

HEDS Alumni Survey Highlights Spring 2023



- 1-Year-Out (Class of 2021)
- 5-Year-Out (Class of 2017)
- 10-Year-Out (Class of 2012)



About

- Asks alumni:
 - about the quality and impact of their educational experiences and cocurricular activities
 - to evaluate the impact of their education on their postgraduate critical thinking, problem-solving, and other learning outcomes
- Findings are often grouped by five dimensions of their experience:
 - Good Teaching & High-Quality Interactions with Faculty
 - Challenging Assignments & High Faculty Expectations
 - Interactions with Diversity
 - Growth on Intellectual Outcomes
 - Growth on Civic Outcomes



About

- Administered March 2023
- Response Rates
 - 23% Skidmore v. 20% Average Other Institutions
- Comparison Institutions
 - Institutions administering the survey in 2020-21, 2021-22, and/or 2022-23
 - List in Appendix



Skidmore

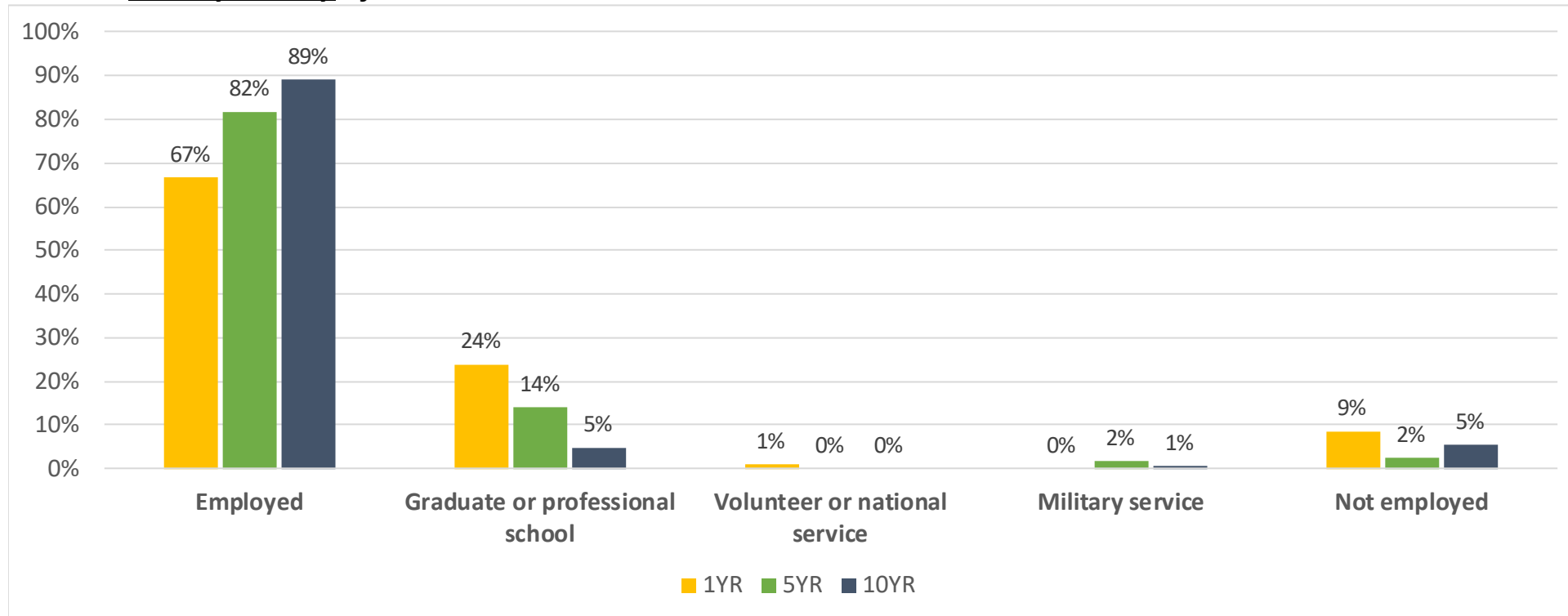
1-Year-Out (Class of '21)

5-Year-Out (Class of '17)

10-Year-Out (Class of '12)

Post-College Activities

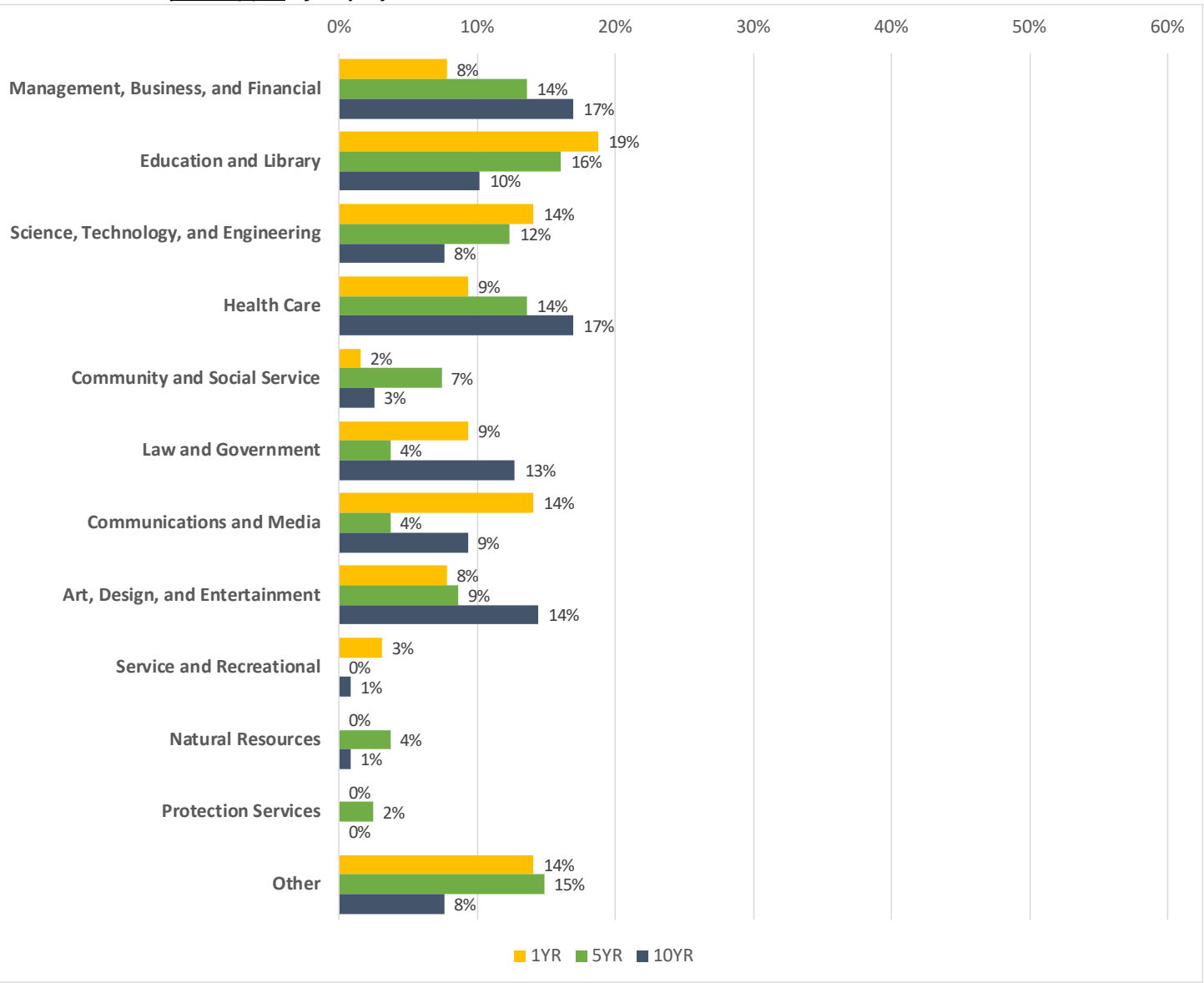
Chart 1: Primary activity of alumni





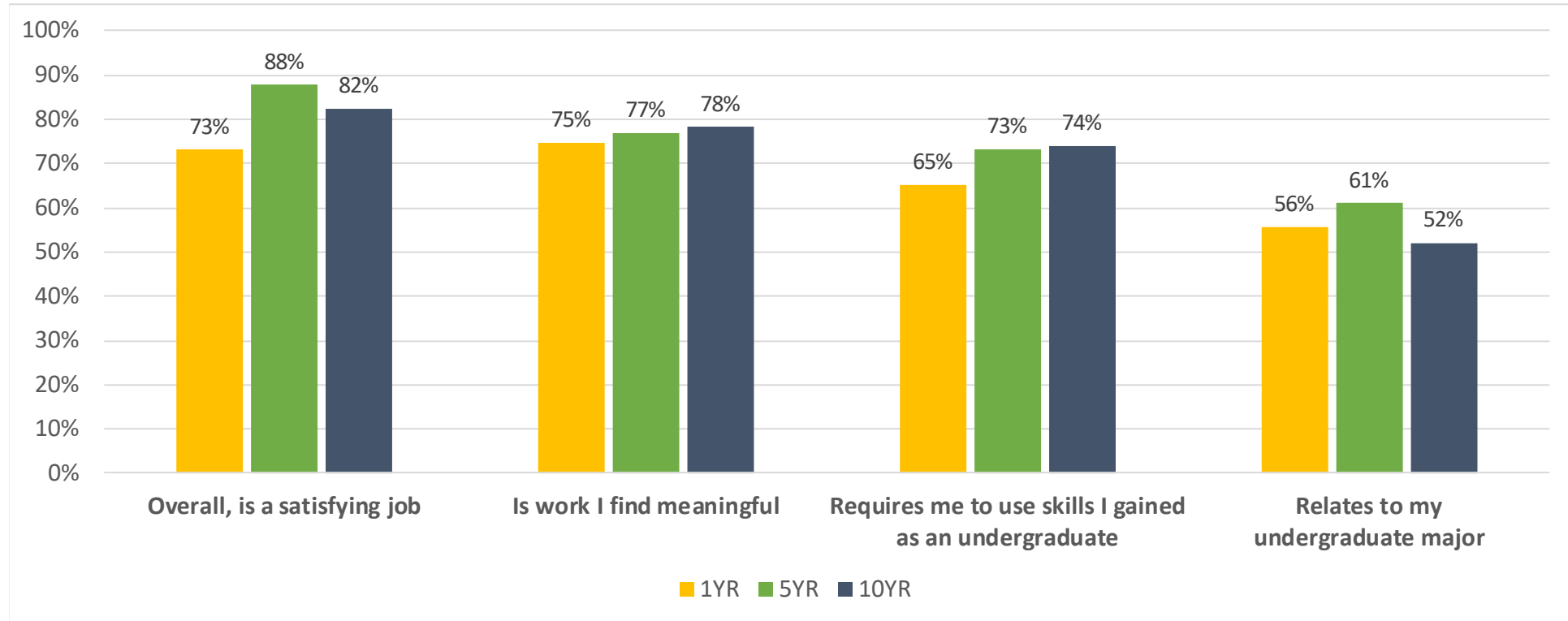
Post-College Activities

Chart 2: Current primary job of employed alumni



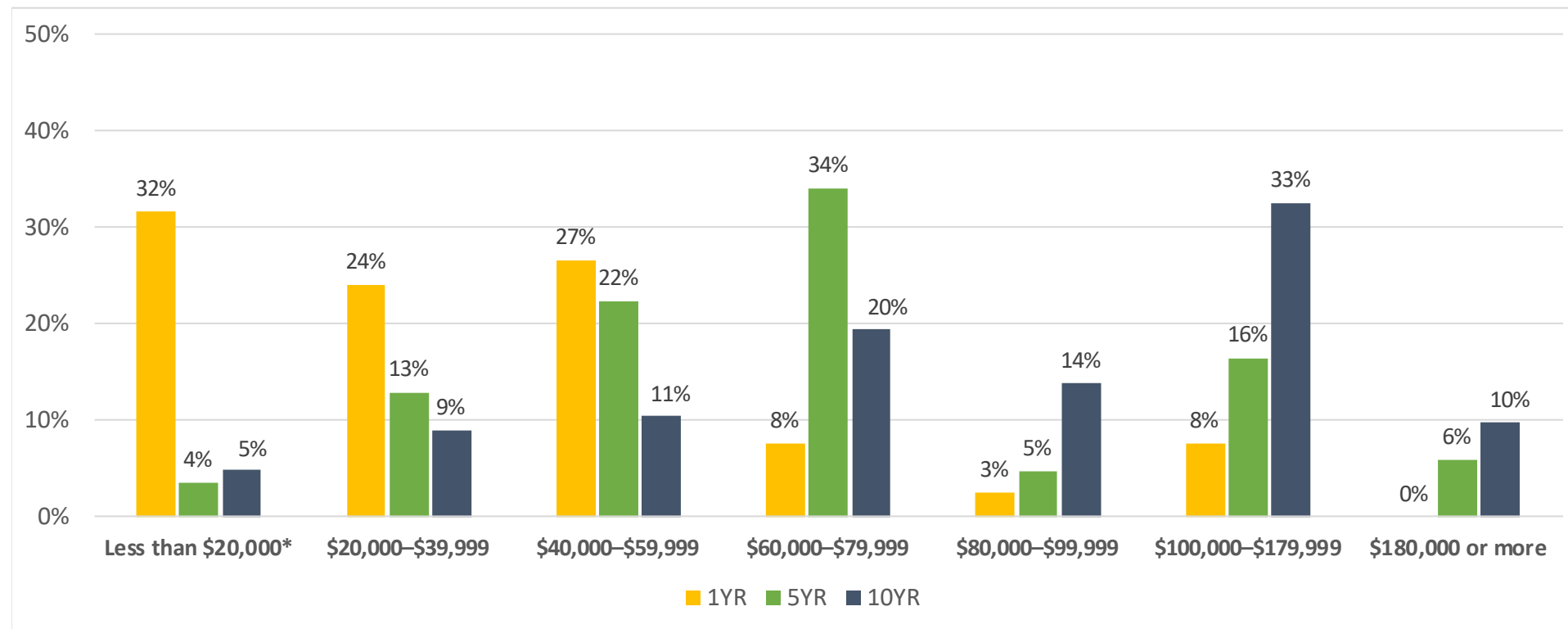
Post-College Activities

Chart 3: Percent of alumni who reported the following about their current jobs



Post-College Activities

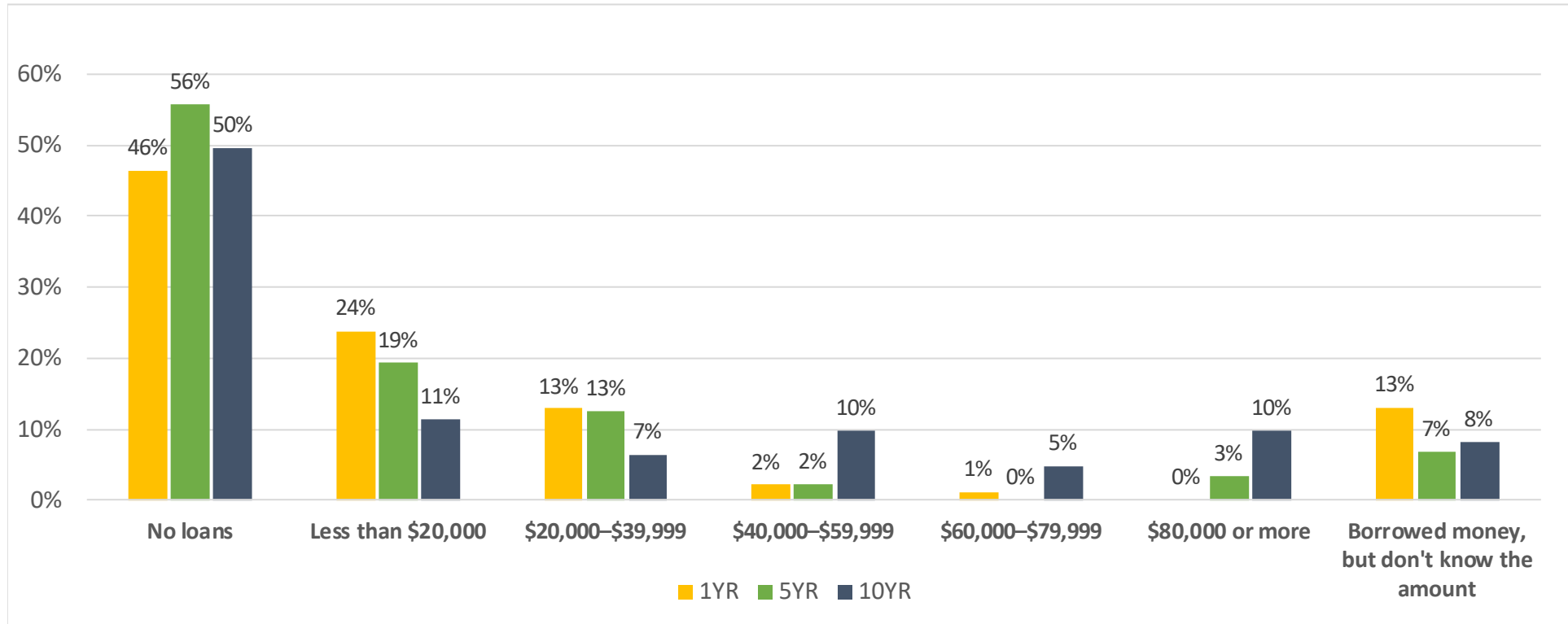
Chart 4: Annual pre-tax income of alumni



*Includes those who selected "No earned income."

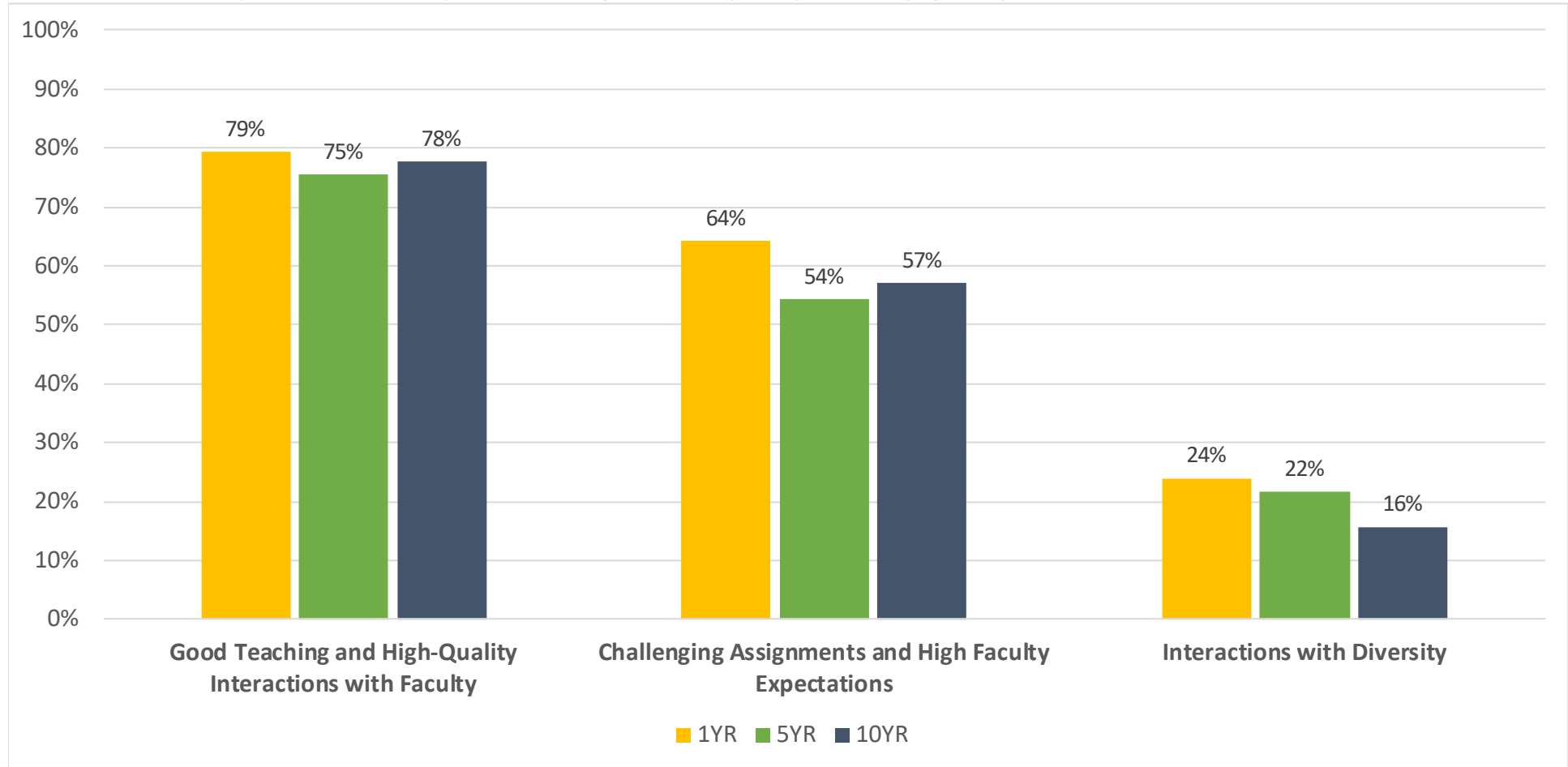
Post-College Activities

Chart 5: Amount borrowed by alumni and/or their families to finance attending college



Academic Experience

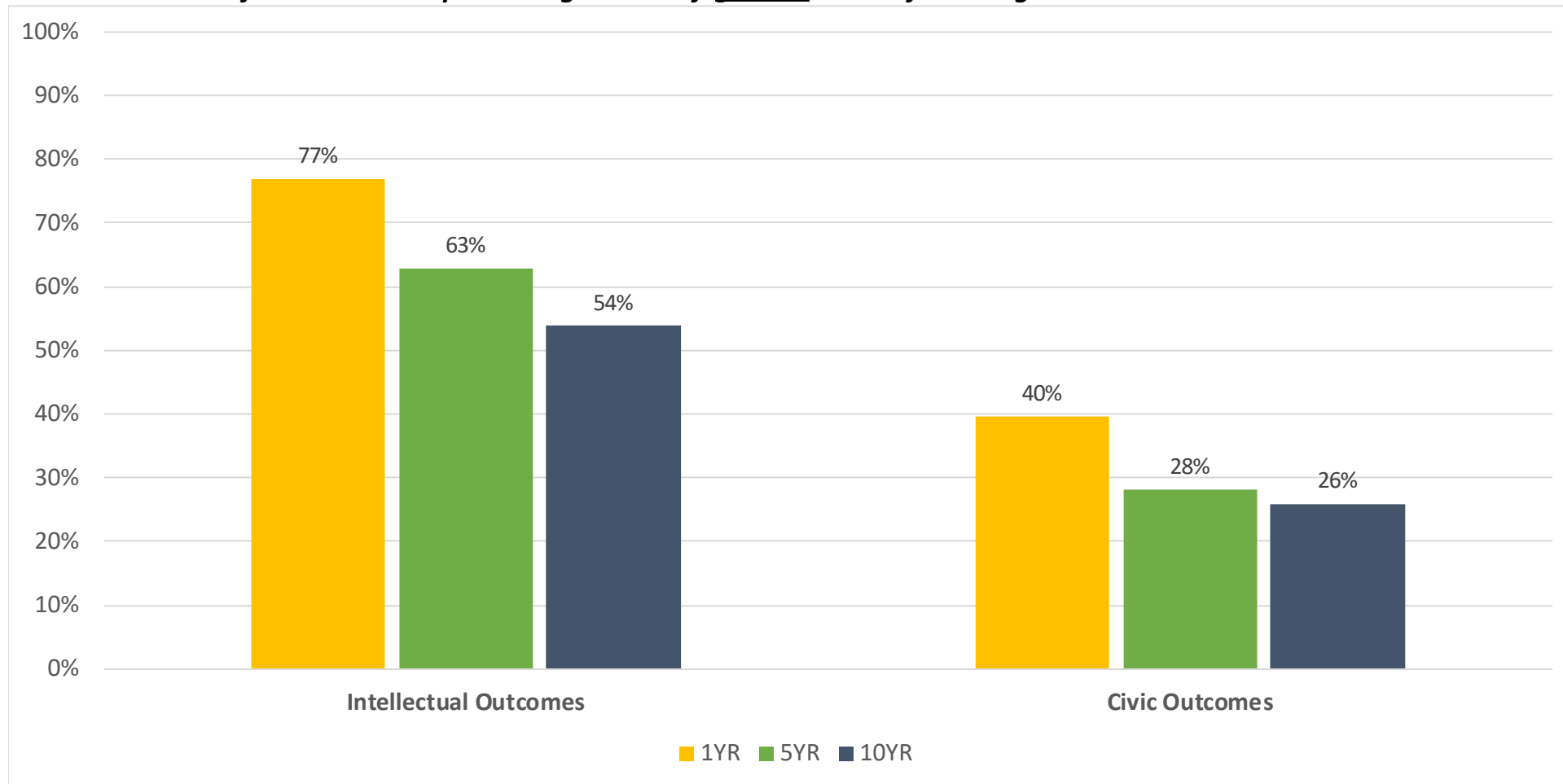
Chart 6: Percent of alumni who experienced high levels of the following good practices at their alma mater





Institutional Impact

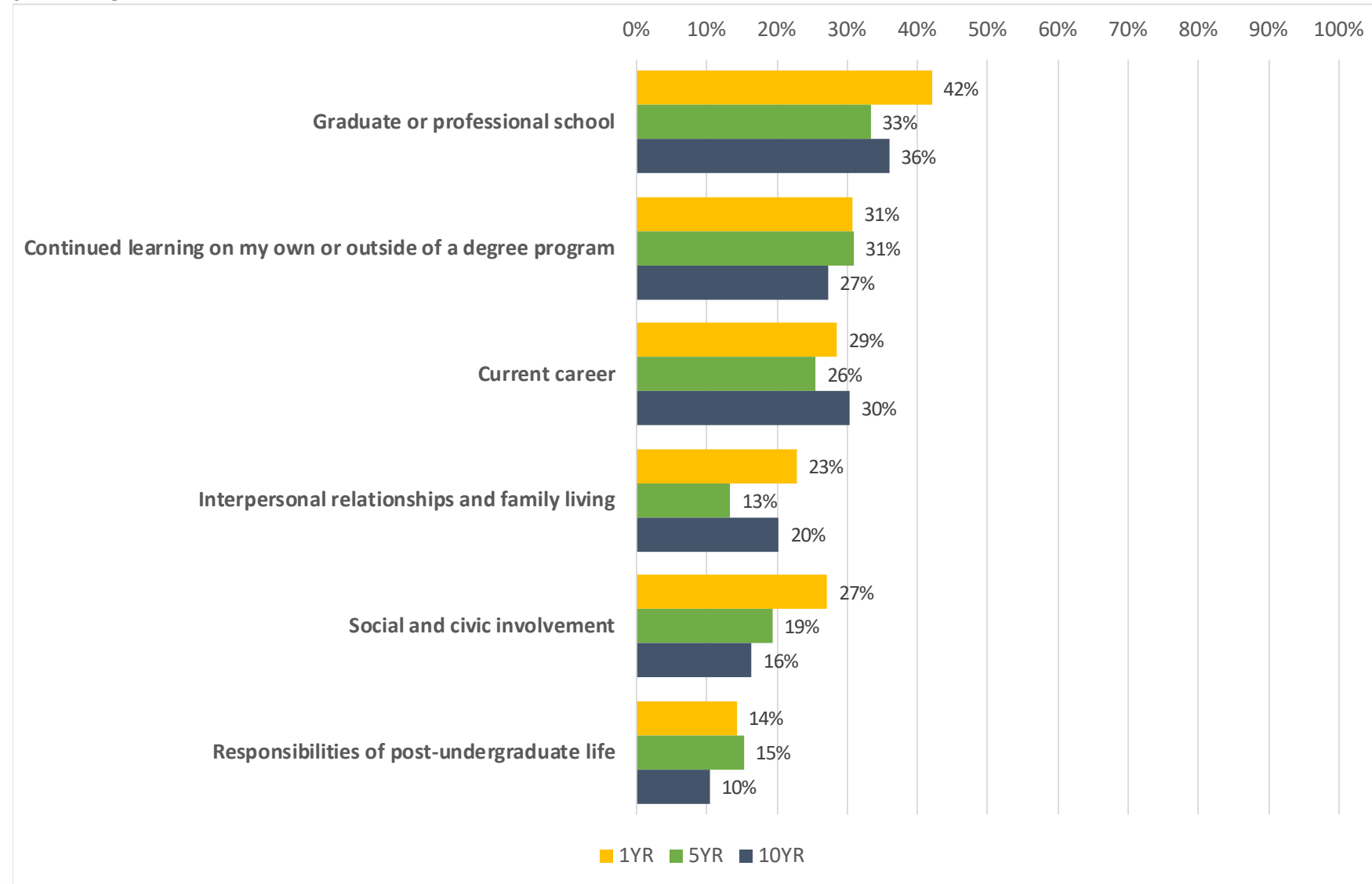
Chart 7: Percent of alumni who reported high levels of growth on the following outcomes





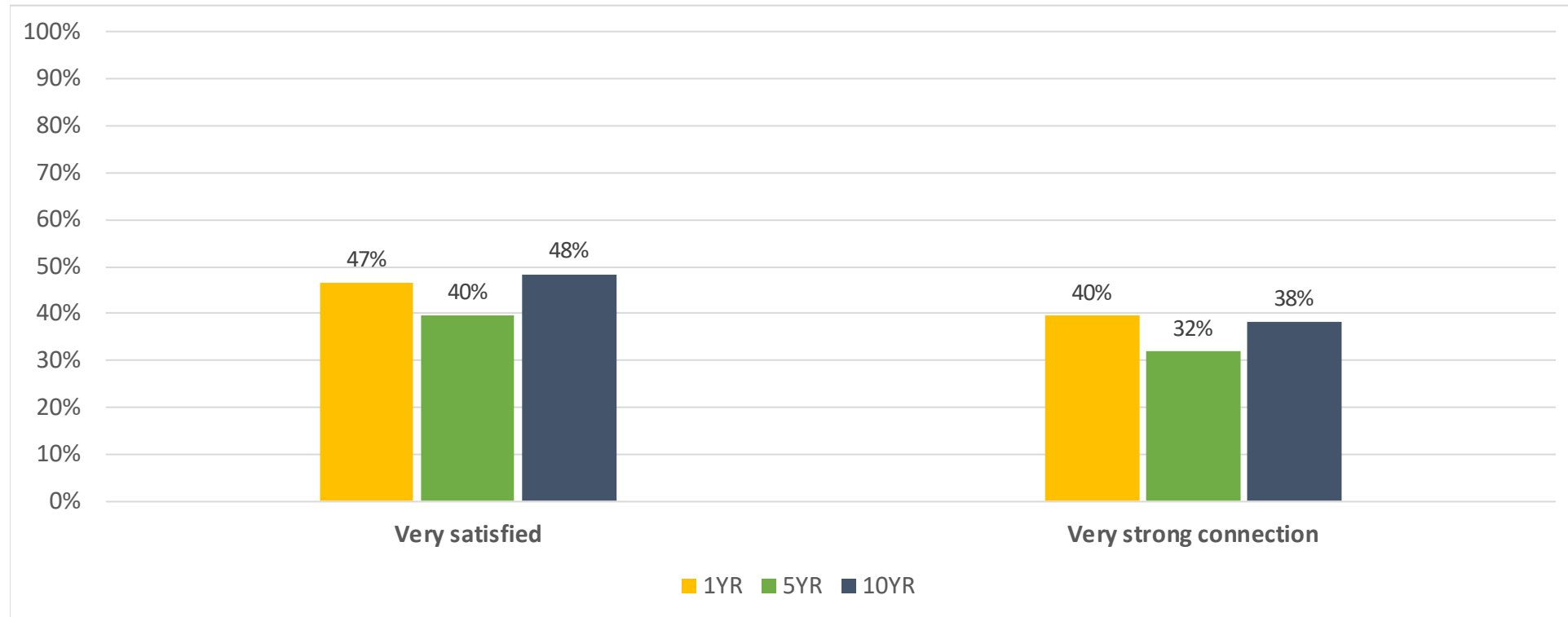
Institutional Impact

Chart 8: Percent of alumni who reported that their undergraduate experience "very much" prepared them for the following activities



Institutional Impact

Chart 9: Percent of alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution



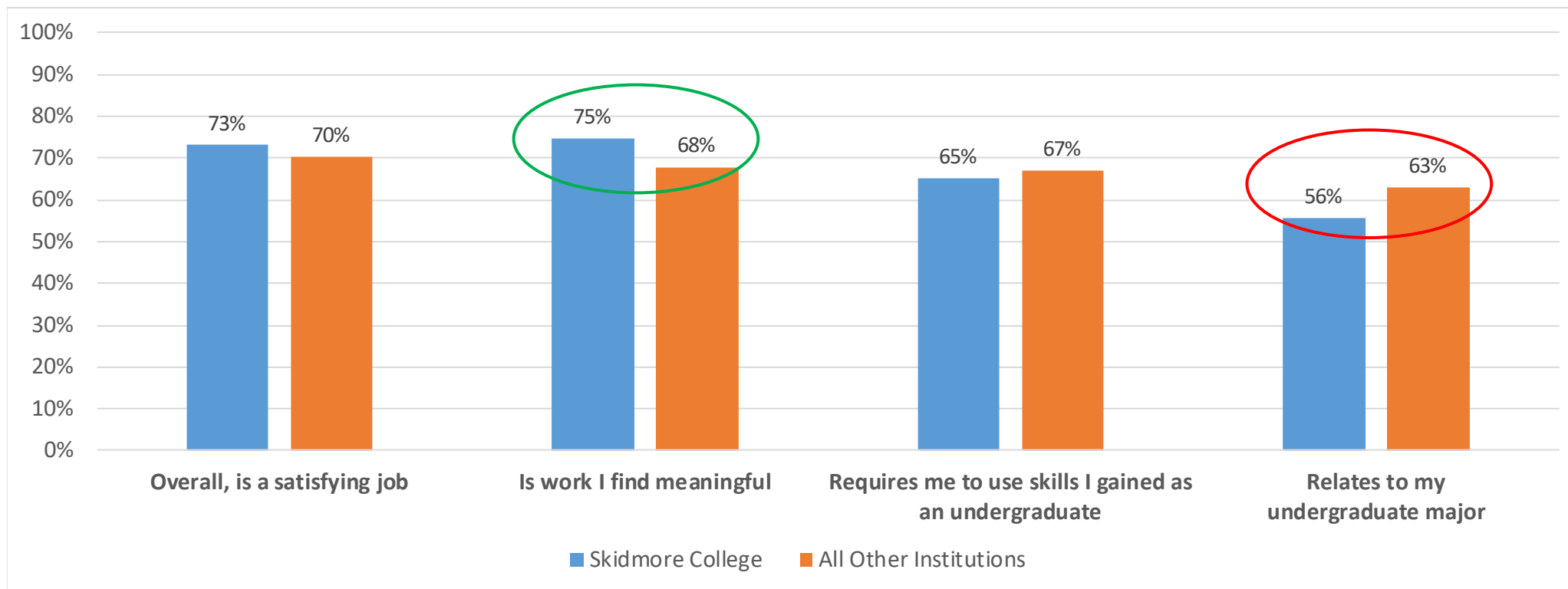


Comparisons to Participating Institutions

1-Year-Out Alumni Class of 2021

Post-College Activities

Chart 3: Percent of 1-year alumni who reported the following about their current jobs



Academic Experience

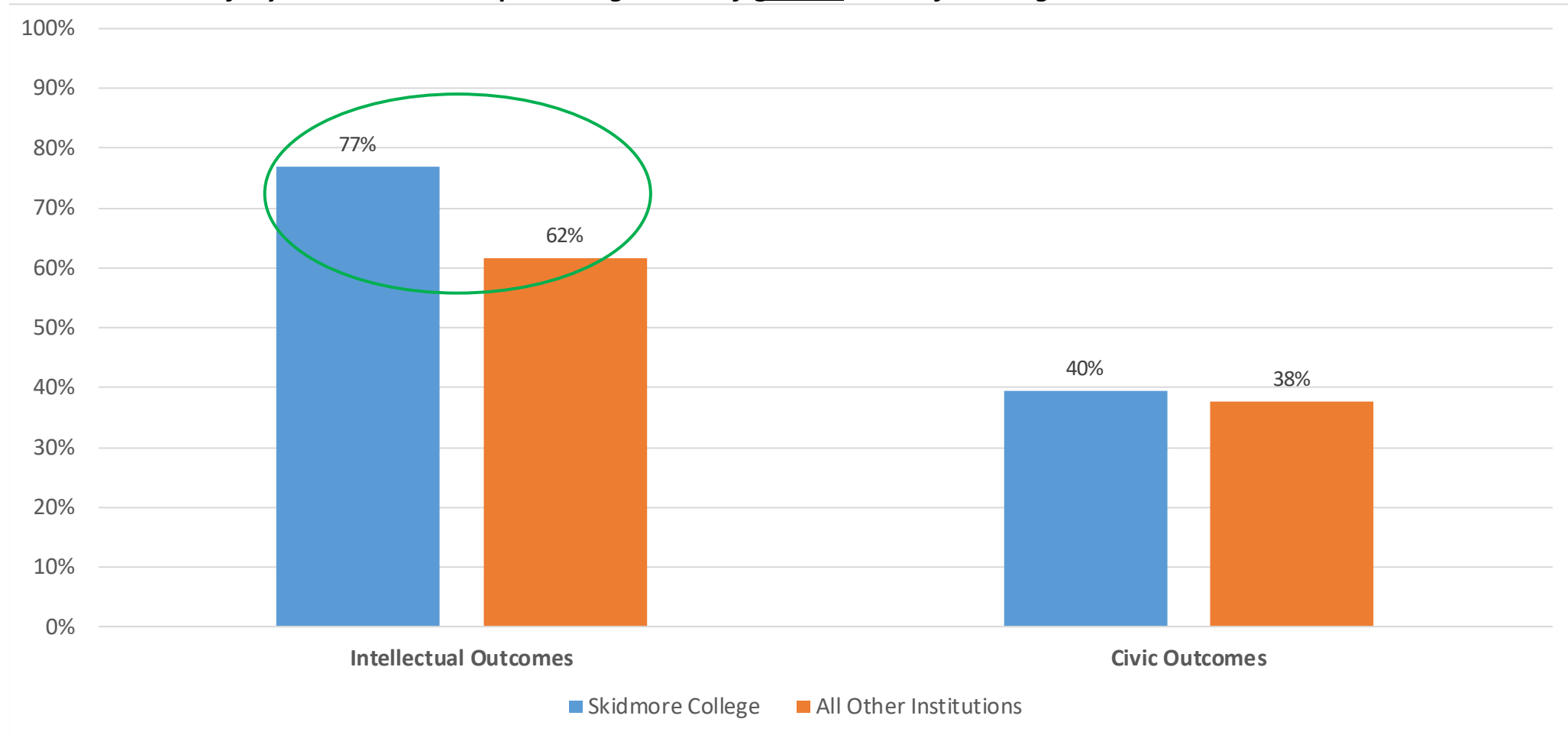
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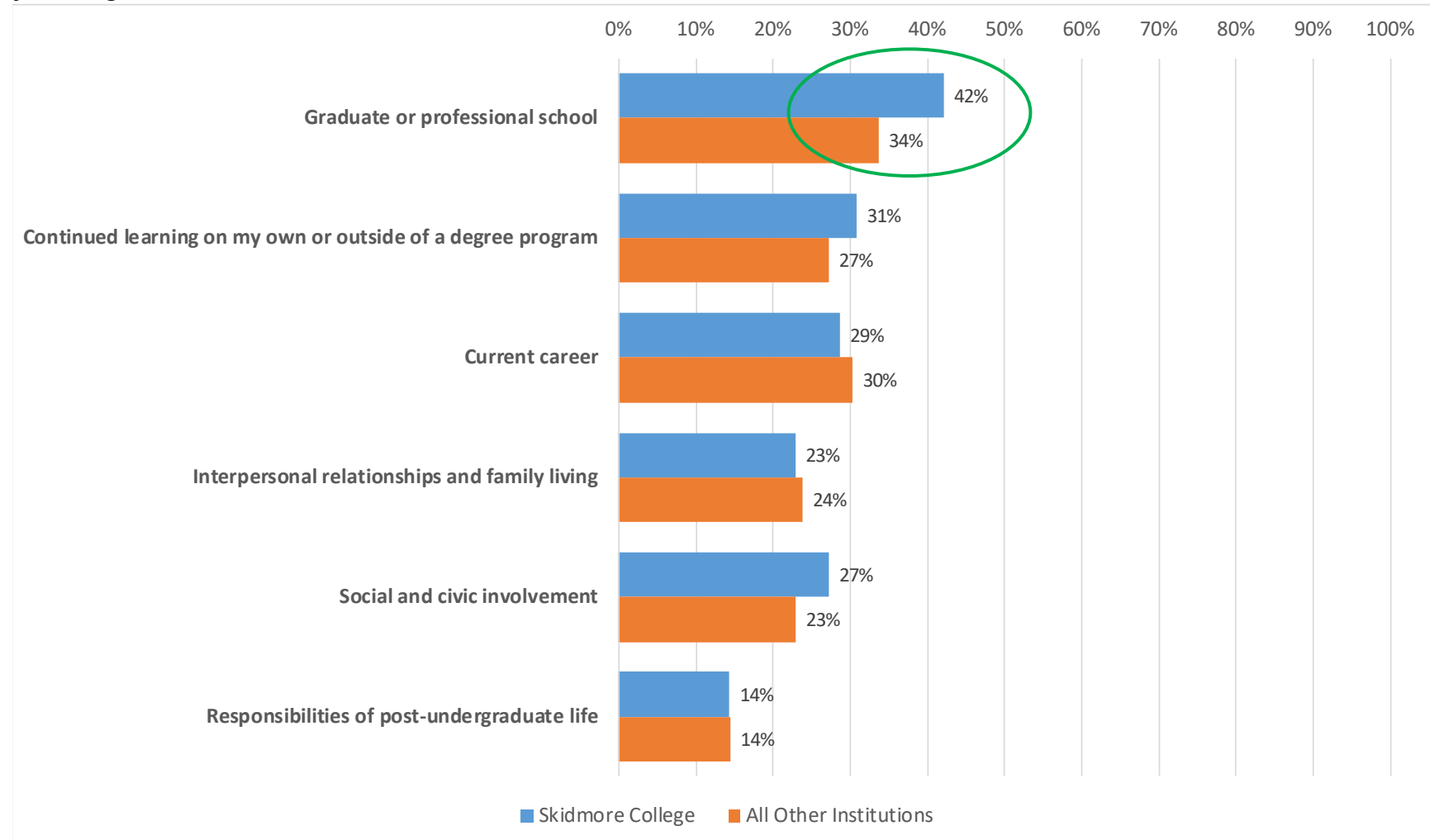
Chart 7: Percent of 1-year alumni who reported high levels of growth on the following outcomes





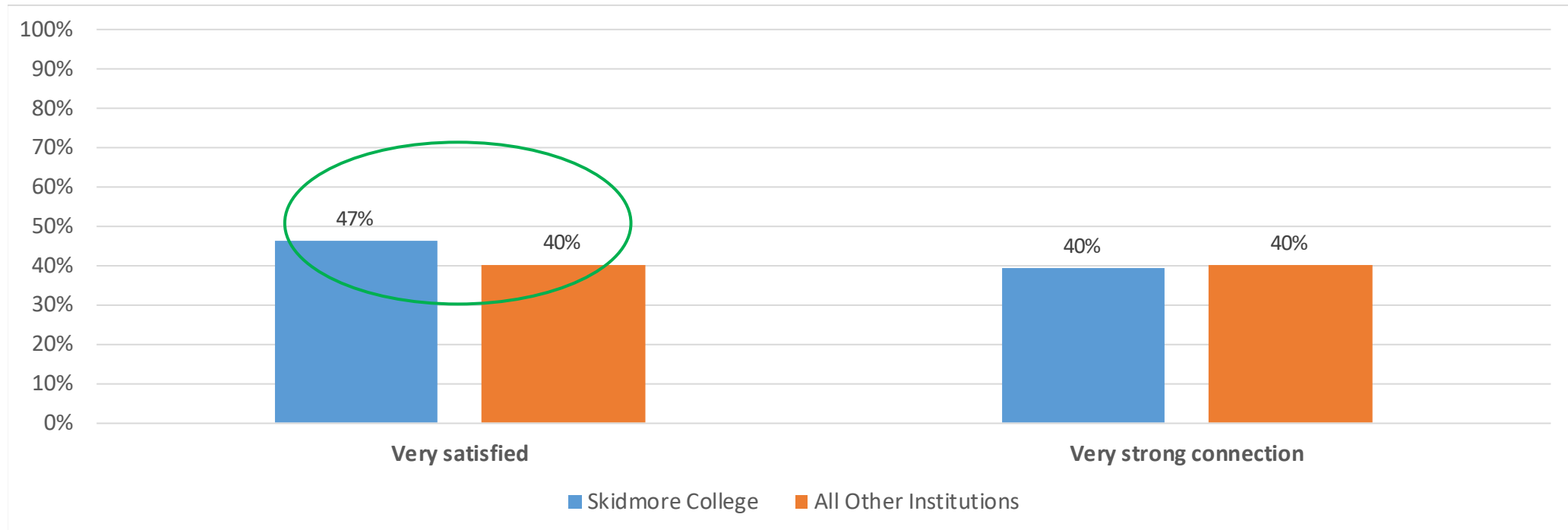
Institutional Impact

Chart 8: Percent of 1-year alumni who reported that their undergraduate experience "very much" prepared them for the following activities



Institutional Impact

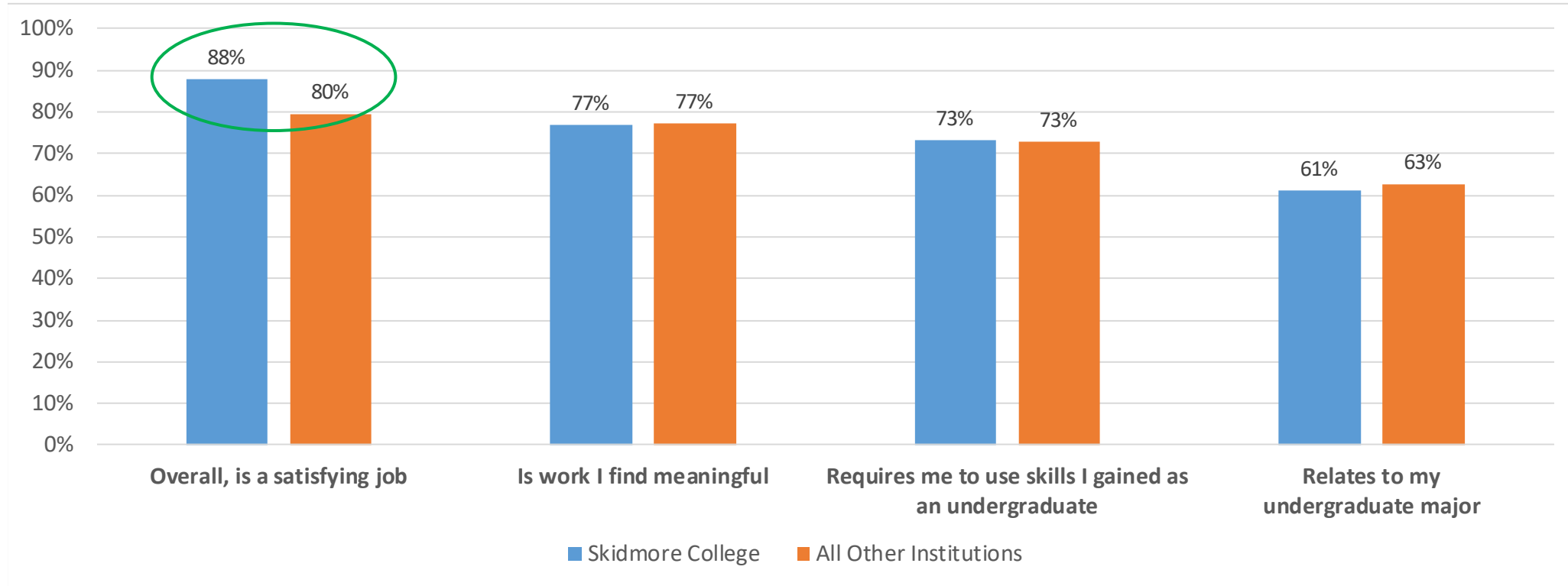
Chart 9: Percent of 1-year alumni who reported that they were "Very satisfied" with or had a "Very strong connection" to their undergraduate institution



5-Year-Out Alumni Class of 2017

Post-College Activities

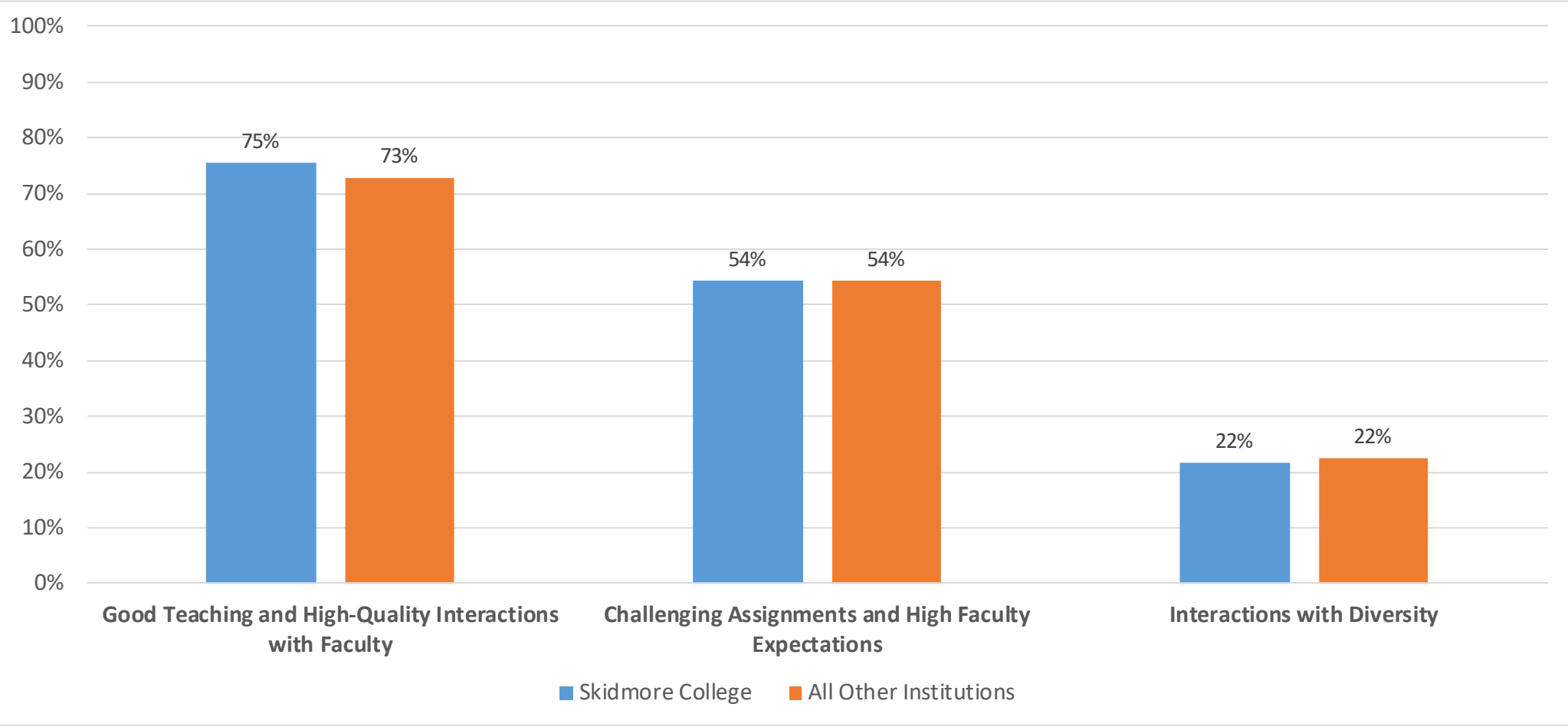
Chart 3: Percent of 5-year alumni who reported the following about their current jobs





Academic Experience

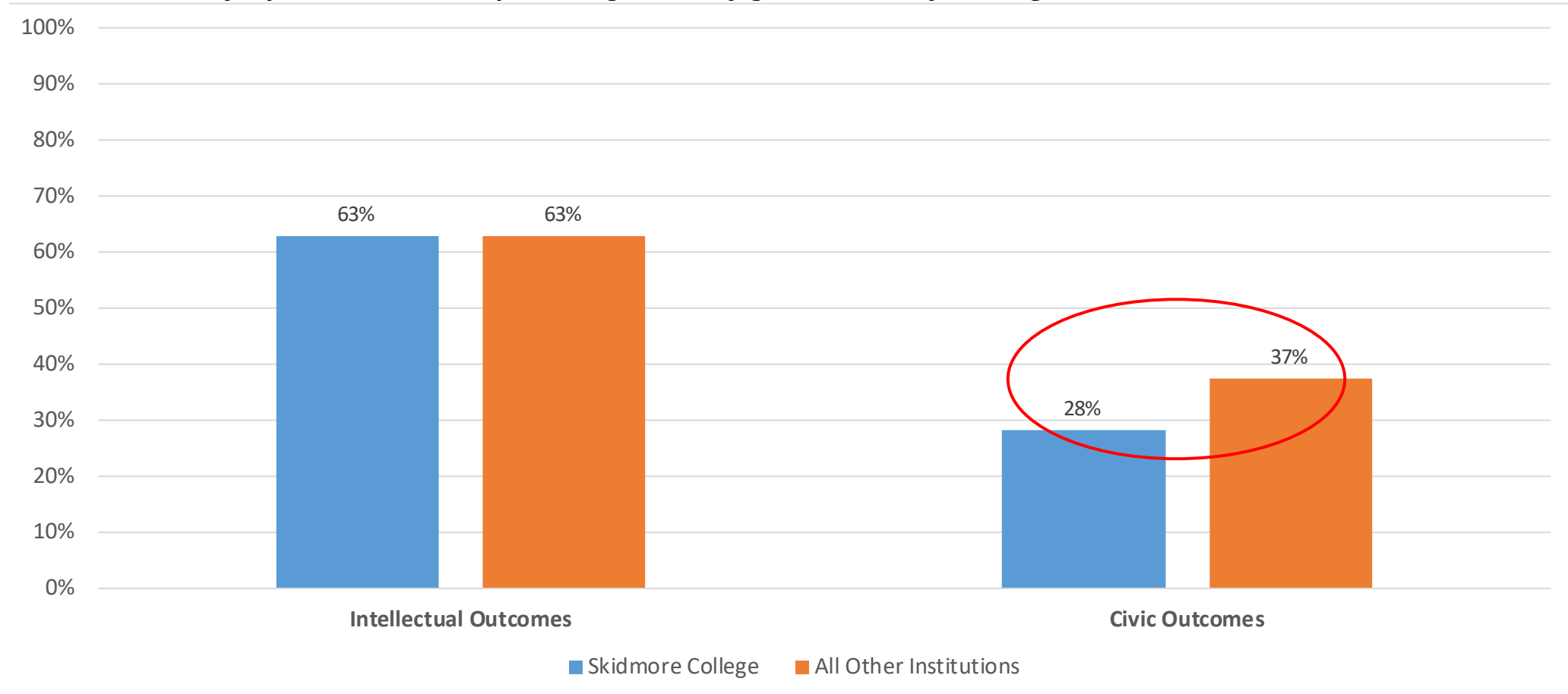
Chart 6: Percent of 5-year alumni who experienced high levels of the following good practices at their alma mater





Institutional Impact

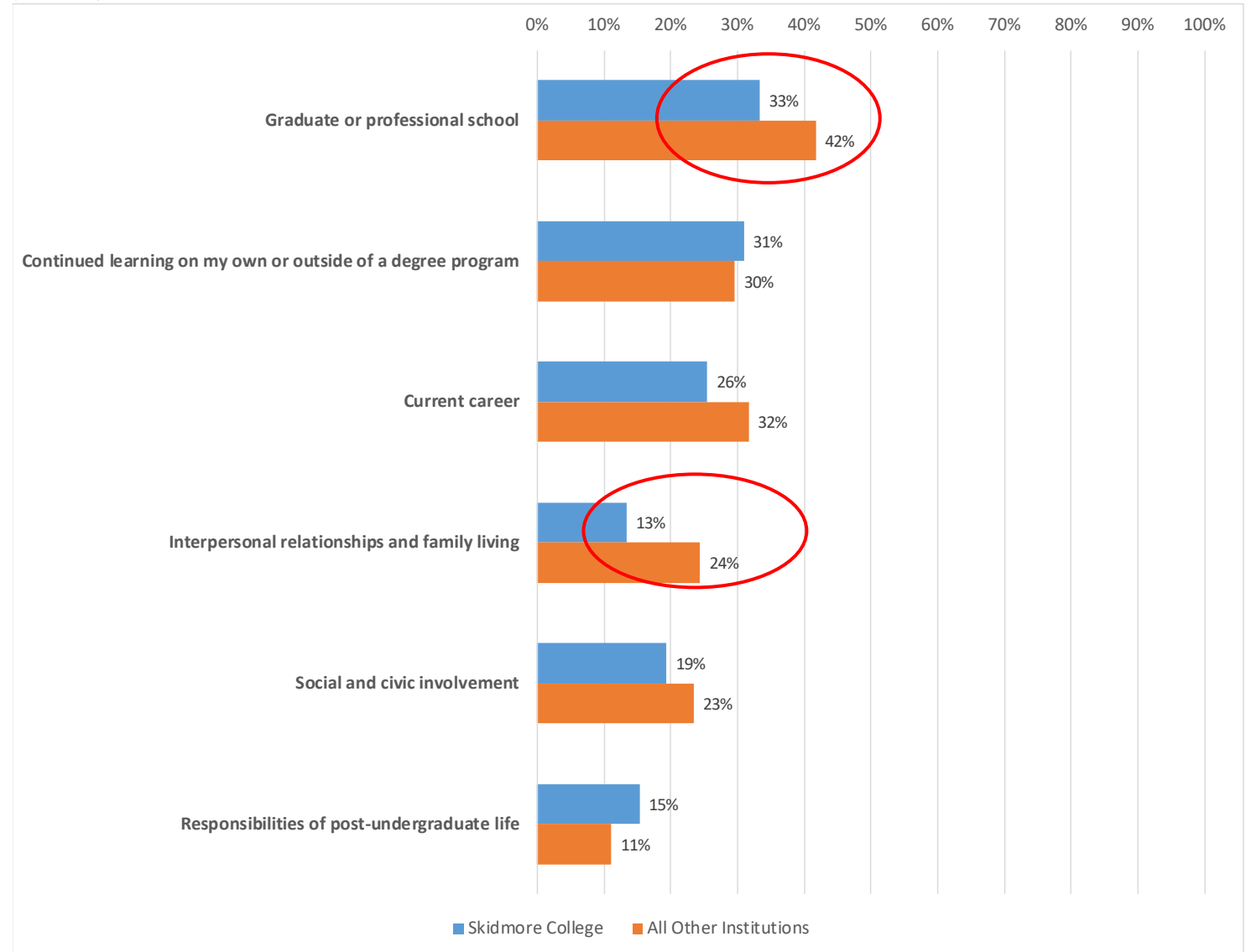
Chart 7: Percent of 5-year alumni who reported high levels of growth on the following outcomes





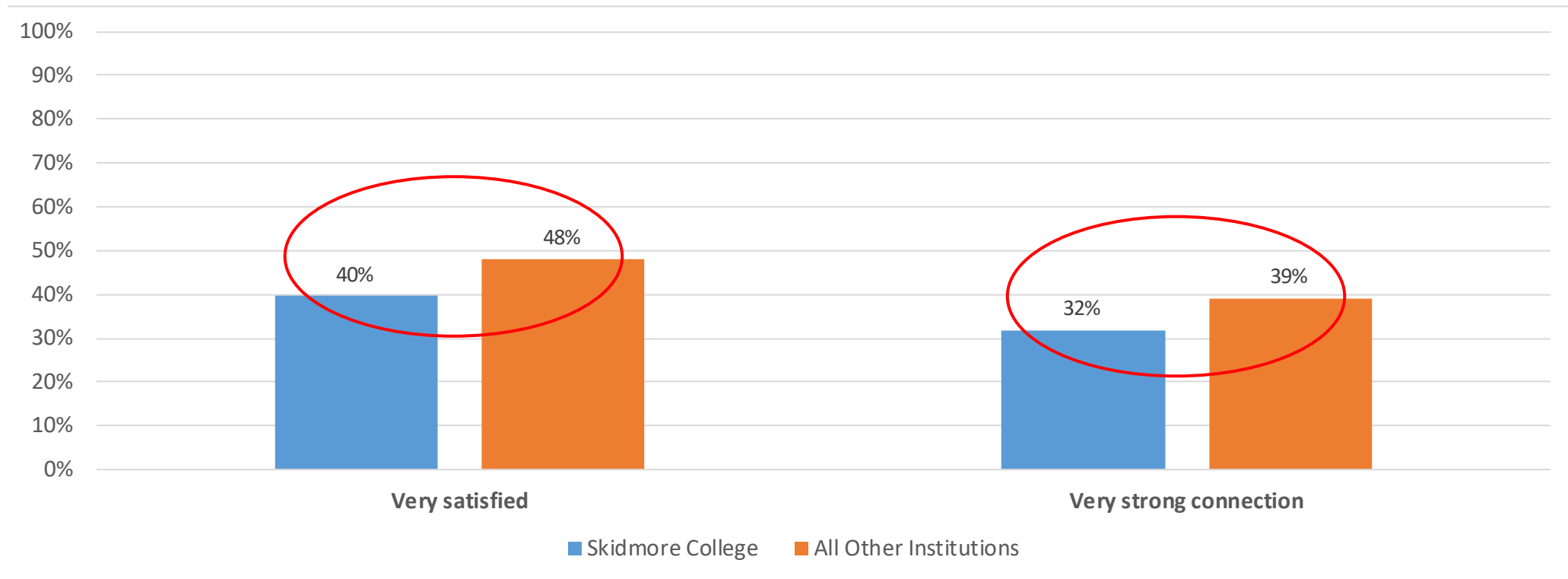
Institutional Impact

Chart 8: Percent of 5-year alumni who reported that their undergraduate experience "very much" prepared them for the following activities



Institutional Impact

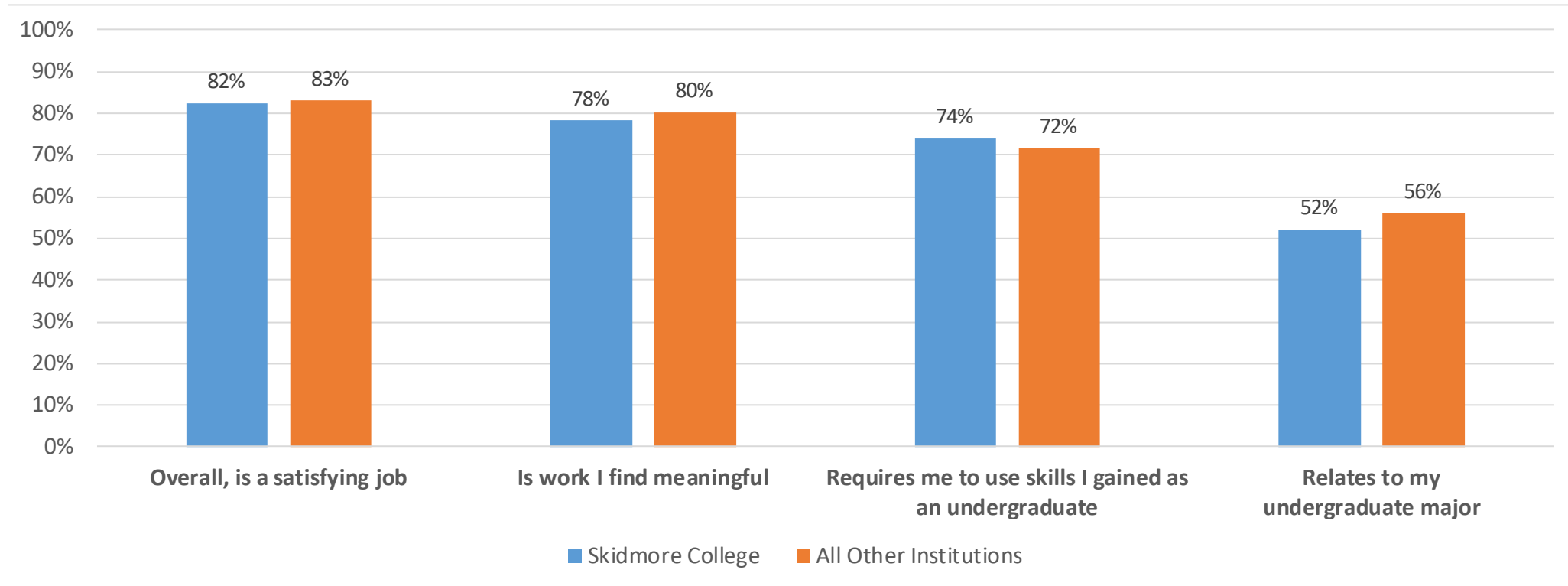
Chart 9: Percent of 5-year alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution



10-Year-Out Alumni Class of 2012

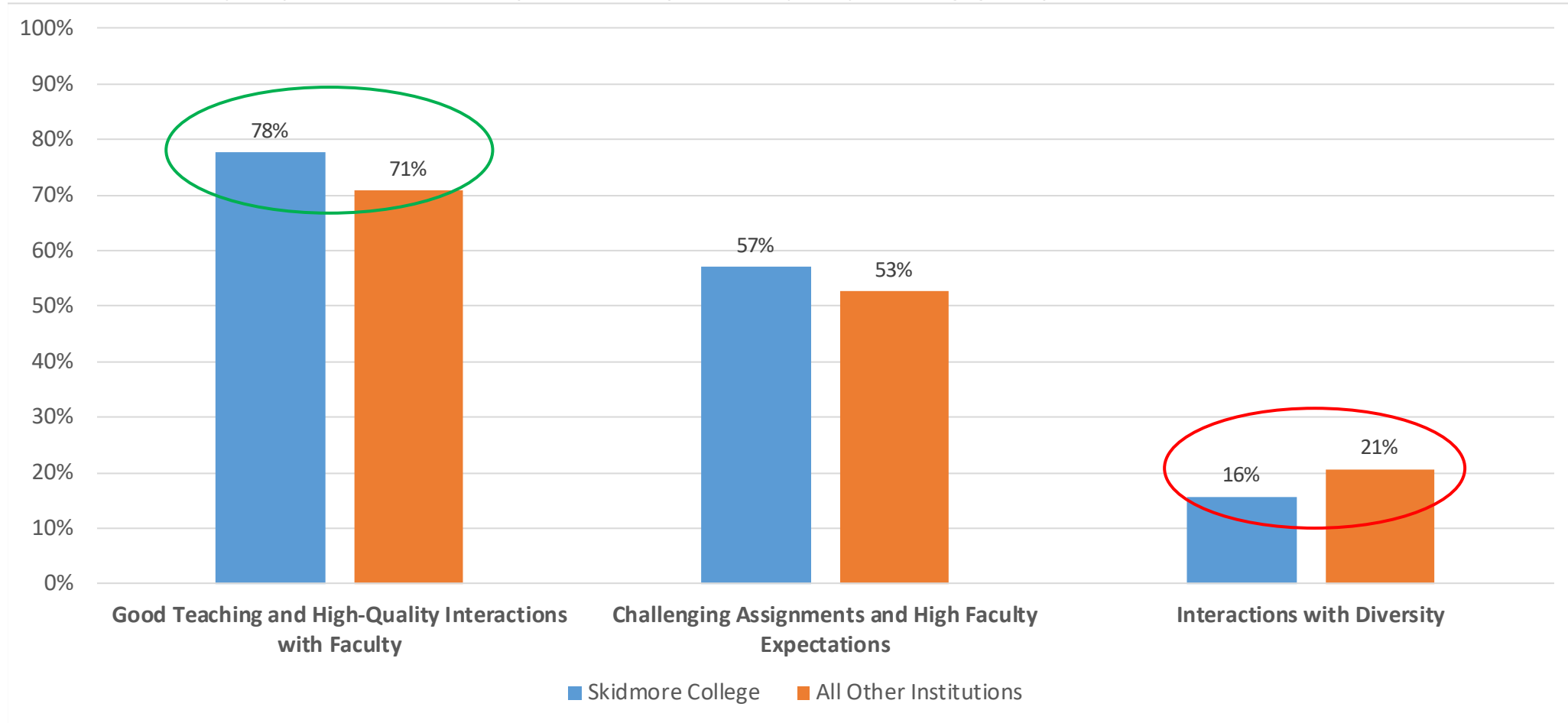
Post-College Activities

Chart 3: Percent of 10-year alumni who reported the following about their current jobs



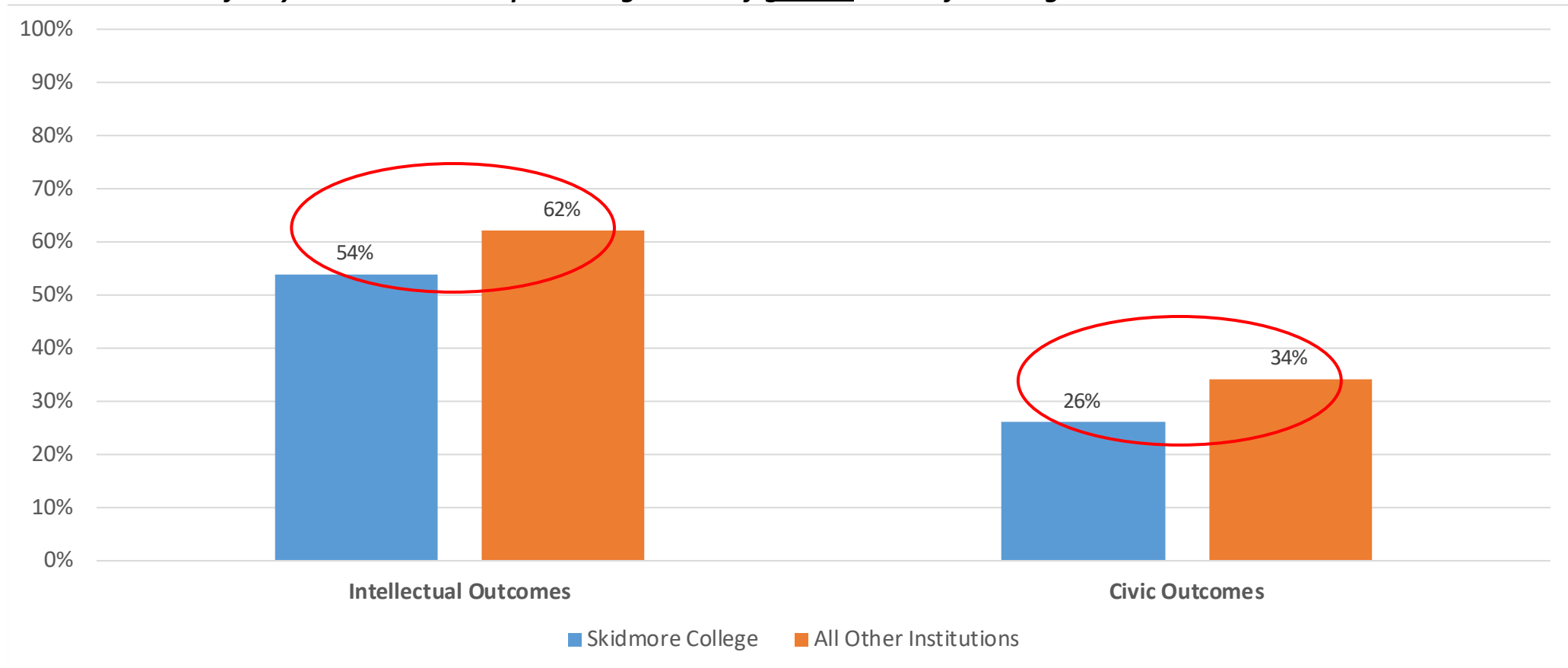
Academic Experience

Chart 6: Percent of 10-year alumni who experienced high levels of the following good practices at their alma mater



Institutional Impact

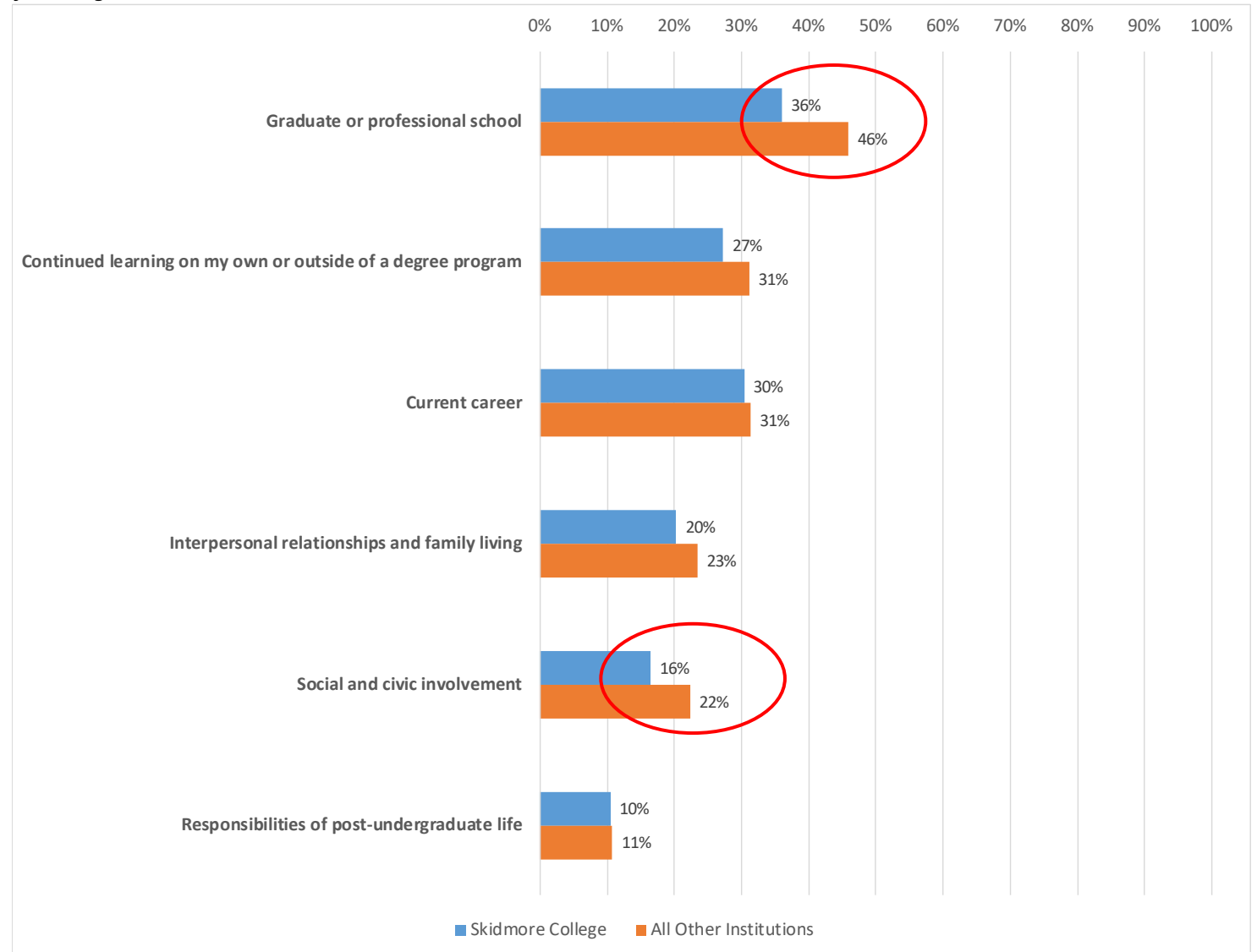
Chart 7: Percent of 10-year alumni who reported high levels of growth on the following outcomes





Institutional Impact

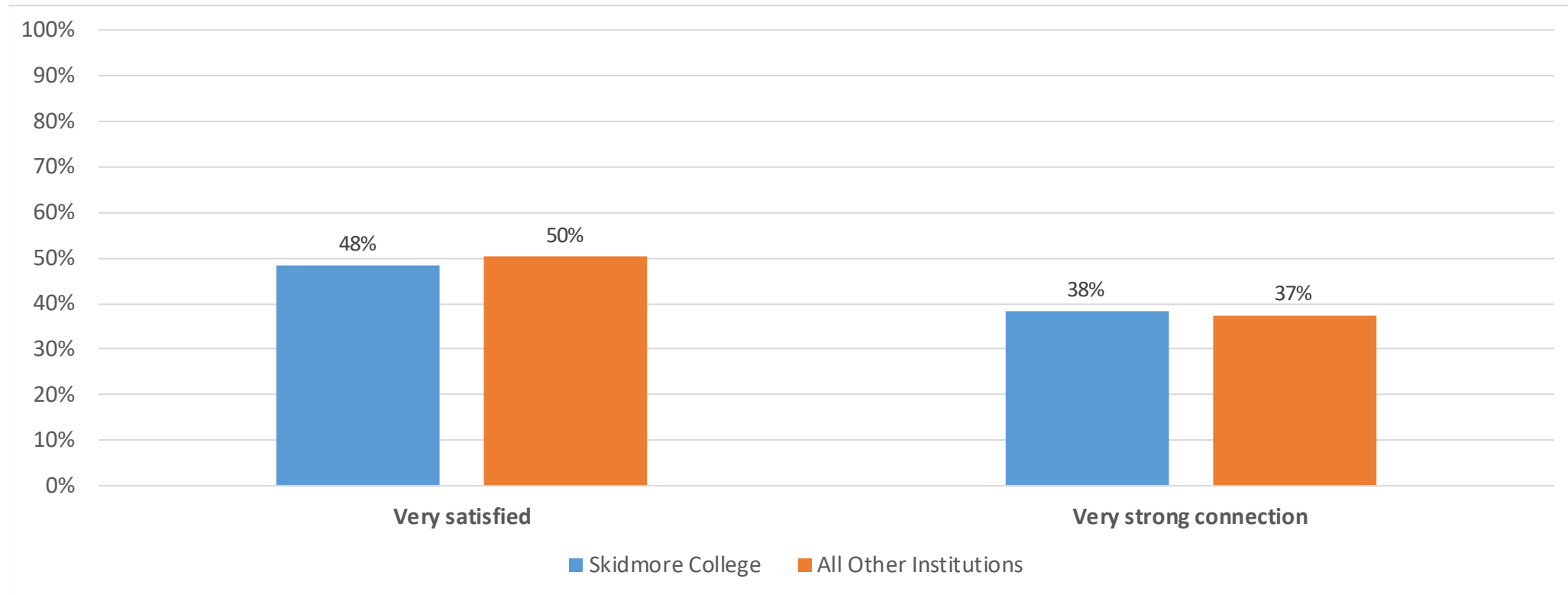
Chart 8: Percent of 10-year alumni who reported that their undergraduate experience "very much" prepared them for the following activities





Institutional Impact

Chart 9: Percent of 10-year alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution





Comparisons to Participating Institutions – Dimensions



Table 1: Growth on Intellectual Outcomes	
1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much	
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?	
Careful reading	Effective writing
Critical thinking	Effective speaking
Creative thinking	Teamwork
Information literacy	Problem solving
Quantitative literacy	Integrative thinking

Table 2: Summary Results for Growth on Intellectual Outcomes						
	Skidmore College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Skidmore College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Skidmore College 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	3.42 ▲▲	3.21	3.18 ↵	3.21	3.13 ▼	3.19
Standard Deviation	0.50	0.60	0.59	0.58	0.62	0.60
75th Percentile	3.80	3.70	3.60	3.70	3.60	3.70
Median	3.50	3.30	3.30	3.20	3.20	3.30
25th Percentile	3.10	2.90	2.90	2.90	2.70	2.80
Total Responses	91	3,430	97	4,040	130	3,053

The symbols in Table 2 represent effect sizes and indicate the magnitude of the difference between the mean score of your institution's alumni and the overall mean score for all other participating institution's alumni in each cohort. **We only calculate effect size when n ≥ 10 for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the Technical Information tab.**

▲▲▲ Large positive difference ▲▲ Medium positive difference ▲ Small positive difference ≈ No difference
▼ Small negative difference ▼▼ Medium negative difference ▼▼▼ Large negative difference



Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your graduate program at this institution prepare you for the following activities?

- Contributing to your community

Table 2: Summary Results for Growth on Civic Outcomes

	Skidmore College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Skidmore College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Skidmore College 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.92 ▲	2.81	2.67 ▼	2.79	2.59 ▼	2.72
Standard Deviation	0.68	0.81	0.79	0.81	0.81	0.83
75th Percentile	3.50	3.50	3.25	3.50	3.25	3.50
Median	3.00	2.75	2.75	2.75	2.50	2.75
25th Percentile	2.50	2.25	2.00	2.25	2.00	2.00
Total Responses	91	3,378	96	4,057	131	3,041



Table 1: Good Teaching and High-Quality Interactions with Faculty

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.

Most faculty with whom I have had contact at this institution were...

- Genuinely interested in students.
- Interested in helping students grow in more than just academic areas.
- Good at providing prompt and useful feedback.
- Willing to spend time outside of class to discuss issues of interest and importance to students.

Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.

- My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.
- My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.
- My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.
- I developed a close, personal relationship with at least one faculty member.
- I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty

	Skidmore College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Skidmore College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Skidmore College 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	4.33 ▲	4.11	4.17 ⇄	4.17	4.24 ▲	4.15
Standard Deviation	0.58	0.77	0.69	0.72	0.60	0.71
75th Percentile	4.89	4.78	4.78	4.78	4.78	4.78
Median	4.33	4.22	4.22	4.33	4.33	4.22
25th Percentile	4.00	3.67	3.89	3.78	3.89	3.78
Total Responses	106	4,229	110	4,919	152	3,649

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?

- Faculty posed challenging ideas in class.
- Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.
- Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.
- Faculty asked me to argue for or against a particular point of view.
- Faculty challenged my ideas in class.
- Students challenged each other's ideas in class.

Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you undertake each?

- Wrote essays.
- Completed assignments or projects in which I solved problems.
- Made oral presentations.
- Used course content to address a problem not presented in the course.
- Compared or contrasted topics or ideas from a course.
- Pointed out the strengths and weaknesses of a particular argument or point of view.
- Argued for or against a particular point of view and defended my argument.
- Connected what I learned in multiple courses.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

	Skidmore College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Skidmore College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Skidmore College 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	4.03 ▲▲	3.83	3.87 ⇄	3.87	3.93 ▲	3.85
Standard Deviation	0.52	0.63	0.58	0.61	0.59	0.62
75th Percentile	4.50	4.29	4.21	4.29	4.36	4.29
Median	4.00	3.86	3.86	3.86	3.93	3.86
25th Percentile	3.64	3.43	3.50	3.43	3.50	3.43
Total Responses	95	3,753	105	4,441	142	3,274



Table 1: Interactions with Diversity

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

How often did you have the following experiences as an undergraduate at this institution?

- Attended a debate or lecture on a current political/social issue.
- Participated in a diversity or cultural awareness workshop.
- Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.
- Had serious discussions with other students about different lifestyles and customs.
- Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.
- Had serious discussions with students whose political, social, or religious opinions were different from your own.

Table 2: Summary Results for Interactions with Diversity

	Skidmore College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Skidmore College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Skidmore College 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	3.30 ▲▲	2.99	3.06 ⇄	3.06	3.04 ⇄	2.99
Standard Deviation	0.76	0.93	0.86	0.88	0.82	0.91
75th Percentile	3.67	3.67	3.67	3.67	3.67	3.67
Median	3.17	3.00	3.00	3.00	3.00	3.00
25th Percentile	2.83	2.33	2.50	2.50	2.50	2.33
Total Responses	96	3,680	102	4,381	140	3,254

Table 1: Summary Results for College Satisfaction

	Skidmore College 1-Year Cohort	All Other Alumni in 1-Year Cohort	Skidmore College 5-Year Cohort	All Other Alumni in 5-Year Cohort	Skidmore College 10-Year Cohort	All Other Alumni in 10-Year Cohort
Connection to Institution <i>Means range from 1 (No connection) to 4 (Very strong connection)</i>						
Mean	3.29 ▲	3.19	3.11 ▼	3.21	3.20 ⇄	3.19
Standard Deviation	0.67	0.82	0.77	0.76	0.76	0.77
75th Percentile	4.00	4.00	4.00	4.00	4.00	4.00
Median	3.00	3.00	3.00	3.00	3.00	3.00
25th Percentile	3.00	3.00	3.00	3.00	3.00	3.00
Total Responses	86	3,236	91	3,909	128	2,951
Satisfaction with Institution <i>Means range from 1 (Very dissatisfied) to 5 (Very satisfied)</i>						
Mean	4.31 ▲	4.13	4.15 ▼	4.27	4.33 ⇄	4.32
Standard Deviation	0.80	0.96	0.95	0.90	0.83	0.85
75th Percentile	5.00	5.00	5.00	5.00	5.00	5.00
Median	4.00	4.00	4.00	4.00	4.00	5.00
25th Percentile	4.00	4.00	4.00	4.00	4.00	4.00
Total Responses	86	3,235	91	3,908	128	2,952



Narrative Comments



From the perspective you have gained since graduation, what do you especially value about your undergraduate experience at this institution?

- Faculty – strong relationships/mentoring/individual attention/excited/smart/role models/accessible/supportive/etc.
- Friends/Relationships – made/life-long connections/value of
- Creative thinking/Creative Thought Matters not just a slogan, an ethos
- Interdisciplinary/Connections between seemingly disparate areas/Liberal Arts
- Community – sense of/small/tight
- Small classes/Low student-faculty ratio



Elaborate on any of your responses on this survey or on any aspect of your undergraduate experience at this institution.

- More career-focused/guidance/next steps after graduation
- Better preparation for post-undergraduate life – more job fairs, personal finance literacy, investing, home ownership, Excel training, mock interviewing, better connection to older alums for networking, etc.
- More faculty and students of color/more meaningful DEI initiatives
- Apathetic peers academically

Appendix



Comparison Institutions (N=50)

Participating Institutions		
Augustana College	Haverford College	Saint Norbert College
Baldwin Wallace University	Hood College	Salve Regina University
Biola University	Howard University	Scripps College
Cazenovia College	Illinois Wesleyan University	Skidmore College
Clark University	Kenyon College	Soka University of America
Concordia College at Moorhead	Knox College	Southwestern University
Concordia University Texas	Lewis & Clark College	St Catherine University
Dickinson College	McDaniel College	St Olaf College
Doane University	Occidental College	Susquehanna University
Dominican University of California	Ouachita Baptist University	University of California-Irvine
Earlham College	Point Park University	University of Saint Katherine
George Fox University	Principia College	Utica University
Gettysburg College	Quinnipiac University	Wake Forest University
Goshen College	Reed College	Warren Wilson College
Hampden-Sydney College	Rockford University	Washburn University
Hanover College	Saint Anselm College	Whittier College
Harvey Mudd College	Saint Edward's University	