small	03.4	05.0	02.1	04.0	02.4	03.2	00.0	09.8	02.2	01.8	04.3	03.0
Very Small	00.4	00.8	00.0	00.8	00.0	00.0	00.0	00.0	00.0	01.8	01.1	00.0
Increasing respondent's quality of life												
Very Large	10.4	13.8	07.8	06.9	12.2	14.1	10.7	09.2	09.7	12.7	03.9	14.3
Large	14.4	12.9	15.6	12.3	09.8	19.2	08.9	15.4	17.2	14.5	05.9	19.6
Moderate	27.8	34.5	22.7	27.7	31.7	26.3	33.9	23.1	31.2	21.8	29.4	26.8
Small	19.6	23.3	16.9	21.5	24.4	15.2	23.2	20.0	18.3	18.2	16.7	21.4
Very Small	27.8	15.5	37.0	31.5	22.0	25.3	23.2	32.3	23.7	32.7	44.1	17.9
Increasing respondent's economic well-being												
Very Large	05.6	07.2	04.2	03.1	04.4	09.7	07.1	04.3	05.4	06.1	01.0	08.3
Large	13.5	15.2	12.0	11.6	13.3	16.1	12.5	17.4	12.0	12.2	09.2	16.1
Moderate	26.2	28.8	23.9	28.7	24.4	23.7	28.6	26.1	27.2	22.4	23.5	28.0
Small	24.3	26.4	22.5	23.3	40.0	18.3	26.8	20.3	22.8	30.6	23.5	25.0
Very Small	30.3	10.5	19.9	33.3	17.8	32.3	25.0	31.9	32.6	28.6	42.9	22.6
How would you rate the importance of being able to:												
Work under pressure												
Very High	40.7	44.4	38.3	40.2	31.7	46.0	53.6	33.3	46.5	29.2	37.1	44.9
High	40.0	40.0	39.9	34.7	55.5	41.9	26.2	52.0	38.6	41.6	38.0	41.8
Moderate	13.9	09.4	16.9	18.7	06.7	08.9	15.5	12.7	09.4	20.2	17.6	09.7
Low	01.5	00.6	02.1	01.4	01.7	01.6	00.0	00.0	02.4	03.4	02.0	01.0
Very Low	04.0	05.6	02.9	05.0	05.0	01.6	04.8	02.0	03.1	05.6	05.4	02.6

Public Sample	Gender		Schooling at a 4 year college			Age				Familiarity With		
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Adapt to Change												
Very High	49.1	50.9	48.0	44.5	46.7	58.4	64.3	50.5	53.1	28.1	43.9	54.5
High	37.3	36.6	37.7	33.2	45.0	40.8	27.4	44.7	34.4	41.6	37.6	37.4
Moderate	09.6	08.1	10.7	15.9	05.0	00.8	07.1	03.9	09.4	19.1	12.7	06.1
Low	02.0	02.5	01.6	03.2	01.7	00.0	00.0	00.0	02.3	05.6	02.0	02.0
Very Low	02.0	01.9	02.0	03.2	01.7	00.0	01.2	01.0	00.8	05.6	03.9	00.0
Work as a team member												
Very High	49.8	48.4	50.6	47.1	55.0	52.0	63.1	52.4	49.6	34.4	46.6	53.0
High	37.7	37.9	37.7	37.7	35.0	39.2	29.8	37.9	41.7	39.8	41.3	34.3
Moderate	10.8	11.8	10.1	13.5	06.7	08.0	06.0	08.7	08.7	20.4	10.6	11.1
Low	00.5	00.6	00.4	00.4	01.7	00.0	01.2	00.0	00.0	01.1	00.0	01.0
Very Low	01.2	01.2	01.2	01.3	01.7	00.8	00.0	01.0	00.0	04.3	01.4	00.5
Lead others												
Very High	33.7	38.8	30.5	31.7	33.3	37.6	36.9	39.2	10.1	27.2	31.3	36.5
High	43.6	43.8	43.5	42.1	45.0	45.6	38.1	38.2	49.6	45.7	42.8	44.2
Moderate	18.2	14.4	20.7	20.4	15.0	16.0	23.8	18.6	14.2	18.5	20.2	16.2
Low	02.7	01.9	03.3	04.1	03.3	00.0	01.2	02.9	01.6	05.4	02.9	02.5
Very Low	01.7	01.3	02.0	01.8	03.3	00.8	00.0	01.0	02.4	03.3	02.9	00.5
Understand written information												
Very High	50.5	52.8	49.0	49.8	41.0	56.5	47.6	59.2	51.2	43.0	51.2	49.7
High	39.7	37.3	41.3	37.2	52.5	37.9	36.9	37.9	38.6	45.2	36.8	42.6
Moderate	08.1	08.7	07.7	10.3	04.9	05.6	14.3	02.9	08.7	07.5	09.1	07.1
Low	00.7	00.0	01.2	01.3	00.0	00.0	00.0	00.0	00.8	02.2	01.0	00.5
Very Low	01.0	01.2	00.8	01.3	01.6	00.0	01.2	00.0	00.8	02.2	01.9	00.0
Communicate through writing												
Very High	40.8	42.9	39.4	35.7	36.1	52.0	41.7	46.6	42.5	31.5	42.0	39.9
High	39.3	34.8	42.3	38.5	42.6	39.2	34.5	36.9	40.2	45.7	39.6	38.9
Moderate	16.5	16.8	16.3	21.3	18.0	07.2	21.4	14.6	13.4	17.4	14.0	18.7
Low	02.0	03.1	01.2	02.7	01.6	00.8	02.4	01.9	01.6	02.2	02.4	01.5
Very Low	01.5	02.5	00.8	01.8	01.6	00.8	00.0	00.0	02.4	03.3	01.9	01.0

Public Sample	Gender		Schooling at a 4 year college			Age				Familiarity With		
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Use research skills												
Very High	28.0	31.3	25.9	26.9	29.5	29.3	27.4	27.5	29.1	28.1	29.1	27.2
High	41.4	41.3	41.6	42.0	37.7	42.3	34.5	52.0	36.2	43.8	40.8	42.1
Moderate	23.1	21.9	23.9	21.9	29.5	22.0	29.8	18.6	24.4	20.2	22.3	23.6
Low	05.7	03.8	07.0	06.8	01.6	05.7	08.3	02.0	08.7	02.2	06.3	05.1
Very Low	01.7	01.9	01.6	02.3	01.6	00.8	00.0	00.0	01.6	05.6	01.5	02.1
Make basic calculations												
Very High	34.9	36.6	33.7	36.4	29.5	35.0	38.1	37.9	33.3	31.1	38.3	31.6
High	39.6	41.0	38.7	35.5	50.8	41.5	36.9	43.7	38.1	40.0	35.4	43.9
Moderate	19.8	17.4	21.4	20.9	18.0	18.7	20.2	15.5	22.2	20.0	18.9	20.4
Low	04.0	03.7	04.1	05.0	00.0	04.1	04.8	01.9	05.6	03.3	04.4	03.6
Very Low	01.7	01.2	02.1	02.3	01.6	00.8	00.0	01.0	00.2	05.6	02.9	00.5
Define, analyze and, solve problems												
Very High	43.7	49.4	40.0	40.0	31.1	56.5	42.9	49.5	44.9	36.7	42.2	45.7
High	42.0	39.4	43.7	41.4	54.1	37.1	48.8	40.8	39.4	41.1	43.2	40.6
Moderate	12.8	10.0	14.7	16.4	13.1	06.5	08.3	09.7	12.6	20.0	12.1	13.2
Low	01.0	00.0	01.6	01.4	01.6	00.0	00.0	00.0	02.4	01.1	01.5	00.5
Very Low	00.5	01.3	00.0	00.9	00.0	00.0	00.0	00.0	00.8	01.1	01.0	00.0
Use computer skills												
Very High	38.6	43.0	35.7	32.7	37.7	49.2	44.0	41.2	35.4	35.2	36.1	41.0
High	31.3	29.1	32.8	33.2	29.5	29.0	21.4	32.4	37.8	29.5	32.7	30.3
Moderate	17.4	20.3	15.6	16.6	24.6	15.3	23.8	23.5	15.7	06.8	15.6	19.5
Low	05.2	02.5	07.0	06.0	04.9	04.0	09.5	02.0	03.1	08.0	06.3	04.1
Very Low	07.5	05.1	09.0	11.5	03.3	02.4	01.2	01.0	07.9	20.5	09.3	05.1
View learning as a life-long process												
Very High	52.2	46.3	56.1	49.5	42.6	61.8	46.4	56.9	54.7	49.5	49.5	55.1
High	38.7	43.2	35.7	38.7	45.9	35.0	42.9	38.2	36.7	37.4	39.3	38.4
Moderate	08.4	09.3	07.8	10.8	09.8	03.3	10.7	04.9	07.8	11.0	09.7	06.6
Low	00.2	00.6	00.0	00.5	00.0	00.0	00.0	00.0	00.0	01.1	00.5	00.0
Very Low	00.5	00.6	00.4	00.5	00.2	00.0	00.0	00.0	00.8	01.1	00.5	00.0

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Respect the natural world and act responsible toward it												
Very Large	44.8	41.0	47.3	45.4	40.0	31.7	43.4	47.6	47.2	39.8	46.1	43.4
Large	41.5	38.5	43.6	39.4	50.0	41.1	39.8	35.0	41.7	50.0	41.7	41.8
Moderate	12.4	18.0	08.7	14.2	08.3	11.3	15.7	13.6	11.0	10.2	11.8	12.8
Small	01.0	01.9	00.4	00.5	01.7	01.6	01.2	02.9	00.0	00.0	00.5	01.5
Very Small	00.2	00.6	00.0	00.5	00.0	00.0	00.0	01.0	00.0	00.0	00.0	00.5
Act professionally												
Very High	52.8	52.8	52.9	47.1	50.0	64.5	58.3	62.1	54.8	35.2	51.2	54.0
High	36.5	37.3	36.1	39.4	40.0	29.8	32.1	32.0	36.5	46.2	39.0	34.3
Moderate	08.9	07.5	09.8	10.9	08.3	05.6	08.3	05.8	08.7	13.2	08.8	09.1
Low	01.0	01.2	00.8	01.8	00.0	00.0	00.0	00.0	00.0	03.3	00.0	02.0
Very Low	00.7	01.2	00.4	00.9	01.7	00.0	01.2	00.0	00.0	02.2	01.0	00.5
Accept new responsibilities												
Very High	43.3	45.1	42.1	36.6	42.6	55.6	50.0	48.5	46.1	28.0	41.6	44.9
High	47.4	43.8	49.8	50.0	52.5	40.3	44.0	41.7	46.9	58.1	48.3	46.5
Moderate	07.8	08.6	07.3	11.2	03.3	04.0	04.8	09.7	06.3	09.7	07.7	08.1
Low	00.2	00.6	00.0	00.4	00.0	00.0	00.0	00.0	00.0	01.1	00.0	00.5
Very Low	01.2	01.9	00.8	01.8	00.2	00.0	01.2	00.0	00.8	03.2	02.4	00.0
Use foreign languages												
Very High	09.8	12.2	08.3	08.8	10.2	11.5	10.7	09.1	08.0	12.5	08.4	11.4
High	19.6	16.0	22.0	20.8	20.3	17.2	10.7	16.2	22.4	28.4	18.8	20.7
Moderate	34.8	36.5	33.6	31.9	40.7	36.9	41.7	34.3	38.4	23.9	34.2	35.2
Low	18.4	18.6	18.3	17.6	16.9	20.5	19.0	24.2	17.6	12.5	17.8	19.2
Very Low	17.4	16.7	17.8	20.8	11.9	13.9	17.9	16.2	13.6	22.7	20.8	13.5
Continue to learn new things												
Very High	48.3	47.2	49.0	44.4	31.1	63.7	54.2	51.5	50.0	37.6	46.6	49.5
High	43.9	45.3	42.9	43.9	65.6	33.1	42.2	40.8	43.0	49.5	44.7	43.4
Moderate	06.1	05.6	06.5	09.4	01.6	02.4	03.6	06.8	06.3	07.5	06.7	05.6
Low	00.7	01.2	00.4	00.9	00.0	00.8	00.0	01.0	00.0	02.2	00.0	01.5
Very Low	01.0	00.6	01.2	01.3	01.6	00.0	00.0	00.0	00.8	03.2	01.9	00.0

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Apply scientific principles												
Very High	16.2	21.3	12.9	15.8	13.8	17.9	13.3	11.9	19.4	19.5	15.8	16.7
High	35.6	37.4	34.4	34.0	39.7	36.6	33.7	32.7	34.7	42.5	36.6	34.4
Moderate	37.1	32.9	39.8	36.7	36.2	38.2	37.3	41.6	37.9	31.0	35.1	39.1
Low	07.6	04.5	09.5	08.8	06.9	05.7	08.4	12.9	05.6	02.3	08.4	06.8
Very Low	03.5	03.9	03.3	04.7	03.4	01.6	07.2	01.0	02.4	04.6	04.0	03.1
How would you rate your undergraduate experience in preparing you to be able to:												
Work under pressure												
Very High	17.7	18.9	16.9	--	--	17.7	22.7	18.4	11.4	25.0	12.8	19.7
High	38.7	34.0	42.3	--	--	38.7	31.8	44.7	31.8	50.0	34.0	42.1
Moderate	37.9	41.5	35.2	--	--	37.9	40.9	31.6	47.7	25.0	46.8	32.9
Low	04.8	05.7	04.2	--	--	04.8	04.5	05.3	06.8	00.0	04.3	05.3
Very Low	00.8	00.0	01.4	--	--	00.8	00.0	00.0	02.3	00.0	02.1	00.0
Adapt to change												
Very High	22.4	28.3	18.1	--	--	22.4	31.8	21.1	15.6	30.0	17.0	24.7
High	44.0	34.0	51.4	--	--	44.0	40.9	44.7	46.7	40.0	44.7	44.2
Moderate	28.0	32.1	25.0	--	--	28.0	22.7	28.9	28.9	30.0	27.7	28.6
Low	04.0	03.8	04.2	--	--	04.0	04.5	05.3	04.4	00.0	06.4	02.6
Very Low	01.6	01.9	01.4	--	--	01.6	00.0	00.0	04.4	00.0	04.3	00.0
Work as a team member												
Very High	21.8	21.2	22.2	--	--	21.8	22.7	24.3	13.3	35.0	17.0	25.0
High	42.7	32.7	50.0	--	--	42.7	45.5	40.5	48.9	30.0	38.3	44.7
Moderate	27.4	36.5	20.8	--	--	27.4	22.7	24.3	28.9	35.0	40.4	19.7
Low	07.3	09.6	05.6	--	--	07.3	09.1	10.8	06.7	00.0	02.1	10.5
Very Low	00.8	00.0	01.4	--	--	00.8	00.0	00.0	02.2	00.0	02.1	00.0
Lead others												
Very High	16.8	18.9	15.3	--	--	16.8	18.2	18.4	11.1	25.0	14.9	18.2
High	33.6	24.5	40.3	--	--	33.6	31.8	36.8	33.3	30.0	21.3	40.3
Moderate	40.0	49.1	33.3	--	--	40.0	40.9	34.2	42.2	45.0	55.3	31.2
Low	07.2	05.7	08.3	--	--	07.2	09.1	07.9	08.9	00.0	02.1	10.4
Very Low	02.4	01.9	02.8	--	--	02.4	00.0	02.6	04.4	00.0	06.4	00.0

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Understand written information												
Very High	37.6	28.3	44.4	--	--	37.6	45.5	34.2	33.3	45.0	34.0	40.3
High	52.8	54.7	51.4	--	--	52.8	45.5	52.6	57.8	50.0	53.2	51.9
Moderate	07.2	13.2	02.8	--	--	07.2	09.1	10.5	04.4	05.0	08.5	06.5
Low	01.6	03.8	00.0	--	--	01.6	00.0	02.6	02.2	00.0	02.1	01.3
Very Low	00.8	00.0	01.4	--	--	00.8	00.0	00.0	02.2	00.0	02.1	00.0
Communicate through writing												
Very High	36.8	34.0	38.9	--	--	36.8	54.5	31.6	31.1	40.0	34.0	39.0
High	48.0	35.8	56.9	--	--	48.0	36.4	47.4	53.3	50.0	51.1	45.5
Moderate	12.0	24.5	02.8	--	--	12.0	09.1	15.8	11.1	10.0	10.6	13.0
Low	01.6	03.8	00.0	--	--	01.6	00.0	02.6	02.2	00.0	02.1	01.3
Very Low	01.6	01.9	01.4	--	--	01.6	00.0	02.6	02.2	00.0	02.1	01.3
Use research skills												
Very High	27.2	28.3	26.4	--	--	27.2	59.1	21.1	11.1	40.0	27.7	27.3
High	46.4	45.3	47.2	--	--	46.4	22.7	55.3	51.1	45.0	44.7	48.1
Moderate	21.6	18.9	23.6	--	--	21.6	18.2	21.1	28.9	10.0	23.4	19.5
Low	03.2	05.7	01.4	--	--	03.2	00.0	00.0	06.7	05.0	02.1	03.9
Very Low	01.6	01.9	01.4	--	--	01.6	00.0	02.6	02.2	00.0	02.1	01.3
Make basic calculations												
Very High	28.0	26.4	29.2	--	--	28.0	50.0	26.3	13.3	40.0	29.8	27.3
High	50.4	49.1	51.4	--	--	50.4	40.9	44.7	62.2	45.0	42.6	54.5
Moderate	14.4	15.1	13.9	--	--	14.4	04.5	18.4	15.6	15.0	21.3	10.4
Low	05.6	07.5	04.2	--	--	05.6	00.0	10.5	06.7	00.0	04.3	06.5
Very Low	01.6	01.9	01.4	--	--	01.6	04.5	00.0	02.2	00.0	02.1	01.3
Define, analyze, solve problems												
Very High	32.8	34.0	31.9	--	--	32.8	50.0	28.9	22.2	45.0	25.5	37.7
High	48.0	43.4	51.4	--	--	48.0	36.4	50.0	53.3	45.0	46.8	48.1
Moderate	16.8	20.8	13.9	--	--	16.8	09.1	21.1	20.0	10.0	23.4	13.0
Low	02.4	01.9	02.8	--	--	02.4	04.5	00.0	04.4	00.0	04.3	01.3

Public Sample	Gender		Schooling at a 4 year college			Age				Familiarity With		
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	UNI	
											Low	High
Use computer skills												
Very High	17.9	17.0	18.6	--	--	17.9	54.5	23.7	02.3	00.0	28.3	11.8
High	14.6	18.9	11.4	--	--	14.6	27.3	18.4	09.3	05.0	13.0	14.5
Moderate	25.2	28.3	22.9	--	--	25.2	13.6	36.8	27.9	10.0	17.4	30.3
Low	16.3	17.0	15.7	--	--	16.3	00.0	15.8	27.9	10.0	19.6	14.5
Very Low	26.0	18.9	31.4	--	--	26.0	04.5	05.3	32.6	75.0	21.7	28.9
Respect the natural world and act responsibly toward it												
Very High	18.5	23.1	15.3	--	--	18.5	18.2	13.2	13.6	40.0	19.6	18.2
High	23.4	15.4	29.2	--	--	23.4	18.2	26.3	27.3	15.0	21.7	24.7
Moderate	39.5	44.2	36.1	--	--	39.5	59.1	26.3	47.7	25.0	41.3	37.7
Low	16.1	15.4	16.7	--	--	16.1	04.5	31.6	11.4	10.0	13.0	18.2
Very Low	02.4	01.9	02.8	--	--	02.4	00.0	02.6	00.0	10.0	04.3	01.3
Act professionally												
Very High	32.8	24.5	38.9	--	--	32.8	45.5	28.9	26.7	40.0	29.8	33.8
High	41.6	41.5	41.7	--	--	41.6	22.7	34.2	51.1	55.0	42.6	41.6
Moderate	21.6	32.1	13.9	--	--	21.6	22.7	34.2	17.8	05.0	23.4	20.8
Low	03.2	01.9	04.2	--	--	03.2	09.1	02.6	02.2	00.0	02.1	03.9
Very Low	00.8	00.0	01.4	--	--	00.8	00.0	00.0	02.2	00.0	02.1	00.0
Accept new responsibilities												
Very High	31.2	30.2	31.9	--	--	31.2	50.0	26.3	22.2	40.0	31.9	31.2
High	45.6	39.6	50.0	--	--	45.6	31.8	39.5	55.6	50.0	38.3	49.4
Moderate	20.0	26.4	15.3	--	--	20.0	18.2	31.6	15.6	10.0	21.3	19.5
Low	01.6	01.9	01.4	--	--	01.6	00.0	02.6	02.2	00.0	04.3	00.0
Very Low	01.6	01.9	01.4	--	--	01.6	00.0	00.0	04.4	00.0	04.3	00.0
Use foreign languages												
Very High	04.0	01.9	05.6	--	--	04.0	13.6	02.6	00.0	05.0	04.3	03.9
High	10.4	09.4	11.1	--	--	10.4	13.6	15.8	06.7	05.0	08.5	11.7
Moderate	33.6	39.6	29.2	--	--	33.6	31.8	23.7	42.2	35.0	31.9	33.8
Low	28.0	26.4	29.2	--	--	28.0	18.2	39.5	24.4	25.0	27.7	28.6
Very Low	24.0	22.6	25.0	--	--	24.0	22.7	18.4	26.7	30.0	27.7	22.1

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Continue to learn new things												
Very High	38.4	35.8	40.3	--	--	38.4	63.6	36.8	26.7	40.0	38.3	37.7
High	47.2	47.2	47.2	--	--	47.2	27.3	44.7	60.0	45.0	42.6	50.6
Moderate	12.8	15.1	11.1	--	--	12.8	09.1	15.8	13.3	10.0	19.1	09.1
Low	00.8	01.9	00.0	--	--	00.8	00.0	02.6	00.0	00.0	00.0	01.3
Very Low	00.8	00.0	01.4	--	--	00.8	00.0	00.0	00.0	05.0	00.0	01.3
Apply scientific principles												
Very High	19.2	20.8	18.1	--	--	19.2	22.7	18.4	15.6	25.0	14.9	20.8
High	34.4	41.5	29.2	--	--	34.4	31.8	34.2	33.3	40.0	36.2	33.8
Moderate	36.0	26.4	43.1	--	--	36.0	31.8	39.5	42.2	20.0	40.4	33.8
Low	09.6	11.3	08.3	--	--	09.6	13.6	07.9	06.7	15.0	06.4	11.7
Very Low	00.8	00.0	01.4	--	--	00.8	00.0	00.0	02.2	00.0	02.1	00.0
Overall, how would you rate your undergraduate experience in preparing you for your work or main life activities?												
Very High	22.4	20.8	23.6	--	--	22.4	31.8	15.8	13.3	45.0	23.4	20.8
High	53.6	54.7	52.8	--	--	53.6	45.5	60.5	55.6	45.0	40.4	62.3
Moderate	21.6	24.5	19.4	--	--	21.6	18.2	23.7	26.7	10.0	31.9	15.6
Low	02.4	00.0	04.2	--	--	02.4	04.5	00.0	04.4	00.0	04.3	01.3
How would you rate the contributions of courses in your major to the value of your undergraduate education												
Very High	39.2	37.7	40.3	--	--	39.2	36.4	36.8	33.3	60.0	31.9	42.9
High	45.6	47.2	44.4	--	--	45.6	45.5	52.6	46.7	30.0	48.9	44.2
Moderate	10.4	11.3	09.7	--	--	10.4	18.2	07.9	13.3	00.0	17.0	06.5
Low	04.8	03.8	05.6	--	--	04.8	00.0	02.6	06.7	10.0	02.1	06.5

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
How would you rate the contributions of elective courses to the value of your undergraduate education												
Very High	12.2	13.5	11.3	--	--	12.2	13.6	13.2	08.9	16.7	04.3	17.1
High	41.5	50.0	35.2	--	--	41.5	22.7	47.4	48.9	33.3	37.0	44.7
Moderate	39.8	32.7	45.1	--	--	39.8	50.0	36.8	37.8	38.9	45.7	35.5
Low	05.7	03.8	07.0	--	--	05.7	09.1	02.6	04.4	11.1	10.9	02.6
Very Low	00.8	00.0	01.4	--	--	00.8	04.5	00.0	00.0	00.0	02.2	00.0
How would you rate the contributions of general education courses to the value of your undergraduate education												
Very High	08.9	07.7	09.9	--	--	08.9	04.5	08.1	04.4	26.3	06.5	10.5
High	30.9	23.1	36.6	--	--	30.9	31.8	21.6	37.8	31.6	26.1	34.2
Moderate	48.8	59.6	40.8	--	--	48.8	40.9	64.9	46.7	31.6	52.2	46.1
Low	07.3	07.7	07.0	--	--	07.3	13.6	02.7	06.7	10.5	08.7	06.6
Very Low	04.1	01.9	05.6	--	--	04.1	09.1	02.7	04.4	00.0	06.5	02.6
How well did your undergraduate education meet your expectations												
Surpassed Expectations	08.9	09.4	08.5	--	--	08.9	04.5	18.4	02.2	10.5	04.3	11.7
Met All Expectations	40.3	39.6	40.8	--	--	40.3	40.9	31.6	35.6	68.4	41.3	39.0
Met Many Expectations	48.4	47.2	49.3	--	--	48.4	54.5	50.0	55.6	21.1	47.8	49.4
Met Few or No Expectations	02.4	03.8	01.4	--	--	02.4	00.0	00.0	06.7	00.0	06.5	00.0
Would you say that the contribution of your undergraduate education to your quality of life is:												
Very Large	37.9	37.7	38.0	--	--	37.9	50.0	37.8	28.9	45.0	32.6	41.6
Large	47.6	47.2	47.9	--	--	47.6	36.4	48.6	55.6	40.0	45.7	48.1
Moderate	12.1	11.3	12.7	--	--	12.1	13.6	13.5	11.1	10.0	17.4	09.1
Small	02.4	03.8	01.4	--	--	02.4	00.0	00.0	04.4	05.0	04.3	01.3

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
How likely are you to turn to UNI for:												
Academic Knowledge												
Very Likely	04.2	06.9	02.5	02.7	11.7	03.2	06.0	02.0	05.5	03.3	03.9	04.6
Likely	16.1	16.9	15.6	15.5	15.0	17.6	14.5	24.8	15.7	08.7	12.6	19.8
Unlikely	44.3	47.5	42.2	41.1	50.0	47.2	51.8	38.6	40.2	50.0	42.2	46.7
Very Unlikely	35.4	28.8	39.8	40.6	23.3	32.0	27.7	34.7	38.6	38.0	41.3	28.9
Business Assistance												
Very Likely	02.7	04.4	01.6	01.8	05.0	03.3	03.6	03.0	03.2	01.1	01.9	03.6
Likely	12.9	13.8	12.2	13.1	16.7	10.6	17.9	13.9	14.4	05.4	13.1	12.8
Unlikely	49.5	55.3	45.7	47.1	53.3	52.0	50.0	52.5	46.4	49.5	43.7	56.1
Very Unlikely	34.9	26.4	40.4	38.0	25.0	34.1	28.6	30.7	36.0	44.1	41.3	27.6
Community Planning												
Very Likely	02.5	04.5	01.2	03.2	03.3	00.8	03.6	01.0	03.2	02.2	02.0	03.1
Likely	09.5	09.6	09.5	09.2	11.5	09.1	13.3	12.1	09.6	03.3	10.9	08.2
Unlikely	53.6	61.8	48.3	50.2	59.0	57.0	57.8	56.6	49.6	51.6	47.0	61.0
Very Unlikely	34.3	24.2	40.9	37.3	26.2	33.1	25.3	30.3	37.6	42.9	40.1	27.7
Cultural Entertainment												
Very Likely	05.2	06.3	04.5	03.7	05.0	08.1	07.3	05.9	04.0	04.3	01.5	09.1
Likely	29.4	34.6	25.9	26.1	33.3	33.1	35.4	33.7	27.8	21.7	24.6	34.5
Unlikely	39.3	42.8	37.0	41.3	33.3	38.7	40.2	41.6	38.1	37.0	41.1	37.6
Very Unlikely	26.1	16.4	32.5	28.9	28.3	20.2	17.1	18.8	30.2	37.0	32.5	18.8
Current Event Information												
Very Likely	03.0	05.1	01.6	02.8	08.2	00.8	04.8	01.0	02.4	04.4	02.5	03.6
Likely	22.9	24.7	21.8	19.8	29.5	25.2	30.1	29.0	22.2	11.0	18.2	28.1
Unlikely	47.6	55.7	42.4	49.8	36.1	49.6	44.6	53.0	44.4	48.4	44.8	51.0
Very Unlikely	26.4	14.6	34.2	27.6	26.2	24.4	20.5	17.0	31.0	36.3	34.5	17.3
Employment Assistance												
Very Likely	02.7	05.1	01.2	03.2	01.7	02.5	07.3	02.0	02.4	00.0	02.0	03.6
Likely	11.5	12.0	11.1	10.9	10.2	13.1	18.3	18.0	09.6	01.1	11.8	11.3
Unlikely	53.6	62.7	47.7	52.3	61.0	52.5	56.1	53.0	55.2	49.5	49.0	59.0
Very Unlikely	32.2	20.3	39.9	33.6	27.1	32.0	18.3	27.0	32.8	49.5	37.3	26.2

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Sports Entertainment												
Very Likely	07.6	11.2	05.3	08.1	08.3	06.5	10.7	06.9	06.3	07.5	06.3	09.1
Likely	32.5	42.9	25.7	28.8	36.7	37.1	34.5	35.6	34.6	24.7	22.8	42.9
Unlikely	37.4	34.8	39.2	39.2	35.0	35.5	36.9	43.6	35.4	33.3	42.2	32.8
Very Unlikely	22.4	11.2	29.8	23.9	20.0	21.0	17.9	13.9	23.6	34.4	28.6	15.2
Technological Assistance												
Very Likely	02.8	05.8	00.8	02.8	04.9	01.6	04.9	02.0	03.2	01.1	02.0	03.6
Likely	14.5	17.9	12.3	13.4	18.0	14.6	17.1	20.0	14.5	06.5	13.7	15.5
Unlikely	52.5	55.8	50.4	51.4	50.8	55.3	54.6	53.0	51.6	50.5	47.8	58.0
Very Unlikely	30.3	20.5	36.5	32.4	26.2	28.5	23.2	25.0	30.6	41.9	36.6	22.8
Workforce Recruitment												
Very Likely	03.5	06.9	01.2	03.2	03.3	04.1	07.3	02.0	04.0	01.1	03.0	04.0
Likely	15.6	20.1	12.7	14.2	16.4	17.9	20.7	23.8	15.1	03.2	13.8	17.7
Unlikely	50.9	52.8	49.6	51.6	52.5	48.8	51.2	49.5	49.2	53.8	47.8	54.5
Very Unlikely	30.0	20.1	36.5	31.1	27.9	29.8	20.7	24.8	31.7	41.9	35.5	23.7
It is important to me that UNI is a strong university												
Strongly Agree	37.6	37.9	37.4	30.3	39.3	49.6	26.5	37.9	48.8	32.3	24.8	51.3
Agree	47.9	52.2	45.1	52.5	45.9	40.8	55.4	47.6	35.4	58.1	53.9	41.7
Agree Nor Disagree	12.5	07.5	15.9	14.5	13.1	08.8	16.9	12.6	12.6	08.6	19.4	05.0
Disagree	01.7	02.5	01.2	02.3	01.6	00.8	01.2	01.9	02.4	01.1	01.5	02.0
Strongly Disagree	00.2	00.0	00.4	00.5	00.0	00.0	00.0	00.0	00.8	00.0	00.5	00.0
Things that happen at UNI are of interest to me												
Strongly Agree	08.3	09.3	07.6	06.9	11.7	08.9	04.8	05.0	16.0	04.5	03.5	13.1
Agree	43.9	51.6	38.7	44.9	40.0	43.9	36.1	43.6	40.0	57.3	35.0	53.0
Agree Nor Disagree	34.1	29.2	37.4	29.6	43.3	37.4	41.0	36.6	35.2	23.6	42.0	25.8
Disagree	12.5	08.7	15.1	16.7	05.0	08.9	18.1	14.9	07.2	11.2	17.0	08.1
Strongly Disagree	01.3	01.2	01.3	01.9	00.0	00.8	00.0	00.0	01.6	03.4	02.5	00.0

Public Sample	Gender		Schooling at a 4 year college			Age				Familiarity With		
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
How do you compare your actual qualifications or skills to those that you need to be successful in your current work or main life activities												
More than needed	28.7	26.3	30.3	23.0	23.0	42.1	31.3	37.3	29.7	28.5	22.5	35.4
Just what's needed	54.7	56.9	53.3	53.2	59.0	55.4	49.4	47.1	51.6	54.8	54.9	54.5
Less than needed	16.6	16.9	16.4	23.9	18.0	02.5	19.3	15.7	18.8	16.6	22.5	10.1
Given you actual qualifications and skills, would you say:												
Pay is more than fair	08.1	05.0	10.6	09.2	04.7	08.2	05.8	10.3	08.4	00.0	08.1	08.1
Pay is about right	52.7	53.8	51.8	59.7	58.1	41.8	52.2	55.2	47.4	88.9	51.6	54.1
Pay is less than fair	39.2	41.2	37.6	31.1	37.2	50.0	42.0	34.5	44.2	11.1	40.3	37.8
Has an undergraduate degree from UNI												
Yes	23.1	27.8	19.0	--	--	23.1	15.4	23.1	25.8	25.0	04.2	31.5
No	76.9	72.2	81.0	--	--	76.9	84.6	76.9	74.2	75.0	95.8	68.5
Has an advanced degree from UNI												
Yes	05.6	00.0	10.0	--	--	05.6	00.0	12.5	00.0	00.0	00.0	07.7
No	94.4	100	90.0	--	--	94.4	100	87.5	100	100	100	92.3
Anyone in household is a UNI graduate												
Yes	07.8	12.3	04.8	02.2	04.9	19.2	09.5	07.8	09.4	04.3	02.4	13.6
No	92.2	87.7	95.2	97.8	95.1	80.8	90.5	92.2	90.6	95.7	97.6	86.4
Anyone in the household is currently attending UNI												
Yes	02.7	05.6	00.8	01.8	03.3	04.0	04.8	00.0	04.7	01.1	01.0	04.5
No	97.3	94.4	99.2	98.2	96.7	96.0	95.2	100	95.3	98.9	99.0	95.5

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Anyone in the household is likely to attend UNI within 5 years												
Yes	06.1	08.0	04.8	04.9	11.5	05.6	10.7	07.8	05.5	01.1	03.3	09.0
No	93.9	92.0	95.2	95.1	88.5	94.4	89.3	92.2	94.5	98.9	96.7	91.0
Any UNI connection in household												
Yes	13.4	19.8	09.3	07.1	18.0	22.4	20.2	14.6	14.8	04.3	05.3	22.1
No	86.6	80.2	90.7	92.9	82.0	77.6	79.8	85.4	85.2	95.7	94.7	77.9
Do you learn about things happening at UNI through:												
News media												
No	29.3	24.7	32.3	32.1	27.9	24.8	52.4	32.0	17.2	22.3	39.7	18.6
Yes	70.7	75.3	67.7	67.9	72.1	75.2	47.6	68.0	82.8	77.7	60.3	81.4
UNI publications												
No	81.7	80.2	82.7	87.5	80.3	72.0	88.1	85.4	73.4	83.0	90.0	72.9
Yes	18.3	19.8	17.3	12.5	19.7	28.0	11.9	14.6	26.6	17.0	10.0	27.1
UNI students												
No	68.8	67.9	69.4	73.2	57.4	66.4	63.1	69.9	70.3	71.3	80.9	55.8
Yes	31.2	32.1	30.6	26.8	42.6	33.6	36.9	30.1	29.7	28.7	19.1	44.2
Graduates of UNI												
No	58.0	48.8	64.1	69.9	45.9	43.2	53.6	59.2	56.3	62.8	75.6	39.2
Yes	42.0	51.2	35.9	30.4	54.1	56.8	46.4	40.8	43.8	37.2	24.4	60.8
Friends or relatives												
No	52.2	45.1	56.9	57.6	42.6	47.2	47.6	58.3	50.0	53.2	69.4	33.7
Yes	47.8	54.9	43.1	42.4	57.4	52.8	52.4	41.7	50.0	46.8	30.6	66.3
UNI employees												
No	92.0	88.9	94.0	95.5	91.8	85.6	96.4	91.3	86.7	95.7	96.7	86.9
Yes	08.0	11.1	06.0	04.5	08.2	14.4	03.6	08.7	13.3	04.3	03.3	13.1
Internet or Email												
No	87.3	84.6	89.1	87.5	85.2	88.0	78.6	86.4	86.7	97.9	89.0	85.4
Yes	12.7	15.4	10.9	12.5	14.8	12.0	21.4	13.6	13.3	02.1	11.0	14.6
University events												
No	83.9	79.0	87.1	88.4	82.0	76.8	84.5	83.5	82.0	86.2	94.3	72.9
Yes	16.1	21.0	12.9	11.6	18.0	23.2	15.5	16.5	18.0	13.8	05.7	27.1

Public Sample	Gender		Schooling at a 4 year college		Age				Familiarity With			
	Total	Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Some other way												
No	98.5	97.5	99.2	98.7	100	97.6	96.4	98.1	99.2	100	99.5	97.5
Yes	01.5	02.5	00.8	01.3	00.0	02.4	03.6	01.9	00.8	00.0	00.5	02.5
Never hear about UNI												
No	85.6	86.4	85.1	81.3	93.4	89.6	78.6	84.5	89.1	88.3	75.6	96.0
Yes	14.4	13.6	14.9	18.8	06.6	10.4	21.4	15.5	10.9	11.7	24.4	04.0
Would you like to learn: About things happening at UNI?												
No	71.8	67.5	74.6	70.0	68.9	76.4	68.7	68.0	72.8	77.2	73.4	70.4
Yes	28.2	32.5	25.4	30.0	31.1	23.6	31.3	32.0	27.2	22.8	26.6	29.6
Through news media?												
No	33.3	30.8	35.5	27.3	42.1	41.4	42.3	45.5	23.5	19.0	33.3	32.2
Yes	66.7	69.2	64.5	72.7	57.9	58.6	57.7	54.5	76.5	81.0	66.7	67.8
Through UNI publications?												
No	34.2	34.6	33.9	22.7	47.4	51.7	50.0	42.4	14.7	33.3	37.0	30.5
Yes	65.8	65.4	66.1	77.3	52.6	48.3	50.0	57.6	85.3	66.7	63.0	69.5
Through UNI students?												
No	57.9	51.9	62.9	53.0	52.6	72.4	57.7	66.7	55.9	47.6	59.3	55.9
Yes	42.1	48.1	37.1	47.0	47.4	27.6	42.3	33.3	44.1	52.4	40.7	44.1
Through graduates of UNI?												
No	56.1	48.1	62.9	53.0	52.6	65.5	57.7	60.6	55.9	47.6	59.3	52.5
Yes	43.9	51.9	37.1	47.0	47.4	34.5	42.3	39.4	44.1	52.4	40.7	47.5
Through friends and relatives? (Q21b_15)												
No	58.8	53.8	62.9	57.6	42.1	72.4	65.4	63.6	55.9	47.6	72.2	45.8
Yes	41.2	46.2	37.1	42.4	57.9	27.6	34.6	36.4	44.1	52.4	27.8	54.2
Through UNI employees?												
No	70.2	76.9	64.5	66.7	63.2	82.8	69.2	72.7	61.8	81.0	74.1	66.1
Yes	29.8	23.1	35.5	33.3	36.8	17.2	30.8	27.3	38.2	19.0	25.9	33.9

Public Sample	Total	<u>Gender</u>		<u>Schooling at a 4 year college</u>		<u>Age</u>				<u>Familiarity With UNI</u>		
		Male	Female	None	Attended, no Degree	Degree Earned	18-29	30-44	45-64	65+	Low	High
Through internet and email?												
No	49.1	51.9	46.8	51.5	31.6	55.2	50.0	36.4	47.1	71.4	51.9	45.8
Yes	50.9	48.1	53.2	48.5	68.4	44.8	50.0	63.6	52.9	28.6	48.1	54.2
By attending university events?												
No	61.4	63.5	59.7	59.1	57.9	69.0	65.4	57.6	58.8	66.7	64.8	57.6
Yes	38.6	36.5	40.3	40.9	42.1	31.0	34.6	42.4	41.2	33.3	35.2	42.4
Through some other way?												
No	99.1	100	98.4	100	100	96.6	100	97.0	100	100	100	98.3
Yes	00.9	00.0	01.6	00.0	00.0	03.4	00.0	03.0	00.0	00.0	00.0	01.7

Appendix C

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
How proud are you of UNI?									
Extremely Proud	28.1	24.7	23.4	24.7	29.9	26.7	31.7	16.7	26.4
Very Proud	49.5	47.7	48.2	46.8	51.2	52.0	50.8	43.8	48.3
Somewhat Proud	19.9	24.3	26.6	24.0	17.6	20.0	16.4	33.3	20.7
Not Very Proud	02.0	02.6	01.5	03.9	00.8	00.0	01.1	04.2	04.6
Not at all Proud	00.5	00.7	00.3	00.6	00.4	01.3	00.0	02.1	00.0
How important to you is to be a UNI alumnus?									
Very Important	31.3	29.6	27.8	28.6	32.8	27.6	33.0	22.9	35.6
Somewhat Important	39.1	39.7	42.3	40.9	38.1	39.5	37.2	43.8	40.2
Neutral	21.1	23.5	21.0	19.5	22.1	25.0	21.8	22.9	14.9
Not Very Important	06.2	05.5	06.2	07.8	05.3	03.9	05.9	10.4	06.9
Not at all Important	02.2	01.6	02.7	03.2	01.6	03.9	02.1	00.0	02.3
How much of a contribution does UNI make to:									
State's economy in general									
Very Large	04.9	04.9	04.7	05.6	04.0	06.7	03.7	08.1	02.9
Large	32.1	27.6	30.8	31.7	32.6	25.0	37.8	21.6	32.9
Moderate	53.4	51.0	46.6	50.0	56.0	55.0	54.1	48.6	54.3
Small	08.5	13.2	15.1	12.7	05.7	13.3	03.7	18.9	08.6
Very Small	01.0	03.3	02.9	00.0	01.7	00.0	00.7	02.7	01.4
Creation of a well-trained workforce									
Very Large	13.8	13.6	12.4	12.3	14.5	10.0	15.4	08.9	15.8
Large	59.6	52.3	52.4	58.7	60.3	60.0	62.3	55.6	56.6
Moderate	25.6	31.4	32.4	26.8	24.8	30.0	21.6	28.9	27.6
Small	01.1	02.8	02.4	02.2	00.5	00.0	00.6	06.7	00.0
Very Small	00.0	00.0	00.3	--	--	--	--	--	--

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Technological competitiveness of the state									
Very Large	04.2	06.4	04.7	02.4	05.0	00.0	05.9	02.6	04.2
Large	42.4	34.7	29.6	42.9	42.5	39.3	45.6	28.9	46.5
Moderate	41.4	43.0	49.8	42.9	40.2	44.3	39.7	44.7	40.8
Small	10.4	14.7	12.0	09.5	11.2	16.4	07.4	15.8	08.5
Very Small	01.6	01.2	04.0	02.4	01.1	00.0	01.5	07.9	00.0
Enhancement of research and innovation									
Very Large	04.8	02.8	01.9	04.1	04.9	03.4	05.6	02.9	04.2
Large	31.5	26.3	27.3	31.7	31.5	23.7	37.1	17.1	33.8
Moderate	52.7	49.0	48.4	49.6	54.9	50.8	50.3	62.9	54.9
Small	09.3	18.7	18.5	12.2	07.6	18.6	06.3	11.4	07.0
Very Small	01.6	03.2	03.9	02.4	01.1	03.4	00.7	05.7	00.0
Providing arts and cultural attractions									
Very Large	13.8	12.2	11.9	09.0	16.5	01.5	17.6	06.4	19.7
Large	42.7	37.5	34.8	39.6	44.0	36.9	40.0	44.7	51.3
Moderate	34.0	38.2	39.6	38.8	31.7	49.2	31.5	40.4	23.7
Small	09.3	09.4	11.3	12.7	07.3	12.3	10.3	08.5	05.3
Very Small	00.3	02.8	02.4	00.0	00.5	00.0	00.6	00.0	00.0
Providing recreation and sporting attractions									
Very Large	13.3	10.3	09.4	09.5	15.5	05.8	16.3	06.5	16.9
Large	37.7	35.3	36.4	35.8	39.1	33.3	34.3	52.2	40.3
Moderate	44.3	42.5	40.0	49.6	40.9	55.1	43.4	34.8	42.9
Small	03.6	11.6	12.4	03.6	03.6	02.9	05.4	04.3	00.0
Very Small	01.1	00.3	01.8	01.5	00.9	02.9	00.6	02.2	00.0
Keeping young people in the state									
Very Large	05.0	04.6	06.4	02.4	06.3	00.0	06.6	04.8	05.4
Large	22.2	21.7	21.3	22.0	22.7	14.7	24.5	16.7	28.4
Moderate	47.6	46.8	42.0	49.6	46.4	54.4	44.4	50.0	47.3
Small	17.8	21.3	24.8	19.7	16.9	19.1	19.2	16.7	14.9
Very Small	07.4	05.7	05.4	06.3	07.7	11.8	05.3	11.9	04.1

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Attracting talented people to the state									
Very Large	02.2	01.9	05.1	01.7	02.0	00.0	02.1	00.0	04.3
Large	17.7	15.3	15.2	15.3	19.5	18.5	16.7	20.0	18.6
Moderate	53.7	48.9	43.0	53.4	54.0	43.1	59.0	42.5	60.0
Small	19.9	28.6	31.0	23.7	18.0	27.7	16.0	27.5	17.1
Very Small	06.5	05.3	05.7	05.9	06.5	10.8	06.3	10.0	00.0
Providing leadership training									
Very Large	09.0	05.8	03.2	03.8	12.0	02.9	11.5	02.4	11.7
Large	37.4	39.0	38.7	33.3	39.7	35.3	43.6	31.7	28.6
Moderate	46.1	40.2	43.2	53.0	42.1	51.5	39.1	56.1	51.9
Small	06.4	12.4	12.9	09.1	04.8	08.8	05.1	07.3	06.5
Very Small	01.2	02.7	01.9	00.8	01.4	01.5	00.6	02.4	01.3
Solving practical problems within the state									
Very Large	04.6	04.1	02.3	02.6	05.5	00.0	05.8	05.4	04.6
Large	28.1	22.1	23.5	33.3	24.5	25.0	27.5	16.2	38.5
Moderate	52.3	51.6	50.4	47.4	55.8	57.1	55.0	48.6	46.2
Small	13.9	18.4	21.2	14.9	13.5	17.9	10.8	27.0	09.2
Very Small	01.1	03.7	02.7	01.8	00.6	00.0	00.8	02.7	01.5
Improving public health									
Very Large	02.3	02.4	02.2	01.0	02.5	00.0	02.6	02.9	01.7
Large	12.4	10.0	15.7	08.7	14.6	05.7	13.7	14.7	13.6
Moderate	54.5	41.9	42.3	51.9	57.6	52.8	59.8	44.1	54.2
Small	24.1	36.2	33.3	27.9	20.9	35.8	20.5	17.6	23.7
Very Small	06.8	09.5	06.4	10.6	04.4	05.7	03.4	20.6	06.8
Helping protect or enhance the environment									
Very Large	03.0	04.0	04.9	00.8	04.0	00.0	04.5	00.0	03.0
Large	23.5	21.3	23.2	19.3	25.7	10.0	23.3	25.0	33.3
Moderate	52.7	42.7	43.9	51.3	54.9	48.3	57.9	50.0	50.0
Small	17.8	27.1	23.5	26.1	12.0	40.0	12.8	13.9	10.6
Very Small	03.0	04.9	04.6	02.5	03.4	01.7	01.5	11.1	03.0

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Providing assistance to businesses									
Very Large	09.0	11.6	07.5	04.9	11.4	08.8	10.1	08.6	06.2
Large	42.9	42.2	36.9	41.0	44.0	41.2	41.0	40.0	49.2
Moderate	40.3	34.5	40.6	42.6	39.1	41.2	43.9	31.4	38.5
Small	06.8	10.0	13.7	10.7	04.3	08.8	05.0	14.3	04.6
Very Small	01.0	01.6	01.4	00.8	01.1	00.0	00.0	05.7	01.5
Increasing the quality of life for the state in general									
Very Large	09.7	09.1	03.5	05.2	12.3	01.5	12.7	06.7	11.7
Large	43.4	39.6	38.1	46.3	41.5	35.8	44.3	40.0	49.4
Moderate	38.9	42.5	45.4	39.6	38.7	50.7	37.3	40.0	32.5
Small	06.9	06.5	10.8	09.0	05.7	11.9	04.4	11.1	05.2
Very Small	01.1	02.2	02.2	00.0	01.9	00.0	01.3	02.2	01.3
Increasing your own personal quality of life									
Very Large	17.9	17.2	17.1	16.7	18.1	18.3	15.9	17.4	20.2
Large	43.4	39.4	47.6	34.7	49.1	38.0	50.6	30.4	40.5
Moderate	24.2	29.3	24.6	30.6	20.3	33.8	21.6	28.3	20.2
Small	08.9	09.8	07.8	10.4	08.2	08.5	06.3	13.0	13.1
Very Small	05.5	04.4	03.0	07.6	04.3	01.4	05.7	10.9	06.0
Increasing your own economic well-being									
Very Large	11.1	14.6	12.0	11.1	10.9	15.3	09.1	02.2	15.7
Large	41.8	36.7	43.1	32.6	47.8	40.3	48.6	37.8	31.3
Moderate	28.0	28.2	30.1	32.6	24.8	29.2	28.0	24.4	28.9
Small	12.2	11.9	10.2	15.3	10.4	12.5	08.0	20.0	16.9
Very Small	06.9	08.5	04.5	08.3	06.1	02.8	06.3	15.6	07.2
In your work or main life activities, rate the importance of being able to:									
Work under pressure									
Very High	23.4	27.1	18.8	16.4	27.8	14.5	23.4	31.3	26.7
High	44.6	43.9	48.5	53.9	38.6	53.9	44.0	35.4	41.9
Moderate	25.4	22.8	28.8	25.0	25.7	27.6	23.4	27.1	27.9
Low	05.3	04.0	02.9	03.9	06.2	03.9	07.6	02.1	03.5
Very Low	01.3	02.3	00.9	00.7	01.7	00.0	01.6	04.2	00.0

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Adapt to Change									
Very High	34.1	42.6	38.8	32.0	35.1	21.1	37.6	39.6	33.7
High	47.1	44.6	46.5	45.1	48.3	61.8	43.0	37.5	48.8
Moderate	16.8	11.8	12.1	21.6	14.0	15.8	17.7	16.7	16.3
Low	01.5	01.0	02.4	00.7	02.1	01.3	01.6	02.1	01.2
Very Low	00.5	00.0	00.3	00.7	00.4	00.0	00.0	04.2	00.0
Work as a team member									
Very High	32.7	43.3	43.2	30.7	33.6	22.4	38.4	29.2	30.2
High	45.7	42.0	42.1	41.8	48.1	60.5	47.0	27.1	40.7
Moderate	18.6	12.1	11.8	24.2	15.4	11.8	13.5	33.3	27.9
Low	02.5	02.6	02.4	03.3	02.1	05.3	00.5	08.3	01.2
Very Low	00.5	00.0	00.6	00.0	00.8	00.0	00.5	02.1	00.0
Lead others									
Very High	27.5	33.7	26.0	28.1	27.6	17.1	34.4	18.8	27.6
High	45.3	37.3	48.1	47.7	43.2	52.6	43.0	45.8	41.4
Moderate	23.5	25.2	21.8	22.2	24.3	23.7	20.4	29.2	27.6
Low	03.3	03.3	03.5	01.3	04.5	06.6	02.2	02.1	03.4
Very Low	00.5	00.7	00.6	00.7	00.4	00.0	00.0	04.2	00.0
Understand written information									
Very High	43.5	44.0	39.1	39.9	46.1	32.9	47.8	41.7	44.8
High	42.0	41.7	45.3	39.9	43.2	53.9	41.9	35.4	34.5
Moderate	13.3	12.7	15.0	18.3	9.9	11.8	9.7	18.8	19.5
Low	01.3	01.6	00.3	02.0	00.8	01.3	00.5	04.2	01.1
Very Low	00.0	00.0	00.3	--	--	--	--	--	--
Communicate through writing									
Very High	37.5	44.3	35.0	32.0	41.2	25.0	43.5	35.4	36.8
High	41.3	35.8	40.6	39.2	42.0	48.7	37.6	47.9	37.9
Moderate	19.5	16.6	21.2	26.8	15.2	25.0	17.7	12.5	23.0
Low	01.5	02.9	02.4	02.0	01.2	01.3	01.1	02.1	02.3
Very Low	00.3	00.3	00.9	00.0	00.4	00.0	00.0	02.1	00.0

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Use research skills									
Very High	17.2	17.6	14.7	11.9	20.3	14.5	18.6	16.7	16.3
High	33.8	30.7	37.9	39.1	30.7	31.6	37.2	27.1	32.6
Moderate	36.1	38.2	30.9	34.4	36.9	40.8	35.0	33.3	36.0
Low	09.8	11.1	13.5	10.6	09.5	07.9	07.1	14.6	15.1
Very Low	03.0	02.3	02.9	04.0	02.5	05.3	02.2	08.3	00.0
Make basic calculations									
Very High	20.3	29.1	19.5	21.6	18.9	23.7	18.3	16.7	21.8
High	40.0	30.7	39.8	44.4	37.9	43.4	43.0	25.0	40.2
Moderate	32.8	31.4	31.9	27.5	35.8	27.6	32.8	43.8	31.0
Low	05.5	08.8	08.0	04.6	06.2	05.3	03.8	10.4	06.9
Very Low	01.5	00.0	00.9	02.0	01.2	00.0	02.2	04.2	00.0
Define, analyze and, solve problems									
Very High	36.0	46.1	42.6	36.6	35.8	34.2	34.9	35.4	40.2
High	46.8	36.9	43.5	48.4	45.3	51.3	49.5	39.6	40.2
Moderate	15.3	15.0	11.8	13.7	16.5	14.5	13.4	18.8	18.4
Low	01.8	01.3	01.8	01.3	02.1	00.0	01.6	06.3	01.1
Very Low	00.3	00.7	00.3	00.0	00.4	00.0	00.5	00.0	00.0
Use computer skills									
Very High	30.7	38.4	38.8	25.3	34.6	39.7	26.4	26.7	35.4
High	34.4	34.1	35.0	41.1	29.4	37.0	34.3	37.8	28.0
Moderate	22.8	19.7	20.9	21.2	23.8	17.8	23.6	22.2	26.8
Low	05.5	05.2	04.4	03.4	06.9	01.4	07.9	04.4	04.9
Very Low	06.6	02.6	00.9	08.9	05.2	04.1	07.9	08.9	04.9
View learning as a life-long process									
Very High	51.9	54.4	49.7	42.8	57.2	30.3	58.1	57.4	54.0
High	37.8	36.8	38.8	42.8	35.0	56.6	34.4	23.4	36.8
Moderate	08.0	07.8	10.0	11.8	05.8	11.8	05.9	08.5	09.2
Low	02.0	01.0	01.5	02.0	02.1	00.0	01.6	10.6	00.0
Very Low	00.3	00.0	00.0	00.7	00.0	01.3	00.0	00.0	00.0

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Respect the natural world and act responsible toward it									
Very Large	25.8	27.5	24.0	17.6	30.5	14.5	31.2	18.8	27.6
Large	45.5	40.2	37.3	46.4	44.9	53.9	44.6	33.3	46.0
Moderate	23.8	24.5	31.1	28.1	21.4	25.0	21.0	35.4	23.0
Small	04.5	05.9	06.5	07.2	02.9	05.3	02.7	12.5	03.4
Very Small	00.5	02.0	01.2	00.7	00.4	01.3	00.5	00.0	00.0
Act professionally									
Very High	55.3	53.3	52.1	49.0	59.3	42.1	64.0	47.9	51.7
High	36.3	39.9	38.2	40.5	33.3	51.3	31.7	31.3	35.6
Moderate	08.3	06.2	08.2	09.8	07.4	06.6	04.3	20.8	11.5
Low	00.3	00.7	00.9	00.7	00.0	00.0	00.0	00.0	01.1
Very Low	00.0	00.0	00.6	--	--	--	--	--	--
Accept new responsibilities									
Very High	43.8	44.1	42.1	37.3	47.3	28.9	49.5	43.8	43.7
High	46.8	44.1	48.2	47.7	46.5	63.2	44.6	37.5	42.5
Moderate	09.0	10.1	08.2	14.4	05.8	07.9	05.9	16.7	12.6
Low	00.5	01.6	01.5	00.7	00.4	00.0	00.0	02.1	01.1
Very Low	--	--	--	--	--	--	--	--	--
Use foreign languages									
Very High	03.6	01.7	05.4	02.0	04.7	02.7	03.9	04.3	03.6
High	10.1	04.7	06.0	07.4	11.5	02.7	11.7	10.6	12.0
Moderate	27.9	25.3	27.2	23.6	31.1	23.0	30.6	21.3	31.3
Low	29.7	31.7	31.4	35.8	26.4	43.2	26.1	27.7	27.7
Very Low	28.7	36.7	29.9	31.1	26.4	28.4	27.8	36.2	25.3
Continue to learn new things									
Very High	45.8	46.1	43.8	36.6	51.4	31.6	48.4	52.1	48.3
High	41.8	40.5	44.1	45.8	39.1	55.3	41.4	22.9	41.4
Moderate	11.3	12.1	11.2	16.3	08.2	11.8	09.7	20.8	09.2
Low	01.0	01.3	00.6	00.7	01.2	01.3	00.0	04.2	01.1
Very Low	00.3	00.0	00.3	00.7	00.0	00.0	00.5	00.0	00.0

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Apply scientific principles									
Very High	09.5	10.3	09.8	11.2	08.1	05.3	09.9	04.3	14.3
High	26.3	19.6	21.4	30.3	23.7	18.4	30.9	10.6	32.1
Moderate	38.1	35.5	32.4	35.5	39.8	47.4	34.8	44.7	33.3
Low	20.2	23.9	25.3	19.7	20.8	21.1	19.9	25.5	17.9
Very Low	05.9	10.6	11.0	03.3	07.6	07.9	04.4	14.9	02.4
Work under pressure									
Very High	08.8	09.8	12.1	09.3	08.2	11.8	07.0	10.6	09.2
High	41.5	40.7	43.7	39.1	42.4	42.1	39.5	38.3	44.8
Moderate	41.2	37.1	38.1	43.7	40.3	39.5	47.0	40.4	32.2
Low	07.3	09.8	05.6	06.6	07.8	06.6	05.4	08.5	11.5
Very Low	01.3	02.6	00.6	01.3	01.2	00.0	01.1	02.1	02.3
Adapt to change									
Very High	09.3	10.8	11.8	06.6	10.3	07.9	10.3	04.3	10.3
High	41.1	36.1	42.9	44.4	39.3	42.1	38.6	40.4	46.0
Moderate	40.1	42.0	37.3	40.4	40.1	40.8	41.3	44.7	34.5
Low	08.3	10.2	07.7	06.6	09.5	09.2	08.2	08.5	08.0
Very Low	01.3	01.0	00.3	02.0	00.8	00.0	01.6	02.1	01.1
Work as a team member									
Very High	14.5	14.0	22.4	10.5	16.9	13.3	16.6	04.3	16.1
High	38.8	37.1	46.8	36.8	40.3	44.0	39.6	38.3	33.3
Moderate	31.3	35.2	23.8	31.6	30.9	29.3	31.0	34.0	32.2
Low	14.5	10.4	05.9	19.7	11.5	13.3	12.3	21.3	17.2
Very Low	00.8	03.3	01.2	01.3	00.4	00.0	00.5	02.1	01.1
Lead others									
Very High	09.5	08.1	14.4	07.9	10.7	06.7	09.1	06.4	14.9
High	33.4	35.5	32.1	30.5	34.6	36.0	37.1	23.4	27.6
Moderate	43.0	36.5	38.2	43.7	42.8	41.3	43.5	46.8	41.4
Low	13.3	16.3	13.2	17.2	11.1	16.0	10.2	21.3	13.8
Very Low	00.8	03.6	02.1	00.7	00.8	00.0	00.0	02.1	02.3

UNI Alumni Samples	Alumni Cohort Samples				Alumni Random Sample Only					
	Alumni	1987	1997		Male	Female	Business	Education	Social Sciences	All Others
Understand written information										
Very High	23.8	23.1	20.6		17.6	27.0	17.1	24.5	23.4	26.7
High	54.0	52.1	53.2		54.2	54.1	57.9	58.0	46.8	46.5
Moderate	21.3	22.1	22.6		26.1	18.4	23.7	16.5	29.8	25.6
Low	01.0	02.3	03.5		02.0	00.4	01.3	01.1	00.0	01.2
Very Low	00.0	00.3	00.0		--	--	--	--	--	--
Communicate through writing										
Very High	23.9	23.5	24.5		15.7	28.7	21.1	23.4	25.5	25.3
High	48.6	44.3	48.1		47.7	49.2	48.7	51.1	53.2	41.4
Moderate	24.2	25.4	23.6		33.3	18.9	27.6	20.2	21.3	32.2
Low	03.2	06.2	03.5		03.3	03.3	02.6	05.3	00.0	01.1
Very Low	00.0	00.7	00.3		--	--	--	--	--	--
Use research skills										
Very High	12.5	12.5	20.1		09.3	14.3	06.7	12.8	17.0	13.8
High	38.8	28.9	36.7		34.4	41.4	38.7	39.0	36.2	40.2
Moderate	37.8	42.4	32.2		41.7	35.7	45.3	36.9	29.8	37.9
Low	09.8	11.5	08.9		12.6	08.2	09.3	09.6	14.9	08.0
Very Low	01.0	04.6	02.1		02.0	00.4	00.0	01.6	02.1	00.0
Make basic calculations										
Very High	14.1	15.4	14.8		14.5	13.6	18.4	14.6	02.1	15.1
High	39.5	37.3	39.9		40.8	38.8	48.7	38.4	31.9	38.4
Moderate	33.5	36.6	36.4		29.6	36.0	30.3	34.6	36.2	32.6
Low	11.1	09.5	07.7		12.5	10.3	01.3	11.4	25.5	11.6
Very Low	01.8	01.3	01.2		02.6	01.2	01.3	01.1	04.3	02.3
Define, analyze, solve problems										
Very High	15.8	20.5	20.1		15.2	16.0	24.0	11.8	10.6	19.5
High	48.4	41.7	48.2		49.7	47.1	54.7	49.7	42.6	42.5
Moderate	29.3	33.2	27.5		28.5	30.3	18.7	30.5	36.2	33.3
Low	06.3	04.2	03.6		06.6	06.1	02.7	07.5	10.6	04.6
Very Low	00.3	00.3	00.6		00.0	00.4	00.0	00.5	00.0	00.0

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Use computer skills									
Very High	05.8	06.6	12.9	05.0	06.4	12.0	03.7	04.7	05.0
High	15.2	15.4	33.2	17.9	13.2	21.3	11.1	09.3	20.0
Moderate	24.6	39.0	37.4	28.6	22.3	30.7	21.0	25.6	26.3
Low	23.8	20.0	13.5	21.4	25.5	26.7	22.8	27.9	21.3
Very Low	30.7	19.0	02.9	27.1	32.7	09.3	41.4	32.6	27.5
View learning as a life-long process									
Very High	27.6	25.1	29.1	19.3	32.0	14.7	34.2	19.1	27.9
High	42.7	42.3	43.8	44.0	42.2	41.3	42.2	53.2	39.5
Moderate	25.4	24.1	22.4	30.0	23.0	38.7	21.9	14.9	27.9
Low	03.5	06.8	04.4	05.3	02.5	05.3	01.6	08.5	03.5
Very Low	00.8	01.6	00.3	01.3	00.4	00.0	00.0	04.3	01.2
Respect the natural world and act responsibly toward it									
Very High	14.4	10.9	12.9	08.1	18.2	09.3	16.1	10.9	16.5
High	27.1	27.5	31.2	26.2	27.3	16.0	30.1	26.1	30.6
Moderate	42.8	34.1	42.0	47.0	40.5	50.7	40.3	41.3	42.4
Low	12.4	21.2	12.9	15.4	10.7	21.3	10.8	15.2	07.1
Very Low	03.3	06.3	00.9	03.4	03.3	02.7	02.7	06.5	03.5
Act Professionally									
Very High	30.3	22.8	25.9	21.7	35.8	19.7	37.4	19.1	30.2
High	43.1	44.3	44.4	52.0	37.4	48.7	42.8	36.2	43.0
Moderate	21.6	25.1	24.4	19.1	23.0	27.6	17.1	29.8	20.9
Low	04.3	07.2	04.1	06.6	02.9	03.9	02.7	12.8	03.5
Very Low	00.8	00.7	01.2	00.7	00.8	00.0	00.0	02.1	02.3
Accept new responsibilities									
Very High	21.9	21.0	21.2	11.3	28.5	14.7	27.8	14.9	18.8
High	49.9	43.0	46.6	61.6	42.6	58.7	49.7	38.3	49.4
Moderate	24.4	29.5	27.1	24.5	24.4	24.0	19.3	40.4	27.1
Low	03.0	05.6	04.1	02.0	03.7	02.7	03.2	02.1	03.5
Very Low	00.8	01.0	00.9	00.7	00.8	00.0	00.0	04.3	01.2

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Use foreign languages									
Very High	04.5	02.3	04.8	02.1	06.1	01.4	03.4	06.8	08.4
High	06.6	04.6	06.3	05.6	06.9	06.8	05.7	06.8	07.2
Moderate	24.1	25.2	24.5	21.5	25.5	23.3	24.4	15.9	27.7
Low	29.9	34.1	31.7	33.3	28.1	46.6	27.3	27.3	22.9
Very Low	34.9	33.8	32.6	37.5	33.3	21.9	39.2	43.2	33.7
Continue to learn new things									
Very High	24.4	21.5	21.5	15.9	29.3	14.5	31.6	15.2	22.4
High	46.9	46.3	52.1	52.3	43.4	51.3	42.8	52.2	48.2
Moderate	25.9	26.1	24.7	29.8	24.0	31.6	24.1	23.9	27.1
Low	02.3	05.5	01.8	01.3	02.9	02.6	01.6	06.5	01.2
Very Low	00.5	00.7	00.0	00.7	00.4	00.0	00.0	02.2	01.2
Apply scientific principles									
Very High	07.0	07.3	09.9	07.5	06.3	04.0	06.0	02.2	13.4
High	28.4	22.0	21.0	31.3	26.5	21.3	32.8	17.8	30.5
Moderate	39.2	42.3	41.6	38.1	39.9	44.0	36.1	46.7	37.8
Low	19.8	19.7	20.7	19.0	20.6	28.0	20.2	20.0	12.2
Very Low	05.7	08.7	06.9	04.1	06.7	02.7	04.9	13.3	06.1
Overall, how would you rate your undergraduate experience in preparing you for your work or main life activities?									
Very High	19.7	14.1	14.4	15.0	21.7	18.4	23.0	06.3	18.4
High	50.4	53.3	53.5	49.7	51.2	46.1	50.8	54.2	52.9
Moderate	27.4	28.4	28.8	30.1	26.2	32.9	24.6	37.5	24.1
Low	01.5	03.6	03.2	03.3	00.4	02.6	00.5	00.0	03.4
Very Low	1.0	00.7	00.0	02.0	00.4	00.0	01.1	02.1	01.1

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Contributions of major courses to the value of your UNI undergraduate education									
Very High	42.4	39.3	40.9	37.7	45.3	48.7	43.9	27.1	41.4
High	39.2	45.2	45.6	40.9	38.0	32.9	37.6	52.1	41.4
Moderate	15.4	14.1	12.6	16.9	14.7	15.8	15.9	20.8	11.5
Low	02.2	00.7	00.9	03.2	01.6	01.3	02.1	00.0	04.6
Very Low	00.7	00.7	00.0	01.3	00.4	01.3	00.5	00.0	01.1
Contributions of elective courses to the value of your UNI undergraduate education									
Very High	10.6	11.8	12.2	07.2	12.4	06.6	10.3	10.6	13.8
High	51.9	47.7	40.7	50.0	53.5	53.9	56.5	40.4	47.1
Moderate	33.5	35.2	39.8	34.9	32.4	34.2	31.0	42.6	33.3
Low	03.5	04.6	06.5	07.9	00.8	03.9	02.2	04.3	05.7
Very Low	00.5	00.7	00.9	00.0	00.8	01.3	00.0	02.1	00.0
Contributions of general education courses to the value of your UNI undergraduate education									
Very High	06.0	06.0	03.3	03.3	07.4	05.3	07.0	02.1	05.8
High	27.9	20.7	20.2	30.3	26.4	20.0	32.3	12.5	33.7
Moderate	53.0	52.2	48.2	51.3	54.1	65.3	51.6	62.5	40.7
Low	10.6	15.7	21.4	12.5	09.5	06.7	08.1	18.8	15.1
Very Low	02.5	05.4	06.9	02.6	02.5	02.7	01.1	04.2	04.7
How well did your undergraduate education at UNI meet your expectations									
Surpassed Expectations	11.8	13.8	11.3	09.9	12.3	13.2	10.2	06.4	15.1
Met All Expectations	45.4	40.0	46.3	43.0	47.1	48.7	48.7	34.0	41.9
Met Many Expectations	39.3	43.9	39.5	41.1	38.5	34.2	39.6	53.2	37.2
Met Few or No Expectations	03.5	02.3	03.0	06.0	02.0	03.9	01.6	06.4	05.8

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
How well did your undergraduate education at UNI meet your expectations									
Surpassed Expectations	11.8	13.8	11.3	09.9	12.3	13.2	10.2	06.4	15.1
Met All Expectations	45.4	40.0	46.3	43.0	47.1	48.7	48.7	34.0	41.9
How much of a contribution did your undergraduate education at UNI make to your quality of life?									
Very Large	25.6	20.6	17.7	18.8	29.4	19.7	28.6	20.8	25.3
Large	49.9	47.4	52.5	46.1	52.2	56.6	51.9	39.6	46.0
Moderate	21.3	25.5	25.4	30.5	15.9	17.1	17.5	37.5	25.3
Small	02.2	05.2	02.9	03.2	01.6	05.3	01.6	00.0	02.3
Very Small	01.0	01.3	01.5	01.3	00.8	01.3	00.5	02.1	01.1
How likely are you to turn to UNI for:									
Academic Knowledge									
Very Likely	11.5	19.7	21.1	08.8	13.0	06.8	12.2	13.0	13.8
Likely	34.6	34.8	46.2	32.4	35.6	35.1	30.4	39.1	39.1
Unlikely	31.8	26.9	24.2	30.4	33.1	36.5	33.7	32.6	24.1
Very Unlikely	22.1	18.6	08.5	28.4	18.4	21.6	23.8	15.2	23.0
Business Assistance									
Very Likely	03.4	04.6	05.7	02.8	03.8	04.2	03.4	04.3	02.3
Likely	14.7	21.3	24.0	15.2	14.1	28.2	09.0	13.0	15.1
Unlikely	47.4	40.8	51.7	42.8	50.0	43.7	47.5	52.2	47.7
Very Unlikely	34.6	33.3	18.6	39.3	32.1	23.9	40.1	30.4	34.9
Community Planning									
Very Likely	01.0	01.5	01.9	01.4	00.9	00.0	00.6	00.0	03.6
Likely	09.4	10.2	15.8	06.2	11.2	12.7	06.2	14.9	09.5
Unlikely	53.5	50.4	58.1	50.7	55.6	56.3	53.7	57.4	50.0
Very Unlikely	36.0	38.0	24.2	41.8	32.3	31.0	39.5	27.7	36.9
Cultural Entertainment									
Very Likely	15.8	14.8	09.8	12.8	17.4	12.2	13.2	25.5	18.4
Likely	29.1	39.0	43.1	26.8	30.3	31.1	24.7	27.7	36.8
Unlikely	31.9	24.8	31.4	34.9	30.3	37.8	35.7	23.4	24.1
Very Unlikely	23.2	21.4	15.7	25.5	22.0	18.9	26.4	23.4	20.7

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Current Event Information									
Very Likely	03.7	05.2	05.9	03.4	03.8	00.0	05.6	04.3	02.4
Likely	23.8	26.9	32.3	22.6	23.8	26.0	16.9	28.3	32.1
Unlikely	43.1	41.0	44.1	41.8	44.3	49.3	44.4	37.0	39.3
Very Unlikely	29.5	26.9	17.7	32.2	28.1	24.7	33.1	30.4	26.2
Employment Assistance									
Very Likely	06.2	07.4	11.4	05.5	06.3	02.7	07.8	04.3	07.0
Likely	24.2	29.5	39.7	24.7	23.8	33.8	21.1	25.5	20.9
Unlikely	41.1	40.4	35.1	38.4	43.3	40.5	39.4	46.8	43.0
Very Unlikely	28.5	22.8	13.8	31.5	26.7	23.0	31.7	23.4	29.1
Sports Entertainment									
Very Likely	14.4	15.2	11.0	15.3	14.0	14.7	12.0	18.8	17.2
Likely	34.2	37.0	42.4	38.0	31.7	41.3	29.0	27.1	42.5
Unlikely	28.1	25.3	30.8	24.0	30.9	25.3	33.3	29.2	19.5
Very Unlikely	23.3	22.6	15.9	22.7	23.5	18.7	25.7	25.0	20.7
Technological Assistance									
Very Likely	01.8	03.9	02.2	00.7	02.6	00.0	02.2	00.0	03.5
Likely	15.4	14.7	21.3	15.0	15.4	15.7	11.2	12.8	24.7
Unlikely	49.1	49.1	53.7	47.6	50.4	58.6	50.3	46.8	41.2
Very Unlikely	33.7	32.3	22.9	36.7	31.6	25.7	36.3	40.4	30.6
Workforce Recruitment									
Very Likely	04.4	08.7	09.9	02.7	05.1	05.4	03.4	04.3	04.8
Likely	22.7	27.5	38.2	25.3	20.9	35.1	17.0	21.7	23.8
Unlikely	40.2	39.7	38.2	34.9	43.6	35.1	41.5	43.5	40.5
Very Unlikely	32.6	24.0	13.7	37.0	30.3	24.3	38.1	30.4	31.0
It is important to me that UNI is a strong university									
Strongly Agree	56.5	52.1	50.4	49.7	61.0	50.7	60.8	52.1	54.5
Agree	37.8	40.7	44.2	43.1	34.1	42.7	35.4	41.7	36.4
Agree Nor Disagree	05.8	06.5	04.7	07.2	04.9	06.7	03.7	06.3	09.1
Disagree	00.0	00.7	00.3	--	--	--	--	--	--
Strongly Disagree	00.0	00.0	00.3	--	--	--	--	--	--

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Things that happen at UNI are of interest to me									
Strongly Agree	26.6	22.5	19.9	28.8	25.3	25.3	25.0	29.2	29.5
Agree	52.9	55.6	60.1	52.9	52.7	53.3	55.3	47.9	50.0
Agree Nor Disagree	16.3	20.3	18.2	15.7	16.7	16.0	13.3	22.9	19.3
Disagree	03.8	01.6	01.5	02.6	04.5	05.3	05.3	00.0	01.1
Strongly Disagree	00.5	00.0	00.3	00.0	00.8	00.0	01.1	00.0	00.0
How do you compare your actual qualifications or skills to those that you need to be successful in your current work or main life activities									
More than needed	35.9	32.4	37.0	31.7	38.2	28.0	37.4	43.2	36.1
Just what's needed	57.4	59.0	53.2	61.3	55.4	62.7	56.3	50.0	59.0
Less than needed	06.6	08.5	09.8	07.0	06.4	09.3	06.3	06.8	04.8
Given you actual qualifications and skills, would you say:									
Your pay is more than fair	08.5	07.9	04.2	12.0	06.4	19.4	03.9	05.9	08.5
Your pay is about right	51.8	58.7	46.5	63.0	45.1	67.7	44.1	47.1	54.2
Your pay is less than fair	39.7	33.5	49.3	25.0	48.6	12.9	52.0	47.1	37.3
Persons in household currently attending UNI									
No	93.6	97.3	91.0	96.6	91.6	97.3	91.9	88.6	96.3
Yes	06.4	02.7	09.0	03.4	08.4	02.7	08.1	11.4	03.7
Person in household likely attending UNI in next 5 years									
No	86.1	88.4	82.9	87.0	85.4	89.3	86.3	83.7	83.8
Yes	13.9	11.6	17.1	13.0	14.6	10.7	13.7	16.3	16.3
News media									
No	48.6	44.6	49.7	50.0	47.8	55.8	46.6	47.9	46.6
Yes	51.4	55.4	50.3	50.0	52.2	44.2	53.4	52.1	53.4
UNI publications									
No	15.1	21.2	35.0	14.9	15.0	11.7	14.3	22.9	14.8
Yes	84.9	78.8	65.0	85.1	85.0	88.3	85.7	77.1	85.2

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
UNI students									
No	77.8	87.0	82.6	77.9	77.3	79.2	78.8	75.0	75.0
Yes	22.2	13.0	17.4	22.1	22.7	20.8	21.2	25.0	25.0
Other Graduates of UNI									
No	80.7	81.1	72.6	79.9	81.0	76.6	83.1	75.0	81.8
Yes	19.3	18.9	27.4	20.1	19.0	23.4	16.9	25.0	18.2
Friends or relatives									
No	71.9	75.6	68.2	76.0	69.6	72.7	72.5	58.3	78.4
Yes	28.1	24.4	31.8	24.0	30.4	27.3	27.5	41.7	21.6
UNI employees									
No	86.9	88.9	87.1	87.7	87.0	92.2	89.9	83.3	79.5
Yes	13.1	11.1	12.9	12.3	13.0	07.8	10.1	16.7	20.5
Internet or Email									
No	81.0	76.2	68.5	76.0	83.8	77.9	87.3	83.3	68.2
Yes	19.0	23.8	31.5	24.0	16.2	22.1	12.7	16.7	31.8
Attending University events									
No	79.5	79.8	84.7	79.2	79.8	81.8	81.5	75.0	76.1
Yes	20.5	20.2	15.3	20.8	20.2	18.2	18.5	25.0	23.9
Some other way									
No	96.5	98.0	95.6	96.8	97.2	98.7	96.3	93.8	98.9
Yes	03.5	02.0	04.4	03.2	02.8	01.3	03.7	06.3	01.1
Never hear anything about UNI									
No	95.3	95.4	92.4	96.8	94.7	97.4	93.1	97.9	97.7
Yes	04.7	04.6	07.6	03.2	05.3	02.6	06.9	02.1	02.3
Would you like to learn more About things happening at UNI?									
No	50.7	43.0	38.3	51.9	46.9	44.4	57.1	45.9	45.9
Yes	49.3	57.0	61.7	48.1	53.1	55.6	42.9	54.1	54.1
Would you learn more about things at UNI: Through news media?									
No	69.2	74.5	65.5	73.3	67.2	75.0	61.8	85.7	69.8
Yes	30.8	25.5	34.5	26.7	32.8	25.0	38.2	14.3	30.2

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Through UNI publications?									
No	40.3	48.5	42.8	32.6	45.0	45.8	34.8	53.6	37.7
Yes	59.7	51.5	57.2	67.4	55.0	54.2	65.2	46.4	62.3
Through UNI students?									
No	92.8	95.9	93.4	94.2	92.4	95.8	92.1	89.3	94.3
Yes	07.2	04.1	06.6	05.8	07.6	04.2	07.9	10.7	05.7
Through other graduates of UNI?									
No	92.8	91.8	86.9	94.2	92.4	93.8	91.0	96.4	94.3
Yes	07.2	08.2	13.1	05.8	07.6	06.3	09.0	03.6	05.7
Through friends and relatives?									
No	94.1	92.3	91.3	96.5	93.1	95.8	93.3	96.4	94.3
Yes	05.9	07.7	08.7	03.5	06.9	04.2	06.7	03.6	05.7
Through UNI employees?									
No	93.2	94.9	93.9	96.5	91.6	95.8	92.1	89.3	96.2
Yes	06.8	05.1	06.1	03.5	08.4	04.2	07.9	10.7	03.8
Through internet and email?									
No	55.2	55.6	51.1	53.5	56.5	47.9	56.2	53.6	62.3
Yes	44.8	44.4	48.9	46.5	43.5	52.1	43.8	46.4	37.7
Through attending university events?									
No	82.4	77.6	81.2	82.6	84.0	85.4	84.3	82.1	81.1
Yes	17.6	22.4	18.8	17.4	16.0	14.6	15.7	17.9	18.9
Through some other way?									
No	96.8	98.5	96.9	98.8	96.2	97.9	97.8	96.4	96.2
Yes	03.2	01.5	03.1	01.2	03.8	02.1	02.2	03.6	03.8
At the present time, would you recommend UNI to a high school student?									
No	01.6	01.7	01.2	02.7	00.9	02.7	00.0	00.0	04.7
Yes	98.4	98.3	98.8	97.3	99.1	97.3	100.0	100.0	95.3

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Have you ever recommended UNI to a high school student?									
No	15.2	11.6	08.9	18.5	13.2	14.7	13.0	20.9	17.9
Yes	84.8	88.4	91.1	81.5	86.8	85.3	87.0	79.1	82.1
Assisted with recruitment at UNI									
No	86.8	84.9	88.3	84.0	88.5	86.7	86.0	87.2	88.1
Yes	13.2	15.1	11.7	16.0	11.5	13.3	14.0	12.8	11.9
Attended class reunions at UNI									
No	87.7	94.1	97.3	86.9	88.2	88.2	85.7	91.7	89.5
Yes	12.3	5.9	2.7	13.1	11.8	11.8	14.3	8.3	10.5
Attended arts or cultural events at UNI									
No	56.7	61.0	65.2	61.4	53.7	61.8	60.2	51.1	47.7
Yes	43.3	39.0	34.8	38.6	46.3	38.2	39.8	48.9	52.3
Attended speaker events at UNI									
No	79.0	81.5	85.8	81.0	77.6	86.8	76.8	80.9	75.9
Yes	21.0	18.5	14.2	19.0	22.4	13.2	23.2	19.1	24.1
Attended sporting events at UNI									
No	44.8	39.5	50.1	38.4	48.8	36.8	48.4	52.1	40.0
Yes	55.2	60.5	49.9	61.6	51.2	63.2	51.6	47.9	60.0
Been a guest speaker at UNI									
No	93.4	89.2	93.8	92.8	93.8	97.4	94.6	89.6	89.7
Yes	06.6	10.8	06.2	07.2	06.2	02.6	05.4	10.4	10.3
Brought children to university events at UNI									
No	68.2	67.2	85.5	67.5	68.6	73.7	65.9	74.5	64.7
Yes	31.8	32.8	14.5	32.5	31.4	26.3	34.1	25.5	35.3
Assisting with recruitment at UNI									
No	87.6	83.2	73.1	84.6	89.4	80.9	90.4	84.4	89.2
Yes	12.4	16.8	26.9	15.4	10.6	19.1	09.6	15.6	10.8

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Attending class reunions at UNI									
No	66.8	71.6	65.8	66.7	66.7	63.2	67.3	65.9	69.3
Yes	33.2	28.4	34.2	33.3	33.3	36.8	32.7	34.1	30.7
Attending arts or cultural events at UNI									
No	48.8	45.7	38.1	53.9	45.8	43.7	57.0	39.1	41.3
Yes	51.2	54.3	61.9	46.1	54.2	56.3	43.0	60.9	58.8
Attending speaker events at UNI									
No	59.7	57.9	53.5	64.7	56.6	66.2	64.1	46.5	51.3
Yes	40.3	42.1	46.5	35.3	43.4	33.8	35.9	53.5	48.7
Attending sporting events at UNI									
No	43.4	34.7	33.7	39.3	46.0	27.0	51.4	37.8	44.3
Yes	56.6	65.3	66.3	60.7	54.0	73.0	48.6	62.2	55.7
Being a guest speaker at UNI									
No	83.9	75.5	76.8	77.0	88.1	83.8	85.7	73.8	85.5
Yes	16.1	24.5	23.2	23.0	11.9	16.2	14.3	26.2	14.5
Bringing children to university events at UNI									
No	40.6	31.0	28.8	44.1	38.5	29.2	48.6	32.6	38.6
Yes	59.4	69.0	71.2	55.9	61.5	70.8	51.4	67.4	61.4
Facilitating a job shadow experience for a student at UNI									
No	62.5	39.7	46.9	64.5	61.3	52.9	70.1	51.2	61.0
Yes	37.5	60.3	53.1	35.5	38.7	47.1	29.9	48.8	39.0
Having contact with other UNI graduates									
No	64.9	55.9	46.8	62.6	66.4	75.7	62.4	54.3	67.1
Yes	35.1	44.1	53.2	37.4	33.6	24.3	37.6	45.7	32.9
Having internet or email contacts at UNI									
No	51.5	38.3	34.1	50.7	52.3	40.3	58.5	51.1	46.8
Yes	48.5	61.7	65.9	49.3	47.7	59.7	41.5	48.9	53.2

UNI Alumni Samples	Alumni Cohort Samples			Alumni Random Sample Only					
	Alumni	1987	1997	Male	Female	Business	Education	Social Sciences	All Others
Making monetary contributions to UNI									
No	43.7	42.5	50.3	39.9	46.3	32.3	46.2	39.0	50.7
Yes	56.3	57.5	49.7	60.1	53.7	67.7	53.8	61.0	49.3
Mentoring for a student at UNI									
No	74.2	61.8	57.9	76.4	72.7	77.5	75.7	63.4	73.3
Yes	25.8	38.2	42.1	23.6	27.3	22.5	24.3	36.6	26.7
Providing a research site at UNI									
No	90.4	85.5	86.4	91.7	89.6	95.9	89.0	90.7	88.5
Yes	09.6	14.5	13.6	08.3	10.4	04.1	11.0	09.3	11.5
Providing field placement or internship opportunities at UNI									
No	77.2	60.5	62.6	78.7	76.6	81.4	79.8	65.0	74.4
Yes	22.8	39.5	37.4	21.3	23.4	18.6	20.2	35.0	25.6
Interested in reading UNI publications									
No	13.5	08.4	15.6	12.8	14.0	11.1	16.6	06.3	13.3
Yes	86.5	91.6	84.4	87.2	86.0	88.9	83.4	93.8	86.7
Serving on a committee, board, or panel at UNI									
No	76.1	71.9	63.0	75.5	76.9	74.3	80.5	70.7	71.1
Yes	23.9	28.1	37.0	24.5	23.1	25.7	19.5	29.3	28.9
Seeking employment assistance at UNI									
No	79.4	69.3	69.7	76.6	81.0	78.8	79.3	73.3	83.5
Yes	20.6	30.7	30.3	23.4	19.0	21.2	20.7	26.7	16.5