



University of California,
San Diego

Beyond the Baccalaureate:

Survey of UCSD Bachelor Degree Recipients

Office of Student Research & Information,
Student Affairs
studentresearch.ucsd.edu

November 2012

Beyond the Baccalaureate: Survey of UCSD Bachelor Degree Recipients November 2012

In the spring of 2012, Student Research and Information/Student Affairs surveyed all alumni (n = 17,062) via e-mail who had earned an undergraduate degree from UCSD during the years 2009 (n = 5,325), 2010 (n = 5,683), and 2011 (n = 6,134), one, two, and three years post graduation. Attempts were also made to contact alumni by telephone and postcards. Of these UCSD graduates, 1,958 responded electronically to our web survey. Taking into account e-mail addresses deemed undeliverable (n = 4,388), the overall response rate was 15.5%. The number of respondents for each graduating cohort is as follows: 2009, n = 535; 2010, n = 639; 2011, n = 764; and missing cohort year, n = 20.

This report examines differences in survey responses by graduating cohort. Issues addressed include: employment status, post degree educational objectives, ratings of skill attainment, measures of satisfaction, ratings of extra-curricular activities and the relationship of these activities to the undergraduate experience at UCSD.

Current Postgraduate Degrees and Credentials

What happens to UCSD students once they earn their bachelor's degree? Many UCSD graduates head directly into the work force working full-time. Survey results also indicate that UCSD graduates continue their education beyond the bachelor's degree. For example, the majority of respondents from each cohort report that they are either employed full-time or are pursuing a postgraduate degree or credential on a full-time basis: 83% of the 2008 cohort, 85% of the 2009 cohort, and 79% of the 2010 cohort.

Employment/Enrollment Status

Graduating Class of :	Percentage Agreeing		
	2010/11	2009/10	2008/09
Graduate School Full-time	33%	40%	36%
Graduate School Part-time	3%	3%	5%
Employed Full-Time	46%	45%	47%
Employed Part-Time	14%	11%	10%
Unemployed/Seeking Employment	10%	6%	8%
Self-Employed	4%	2%	5%
Unemployed/Not Seeking Employment	3%	1%	1%
Other Activities	4%	3%	3%

"UCSD provides a flexibility to seek your own path of educational/occupational success. The faculty provided an appropriate amount of structure and support without being overbearing or invasive."

(Female, Theater major, class of 2009)

Highest Degree Objective

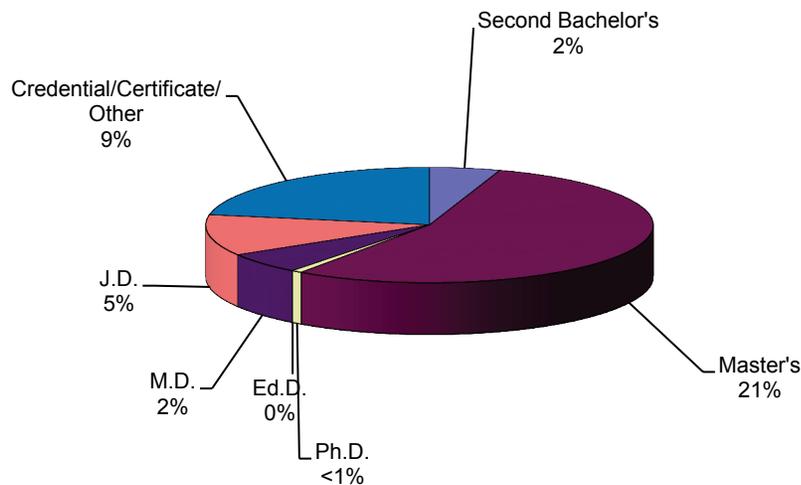
Graduating Class of :	Percentage		
	2010/11	2009/10	2008/09
Bachelor's	15%	14%	17%
Master's	32%	35%	32%
Professional Doctorate	30%	30%	26%
Ph.D./Ed.D.	11%	10%	14%
Undecided	13%	11%	11%

Looking at each cohort, the data show that graduates increasingly attain master's degrees over professional and academic doctorate degrees. Of the 2000, graduates 21% report obtaining a master's, 5% a J.D., 2% a M.D. and 0.3% a Ph.D.

Current Postgraduate Degrees & Credentials

Graduating Class of :	Percentage Obtained			Percentage Pursuing		
	2010/11	2009/10	2008/09	2010/11	2009/10	2008/09
Second Bachelor's	2%	3%	3%	2%	2%	1%
Master's	7%	15%	18%	17%	15%	16%
Ph.D.	<1%	1%	1%	6%	8%	12%
Ed.D.	<1%	1%	1%	0%	<1%	1%
M.D.	1%	1%	1%	4%	13%	11%
J.D.	<1%	<1%	2%	4%	5%	2%
Credential/Certificate/Other	6%	7%	7%	7%	7%	8%

1999/2000 Postgraduate Degrees & Credentials Obtained



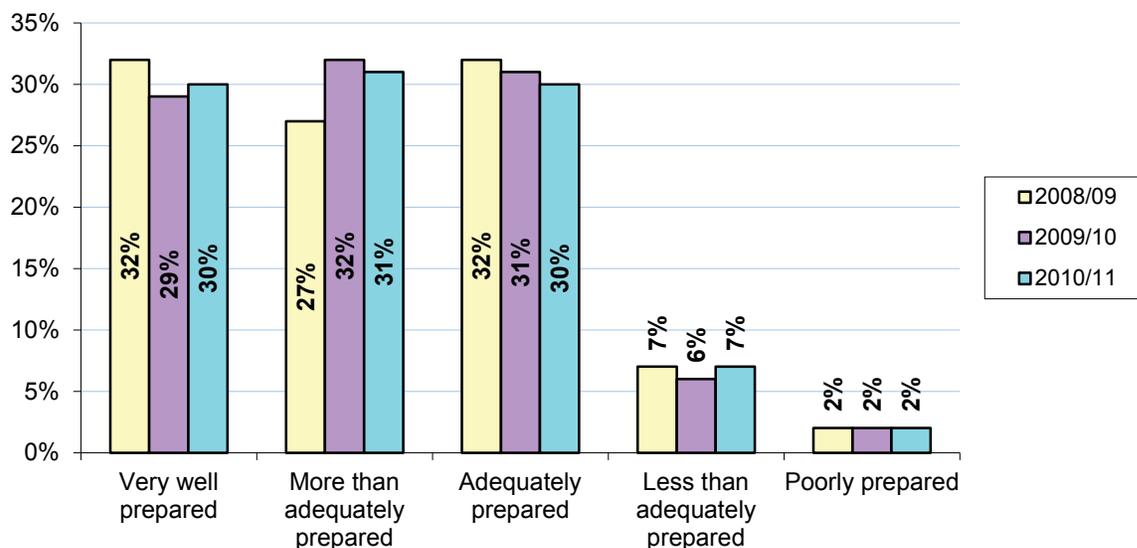
How Well UCSD Prepared Undergraduates for Graduate School

The data suggest that UCSD students were prepared to very well prepared for the rigors of graduate school. Interestingly, the later graduating cohorts, who may have completed their graduate/professional school education compared to the 2002-2003 graduates who may still be enrolled, yielded slightly higher ratings with regard to being prepared for graduate school. When asked to rate how prepared they were for graduate/professional school, 69% of the 2000 and 68% of the 2001 graduates indicated they were more than adequately to very well prepared, compared to 60% of the 2003 graduates.

How well did UCSD prepare you for graduate/professional school?

Graduating Class of :	Percentage		
	2010/11	2009/10	2008/09
Very well prepared	30%	29%	32%
More than adequately prepared	31%	32%	27%
Adequately prepared	30%	31%	32%
Less than adequately prepared	7%	6%	7%
Poorly prepared	2%	2%	2%

How well did UCSD prepare you for graduate/professional school?



"The breadth of the general education requirements at each of the six undergraduate colleges provided students, regardless of one's major, a very well rounded education emphasizing a broad knowledge and understanding of the world."
(Male, Economics major, class of 2009)

"UCSD has a great faculty and very strong academic resources available to those students who are proactive. I felt very prepared going onto the job market upon graduation. I'm a proud alumnus.

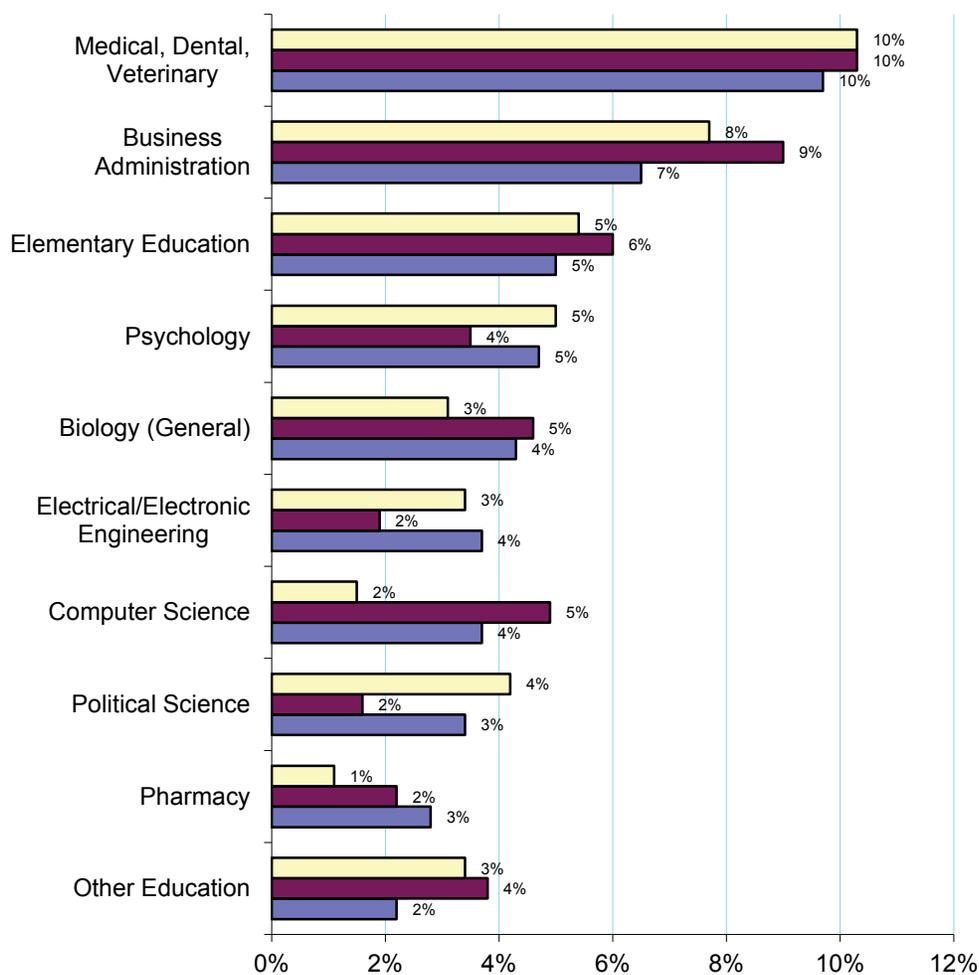
(Female, Political Science major, class of 2009)

Primary Field of Graduate Study (Top 10)

Graduating Class of :	Percentage		
	2010/11	2009/10	2008/09
Medical, Dental, Veterinary	14%	19%	16%
Business Administration	6%	5%	3%
Elementary Education	1%	6%	2%
Psychology	4%	4%	4%
Biology (General)	9%	6%	7%
Biochemistry/Biophysics	2%	2%	2%
Electrical/Electronic Engineering	1%	1%	3%
Political Science	3%	2%	4%
Pharmacy	3%	5%	5%
Nursing	2%	4%	3%

UCSD graduates attained advanced academic degrees in a wide variety of fields of study. In general, the top fields of study for those students either planning to obtain, are pursuing or have obtained an advanced degree include medical/dental/veterinary, business administration, elementary education, psychology or biology.

Primary Field of Graduate Study (Top 10)



■ 1999/2000
■ 2000/01
■ 2002/03

"Some of UCSD's strengths include the academic rigor and there are a lot of opportunities available to students. Research opportunities are easy to find. UCSD also has a diverse community. Another strength, is that UCSD is an environmentally friendly school."

(Female, Psychology major, class of 2011)

Master's - Pursuing, Plan to or Have Obtained

	Percentage
	All Cohorts
Business Administration (General)	8%
Biology (General)	7%
Medical, Dental, Veterinary	5%
Psychology	5%
Political Science (Government, International Relations)	4%
Nursing	4%
Mechanical Engineering	4%
Secondary Education	3%
Computer Science	3%
Elementary Education	3%
Civil Engineering	2%
Other Education	2%
Economics	2%
Other Engineering	2%
Accounting	2%
Biochemistry or Biophysics	2%
Other Social Science	2%
Electrical or Electronic Engineering	2%
Environmental Science	2%
Art, Fine and Applied	2%

Those who obtained, are pursuing, or plan to pursue a master's degree most often studied business administration, elementary education, psychology, other education, or computer science. Ph.D. recipients most frequently pursued, are pursuing, or plan to pursue a degree in psychology, biology, chemistry, political science, or other biological science.

Ph.D. - Pursuing, Plan to or Have Obtained

	Percentage
	All Cohorts
Biology (General)	11%
Psychology	8%
Other Biological Science	6%
Biochemistry or Biophysics	6%
Computer Science	4%
Mechanical Engineering	3%
Other Engineering	3%
Political Science (Government, International Relations)	3%
Medical, Dental, Veterinary	3%
Pharmacy	3%
Anthropology	3%
Electrical or Electronic Engineering	2%
Microbiology or Bacteriology	2%
Nursing	2%
Business Administration (General)	2%
Chemistry	2%
History	2%
Physics	2%
English (Language and Literature)	2%
Other Education	2%

"UCSD provides excellent opportunities for independent research, an amazing Academic Enrichment Program, and general flexibility in ones academics."

(Female,
Political Science major,
class of 2011)

Employment Activity: Readiness for Employment

When asked, “How well did UCSD prepare you for your current employment?” alumni from each cohort gave UCSD high marks for preparing them for their current or latest position. Over 90% of the 2000 cohort reported that they were “adequately” to “very well” prepared for employment. At the same time, graduates from each cohort reported high levels of job satisfaction.

How satisfied are you with your current employment?

Graduating Class of :	Percentage		
	2010/11	2009/10	2008/09
Very satisfied	32%	34%	27%
Satisfied	37%	39%	40%
Neutral	20%	18%	18%
Dissatisfied	8%	6%	9%
Very dissatisfied	3%	3%	6%

"There are a wealth of research opportunities for undergraduate students, as well as extracurricular organizations and volunteer options for those who seek it.

(Male, Biology major,
class of 2011)

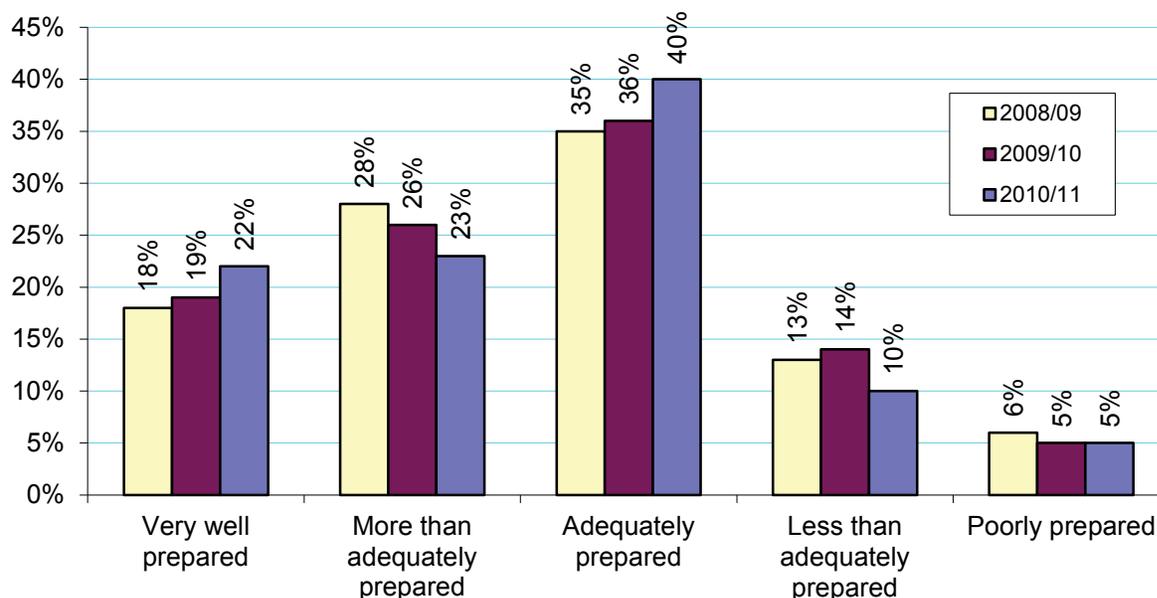
How well did UCSD prepare you for your current employment?

Graduating Class of :	Percentage		
	2010/11	2009/10	2008/09
Very well prepared	22%	19%	18%
More than adequately prepared	23%	26%	28%
Adequately prepared	40%	36%	35%
Less than adequately prepared	10%	14%	13%
Poorly prepared	5%	5%	6%

"There was a lot of diversity and various sources where one could broaden one's perspective on life."

(Male,
Cognitive Science major,
class of 2010)

How well did UCSD prepare you for your current employment?

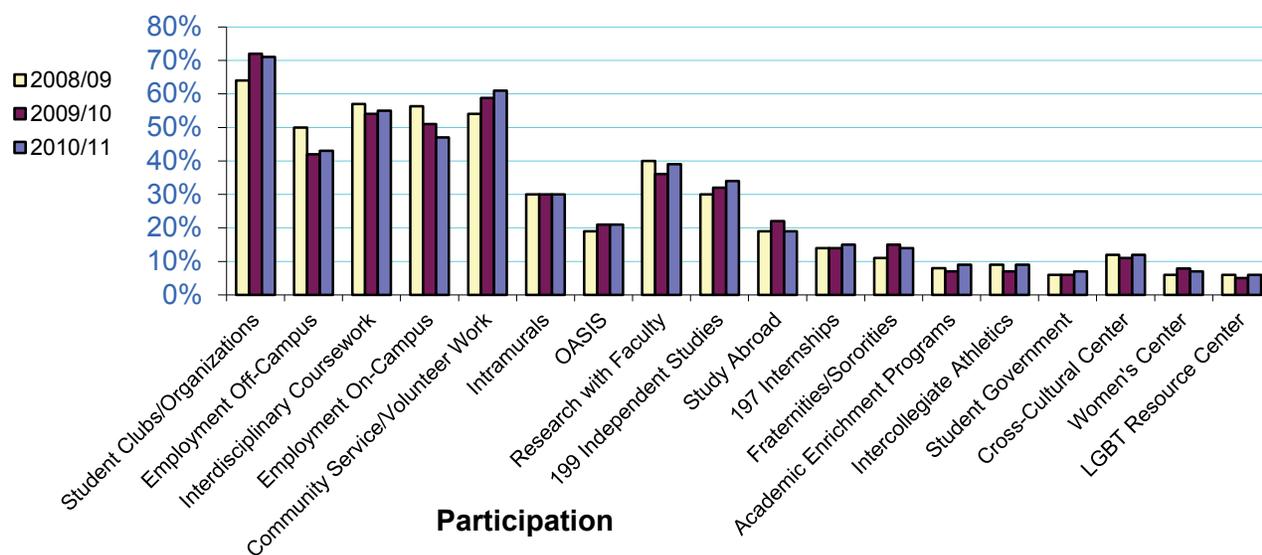


The UCSD Experience: A Look Back

The most popular extra-curricular activities cited by alumni across each cohort include student clubs and organizations, interdisciplinary course-work, community service/volunteer work, working on/off campus and research with faculty. Similarly, the extra curricular activities deemed most important in their current activities include, employment on/off campus, interdisciplinary coursework, research with faculty, community service/volunteer work and student clubs and organizations.

Participated In:

Graduating Class of :	Percentage Participating			Percentage Reporting "Important" or "Very Important"		
	2010/11	2009/10	2008/09	2010/11	2009/10	2008/09
Student Clubs/Organizations	71%	72%	64%	61%	59%	53%
Employment Off-Campus	43%	42%	50%	47%	47%	54%
Interdisciplinary Coursework	55%	54%	57%	57%	52%	59%
Employment On-Campus	47%	51%	56%	53%	53%	58%
Community Service/Volunteer Work	61%	59%	54%	60%	56%	55%
Intramurals	30%	30%	30%	21%	19%	24%
OASIS	21%	21%	19%	31%	30%	28%
Research with Faculty	39%	36%	40%	58%	53%	56%
199 Independent Studies	34%	32%	30%	47%	44%	41%
Study Abroad	19%	22%	19%	37%	38%	36%
197 Internships	15%	14%	14%	34%	32%	32%
Fraternities/Sororities	14%	15%	11%	16%	17%	12%
Academic Enrichment Programs	9%	7%	8%	23%	20%	23%
Intercollegiate Athletics	9%	7%	9%	15%	12%	17%
Student Government	7%	6%	6%	13%	11%	10%
Cross-Cultural Center	12%	11%	12%	24%	10%	14%
Women's Center	7%	8%	6%	18%	16%	19%
LGBT Resource Center	6%	5%	6%	19%	9%	13%



The UCSD Experience: Measures of Satisfaction

Alumni were asked to provide their level of satisfaction on a series of items including: undergraduate instruction, academic programs, academic advising, and the campus environment. Alumni consistently report high levels of satisfaction with regard to their education at UCSD. Over 85% of alumni report being satisfied with their overall academic experience at UCSD. Similarly, across each cohort, alumni report being satisfied with faculty instruction in their major, the variety of classes offered, the availability of courses needed to graduate and the course content in their major.

The UCSD Experience: School Satisfaction

	Percentage Reporting "Satisfied" or "Very Satisfied"		
	2010/11	2009/10	2008/09
Graduating Class of :			
Undergraduate Instruction			
Faculty Instruction in Major	79%	80%	81%
Faculty Instruction Overall	75%	75%	76%
Faculty Instruction in General Education Courses	69%	71%	69%
TA/Graduate Student Instruction	65%	68%	66%
Faculty Attitude Toward Students	64%	66%	68%
Academic Programs			
Variety of Courses Offered	78%	84%	84%
Availability of Courses Needed to Graduate	69%	75%	80%
Course Content in Major	76%	80%	82%
Availability of Courses in General	65%	73%	77%
Flexibility of Degree Requirements	66%	70%	71%
Opportunities for Research/Independent Study	60%	61%	57%
Opportunities for Study Abroad	49%	50%	49%
Academic Advising			
Major Department Academic Advising (Department Staff)	60%	56%	56%
Academic Advising Overall	58%	57%	56%
Major Department Academic Advising (Faculty)	61%	56%	56%
College Academic Advising	56%	53%	49%
Campus Environment			
Overall Academic Experience	82%	85%	85%
Satisfaction with UCSD in General	81%	83%	83%
Overall Experience at College	76%	77%	77%
Relationships with Other Students	70%	72%	70%
Overall Social Experience	63%	69%	64%
Opportunities for Involvement in Campus Activities	68%	69%	67%
Opportunities for Involvement in Campus Activities at College	63%	65%	62%
Overall Cultural Experience	59%	61%	64%
Relationships with Faculty	57%	59%	61%
Atmosphere of Ethnic Understanding	55%	58%	60%
Relationship with Staff at College	52%	54%	56%
Opportunities for Community Service/Involvement	61%	64%	59%
Relationships with Administrative Staff	49%	52%	54%
Atmosphere of Political Understanding	51%	53%	53%
Atmosphere of Religious Understanding	50%	52%	52%

Campus Climate

Campus Life

Graduating Class of :	Percentage Reporting "Agree" or "Strongly Agree"		
	2010/11	2009/10	2008/09
Campus was safe and secure	86%	88%	91%
Felt welcome at UCSD	79%	79%	78%
Teaching faculty were helpful	76%	76%	76%
Students were friendly	72%	74%	73%
Administrative staff were helpful	63%	65%	68%

In regard to campus climate issues, almost all alumni agreed that the campus was safe and secure. The majority of graduates felt welcome at UCSD, thought the teaching faculty and administrative staff were helpful and that students were friendly.

General Attitude Toward UCSD

Graduating Class of :	Percentage		
	2010/11	2009/10	2008/09
Very Positive	40%	39%	43%
Positive	43%	46%	43%
Neutral	11%	10%	9%
Negative	4%	3%	4%
Very Negative	2%	2%	1%

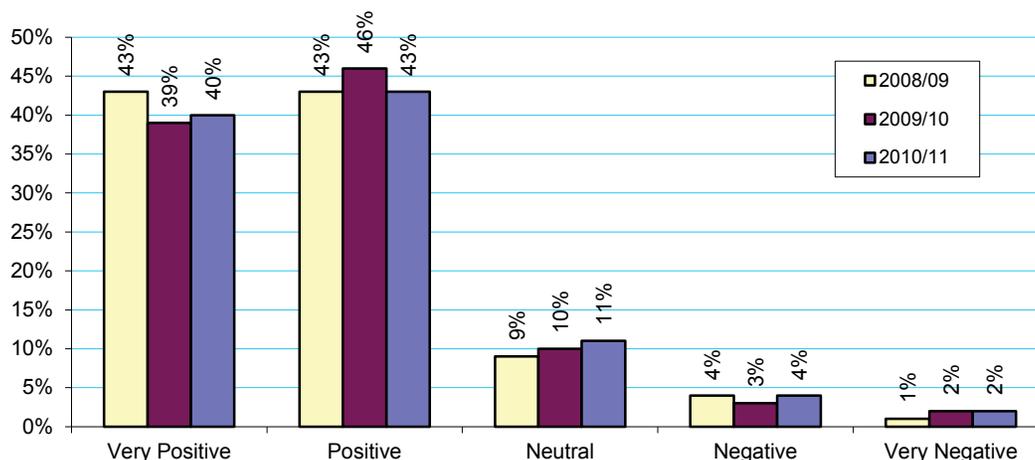
"One of the strengths is that you get the "big school" feel while having the opportunity to engage in the "smaller" college activities (out of the 6 colleges). UCSD's classes and research opportunities prepared me for graduate school. "

General Attitude Toward Undergraduate College

Graduating Class of :	Percentage		
	2010/11	2009/10	2008/09
Very Positive	37%	42%	40%
Positive	42%	41%	42%
Neutral	15%	13%	13%
Negative	4%	3%	4%
Very Negative	2%	1%	1%

(Female, Biology major, class of 2011)

General Attitude Toward UCSD



Another measure of satisfaction with the institution is whether one would recommend the university to someone considering attending. The majority of UCSD graduates said they would recommend UCSD to students considering attending. In addition, most graduates indicated that they would also recommend their college at UCSD to students considering enrolling.

Would You Recommend UCSD to Someone Considering Attending?

Graduating Class of :	Percentage		
	2010/11	2009/10	2008/09
Definitely Yes	54%	59%	52%
Probably Yes	36%	30%	37%
Probably No	4%	6%	6%
Definitely No	2%	1%	3%
Uncertain	4%	4%	2%

"The environment of UCSD provides a comfort oriented and very structured program. I always had the opportunity to ask my professors anything and that was important."

(Male,
Economics major,
class of 2009)

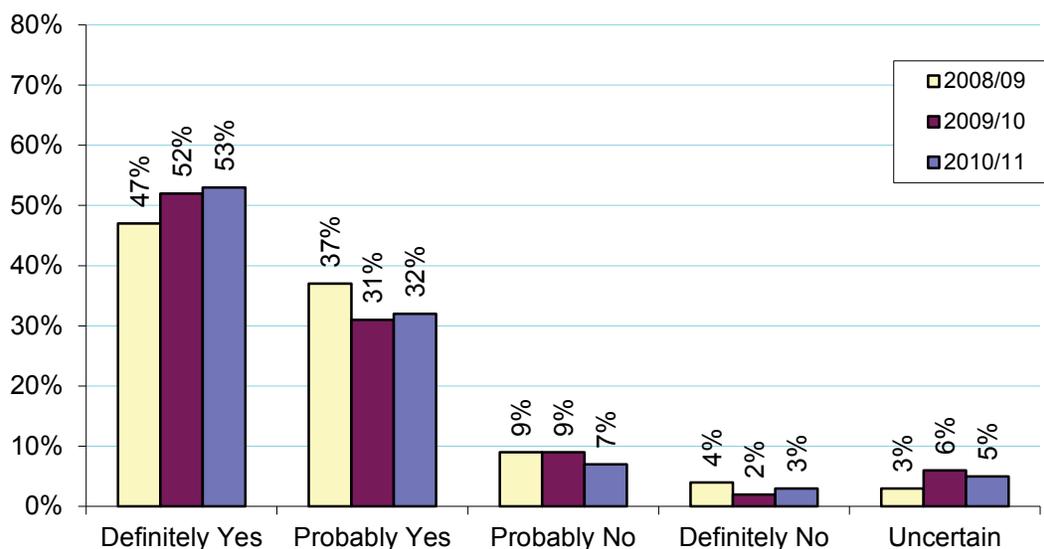
Would You Recommend Your Undergraduate College to Someone Considering Attending?

Graduating Class of :	Percentage		
	2010/11	2009/10	2008/09
Definitely Yes	53%	52%	47%
Probably Yes	32%	31%	37%
Probably No	7%	9%	9%
Definitely No	3%	2%	4%
Uncertain	5%	6%	3%

The professors in my department were beyond excellent. The opportunities available to do independent research was crucial to my career development."

(Female, Biology major, class of 2009)

Would You Recommend Your Undergraduate College to Someone Considering Attending?



"My husband and I are both UCSD alumni and very proud of the education we received. We loved our experience at UCSD and I encourage all the teenagers I know to look into UCSD as an option for college."

(Female, Physics major, class of 2000)

Another way to examine the ratings of the importance of UCSD experiences to one's current activities is to rank the mean ratings and compare the rankings. Instances of congruence between rankings of importance and preparation included problem solving skills, writing skills, and ability to learn on one's own/engage in self-critique. Each of these skills received high rankings for both importance and level of preparation. On the other end of the continuum, knowledge of Art, Music and Literature, knowledge of History, society, political affairs and economic affairs, and knowledge of other parts of the world/other people both received low rankings of importance and level of preparation. Instances of incongruence stemming from a disjuncture between a ranking of high importance and low level of preparation include interpersonal skills, oral communication skills, ability to function as a team member, leadership skills, and computer skills. Similarly, one skill ranked low on importance and high on level of preparation was research skills. Knowledge of science and technology, and understanding difference philosophies and cultures was

	Mean Rating of Importance	Rank of Importance	Mean Rating of Preparation	Rank of Preparation	Difference in Rankings
n Problem Solving Skills	1.2	1	2.2	1	0
n Oral Communication Skills	1.3	2	2.7	14	-12
n Ability to Get Along with Different Kinds of	1.3	3	2.3	4	-1
n Interpersonal Skills	1.3	4	2.6	13	-9
n Function as Team Member	1.3	5	2.4	9	-4
n Ability to Learn on Own/Engage in Self Critique	1.3	6	2.3	5	1
n Quantitative Skills	1.4	7	2.2	2	5
n Computer Skills	1.4	8	2.6	11	-3
n Leadership Skills	1.5	9	2.7	15	-6
n Writing Skills	1.5	10	2.3	7	3
n Research Skills	1.5	11	2.2	3	8
n Knowledge of Science & Technology	1.6	12	2.3	6	6
n Knowledge of Other Parts of the World/Other People	1.8	13	2.5	10	3
n Understanding Different Philosophies & Cultures	1.9	14	2.4	8	6
n Knowledge of History, Society, Political Affairs, & Economic Affairs	2.1	15	2.6	12	3
n Knowledge of Art, Music, & Literature	2.4	16	2.8	16	0



Ratings of Importance and Preparation in Skill Areas

Alumni were asked to respond to a battery of items concerning skill areas on two dimensions: the level of importance to current activities and the level of preparation they received from UCSD. As the pattern of responses for each cohort was similar, responses were collapsed into one table. As shown, problem solving skills, oral communication skills, interpersonal skills and the ability to get along with different kinds of people were cited as the most important skills needed in their current activities. Problem solving skills, ability to learn on one's own/engage in self-critique, and knowledge of science and technology were cited as the areas in which UCSD provided the best preparation.

"UCSD prepared me for a career in science and research as well as exposed me to literature and theatre arts."

(Female, Anthropology major, class of 2000)



Importance of UCSD Experience to Current Activities

	<i>"Important" or "Very Important" to Current Activities</i>	<i>"Adequately" to "Very Well" Prepared by UCSD</i>
Problem Solving Skills	99%	93%
Oral Communication Skills	99%	79%
Interpersonal Skills	98%	79%
Ability to Get Along with Different Kinds of People	98%	90%
Function as a Team Member	98%	86%
Ability to Learn on Own/Engage in Self-Critique	97%	90%
Computer Skills	95%	84%
Quantitative Reasoning Skills	95%	93%
Writing Skills	93%	90%
Leadership Skills	93%	77%
Research Skills	90%	90%
Knowledge of Science and Technology	86%	90%
Knowledge of Other Parts of the World/Other People	80%	86%
Knowledge of Different Philosophies and Cultures	75%	88%
Knowledge of History/Society/Political Affairs/Economic Affairs	67%	82%
Knowledge of Art/Music/Literature	47%	79%

"UCSD strengths include a strong faculty, excellent faculty-student relationships, student diversity, wide course range, well-rounded curriculum, strong advising staff, opportunities for student independent research."

(Male, History major, class of 2009)

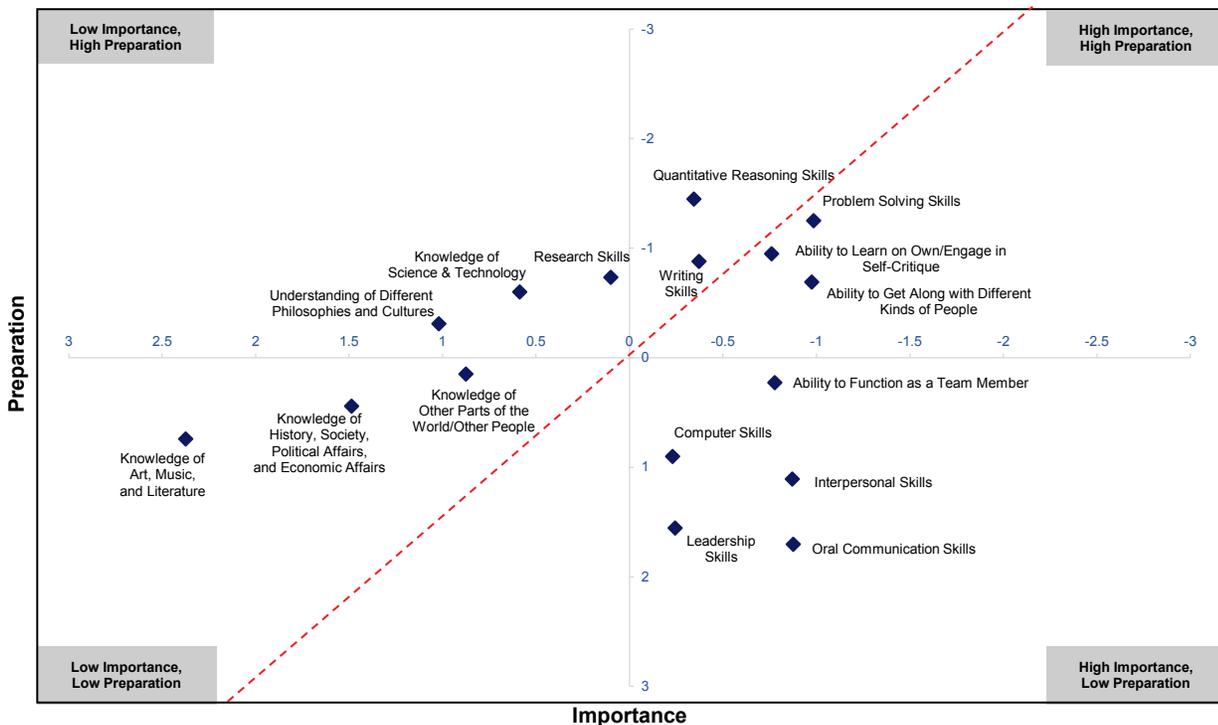
An examination of the congruence between rankings of importance and rankings of level of preparation produced insight into areas where the needs of alumni were met and where they may have been underserved. As shown in the graph below, skill areas falling closest to the diagonal dashed lines are those with the greatest congruence between ratings.



"I think the strengths lie a great faculty and the curriculum. Courses were challenging enough and they prepared me well for graduate studies.."

(Female,
Biology major, class of 2009)

Congruence of Importance and Preparation



Note: The response options for the importance questions run from: (1) very important to (3) not important. The response options for the preparation questions run from: (1) very well prepared to (5) poorly prepared.



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