The Lewis & Clark College Alumni Survey: Spring 2009

Summary:

➢ 2,700 undergraduate alumni from 1975 – 2005 completed an on-line survey in the summer of 2009 answering questions about their educational and occupational careers after graduation. This represented a response rate of 52%, unusually high for this kind of project.

➢ Between one half and two thirds of alumni have gone on to pursue graduate study. Nearly one sixth of recent alumni have completed or are completing degrees at the doctoral level.

➢ Approximately 20% of those with graduate degrees have chosen schools in the Pacific Northwest. A slightly smaller percentage have been accepted at major research universities outside the region, including many of the nation's most highly ranked institutions.

➢ In terms of early occupational choice over 20% of alumni have begun their careers in the education sector, and the trend has been increasing in more recent time periods. Approximately 17% started out in managerial careers, 13% in administrative support positions, and 10% in marketing.

➢ The percentage of respondents working in a science field has gone up from 5% in the early two decades to 10% in more recent decades.

➢ In terms of later, more established, career paths, approximately 10% of alumni are practicing law, and 10% work in health care fields.

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The Setting

In 2008, the Office of Institutional Advancement was in the early stages of implementing Raiser's Edge software. In advance of a major fundraising initiative, there was concern with the limitations of our knowledge as an institution about our Alumni's educational and occupational careers after graduation from Lewis & Clark. At the encouragement of PresidentTom Hochstettler, and with funding from the President's strategic initiative, the Office of Institutional Research undertook a major survey of CAS alumni. The project was conceived of as having two mail main goals: 1) gathering new educational and career data for the overall Records Improvement Project for Institutional Advancement, and 2) producing a better understanding of alumni educational and career trajectories over time for internal and external audiences.

Previously, the Office of Institutional Research (IR) had carried out three Alumni Surveys, with a cumulative total of about a thousand records in somewhat disparate cohort groupings. There was a perception that our knowledge of educational and career outcomes after graduation was limited. Comparisons with our largely aspirational peer group reinforced this perception. Moreover, there had been a push in recent years to recognize and affirm the strong science identity of Lewis & Clark College and it was hoped that the survey would provide new evidence about this.   Some also wondered whether the decision to phase out the business major might show different career outcomes after 2000.

The previous Alumni Surveys were administered using instruments developed by HEDS (Higher Education Data Sharing Consortium) . This survey was long and laborious and most of it was not devoted to education and career. It had been very difficult to get alumni to expend the time, often 45 minutes or more, to answer such a survey. Thus it was decided to create a shorter instrument using a subset of the HEDS Alumni Survey questions devoted to education and career outcomes—the "Short Form".

Methodology

By paring the HEDS Alumni Survey to the Short Form, the invitation to Alumni respondents could be focused and would provide an easy lead into participating by clicking on the link in an email. About 7,000 alumni with emails, chosen over a span of graduates from 1975 forward, excluding those who were being actively recruited to alumni reunion events at the time so as not to send competing messages. Over 5,000 of the addresses worked, evidenced by no bounce back messages. Some of the "bad addresses" were either changed/dropped email accounts or tightly restricted spam filters. Moreover, Survey Monkey, had a non harassment policy that if the email recipient had previously chosen the "don't contact me ever again" choice, the alumnus/a would be excluded from the current email invitation. Of the 5,000 "good" emails, 2,700 responded over a three month period, some after as many as six reminder invitations. The final return rate was about 52%, which is extremely respectable for alumni surveys, or for any other kind of email survey. The results have greatly enhanced our understanding of the educational and career outcomes for our alumni.

Careers. The career section of the survey was essentially asked three times to allow the respondent to divide their career into early, middle, and late, to accommodate the notion that a career is just that: something that develops over a period of time. Recent graduates could choose to only use one or two stages. This methodology did allow for seeing how most graduates transitioned from early to more established careers. One surprising result was the degree to which graduates moved through different stages of only one career path. In future surveys, I suggest we do not ask the redundant career stages question and the form could be even shorter. The average respondent took about seven minutes to complete the survey, a fact that greatly enhanced the response rate.

Education. Within the education section we were able to ask for degree programs (M.A., Ph.D., J.D.), majors, years, and schools where degrees were taken. The nature of advanced degrees created a structure for reporting these findings.

Representativeness. Some might question whether high-achieving alumni would be overrepresented among the respondents to the survey. On the face of it, this seems likely, however, this is empirically contradicted at least in part by two things: 1) the CIRP (Cooperative Institutional Research Program) Freshman Survey, administered for over 40 of the last 45 years at Lewis and Clark, suggests somewhat mundane/modest goals for many of our students and 2) many of our graduates have modest/mundane outcomes which they seemed pleased to report. Moreover, to the extent that we are suspicious of "upward-mobility-bias" in our survey, there is no reason to believe that it is operative among Lewis & Clark graduates in any way that is unusual for other schools. Also, a liberal arts college needs to use caution in its messaging to external constituencies or it runs the risk of either communicating the message that there is nothing intrinsically rewarding about knowledge for its own sake without the validation of career and wealth, or that institutionally, we would never be satisfied to highlight the graduates who found a rewarding and meaningful life if they did not get education beyond what was provided here.

Results

The Records Improvement Project. Since completion of the survey, the implementation of Raiser's Edge software has been successfully completed by Institutional Advancement. Survey results have been passed in Excel format to J.C. Minton and he has integrated person-level records into the Alumni Database in Raiser's Edge. They are now available for research purposes in that system..

Findings

Early Career Path[1]. The self-identified early career path includes everyone who had a job or began their career shortly after leaving college. Those who were in school and not working at all or travelling would be among those not answering the question. Twenty-four hundred alumnus answered the early career path question and these were fairly equally divided among three groups; 1970-80s, 1990s, and 2000s. The largest occupation identified overall in early career is _education_ (21%). The _education_ portion has also grown over the three time frames from 18% to 25% of early career, moving from second to largest grouping. The second largest early career occupation is _managerial_ (17%), but this reflects a change from

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[1] Appendix 1, p. 2.

the 1970-80s when managerial was the largest grouping at 21% to its current 13.5% (2000s). Thus, during these decades, education has overtaken management as the largest career grouping.[2]

The third largest overall early career group is administrative support (12.6%), followed by marketing (9.6%). Of these, administrative support has remained fairly steady over time, but marketing as a reported occupation among recent alumni is half of what it was in the 70-80s (6% compared with 13%).[3] Both administrative support and marketing are examples of early careers that, among our graduates, become less frequent as established careers. Administrative support is 12.6% of the early career[4] and 1.2% of the established career.[5] In contrast, education and managerial careers are still substantial proportions in the established careers of Lewis & Clark graduates, even though management has decreased by about one fourth (22.5% to 16.6%) its historic proportion of the established career path.[6]

Nearly 10% of recent graduates have worked as scientists in their early career, almost double the rate of the 70-80s (5.3%).[7] Writers, Artists, Entertainers, Athletes as one group have been a modest part of both early and established careers at around 6-7% overall.[8]

At all three stages (early, mid and established) careers are dominated by education and managerial groups, with about 22% in each at both middle and established stages of the career. That trend appears to be holding with managerial trending to about 17% and education 24%.[9] By middle and established career Law and health care are both becoming nearly 10% of the career path, with health care trending even higher.[10] While Law is mostly lawyers, health care includes a variety of professional occupations, not only medical doctors.

Graduate Degrees

Lewis & Clark graduates have gone on to pursue graduate degrees at fairly high rates for at least a generation. That trend is growing somewhat, and a higher proportion are enrolling in doctoral programs. For the entire sample of almost 2,700 alumni from 1975 to the present, as early as the late 1970s, 55-60% of graduates were going on to graduate school. In terms of a realistic timeframe for completing a doctoral program the most recent cohort where the measure could be relevant would be the 2001 alumni and that cohort had a combined masters+doctoral graduate school degree rate of 61%. However, in 1975, 10.7% got doctoral degrees compared to 15% of the 2001 cohort. Trends for recent alumni who have completed or are completing graduate degrees are very suggestive.[11] Two recent graduation cohorts, 2001 and 2002, have shown a spike in the total percent enrolling in graduate school (73% and 70.5%). While not definitive, there are two possible explanations. Could it be that the efforts starting about 15 years ago to

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[2] Appendix 1, p. 2, Early Career.
[3] Appendix 1, p. 2, Early Career.
[4] Appendix 1, p. 2, Early Career.
[5] Appendix 1, p. 6, Established Career.
[6] Appendix 1, p. 6, Established Career.
[7] Appendix 1, p. 2, Early Career.
[8] Appendix 1, p. 6, Established Career.
[9] Appendix 1, p. 2, 4, 6.
[10] Appendix 1, p. 4, middle Career, p. 6, Established Career.
[11] Appendix 3, Masters or Doctorate Complete or in-process (combined).

raise the academic profile of entering first-year students, together with faculty recruitment policies that began to focus on research and student-faculty research collaborations may have resulted in more students going to graduate school. It is too early to tell whether this higher participation rate in graduate schools will hold, or whether it will move back to about sixty-percent as before. If it is a short term phenomenon it could be related to the employment fall-out from the stock-market crash of 2001. If graduates from that time frame found it more difficult to immediately enter the work force with their bachelor's degree, they may have been more motivated to consider expending the effort and expense to enter graduate school. If that were true, we might expect that another spike is about to begin following the recent market gyrations and great recession.

Where do Lewis & Clark College Graduates Pursue Graduate Degrees?[12]

Two patterns seem to operate in the choice of where to pursue graduate studies. Most students choose to attend local public universities, but a small group are accepted to very prestigious private schools. An analysis of 1,119 Lewis & Clark College alumni enrolling in graduate school shows that over 10% went to Portland State University and another 5% to either University of Oregon or Oregon State University. Almost 4% went to University of Washington. So, one in five enrolled at Oregon or Washington large public universities. Similar patterns (but in proportionately smaller numbers) can be found in the upper Midwest, with University of Minnesota (1.7%) and University of Wisconsin (1.5%) being overrepresented in a region from where we enroll a lot of undergraduate students.

During the last twenty-five years it has invariably been the case that Lewis & Clark College alumni have been enrolled in graduate programs at Portland State, U. of Oregon, Oregon State, U. of Washington, U. of Minnesota, U. of Wisconsin, and NYU. It would also be accurate to say that our alumni have almost continually been represented in graduate programs at U. of Hawaii, George Washington U., U.C. Berkeley, U.C. Davis, Boston U., Cornell, U.C.L.A., and Pennsylvania. A smaller but identifiable group have been enrolled periodically at other prestigious private schools such as Columbia, American University, Georgetown, Stanford, Yale, Harvard , and Princeton.

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[12] Appendix 4: CAS Grads since 1986 (past 25 yrs)

Notes

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In the Summer of 2009, over 2,700 Alumni responded to a brief survey asking about their career history and their educational accomplishment. The response rate was about 50% of alumni surveyed. They were asked to categorize careers at three subjective points early (about 1-5 years), middle (about 7-15 years), and established (main career beginning 10-15 years out). All three stages would be available to earlier cohorts in the 1970s and 1980s, and to some degree in the 1990s, but not for graduates after 2000.   Alumni graduation cohorts were divided into groups who graduated in the 1970s and 1980s, 1990s, and after 2000.

careert1_group * CAS_Grad_groups2 Crosstabulation

			CAS_Grad_groups2			
			1 1970s - 1980s	2 1990s	3 2000s	Total
careert1_group	1 Administrative Support	Count	86	111	106	303
		% within CAS_Grad_groups2	11.2%	14.3%	12.3%	12.6%
	2 Education	Count	139	150	219	508
		% within CAS_Grad_groups2	18.1%	19.4%	25.4%	21.1%
	3 Engineers	Count	7	5	8	20
		% within CAS_Grad_groups2	.9%	.6%	.9%	.8%
	4 Health	Count	30	23	30	83
		% within CAS_Grad_groups2	3.9%	3.0%	3.5%	3.5%
	5 Legal	Count	33	29	28	90
		% within CAS_Grad_groups2	4.3%	3.7%	3.3%	3.7%
	6 Managerial	Count	162	133	116	411
		% within CAS_Grad_groups2	21.1%	17.2%	13.5%	17.1%
	7 Marketing	Count	102	71	52	225
		% within CAS_Grad_groups2	13.3%	9.2%	6.0%	9.4%
	8 Scientists	Count	41	53	79	173
		% within CAS_Grad_groups2	5.3%	6.8%	9.2%	7.2%
	9 Social, Recreational, Religious	Count	28	46	55	129
		% within CAS_Grad_groups2	3.6%	5.9%	6.4%	5.4%
	10 Technician	Count	20	22	33	75
		% within CAS_Grad_groups2	2.6%	2.8%	3.8%	3.1%
	11 Writers, Artists, Entertainers, Athletes	Count	55	53	53	161
		% within CAS_Grad_groups2	7.2%	6.8%	6.2%	6.7%
	67 Other: 653 Consultant	Count	11	19	21	51
		% within CAS_Grad_groups2	1.4%	2.5%	2.4%	2.1%
	70 Other: 656 Homemaker	Count	2	2	0	4
		% within CAS_Grad_groups2	.3%	.3%	.0%	.2%
	71 Other: 657 Other occupation, please specify:	Count	51	56	57	164
		% within CAS_Grad_groups2	6.6%	7.2%	6.6%	6.8%
	75 volunteer, intern, Peace Corps, Americorps	Count	1	2	4	7
		% within CAS_Grad_groups2	.1%	.3%	.5%	.3%
Total		Count	768	775	861	2404
		% within CAS_Grad_groups2	100.0%	100.0%	100.0%	100.0%

larger proportion entering education immediately out of college

decreased over time. No Business program after 2000.

almost double rate after 2000

almost double rate after 2000

Notes

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careert2_group * CAS_Grad_groups2 Crosstabulation

| | | | CAS_Grad_groups2 | | | |
			1 1970s - 1980s	2 1990s	3 2000s	Total
careert2_group	1 Administrative Support	Count	21	20	9	50
		% within CAS_Grad_groups2	2.7%	2.6%	2.4%	2.6%
	2 Education	Count	155	158	94	407
		% within CAS_Grad_groups2	20.0%	20.3%	24.6%	21.0%
	3 Engineers	Count	6	9	8	23
		% within CAS_Grad_groups2	.8%	1.2%	2.1%	1.2%
	4 Health	Count	43	52	40	135
		% within CAS_Grad_groups2	5.5%	6.7%	10.5%	7.0%
	5 Legal	Count	54	52	30	136
		% within CAS_Grad_groups2	7.0%	6.7%	7.9%	7.0%
	6 Managerial	Count	190	178	61	429
		% within CAS_Grad_groups2	24.5%	22.9%	16.0%	22.2%
	7 Marketing	Count	70	50	9	129
		% within CAS_Grad_groups2	9.0%	6.4%	2.4%	6.7%
	8 Scientists	Count	31	40	37	108
		% within CAS_Grad_groups2	4.0%	5.1%	9.7%	5.6%
	9 Social, Recreational, Religious	Count	22	22	8	52
		% within CAS_Grad_groups2	2.8%	2.8%	2.1%	2.7%
	10 Technician	Count	22	28	5	55
		% within CAS_Grad_groups2	2.8%	3.6%	1.3%	2.8%
	11 Writers, Artists, Entertainers, Athletes	Count	46	70	22	138
		% within CAS_Grad_groups2	5.9%	9.0%	5.8%	7.1%
	67 Other: 653 Consultant	Count	19	23	16	58
		% within CAS_Grad_groups2	2.4%	3.0%	4.2%	3.0%
	70 Other: 656 Homemaker	Count	40	21	5	66
		% within CAS_Grad_groups2	5.2%	2.7%	1.3%	3.4%
	71 Other: 657 Other occupation, please specify:	Count	48	42	34	124
		% within CAS_Grad_groups2	6.2%	5.4%	8.9%	6.4%
	75 volunteer, intern, Peace Corps, Americorps	Count	0	4	2	6
		% within CAS_Grad_groups2	.0%	.5%	.5%	.3%
	78 small business, self employed	Count	9	7	2	18
		% within CAS_Grad_groups2	1.2%	.9%	.5%	.9%
	79 CEO, CFO	Count	0	1	0	1
		% within CAS_Grad_groups2	.0%	.1%	.0%	.1%
Total		Count	776	777	382	1935
		% within CAS_Grad_groups2	100.0%	100.0%	100.0%	100.0%

L&Cs largest career stream (← Education)

Emerging as important career path (← Health)

decreased over time. No Business program after 2000. (← Managerial, Marketing)

double rate since 2000 (← Scientists)

Notes

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careert3_group * CAS_Grad_groups2 Crosstabulation

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careert3_group	1 Administrative Support	Count	10	5	1	16
		% within CAS_Grad_groups2	1.3%	1.3%	.6%	1.2%
	2 Education	Count	172	69	44	285
		% within CAS_Grad_groups2	23.0%	17.9%	24.3%	21.7%
	3 Engineers	Count	6	2	4	12
		% within CAS_Grad_groups2	.8%	.5%	2.2%	.9%
	4 Health	Count	49	23	26	98
		% within CAS_Grad_groups2	6.6%	6.0%	14.4%	7.5%
	5 Legal	Count	52	23	15	90
		% within CAS_Grad_groups2	7.0%	6.0%	8.3%	6.8%
	6 Managerial	Count	168	88	30	286
		% within CAS_Grad_groups2	22.5%	22.8%	16.6%	21.7%
	7 Marketing	Count	50	24	3	77
		% within CAS_Grad_groups2	6.7%	6.2%	1.7%	5.9%
	8 Scientists	Count	28	18	15	61
		% within CAS_Grad_groups2	3.7%	4.7%	8.3%	4.6%
	9 Social, Recreational, Religious	Count	20	10	3	33
		% within CAS_Grad_groups2	2.7%	2.6%	1.7%	2.5%
	10 Technician	Count	13	10	3	26
		% within CAS_Grad_groups2	1.7%	2.6%	1.7%	2.0%
	11 Writers, Artists, Entertainers, Athletes	Count	44	27	8	79
		% within CAS_Grad_groups2	5.9%	7.0%	4.4%	6.0%
	67 Other: 653 Consultant	Count	30	14	6	50
		% within CAS_Grad_groups2	4.0%	3.6%	3.3%	3.8%
	70 Other: 656 Homemaker	Count	40	29	3	72
		% within CAS_Grad_groups2	5.3%	7.5%	1.7%	5.5%
	71 Other: 657 Other occupation, please specify:	Count	37	30	19	86
		% within CAS_Grad_groups2	4.9%	7.8%	10.5%	6.5%
	78 small business, self employed	Count	23	9	1	33
		% within CAS_Grad_groups2	3.1%	2.3%	.6%	2.5%
	79 CEO, CFO	Count	6	5	0	11
		% within CAS_Grad_groups2	.8%	1.3%	.0%	.8%
	Total	Count	748	386	181	1315
		% within CAS_Grad_groups2	100.0%	100.0%	100.0%	100.0%

← L&Cs largest career stream

← Emerging as important career path

← decreased over time. No Business program after 2000.

← double rate since 2000

Appendix 2 Masters & Doctorate

CAS_grad_yr * LEVEL_HIGHEST Crosstabulation

			LEVEL_HIGHEST							
			0	1 certificate	2 AA	4 BA	5 post-grad cert	6 Masters	8 Doctorate (Ph.D., JD, MD)	Total
CAS_grad_yr	1975	Count	35	0	0	0	2	38	9	84
		% within CAS_grad_yr	41.7%	.0%	.0%	.0%	2.4%	45.2%	10.7%	100.0%
	1976	Count	26	0	0	0	2	43	11	82
		% within CAS_grad_yr	31.7%	.0%	.0%	.0%	2.4%	52.4%	13.4%	100.0%
	1977	Count	31	0	0	0	0	51	4	86
		% within CAS_grad_yr	36.0%	.0%	.0%	.0%	.0%	59.3%	4.7%	100.0%
	1978	Count	42	0	0	0	3	35	9	89
		% within CAS_grad_yr	47.2%	.0%	.0%	.0%	3.4%	39.3%	10.1%	100.0%
	1981	Count	45	0	0	0	1	33	5	84
		% within CAS_grad_yr	53.6%	.0%	.0%	.0%	1.2%	39.3%	6.0%	100.0%
	1982	Count	39	0	0	0	0	45	10	94
		% within CAS_grad_yr	41.5%	.0%	.0%	.0%	.0%	47.9%	10.6%	100.0%
	1983	Count	38	0	0	0	4	54	14	110
		% within CAS_grad_yr	34.5%	.0%	.0%	.0%	3.6%	49.1%	12.7%	100.0%
	1986	Count	31	0	0	0	1	38	5	75
		% within CAS_grad_yr	41.3%	.0%	.0%	.0%	1.3%	50.7%	6.7%	100.0%
	1987	Count	41	0	0	1	2	27	11	82
		% within CAS_grad_yr	50.0%	.0%	.0%	1.2%	2.4%	32.9%	13.4%	100.0%
	1988	Count	36	0	1	0	2	22	11	72
		% within CAS_grad_yr	50.0%	.0%	1.4%	.0%	2.8%	30.6%	15.3%	100.0%
	1989	Count	1	0	0	0	0	0	0	1
		% within CAS_grad_yr	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	1991	Count	40	0	0	0	1	49	14	104
		% within CAS_grad_yr	38.5%	.0%	.0%	.0%	1.0%	47.1%	13.5%	100.0%
	1992	Count	46	0	0	0	1	49	8	104
		% within CAS_grad_yr	44.2%	.0%	.0%	.0%	1.0%	47.1%	7.7%	100.0%
	1993	Count	46	0	0	1	4	47	7	105
		% within CAS_grad_yr	43.8%	.0%	.0%	1.0%	3.8%	44.8%	6.7%	100.0%
	1994	Count	49	0	2	0	2	44	10	107
		% within CAS_grad_yr	45.8%	.0%	1.9%	.0%	1.9%	41.1%	9.3%	100.0%
	1995	Count	40	0	0	0	1	35	14	90
		% within CAS_grad_yr	44.4%	.0%	.0%	.0%	1.1%	38.9%	15.6%	100.0%
	1996	Count	32	0	0	0	5	33	12	82
		% within CAS_grad_yr	39.0%	.0%	.0%	.0%	6.1%	40.2%	14.6%	100.0%
	1997	Count	43	0	2	1	1	35	14	96

38.9% Masters, 15.6% Doctoral

40.2% Masters, 14.6% Doctoral

CAS_grad_yr * LEVEL_HIGHEST Crosstabulation

CAS_grad_yr			0	1 certificate	2 AA	4 BA	5 post-grad cert	6 Masters	8 Doctorate (Ph.D., JD, MD)	Total
1997		% within CAS_grad_yr	44.8%	.0%	2.1%	1.0%	1.0%	36.5%	14.6%	100.0%
1998	Count		65	0	1	1	4	43	10	124
		% within CAS_grad_yr	52.4%	.0%	.8%	.8%	3.2%	34.7%	8.1%	100.0%
2000	Count		0	0	0	0	0	0	3	3
		% within CAS_grad_yr	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
2001	Count		45	1	1	1	1	58	19	126
		% within CAS_grad_yr	35.7%	.8%	.8%	.8%	.8%	46.0%	15.1%	100.0%
2002	Count		51	0	0	0	3	48	10	112
		% within CAS_grad_yr	45.5%	.0%	.0%	.0%	2.7%	42.9%	8.9%	100.0%
2003	Count		73	0	0	0	3	56	12	144
		% within CAS_grad_yr	50.7%	.0%	.0%	.0%	2.1%	38.9%	8.3%	100.0%
2004	Count		83	1	1	1	4	31	7	128
		% within CAS_grad_yr	64.8%	.8%	.8%	.8%	3.1%	24.2%	5.5%	100.0%
2005	Count		99	0	1	0	4	21	5	130
		% within CAS_grad_yr	76.2%	.0%	.8%	.0%	3.1%	16.2%	3.8%	100.0%
2006	Count		103	0	2	0	1	16	2	124
		% within CAS_grad_yr	83.1%	.0%	1.6%	.0%	.8%	12.9%	1.6%	100.0%
2007	Count		119	0	1	1	2	8	0	131
		% within CAS_grad_yr	90.8%	.0%	.8%	.8%	1.5%	6.1%	.0%	100.0%
2008	Count		100	0	2	0	2	3	1	108
		% within CAS_grad_yr	92.6%	.0%	1.9%	.0%	1.9%	2.8%	.9%	100.0%
2009	Count		1	0	0	0	0	0	0	1
		% within CAS_grad_yr	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
Total	Count		1400	2	14	7	56	962	237	2678
		% within CAS_grad_yr	52.3%	.1%	.5%	.3%	2.1%	35.9%	8.8%	100.0%

36.5% Masters, 14.6% Doctoral

46% Masters, 15% Doctoral

Too recently graduated, to have completed graduate degrees

Pursuit of Masters and Doctoral degrees has increased in recent cohorts.

CAS_grad_yr * Complete_or_inprocess Crosstabulation

% within CAS_grad_yr

		Complete_or_inprocess				Graduate
		0	6 Masters	8 Law, MD, or Doctoral	Total	Work Total
CAS_grad_yr	1975	42.9%	46.4%	10.7%	100.0%	57.1%
	1976	34.1%	50.0%	15.9%	100.0%	65.9%
	1977	33.7%	58.1%	8.1%	100.0%	66.3%
	1978	50.6%	38.2%	11.2%	100.0%	49.4%
	1981	52.4%	41.7%	6.0%	100.0%	47.6%
	1982	40.4%	47.9%	11.7%	100.0%	59.6%
	1983	37.3%	48.2%	14.5%	100.0%	62.7%
	1986	41.3%	52.0%	6.7%	100.0%	58.7%
	1987	50.0%	34.1%	15.9%	100.0%	50.0%
	1988	51.4%	31.9%	16.7%	100.0%	48.6%
	1989					
	1991	37.5%	46.2%	16.3%	100.0%	62.5%
	1992	38.5%	53.8%	7.7%	100.0%	61.5%
	1993	41.0%	45.7%	13.3%	100.0%	59.0%
	1994	43.0%	42.1%	15.0%	100.0%	57.0%
	1995	42.2%	37.8%	20.0%	100.0%	57.8%
	1996	40.2%	39.0%	20.7%	100.0%	59.8%
	1997	40.6%	41.7%	17.7%	100.0%	59.4%
	1998	50.0%	36.3%	13.7%	100.0%	50.0%
	2000					
	2001	27.0%	53.2%	19.8%	100.0%	73.0%
	2002	29.5%	45.5%	25.0%	100.0%	70.5%
	2003	36.1%	43.8%	20.1%	100.0%	63.9%
	2004	47.7%	32.0%	20.3%	100.0%	52.3%
	2005	46.2%	30.8%	23.1%	100.0%	53.8%
	2006	50.0%	34.7%	15.3%	100.0%	50.0%
	2007	77.1%	13.0%	9.9%	100.0%	22.9%
	2008	75.0%	13.9%	11.1%	100.0%	25.0%
	2009	100.0%			100.0%	.0%
Total		44.7%	40.0%	15.3%	100.0%	55.3%

College Name

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PORTLAND STATE UNIVERSITY	113	10.1	10.1	10.1
	UNIVERSITY OF WASHINGTON - SEATTLE	41	3.7	3.7	13.8
	UNIVERSITY OF OREGON, MAIN CAMPUS	38	3.4	3.4	17.2
	COLUMBIA UNIVERSITY	26	2.3	2.3	19.5
	UNIVERSITY OF COLORADO AT BOULDER	25	2.2	2.2	21.7
	OREGON STATE UNIVERSITY	20	1.8	1.8	23.5
	UNIVERSITY OF MINNESOTA-TWIN CITIES	19	1.7	1.7	25.2
	NEW YORK UNIVERSITY	17	1.5	1.5	26.7
	UNIVERSITY OF WISCONSIN - MADISON	17	1.5	1.5	28.2
	UNIVERSITY OF HAWAII AT MANOA	16	1.4	1.4	29.7
	GEORGE WASHINGTON UNIVERSITY	14	1.3	1.3	30.9
	UNIVERSITY OF CALIFORNIA-BERKELEY	14	1.3	1.3	32.2
	UNIVERSITY OF CALIFORNIA-DAVIS	14	1.3	1.3	33.4
	UNIVERSITY OF DENVER - COLORADO	14	1.3	1.3	34.7
	BOSTON UNIVERSITY	13	1.2	1.2	35.8
	CORNELL UNIVERSITY	13	1.2	1.2	37.0
	UNIVERSITY OF CALIFORNIA-LOS ANGELES	13	1.2	1.2	38.2
	GEORGE FOX UNIVERSITY	12	1.1	1.1	39.2
	WILLAMETTE UNIVERSITY	12	1.1	1.1	40.3
	UNIVERSITY OF PENNSYLVANIA	11	1.0	1.0	41.3
	UNIVERSITY OF UTAH	11	1.0	1.0	42.3
	MONTEREY INSTITUTE OF INTERNATIONAL STUDY	10	.9	.9	43.2
	PACIFIC UNIVERSITY	10	.9	.9	44.1
	UNIVERSITY OF ARIZONA	10	.9	.9	45.0
	UNIVERSITY OF COLORADO AT DENVER HEALTH SCIENCES	10	.9	.9	45.8

College Name

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNIVERSITY OF PHOENIX	10	.9	.9	46.7
	AMERICAN UNIVERSITY	9	.8	.8	47.5
	OHIO STATE UNIVERSITY	9	.8	.8	48.3
	UNIVERSITY OF SAN FRANCISCO	9	.8	.8	49.2
	GEORGETOWN UNIVERSITY	8	.7	.7	49.9
	SAN FRANCISCO STATE UNIVERSITY	8	.7	.7	50.6
	STANFORD UNIVERSITY	8	.7	.7	51.3
	TUFTS UNIVERSITY	8	.7	.7	52.0
	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	8	.7	.7	52.7
	COLORADO STATE UNIVERSITY	7	.6	.6	53.4
	SEATTLE UNIVERSITY	7	.6	.6	54.0
	THUNDERBIRD SCHOOL OF GLOBAL MANAGEMENT	7	.6	.6	54.6
	UNIVERSITY OF CHICAGO	7	.6	.6	55.2
	UNIVERSITY OF MICHIGAN-CENTRAL CAMPUS	7	.6	.6	55.9
	UNIVERSITY OF MONTANA	7	.6	.6	56.5
	YALE UNIVERSITY	7	.6	.6	57.1
	ARIZONA STATE UNIVERSITY	6	.5	.5	57.6
	GEORGE MASON UNIVERSITY	6	.5	.5	58.2
	SAN JOSE STATE UNIVERSITY	6	.5	.5	58.7
	THE NEW SCHOOL	6	.5	.5	59.2
	UNIVERSITY OF ILLINOIS @ URBANA	6	.5	.5	59.8
	UNIVERSITY OF NEW MEXICO	6	.5	.5	60.3
	UNIVERSITY OF PORTLAND	6	.5	.5	60.9
	UNIVERSITY OF SOUTHERN CALIFORNIA	6	.5	.5	61.4
	WASHINGTON STATE UNIVERSITY	6	.5	.5	61.9
	WESTERN OREGON UNIVERSITY	6	.5	.5	62.5

College Name

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DEPAUL UNIVERSITY	5	.4	.4	62.9
	EMORY UNIVERSITY	5	.4	.4	63.4
	LESIS & CLARK	5	.4	.4	63.8
	LINFIELD COLLEGE	5	.4	.4	64.3
	NATIONAL UNIVERSITY	5	.4	.4	64.7
	NORTHWESTERN UNIVERSITY	5	.4	.4	65.1
	PACE UNIVERSITY	5	.4	.4	65.6
	RUTGERS -THE STATE UNIVERSITY OF NJ -NEW BRUNSWICK	5	.4	.4	66.0
	TEMPLE UNIVERSITY	5	.4	.4	66.5
	TULANE UNIVERSITY	5	.4	.4	66.9
	UNIVERSITY OF GEORGIA	5	.4	.4	67.4
	BOSTON COLLEGE	4	.4	.4	67.7
	CALIFORNIA STATE UNIVERSITY - LONG BEACH	4	.4	.4	68.1
	CALIFORNIA STATE UNIVERSITY - SACRAMENTO	4	.4	.4	68.5
	GOLDEN GATE UNIVERSITY	4	.4	.4	68.8
	JOHNS HOPKINS UNIVERSITY - SAIS	4	.4	.4	69.2
	NORWICH UNIVERSITY-TRADITIONAL	4	.4	.4	69.5
	OHIO UNIVERSITY	4	.4	.4	69.9
	PEPPERDINE UNIVERSITY	4	.4	.4	70.2
	==PRINCETON UNIVERSITY==	4	.4	.4	70.6
	SANTA CLARA UNIVERSITY	4	.4	.4	71.0
	SOUTHERN OREGON UNIVERSITY	4	.4	.4	71.3
	SYRACUSE UNIVERSITY	4	.4	.4	71.7
	UNIVERSITY OF ALASKA - ANCHORAGE	4	.4	.4	72.0
	UNIVERSITY OF CALIFORNIA - HASTINGS COLLEGE OF LAW	4	.4	.4	72.4
	UNIVERSITY OF FLORIDA	4	.4	.4	72.7
	WASHINGTON UNIVERSITY	4	.4	.4	73.1

College Name

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALLIANT INTERNATIONAL UNIVERSITY	3	.3	.3	73.4
	CALIFORNIA STATE UNIVERSITY - EAST BAY	3	.3	.3	73.6
	DUKE UNIVERSITY	3	.3	.3	73.9
	HAMLINE UNIVERSITY	3	.3	.3	74.2
	HARVARD GRADUATE SCHOOL OF EDUCATION	3	.3	.3	74.4
	JOHNS HOPKINS UNIVERSITY	3	.3	.3	74.7
	LOYOLA COLLEGE	3	.3	.3	75.0
	MILLS COLLEGE	3	.3	.3	75.2
	PORTLAND COMMUNITY COLLEGE	3	.3	.3	75.5
	PRATT INSTITUTE	3	.3	.3	75.8
	SAN DIEGO STATE UNIVERSITY	3	.3	.3	76.1
	SMITH COLLEGE	3	.3	.3	76.3
	THE EVERGREEN STATE COLLEGE	3	.3	.3	76.6
	UNIVERSITY OF ALASKA - FAIRBANKS	3	.3	.3	76.9
	UNIVERSITY OF MARYLAND - COLLEGE PARK	3	.3	.3	77.1
	UNIVERSITY OF NEVADA LAS VEGAS	3	.3	.3	77.4
	UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL	3	.3	.3	77.7
	UNIVERSITY OF ROCHESTER	3	.3	.3	77.9
	UNIVERSITY OF VERMONT & STATE AGRICULTURAL COLLEGE	3	.3	.3	78.2
	UNIVERSITY OF VIRGINIA	3	.3	.3	78.5
	WALDEN UNIVERSITY	3	.3	.3	78.7
	WILLIAM MITCHELL COLLEGE OF LAW	3	.3	.3	79.0
	ACADEMY OF ART UNIVERSITY	2	.2	.2	79.2
	BANK STREET COLLEGE OF EDUCATION	2	.2	.2	79.4
	BRANDEIS UNIVERSITY	2	.2	.2	79.5
	CALIFORNIA STATE UNIVERSITY - CHICO	2	.2	.2	79.7