

**REPORT FOR EARLHAM COLLEGE  
THE COLLEGIATE RESULTS INSTRUMENT**

**A SURVEY OF RECENT ALUMNI**

**PREPARED BY  
THE LEARNING ALLIANCE FOR HIGHER EDUCATION  
AT THE UNIVERSITY OF PENNSYLVANIA**

**JULY 2008**

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## **ABOUT THIS REPORT**

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This report was prepared for Earlham College by The Learning Alliance for Higher Education at the University of Pennsylvania. The report is a first look at the responses to the Collegiate Results Instrument (CRI) by the Earlham alumni sample. Seeking to give Earlham an overview of alumni respondents, their activities, and their values, the report looks at most, but not all of the questionnaire items.

The report provides distributions of responses, some cross-tabulations, and indices constructed from sets of responses. Shortly after receiving the report Earlham will be given access to the data file of item responses. In the file some of the demographic items may be regrouped in order to insure the privacy of the individual respondents. (For example, if there is only one Hispanic biology major among the respondents, then the categories ethnicity and/or major may be regrouped.)

Your contacts at The Learning Alliance are available to answer questions you may have about this report or about the dataset you will download.

## INTRODUCTION

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The report that follows presents an analysis of Earlham College's alumni responses to the Collegiate Results Instrument (CRI). Earlham invited members of the classes of 1998 to 2002 to participate in the survey that was posted on the web from March 5, 2008 to June 2, 2008. The discussion below provides information about the response rate and responses to the sections of the instrument.

### **The Survey Process, Sample, and Response Rate**

Earlham asked 1,091 alumni to log on to a website hosted by The Learning Alliance on which the CRI was posted. Each alumnus was granted access to the CRI via a unique code which allowed him or her to enter and re-enter the site—and thus to complete the survey at leisure. The response to the survey was modest, although not surprising for this type of endeavor—375 respondents or 34.4 percent of the overall sample.

As you read this report, please pay close attention to the numbers of respondents. Where the numbers are small, draw no conclusions from the results. Even where the numbers are adequate, please use the results with caution—this analysis does not account for bias in the profiles of the respondents. Despite the need for caution, there is much to be mined from the 375 completed surveys. At the very least, the findings—valid for these particular alumni—may lead to further questions and studies regarding collegiate outcomes in general.

The CRI assesses several different kinds of alumni outcomes. In addition to a section that covers general demographic items, the survey asks about current activities, occupation, and post-baccalaureate education. Profiles of four types of alumni skills and characteristics are investigated as well: skills alumni use at work, personal values, confidence in respondents' abilities to complete specific tasks, and alumni inclination toward life-long learning. The discussion that follows examines responses to each area of the CRI. (See Appendix A for a copy of the CRI survey items.)

The text of this report provides a sample of highlights from the analysis of the CRI responses. The accompanying tables supply many valuable views of the data from which you may extract additional findings.

## THE ANALYSIS

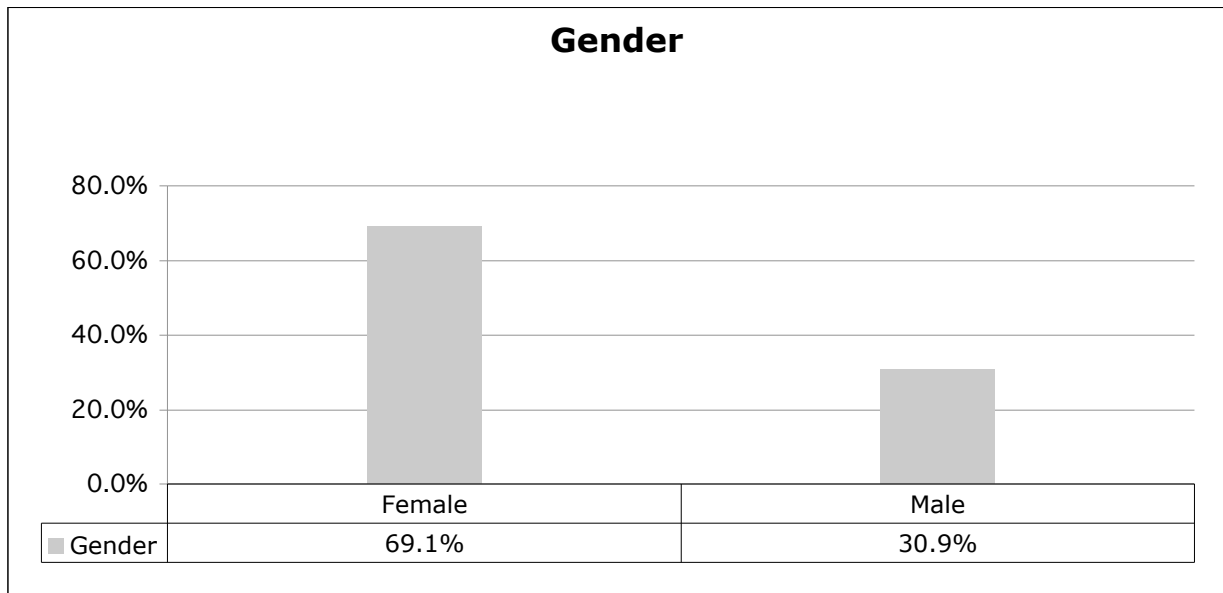
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### Profile of Respondents

The report begins with a brief profile of the respondents. While it is beyond the scope of this analysis to compare the respondent profile with that of the targeted alumni, it is still helpful to understand something about those who completed the survey. Using the profiles provided in the report, Earlham should be able to compare the respondents to the underlying alumni population surveyed to determine how well this group represents the alumni in general.

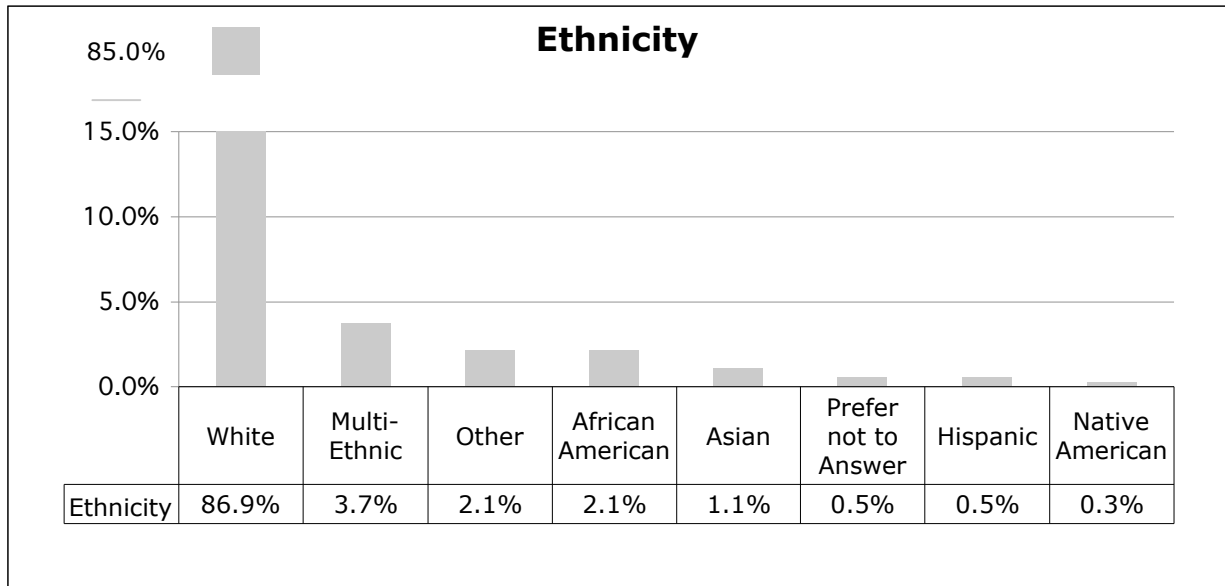
- More than two females responded for every male. This may reflect both the young alumni population, which tends to be more female than male, and also the conventional finding that women tend to respond to surveys such as the CRI at higher rates than do men. That said, it is important for Earlham to review the demographics of its targeted populations to determine whether females are overrepresented in this study.

**Figure 1. Gender of Respondents**

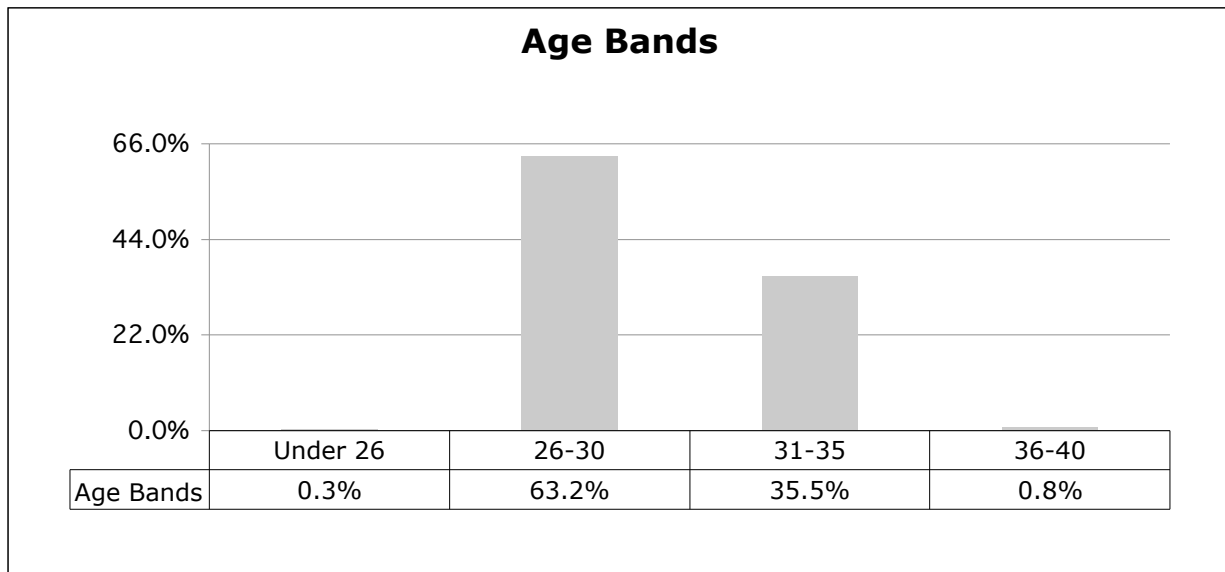


- The vast majority of respondents reported their ethnicity as white.

**Figure 2: Ethnicity of Respondents**



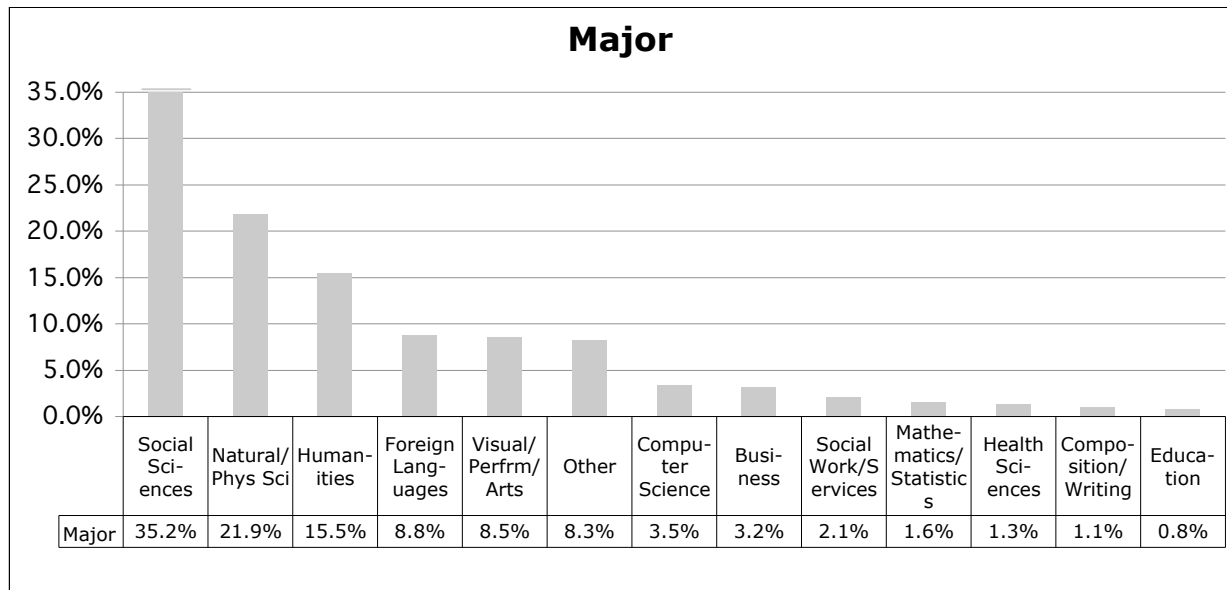
**Figure 3: Age of Respondents**



- Nearly all respondents to the CRI are thirty-five or under, with two-thirds of the respondents thirty or younger. These recent alumni were traditional aged college students when they attended Earlham.

- More than one-third of alumni were social sciences majors and more than one-quarter of alumni majored in natural/physical science, mathematics or computer science. Another quarter chose a humanities major, writing, or a foreign language major.
- The occupation distribution of these alumni is provided in the “Major Findings” section of the report and may be compared to national data for college graduates to see how these respondents compare with a wider population.

**Figure 4. Major of Respondents**

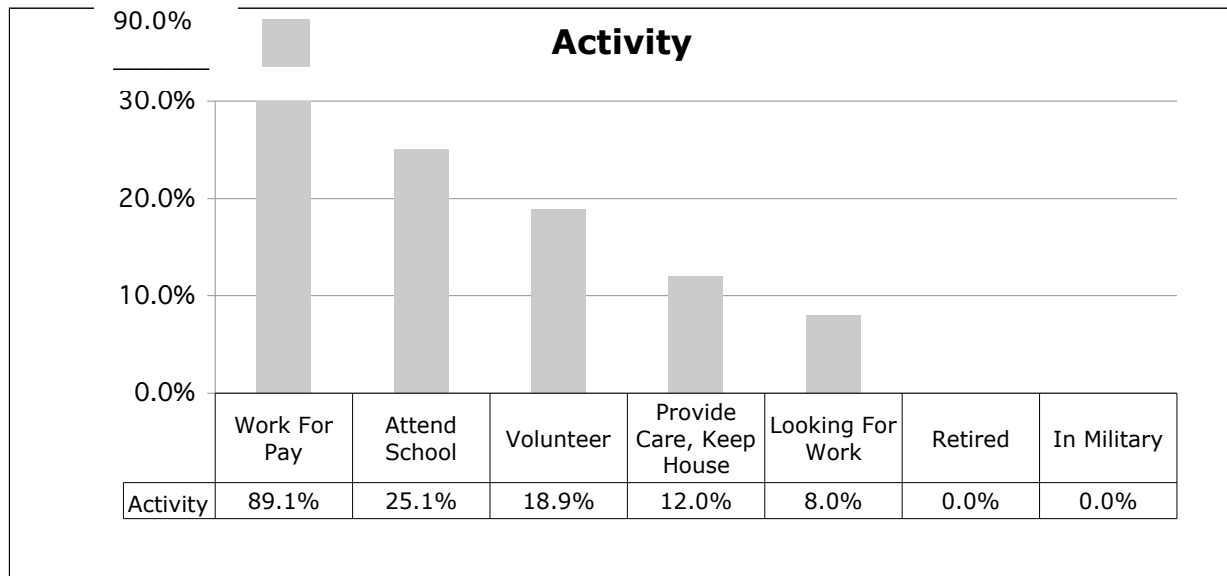


### Major Findings

The section below provides a brief review of some of the notable findings from this analysis. Again, please remember that the results pertain to the 375 respondents and should not be extrapolated to a larger population.

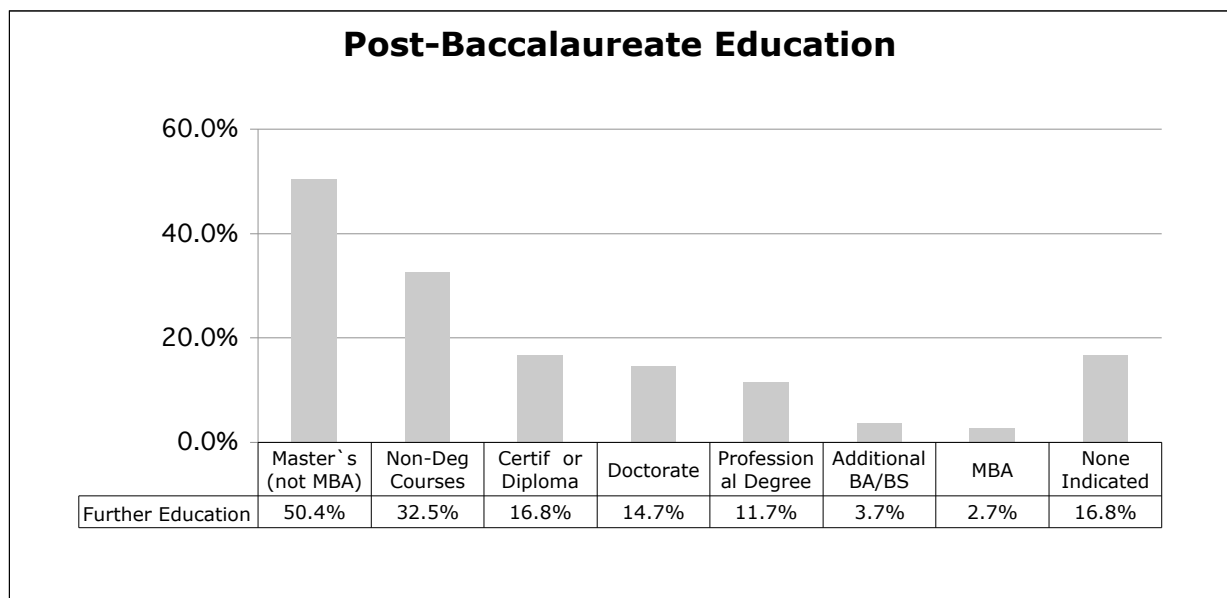
- These alumni are working. Nearly 90 percent of the respondents are working either full- or part-time. About 19 percent are both working and going to school in some combination of full- and part-time.

**Figure 5. Activities of Respondents**



A majority of respondents—83.2 percent—have or are currently engaged in some form of post-baccalaureate education. (This percent does not include those who may be planning to continue their educations in the future.) The largest numbers have obtained or are pursuing a master’s degree. Male alumni were more likely than female alumni to pursue MBA degrees, while women were more likely to seek other types of master’s degrees.

**Figure 6. Post-Baccalaureate Education**



**Figure 7. Advanced Degree by Gender**

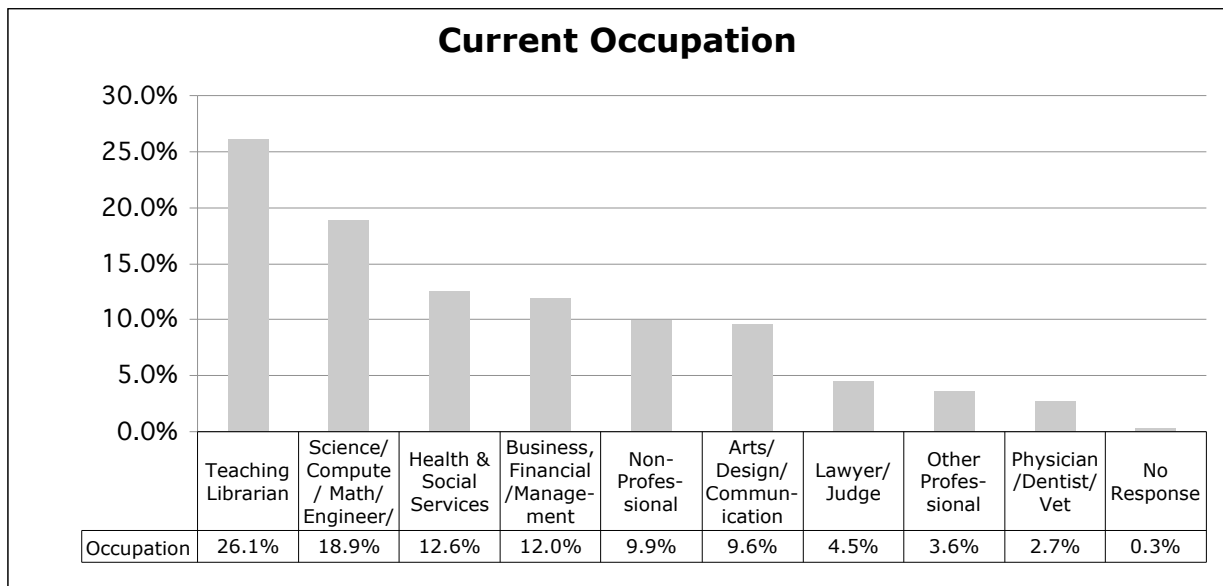
**Advanced Degree by Gender  
Completed or Currently Enrolled**

	<b>Professional Degree</b>	<b>MBA</b>	<b>Master`s (not MBA)</b>	<b>Doctorate</b>
<b>Female</b>	12.0%	1.5%	53.7%	14.3%
<b>Male</b>	11.2%	5.2%	43.1%	15.5%
<b>All</b>	11.7%	2.7%	50.4%	14.7%

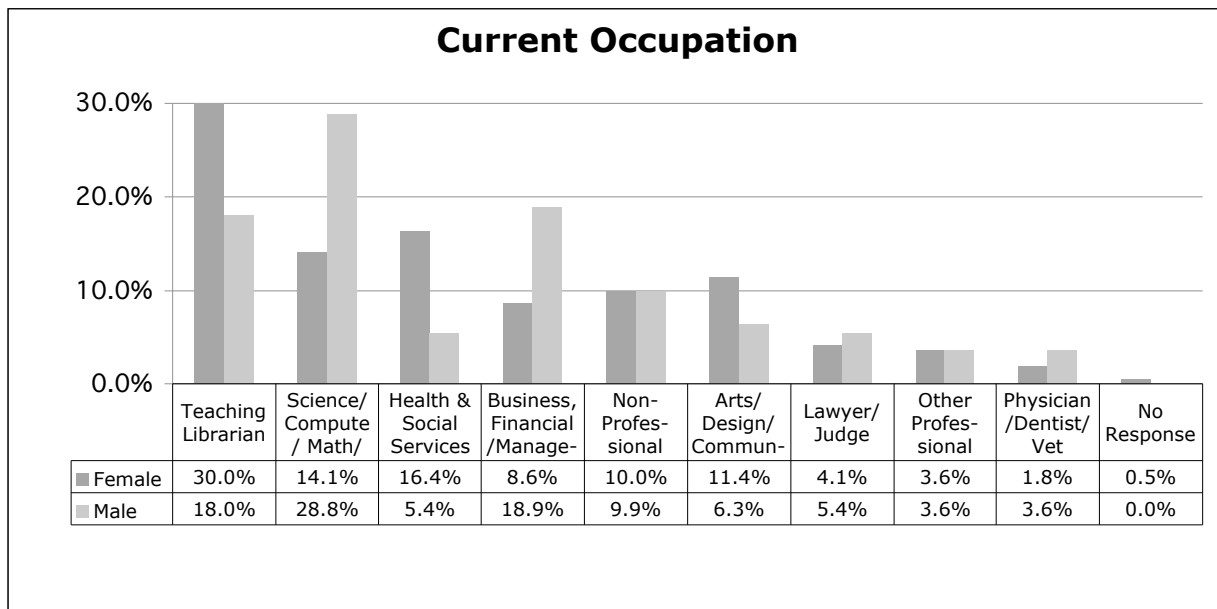
Respondents may check more than one degree category

Among those working, more than one-quarter are employed in the fields of education or librarianship; just under 20 percent are engaged in science and technical fields such as science, engineering, architecture or computer science.

**Figure 8. Current Occupation**



**Figure 9. Current Occupation by Gender**

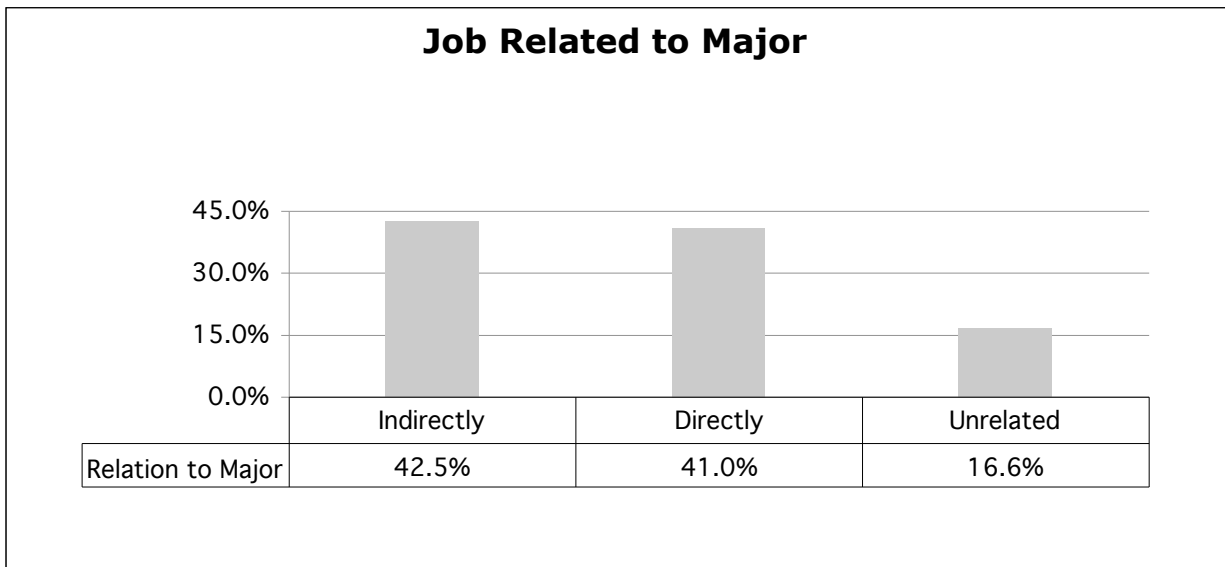


Male alumni dominate the science and technical occupations as well as business fields, while education, health and social services, and arts and design fields are more often the choice of female alumni.

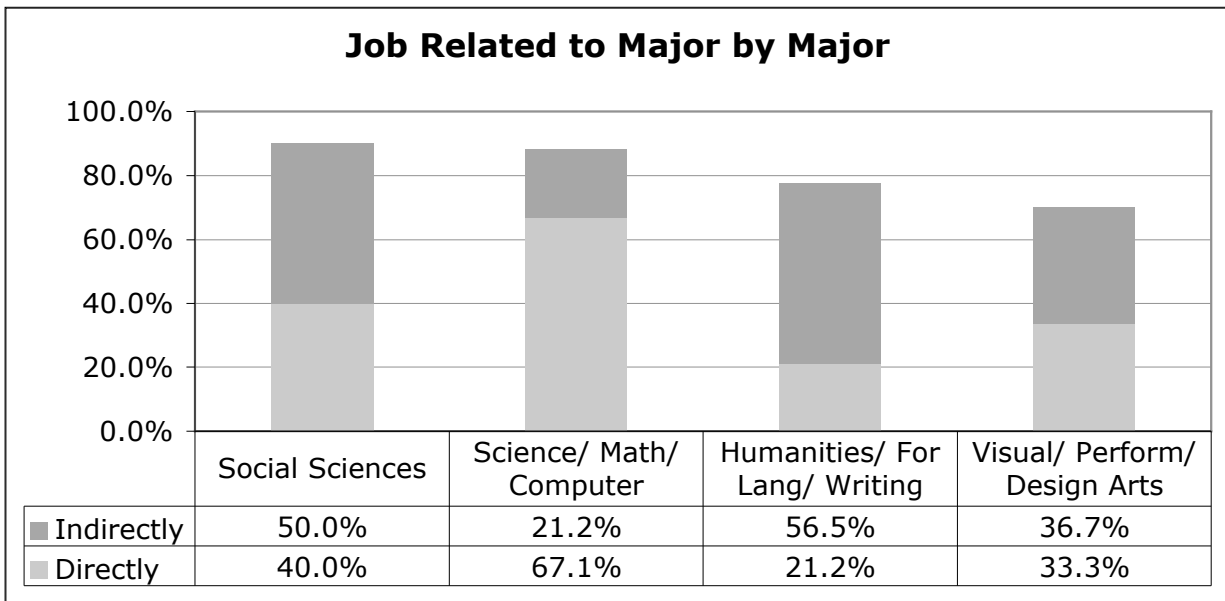
Asked whether their job related to their major most—more than 80 percent—of those who answered the question indicated that their job was either directly or indirectly related. More than 40 percent of the alumni claim that their current occupation is directly related to their major, while a nearly equal percentage believes that their occupation is indirectly related. (We assume that for those who marked more than one major the response pertains to the major most closely related to the respondent’s occupation.)

The responses vary by major: two-thirds of those with math, science, or computer science majors claim their jobs directly relate to their major, while just over 20 percent of those with humanities, languages, or writing majors claim a direct relationship between their major and their job. That said, the vast majority of alumni report that their majors are at least indirectly related to their work. (Majors with fewer than 12 respondents are not included in Figure 11.)

**Figure 10. Job Related to Major**



**Figure 11. Job Directly Related to Major by Major**



- Natural and physical science majors are the most likely among these Earlham alumni to be attending school, while computer science majors are the least likely. (Only majors with at least 12 respondents are included in the analysis and the catch-all major “Other” has been excluded.)
- Of the 25 percent of respondents who are attending school, the vast majority are also working.

**Figure 12. Currently Attending School by Major**

<b>Major</b>	<b>N</b>	<b>Attend School</b>
Natural/Physical Sciences	82	36.6%
Humanities	58	27.6%
Social Sciences	132	26.5%
Foreign Languages	33	24.2%
Visual/Performing/Design Arts	32	9.4%
Business	12	8.3%
Computer Science	13	0.0%

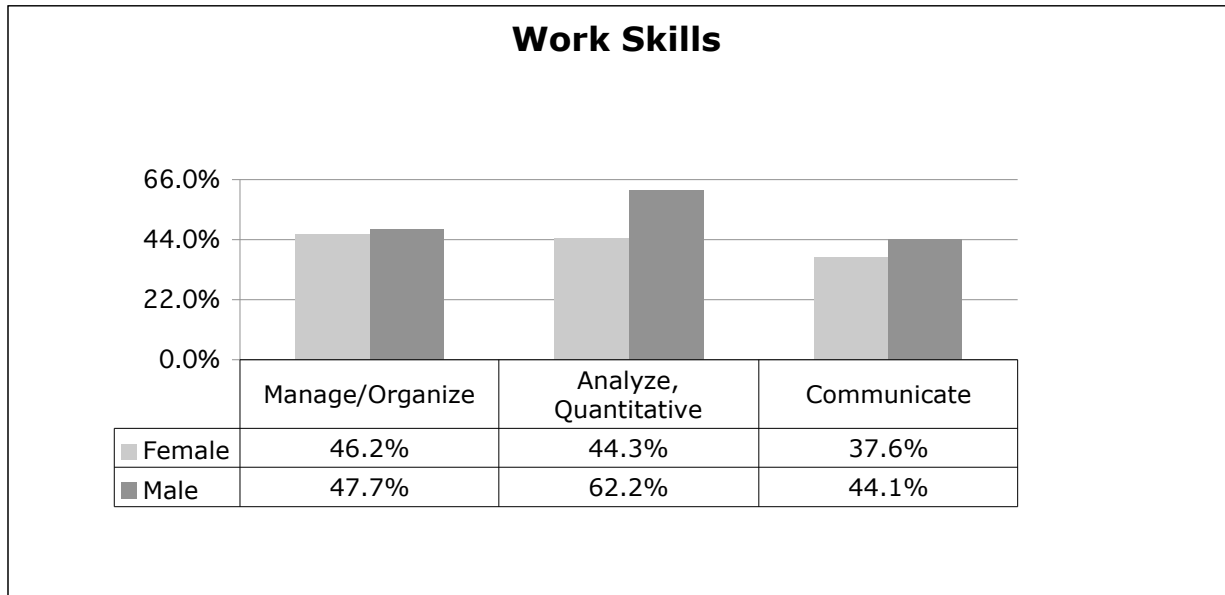
**Figure 13. Work and School**

		<b>Working</b>			
		Full Time	Part Time	Not Working	Total
<b>Schooling</b>	Full Time	4.3%	7.7%	6.1%	18.1%
	Part Time	5.9%	0.5%	0.5%	6.9%
	Not in School	61.9%	8.8%	4.3%	74.9%
	Total	72.0%	17.1%	10.9%	375

Of the three skill sets evaluated in the CRI only quantitative/analytic skills are used on the job more than occasionally by at least half of the respondents.

- Given the gender patterns of majors and occupations, it is not surprising that males are much more likely to use quantitative skills in their work. It is surprising, however, that males score higher than females on the use of communication skills at work.

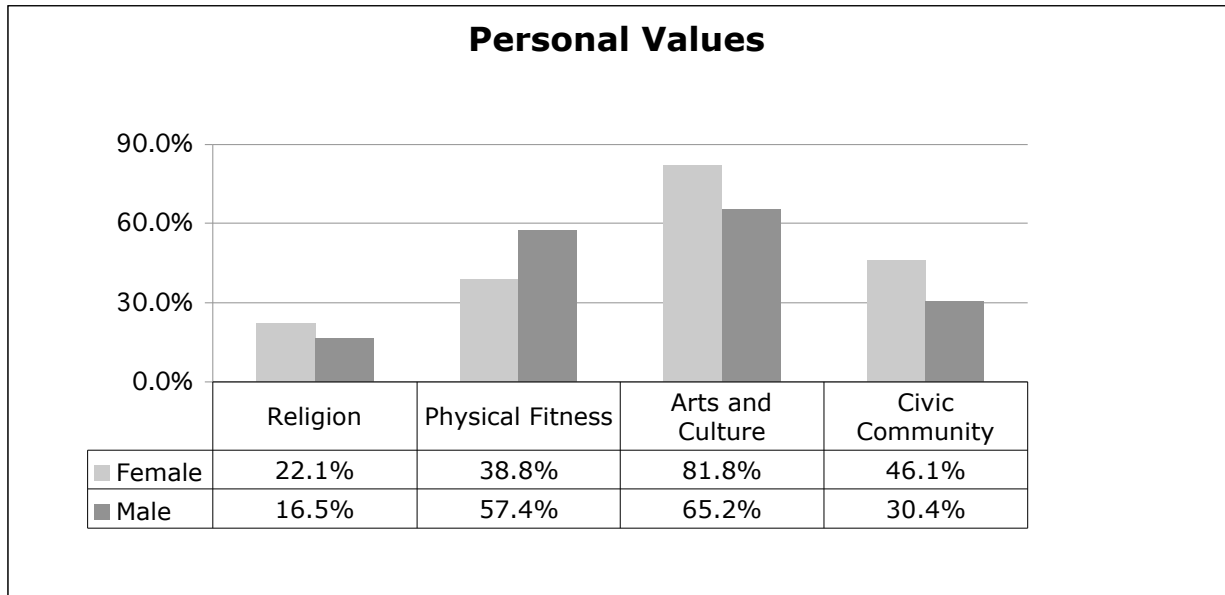
**Figure 14. Work Skills by Gender**



An examination of the four personal value measures, religion, physical fitness, arts and culture, and civic engagement reveals some notable differences between these male and female alumni respondents and among various ethnic groups.

- Just 20 percent of the Earlham alumni respondents are interested in and participate in religious activities. Women are slightly more likely than men to express religious interest and participation.
- Forty-four percent of the alumni indicate an interest in and participate in physical fitness and sports activities. Men are much more likely than women to do so.
- More than three-quarters of alumni are interested in and participate in cultural activities such as attending concerts and visiting museums and galleries. Women are far more likely to value this area than are men.
- Just over 40 percent of alumni are interested in and engaged in civic and community activities such as volunteer work and political activism. Here again, women are more tuned in to this area than are men.

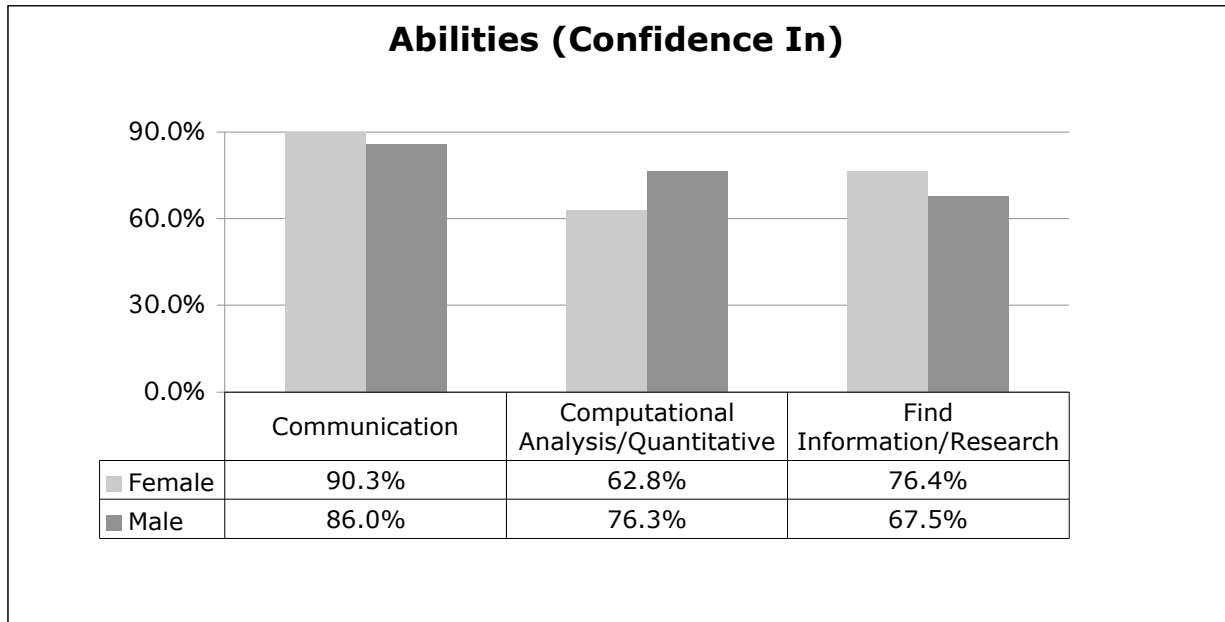
**Figure 15. Personal Values by Gender**



Earlham alumni respondents are confident in their abilities.

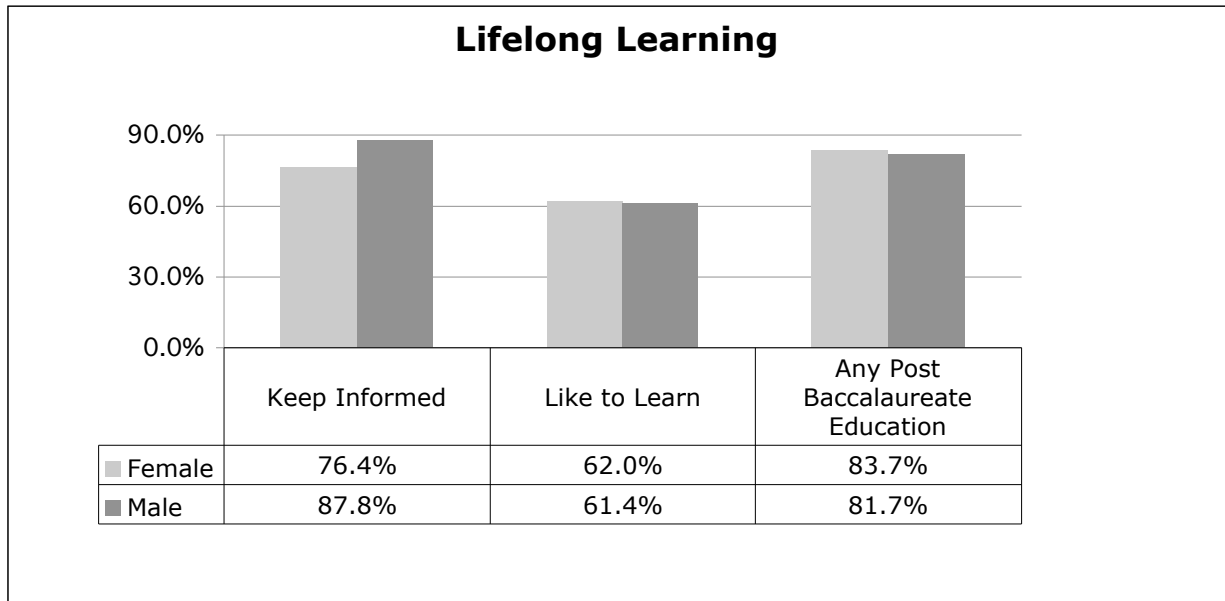
- A great many of the alumni respondents have confidence in their abilities to communicate, to perform quantitative analysis, and to find and interpret information on a variety of subjects.
- Once again there are differences between women and men with respect to the two latter mentioned abilities: men are more likely than women to feel sure about their quantitative skills, women are more likely than men to feel sure about their researching skills.

**Figure 16: Confidence in Abilities by Gender**



The several different measures of life-long learning indicate that this group of alumni has developed habits of continued learning. As was shown earlier, most have continued schooling beyond their Earlham degree. These alumni tend to want to keep informed on current issues of health, science, politics, and economics. They were less inclined to be curious about the items in the scenarios presented in the CRI—the “Like to Learn” items.

**Figure 17. Life-long Learning by Gender**



**Final Notes**

It is important to remember that the respondents here are a subset of Earlham alumni. Certainly, a higher response rate would provide more confidence in the results than a lower one. We encourage you to compare the profile of the graduating class with the profile of those who completed the CRI. A group of respondents that is representative of the alumni class in terms of gender, ethnicity, age, major, and citizenship, is more likely to reflect the characteristics and opinions of the class as a whole.

## THE INDICES

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### Construction of the Indices

In addition to questions about current activities, post-baccalaureate education, and occupations, the CRI also includes questions relating to alumni characteristics. Several sets of items are designed to elicit information about the respondents' personal values, confidence in their abilities, skills used on the job, and interest in life-long learning. These items are combined into indices that are used to determine whether or not an individual has an inclination toward a particular value, ability, or skill set. Please refer to Appendix A for a copy of the survey.

The outline below describes how the item scores are combined to construct indices and then how the results are tabulated.

- 1) Eleven alumni characteristics are measured using the CRI: four personal value characteristics, three abilities characteristics, three work skill characteristics, and one life-long learning characteristic.
- 2) Each characteristic is measured by totaling the scores of several related survey items.
- 3) Item scores, which range from 1-5, are totaled for all items that comprise a particular characteristic. (If any item in a characteristic's group is missing, the total is set to "missing" for that respondent. There were very few missing item scores except in the work skills area where people who were not working were instructed to skip the section. (Work skills indices will be discussed separately.)
- 4) Totals vary depending on the number of items that comprise a particular characteristic. For example, Physical Fitness, a personal values characteristic, is constructed from four items. Therefore the total may range from 4 (if all items are scored 1) to 20 (if all items are scored 5).
- 5) If a respondent marks the middle value of "3" for every answer, then that would provide a total score of 12 for the 4-item indices and 15 for the 5-item indices. A total consisting of all "3s" is called the *threshold score*.
- 6) To be "inclined" toward a characteristic, an individual must score *more than* the threshold score. The threshold score is exceeded *only* if at least one of the items that comprises the characteristic is marked a "4" or "5" indicating strong or very strong interest, frequent participation, or being well-prepared. If some of the items in a set are marked less than "3", then even more items must be scored "4s" or "5s" to offset the lower marks in order for an individual's total to cross the threshold.

- 7) The percentages reported are the percentage of respondents who *exceed* the threshold score—therefore have inclinations toward the personal value, confidence in the ability, life-long learning, or use of the work skill.
- 8) Work skill items are scored on a 3-point scale measuring how often a particular skill is used on the job: 1-never, 2-occasionally, 3-regularly. Thus, the middle value for each item is 2, and the threshold score is derived from the sum when all responses equal 2. Except for the difference in scale, work skill characteristics are treated just like the other characteristics.

Below are tables containing the lists of related items that comprise each characteristic.

Personal Values: Section IV, Question 9 concerns the importance of the item (not at all important to very important). Question 10 concerns frequency of engaging in item (never to very frequently).

<i>Religion</i>	<i>Physical Fitness</i>	<i>Arts &amp; Culture</i>	<i>Civic/Community</i>
Q9D- Religion	Q9F-Be Physically Fit	Q9A- Engage in Arts & Cultural Activities	Q9E-Work for a Cause
Q9H-Belong to Religious Group	Q9I-Engage in Sports	Q10F-Attend/Watch Concerts	Q9G-Volunteer
Q10D-Attend Church	Q10A-Participate in Sports	Q10I-Visit Museums/Galleries	Q10B- Engage in Volunteer Activities
Q10E-Read Religious Works	Q10J-Participate in a Fitness Routine	Q10H-Engage in Arts-Music Activities	Q10O-Work for a Political/Social Cause
Q10P-Pray or Meditate		Q10J-Read Novels	

Confidence in Ability: Section V, Question 11 concerns the level of preparedness one feels about successfully completing the task described (not at all to very well-prepared).

<i>Communication</i>	<i>Quantitative Analysis</i>	<i>Find Information/Research</i>
Q11A-Make Presentation	Q11B-Sheepdog-Probability	Q11C- Drug Research
Q11D- Write Manual	Q11F-Condominium Calculation	Q11G- <u>Clueless</u> Vs. <u>Emma</u>
Q11E- Assess Transition Issues	Q11I Tuition Benefit	Q11J-Bookstore Abroad- Reading Habits, Interests in Foreign Country
Q11H- Assess Morale		

Work Skills: Section V, Question 3 concerns using the skill on the job (never to regularly).

<i>Manage/Organize</i>	<i>Data/ Analytic</i>	<i>Writing/ Presenting</i>
Q5A-Manage People	Q5E- Interpret Data	Q5C-Write Reports
Q5B-Plan Projects	Q5I- Diagnose Problems	Q5D-Make Presentations
Q5F- Manage Budgets	Q5M- Perform Statistical Analysis	Q5K- Write for Publication
Q5J- Set Agenda		Q5P- Perform in Public

Note: For the last skill, *Communicate*, the percentage reported is the percentage that *meets* the threshold score of 8. This is because Q4K and Q4P tend to be specialized, low scoring items.

Life-long Learning: Section IV, Question 9 concerns the importance of the item (not at all important to very important). Question 10 concerns frequency of engaging in item (never to very frequently).

*Keep Informed*: (Scored as a Personal Value)

<i>Keep Informed</i>	
Q9B-Follow Politics	Q10L- Keep Informed re Economy
Q9C- Follow Health Issues	Q10M-Keep Informed re Science
Q9J-Follow Technical Issues	Q10N-Keep Informed re Politics
Q10G- Keep Informed re Health	

There are 7 items in this index so the threshold is 21.

*Like to Learn*:

This index is unlike the ones described above. It is meant to characterize individuals who want to learn more about completing tasks at which they are not completely proficient. It is derived from the scenarios that comprise the Confidence in Abilities characteristics.

For each scenario, the respondent is asked whether he or she would “like to learn” more about the skill required to complete the task described. We begin by considering only qualifying scenarios. Such a scenario is one that the respondent evaluated from 1 to 4. Scenarios did not qualify for the computation if the response was missing, or if the respondent marked a 5, that is, believed himself or herself to be “very well prepared.”

A “like to learn” score is computed by taking the number of “Yes” responses to qualifying scenarios and dividing by the total number of qualifying scenarios. Respondents who receive a “like to learn” score of at least 50 percent *meet the threshold* for this characteristic. The percent reported is the percent of respondents who meet the threshold.

## APPENDIX A

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### Collegiate Result Instrument Items

SecI1Age	Your age
SecI1Gen	Your gender
SecI1Citz	Are you a U.S. citizen?
<i>SecI1Ethnicity</i>	<i>Check all that apply</i>
SecI1EthWh	White
SecI1EthB	Black
SecI1EthNa	Native American
SecI1EthAs	Asian
SecI1EthH	Hispanic
SecI1EthO	Other
SecI1EthNo	Prefer not to answer
SecI1BAYr	Year you first enrolled in a degree program in any college (2 or 4-year)
SecI1EnrYr	Year you received your bachelor degree
<i>SecI1Major</i>	<i>Check all that apply</i>
SecI1Maja	Business
SecI1Majb	Communications
SecI1Majc	Computer Science
SecI1Majd	Education
SecI1Maje	Engineering
SecI1Majf	Foreign Languages
SecI1Majg	Health Sciences
SecI1Majh	Humanities
SecI1Maji	Mathematics/Statistics
SecI1Majj	Natural/Physical Sciences
SecI1Majk	Social Sciences
SecI1Majl	Visual/Performing/Design Arts
SecI1Majm	Composition/Writing
SecI1Majn	Social Work/Services
SecI1Majo	Other
<i>SecI2Activities</i>	
SecI2a	Work for pay
SecI2b	In military
SecI2c	Looking for work
SecI2d	Attend school
SecI2e	Provide child/elder care and/or keep house
SecI2f	Work as a volunteer
SecI2g	Retired
<i>SecI3i Post-bac Ed. Completed</i>	<i>Check all that apply</i>
<i>SecI3ii Post-bac Ed. Enrolled</i>	<i>Check all that apply</i>
SecI3ai	Certificate or Diploma
SecI3aai	Certificate or Diploma
SecI3bi	Professional Degree (Law, Medicine, Dentistry, Veterinary Medicine)
SecI3bii	Professional Degree (Law, Medicine, Dentistry, Veterinary Medicine)
SecI3ci	MBA

	SecII3cii	MBA
	SecII3di	Master`s (not MBA)
	SecII3dii	Master`s (not MBA)
	SecII3ei	Doctorate
	SecII3eii	Doctorate
	SecII3fi	Additional BA/BS
	SecII3fii	Additional BA/BS
	SecII3gi	Non-Degree Courses
	SecII3gii	Non-Degree Courses
SecIII4a		Please select your occupation category. Drop down list.
SecIII5	<i>Use Work Skills</i>	<i>Never, Occasionally, Regularly</i>
	SecIII5a	Manage/supervise people
	SecIII5b	Plan projects/events
	SecIII5c	Write reports/manuals/copy
	SecIII5d	Make presentations
	SecIII5e	Interpret data/charts/graphs
	SecIII5f	Manage budgets/financial records/accounts
	SecIII5g	Provide consulting/advising services
	SecIII5h	Design products/procedures/performances
	SecIII5i	Diagnose problems
	SecIII5j	Set agenda for meetings
	SecIII5k	Write for publication
	SecIII5l	Work with clients/customers/patients
	SecIII5m	Perform or use statistical analyses
	SecIII5n	Market, sell, and/or demonstrate products/services
	SecIII5o	Work primarily with children/elderly
	SecIII5p	Perform/exhibit in public
<i>SecIII6i</i>		<i>Use subject in job</i>
<i>SecIII6ii</i>		<i>Took at least one course in college</i>
	SecIII6a	Business
	SecIII6ai	Business
	SecIII6b	Communications
	SecIII6bi	Communications
	SecIII6c	Composition/Writing
	SecIII6ci	Composition/Writing
	SecIII6d	Computer Science
	SecIII6di	Computer Science
	SecIII6e	Education
	SecIII6ei	Education
	SecIII6f	Engineering
	SecIII6fi	Engineering
	SecIII6g	Foreign Languages
	SecIII6gi	Foreign Languages
	SecIII6h	Health Sciences
	SecIII6hi	Health Sciences
	SecIII6i	Humanities
	SecIII6ii	Humanities
	SecIII6j	Mathematics/Statistics
	SecIII6ji	Mathematics/Statistics

	SecIII6k	Natural/Physical Sciences
	SecIII6ki	Natural/Physical Sciences
	SecIII6l	Social Sciences
	SecIII6li	Social Sciences
	SecIII6m	Social Work/Services
	SecIII6mi	Social Work/Services
	SecIII6n	Visual/Performing/Design Arts
	SecIII6ni	Visual/Performing/Design Arts
SecIII7	<i>Job Related to Major</i>	Directly, Indirectly, Unrelated
SecIII8		Salary Ranges
SecIV9	<i>Personal Values</i>	<i>Not at all important to very important</i>
	SecIV9a	Enjoying artistic/cultural experiences
	SecIV9b	Staying informed about political/social issues
	SecIV9c	Staying informed about health issues
	SecIV9d	Engaging in religious observance
	SecIV9e	Working for a political or social cause
	SecIV9f	Being physically fit
	SecIV9g	Participating in volunteer work
	SecIV9h	Being a member of a religious/spiritual community
	SecIV9i	Participating in team/individual sports
	SecIV9j	Staying informed about development in science/technology
SecIV10	<i>Personal Values</i>	<i>Never to Very Frequently</i>
	SecIV10a	Participated in team/individual sports
	SecIV10b	Performed volunteer work
	SecIV10c	Watched documentaries/read non-fiction to keep informed
	SecIV10d	Attended religious services
	SecIV10e	Read about spirituality/religion
	SecIV10f	Attended or viewed concerts, recitals, theatrical events
	SecIV10g	Kept informed about health issues
	SecIV10h	Engaged in creative activities such as arts, crafts, music
	SecIV10i	Visited museums, art galleries
	SecIV10j	Engaged in a fitness routine such as aerobics, walking, swimming
	SecIV10k	Read novels, poetry, plays for pleasure
	SecIV10l	Kept informed about economy/stock market
	SecIV10m	Kept informed about scientific issues
	SecIV10n	Kept informed about political/social issues
	SecIV10o	Worked for a social/political cause
	SecIV10p	Meditated or prayed
SecVIIi	<i>Confidence in Ability</i>	<i>Not at all prepared to very well prepared</i>
SecVIIii	<i>Like to learn</i>	<i>Yes/No</i>
SecV11ai		You are part of a four-person team that has been conducting research for the past month to put together a set of talking points for your boss' presentation to a major client. Your boss has just had a skiing accident and is unavailable to make the presentation. You are asked to do it instead.
SecV11aai		Interested in gaining knowledge and/or training.

SecV11bi	You have a friend who is breeding a pair of sheepdogs. She already has a commitment from a buyer who wants four female puppies. Her breeder's manual includes a chart showing the probabilities of bearing litters of various sizes. You are asked to help her figure out how likely it is that at least four females will be born in the first litter.
SecV11bii	Interested in gaining knowledge and/or training.
SecV11ci	You have heard about an experimental drug to reduce high cholesterol. A friend who is suffering from this condition asks you to help him find information about the known efficacy and safety of the drug.
SecV11cii	Interested in gaining knowledge and/or training.
SecV11di	Your firm, which employed 15 people when you began working there, recently expanded to include nearly 100 employees. You are asked to prepare a training manual describing office and personnel procedures based on practices you helped to establish.
SecV11dii	Interested in gaining knowledge and/or training.
SecV11ei	Population shifts necessitate closing two branch offices of the bank for which you work and opening three new offices. All staff will be reassigned from the old offices to the new ones. You are asked to develop a comprehensive plan for the staff transition process.
SecV11eii	Interested in gaining knowledge and/or training.
SecV11fi	The building you live in has been converted to a condominium. You were about to sign a three-year rental renewal lease. Now, you must decide whether to purchase your apartment based on the financial implications of the rental/purchase decision.
SecV11fii	Interested in gaining knowledge and/or training.
SecV11gi	Your teen-aged cousin is not likely to believe you when you claim that the movie <u>Clueless</u> is a modern version of the Jane Austen novel <u>Emma</u> . You want to be able to point out the major similarities in characters and plot when this young relative visits you next month.
SecV11gii	Interested in gaining knowledge and/or training.
SecV11hi	Your firm values positive employee morale. Consequently, it offers a variety of benefits and services to all its employees. Recently, employee morale has declined dramatically and new employee recruitment has dropped off significantly. You are asked to uncover what is causing the problem.
SecV11hii	Interested in gaining knowledge and/or training.
SecV11ii	Your employer provides a college tuition benefit for dependent children that is equivalent to full tuition at State University. A colleague has been offered a job by another company, which does not provide this benefit. She has asked you to help her calculate the increased salary she would require to recover the loss of the benefit for her one child who is planning to begin college in 4 years.
SecV11iii	Interested in gaining knowledge and/or training.
SecV11ji	You work for a national chain of bookstores that is considering opening a store abroad. Significant business practices would have to be altered (e.g., selecting a market-sensitive stock of books.) Your task is to collect enough information about the country's culture in general and the people's reading habits in particular to advise your company with confidence.
SecV11jii	Interested in gaining knowledge and/or training.