

## Neuro Alumni Survey

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### Start of Block: Informed Consent

#### Q1.1

Welcome to the Kenyon Neuroscience Alumni Survey. We appreciate your willingness to participate.

This 12-15 minute survey is designed to identify the satisfactory areas of the Neuroscience department and what areas need improvement. Your participation is voluntary and confidential.

If you have any questions regarding this survey or the Neuroscience program, please contact Andy Niemec, Professor of Neuroscience at (740)-427-5378 or niemeca@kenyon.edu. If you have any questions regarding the survey results or your participation in this survey, please contact Erika Farfan, Director of Institutional Research at (740)-427-5571 or farfane@kenyon.edu.

### End of Block: Informed Consent

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### Start of Block: Employment and Education after Kenyon

Q2.1 Please indicate which of the following best describes your current primary activity. (check all that apply)

- Employed full- or part-time (1)
  - Attending graduate or professional school (2)
  - Traveling (3)
  - Participating in volunteer or service program (Teach for America, AmeriCorp, etc.) (4)
  - Serving in the U.S. military (5)
  - Seeking employment (6)
  - Staying home to be with or start a family (7)
  - None of the above: (8) \_\_\_\_\_
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Q2.2 What other degrees are you currently pursuing, have started, or completed since leaving Kenyon College? (check all that apply)

	Do not plan to pursue (1)	Degree received (2)	Currently enrolled or working towards (3)	Degree you hope to attain in the future (4)
B.A./B.S. (other than your Kenyon degree) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Master's degree such as M.A., M.S., M.S.W., M.B.A., etc. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A medical degree such as M.D., D.O., D.V.M., etc. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A law degree such as J.D. or L.L.B. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctoral degree such as Ph.D., Psy.D., etc. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.3 At what point did you secure your first paying job after graduating from Kenyon?

- While enrolled as an undergraduate. (1)
- During the first six months after graduation. (2)
- More than six months after graduation. (3)
- I have not yet sought a paying job; I am a full-time student or engaged in other activities. (4)

Q2.4 Is your current primary activity in the field of neuroscience or a related field?

- Yes (1)
- No (2)

End of Block: Employment and Education after Kenyon

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Start of Block: Community Engagement

Q3.1 About how often do you engage in community service, scientific outreach, or volunteer work for organizations?

- Weekly (1)
- Monthly (2)
- Several time a year (3)
- Once or twice a year (4)
- Less than once a year (5)

End of Block: Community Engagement

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Start of Block: Education

Q4.1 Please list the name(s) and approximate enrollment dates of the program(s) and school(s) you are attending or have attended:

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Q4.2 How effective was Kenyon at preparing you for these common professional experiences in graduate school?

	Very ineffective (1)	Ineffective (2)	Neither Effective nor Ineffective (3)	Effective (4)	Very Effective (5)
Collaborating with other colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with supervisors (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral presentation of your work (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written presentation of your work (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating ideas across your discipline (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical reading of your discipline's literature (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q4.3 What aspects of graduate school have you found especially challenging, if any?

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Q4.4 Would you like the information from only the above education questions on this page to be used to update your profile with the Kenyon Alumni Office?

Yes (1)

No (2)

End of Block: Education

Start of Block: Employment

Q5.1 What is the name of the primary organization with which you're currently employed? (name of company, business, or other employer)

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Q5.2 What is your current job title or position at this employer?

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Q5.3 Please indicate whether each of the following descriptions applies to your current job. (Check all that apply)

Uses important skills I gained as an undergraduate. (1)

Is related to my desired career path. (2)

Is work I find meaningful. (3)

Allows me to continue to grow and learn. (4)

Pays enough to support my desired lifestyle. (5)

Pays health insurance. (6)

Is likely to continue until I wish to leave. (7)

Overall, is a satisfying job. (8)

I am not currently employed. (9)

Q5.4 How effective was Kenyon at preparing you for these common professional experiences in employment?

	Very ineffective (1)	Ineffective (2)	Neither Effective nor Ineffective (3)	Effective (4)	Very Effective (5)
Collaborating with other colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with supervisors (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral presentation of your work (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written presentation of your work (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating ideas across your discipline (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical reading of your discipline's literature (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.5 Would you like the information from only the above employment questions on this page to be used to update your profile with the Kenyon Alumni Office?

- Yes (1)
- No (2)

End of Block: Employment

Start of Block: Major Selection

Q6.1 In what school year did you decide on majoring/concentrating in Neuroscience?

- Before college (1)
  - First year (2)
  - Sophomore year (3)
  - Junior year (4)
  - Senior year (5)
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Q6.2 What initially drew you to the Neuroscience program?

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End of Block: Major Selection

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Start of Block: Skills and Courses

Q7.1 The following is a list of skills that may have been acquired while at Kenyon in the Neuroscience program. Please note to what degree the skill has been useful to you in your career since Kenyon.

	Not at all useful (1)	A little useful (2)	Somewhat useful (3)	Useful (4)	Very useful (5)	Did not acquire (6)
Oral communication (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis and interpretation of data (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis and interpretation of visual images and media (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical reading (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative thinking (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integration of ideas across disciplines (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integration of diverse perspectives (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research skills (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical reasoning (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Record keeping (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data analysis (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Time management (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experimental design (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent thinking (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural knowledge and competency (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information literacy (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic engagement (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegation of responsibilities (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab safety practices (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q7.2 What skill(s) do you wish you had learned or acquired while at Kenyon?

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Q7.3 In the Neuroscience major/concentration, do you feel that you were encouraged to take responsibility for your own learning?

Yes (1)

No (2)

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Q7.4 In Neuroscience courses, do you feel that you were encouraged to collaborate with others to meet learning goals?

Yes (1)

No (2)

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Q7.5

Please note to what degree the course content has been useful to you in your career since Kenyon (rank 1-4, Not at all to Very useful, Not applicable).

If you'd like to read the course descriptions, please paste these links into your browser for Neuroscience (<https://www.kenyon.edu/academics/departments-programs/neuroscience/academic-program-requirements/courses/>), Biology (<http://www.kenyon.edu/x10220.xml>), and Chemistry (<http://www.kenyon.edu/x10398.xml>):

	Not at all useful (1)	Not very useful (2)	Somewhat useful (3)	Very useful (4)	Not applicable (5)
NEUR 212: Intro to Neuroscience (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEUR 305: Behavioral Neuroscience (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEUR 307: Sensory Processes (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEUR 471: Topics in Neuroscience (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Senior Exercise (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEUR 385: Research in Neuroscience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEUR 401: Research Methods in Electrophysiology & Biopotentials (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEUR 405: Research Meth in Behavioral Neuroscience (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEUR 406: Research Methods in Sensory Processes (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSYC 402: Research Methods in Cognition (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PSYC 410: Research Methods in Human Neuroscience (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BIOL 359: Experimental Neurobiology (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BIOL 115: Energy in Living Systems (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BIOL 116: Information in Living Systems (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BIOL 109/110: Introduction to Experimental Biology (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CHEM 121/124: Introductory Chemistry (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CHEM 122: Chemical Principles (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elective 1 course number/name: (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elective 2 course number/name: (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elective 3 course number/name: (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elective 4 course number/name: (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.6 What would you consider the most important class you took in the Neuroscience program and why?

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Q7.7 What neuroscience related course(s) or types of courses do you wish you would have taken or wish were offered? Please be as specific as possible and note whether it should be a requirement or optional for the major.

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Q7.8 Did you do independent research during your time at Kenyon (either at Kenyon or off campus)?

Yes (1)

No (2)

*Display This Question:*

*If Did you do independent research during your time at Kenyon (either at Kenyon or off campus)? = No*

Q7.9 Why didn't you do independent research during your time at Kenyon?

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**End of Block: Skills and Courses**

**Start of Block: Student Research**

Q8.1

For how long and in what capacity did you participate in independent research (e.g. Kenyon summer science, for credit, off campus, etc.)? Please list all experiences.

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Q8.2 Why did you choose to do independent research during your time at Kenyon?

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Q8.3 To what degree has the independent research experience been useful to you in your career since Kenyon?

- Not at all useful (1)
- Not very useful (2)
- Somewhat useful (3)
- Very useful (4)
- Not applicable (5)

End of Block: Student Research

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Start of Block: Educational Attitudes

Q9.1 Compared to your present peers, what advantages do or did you experience as a result of your Kenyon Neuroscience education?

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Q9.2 Compared to your present peers, what limitations do or did you experience as a result of your Kenyon Neuroscience education?

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Q9.3 Overall, what is the reputation of the Kenyon Neuroscience program amongst your peers?

- Strongly favorable (1)
- Favorable (2)
- Indifferent (3)
- Unfavorable (4)
- Strongly unfavorable (5)
- They don't know anything about Kenyon (6)

End of Block: Educational Attitudes

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Start of Block: Open Response Questions

Q10.1 If there is anything you would like to elaborate on regarding questions related to this survey or any aspect of your experience in the Neuroscience program at Kenyon, please do so below.

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Q10.2 Would you be willing to mentor a Kenyon undergraduate? If so, the Alumni Office will receive your contact information and keep it on file for future contact.

- Yes, I would be willing to mentor a current Kenyon student and release my contact information to the Alumni Office. (1)
- No (2)

End of Block: Open Response Questions

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Start of Block: End of survey questions

Q11.1 If I had it to do over again, I would still choose to attend Kenyon.

- Strongly agree (1)
  - Agree (2)
  - Neither Agree nor Disagree (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q11.2 If I knew a high school student who showed interest in Kenyon, I would recommend that he or she apply.

- Strongly agree (1)
  - Agree (2)
  - Neither Agree nor Disagree (3)
  - Disagree (4)
  - Strongly Disagree (5)
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Q11.3 This is the final page of the survey. By submitting this page you are submitting your responses to this survey.

End of Block: End of survey questions

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