

4) *UNC 2014 Alumni Survey*

Situation: Presentation of highlights from the UNC 2014 Alumni Survey.

Background: A comprehensive assessment of the impact, benefit, and quality of a UNC education was conducted by surveying graduates from the 1993-94, 2003-04, 2008-09, and 2012-13 cohorts. The survey focused on alumni's perceptions of educational value, educational quality, employment options and preparedness, career mobility, and civic and community contributions.

Assessment: Overall, UNC alumni reported being satisfied with both the quality of their education and the university they attended. UNC alumni largely felt that their education enhanced their career prospects and prepared them well for life outside of college.

Action: This item is for information only.

The University of North Carolina System 2014 Alumni Survey

Highlights

Educational Quality

- Over 90% of UNC alumni rated the university they attended as either “excellent” (57%) or “good” (37%).
- Over 90% of UNC alumni reported being either “very satisfied” (50%) or “satisfied” (44%) with the quality of education they received.
- A sizeable majority of alumni (62%) were “very likely” to recommend their alma mater to a family member or friend, with another 27% being “likely” to do so.
- More than 80% of alumni when asked if they would choose their school again thought it was “very likely” (55%) or “likely” (27%).
- Bachelor’s degree alumni who went on to attend graduate school were asked whether their undergraduate education had prepared them for graduate school. Alumni overwhelmingly felt “very prepared” (45%) or “prepared” (46%).
- Forty-four percent (44%) of alumni said their education contributed “a great deal” to the ability to communicate effectively in writing, while an additional 50% said their education contributed “somewhat.”
- Over half (55%) of alumni said their education contributed “a great deal” to the development of their critical thinking skills, while an additional 42% said their education contributed “somewhat.”

Educational Value

- Eighty percent (80%) of undergraduate alumni either “strongly agreed” (31%) or “agreed” (49%) that the school they attended prepared them well for life outside of college.
- Acquiring specific skills and knowledge was the most commonly cited motivation for pursuing a degree.
- A majority (62%) of 1993-94 undergraduate alumni reported taking on no debt for their studies, which decreased to just under half of 2003-04 and 2008-09 alumni, and was two-fifths (40%) of 2012-13 alumni.
- Few alumni reported having taken loans to pay for graduate school at a North Carolina public university, with 88% saying that they had not been personally responsible for financing their education and incurred no debt.

Employment

- Nearly two-thirds (73%) of alumni described being employed full-time as their current primary activity.
- UNC Alumni most commonly worked in the field of educational services, followed by health care and social assistance and professional, scientific, and technical services.
- Undergraduate alumni were asked whether their major was related to their current full-time job and nearly three quarters were “directly” (42%) or “somewhat” (32%) related. Another 14% were not related, but by choice.
- Asked the likelihood of choosing major or field of study again, the majority said either “very likely” (40%) or “likely” (26%), with almost a quarter (22%) saying “unlikely” or “very unlikely.”

Career Mobility

- Alumni were asked whether their education enhanced their career prospects and 80% believed their education had, in fact, improved their career prospects.
- About a quarter of alumni reported changing their fields at least once in their careers.
- The percentage of alumni who stayed in the same field and occupation declined as time from graduation increased.
- Alumni were overwhelmingly likely to work in the U.S. and about seven out of ten alumni who worked in the U.S. had jobs located in North Carolina.

Civic Wellness

- The measure of civic engagement (volunteering, charitable contributions, and voting in elections) consisted of a scale of scores from 1 to 7, where 1 indicated never participating in the action and 7 always participating in the action. The mean score for UNC alumni was 4.4, representing an average of doing each action “sometimes.”
- The measure of well-being consisted of a scale of scores from 1 to 10, where 1 indicated no satisfaction at all and 10 indicated complete satisfaction; the mean score for UNC alumni was 7.6.

NC 2014 Alumni Survey

Statistics

Campus	Total Alumni	Sampled	Completed	Margin of Error (95% CI)		
				Both UG/Grad	Undergraduate	Graduate
ASU	12,573	4,010	563	+/- 4.0%	+/- 4.8%	+/- 7.6%
ECU	17,277	3,517	440	4.6%	6.0%	7.2%
ECSU	1,522	1,210	91	10.0%	10.5%	34.6%
FSU	3,211	2,633	218	6.4%	7.2%	14.3%
NCA&T	5,518	3,201	267	5.9%	7.1%	10.5%
NCCU	4,118	3,199	308	5.4%	6.7%	9.0%
NCSU	22,638	5,049	719	3.6%	4.3%	6.5%
UNCA	2,251	2,232	298	5.3%	5.4%	32.7%
UNC-CH	24,318	4,871	984	3.1%	3.7%	5.6%
UNCC	14,695	4,483	674	3.7%	4.3%	7.1%
UNCG	11,634	4,279	525	4.2%	5.4%	6.7%
UNCP	3,215	1,965	208	6.6%	7.8%	12.2%
UNCSA	548	535	92	9.4%	10.9%	18.5%
UNCW	9,352	3,914	445	4.5%	5.2%	9.4%
WCU	6,765	3,200	455	4.4%	5.6%	7.2%
WSSU	3,495	1,702	118	8.9%	9.8%	21.6%
UNC TOTAL	143,130	50,000	6,405	+/- 1.2%	+/- 1.4%	+/- 2.2%



**University of North Carolina
Alumni Survey:
Executive Summary**

Submitted to:

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1. Executive Summary

As part of the University of North Carolina's (UNC) five year strategic plan, a comprehensive assessment of the impact, benefit, and quality of a UNC education was required. One component of this assessment was a standardized alumni survey to be administered to graduates from all 16 UNC 4-year institutions. The following report is the culmination of the efforts of Abt SRBI and the UNC System to survey a representative sample of the 16 institutions and four specific graduating cohorts. The survey was administered via the internet between July 9th and August 8th of 2014. A total of 6,405 surveys were completed from a representative sample of 50,000 alumni. The survey questions focused on alumni's perceptions of educational value, educational quality, employment options and preparedness, career mobility, and civic and community contributions. The survey responses and subsequent analysis will help UNC respond to student needs, address policymaker questions, and make the University of North Carolina a strong institution.

Over 90% of alumni rated the North Carolina public university they attended as either excellent or good (Table 1). Over 90% of alumni also reported being either satisfied or very satisfied with the quality of education they received at a North Carolina public university (Table 2). Alumni were also very likely to say that they would likely or very likely recommend the school they attended to family or friends (Table 3). Slightly more than three-quarters of alumni said they would choose to attend their school again (Figure 1). More than 90% of alumni who went on to graduate school described their undergraduate education as leaving them either prepared or very prepared for graduate school (Table 4). About a quarter of alumni who received a master's degree from a North Carolina public university went on to receive a doctorate. Alumni were also asked whether their education enhanced their career prospects and 80% believed their education had, in fact, improved their career prospects (Table 5). Alumni were also asked how much their education contributed to the development of their ability to communicate effectively in writing. Altogether, 44% of alumni said their education contributed "a great deal" to the ability to communicate effectively in writing, while an additional 50% said their education contributed "somewhat (Figure 2)." Alumni were asked whether their education contributed to their critical thinking skills. A majority of alumni felt their education had contributed "a great deal (Table 6)."

All alumni were asked about their activities in the year following graduation from a North Carolina public university and at the time of the survey. A majority of alumni described being employed full-time as their current primary activity (Table 7). Altogether, 92% of alumni working full-time said their job was permanent (Figure 3). In total, 7% of alumni reported that they were working part-time by choice. Another 6% of alumni were employed part-time but wanted a full-time job. In total, 12% of alumni reported seeking employment, although people could report both working and seeking employment. Altogether, 14% of alumni were students in degree programs and 32% of alumni said they were raising families.

Alumni were asked about how closely related their current job and first full-time job after graduation were to their major or field of study and, if not, whether this was by choice or not. In total, 53% of alumni said their first full-time job was directly related (Figure 4) and 48% said their current job was directly related (Figure 5), 26% said their first full-time job was

somewhat related and 31% said their current job was somewhat related. A related item asked alumni whether they would choose their major or field of study again: 66% rated this as very likely or likely (Figure 6).

Alumni were asked questions about the type of place they currently worked at, their industry, and their occupation. Turning first to the place alumni currently worked, a plurality worked for for-profit employers, with substantial numbers also working for academic, government, and not-for-profit employers (Figure 7). Alumni of North Carolina public universities most commonly worked in educational services, followed by health care and social assistance, and professional, scientific, and technical services (Table 8). About a quarter of alumni reported changing their fields at least once in their careers (Figure 8) and about a quarter of alumni reported changing occupations at least once in their careers (Figure 9). The median current salary for 1993-94 alumni was \$70,000 - \$99,999; that of 2003-04 cohort was \$60,000 - \$69,999, the 2008-09 cohort was \$40,000 - \$49,999, and the 2012-13 cohort was \$30,000 - \$39,000 (Figure 10). Alumni were overwhelmingly likely to work in the U.S. (Table 9) and about seven out of ten alumni who worked in the U.S. had jobs located in North Carolina (Figure 11).

Most baccalaureate alumni felt well prepared for life outside college with slightly fewer than a third of baccalaureate alumni strongly agreeing that their school prepared them well for life outside of college and another half agreed (Table 10). Alumni were asked about the importance of their ability to communicate effectively in writing in their lives. Alumni rated written communication highly, with 66% reporting it as “very important” and another 29% as “important (Table 11).” Graduate alumni were more likely to rate their ability to communicate effectively in writing as “very important (Figure 12).” Alumni were also asked about the importance of their ability to think critically in their lives. Critical thinking was almost universally seen as important, with 98% of alumni rating critical thinking as either “important” or “very important (Table 12).” Alumni furthest from graduation (Figure 14), higher degree alumni (Figure 15), and alumni who studied fields other than the arts and humanities and social and behavioral sciences had the highest well-being scores (Figure 16). The civic engagement scale covered topics including volunteering, charitable contributions, and voting in elections. Alumni furthest removed from graduation had the highest civic engagement scores (Figure 18) as did higher degree alumni (Figure 19), alumni who studied education (Figure 20), and women (Figure 21).

Alumni stated that they choose higher education for a variety of reasons, including acquiring skills and knowledge, increasing opportunities for promotion, advancement, and pay, and learning about something one is particularly interested in (Table 13). A majority of 1993-94 alumni reported taking on no debt for their studies, which decreased slipped to just under half of 2003-04 and 2008-09 alumni, and was two-fifths of 2012-13 alumni (Figure 22). Few alumni reported having taken loans to pay for graduate school at a North Carolina public university, with 88% saying that they had not been personally responsible (Table 14).

1.1 Tables and Figures

Table 1. Rating of School Attended

Rating	
Excellent	57%
Good	37%
Fair	5%
Poor	1%
Don't know	0%

Question text Q1: "Overall, would you rate [name of school attended] as excellent, good, fair, or poor?"

Table 2. Satisfaction with Quality of Education at School Attended

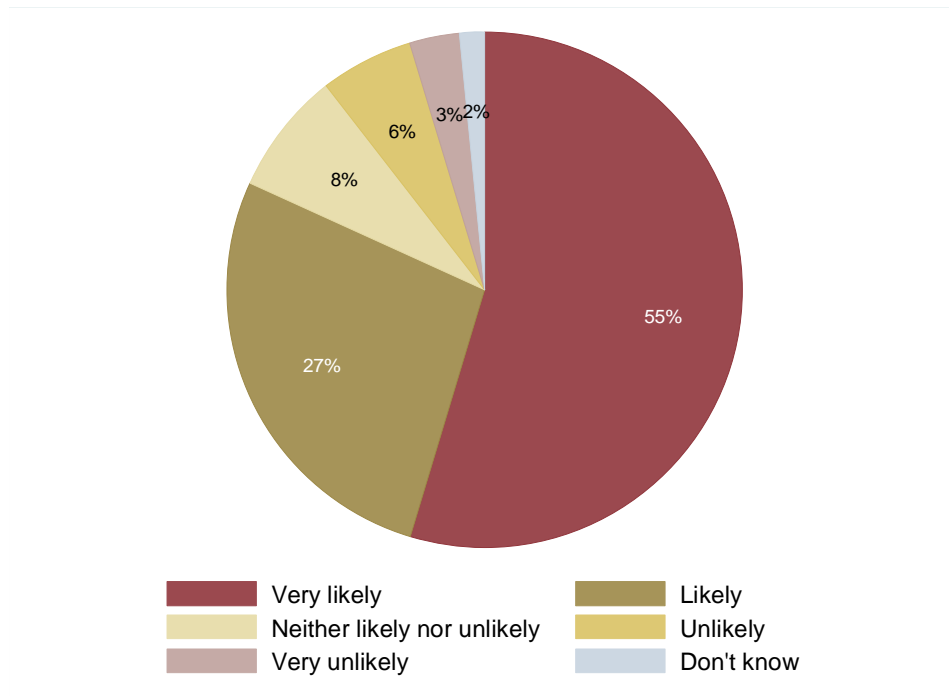
Satisfaction	
Very satisfied	50%
Satisfied	44%
Neither satisfied nor dissatisfied	4%
Dissatisfied	2%
Very dissatisfied	0%
Don't know	0%

Question text of Q2: "Overall, how satisfied are you with the quality of the [undergraduate/graduate] education you received at [school attended]? Would you say you are..."

Table 3. Recommend School to Family/Friends

Likelihood of recommending	
Very likely	62%
Likely	27%
Neither likely nor unlikely	6%
Unlikely	3%
Very unlikely	1%
Don't know	0%

Question text of Q3: "How likely are you to recommend to a family member or friend that they attend [school attended] for their own [undergraduate / graduate] education? Would you say that you are..."

Figure 1. Would Choose School Attended Again

Question text of Q26: "If you were starting your [undergraduate / graduate] education again, how likely is it that you would choose [name of school attended]? Would you say..."

Table 4. Prepared to Enter Graduate School

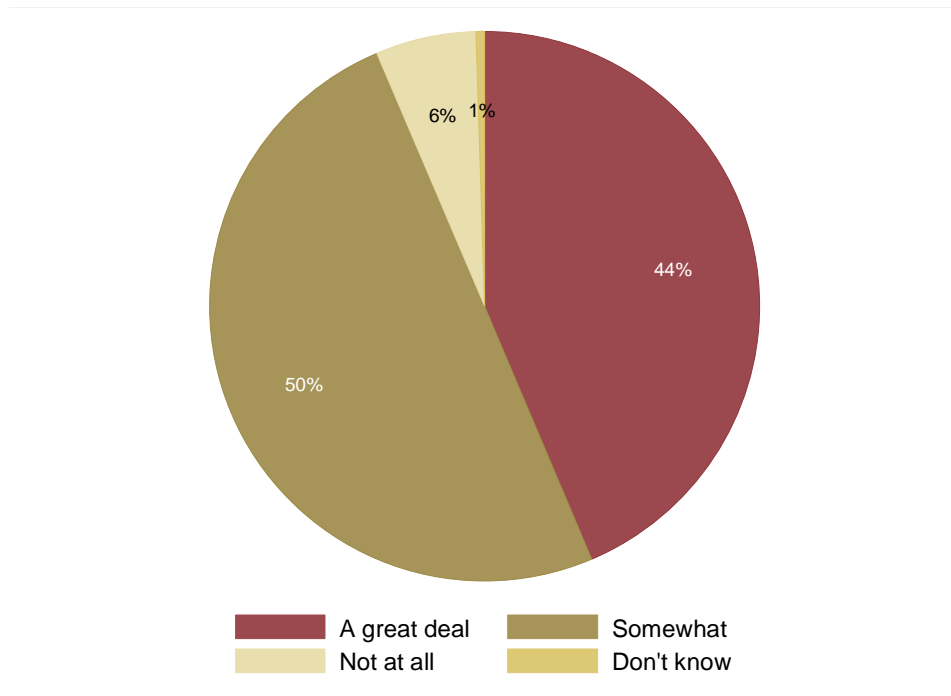
Likelihood of recommending	
Very prepared	45%
Prepared	46%
Neither prepared nor unprepared	6%
Unprepared	2%
Very unprepared	0%
Don't know	0%

Question text of Q24: "How prepared were you by the education you received at [name of school attended] to enter graduate or professional school. Would you say..."

Table 5. Education Enhanced Career Prospects

Agree/Disagree	
Strongly agree	43%
Agree	37%
Neither agree nor disagree	12%
Disagree	4%
Strongly disagree	2%
Don't know	0%

Question text Q57: "How much do you agree or disagree with the following statement: My [undergraduate/graduate] education at [school attended] enhanced my career prospects. Would you say that you..."

Figure 2. Impact of Education on Ability to Communicate Effectively in Writing

Question text Q7: "Please indicate how much your [undergraduate/graduate] education at [school attended] contributed to the development of your ability to communicate effectively in writing. Would you say..."

Table 6. Contribution of Education to Development of Critical Thinking Skills

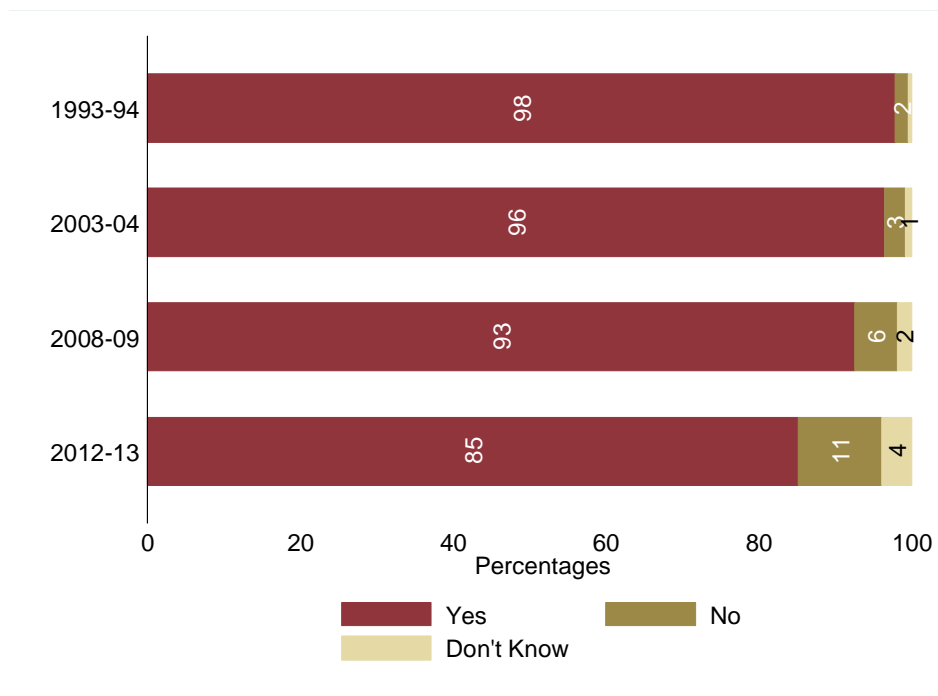
Contribution	
A great deal	55%
Somewhat	42%
Not at all	3%
Don't know	0%

Question text Q9a: "Please indicate how much your [undergraduate/graduate] education at [INSTITUTION] contributed to the development of your critical thinking skills. Would you say..."

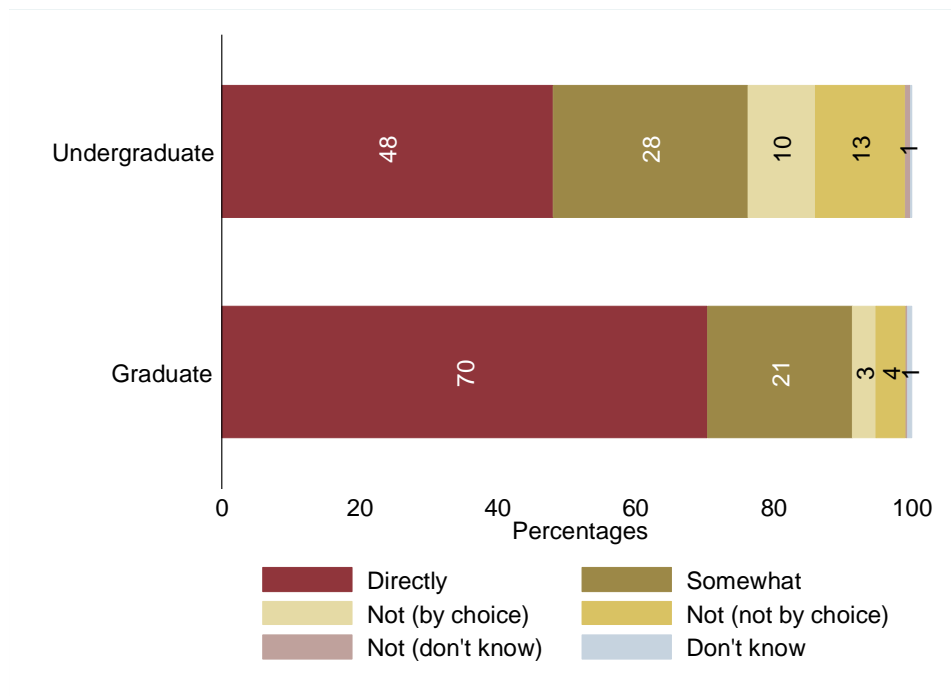
Table 7. Primary Activity at Time of Survey

Activity	1993-94	2003-04	2008-09	2012-13	Total
Employed full-time	71%	81%	79%	62%	73%
Employed part-time, do not want full-time	6%	2%	1%	2%	2%
Employed part-time, want full-time	1%	1%	4%	8%	4%
Employed in a service program	0%	0%	0%	1%	0%
Self-employed	8%	4%	2%	2%	4%
Student in a degree program	1%	2%	6%	16%	7%
Intern	0%	0%	0%	1%	0%
Seeking employment	1%	1%	3%	4%	3%
Raising a family	7%	6%	2%	1%	4%
Military service	0%	1%	1%	0%	1%
Something else	5%	2%	1%	1%	2%
Don't know	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%

Question text Q41: "Which of the following best describes your current primary activity?"

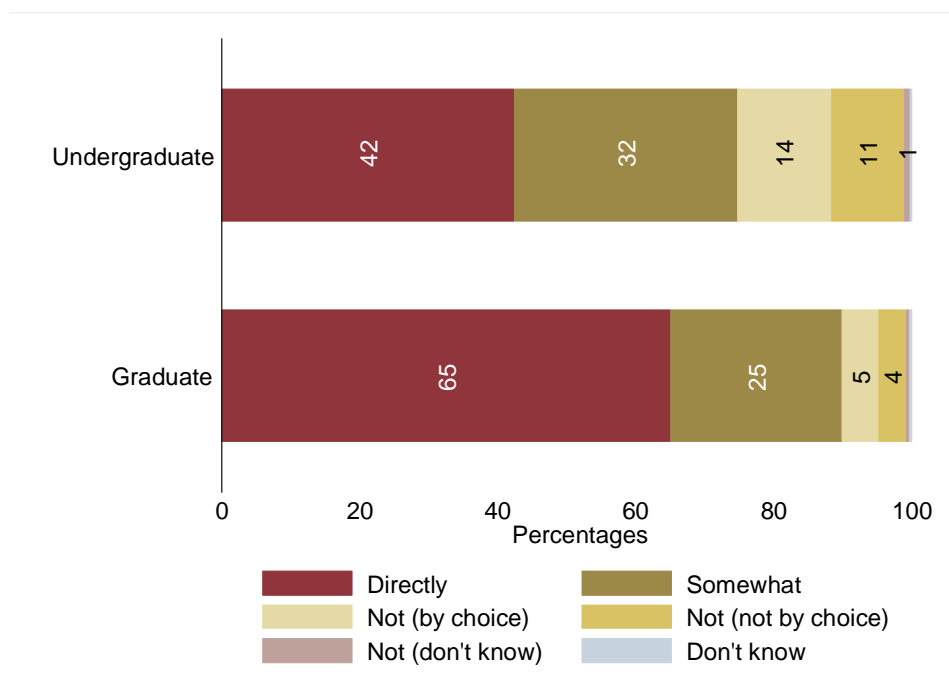
Figure 3. Full-Time Job is Permanent by Cohort

Question text Q43A: "Is your current full-time job considered permanent?" Alumni employed full-time only.

Figure 4. Relationship to Major or Field of Study of First Full-Time Job by Alumni Type

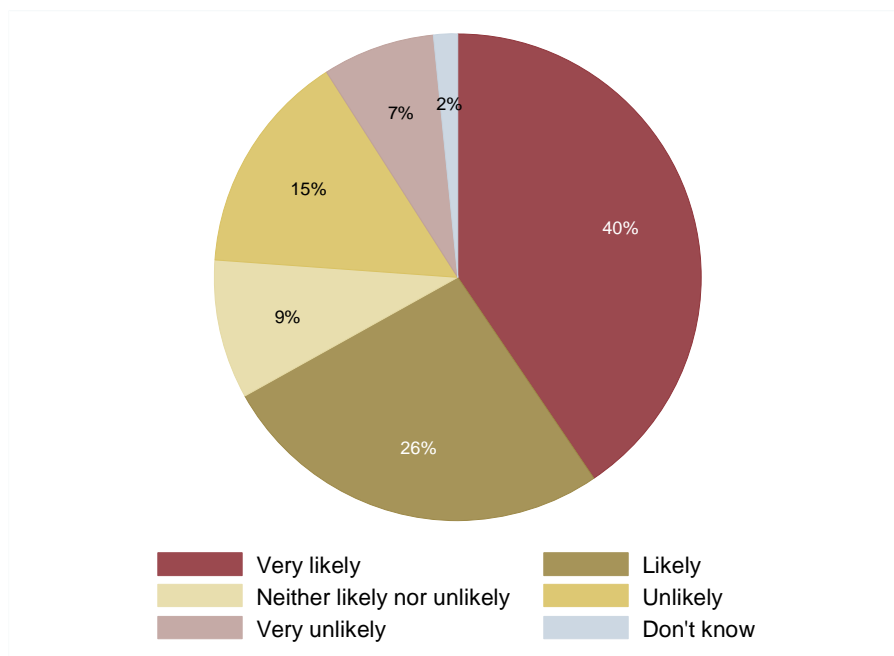
Combines responses from Q39 and Q40. Question text Q39: "How closely was your first full-time permanent job after you received your [undergraduate/graduate] degree from [school attended] related to your [IF UNDERGRADUATE: undergraduate major/IF GRADUATE: graduate field of study]? Would you say directly related, somewhat related, or not related?" Question text Q40: "Was your first full-time permanent job not related to your [IF UNDERGRADUATE: undergraduate major/IF GRADUATE: graduate field of study] by your choice or not?"

Figure 5. Relationship to Major of Field of Study of Current Full-Time Job by Alumni Type

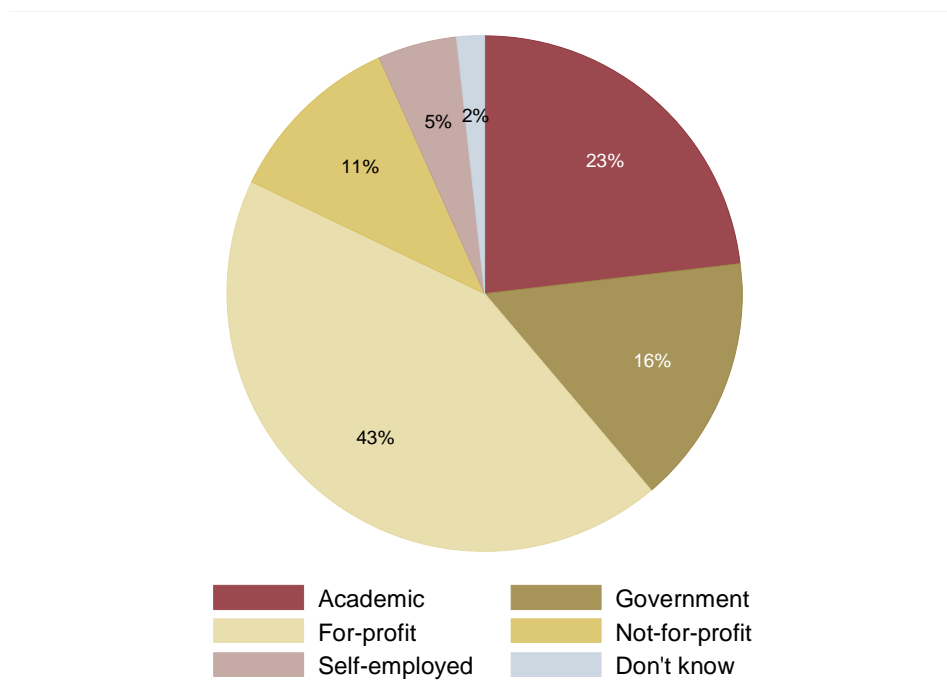


Combines responses from Q52 and Q53. Question text Q52: "How closely is your current job related to your [UNDERGRADUATE: undergraduate major / IF GRADUATE: graduate field of study] at [school attended]? Would you say..." Question text Q53: "Is your current job not related to your [IF UNDERGRADUATE: undergraduate major / IF GRADUATE: field of study] by your choice or not?"

Figure 6. Would Choose Primary Field of Study Again



Question text Q27: "If you were starting your [undergraduate/graduate] education again, how likely is it that you would choose the same major field of study? Would you say..."

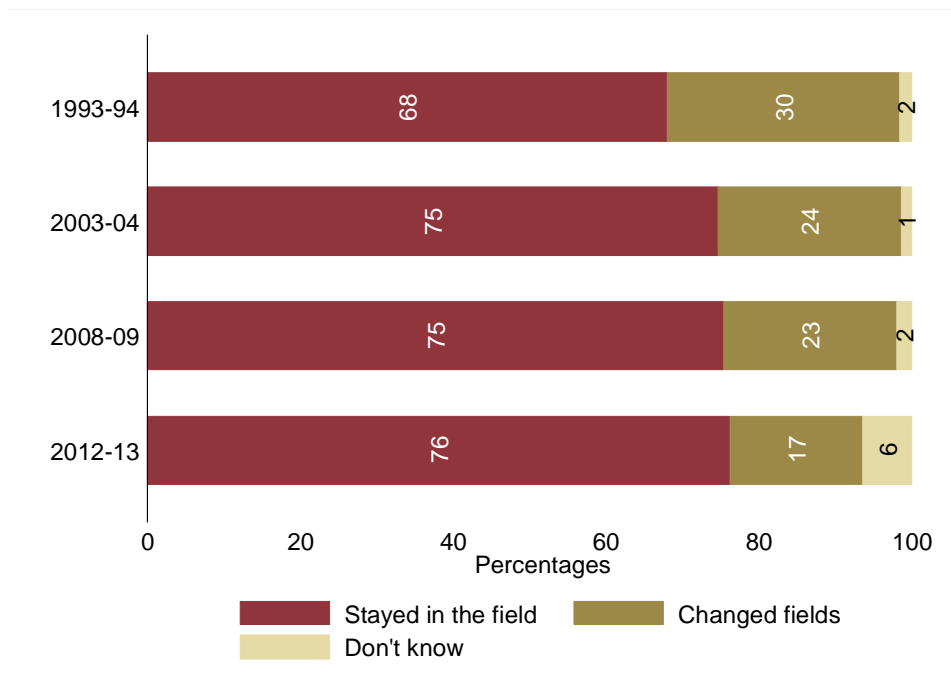
Figure 7. Sector of Current Place of Work

Question text Q44: "Which of the following best describes the type of place that you currently work? Academic; Federal, state or local government; Private, for profit business or organization; Private, not for profit business or organization; Self employed; Don't know."

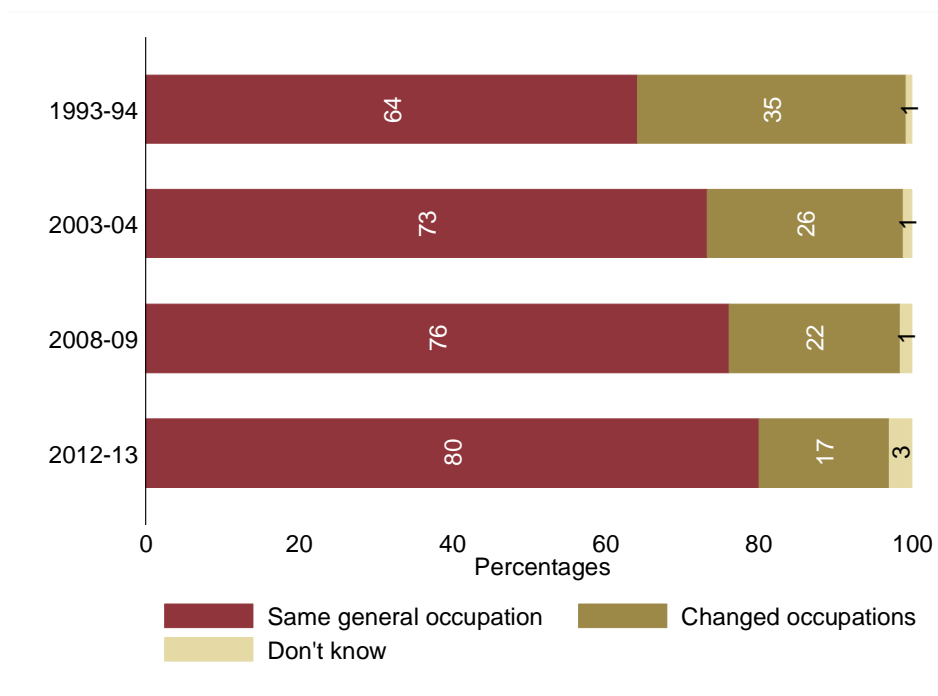
Table 8. Current Industry

Educational Services	24%
Health Care and Social Assistance	17%
Professional, Scientific, and Technical Services	14%
Finance and Insurance	8%
Other Services (Except Public Administration)	7%
Manufacturing	4%
Information	4%
Arts, Entertainment, and Recreation	3%
Retail Trade	3%
Public Administration	3%
Management of Companies and Enterprises	2%
Construction	2%
Accommodation and Food Services	2%
Real Estate and Rental and Leasing	1%
Agriculture, Forestry, Fishing, and Hunting	1%
Utilities	1%
Transportation and Warehousing	1%
Administrative and Support and Waste Management and Remediation Services	1%
Wholesale Trade	1%
Mining, Quarrying, and Oil and Gas Extraction	0%

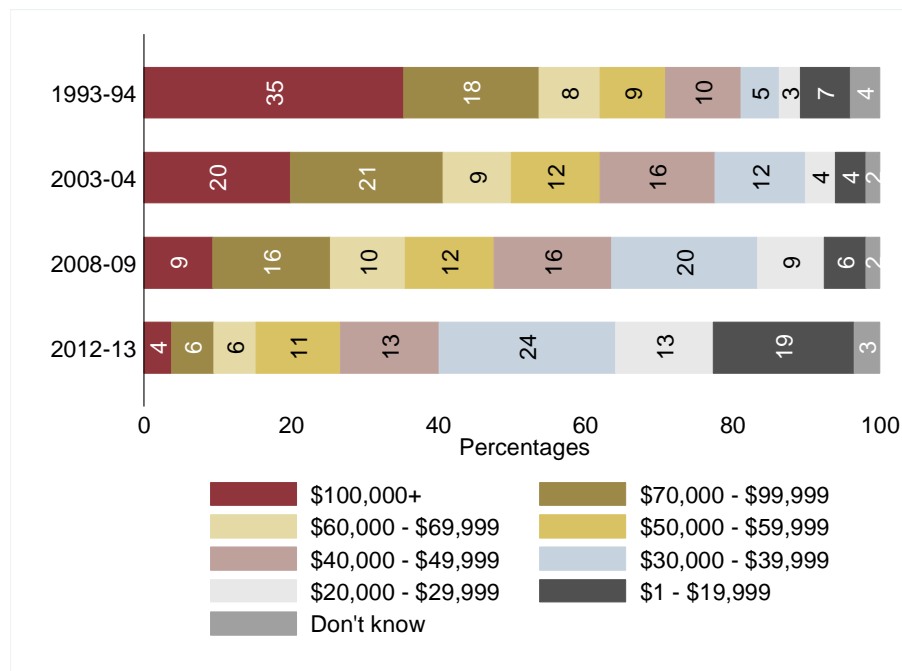
Question text Q43B: "The following is a list of broadly defined industries. Please select the one that comes closest to the type of industry that you current work in."

Figure 8. Changing Fields by Cohort

Question text Q55A: "How would you characterize the course of your career so far? Would you say that you have stayed in the same field or have you changed fields? An example of changing fields is moving from education to business."

Figure 9. Changed Occupation by Cohort

Question text Q56A: "During the course of your career so far, have you had the same general occupation or have you changed occupations? An example of changing occupations is moving from a teacher to an engineer."

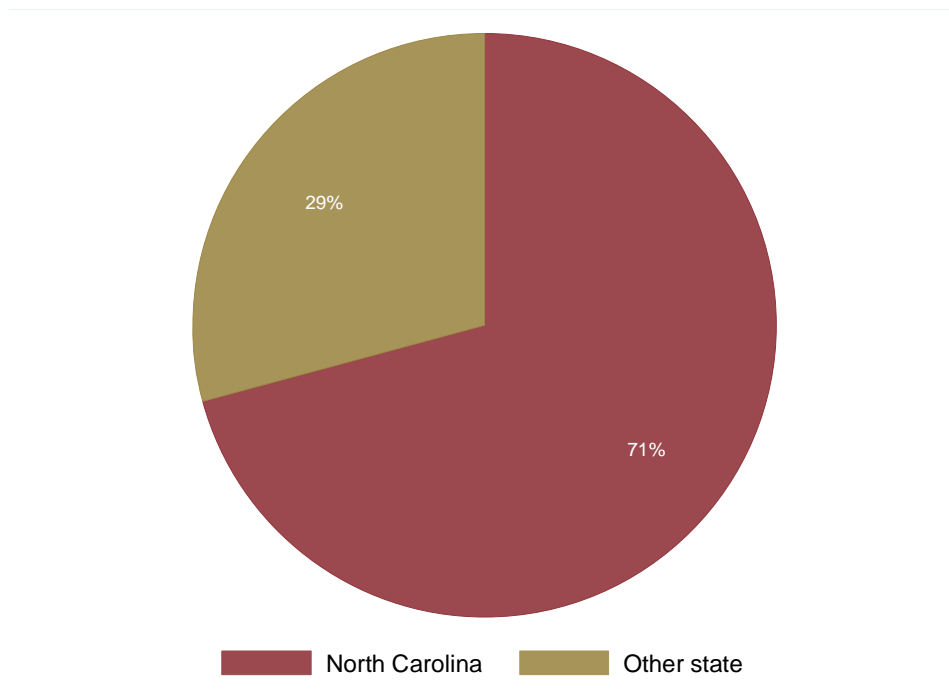
Figure 10. Annual Salary for Current Job by Cohort

Question text Q50B: "Which category best describes your annual salary from all sources of pay—including yearly bonuses and commissions—from your current job? \$1 - \$19,999, \$20,000 - \$29,999, \$30,000 - \$39,999, \$40,000 - \$49,999, \$50,000 - \$59,999, \$60,000 - \$69,999, \$70,000 - \$79,999, \$80,000 - \$89,999, \$90,000 - \$99,999, \$100,000 - \$149,999, \$150,000 - \$199,999, \$200,000 - \$299,999, \$300,000 - \$399,999, \$400,000 - \$499,999, \$500,000 or more, don't know." Not inflation adjusted.

Table 9. Job Domestic or Overseas

Location	
U.S.	97%
Overseas	1%
Both	1%
Don't know	1%

Question text Q47: "For the organization for which you are currently employed, is your job located inside or outside of the United States?"

Figure 11. U.S. Job Located in North Carolina

Combines responses from Q48A and Q48B. Question text Q48A: "Please enter the ZIP code where you currently work." Question Q48B asked when respondent did not know ZIP code where currently worked. Question text Q48B: "Please select the state where you currently work." Alumni working in the U.S. only. ZIP codes were coded to state.

Table 10. Prepared for Life Outside College

Agree/Disagree	
Strongly agree	31%
Agree	49%
Neither agree nor disagree	13%
Disagree	5%
Strongly disagree	1%
Don't know	0%

Question text Q9B_1: "[School attended] prepared me well for life outside of college." Baccalaureate alumni only.

Table 11. Importance of Ability to Communicate Effectively in Writing

Importance	
Very important	66%
Important	29%
Neither important nor unimportant	4%
Unimportant	1%
Very unimportant	0%
Don't know	0%

Question text Q6: "Please indicate how important your ability to communicate effectively in writing has been in your life since you completed your [undergraduate/graduate] education at [school attended]. Would you say..."

Figure 12. Importance of Ability to Communicate Effectively in Writing by Baccalaureate or Graduate Alumni

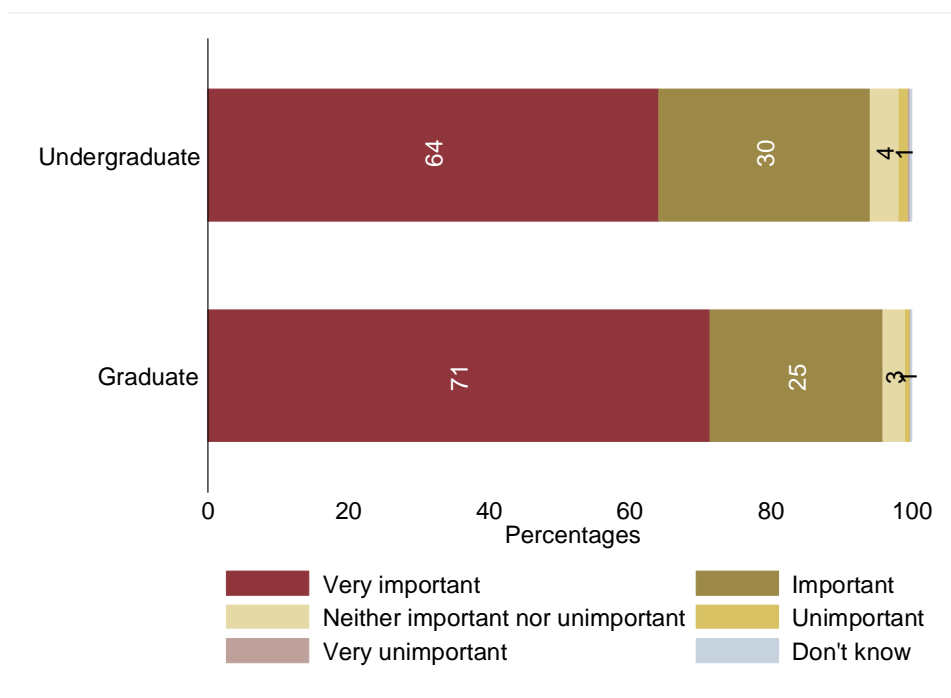
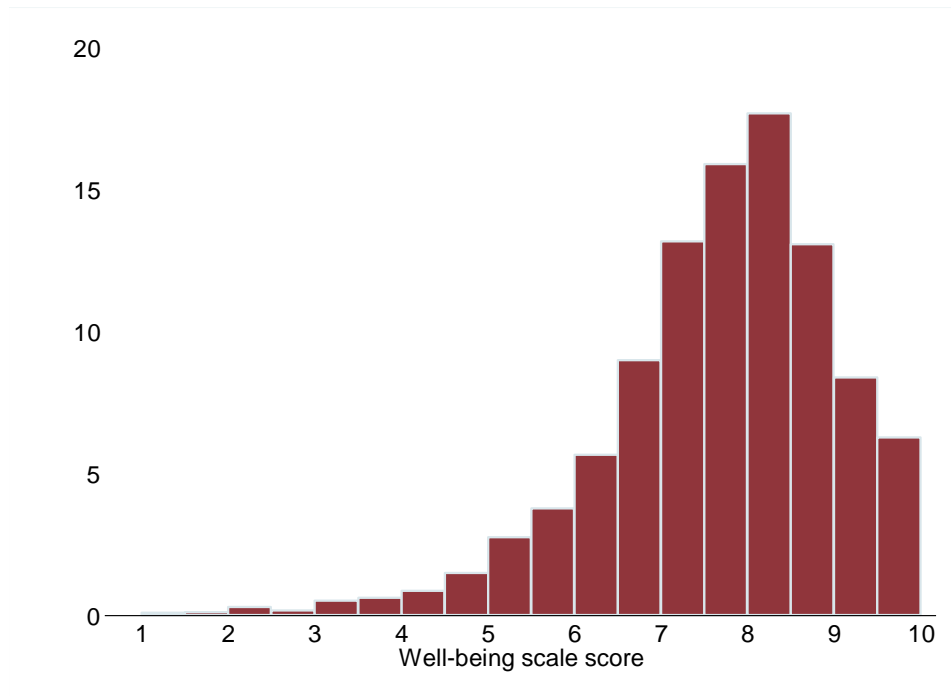


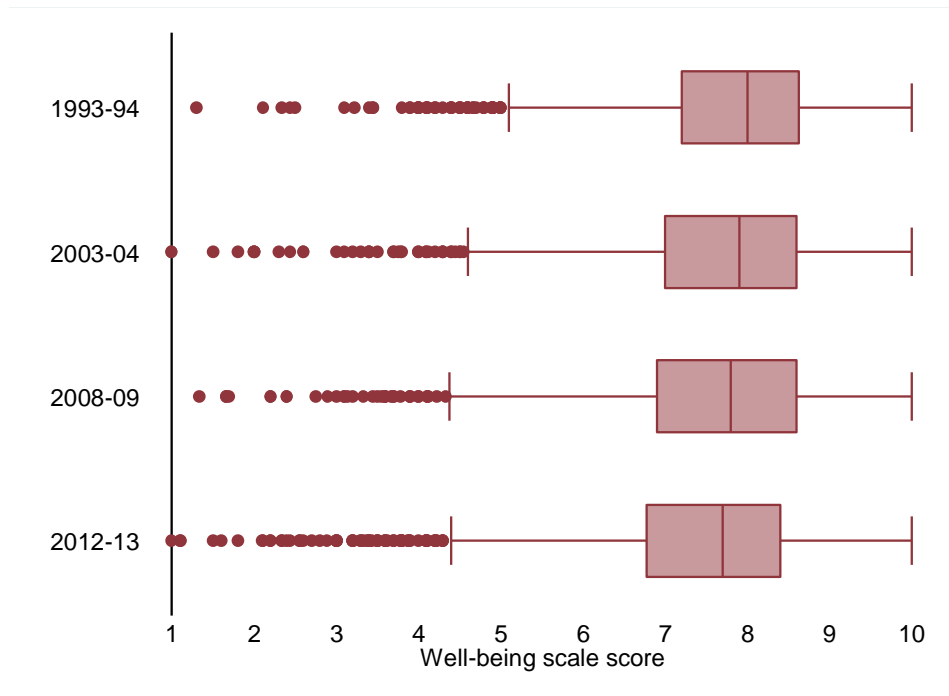
Table 12. Importance of Ability to Think Critically

Importance	
Very important	76%
Important	22%
Neither important nor unimportant	2%
Unimportant	0%
Very unimportant	0%
Don't know	0%

Question text Q8: "Please indicate how important your ability to think critically has been in your life since you completed your [undergraduate/graduate] education at [school attended]. Would you say..."

Figure 13. Well-Being Scale Score

Histogram of continuous well-being scale; not weighted.

Figure 14. Well-Being Scale Score by Cohort

Center line of the box shows median scale score, box edges show 25th and 75th percentile scale score, left hand whisker shows 1.5x interquartile range (IQR; the 75th percentile score minus 25th percentile score) below the 25th percentile scale score, right hand whisker shows 1.5x IQR above the 75th percentile score, and dots show outlier values (beyond left and right hand whiskers).

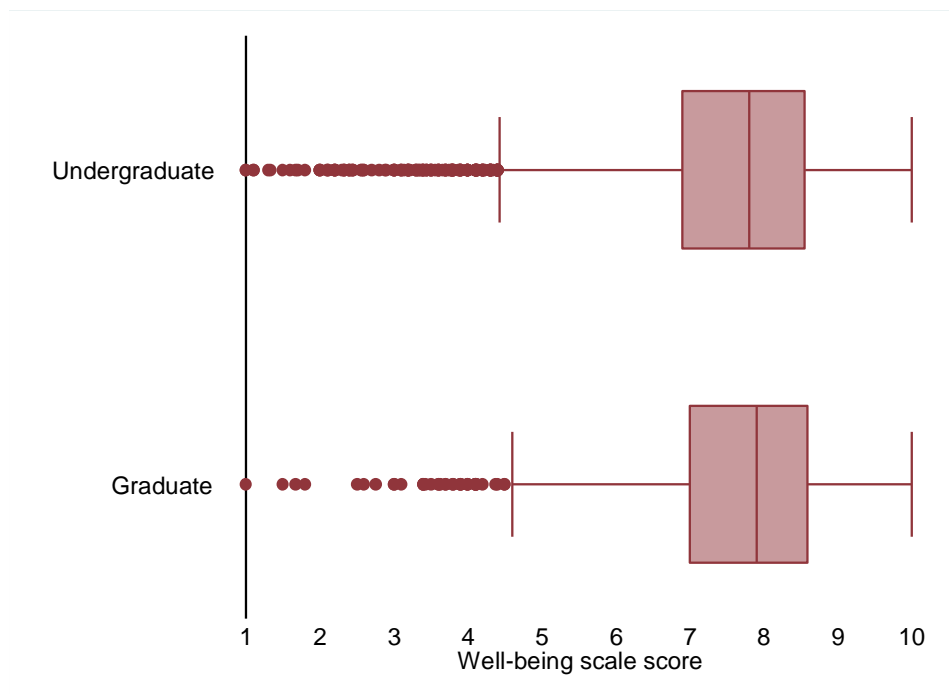
Figure 15. Well-Being Scale Score by Undergraduate or Graduate Alumni

Figure 16. Well-Being Scale by Major or Field of Study

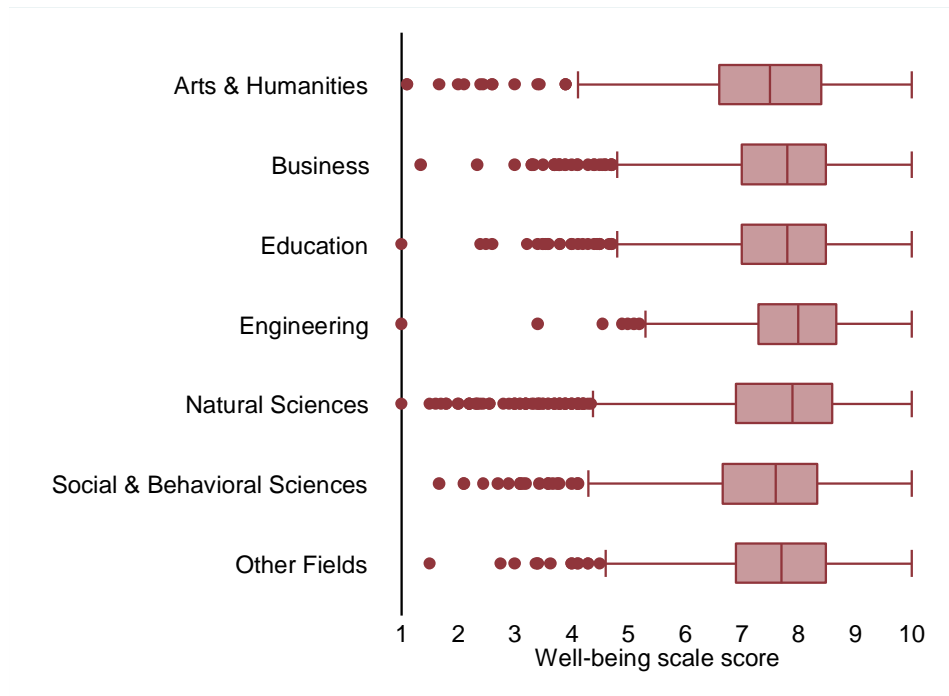
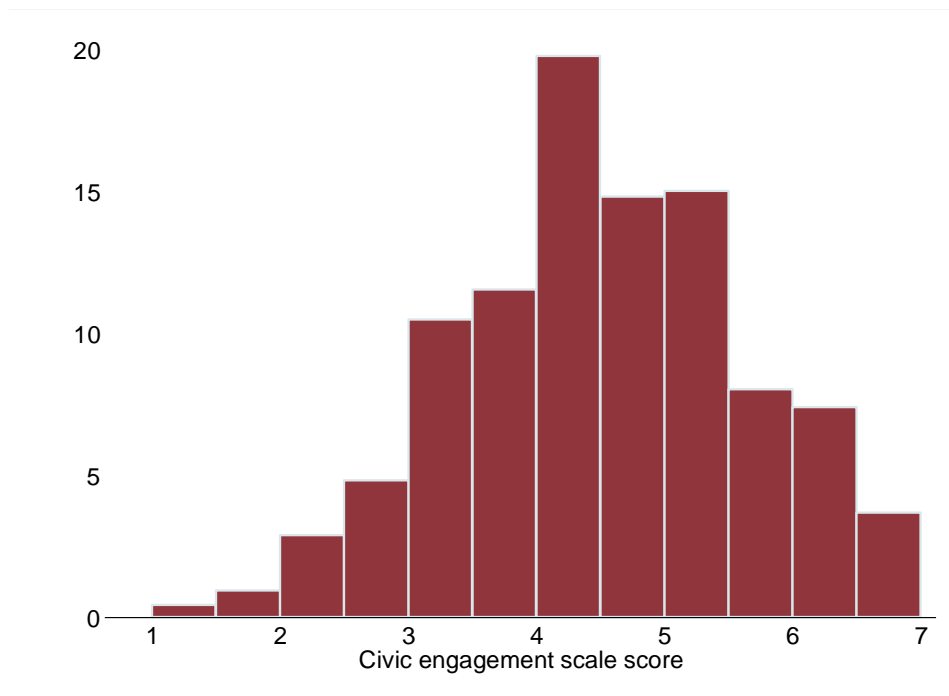


Figure 17. Civic Engagement Scale Score



Histogram of continuous civic engagement scale.

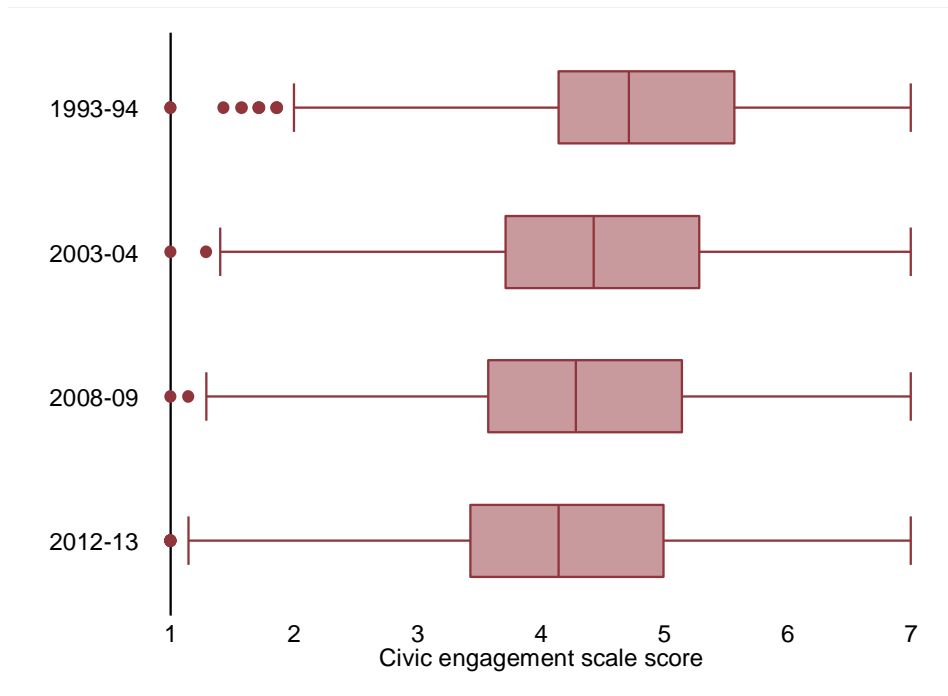
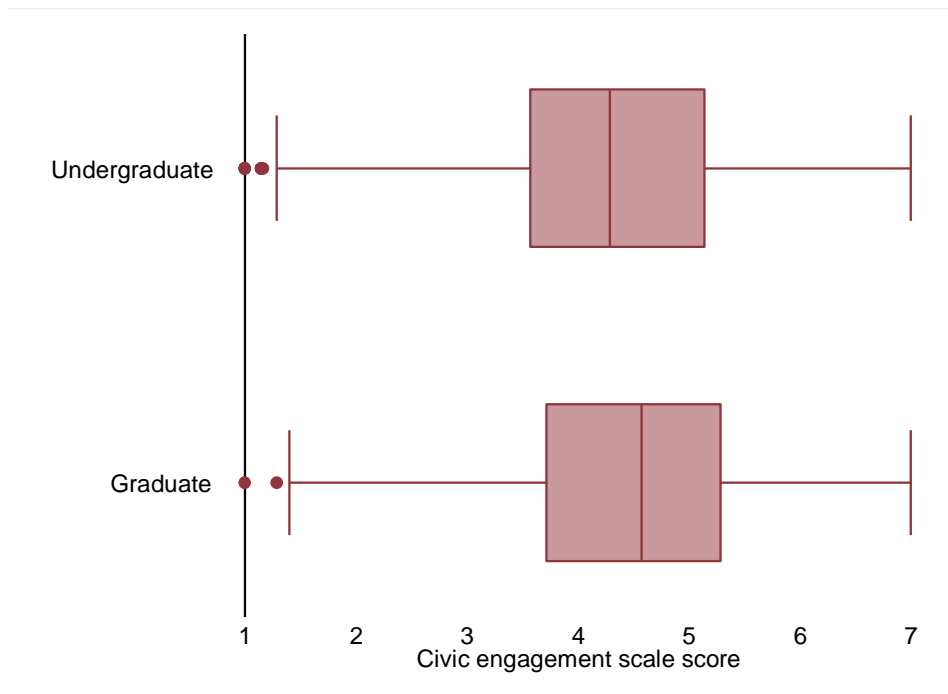
Figure 18. Civic Engagement Scale by Cohort**Figure 19. Civic Engagement Scale Score by Undergraduate or Higher degree alumni**

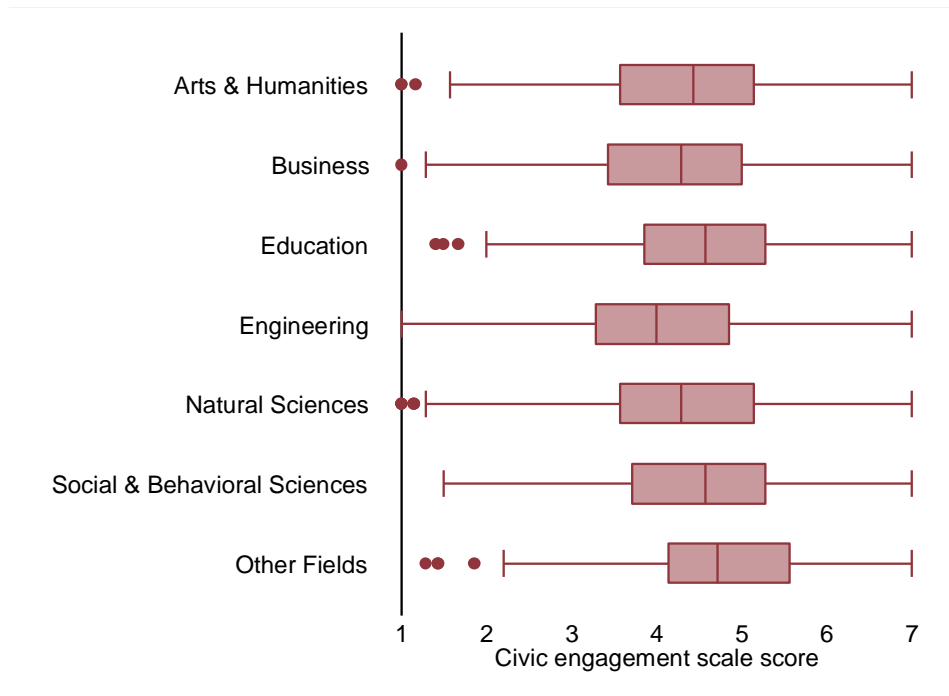
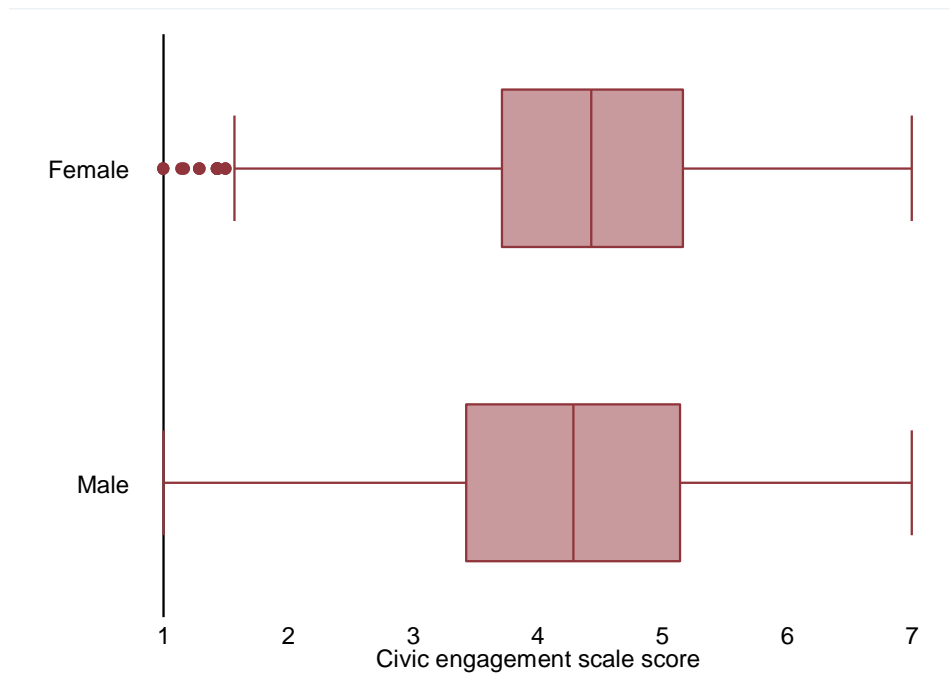
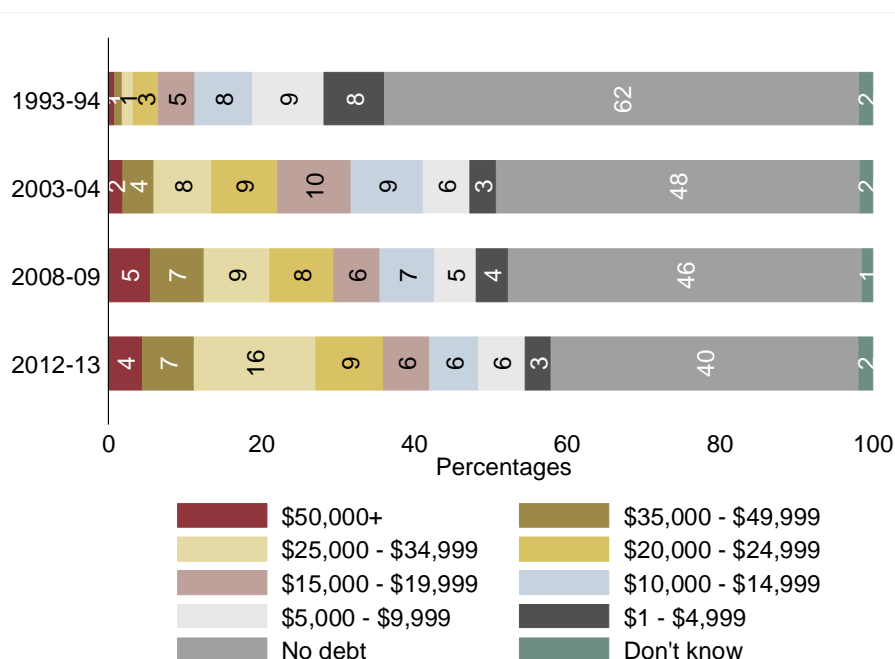
Figure 20. Civic Engagement Scale Score by Field**Figure 21. Civic Engagement Scale by Gender**

Table 13. Reasons for Pursuing Degree

Reason	Most Important	Second Most Important	Third Most Important
To acquire specific skills and knowledge	30%	23%	16%
To increase opportunities for promotion, advancement, and pay	15%	16%	13%
To learn more about something in which I am particularly interested	12%	17%	16%
It was the best option available at the time	10%	9%	10%
To use as a stepping stone for further education	7%	8%	10%
To find out what career I wanted to pursue	7%	9%	10%
To facilitate a job/career change	6%	6%	5%
It was expected of me by my family	4%	5%	8%
To meet requirements of a prospective employer	4%	5%	7%
To meet requirements of my current employer	1%	1%	2%
Other	5%	2%	5%

Question text Q58: "What are the three main reasons why you chose to pursue an [undergraduate/graduate] degree at [school attended]? Please indicate your top three reasons by entering 1, 2, and 3 in the entry boxes below."

Figure 22. Debt for Bachelor's Degree for Baccalaureate Alumni by Cohort

Constructed from Q28, Q29, and Q30. Question text Q28: "At the time you completed your undergraduate education at [school attended] were you personally responsible for repaying any loans to finance your **undergraduate education**?" Respondents who answered yes to Q28 were asked Q29. Question text Q29: "At the time you completed your undergraduate education at [school attended], what was the total dollar amount borrowed for your undergraduate education that you were personally responsible for repaying? Your best estimate is fine." Alumni who responded don't know to Q29 were asked Q30. Question text Q30: "Please select the dollar range below that is your best estimate of the total dollar amount borrowed for your undergraduate education that you were personally responsible for repaying at the time you completed your undergraduate education at [school attended]. \$1 - \$4,999; \$5,000 - \$9,999; \$10,000 - \$14,999; \$15,000 - \$19,999; \$20,000 - \$24,999; \$25,000 - \$29,999; \$30,000 - \$34,999; \$35,000 - \$39,999; \$40,000 - \$44,999; \$45,000 - \$49,999; \$50,000 - \$54,999; \$55,000 - \$59,999; \$60,000 - \$64,999; \$65,000 - \$69,999; \$70,000 or more." \$45,000 - \$49,999 category was not shown.

Table 14. Amount Borrowed to Pay for Graduate School

No debt	88%
\$1 - \$4,999	2%
\$5,000 - \$9,999	2%
\$10,000 - \$14,999	1%
\$15,000 - \$19,999	1%
\$20,000 - \$24,999	1%
\$25,000 - \$34,999	1%
\$35,000 - \$49,999	1%
\$50,000+	1%
Don't know	3%

Constructed from Q31, Q32, and Q33A. Question text Q31: "At the time you completed your graduate education were you personally responsible for repaying any loans to finance your **graduate education**?" Respondents who answered yes to Q31 were asked Q32. Question text Q32: "At the time you completed your graduate education, what was the total dollar amount borrowed for your graduate education that you were personally responsible for repaying? Your best estimate is fine." Alumni who responded don't know to Q32 were asked Q33A. Question text Q33A: "Please select the dollar range below that is your best estimate of the total dollar amount borrowed for your graduate education that you were personally responsible for repaying at the time you completed your graduate education. \$1 - \$4,999; \$5,000 - \$9,999; \$10,000 - \$14,999; \$15,000 - \$19,999; \$20,000 - \$24,999; \$25,000 - \$29,999; \$30,000 - \$34,999; \$35,000 - \$39,999; \$40,000 - \$44,999; \$50,000 - \$54,999; \$55,000 - \$59,999; \$60,000 - \$64,999; \$65,000 - \$69,999; \$70,000 or more." \$45,000 - \$49,999 category was not shown.