

Biola University
Alumni Outcomes Survey
2004-2005
Report 1.0

Center for Learning Enrichment, Assessment and Research

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Introduction

The success of a university is often measured by the quality of its educational experiences and the success of its graduates. As part of our WASC Educational Effectiveness self-study, Biola University conducted an alumni outcomes survey. A comprehensive alumni survey had not been conducted since our last WASC re-accreditation and thus a survey of our alumni became a critical aspect of our reflection on alumni perceptions regarding value of their Biola education and experience. We had several purposes in conducting the survey – to profile our graduates, to understand the extent to which Biola has equipped our graduates in mind and character, to inform future alumni surveys, and to identify areas where further reflection and research may be needed for us to further improve our programs and services.

Methodology

Selecting and Developing the Survey

After reviewing a number of alumni outcomes surveys, we selected a standardized survey developed by ACT that included the option of our creating a set of additional questions that gathered information on a number of Biola distinctives. The ACT survey included questions and items in a number of key areas:

- demographic (gender, ethnicity, and year of birth)
- educational history (years of attendance and graduation, degrees earned in which programs, transfer hours brought to the university, GPA, lifetime educational goals, student loan debt)
- employment history (work status, income level, relation of employment to field of study, job satisfaction)
- educational outcomes (importance and impact of abilities and skills expected of a postsecondary education)
- educational experiences (overall educational experiences and satisfaction with academic programs and services including campus climate)
- activities and organizations (level of involvement in a number of activities and organizations when a student and at the current time)

In addition to the standardized outcomes questions typically asked of alumni, we added 30 questions related to seven domains important to Biola's mission of equipping students in mind and character to impact the world for the Lord Jesus Christ. A number of questions were drawn from previous research with validated measures of spirituality and four questions were added on giving and personal relationships. The four domains were:

- spirituality and character formation (including spiritual commitment and activities, service, engaging culture, vocation as calling)
- impact of Biola experience on spiritual growth
- charitable giving
- personal relationships

The entire survey package was distributed, administered, and reviewed in a focus group setting with a group of alumni representing a range of decades of attendance at Biola. Based on feedback from local alumni, the invitation letter, directions, and additional items were refined and the final survey package assembled. Appendix A contains the complete survey.

Selecting the Sample

We chose a stratified random sample of alumni from each decade beginning with the 1970s. A total group of 17,280 graduates were available in the university database. From this group we randomly selected a proportional sample from each decade based on gender and undergraduate/graduate degree earned and whether the graduate was located in the US or overseas. The final sample of 8,000 alumni comprised 46% of all alumni for whom we had contact information. Appendix B presents the proportional sampling plan.

Administering the Survey

The survey was mailed with the September issue of *Connections*, Biola's alumni magazine. The fall issue contained a feature article on the survey. The mailing included a personal invitation letter from President Cook, a set of directions for completing the survey, the survey, and a return prepaid envelope. In mid-September the 8,000 invited alumni participants received a reminder postcard and in October a second mailing of the survey packet was sent to a random subgroup of 4,000 of the original invited participants. All participants were assured that their responses and comments would be treated with strict confidentiality, and they were informed that their participation provided consent for Biola to use their comments with the understanding that they would not be personally identified with any responses or comments.

All surveys were returned to the Center for Learning Enrichment Assessment and Research (CLEAR). As they were received, each survey was checked to ensure that the responses were scannable and responses with written comments were copied. All scannable surveys were then shipped to ACT for scanning.

Results

Of the 8,000 surveys mailed to alumni, 1,518 usable surveys were returned. The 19% response rate is consistent with the response rates of institutions surveying their alumni; recent alumni surveys by California State University – Monterey Bay and the University of Notre Dame yielded return rates of 17% and 19% respectively.

Responses to some items were left blank and therefore not all responses or categories total 1,518. In all tables, percentages represent those that responded to survey items for a given category rather than the total group. For example, the 16% of non-Caucasian students represents 226 of the 1453 respondents who chose to identify their ethnicity rather than 226 of the total 1,518 scanned surveys.

While valuable as a reflection of perceptions of our graduates, these results should be viewed with some caution in generalizing to the total population of Biola graduates. Our profile of respondents is similar to the profile of our alumni pool in terms of gender and highest degree earned. In this report, we profile responses in terms of those that graduated before 1996 and those that graduated in 1996 or later. The numbers of responses are reported in the profile of respondents but no further subgroup analyses by gender, ethnicity, or highest degree earned were conducted for this initial report. In general, we defined meaningful differences as differences of at least 10% or more than .5 on a 4 or 5-point scale on any survey item or category of items and have highlighted these differences.

Where appropriate and available, we provide comparisons to national and private school norms. For the standardized ACT survey, normative data included a total pool of 36,485 responses from college and university graduates from a range of public and private institutions from 37 U.S. states. The normative data was obtained from alumni surveys administered between January 1998 and December 2003. The 181 colleges and universities in the normative report included 132 public schools such as the University of Alabama, University of Southern Indiana, Louisiana State University, University of Tennessee, and the University of Wisconsin. The 47 private colleges and universities included both secular and faith-based institutions such as Marymount, Cornell, Northwest Nazarene, Bethel, Dominican, Concordia Seminary, Southwest Baptist, and the University of San Francisco. We highlighted any differences between the Biola data and the normative data report that were more than a standard deviation.

Results are presented for the total group and for the group of alumni that graduated before 1996 and in 1996 or later. This timeframe was selected because it corresponds with the timeframe of our last WASC self-study and thus provides a meaningful timeframe for our current educational effectiveness review.

Profile of Respondents

Table 1 provides a profile of our respondents by gender, degree earned, ethnicity, church affiliation, employment status, and amount of student debt. Each of these variables is reported for the total group and for alumni that completed their degree before 1996 and in 1996 or later.

Table 1. Profile of Respondents						
Group	Total N=1,518		Degree before 1996 N=917		Degree 1996-later N=554	
	N	%	N	%	N	%
Gender						
Male	696	46%	457	50%	229	41%
Female	804	54%	450	50%	325	59%
Degree earned						
Undergraduate	1070	73%	678	75%	370	68%
Graduate	402	27%	225	25%	175	32%
Ethnicity						
Caucasian	1227	84%	787	90%	408	76%
Non-Caucasian	226	16%	84	10%	126	24%
African American	24	2%	10	1%	12	2%
Asian American	102	7%	39	4%	62	12%
Hispanic/Latino	71	5%	24	3%	45	8%
Native American	5	0%	4	0%	1	0%
Other	24	2%	17	2%	6	1%
Church Affiliation						
Assembly of God	26	1.7%	16	2%	9	1%
Baptist	334	22%	228	26%	100	12%
Calvary Chapel	44	2.9%	20	2%	23	3%
Christian Missionary Alliance	24	1.6%	13	1%	10	1%
Evangelical Free	183	12.1%	112	13%	67	8%
Four Square	19	1.3%	5	1%	12	1%
Friends	18	1.2%	13	1%	5	1%
Methodist	15	1.0%	8	1%	6	1%
Nondenominational	436	28.7%	243	28%	175	20%
Presbyterian	88	5.8%	50	6%	35	4%
Reformed	39	2.6%	21	2%	17	2%
Other	215	14.2%	138	16%	73	8%
Employment status						
Employed full-time	936	64%	572	65%	348	65%
Home full-time	206	14%	143	16%	51	9%
Employed part-time	166	11%	109	12%	52	10%
Continuing education	105	8%	23	3%	77	14%
Unemployed	37	3%	28	3%	9	2%
Largest Student Debt						
None	554	37%	394	44%	142	32%
\$1-\$10K	408	28%	319	36%	79	18%
\$10,001 - \$20K	232	16%	99	11%	128	29%
Over \$20K	287	19%	82	9%	95	21%

Our sample contained a balance of men and women who responded to the survey in each of the groups of graduates that we considered. Consistent with our general population of graduates, our sample also included a greater proportion of alumni who earned undergraduate degrees. In our original sampling plan 70% of the graduates had earned undergraduate degrees and 30% had earned graduate degrees. The graduates that participated in the survey responded in a similar proportion. The sample of graduates from 1996 or later included a higher proportion of graduates of color. The majority of our graduates are employed or pursuing continuing education. Less than 4% reported being unemployed at the time of the survey.

The most striking difference in the two groups of graduates is in the amount of student loan debt acquired as a student. Prior to 1996 only 20% of our graduates had any school loan debt above \$10,000. Since 1996 that percentage increased to 50% of our graduates, and those with student debt of over \$20,000 rose from 9% to 21%. The level of debt of our more recent graduates is similar to that of the graduates from other private colleges and universities where the percentage of student debt over \$20,000 was also 21%.

Educational Outcomes

Table 2. Degree to which Experience at Biola Prepared Graduates for Current Job								
Response	Total N=1,199		Degree before 1996 N=733		Degree 1996-later N=466		ACT Norms	
	N	%	N	%	N	%	Total	Private
Exceptionally well	326	27%	186	25%	134	29%	17%	17%
More than adequately	384	32%	218	30%	160	34%	26%	28%
Adequately	384	31%	243	33%	126	27%	32%	31%
Less than adequately	64	5%	40	5%	22	5%	4%	4%
Very poorly	12	1%	7	1%	4	1%	1%	1%
Not at all	57	5%	36	5%	20	4%	4%	3%
I am not presently employed	3	0%	3	0%	0	0%	0%	0%

The majority of our graduates report being exceptionally well to adequately prepared for their current jobs – 88% for those graduating before 1996 and 90% for those graduating in 1996 or later. This is considerably higher than the responses in the normative data – 75% for their total group and 76% for other private schools. Only 11% and 10% of our graduates across each timeframe reported being less than adequately prepared to not at all prepared for their current job based on their Biola experience.

Table 3. Average Level of Importance and Rank of Skill to Develop while Pursuing Postsecondary Education (4=Major Importance, 3=Moderate Importance, 2=Minor Importance, 1=No Importance)							
Item Text	Total N=1,518 (Rank)	Degree before 1996 N=917 (Rank)	Degree 1996- later N=554 (Rank)	ACT Norms			
				Total	Private	S.D.	
1. Developing original ideas and/or products	3.31 (12)	3.27 (13)	3.37 (11)	3.45	3.44	.66	
2. Thinking objectively about beliefs, attitudes, and values	3.72 (2)	3.71 (3)	3.75 (1)	3.60	3.61	.60	
3. Making and exercising a lifelong commitment to learning	3.62 (4)	3.60 (5)	3.66 (4)	3.59	3.56	.61	
4. Living my life according to my own standard or ethic	3.71 (3)	3.72 (2)	3.71 (3)	3.69	3.69	.57	
5. Defining and solving problems	3.60 (6)	3.61 (4)	3.59 (6)	3.64	3.63	.54	
6. Appreciating/exercising rights/responsibility as a citizen	3.17 (15)	3.18 (15)	3.12 (15)	3.33	3.28	.75	
7. Accessing and using a variety of information sources	3.38 (11)	3.43 (11)	3.31 (12)	3.49	3.46	.63	
8. Getting along with people from various cultures/races	3.56 (7)	3.55 (7)	3.57 (8)	3.60	3.59	0.63	
9. Recognizing/using effective verbal communication skills	3.75 (1)	3.75 (1)	3.75 (1)	3.75	3.76	0.48	
10. Developing and using effective leadership skills	3.56 (7)	3.55 (7)	3.58 (7)	3.56	3.57	.61	
11. Understanding/appreciating cultural and ethnic differences	3.28 (13)	3.28 (12)	3.30 (13)	3.35	3.35	.75	
12. Learning about existing and emerging career options	2.80 (18)	2.74 (18)	2.89 (18)	3.25	3.14	.77	
13. Understanding interaction of humans and the environment	2.74 (19)	2.69 (19)	2.81 (19)	3.12	3.05	.88	
14. Analyzing and drawing conclusions from various data	3.21 (14)	3.22 (14)	3.20 (14)	3.36	3.35	.72	
15. Recognizing/using effective written communication skills	3.62 (4)	3.63 (6)	3.61 (5)	3.66	3.68	.56	
16. Understanding and appreciating art, music and literature	2.89 (17)	2.97 (16)	2.93 (17)	2.90	2.95	.91	
17. Getting along with people with differing attitudes/opinions	3.44 (10)	3.46 (10)	3.43 (10)	3.48	3.48	.66	
18. Working cooperatively in groups and teams	3.51 (9)	3.5 (9)	3.51 (9)	3.60	3.58	.61	
19. Understanding international issues	2.93 (16)	2.88 (17)	3.00 (16)	2.99	3.03	.82	

While the ranking across timeframes shifted slightly, the same 10 skills were listed by each group as being most important to develop while pursuing a postsecondary education. Among the highest rated and ranked skills were: (1) recognizing and using effective verbal communication skills, (2) thinking objectively about beliefs, attitudes and values, and (3) living according to their own standards and ethics. The majority of skills were rated as being between moderate and major importance. Only four skills were rated below 3.0 – (1) learning about existing and emerging career options, (2) understanding interaction of humans and the environment, (3) understanding and appreciating art, music, literature, and (4) understanding international issues. The last item – understanding international issues rose to 3.0 with the alumni that graduated in 1996 or later. For each group the lowest rated item was the item related to the environment (#13). There were small differences between the

Biola ratings and those of the normative group, but all of the differences were less than a standard deviation and these were not considered to be meaningful differences.

Item Text	Total N=1,518 (Rank)		Degree before 1996 N=917 (Rank)		Degree 1996- later N=554 (Rank)		ACT Norms		
	Total	Private	S.D.	Total	Private	S.D.	Total	Private	S.D.
1. Developing original ideas and/or products	2.86	(14)	2.81	(14)	2.97	(13)	2.96	3.01	.78
2. Thinking objectively about beliefs, attitudes, and values	3.46	(2)	3.42	(2)	3.55	(2)	3.15	3.26	.81
3. Making and exercising a lifelong commitment to learning	3.32	(4)	3.27	(5)	3.43	(3)	3.23	3.25	.81
4. Living my life according to my own standard or ethic	3.51	(1)	3.47	(1)	3.57	(1)	2.92	3.07	.91
5. Defining and solving problems	3.08	(8)	3.05	(7)	3.13	(8)	3.22	3.20	.73
6. Appreciating/exercising rights/responsibility as a citizen	2.56	(16)	2.57	(16)	2.55	(16)	2.67	2.68	.93
7. Accessing and using a variety of information sources	3.00	(10)	2.98	(9)	3.06	(10)	3.24	3.12	.78
8. Getting along with people from various cultures/races	3.09	(7)	3.11	(6)	3.07	(9)	3.04	3.01	.91
9. Recognizing/using effective verbal communication skills	3.30	(5)	3.29	(4)	3.31	(5)	3.29	3.31	.76
10. Developing and using effective leadership skills	3.04	(9)	2.98	(9)	3.14	(7)	2.99	3.04	.87
11. Understanding/appreciating cultural and ethnic differences	2.96	(11)	2.95	(11)	3.00	(12)	2.89	2.90	.91
12. Learning about existing and emerging career options	2.31	(17)	2.31	(17)	2.31	(19)	2.62	2.51	.93
13. Understanding interaction of humans and the environment	2.31	(17)	2.24	(19)	2.43	(17)	2.70	2.63	.93
14. Analyzing and drawing conclusions from various data	2.93	(12)	2.88	(12)	3.02	(11)	3.10	3.03	.80
15. Recognizing/using effective written communication skills	3.33	(3)	3.30	(3)	3.40	(4)	3.35	3.37	.74
16. Understanding and appreciating art, music and literature	2.76	(15)	2.77	(15)	2.75	(15)	2.69	2.82	.98
17. Getting along with people with differing attitudes/opinions	2.90	(13)	2.87	(13)	2.96	(14)	2.98	2.99	.85
18. Working cooperatively in groups and teams	3.13	(6)	3.05	(7)	3.26	(6)	3.26	3.24	.80
19. Understanding international issues	2.31	(17)	2.28	(18)	2.35	(18)	2.55	2.62	.92

Where Table 3 reported graduates' view of the importance of a variety of skills, Table 4 reports the perceived impact of their Biola education on attaining the same set of skills. While graduates rated 15 of the 19 skills at 3.0 or higher in terms of importance, they gave lower ratings to the same items in terms of their Biola experience in attaining these skills. For the group that graduated before 1996, they rated only 8 of the 19 skills at 3.0 or higher for impact. For the group that graduated in 1996 or later, the numbers of items rated as 3.0 or higher increased to 12 of the 19 items. Thus, for our more recent graduates, they rated the majority of items for impact between major and moderate impact. As in Table 3, the ranking across timeframes remained the same in terms of what our graduates considered to be the top 10 skills impacted by their Biola experience. As well,

there were again small differences between the Biola ratings and those from the normative data, but all were less than a standard deviation.

Table 4a.						
Comparison of Average Level of Importance of Skills and Average Level of Impact of Biola Experience on Attaining Skills						
(4=Major, 3=Moderate, 2=Minor, 1=None)						
Item Text	Total N = 1,518		Degree before 1996 N = 917		Degree 1996-later N = 554	
	Importance	Impact	Importance	Impact	Importance	Impact
1. Developing original ideas and/or products	3.31	2.80	3.27	2.81	3.37	2.97
2. Thinking objectively about believes, attitudes, and values	3.72	3.46	3.71	3.42	3.75	3.55
3. Making and exercising a lifelong commitment to learning	3.62	3.32	3.60	3.27	3.66	3.43
4. Living my life according to my own standard or ethic	3.71	3.51	3.72	3.47	3.71	3.57
5. Defining and solving problems	3.60	3.08	3.61	3.05	3.59	3.13
6. Appreciating/exercising rights/responsibility as a citizen	3.17	2.56	3.18	2.57	3.12	2.55
7. Accessing and using a variety of information sources	3.38	3.00	3.43	2.98	3.31	3.06
8. Getting along with people from various cultures/races	3.56	3.09	3.55	3.11	3.57	3.07
9. Recognizing/using effective verbal communication skills	3.75	3.30	3.75	3.29	3.75	3.31
10. Developing and using effective leadership skills	3.56	3.04	3.55	2.98	3.58	3.14
11. Understanding/appreciating cultural and ethnic differences	3.28	2.96	3.28	2.95	3.30	3.00
12. Learning about existing and emerging career options	2.80	2.31	2.74	2.31	2.89	2.31
13. Understanding interaction of humans and the environment	2.74	2.31	2.69	2.24	2.81	2.43
14. Analyzing and drawing conclusions from various data	3.21	2.93	3.22	2.88	3.20	3.02
15. Recognizing/using effective written communication skills	3.62	3.33	3.63	3.30	3.61	3.40
16. Understanding and appreciating art, music and literature	2.89	2.76	2.97	2.77	2.93	2.75
17. Getting along with people with differing attitudes/opinions	3.44	2.90	3.46	2.87	3.43	2.96
18. Working cooperatively in groups and teams	3.51	3.13	3.51	3.05	3.51	3.26
19. Understanding international issues	2.93	2.31	2.88	2.28	3.00	2.35

Table 4a provides a comparison of importance and impact for the same skills identified in Tables 3 and 4 for the total group and for the two timeframes selected. For all but 3 of the 19 items the impact of the Biola experience on obtaining these skills increased slightly for our most recent graduates. For each item for both groups of graduates the importance of these skills were rated somewhat higher than the impact of their Biola experience in obtaining the skills.

Educational Experiences

Table 5. Average Rating of Biola Educational Experiences (Rating: 5=Highest Rating, 1=Lowest Rating)							
Item Text	Total N = 1,518 (Rank)	Degree before 1996 N = 917 (Rank)	Degree 1996-later N = 554 (Rank)	ACT Norms			
				Total	Private	S.D.	
1. Quality of academic programs	4.30 (1)	4.34 (1)	4.23 (2)	4.12	4.24	0.83	
2. Sense of individual belonging on campus	3.87 (5)	3.85 (5)	3.90 (5)	3.57	3.81	1.14	
3. Cost for attendance (5 = high cost)	4.16 (2)	4.03 (3)	4.36 (1)	3.05	3.76	1.28	
4. Opportunities for involvement in campus activities	4.09 (3)	4.06 (2)	4.12 (4)	3.72	3.87	1.08	
5. Cultural/ethnic diversity in student body	3.52 (6)	3.58 (6)	3.41 (7)	3.44	3.24	1.16	
6. Computer system, services, equipment, labs, etc.	3.14 (8)	2.88 (9)	3.53 (6)	3.44	3.14	1.14	
7. Opportunities for student/faculty interaction	4.03 (4)	3.94 (4)	4.19 (3)	3.93	4.15	1.06	
8. Flexible degree requirements	3.13 (9)	3.07 (8)	3.22 (9)	3.35	3.44	1.03	
9. Number of cultural/fine arts/speaker programs	3.45 (7)	3.51 (7)	3.35 (8)	3.37	3.49	1.03	

While Tables 3, 4, and 4a expressed graduates' opinion about both the importance and impact of the Biola experience on achieving a particular set of skills, Table 5 reports the average rating of our graduates overall Biola educational experiences. On a scale of 1 to 5 with 5 being the highest rating, all items, with the exception of one noted below, were rated above 3.0 for both groups of graduates. Both groups also gave the highest ratings to the same four items: (1) quality of academic programs, (2) cost for attendance, (3) opportunities for involvement in campus activities, and (4) opportunities for student/faculty interaction.

Computer system, services, equipment, and labs showed the largest increase in rating between the two groups. For those who graduated before 1996 the rating was 2.88 and for those who graduated in 1996 or later the rating increase by .65 to 3.53. This reflects an increase in computer labs, technology-enhanced classrooms, and upgrades to all computers and computer systems.

When compared to the normative data, one item stands out as having a difference with the total group that is more than a standard deviation. Cost for attendance was rated 1.31 higher than the same item was rated for the total group. This was slightly more than the standard deviation for that item. Considering that the total group was comprised of many large public institutions where the cost of attendance would be significantly lower than that at a private institution, this difference could be expected. There was only a slightly higher rating when compared with private institutions in the normative group and this difference was less than the standard deviation for this item.

Table 6. Average Level and Rank of Satisfaction with Aspects of Biola Educational Experience (5=Very Satisfied, 4=Satisfied, 3=Neutral, 2=Dissatisfied, 1=Very Dissatisfied)						
Item Text	Total		Degree before 1996		Degree 1996-later	
	N	Level (Rank)	N	Level (Rank)	N	Level (Rank)
1. Variety of instructional approaches used in classrooms	1431	3.92 (9)	867	3.88 (9)	531	4.02 (6)
2. Campus response to needs of physically challenged individuals	877	3.63 (11)	531	3.61 (12)	319	3.66 (11)
3. Variety of courses offered	1437	3.99 (7)	866	4.04 (5)	533	3.92 (8)
4. Preparation for further academic study	1397	4.10 (4)	836	4.12 (4)	515	4.07 (5)
5. Overall quality of instruction	1444	4.42 (1)	868	4.44 (1)	535	4.37 (2)
6. Concern for me as an individual	1438	4.06 (5)	866	4.01 (7)	530	4.16 (4)
7. College response to older/non-traditional students	978	3.81 (10)	576	3.77 (10)	359	3.90 (9)
8. Transfer of credits from other universities	966	4.03 (6)	643	4.04 (5)	396	3.99 (7)
9. Class size relative to course type	1434	4.42 (1)	863	4.40 (2)	529	4.44 (1)
10. Multicultural content of courses	1216	3.58 (12)	725	3.60 (13)	457	3.56 (12)
11. Campus acceptance of people regardless of their sexual orientation	778	3.57 (13)	456	3.65 (11)	290	3.46 (13)
12. General condition of buildings and grounds	1443	3.96 (8)	869	4.00 (8)	535	3.90 (9)
13. Quality of program in major/field	1437	4.28 (3)	865	4.32 (3)	531	4.25 (3)

Table 6 continues to profile graduates' ratings of additional aspects of their Biola educational experience. All items across both groups of graduates were rated above 3.0. While in a slightly different order, the same 5 items were ranked highest for both groups: (1) overall quality of instruction, (2) class size relative to course type, (3) quality of program in major/field, (4) concern for me as an individual, and (5) preparation for further academic study. All differences in ratings between the two groups were less than .2 on the 5-point scale.

Four items had lower response rates: (#2) campus response to needs of physically challenged individuals, (#7) college response to older/non-traditional students, (#8) transfer of credits from other universities, and (#11) campus acceptance of people regardless of their sexual orientation. It is likely that our graduates did not have experience with these aspects of campus life and therefore left these items blank.

One other item – (#10. multicultural content of courses) is worth noting in that it received one of the lowest rankings and was rated as almost neutral by graduates.

There were only very small differences between the Biola ratings and the ratings in the normative group. No differences were more than .21 for any item and given that the standard deviation for these items ranged from .80 to 1.04, the normative data are not included in this table.

Table 7. Willingness to Attend Biola Again, Overall Rating, and Willingness to Recommend Biola to Others								
Item and Response Text	Total		Degree before 1996		Degree 1996-later		ACT Norms	
							Total	Private
If you could begin again, would you attend this school?	N=1,467		N=887		N=540			
Definitely yes	792	54%	456	51%	319	59%	45%	45%
Probably yes	435	30%	275	31%	147	27%	35%	33%
Uncertain	120	8%	78	9%	37	7%	9%	10%
Probably no	99	7%	63	7%	33	6%	6%	6%
Definitely no	21	1%	15	2%	4	1%	2%	2%
Overall, how would you rate this school?	N=1,467		N=886		N=540			
Excellent	913	62%	563	64%	328	61%	45%	52%
Good	465	32%	270	30%	179	33%	41%	36%
Average	76	5%	47	5%	26	5%	10%	7%
Poor	13	1%	6	1%	7	1%	1%	1%
Would you recommend this school?	N=1,465		N=884		N=542			
Yes, without reservation	973	66%	590	67%	354	65%	63%	62%
Yes, with some reservations	460	32%	277	31%	171	32%	31%	31%
No	32	2%	17	2%	17	3%	3%	3%

Table 7 reports responses to the questions of whether graduates would attend Biola again, how they would rate the school overall, and whether they would recommend the school to others. In response to the first question the majority of graduates (82% for those that graduated before 1996 and 86% for those that graduated in 1996 or later) reported that they would either definitely or probably attend Biola again. This is slightly higher than responses for the normative group, which reported 80% from the total sample and 78% for private institutions. Less than 10% in either group reported that they would probably or definitely not attend Biola again if given the choice. With respect to the overall rating of Biola, 94% rated Biola as good to excellent – with more ratings in the excellent category. Again, Biola ratings were higher than those for the total normative group (86%) and the private group of schools (88%). In terms of recommending Biola to others, a strong majority indicated that they would recommend Biola to others. Only 2% and 3% for each group reported that they would not recommend Biola.

Table 8. Average Level of Agreement with and Rank of Statements Regarding Biola Educational Experience (5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)						
Item Text	Total		Degree before 1996		Degree 1996-later	
	N	Level (Rank)	N	Level (Rank)	N	Level (Rank)
1. The General Education or core requirements at this school were a valuable component of my education.	1460	4.00 (7)	873	4.04 (6)	534	3.93 (6)
2. Most faculty were readily available to students outside of class time.	1459	4.08 (5)	879	4.03 (7)	540	4.17 (5)
3. Overall there was an atmosphere of ethnic, political, and religious understanding and acceptance.	1451	3.68 (9)	872	3.70 (9)	538	3.65 (9)
4. There was a sense of personal safety/security on campus.	1459	4.29 (2)	880	4.28 (2)	540	4.30 (2)
5. The financial aid available to me was adequate for my needs.	1444	3.47 (10)	871	3.56 (10)	536	3.35 (11)
6. School policies & practices provided appropriate support for victims of harassment.	1416	3.35 (11)	854	3.34 (11)	526	3.37 (10)
7. Overall, the school had an intellectually stimulating atmosphere.	1456	4.21 (4)	876	4.20 (4)	540	4.22 (3)
8. The campus was, generally, free from harassment (e.g., sexual, racial, etc.).	1448	4.22 (3)	872	4.23 (3)	539	4.20 (4)
9. Administrators at the campus respected and were responsive to student needs.	1449	3.80 (8)	872	3.80 (8)	538	3.80 (8)
10. Academic success was encouraged and supported at this school.	1455	4.40 (1)	877	4.41 (1)	538	4.38 (1)
11. I encountered few course scheduling or availability problems.	1453	4.01 (6)	875	4.09 (5)	539	3.90 (7)

Table 8 reports the average level of agreement with and rank of another series of statements about educational experiences. Again, across both groups the same 5 items received the highest ratings: (1) academic success was encouraged and supported at this school; (2) there was a sense of personal safety/security on campus; (3) the campus was, generally, free from harassment; (4) overall, the school had an intellectually stimulating atmosphere; and (5) most faculty were readily available to students outside of class time. There were very small differences in the ratings between the two groups (between .03 and .21).

Three items were rated at or near the neutral level: (#3) overall there was an atmosphere of ethnic, political, and religious understanding and acceptance; (#5) the financial aid available to me was adequate for my needs; and (#6) school policies and practices provided appropriate support for victims of sexual harassment.

As in Table 6 there were only very small differences between the Biola ratings and the ratings in the normative group. No differences were more than .33 for any item and given that the standard deviation for these items ranged from .76 to 1.16, the normative data are not included in this table.

Table 9. Average Level and Rank of Satisfaction with Student Services/Programs Offered When Attending Biola (5=Very Satisfied, 4=Satisfied, 3=Neutral, 2=Dissatisfied, 1=Very Dissatisfied)						
Item Text	Total		Degree before 1996		Degree 1996- later	
	N	Level (Rank)	N	Level (Rank)	N	Level (Rank)
1. Library services and materials	1457	3.79 (2)	879	3.92 (2)	540	3.57 (5)
2. Academic advising	1461	3.79 (2)	881	3.82 (3)	541	3.74 (2)
3. Registration procedures	1461	3.81 (1)	881	3.93 (1)	541	3.62 (4)
4. Academic support services	1447	3.49 (6)	872	3.48 (6)	537	3.50 (6)
5. Personal counseling services	1447	3.62 (5)	874	3.56 (5)	537	3.74 (2)
6. Health and wellness programs/ services	1449	3.73 (4)	873	3.62 (4)	539	3.91 (1)
7. Orientation to/instruction in computers	1438	3.38 (8)	863	3.30 (8)	539	3.49 (7)
8. Financial aid counsel & related services	1448	3.41 (7)	875	3.46 (7)	537	3.36 (8)
9. Career planning & placement services	1450	3.12 (9)	875	3.14 (9)	539	3.11 (9)

Table 9 reports graduates' satisfaction with a variety of student services and programs. On a scale of 1 to 5 with 5 being very satisfied, across all times our graduates appear to be less than satisfied or at best neutral with the 9 services and programs listed in Table 9. All items were rated below 4.0. It is worth noting that the majority of these graduates did not have an opportunity to experience the new library or advances in the registration procedures with WebReg. Our most recent graduates were least satisfied with financial aid counseling and related services (3.36) and career planning and placement services (3.11). There were again very modest differences between the Biola ratings and the ratings in the normative data with the highest difference being only .46 on item #1. Standard deviations ranged from .92 to 1.21 for these items.

Activities and Organizations

Table 10. Average Level and Rank of Involvement with Activities and Organizations When Attending Biola (4=High involvement, 3=Average involvement, 2=Low involvement, 1=No involvement)									
Item Text	Total		Degree before 1996		Degree 1996-later		ACT Norms		
	N	Level (Rank)	N	Level (Rank)	N	Level (Rank)	Total	Private	S.D.
1. Professional	1430	1.96 (7)	951	1.81 (7)	538	2.20 (4)	2.17	2.09	1.09
2. Religious	1469	3.44 (1)	881	3.46 (1)	547	3.42 (1)	2.19	2.30	1.13
3. Service	1436	2.56 (2)	862	2.59 (2)	536	2.53 (3)	1.99	2.09	1.02
4. Environmental	1433	1.29 (11)	862	1.27 (11)	540	1.32 (11)	1.54	1.53	0.81
5. Political	1451	1.52 (9)	867	1.51 (9)	541	1.51 (9)	1.53	1.57	0.83
6. Social	1440	2.49 (3)	863	2.45 (3)	538	2.55 (2)	2.45	2.55	1.10
7. Cultural	1441	2.01 (6)	866	1.98 (6)	536	2.07 (5)	1.84	1.98	0.95
8. Youth-Oriented (including sports)	1443	2.10 (5)	866	2.14 (5)	537	2.05 (7)	1.82	1.88	1.05
9. Sports/Athletics (adult level)	1544	2.11 (4)	864	2.15 (4)	539	2.07 (5)	2.04	2.18	1.13
10. K-12 Level Schools	1435	1.42 (10)	860	1.38 (10)	535	1.47 (10)	1.47	1.43	0.89
11. Community	1442	1.76 (8)	865	1.70 (8)	536	1.86 (8)	1.93	1.91	0.95

Table 10 reports the average level and rank of involvement with activities and organizations when attending Biola. On a scale of 1 to 4 with 4 being high involvement and 1 being no involvement, for both groups of graduates only one activity was rated above a 3.0 – religious activities. All other activities and organizational involvement were rated at 2.55 or lower. For both groups the lowest rated and ranked activity was environmental (1.27 for those that graduated before 1996 and 1.32 for those who graduated in 1996 or later). There were only very small differences in the ratings across both groups of graduates. Only professional activity saw a slight increase of .39 for alumni that graduated in 1996 or later (2.20 compared to 1.81 for those that graduated before 1996). All other differences across the two groups were .16 or less. These differences were too small to be considered meaningful.

When compared with the ratings from the normative data, one item – religious involvement – had a difference that was higher than the standard deviation. For Biola graduates this item was rated at 3.46 and 3.42 compared to 2.19 for the total normative group and 2.3 for the private school group. In both of these comparisons, the difference was higher than the standard deviation of 1.13 for this item and was therefore considered to be a meaningful difference.

Table 11. Average Level and Rank of Involvement with Activities and Organizations at Current Time (4=High involvement, 3=Average involvement, 2=Low involvement, 1=No involvement)										
Item Text	Total		Degree before 1996		Degree 1996-later		ACT Norms			
	N	Level (Rank)	N	Level (Rank)	N	Level (Rank)	Total	Private	S.D.	
1. Professional	1402	2.75 (2)	835	2.69 (3)	528	2.86 (2)	2.57	2.66	1.15	
2. Religious	1441	3.55 (1)	861	3.60 (1)	554	3.48 (1)	2.43	2.54	1.17	
3. Service	1408	2.71 (3)	842	2.81 (2)	527	2.56 (3)	2.08	2.21	1.06	
4. Environmental	1408	1.48 (11)	839	1.53 (11)	529	1.41 (11)	1.65	1.66	0.86	
5. Political	1417	1.89 (10)	847	1.93 (10)	531	1.80 (9)	1.63	1.69	0.86	
6. Social	1412	2.59 (4)	846	2.57 (4)	527	2.59 (4)	2.43	2.51	1.05	
7. Cultural	1414	2.18 (7)	849	2.19 (8)	527	2.18 (6)	1.91	2.05	.98	
8. Youth-Oriented (including sports)	1407	2.34 (5)	840	2.41 (5)	528	2.21 (5)	1.98	2.04	1.13	
9. Sports/Athletics (adult level)	1414	2.01 (9)	846	2.07 (9)	528	1.95 (8)	2.03	2.12	1.09	
10. K-12 Level Schools	1408	2.07 (8)	844	2.27 (7)	526	1.75 (10)	1.72	1.76	1.11	
11. Community	1412	2.26 (6)	847	2.33 (6)	525	2.14 (7)	2.18	2.24	1.01	

Table 11 presents the average level and rank of involvement at the current time with the same set of activities and organizations listed in Table 10. Involvement in religious activities continues to have the highest rating (3.60 and 3.48) followed by professional and service activities. In most instances graduates are currently somewhat more involved with the activities and organizations listed in these tables than when they were students at Biola. Again, both groups reported the least involvement with environmental activities.

As in Table 10, religious involvement is the only item whose difference with the normative data is greater than a standard deviation and is therefore considered to be a meaningful difference.

Spirituality and Character Formation

Table 12. Ratings of Statements Related to Aspects of Spirituality and Character Formation (False=Rated very false to more false than true, True= Rated more true than false to very true)						
Item Text	Total		Degree before 1996		Degree 1996-later	
	False N/%	True N/%	False N/%	True N/%	False N/%	True N/%
1. I devote time regularly to reading and studying the Bible.	247/24%	796/76%	132/23%	454/77%	107/25%	319/75%
2. Involvement in a local church is a central part of my life.	131/9%	1309/91%	67/8%	800/92%	61/11%	471/89%
3. My relationship with God influences my family relationships and home life.	21/1%	1419/99%	11/1%	856/99%	9/2%	522/98%
4. I am involved in ministry to others.	134/9%	1303/91%	60/7%	805/93%	69/13%	461/87%
5. I intentionally seek opportunities to help me grow spiritually.	110/8%	1328/92%	62/7%	802/93%	43/8%	489/92%
6. My relationship with God influences how I approach my finances.	89/6%	1351/94%	40/5%	828/95%	44/8%	487/92%
7. I am involved in supporting world missions.	226/16%	1212/84%	99/11%	768/89%	119/22%	411/78%
8. I intentionally seek opportunities to bring a Christian influence to culture.	193/13%	1245/87%	113/13%	752/87%	73/14%	458/86%
9. I devote time regularly to practicing spiritual disciplines.	289/20%	1147/80%	157/18%	709/82%	120/23%	409/77%
10. I am involved in activities that promote social justice.	638/45%	782/55%	250/48%	275/52%	250/48%	275/52%
11. My relationship with God influences my personal integrity.	19/1%	1421/99%	10/1%	858/99%	8/2%	523/98%
12. I am involved in activities that help the poor.	439/13%	998/69%	245/28%	621/72%	179/34%	350/66%
13. I am involved in activities that promote equality for minorities.	755/53%	674/47%	431/50%	430/50%	298/57%	229/43%
14. My relationship with God influences my work ethic.	26/2%	1413/98%	15/2%	853/98%	11/2%	519/98%
15. I view my vocation as a way to live out God's calling for my life.	54/4%	1376/96%	29/3%	834/97%	21/4%	505/96%

Table 11 shows graduates' responses to 15 statements related to aspects of spirituality, character formation, service, engaging culture, and vocation as calling. To be classified as true, statements had to be rated as more true than false to very true. While the majority of statements were rated as true by all graduates, seven were rated as true by 90% or more of the graduates. These items were:

- Involvement in a local church is a central part of my life.
- My relationship with God influences my family relationships and home life.
- I intentionally seek opportunities to help me grow spiritually.
- My relationship with God influences how I approach my finances.
- My relationship with God influences my personal integrity.
- My relationship with God influences my work ethic.
- I view my vocation as a way to live out God's calling for my life.

Across both groups of graduates three items stood out as having far fewer true responses than the other items:

- I am involved in activities that promote social justice. (52% true for both groups of graduates)
- I am involved in activities that help the poor. (72% and 66% true)
- I am involved in activities that promote equality for minorities. (50% and 43% true)

Item Text	Total		Degree before 1996		Degree 1996-later	
	Negative N/%	Positive N/%	Negative N/%	Positive N/%	Negative N/%	Positive N/%
1. Academic courses	103/9%	1032/91%	64/9%	644/91%	34/9%	359/91%
2. Off-campus and study abroad programs*	179/29%	433/71%	114/32%	246/68%	61/26%	172/74%
3. Interaction with faculty	283/20%	1123/80%	194/23%	651/77%	77/15%	445/85%
4. Interaction with staff and administration	677/50%	678/50%	440/54%	380/46%	215/43%	283/57%
5. Interaction with students	115/8%	1310/92%	82/10%	775/90%	31/6%	496/94%
6. Residence life programs*	328/35%	607/65%	193/34%	371/66%	125/37%	215/63%
7. Ministry opportunities	267/21%	975/79%	143/18%	645/82%	124/27%	330/73%
8. Chapel programs	215/17%	1084/83%	115/14%	711/86%	93/21%	344/79%
9. Short-term missions trips*	114/21%	440/79%	72/22%	256/78%	37/18%	172/82%
10. Student leadership opportunities	304/40%	455/60%	189/41%	268/59%	105/38%	175/62%

Note: Percentages represent the percentage that responded to each item.
* Between 32% and 57% of alumni responded that these experiences were not applicable to them. This suggests that they did not participate in these programs or opportunities.

Table 13 reports graduates' responses to the degree of impact of different Biola experiences on their overall spiritual growth. Positive ratings included any items that were rated as having had some to very strong impact on alumni's overall spiritual growth and negative impact included items rated as having no to little impact.

Two items – academic courses and interaction with students – were rated as positive by 90% or more by both groups of graduates. Three other items were also rated by a strong majority of graduates as having a positive impact on their spiritual growth: (1) interaction with faculty, (2) ministry opportunity, and (3) short-term missions trips. Graduates reported interaction with staff and administration as having the least impact on their overall spiritual growth.

Charitable Giving

Item Text	Total N=1,294		Degree before 1996 N=793		Degree 1996-later N=480	
	N	%	N	%	N	%
None	20	2%	7	1%	11	2%
Less than 5%	146	11%	75	9%	65	14%
5 to 9%	226	17%	149	19%	90	19%
10% to 19%	826	64%	508	64%	294	61%
20% or more	76	6%	54	7%	20	4%

Table 14 shows the responses of graduates when asked about the percentage of net income that they donate to charitable organizations. Of those who responded to the items related to charitable giving, the vast majority

reported donating some portion of their net income to charitable organizations. The majority (81%) reported giving between 5% and 19% of their income to charitable causes. Only 2% reported giving nothing to charitable organizations.

Item Text	Total N=1,329		Degree before 1996 N=793		Degree 1996-later N=478	
	N	%	N	%	N	%
1. I currently give.	115	9%	86	11%	25	5%
2. I have given in the past and would consider giving in the future.	362	27%	266	34%	89	19%
3. I have never given but would consider giving in the future.	199	15%	66	8%	127	27%
4. I am unable to give because of other financial obligations.	466	35%	251	32%	179	37%
5. I am unwilling to give because I was dissatisfied with the services I received (e.g., financial aid, registration, access to labs).	14	1%	11	1%	3	1%
6. I am unwilling to give because I was dissatisfied with my experiences with student life (e.g., dorm life, co-curricular activities, career placement).	5	0%	2	0%	3	1%
7. I am unwilling to give because I was dissatisfied with the quality of my academic program (e.g., courses and advising in my major, courses in general education).	14	1%	8	1%	6	1%
8. I am unwilling to give because I was dissatisfied with Biola's management of gifts.	10	1%	4	0%	6	1%
9. I am unwilling to give because of reasons other than those listed above.	144	11%	99	12%	40	8%

Table 15 shows the responses of graduates to a series of statements that describe giving to Biola. Very few graduates reported currently giving to Biola – only 11% of those that graduated before 1996 and only 5% of those that graduated in 1996 or later. However, 42% of those that graduated before 1996 and 46% of those that graduated in 1996 or later reported that they would consider giving in the future.

The most frequent reason for not giving to Biola was other financial obligations (32% and 37%).

One percent or less of the graduates reported dissatisfaction with services, student life experiences, quality of academic programs, or Biola's management of gifts as their reasons for not contributing to Biola.

Personal Relationships

Response	Total N=1,324		Degree before 1996 N=801		Degree 1996-later N=484	
	N	%	N	%	N	%
1. Single, never married	229	17%	80	10%	143	30%
2. Single, living with significant other	8	1%	5	1%	3	1%
3. Engaged	15	1%	5	1%	10	2%
4. Married.	983	74%	643	80%	310	64%
5. Separated	6	0%	5	1%	1	0%
6. Widow(er), currently single	9	1%	9	1%	0	0%
7. Widow(er), remarried	4	0%	3	0%	0	0%
8. Widow(er), living with significant other	0	0%	0	0%	0	0%
9. Divorced, currently single	26	2%	16	2%	8	2%
10. Divorced, remarried	44	3%	35	4%	9	2%
11. Divorced, living with significant other	0	0%	0	0%	0	0%

Table 16 reports the current relationship status of those who responded to the survey. The majority of the graduates (91%) reported their relationship status as married or single, never married. A higher percentage of graduates that earned their degrees in 1996 or later reported being single. This may not be surprising given that they represent a much younger group of alumni. Only 5% of our graduates reported being divorced, divorced and currently single, or divorced and remarried.

Response	Total N=1,322		Degree before 1996 N=9798		Degree 1996-later N=484	
	N	%	N	%	N	%
Very negative contribution	0	0%	0	0%	0	0%
Negative contribution	5	0%	3	0%	2	0%
No contribution	91	7%	70	9%	19	4%
Some contribution	244	18%	162	20%	72	15%
Positive contribution	525	40%	318	40%	191	39%
Very positive contribution	457	35%	245	31%	200	41%

Table 17 shows the contribution of graduates' Biola experience to the current quality of their close relations. The majority (71% and 80%) reported that their Biola experience made either a positive or very positive contribution to their close relationships. For the same groups 20% and 15% reported that their experience at Biola made some contribution to their close relationships. Only 9% for graduates earning degrees before 1996 and 4% for those earning degrees in 1996 or later reported that their experience at Biola made no contribution to their current close relationships.

Conclusions and Recommendations

The survey results provide a baseline of data by which to profile our graduates, to understand the extent to which Biola has equipped our graduates in mind and character to make an impact on the world for the Lord Jesus Christ, to analyze the responses of graduates that earned degrees before 1996 and those that earned their degrees more recently in 1996 or later, to inform future alumni surveys, and to identify areas where further reflection and research may be needed for us to improve our programs and services.

While the survey responses produced meaningful findings, most of which are consistent with normative data, some caution must be taken in generalizing to any subgroup of Biola graduates. For example, the relatively modest samples representing any specific academic discipline make information on student satisfaction concerning a specific program's effectiveness unwise. Likewise, the relatively small numbers of respondents who are people of color suggest that area in this survey should be approached with caution. Finally, one should keep in mind that the results represent student perceptions; that does not diminish the usefulness of the data, but it should be considered in the sorts of questions we ask about the data and should be used with other measures of educational effectiveness.

Educational Outcomes – Equipping Students in Mind

Our graduates opinion of being well prepared by Biola for their current jobs was about 15% higher than the national group that responded to the ACT survey. A strong majority of our graduates reported being exceptionally well to adequately prepared for their current jobs. Our recent graduates ratings of 90% were considerably higher than those in the normative data set that reported a 75% rating for their total group and 76% for other private institutions.

The ratings of our graduates were similar to those of the normative data when rating the level of importance and rank of skills to develop while pursuing postsecondary education. The same was true in terms of graduates perceptions of the impact of their Biola experience on attaining these same set of skills. They also reported that their Biola educational experience in general had mostly a moderate impact in attaining what they considered to be important skills. These findings paralleled those of the normative data with the same four items receiving the lowest ratings: (1) appreciating and exercising rights and responsibility as a citizen, (2) learning about existing and emerging career options, (3) understanding the interactions of humans with the environment, and (4) understanding international issues. These may be areas that warrant further reflection to strengthen in the future.

In contrast to the ratings related to educational outcomes, the ratings related to educational experiences were higher with the highest ratings related to the quality of academic programs, overall quality of instruction, concern for students as individuals, and class size relative to course type. Perhaps the strongest endorsement of Biola's educational experiences is seen in the overall rating of the school – 94% as good to excellent compared to 88% in the normative data from other private institutions – and in the number of graduates that indicated that they would attend Biola if they were to begin their college education again. Likewise, the majority of graduates said that they would recommend Biola to others.

Graduates acknowledged that academic success was both encouraged and supported at Biola, that the campus had an intellectually stimulating atmosphere, and that faculty were readily available to them.

Our graduates rated the cost of a Biola education as high, but as already noted gave high ratings to their overall Biola experience and would choose to attend Biola again if they could start their university education again.

One area that warrants further consideration is the atmosphere of ethnic, political, and religious understanding and acceptance. While our campus may be more homogenous with respect to ethnic, political, and religious diversity, the neutral ratings suggest additional research and reflection to understand and improve these areas.

In general our graduates seemed less satisfied with a number of student services and programs offered when they were students. While these findings parallel those in the normative data, consideration should be given to strengthening academic support services, orientation to computers, financial aid counseling, and career planning and placement services.

Educational Outcomes – Equipping Students in Character

Our desire to see our graduates maintain their spiritual commitments and activities after they leave Biola seems to be affirmed in the very high ratings on the items related to spirituality and character formation. Over 90% of our graduates rated 7 of 15 statements related to aspects of spirituality and character formation as true of them – (1) involvement in a local church, (2) relationship with God influencing family relationships and home life, (3) relationship with God influencing how they approach finances (4) relationship with God influencing personal integrity, (5) relationship with God influencing work ethic (6) seeking opportunities to help spiritual growth, and (7) viewing vocation as a way to live out God’s calling.

Only three items – promoting social justice, helping the poor, and promoting equality for minorities – stood out as having lower ratings ranging from 43% to 72%. Further consideration should be given to how Biola might strengthen learning and encouragement to action in these areas.

In terms of the degree to which Biola experiences impacted graduates’ overall spiritual growth, both groups of our graduates gave academic courses and interaction with other students the highest ratings ranging from 90% to 94%. This underscores the importance of what happens in the classroom and also our understanding of the impact of peers on students’ spiritual growth. This suggests that Biola’s commitment to hiring for mission and requiring faith commitments for all students indeed contributes significantly to the spiritual growth of students.

Some interesting shifts appear between those graduating prior to 1996 and those graduating in 1996 or later. Interaction with faculty, short-term missions trips, off-campus and study abroad opportunities all increased in impact for our more recent graduates. While still high, the impact of chapel programs and ministry opportunities has dropped from 86% and 82% to 79% and 73%.

Given the ratings of recent graduates for residence life (63%), student leadership opportunities (62%), and interaction with staff and administration (57%), further thought should be given to how we might strengthen these areas for greater impact on the spiritual growth of our students.

Student Debt

Students that graduated after 1995 are graduating with higher student loan debt. Prior to 1996 only 20% of our graduates had any school debt above \$10,000. Since 1996 that percentage increased to 50% of our graduates, and those with student debt over \$20,000 rose from 9% to 21%. While these figures are similar to those of the graduates from other private institutions, the rising proportion of alumni with higher rates of student debt is cause for concern.

Activities and Organizations

Compared to the normative data, our graduates are much more involved in religious activities and organizations but less involved in environmental, political, and community activities and organizations. Involvement in religious activities and organizations was the highest rated item among the list of 11 activities.

Charitable Giving

Our graduates are substantially invested in giving; 87% percent report giving five percent or more of their net incomes to charitable organizations. However, very few alumni currently give to Biola – only 11% of alumni that graduated before 1996 and 5% that graduated in 1996 or later. The most frequent reason given for not contributing financially to Biola was other financial obligations. When taken with the data on the amount of student loan debt of recent graduates – that 50% of our graduates have debt above \$10,000 and that 21% have debt of over \$20,000, it may not be surprising that recent graduates do not feel that they are able to contribute to Biola at this time. For those who responded to this survey, 1% or less reported dissatisfaction with services, student life, academic programs, or Biola’s management of gifts as reasons for not contributing financially to Biola.

The good news in this set of items is that Biola enjoys a large number of alumni who have given to the university in the past and who would consider giving in the future (42%).

Personal Relationships

As was the case with the items related to spirituality, the majority of our graduates reported that their Biola experience made either a positive or very positive contribution to their close relationships. For those responding to this section of the survey, very few reported being separated or divorced. From these responses, it would appear that our graduates enjoy stable marital relationships and that Biola contributed to the current quality of close personal relationships.

Future Analysis

The current report is based on an analysis of responses for the total group and alumni that graduated before 1996 and those that graduated in 1996 or later. Further analysis is planned for these two subgroups by gender, ethnicity, and highest degree earned (undergraduate vs. graduate). We are also examining written comments for possible analysis.

APPENDIX A. ALUMNI OUTCOMES SURVEY

SECTION VII – ADDITIONAL QUESTIONS

Record your responses to these questions in Section VII of the Alumni Outcomes Survey.

1. What is your current religious affiliation?		
A. Assembly of God	E. Evangelical Free Church	I. Nondenominational
B. Baptist	F. Four Square	J. Presbyterian
C. Calvary Chapel	G. Friends	K. Reformed
D. Christian Missionary Alliance	H. Methodist	L. Other

Choose the letter that best describes your experience or represents your belief with the following statements:	
A. Very false of me	D. More true than false of me
B. Mostly false of me	E. Mostly true of me
C. More false than true of me	F. Very true of me
2. I devote time regularly to reading and studying the Bible.	
3. Involvement in a local church is a central part of my life.	
4. My relationship with God influences my family relationships and home life.	
5. I am involved in ministry to others.	
6. I intentionally seek opportunities to help me grow spiritually.	
7. My relationship with God influences how I approach my finances.	
8. I am involved in supporting world missions.	
9. I intentionally seek opportunities to bring a Christian influence to culture.	
10. I devote time regularly to practicing spiritual disciplines, such as prayer, fasting, and meditation.	
11. I am involved in activities that promote social justice.	
12. My relationship with God influences my personal integrity.	
13. I am involved in activities that help the poor.	
14. I am involved in activities that promote equality for minorities.	
15. My relationship with God influences my work ethic.	
16. I view my vocation as a way to live out God's calling for my life.	

Using the following scale, choose the letter that best describes the degree to which the following experiences while attending Biola impacted your overall spiritual growth.	
A. Not applicable	E. Some impact
B. No impact	F. Strong impact
C. Very little impact	G. Very strong impact
D. Little impact	
17. Academic courses	
18. Off-campus and study abroad programs	
19. Interaction with faculty	
20. Interaction with staff and administration	
21. Interaction with other students	
22. Residence Life programs	
23. Ministry opportunities	
24. Chapel programs	
25. Short-term missions trips	
26. Student leadership opportunities	

27. What percentage of your net income goes to charitable organizations – including church and other religious organizations?
- A. None
 - B. Less than 5%
 - C. 5 to 9%
 - D. 10% to 19%
 - E. 20% or more

28. Choose the one statement that best describes your giving to Biola.
- A. I currently give.
 - B. I have given in the past and would consider giving in the future.
 - C. I have never given but would consider giving in the future.
 - D. I am unable to give because of other financial obligations.
 - E. I am unwilling to give because I was dissatisfied with the services I received (e.g., financial aid, registration, access to labs).
 - F. I am unwilling to give because I was dissatisfied with my experiences with student life (e.g., dorm life, co-curricular activities, career placement).
 - G. I am unwilling to give because I was dissatisfied with the quality of my academic program (e.g., courses and advising in my major, courses in general education).
 - H. I am unwilling to give because I was dissatisfied with Biola's management of gifts.
 - I. I am unwilling to give because of reasons other than those listed above.

29. Choose the one statement that best describes your current relationship status.
- A. Single, never married
 - B. Single, living with significant other
 - C. Engaged
 - D. Married
 - E. Separated
 - F. Widow(er), currently single
 - G. Widow(er), remarried
 - H. Widow(er), living with significant other
 - I. Divorced, currently single
 - J. Divorced, remarried
 - K. Divorced, living with significant other

30. Choose the one statement that best describes how your experiences at Biola contributed to the current quality of your close relationships.
- A. Very negative contribution
 - B. Negative contribution
 - C. No contribution
 - D. Some contribution
 - E. Positive contribution
 - F. Very positive contribution

Thank you for participating in our survey.

We welcome any additional comments that you may have. You may write them in Section VIII on the survey or on a separate piece of paper.

APPENDIX B.

ALUMNI SURVEY SAMPLING PLAN

Decade	Degree	Gender	Graduates	Sample
U.S. Alumni				
1970s	GR	F	73	31
	GR	M	600	310
	UG	F	1233	566
	UG	M	966	466
1980s	GR	F	271	125
	GR	M	1257	543
	UG	F	1836	854
	UG	M	1289	598
1990s	GR	F	501	233
	GR	M	1017	466
	UG	F	2363	1086
	UG	M	1477	698
2000s	GR	F	471	232
	GR	M	719	334
	UG	F	1655	760
	UG	M	991	458
Sub-total			16,719	7,760
Non-U.S. Alumni				
1970s	GR	F	9	5
	GR	M	16	8
	UG	F	29	12
	UG	M	31	14
1980s	GR	F	21	10
	GR	M	56	24
	UG	F	47	20
	UG	M	32	15
1990s	GR	F	40	5
	GR	M	68	29
	UG	F	69	29
	UG	M	42	20
2000s	GR	F	38	18
	GR	M	32	15
	UG	F	16	8
	UG	M	15	8
Sub-total			561	240
TOTAL			17,280	8,000
Total Undergraduate Degrees			12,091	5,612
Total Graduate degrees			5,189	2,388