



2016–2017 HEDS Alumni Survey Frequency Report Skidmore College

Released 10/06/2017

This report contains comparative frequencies for respondents of the HEDS Alumni Survey. Each tab compares your alumni who took the survey during the 2016–2017 academic year to alumni at all institutions that participated in the survey in the 2015–2016 and 2016–2017 academic years. We have combined institutions that do and do not belong to HEDS in the data, and we provide comparisons for alumni who took the survey 1, 5, 10, and more than 10 years after graduating from college.

Please note that the data does not appear in the order that questions were presented in the survey instrument. Instead, we have organized results according to the different topics that the survey addresses. The first two worksheets, "Personal Information" and "Post-College Activities," provide information on who your alumni are and what they are currently doing. We then turn to your alumni's responses regarding their college experiences, providing scores and frequencies for each of the instrument's scales: Good Teaching and High-Quality Interactions with Faculty, Challenging Assignments and High-Faculty Expectations, Interactions with Diversity, and Development of Social and Civic Engagement. Finally, we show results for alumni's responses on the satisfaction, connection, and level of impact that they associate with your institution, broken down by field of study and primary activity.

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For Skidmore, the 5-Year Cohort = the Class of 2011; the 10-Year Cohort = the Class of 2006

When the Skidmore percent and the comparison group percent difference is **greater than**/**less than** 8 percentage points, the figure is highlighted.



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Personal Information

	Class of 2011					Class of 2006				
	Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
	n	%	n	%		n	%	n	%	
Gender										
Man	68	33%	2325	37%	-3%	59	35%	1626	38%	-3%
Woman	137	67%	4001	63%	4%	110	65%	2633	62%	4%
Other: (fill in)	0	0%	20	0%	0%	0	0%	15	0%	0%
Total	205	100%	6346	100%		169	100%	4274	100%	
Race/ethnicity										
American Indian or Alaska Native	3	2%	25	0%	1%	1	1%	12	0%	0%
Asian	23	11%	245	4%	8%	6	4%	150	3%	0%
Black or African American	7	3%	211	3%	0%	3	2%	58	1%	1%
Native Hawaiian or other Pacific Islander	2	1%	5	0%	1%	0	0%	5	0%	0%
White	119	58%	4715	69%	-11%	125	74%	3368	74%	0%
Hispanic or Latino/a	11	5%	345	5%	0%	6	4%	205	5%	-1%
Not a U.S. citizen or permanent resident	3	2%	149	2%	-1%	1	1%	98	2%	-2%
Two or more races	0	0%	155	2%	-2%	0	0%	62	1%	-1%
Unknown	37	18%	1005	15%	3%	27	16%	581	13%	3%
Total	205	100%	6855	100%		169	100%	4539	100%	



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Personal Information

Class of 2011						Class of 2006					
	Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.	
Age calculated by HEDS based on response to Q29, "What year were you born?"											
25 or younger	0	0%	63	1%	-1%	0	0%	1	0%	0%	
26 to 29	149	99%	4642	91%	8%	0	0%	7	0%	0%	
30 to 34	1	1%	139	3%	-2%	131	99%	3259	94%	5%	
35 to 39	0	0%	54	1%	-1%	0	0%	83	2%	-2%	
40 to 44	0	0%	43	1%	-1%	0	0%	32	1%	-1%	
45 to 49	0	0%	48	1%	-1%	0	0%	22	1%	-1%	
50 to 54	0	0%	40	1%	-1%	0	0%	22	1%	-1%	
55 to 59	0	0%	37	1%	-1%	0	0%	21	1%	-1%	
60 or older	0	0%	18	0%	0%	1	1%	20	1%	0%	
Total	150	100%	5084	100%		132	100%	3467	100%		
What is your current personal status? (Choose one) (Q4)											
Living with partner	64	32%	1510	23%	9%	33	20%	559	13%	7%	
Married	27	14%	1819	28%	-14%	89	54%	2655	61%	-7%	
Separated or divorced	1	1%	67	1%	-1%	6	4%	85	2%	2%	
Single	99	50%	2894	44%	5%	37	22%	982	23%	0%	
Widowed	0	0%	5	0%	0%	0	0%	5	0%	0%	
Other: (fill in)	9	5%	225	4%	1%	1	1%	84	2%	-1%	
Total	200	100%	6520	100%		166	100%	4370	100%		
How many dependent children do you have? (Q5)											
None	196	98%	5943	91%	6%	112	68%	2800	64%	4%	
1 or 2	5	3%	508	8%	-5%	54	33%	1419	32%	0%	
More than 2	0	0%	80	1%	-1%	0	0%	154	4%	-4%	
Total	201	100%	6531	100%		166	100%	4373	100%		



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Personal Information

	Class of 2011					Class of 2006				
	Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Field of Study										
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	31	15%	780	12%	3%	16	9%	504	11%	-2%
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	23	11%	846	13%	-2%	33	20%	500	11%	8%
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0	0%	335	5%	-5%	0	0%	192	4%	-4%
Education (e.g., Elementary Education, Secondary Education, Special Education)	2	1%	335	5%	-4%	0	0%	275	6%	-6%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	1	0%	122	2%	-1%	0	0%	107	2%	-2%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	36	18%	550	8%	9%	29	17%	423	9%	8%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	10	5%	206	3%	2%	4	2%	109	2%	0%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	53	26%	1491	23%	3%	37	22%	1056	24%	-2%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	12	6%	572	9%	-3%	11	7%	446	10%	-3%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	81	40%	2159	33%	6%	76	45%	1468	33%	12%
Other: (fill in)	13	6%	519	8%	-2%	11	7%	343	8%	-1%
Total	205		6516			169		4461		



2016–2017 HEDS Alumni Survey

Frequency Report

Skidmore College

Post College Activities

		Class of 2011					Class of 2006				
		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
		n	%	n	%		n	%	n	%	
Please indicate which of the following describes your current PRIMARY activity: (Q1)											
Employed, full-time		149	73%	4908	72%	1%	131	78%	3640	80%	-3%
Employed, part-time		10	5%	204	3%	2%	8	5%	219	5%	0%
Employed, multiple jobs		10	5%	358	5%	0%	16	10%	184	4%	5%
Graduate or professional school, full-time		27	13%	1001	15%	-1%	6	4%	201	4%	-1%
Graduate or professional school, part-time		0	0%	50	1%	-1%	2	1%	19	0%	1%
Military service		0	0%	44	1%	-1%	0	0%	24	1%	-1%
Volunteer or national service (Peace Corps, AmeriCorps, etc.)		1	1%	22	0%	0%	0	0%	11	0%	0%
Not employed, but seeking employment, admission to graduate school, or other opportunity		7	3%	187	3%	1%	3	2%	76	2%	0%
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)		1	1%	72	1%	-1%	3	2%	163	4%	-2%
Total		205	100%	6846	100%		169	100%	4537	100%	
Please indicate your plans for each of the following degrees or certificates: (Q2)											
Second Bachelor's Degree	Do not plan to pursue	162	93%	4986	92%	1%	132	94%	3302	92%	2%
	Degree received	9	5%	245	5%	1%	7	5%	212	6%	-1%
	Currently enrolled or working toward	1	1%	54	1%	0%	0	0%	21	1%	-1%
	Degree you hope to attain in the future	3	2%	126	2%	-1%	1	1%	56	2%	-1%
	Total	175	100%	5411	100%		140	100%	3591	100%	
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)	Do not plan to pursue	90	48%	3005	52%	-4%	87	58%	1995	51%	7%
	Degree received	44	23%	1312	23%	1%	54	36%	1439	37%	-1%
	Currently enrolled or working toward	19	10%	482	8%	2%	0	0%	119	3%	-3%
	Degree you hope to attain in the future	36	19%	1029	18%	1%	9	6%	329	9%	-3%
	Total	189	100%	5828	100%		150	100%	3882	100%	
Master of Business Administration (MBA)	Do not plan to pursue	135	79%	4020	75%	4%	122	87%	2811	80%	8%
	Degree received	3	2%	207	4%	-2%	6	4%	273	8%	-3%
	Currently enrolled or working toward	3	2%	174	3%	-1%	1	1%	54	2%	-1%
	Degree you hope to attain in the future	30	18%	956	18%	0%	11	8%	394	11%	-3%
	Total	171	100%	5357	100%		140	100%	3532	100%	



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		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)	Do not plan to pursue	144	84%	4188	78%	5%	113	77%	2777	77%	0%
	Degree received	10	6%	459	9%	-3%	27	19%	541	15%	3%
	Currently enrolled or working toward	6	4%	244	5%	-1%	1	1%	67	2%	-1%
	Degree you hope to attain in the future	12	7%	466	9%	-2%	5	3%	203	6%	-2%
	Total	172	100%	5357	100%		146	100%	3588	100%	
Law Degree (JD or LLB)	Do not plan to pursue	159	91%	4715	90%	1%	129	93%	3154	90%	3%
	Degree received	9	5%	223	4%	1%	7	5%	270	8%	-3%
	Currently enrolled or working toward	1	1%	80	2%	-1%	1	1%	8	0%	1%
	Degree you hope to attain in the future	5	3%	198	4%	-1%	2	1%	63	2%	0%
	Total	174	100%	5216	100%		139	100%	3495	100%	
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)	Do not plan to pursue	163	96%	4838	93%	3%	128	92%	3241	93%	-1%
	Degree received	4	2%	151	3%	-1%	10	7%	187	5%	2%
	Currently enrolled or working toward	2	1%	145	3%	-2%	0	0%	29	1%	-1%
	Degree you hope to attain in the future	1	1%	81	2%	-1%	1	1%	18	1%	0%
	Total	170	100%	5215	100%		139	100%	3475	100%	
PhD	Do not plan to pursue	136	79%	4055	76%	3%	121	83%	2731	76%	7%
	Degree received	4	2%	53	1%	1%	8	6%	331	9%	-4%
	Currently enrolled or working toward	11	6%	441	8%	-2%	6	4%	144	4%	0%
	Degree you hope to attain in the future	22	13%	793	15%	-2%	11	8%	391	11%	-3%
	Total	173	100%	5342	100%		146	100%	3597	100%	
Other Doctoral Degree (e.g., EdD, PsyD, DBA)	Do not plan to pursue	159	92%	4707	92%	1%	128	91%	3126	92%	-1%
	Degree received	1	1%	27	1%	0%	4	3%	49	1%	1%
	Currently enrolled or working toward	1	1%	54	1%	-1%	0	0%	26	1%	-1%
	Degree you hope to attain in the future	11	6%	335	7%	0%	9	6%	208	6%	0%
	Total	172	100%	5123	100%		141	100%	3409	100%	
Other Certificate: (fill in)	Do not plan to pursue	93	87%	2660	79%	8%	67	71%	1658	77%	-5%
	Degree received	6	6%	317	9%	-4%	14	15%	317	15%	0%
	Currently enrolled or working toward	3	3%	184	6%	-3%	3	3%	76	4%	0%
	Degree you hope to attain in the future	5	5%	197	6%	-1%	10	11%	111	5%	6%
	Total	107	100%	3358	100%		94	100%	2162	100%	



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Other Degree: (fill in)	Do not plan to pursue	98	98%	2790	95%	4%	76	96%	1760	94%	3%
	Degree received	1	1%	74	3%	-2%	2	3%	63	3%	-1%
	Currently enrolled or working toward	1	1%	39	1%	0%	0	0%	26	1%	-1%
	Degree you hope to attain in the future	0	0%	49	2%	-2%	1	1%	31	2%	0%
	Total	100	100%	2952	100%		79	100%	1880	100%	
About how often do you engage in community service or volunteer work for organizations? (Q3)											
Less than once a year		42	21%	1189	18%	3%	40	24%	782	18%	6%
Once or twice a year		57	29%	1740	27%	2%	51	31%	1211	28%	3%
Several times a year		48	24%	1663	26%	-2%	43	26%	1071	25%	1%
Monthly		37	19%	1087	17%	2%	22	13%	693	16%	-3%
Weekly		16	8%	852	13%	-5%	11	7%	620	14%	-8%
Total		200	100%	6531	100%		167	100%	4377	100%	
How many paying jobs have you had since you graduated from this institution? (Q21)											
0		0	0%	6	0%	0%	0	0%	1	0%	0%
1		18	10%	882	17%	-7%	5	3%	325	9%	-6%
2		37	21%	1470	29%	-8%	16	11%	604	17%	-6%
3		43	25%	1256	25%	0%	32	22%	784	22%	1%
4		33	19%	687	14%	6%	31	21%	661	18%	3%
5 or more		42	24%	754	15%	9%	61	42%	1258	35%	8%
Total		173	100%	5055	100%		145	100%	3633	100%	



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		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
What is your CURRENT primary job? (Q24)											
Art, Design, and Entertainment	Architect	1	1%	8	0%	0%	0	0%	22	1%	-1%
	Artist	3	2%	24	1%	1%	0	0%	13	0%	0%
	Entertainer	0	0%	8	0%	0%	1	1%	5	0%	1%
	Gallery worker	0	0%	6	0%	0%	0	0%	3	0%	0%
	Graphic designer	3	2%	18	0%	2%	0	0%	10	0%	0%
	Interior designer	0	0%	0	0%	0%	0	0%	0	0%	0%
	Museum curator	2	1%	7	0%	1%	1	1%	13	0%	0%
	Music/film industry	3	2%	34	1%	1%	1	1%	27	1%	0%
	Photographer	0	0%	5	0%	0%	0	0%	5	0%	0%
	Other Art, Design, and Entertainment	3	2%	56	1%	1%	1	1%	34	1%	0%
Total		15	10%	166	4%		4	3%	132	4%	
Communications and Media	Broadcasting	0	0%	5	0%	0%	0	0%	4	0%	0%
	Editor	1	1%	29	1%	0%	1	1%	20	1%	0%
	Journalist	0	0%	23	0%	0%	1	1%	10	0%	0%
	Media production	0	0%	20	0%	0%	1	1%	6	0%	1%
	Public relations	0	0%	44	1%	-1%	2	1%	16	0%	1%
	Publisher	0	0%	14	0%	0%	1	1%	11	0%	0%
	Writer	0	0%	28	1%	-1%	2	1%	23	1%	1%
	Other Communications and Media	3	2%	82	2%	0%	2	1%	41	1%	0%
Total		4	3%	245	5%		10	7%	131	4%	
Community and Social Service	Clergy	0	0%	29	1%	-1%	0	0%	28	1%	-1%
	Community organizer	0	0%	10	0%	0%	0	0%	2	0%	0%
	Philanthropy or nonprofit worker	11	7%	168	4%	3%	3	2%	100	3%	-1%
	Social activist	1	1%	5	0%	1%	0	0%	3	0%	0%
	Social work	3	2%	108	2%	0%	5	4%	53	2%	2%
	Other Community and Social Service	0	0%	65	1%	-1%	0	0%	26	1%	-1%
	Total		15	10%	385	8%		8	6%	212	6%



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		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Education and Library	Librarian or archivist	1	1%	40	1%	0%	3	2%	41	1%	1%
	Preschool/elementary/middle school/high school/secondary administration	1	1%	39	1%	0%	1	1%	54	2%	-1%
	Preschool/elementary/middle school/high school/secondary teacher	8	5%	407	9%	-4%	12	9%	269	8%	1%
	Postsecondary administration/staff	3	2%	128	3%	-1%	3	2%	120	4%	-1%
	Postsecondary teacher or researcher	2	1%	81	2%	0%	4	3%	162	5%	-2%
	School counselor	1	1%	11	0%	0%	1	1%	14	0%	0%
	Other Education and Library	1	1%	130	3%	-2%	5	4%	85	2%	1%
	Total	17	11%	836	18%		29	21%	745	22%	
Health Care	Clinical psychology/psychiatry	1	1%	28	1%	0%	2	1%	55	2%	0%
	Dentist	1	1%	10	0%	0%	1	1%	8	0%	0%
	Dietician	1	1%	1	0%	1%	0	0%	3	0%	0%
	Nurse	2	1%	90	2%	-1%	1	1%	62	2%	-1%
	Optometrist	0	0%	3	0%	0%	0	0%	9	0%	0%
	Pharmacist	0	0%	6	0%	0%	0	0%	6	0%	0%
	Physical/occupational/speech therapy	0	0%	52	1%	-1%	0	0%	49	1%	-1%
	Physician	2	1%	69	1%	0%	8	6%	89	3%	3%
	Veterinarian	1	1%	11	0%	0%	0	0%	12	0%	0%
	Other Health Care	3	2%	124	3%	-1%	3	2%	90	3%	0%
	Total	11	7%	394	8%		15	11%	383	11%	



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		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Law and Government	Diplomat	0	0%	2	0%	0%	0	0%	4	0%	0%
	Foreign service	0	0%	0	0%	0%	0	0%	7	0%	0%
	Government worker	1	1%	69	1%	-1%	0	0%	68	2%	-2%
	International relations	1	1%	20	0%	0%	1	1%	17	0%	0%
	Judge	0	0%	0	0%	0%	0	0%	1	0%	0%
	Lawyer	6	4%	153	3%	1%	7	5%	178	5%	0%
	Other legal services	1	1%	35	1%	0%	1	1%	18	1%	0%
	Politics	0	0%	28	1%	-1%	0	0%	7	0%	0%
	Public policy	0	0%	25	1%	-1%	2	1%	32	1%	1%
	Other Law and Government	0	0%	27	1%	-1%	1	1%	20	1%	0%
	Total	9	6%	359	8%		12	9%	352	10%	
Management, Business, and Financial	Accounting	1	1%	94	2%	-1%	5	4%	50	1%	2%
	Actuary	0	0%	9	0%	0%	1	1%	6	0%	1%
	Advertising	1	1%	47	1%	0%	1	1%	19	1%	0%
	Executive	0	0%	18	0%	0%	2	1%	34	1%	0%
	Finance	10	6%	152	3%	3%	3	2%	86	3%	0%
	Human resources	0	0%	58	1%	-1%	2	1%	52	2%	0%
	Insurance	0	0%	39	1%	-1%	2	1%	33	1%	0%
	Management	1	1%	114	2%	-2%	3	2%	93	3%	-1%
	Real estate	0	0%	36	1%	-1%	1	1%	34	1%	0%
	Recruiting	1	1%	24	1%	0%	2	1%	5	0%	1%
	Retail services	1	1%	37	1%	0%	0	0%	19	1%	-1%
	Sales	4	3%	99	2%	0%	2	1%	60	2%	0%
	Other Management, Business, and Financial	11	7%	192	4%	3%	4	3%	136	4%	-1%
	Total	30	19%	919	20%		28	20%	627	18%	
Natural Resources	Agricultural worker	0	0%	13	0%	0%	0	0%	4	0%	0%
	Conservationist	1	1%	7	0%	0%	1	1%	5	0%	1%
	Environmental scientist	0	0%	20	0%	0%	0	0%	11	0%	0%
	Other Natural Resources	0	0%	18	0%	0%	1	1%	14	0%	0%
	Total	1	1%	58	1%		2	1%	34	1%	



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Post College Activities

		Class of 2011					Class of 2006				
		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Protection Services	Law enforcement officer	0	0%	16	0%	0%	0	0%	10	0%	0%
	Military occupations	0	0%	27	1%	-1%	0	0%	13	0%	0%
	Other Protection Services	1	1%	5	0%	1%	0	0%	2	0%	0%
	Total	1	1%	48	1%		0	0%	25	1%	
Science, Technology, and Engineering	Computer programmer/analyst	3	2%	151	3%	-1%	1	1%	76	2%	-1%
	Engineer	4	3%	71	2%	1%	0	0%	49	1%	-1%
	Information systems	0	0%	47	1%	-1%	2	1%	28	1%	1%
	Lab technician	0	0%	19	0%	0%	0	0%	15	0%	0%
	Scientific researcher	7	4%	121	3%	2%	1	1%	124	4%	-3%
	Other Science, Technology, and Engineering	1	1%	80	2%	-1%	0	0%	66	2%	-2%
	Total	15	10%	489	10%		4	3%	358	10%	
Service and Recreational	Chef	1	1%	7	0%	0%	0	0%	5	0%	0%
	Food service industry	1	1%	39	1%	0%	0	0%	19	1%	-1%
	Hospitality	0	0%	13	0%	0%	0	0%	12	0%	0%
	Sports and recreation	1	1%	30	1%	0%	0	0%	13	0%	0%
	Travel/tourism	1	1%	9	0%	0%	3	2%	5	0%	2%
	Other Service and Recreational	1	1%	18	0%	0%	1	1%	5	0%	1%
	Total	5	3%	116	2%		4	3%	59	2%	
Other: (fill in)		33	21%	687	15%	7%	22	16%	361	11%	5%
Total		156	100%	4702	100%		138	100%	3419	100%	



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Post College Activities

Class of 2011					Class of 2006					
	Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Please indicate whether each of the following applies to your CURRENT job. (Check all that apply) (Q25)										
Relates to my undergraduate major	81	53%	2790	61%	-8%	89	64%	2042	61%	4%
Requires me to use skills I gained as an undergraduate	114	75%	3537	77%	-3%	106	77%	2692	80%	-3%
Is related to my desired career path	118	77%	3568	78%	-1%	117	85%	2798	83%	1%
Is work I find meaningful	122	80%	3629	79%	0%	121	88%	2846	85%	3%
Allows me to continue to grow and learn	136	89%	3995	87%	2%	125	91%	2986	89%	2%
Pays enough to support my desired lifestyle	101	66%	3294	72%	-6%	105	76%	2588	77%	-1%
Pays health insurance benefits	124	81%	3725	81%	0%	110	80%	2838	85%	-5%
Has opportunity for upward mobility	106	69%	3202	70%	-1%	99	72%	2430	72%	-1%
Is likely to continue until I wish to leave	131	86%	4009	88%	-2%	124	90%	2996	89%	1%
Is in a desirable location	123	80%	3671	80%	0%	115	83%	2731	81%	2%
Overall, is a satisfying job	125	82%	3798	83%	-1%	126	91%	2922	87%	4%
Number of Alumni Who Responded to This Question	153		4579			138		3358		
At what point did you secure your first paying job after graduating from this institution? (Q20)										
While enrolled as an undergraduate.	39	22%	1731	32%	-10%	48	33%	1248	34%	-1%
During the first six months after graduation.	85	48%	2138	40%	8%	74	50%	1721	47%	4%
During the second six months after graduation.	22	12%	425	8%	5%	8	5%	204	6%	0%
More than a year after graduation.	27	15%	790	15%	1%	16	11%	480	13%	-2%
I have not yet sought a paying job; I am a full-time student or engaged in other activities.	5	3%	237	4%	-2%	1	1%	24	1%	0%
I have sought a paying job, but I have not yet found one.	0	0%	40	1%	-1%	0	0%	10	0%	0%
Total	178	100%	5361	100%		147	100%	3687	100%	



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Post College Activities

Class of 2011					Class of 2006					
	Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Please indicate whether each of the following descriptions applied to your first paying job after you graduated from this institution. (Check all that apply) (Q23)										
Was related to my undergraduate major	68	47%	1976	48%	-2%	66	49%	1617	50%	-1%
Required me to use skills I gained as an undergraduate	82	56%	2471	61%	-4%	86	64%	2003	62%	1%
Was related to my desired career path	76	52%	2326	57%	-5%	77	57%	1864	58%	-1%
Was work I found meaningful	75	51%	2286	56%	-5%	73	54%	1947	61%	-6%
Allowed me to continue to grow and learn	88	60%	2793	68%	-8%	90	67%	2185	68%	-1%
Paid enough to support my desired lifestyle	66	45%	1902	47%	-1%	70	52%	1676	52%	0%
Paid health insurance benefits	58	40%	2087	51%	-11%	83	61%	2029	63%	-2%
Had opportunity for upward mobility	51	35%	1538	38%	-3%	61	45%	1294	40%	5%
Continued until I wished to leave	99	68%	2812	69%	-1%	94	70%	2311	72%	-2%
Was in a desirable location	107	73%	2627	64%	9%	100	74%	2128	66%	8%
Overall, was a satisfying job	75	51%	2289	56%	-5%	85	63%	1898	59%	4%
Number of Alumni Who Responded to This Question	146		4082			135		3215		



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Post College Activities

	Class of 2011					Class of 2006				
	Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Which of the following most accurately describes your current personal annual income before taxes? Please report your personal income, not your total household income. (Q28)										
No earned income	6	3%	269	5%	-2%	2	1%	120	3%	-2%
Less than \$20,000	11	6%	500	9%	-3%	4	3%	211	6%	-3%
\$20,000-\$39,999	41	23%	1255	24%	0%	20	14%	391	11%	3%
\$40,000-\$59,999	56	32%	1477	28%	4%	20	14%	913	25%	-11%
\$60,000-\$79,999	33	19%	850	16%	3%	31	22%	710	19%	2%
\$80,000-\$99,999	12	7%	353	7%	0%	25	17%	447	12%	5%
\$100,000-\$119,999	4	2%	187	4%	-1%	12	8%	260	7%	1%
\$120,000-\$139,999	2	1%	79	2%	0%	5	4%	137	4%	0%
\$140,000-\$159,999	1	1%	46	1%	0%	6	4%	82	2%	2%
\$160,000-\$179,999	1	1%	24	1%	0%	4	3%	49	1%	2%
\$180,000-\$199,999	1	1%	22	0%	0%	2	1%	41	1%	0%
\$200,000-\$219,999	1	1%	13	0%	0%	0	0%	28	1%	-1%
\$220,000-\$240,000	0	0%	6	0%	0%	0	0%	23	1%	-1%
More than \$240,000	1	1%	20	0%	0%	6	4%	103	3%	1%
I prefer not to respond	5	3%	201	4%	-1%	7	5%	138	4%	1%
Total	175	100%	5302	100%		144	100%	3653	100%	



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Post College Activities

	Class of 2011					Class of 2006				
	Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
At the time you graduated, what was the total amount that you and/or your family borrowed to finance your undergraduate education at this institution? (Q26)										
No loans	88	50%	1870	35%	15%	65	45%	1199	33%	12%
Less than \$5,000	9	5%	111	2%	3%	3	2%	87	2%	0%
\$5,000-\$9,999	5	3%	171	3%	0%	5	3%	110	3%	0%
\$10,000-\$14,999	11	6%	191	4%	3%	3	2%	199	5%	-3%
\$15,000-\$19,999	8	5%	268	5%	-1%	9	6%	264	7%	-1%
\$20,000-\$29,999	11	6%	562	11%	-4%	12	8%	387	11%	-2%
\$30,000-\$39,999	13	7%	414	8%	0%	11	8%	283	8%	0%
\$40,000-\$49,999	7	4%	310	6%	-2%	3	2%	210	6%	-4%
\$50,000-\$59,999	2	1%	270	5%	-4%	7	5%	171	5%	0%
\$60,000-\$69,999	2	1%	191	4%	-3%	4	3%	100	3%	0%
\$70,000-\$79,999	2	1%	122	2%	-1%	5	3%	73	2%	1%
\$80,000-\$89,999	3	2%	137	3%	-1%	0	0%	75	2%	-2%
\$90,000-\$99,999	0	0%	71	1%	-1%	0	0%	31	1%	-1%
\$100,000 or more	6	3%	195	4%	0%	4	3%	106	3%	0%
Borrowed money, but don't know the amount	9	5%	431	8%	-3%	14	10%	357	10%	0%
Total	176	100%	5314	100%		145	100%	3652	100%	
Approximately what proportion of your total loan amount are/were you personally responsible for paying? (Q27)										
Unsure	7	4%	115	2%	2%	2	2%	55	2%	0%
None	76	48%	1765	35%	12%	58	44%	1101	33%	11%
Some, but less than half	12	8%	342	7%	1%	14	11%	239	7%	4%
About half	7	4%	320	6%	-2%	10	8%	230	7%	1%
Most	10	6%	530	11%	-4%	12	9%	351	10%	-1%
All	48	30%	1948	39%	-9%	36	27%	1406	42%	-14%
Total	160	100%	5020	100%		132	100%	3382	100%	



2016–2017 HEDS Alumni Survey Frequency Report Skidmore College

College Experiences: Good Teaching and High-Quality Interactions with Faculty

In the first table below, we show results for the Good Teaching and High-Quality Interactions with Faculty scale. The symbols that appear in row 7 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). In the second table, we provide frequencies for each of the statements that are included in the scale. Good Teaching and High-Quality Interactions with Faculty is measured on a 5-point scale where 1 = Strongly disagree and 5 = Strongly agree.

Class of 2011				Class of 2006		
	Skidmore 5-Year Cohort	All Other Alumni in 5-Year Cohort	Diff.	Skidmore 10-Year Cohort	All Other Alumni in 10-Year Cohort	Diff.
Good Teaching and High-Quality Interactions with Faculty: Overall Score						
Mean	4.17 (↓)	4.28	-0.11	4.15 (↓)	4.28	-0.13
Standard Deviation	0.64	0.65	-0.01	0.66	0.65	0.01
75th Percentile	4.67	4.89	-0.22	4.67	4.89	-0.22
Median	4.22	4.44	-0.22	4.22	4.44	-0.22
25th Percentile	3.78	3.89	-0.11	3.67	3.89	-0.22
Total Responses	191	6130		159	4138	

↑↑↑ Large positive difference ↑↑ Moderate positive difference ↑ Small positive difference n.d. No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference

		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
		n	%	n	%		n	%	n	%	
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 had contact at this institution were . . . (Q6)											
Genuinely interested in students.	Strongly disagree	1	1%	29	1%	0%	0	0%	9	0%	0%
	Disagree	2	1%	44	1%	0%	0	0%	33	1%	-1%
	Neither agree nor disagree	5	3%	144	2%	0%	7	4%	93	2%	2%
	Agree	65	34%	1898	31%	3%	58	36%	1146	27%	9%
	Strongly agree	120	62%	4097	66%	-4%	95	59%	2916	70%	-10%
	Total	193	100%	6212	100%		160	100%	4197	100%	
Interested in helping students grow in more than just academic areas.	Strongly disagree	2	1%	46	1%	0%	0	0%	27	1%	-1%
	Disagree	9	5%	190	3%	2%	7	4%	115	3%	2%
	Neither agree nor disagree	27	14%	651	11%	4%	30	19%	485	12%	7%
	Agree	89	46%	2357	38%	8%	63	39%	1542	37%	3%
	Strongly agree	66	34%	2958	48%	-14%	60	38%	2017	48%	-11%
	Total	193	100%	6202	100%		160	100%	4186	100%	
Good at providing prompt and useful feedback.	Strongly disagree	1	1%	34	1%	0%	0	0%	17	0%	0%
	Disagree	3	2%	108	2%	0%	1	1%	52	1%	-1%
	Neither agree nor disagree	8	4%	399	6%	-2%	16	10%	281	7%	3%
	Agree	112	58%	2812	45%	13%	69	43%	1849	44%	-1%
	Strongly agree	69	36%	2851	46%	-10%	74	46%	1991	48%	-1%
	Total	193	100%	6204	100%		160	100%	4190	100%	
Willing to spend time outside of class to discuss issues of interest and importance to students.	Strongly disagree	1	1%	35	1%	0%	0	0%	16	0%	0%
	Disagree	4	2%	87	1%	1%	2	1%	57	1%	0%
	Neither agree nor disagree	15	8%	460	7%	0%	17	11%	305	7%	3%
	Agree	78	41%	2103	34%	7%	60	38%	1355	32%	5%
	Strongly agree	94	49%	3518	57%	-8%	81	51%	2453	59%	-8%
	Total	192	100%	6203	100%		160	100%	4186	100%	

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. (Q7)											
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	Strongly disagree	0	0%	46	1%	-1%	0	0%	31	1%	-1%
	Disagree	6	3%	137	2%	1%	4	3%	84	2%	1%
	Neither agree nor disagree	30	16%	798	13%	3%	28	18%	568	14%	4%
	Agree	73	38%	2152	35%	3%	65	41%	1470	35%	6%
	Strongly agree	85	44%	3062	49%	-6%	63	39%	2037	49%	-9%
	Total	194	100%	6195	100%		160	100%	4190	100%	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	Strongly disagree	2	1%	46	1%	0%	0	0%	29	1%	-1%
	Disagree	6	3%	122	2%	1%	6	4%	73	2%	2%
	Neither agree nor disagree	28	14%	787	13%	2%	29	18%	553	13%	5%
	Agree	81	42%	2174	35%	7%	59	37%	1442	35%	2%
	Strongly agree	77	40%	3063	50%	-10%	66	41%	2085	50%	-9%
	Total	194	100%	6192	100%		160	100%	4182	100%	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	Strongly disagree	4	2%	99	2%	1%	0	0%	55	1%	-1%
	Disagree	13	7%	325	5%	2%	12	8%	222	5%	2%
	Neither agree nor disagree	48	25%	1326	21%	4%	44	28%	1023	25%	3%
	Agree	70	36%	1947	31%	5%	53	33%	1304	31%	2%
	Strongly agree	58	30%	2494	40%	-10%	51	32%	1578	38%	-6%
	Total	193	100%	6191	100%		160	100%	4182	100%	
I developed a close, personal relationship with at least one faculty member.	Strongly disagree	5	3%	167	3%	0%	5	3%	102	2%	1%
	Disagree	19	10%	613	10%	0%	21	13%	485	12%	2%
	Neither agree nor disagree	28	15%	818	13%	1%	25	16%	628	15%	1%
	Agree	63	33%	1674	27%	6%	43	27%	1135	27%	0%
	Strongly agree	78	40%	2919	47%	-7%	65	41%	1836	44%	-3%
	Total	193	100%	6191	100%		159	100%	4186	100%	
I was satisfied with the opportunities to meet and interact informally with faculty members.	Strongly disagree	1	1%	79	1%	-1%	1	1%	40	1%	0%
	Disagree	13	7%	330	5%	1%	16	10%	207	5%	5%
	Neither agree nor disagree	34	18%	797	13%	5%	36	23%	548	13%	9%
	Agree	75	39%	2287	37%	2%	51	32%	1575	38%	-6%
	Strongly agree	70	36%	2700	44%	-7%	56	35%	1814	43%	-8%
	Total	193	100%	6193	100%		160	100%	4184	100%	



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College Experiences: Challenging Assignments and High-Faculty Expectations

In the first table below, we show results for the Challenging Assignments and High-Faculty Expectations scale. The symbols that appear in row 7 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). In the second table, we provide frequencies for each of the questions that are included in the scale. Challenging Assignments and High-Faculty Expectations is measured on a 5-point scale where 1 = Never and 5 = Very often.

	Class of 2011			Class of 2006		
	Skidmore 5-Year Cohort	All Other Alumni in 5-Year Cohort	Diff.	Skidmore 10-Year Cohort	All Other Alumni in 10-Year Cohort	Diff.
Challenging Assignments and High-Faculty Expectations: Overall Score						
Mean	3.85 (↓)	3.99	-0.14	3.84 (↓)	3.97	-0.13
Standard Deviation	0.53	0.57	-0.04	0.58	0.58	0.00
75th Percentile	4.29	4.43	-0.14	4.21	4.43	-0.22
Median	3.86	4.00	-0.14	3.86	4.00	-0.14
25th Percentile	3.50	3.64	-0.14	3.50	3.57	-0.07
Total Responses	189	5753		154	3891	

↑↑↑ Large positive difference ↑↑ Moderate positive difference ↑ Small positive difference n.d. No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference

		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
		n	%	n	%		n	%	n	%	
Below are statements about experiences you may have had in your classes as an undergraduate at this institution.											
About how often did you experience each? (Q8)											
Faculty posed challenging ideas in class.	Never	0	0%	8	0%	0%	0	0%	2	0%	0%
	Rarely	1	1%	43	1%	0%	1	1%	27	1%	0%
	Sometimes	21	11%	521	9%	2%	27	17%	340	8%	9%
	Often	101	53%	2461	42%	11%	61	39%	1538	38%	1%
	Very often	68	36%	2878	49%	-13%	68	43%	2120	53%	-9%
	Total	191	100%	5911	100%		157	100%	4027	100%	
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	Never	0	0%	34	1%	-1%	0	0%	24	1%	-1%
	Rarely	12	6%	299	5%	1%	11	7%	246	6%	1%
	Sometimes	64	34%	1480	25%	8%	42	27%	1033	26%	1%
	Often	74	39%	2250	38%	1%	60	38%	1575	39%	-1%
	Very often	41	22%	1837	31%	-10%	44	28%	1138	28%	0%
	Total	191	100%	5900	100%		157	100%	4016	100%	
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	Never	3	2%	54	1%	1%	1	1%	50	1%	-1%
	Rarely	15	8%	441	8%	0%	17	11%	327	8%	3%
	Sometimes	56	30%	1584	27%	3%	41	26%	988	25%	2%
	Often	80	42%	2018	34%	8%	52	33%	1391	35%	-1%
	Very often	36	19%	1797	31%	-12%	45	29%	1255	31%	-3%
	Total	190	100%	5894	100%		156	100%	4011	100%	
Faculty asked me to argue for or against a particular point of view.	Never	0	0%	65	1%	-1%	0	0%	43	1%	-1%
	Rarely	10	5%	306	5%	0%	10	6%	272	7%	0%
	Sometimes	56	30%	1366	23%	6%	32	20%	870	22%	-1%
	Often	79	42%	2109	36%	6%	69	44%	1434	36%	8%
	Very often	45	24%	2050	35%	-11%	46	29%	1394	35%	-5%
	Total	190	100%	5896	100%		157	100%	4013	100%	
Faculty challenged my ideas in class.	Never	0	0%	33	1%	-1%	0	0%	18	0%	0%
	Rarely	8	4%	246	4%	0%	13	8%	189	5%	4%
	Sometimes	61	32%	1347	23%	9%	49	31%	893	22%	9%
	Often	81	42%	2238	38%	4%	59	38%	1498	37%	0%
	Very often	41	22%	2032	35%	-13%	36	23%	1416	35%	-12%
	Total	191	100%	5896	100%		157	100%	4014	100%	

Students challenged each other's ideas in class.	Never	0	0%	42	1%	-1%	1	1%	19	1%	0%
	Rarely	9	5%	271	5%	0%	15	10%	165	4%	6%
	Sometimes	47	25%	1230	21%	4%	40	26%	829	21%	5%
	Often	85	45%	2252	38%	6%	61	39%	1499	37%	2%
	Very often	50	26%	2098	36%	-9%	40	26%	1507	38%	-12%
	Total	191	100%	5893	100%		157	100%	4019	100%	
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? (Q9)											
Wrote essays.	Never	0	0%	4	0%	0%	0	0%	0	0%	0%
	Rarely	5	3%	131	2%	0%	5	3%	86	2%	1%
	Sometimes	17	9%	658	11%	-2%	10	6%	423	11%	-4%
	Often	45	24%	1579	27%	-3%	47	30%	1038	26%	4%
	Very often	123	65%	3540	60%	5%	95	61%	2457	61%	-1%
	Total	190	100%	5912	100%		157	100%	4004	100%	
Completed assignments or projects in which I solved problems.	Never	1	1%	26	0%	0%	0	0%	25	1%	-1%
	Rarely	19	10%	374	6%	4%	12	8%	225	6%	2%
	Sometimes	54	28%	1364	23%	5%	54	35%	971	24%	11%
	Often	60	32%	2000	34%	-2%	53	34%	1311	33%	1%
	Very often	56	30%	2149	36%	-7%	37	24%	1491	37%	-13%
	Total	190	100%	5913	100%		156	100%	4023	100%	
Made oral presentations.	Never	1	1%	24	0%	0%	1	1%	18	0%	0%
	Rarely	16	8%	436	7%	1%	20	13%	384	10%	3%
	Sometimes	69	36%	1994	34%	3%	59	38%	1557	39%	-1%
	Often	81	43%	2199	37%	6%	53	34%	1327	33%	1%
	Very often	23	12%	1268	21%	-9%	24	15%	738	18%	-3%
	Total	190	100%	5921	100%		157	100%	4024	100%	
Used course content to address a problem not presented in the course.	Never	3	2%	90	2%	0%	2	1%	85	2%	-1%
	Rarely	41	22%	884	15%	7%	35	22%	614	15%	7%
	Sometimes	77	41%	2302	39%	1%	68	43%	1645	41%	2%
	Often	52	27%	1689	29%	-1%	39	25%	1136	28%	-4%
	Very often	17	9%	923	16%	-7%	13	8%	519	13%	-5%
	Total	190	100%	5888	100%		157	100%	3999	100%	

Compared or contrasted topics or ideas from a course.	Never	0	0%	24	0%	0%	0	0%	17	0%	0%
	Rarely	10	5%	224	4%	2%	4	3%	190	5%	-2%
	Sometimes	48	25%	1332	23%	3%	46	29%	888	22%	7%
	Often	84	44%	2445	42%	3%	69	44%	1667	42%	2%
	Very often	48	25%	1872	32%	-6%	38	24%	1246	31%	-7%
	Total	190	100%	5897	100%		157	100%	4008	100%	
Pointed out the strengths and weaknesses of a particular argument or point of view.	Never	1	1%	27	1%	0%	0	0%	17	0%	0%
	Rarely	6	3%	316	5%	-2%	11	7%	205	5%	2%
	Sometimes	59	31%	1304	22%	9%	29	19%	897	22%	-4%
	Often	68	36%	2273	39%	-3%	79	51%	1507	38%	13%
	Very often	56	30%	1976	34%	-4%	37	24%	1387	35%	-11%
	Total	190	100%	5896	100%		156	100%	4013	100%	
Argued for or against a particular point of view and defended my argument.	Never	0	0%	38	1%	-1%	1	1%	29	1%	0%
	Rarely	13	7%	387	7%	0%	11	7%	273	7%	0%
	Sometimes	58	31%	1429	24%	6%	36	23%	970	24%	-1%
	Often	65	34%	2030	34%	0%	65	41%	1418	35%	6%
	Very often	54	28%	2021	34%	-6%	44	28%	1315	33%	-5%
	Total	190	100%	5905	100%		157	100%	4005	100%	
Connected what I learned in multiple courses.	Never	3	2%	45	1%	1%	0	0%	30	1%	-1%
	Rarely	12	6%	256	4%	2%	11	7%	232	6%	1%
	Sometimes	40	21%	1070	18%	3%	42	27%	862	22%	5%
	Often	72	38%	2097	36%	2%	56	36%	1425	36%	0%
	Very often	63	33%	2442	41%	-8%	48	31%	1466	37%	-6%
	Total	190	100%	5910	100%		157	100%	4015	100%	



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College Experiences: Interactions with Diversity

In the first table below, we show results for the Interactions with Diversity scale. The symbols that appear in row 7 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). In the second table, we provide frequencies for each of the questions that are included in the scale. Interactions with Diversity is measured on a 5-point scale where 1 = Never and 5 = Very often.

Class of 2011				Class of 2006			
	Skidmore 5-Year Cohort	All Other Alumni in 5-Year Cohort	Diff.	Skidmore 10-Year Cohort	All Other Alumni in 10-Year Cohort	Diff.	
Interactions with Diversity: Overall Score							
Mean	3.06 (n.d.)	3.13	-0.07	2.97 (↓)	3.15	-0.18	
Standard Deviation	0.81	0.87	-0.06	0.78	0.87	-0.09	
75th Percentile	3.50	3.67	-0.17	3.50	3.83	-0.33	
Median	3.00	3.17	-0.17	3.00	3.17	-0.17	
25th Percentile	2.50	2.50	0.00	2.33	2.50	-0.17	
Total Responses	187	5736		155	3914		
↑↑↑ Large positive difference ↑↑ Moderate positive difference ↑ Small positive difference n.d. No difference ↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference							
	Skidmore 5-Year Cohort	All Other Alumni in 5-Year Cohort	Diff.	Skidmore 10-Year Cohort	All Other Alumni in 10-Year Cohort	Diff.	
	n %	n %		n %	n %		
How often did you have the following experiences as an undergraduate at this institution? (Q10)							
Attended a debate or lecture on a current political/social issue.	Never	8 4%	543 9%	-5%	3 2%	314 8%	-6%
	Rarely	36 19%	1277 22%	-3%	39 25%	782 20%	5%
	Sometimes	70 37%	2075 36%	2%	52 33%	1389 35%	-2%
	Often	48 26%	1261 22%	4%	40 26%	897 23%	3%
	Very often	25 13%	629 11%	3%	22 14%	560 14%	0%
Total	187 100%	5785 100%			156 100%	3942 100%	

Participated in a diversity or cultural awareness workshop.	Never	20	11%	856	15%	-4%	26	17%	626	16%	1%
	Rarely	56	30%	1694	29%	1%	55	35%	1140	29%	6%
	Sometimes	58	31%	1819	32%	-1%	44	28%	1199	31%	-2%
	Often	29	16%	895	16%	0%	20	13%	620	16%	-3%
	Very often	24	13%	509	9%	4%	11	7%	351	9%	-2%
	Total	187	100%	5773	100%		156	100%	3936	100%	
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	Never	11	6%	408	7%	-1%	10	7%	292	7%	-1%
	Rarely	39	21%	1165	20%	1%	37	24%	791	20%	4%
	Sometimes	65	35%	1790	31%	4%	56	36%	1232	31%	5%
	Often	38	20%	1374	24%	-4%	36	23%	940	24%	-1%
	Very often	34	18%	1035	18%	0%	16	10%	680	17%	-7%
	Total	187	100%	5772	100%		155	100%	3935	100%	
Had serious discussions with other students about different lifestyles and customs.	Never	5	3%	236	4%	-1%	4	3%	160	4%	-2%
	Rarely	28	15%	802	14%	1%	25	16%	530	14%	3%
	Sometimes	58	31%	1748	30%	1%	63	41%	1188	30%	10%
	Often	60	32%	1714	30%	2%	41	27%	1194	30%	-4%
	Very often	36	19%	1266	22%	-3%	22	14%	865	22%	-8%
	Total	187	100%	5766	100%		155	100%	3937	100%	
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	Never	17	9%	605	11%	-1%	13	8%	392	10%	-2%
	Rarely	79	42%	1670	29%	13%	66	43%	1131	29%	14%
	Sometimes	63	34%	1830	32%	2%	47	30%	1285	33%	-2%
	Often	18	10%	1034	18%	-8%	22	14%	705	18%	-4%
	Very often	10	5%	633	11%	-6%	7	5%	420	11%	-6%
	Total	187	100%	5772	100%		155	100%	3933	100%	
Had serious discussions with students whose political, social, or religious opinions were different from your own.	Never	10	5%	274	5%	1%	7	5%	163	4%	0%
	Rarely	58	31%	1099	19%	12%	43	28%	695	18%	10%
	Sometimes	77	41%	1841	32%	9%	63	41%	1278	33%	8%
	Often	29	16%	1524	26%	-11%	32	21%	1070	27%	-7%
	Very often	13	7%	1039	18%	-11%	10	7%	729	19%	-12%
	Total	187	100%	5777	100%		155	100%	3935	100%	



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College Experiences: Development of Social and Civic Engagement

In the first table below, we show results for the Development of Social and Civic Engagement scale. The symbols that appear in row 7 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). In the second table, we provide frequencies for each of the questions that are included in the scale. Development of Social and Civic Engagement is measured on a 4-point scale where 1 = Very little and 4 = Very much.

Class of 2011						Class of 2006					
	Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.	
Development of Social and Civic Engagement: Overall Score											
Mean	2.67 (↓)		2.87		-0.20	2.73 (↓)		2.83		-0.10	
Standard Deviation	0.74		0.76		-0.02	0.75		0.77		-0.02	
75th Percentile	3.25		3.50		-0.25	3.25		3.50		-0.25	
Median	2.75		3.00		-0.25	2.75		2.75		0.00	
25th Percentile	2.25		2.25		0.00	2.00		2.25		-0.25	
Total Responses	180		5465			150		3748			
↑↑↑ Large positive difference ↑↑ Moderate positive difference ↑ Small positive difference n.d. No difference ↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference											
	Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.	
	n	%	n	%		n	%	n	%		
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas? (Q11)											
Civic engagement: Promoting the quality of life in a community, through both political and nonpolitical processes.	Very little	26	14%	699	13%	2%	23	15%	519	14%	2%
	Some	68	37%	1668	30%	7%	53	35%	1241	33%	3%
	Quite a bit	58	32%	1692	30%	1%	44	29%	1091	29%	1%
	Very much	31	17%	1508	27%	-10%	31	21%	963	25%	-5%
	Total	183	100%	5567	100%		151	100%	3814	100%	

Intercultural knowledge and competence: Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	Very little	14	8%	415	8%	0%	9	6%	311	8%	-2%
	Some	57	31%	1480	27%	5%	52	34%	1124	30%	5%
	Quite a bit	73	40%	1845	33%	7%	53	35%	1242	33%	3%
	Very much	39	21%	1824	33%	-12%	37	25%	1138	30%	-5%
	Total	183	100%	5564	100%		151	100%	3815	100%	
Ethical reasoning: Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions.	Very little	9	5%	200	4%	1%	4	3%	156	4%	-2%
	Some	55	30%	1156	21%	10%	47	31%	810	21%	10%
	Quite a bit	69	38%	2051	37%	1%	48	32%	1396	37%	-5%
	Very much	49	27%	2169	39%	-12%	52	34%	1460	38%	-4%
	Total	182	100%	5576	100%		151	100%	3822	100%	
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities? (Q12)											
Social and civic involvement	Very little	25	14%	566	10%	4%	15	10%	401	11%	-1%
	Some	58	32%	1753	32%	0%	54	36%	1211	32%	4%
	Quite a bit	69	38%	1825	33%	5%	54	36%	1222	32%	4%
	Very much	29	16%	1391	25%	-9%	28	19%	961	25%	-7%
	Total	181	100%	5535	100%		151	100%	3795	100%	



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College Experiences: Activities

		Class of 2011					Class of 2006				
		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
		n	%	n	%		n	%	n	%	
How frequently did you participate in the following activities as an undergraduate at this institution? (Q14)											
Student or campus government	Never	115	64%	3435	63%	0%	89	60%	2257	60%	-1%
	Rarely	32	18%	801	15%	3%	26	17%	597	16%	2%
	Sometimes	19	11%	522	10%	1%	16	11%	413	11%	0%
	Often	7	4%	319	6%	-2%	11	7%	244	7%	1%
	Very often	8	4%	360	7%	-2%	7	5%	236	6%	-2%
	Total	181	100%	5437	100%		149	100%	3747	100%	
Intercollegiate athletics	Never	118	65%	3293	61%	5%	94	63%	2228	60%	4%
	Rarely	11	6%	437	8%	-2%	5	3%	312	8%	-5%
	Sometimes	9	5%	403	7%	-2%	11	7%	296	8%	-1%
	Often	4	2%	275	5%	-3%	10	7%	218	6%	1%
	Very often	39	22%	1023	19%	3%	29	20%	693	19%	1%
	Total	181	100%	5431	100%		149	100%	3747	100%	
Intramural or club sports	Never	92	51%	2451	45%	6%	79	53%	1595	43%	10%
	Rarely	23	13%	679	13%	0%	8	5%	531	14%	-9%
	Sometimes	29	16%	909	17%	-1%	23	15%	643	17%	-2%
	Often	16	9%	626	12%	-3%	15	10%	470	13%	-3%
	Very often	21	12%	778	14%	-3%	24	16%	503	13%	3%
	Total	181	100%	5443	100%		149	100%	3742	100%	
Student publications	Never	110	61%	3112	57%	4%	86	58%	2054	55%	3%
	Rarely	34	19%	967	18%	1%	35	24%	716	19%	5%
	Sometimes	27	15%	759	14%	1%	15	10%	550	15%	-5%
	Often	4	2%	311	6%	-4%	7	5%	228	6%	-1%
	Very often	6	3%	283	5%	-2%	5	3%	193	5%	-2%
	Total	181	100%	5432	100%		148	100%	3741	100%	



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College Experiences: Activities

		Class of 2011					Class of 2006				
		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Performing arts/music	Never	50	28%	2158	40%	-12%	53	36%	1361	36%	-1%
	Rarely	39	22%	805	15%	7%	19	13%	594	16%	-3%
	Sometimes	23	13%	919	17%	-4%	29	20%	674	18%	2%
	Often	19	11%	540	10%	1%	18	12%	451	12%	0%
	Very often	49	27%	1014	19%	9%	30	20%	663	18%	2%
	Total	180	100%	5436	100%		149	100%	3743	100%	
Political organizations or clubs	Never	87	48%	2947	54%	-6%	67	45%	1896	51%	-6%
	Rarely	34	19%	948	17%	1%	23	15%	700	19%	-3%
	Sometimes	30	17%	820	15%	2%	27	18%	585	16%	3%
	Often	13	7%	404	7%	0%	13	9%	289	8%	1%
	Very often	17	9%	326	6%	3%	19	13%	272	7%	6%
	Total	181	100%	5445	100%		149	100%	3742	100%	
Community service	Never	46	25%	759	14%	12%	25	17%	548	15%	2%
	Rarely	50	28%	1077	20%	8%	46	31%	766	21%	11%
	Sometimes	53	29%	1867	34%	-5%	49	33%	1314	35%	-2%
	Often	25	14%	1028	19%	-5%	19	13%	682	18%	-5%
	Very often	7	4%	710	13%	-9%	9	6%	433	12%	-6%
	Total	181	100%	5441	100%		148	100%	3743	100%	
Sorority/fraternity	Never	179	100%	3950	73%	27%	147	99%	2846	76%	23%
	Rarely	0	0%	189	4%	-4%	1	1%	156	4%	-4%
	Sometimes	0	0%	193	4%	-4%	1	1%	126	3%	-3%
	Often	0	0%	224	4%	-4%	0	0%	146	4%	-4%
	Very often	0	0%	884	16%	-16%	0	0%	467	13%	-13%
	Total	179	100%	5440	100%		149	100%	3741	100%	
Religious groups	Never	140	77%	3148	58%	19%	110	74%	2099	56%	18%
	Rarely	25	14%	816	15%	-1%	17	11%	588	16%	-4%
	Sometimes	11	6%	653	12%	-6%	15	10%	516	14%	-4%
	Often	2	1%	384	7%	-6%	3	2%	243	7%	-5%
	Very often	3	2%	435	8%	-6%	4	3%	293	8%	-5%
	Total	181	100%	5436	100%		149	100%	3739	100%	



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College Experiences: Activities

		Class of 2011					Class of 2006				
		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Internships (paid or unpaid)	Never	62	34%	2107	39%	-4%	55	37%	1556	42%	-5%
	Rarely	13	7%	488	9%	-2%	15	10%	332	9%	1%
	Sometimes	51	28%	1172	22%	7%	37	25%	854	23%	2%
	Often	32	18%	988	18%	0%	27	18%	615	16%	2%
	Very often	23	13%	690	13%	0%	15	10%	383	10%	0%
	Total	181	100%	5445	100%		149	100%	3740	100%	
Service organizations (on or off campus)	Never	63	35%	1417	26%	9%	50	34%	975	26%	8%
	Rarely	42	23%	994	18%	5%	33	22%	739	20%	3%
	Sometimes	46	25%	1430	26%	-1%	39	26%	966	26%	1%
	Often	19	11%	884	16%	-6%	14	10%	601	16%	-7%
	Very often	11	6%	713	13%	-7%	12	8%	463	12%	-4%
	Total	181	100%	5438	100%		148	100%	3744	100%	
Multicultural student groups	Never	71	39%	2300	42%	-3%	71	48%	1523	41%	7%
	Rarely	37	20%	1110	20%	0%	34	23%	829	22%	1%
	Sometimes	42	23%	1085	20%	3%	31	21%	774	21%	0%
	Often	14	8%	519	10%	-2%	5	3%	348	9%	-6%
	Very often	17	9%	420	8%	2%	8	5%	267	7%	-2%
	Total	181	100%	5434	100%		149	100%	3741	100%	
Working with faculty on research	Never	82	46%	2486	46%	0%	60	40%	1670	45%	-4%
	Rarely	24	13%	802	15%	-1%	15	10%	585	16%	-6%
	Sometimes	23	13%	1025	19%	-6%	40	27%	685	18%	9%
	Often	26	14%	571	11%	4%	14	9%	421	11%	-2%
	Very often	25	14%	562	10%	4%	20	13%	378	10%	3%
	Total	180	100%	5446	100%		149	100%	3739	100%	



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College Experiences: Activities

		Class of 2011					Class of 2006				
		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Study abroad	Never	55	30%	2853	52%	-22%	64	43%	2036	54%	-11%
	Rarely	6	3%	185	3%	0%	7	5%	131	4%	1%
	Sometimes	30	17%	749	14%	3%	27	18%	533	14%	4%
	Often	37	20%	794	15%	6%	25	17%	501	13%	3%
	Very often	53	29%	863	16%	13%	26	17%	543	15%	3%
	Total	181	100%	5444	100%		149	100%	3744	100%	
On-campus employment	Never	37	20%	1505	28%	-7%	42	28%	952	25%	3%
	Rarely	4	2%	246	5%	-2%	10	7%	173	5%	2%
	Sometimes	29	16%	710	13%	3%	27	18%	540	14%	4%
	Often	37	20%	887	16%	4%	32	22%	724	19%	2%
	Very often	74	41%	2097	39%	2%	38	26%	1358	36%	-11%
	Total	181	100%	5445	100%		149	100%	3747	100%	
Off-campus employment	Never	94	52%	3034	56%	-4%	70	47%	1881	50%	-3%
	Rarely	14	8%	454	8%	-1%	17	11%	348	9%	2%
	Sometimes	43	24%	724	13%	11%	29	20%	571	15%	4%
	Often	19	11%	530	10%	1%	18	12%	447	12%	0%
	Very often	11	6%	694	13%	-7%	15	10%	496	13%	-3%
	Total	181	100%	5436	100%		149	100%	3743	100%	
Independent study	Never	71	39%	2165	40%	-1%	49	33%	1239	33%	0%
	Rarely	14	8%	677	12%	-5%	17	12%	525	14%	-3%
	Sometimes	46	25%	1156	21%	4%	40	27%	952	26%	2%
	Often	31	17%	788	15%	3%	28	19%	573	15%	4%
	Very often	19	11%	652	12%	-2%	14	10%	446	12%	-2%
	Total	181	100%	5438	100%		148	100%	3735	100%	
Other: (fill in)	Never	40	87%	991	76%	11%	31	80%	543	73%	6%
	Rarely	1	2%	16	1%	1%	1	3%	6	1%	2%
	Sometimes	0	0%	51	4%	-4%	1	3%	32	4%	-2%
	Often	1	2%	50	4%	-2%	2	5%	40	5%	0%
	Very often	4	9%	189	15%	-6%	4	10%	120	16%	-6%
	Total	46	100%	1297	100%		39	100%	741	100%	



2016–2017 HEDS Alumni Survey Frequency Report Skidmore College

College Experiences: Activities

		Class of 2011					Class of 2006				
		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
To what extent did your experience with each of the following as an undergraduate at this institution contribute to your learning and personal development? (Q15)											
In this question, alumni only saw activities in which they reported participating. (Q14)											
Student or campus government	Very little	23	35%	663	34%	1%	21	36%	480	33%	2%
	Some	21	32%	603	31%	1%	25	42%	481	33%	9%
	Quite a bit	10	15%	341	18%	-2%	8	14%	242	17%	-3%
	Very much	11	17%	322	17%	0%	5	9%	243	17%	-8%
	Total	65	100%	1929	100%		59	100%	1446	100%	
Intercollegiate athletics	Very little	11	18%	512	25%	-7%	8	15%	342	23%	-8%
	Some	11	18%	373	18%	0%	12	22%	280	19%	3%
	Quite a bit	8	13%	332	16%	-3%	11	20%	294	20%	0%
	Very much	32	52%	855	41%	10%	23	43%	564	38%	5%
	Total	62	100%	2072	100%		54	100%	1480	100%	
Intramural or club sports	Very little	30	35%	984	34%	1%	12	18%	737	35%	-18%
	Some	38	44%	904	31%	13%	28	41%	715	34%	7%
	Quite a bit	11	13%	530	18%	-6%	18	27%	360	17%	9%
	Very much	8	9%	481	17%	-7%	10	15%	285	14%	1%
	Total	87	100%	2899	100%		68	100%	2097	100%	
Student publications	Very little	18	26%	741	33%	-7%	23	38%	555	34%	5%
	Some	35	50%	832	37%	13%	22	37%	640	39%	-2%
	Quite a bit	12	17%	387	17%	0%	9	15%	250	15%	0%
	Very much	5	7%	276	12%	-5%	6	10%	198	12%	-2%
	Total	70	100%	2236	100%		60	100%	1643	100%	
Performing arts/music	Very little	17	13%	675	21%	-8%	13	14%	514	22%	-8%
	Some	45	35%	972	31%	5%	29	31%	703	30%	1%
	Quite a bit	29	23%	667	21%	2%	26	28%	508	22%	6%
	Very much	36	28%	865	27%	1%	26	28%	595	26%	2%
	Total	127	100%	3179	100%		94	100%	2320	100%	



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College Experiences: Activities

		Class of 2011					Class of 2006				
		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Political organizations or clubs	Very little	22	24%	810	34%	-10%	20	25%	581	32%	-7%
	Some	44	48%	870	36%	11%	24	30%	651	36%	-6%
	Quite a bit	15	16%	449	19%	-3%	20	25%	310	17%	8%
	Very much	11	12%	264	11%	1%	15	19%	256	14%	5%
	Total	92	100%	2393	100%		79	100%	1798	100%	
Community service	Very little	24	18%	696	15%	3%	31	26%	493	16%	10%
	Some	61	46%	1713	38%	9%	51	43%	1244	40%	3%
	Quite a bit	28	21%	1223	27%	-6%	25	21%	813	26%	-5%
	Very much	19	14%	915	20%	-6%	13	11%	567	18%	-7%
	Total	132	100%	4547	100%		120	100%	3117	100%	
Sorority/fraternity	Very little	0	0%	225	16%		1	50%	176	20%	
	Some	0	0%	247	17%		0	0%	171	20%	
	Quite a bit	0	0%	355	25%		0	0%	196	23%	
	Very much	0	0%	609	42%		1	50%	328	38%	
	Total	0	0%	1436	100%		2	100%	871	100%	
Religious groups	Very little	18	44%	610	28%	16%	15	39%	478	30%	9%
	Some	18	44%	781	35%	9%	18	46%	557	35%	12%
	Quite a bit	1	2%	406	18%	-16%	6	15%	295	18%	-3%
	Very much	4	10%	413	19%	-9%	0	0%	277	17%	-17%
	Total	41	100%	2210	100%		39	100%	1607	100%	
Internships (paid or unpaid)	Very little	11	10%	287	9%	1%	14	15%	253	12%	3%
	Some	31	27%	693	21%	5%	21	23%	500	24%	-1%
	Quite a bit	31	27%	998	31%	-4%	27	29%	650	31%	-1%
	Very much	43	37%	1265	39%	-2%	30	33%	728	34%	-2%
	Total	116	100%	3243	100%		92	100%	2131	100%	
Service organizations (on or off campus)	Very little	26	23%	749	19%	4%	24	25%	548	20%	5%
	Some	48	42%	1431	37%	5%	43	45%	1030	38%	7%
	Quite a bit	25	22%	962	25%	-3%	18	19%	646	24%	-5%
	Very much	15	13%	749	19%	-6%	11	12%	469	17%	-6%
	Total	114	100%	3891	100%		96	100%	2693	100%	



2016–2017 HEDS Alumni Survey Frequency Report Skidmore College

College Experiences: Activities

		Class of 2011					Class of 2006				
		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Multicultural student groups	Very little	17	16%	669	22%	-6%	21	28%	506	23%	4%
	Some	38	35%	1110	37%	-2%	34	45%	824	38%	7%
	Quite a bit	28	26%	714	24%	2%	16	21%	484	22%	-1%
	Very much	25	23%	534	18%	6%	5	7%	344	16%	-9%
	Total	108	100%	3027	100%		76	100%	2158	100%	
Working with faculty on research	Very little	11	12%	417	15%	-3%	7	8%	328	16%	-8%
	Some	24	25%	742	26%	-1%	24	27%	526	26%	1%
	Quite a bit	20	21%	745	26%	-5%	31	35%	519	26%	10%
	Very much	41	43%	963	34%	9%	26	30%	647	32%	-3%
	Total	96	100%	2867	100%		88	100%	2020	100%	
Study abroad	Very little	2	2%	62	2%	-1%	4	5%	55	3%	2%
	Some	10	8%	223	9%	-1%	5	6%	124	8%	-2%
	Quite a bit	29	23%	495	20%	4%	27	33%	381	23%	10%
	Very much	83	67%	1751	69%	-2%	47	57%	1103	66%	-10%
	Total	124	100%	2531	100%		83	100%	1663	100%	
On-campus employment	Very little	18	13%	520	14%	-1%	22	21%	391	14%	7%
	Some	37	26%	1003	26%	0%	35	34%	786	29%	5%
	Quite a bit	38	27%	1028	27%	0%	27	26%	753	28%	-2%
	Very much	48	34%	1285	34%	1%	20	19%	796	29%	-10%
	Total	141	100%	3836	100%		104	100%	2726	100%	
Off-campus employment	Very little	16	19%	486	21%	-2%	19	25%	408	23%	3%
	Some	34	40%	625	27%	13%	26	34%	503	28%	6%
	Quite a bit	21	25%	562	24%	1%	17	22%	479	27%	-4%
	Very much	14	17%	650	28%	-12%	14	18%	420	23%	-5%
	Total	85	100%	2323	100%		76	100%	1810	100%	
Independent study	Very little	10	9%	501	16%	-7%	17	18%	381	16%	2%
	Some	35	32%	828	26%	6%	21	22%	725	30%	-8%
	Quite a bit	27	25%	915	29%	-4%	30	31%	654	27%	4%
	Very much	38	35%	921	29%	5%	28	29%	661	27%	2%
	Total	110	100%	3165	100%		96	100%	2421	100%	



2016–2017 HEDS Alumni Survey Frequency Report Skidmore College

College Experiences: Activities

		Class of 2011					Class of 2006				
		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
Other: (fill in)	Very little	1	17%	21	7%	9%	1	14%	8	4%	10%
	Some	1	17%	29	10%	6%	0	0%	23	13%	-13%
	Quite a bit	0	0%	64	23%	-23%	2	29%	33	18%	10%
	Very much	4	67%	168	60%	7%	4	57%	116	64%	-7%
	Total	6	100%	282	100%		7	100%	180	100%	



2016–2017 HEDS Alumni Survey Frequency Report Skidmore College

College Experiences: Satisfaction

In the first table below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 7 and 14 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of impact that alumni believe your institution had on their professional and personal growth and development. In the final table below, we show connection and satisfaction mean scores, disaggregated by field of study and current primary activity. Overall Connection to the Institution is measured on a 4-point scale where 1 = No connection and 4 = Very strong connection. Overall Satisfaction is measured on a 5-point scale where 1 = Very dissatisfied and 5 = Very satisfied.

	Class of 2011			Class of 2006		
	Skidmore 5-Year Cohort	All Other Alumni in 5-Year Cohort	Diff.	Skidmore 10-Year Cohort	All Other Alumni in 10-Year Cohort	Diff.
Connection to Institution: Overall Score						
Mean	3.30 (n.d.)	3.34	-0.04	3.27 (n.d.)	3.32	-0.05
Standard Deviation	0.69	0.72	-0.03	0.68	0.71	-0.03
75th Percentile	4.00	4.00	0.00	4.00	4.00	0.00
Median	3.00	3.00	0.00	3.00	3.00	0.00
25th Percentile	3.00	3.00	0.00	3.00	3.00	0.00
Total Responses	178	5391		147	3703	
Satisfaction with Institution: Overall Score						
Mean	4.37 (n.d.)	4.43	-0.06	4.44 (n.d.)	4.48	-0.04
Standard Deviation	0.73	0.78	-0.05	0.77	0.75	0.02
75th Percentile	5.00	5.00	0.00	5.00	5.00	0.00
Median	4.00	5.00	-1.00	5.00	5.00	0.00
25th Percentile	4.00	4.00	0.00	4.00	4.00	0.00
Total Responses	178	5393		147	3700	
↑↑↑ Large positive difference ↑↑ Moderate positive difference ↑ Small positive difference n.d. No difference ↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference						



2016–2017 HEDS Alumni Survey Frequency Report Skidmore College

College Experiences: Satisfaction

In the first table below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 7 and 14 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of impact that alumni believe your institution had on their professional and personal growth and development. In the final table below, we show connection and satisfaction mean scores, disaggregated by field of study and current primary activity. Overall Connection to the Institution is measured on a 4-point scale where 1 = No connection and 4 = Very strong connection. Overall Satisfaction is measured on a 5-point scale where 1 = Very dissatisfied and 5 = Very satisfied.

		Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
		n	%	n	%		n	%	n	%	
How connected do you feel to this institution? (Q16)											
No connection		2	1%	92	2%	-1%	0	0%	50	1%	-1%
Very little connection		17	10%	514	10%	0%	19	13%	382	10%	3%
Some connection		84	47%	2241	42%	6%	70	48%	1589	43%	5%
Very strong connection		75	42%	2544	47%	-5%	58	40%	1682	45%	-6%
Total		178	100%	5391	100%		147	100%	3703	100%	
Overall, how satisfied have you been with your undergraduate education at this institution? (Q17)											
Very dissatisfied		1	1%	46	1%	0%	0	0%	18	1%	-1%
Dissatisfied		3	2%	123	2%	-1%	4	3%	85	2%	0%
Neither satisfied nor dissatisfied		11	6%	319	6%	0%	13	9%	206	6%	3%
Satisfied		77	43%	1904	35%	8%	44	30%	1180	32%	-2%
Very satisfied		86	48%	3001	56%	-7%	86	59%	2211	60%	-1%
Total		178	100%	5393	100%		147	100%	3700	100%	
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas? (Q11)											
Careful reading: Comprehension and analysis of written texts within and across genres.	Very little	1	1%	101	2%	-1%	1	1%	85	2%	-2%
	Some	28	15%	751	13%	2%	29	19%	518	14%	6%
	Quite a bit	62	34%	1874	34%	0%	62	41%	1195	31%	10%
	Very much	92	50%	2863	51%	-1%	60	40%	2031	53%	-14%
	Total	183	100%	5589	100%		152	100%	3829	100%	



2016–2017 HEDS Alumni Survey Frequency Report Skidmore College

College Experiences: Satisfaction

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Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	Very little	1	1%	54	1%	-1%	2	1%	43	1%	0%
	Some	20	11%	391	7%	4%	13	9%	296	8%	1%
	Quite a bit	46	25%	1484	27%	-2%	50	33%	1034	27%	6%
	Very much	116	63%	3655	66%	-2%	87	57%	2455	64%	-7%
	Total	183	100%	5584	100%		152	100%	3828	100%	
Creative thinking: Developing or combining ideas, images, or expertise in innovative ways.	Very little	4	2%	126	2%	0%	5	3%	78	2%	1%
	Some	15	8%	856	15%	-7%	23	15%	616	16%	-1%
	Quite a bit	58	32%	2043	37%	-5%	53	35%	1421	37%	-2%
	Very much	106	58%	2554	46%	12%	71	47%	1706	45%	2%
	Total	183	100%	5579	100%		152	100%	3821	100%	
Information literacy: Locating, evaluating, and using information effectively and responsibly for a particular purpose.	Very little	2	1%	68	1%	0%	1	1%	67	2%	-1%
	Some	20	11%	630	11%	0%	21	14%	458	12%	2%
	Quite a bit	78	43%	1991	36%	7%	65	43%	1312	34%	8%
	Very much	82	45%	2881	52%	-7%	65	43%	1982	52%	-9%
	Total	182	100%	5570	100%		152	100%	3819	100%	
Quantitative literacy: Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments.	Very little	15	8%	234	4%	4%	8	5%	184	5%	1%
	Some	38	21%	1134	20%	0%	40	26%	812	21%	5%
	Quite a bit	69	38%	1914	34%	3%	57	38%	1267	33%	4%
	Very much	61	33%	2285	41%	-8%	47	31%	1551	41%	-10%
	Total	183	100%	5567	100%		152	100%	3814	100%	
Effective writing: Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	Very little	0	0%	98	2%	-2%	3	2%	57	2%	1%
	Some	22	12%	593	11%	2%	20	13%	433	11%	2%
	Quite a bit	56	31%	1643	29%	1%	47	31%	1117	29%	2%
	Very much	104	57%	3249	58%	-1%	81	54%	2219	58%	-4%
	Total	182	100%	5583	100%		151	100%	3826	100%	



2016–2017 HEDS Alumni Survey Frequency Report Skidmore College

College Experiences: Satisfaction

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Effective speaking: Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	Very little	11	6%	207	4%	2%	9	6%	208	5%	1%
	Some	52	28%	1286	23%	5%	52	34%	969	25%	9%
	Quite a bit	69	38%	1981	36%	2%	42	28%	1395	37%	-9%
	Very much	51	28%	2106	38%	-10%	48	32%	1252	33%	-1%
	Total	183	100%	5580	100%		151	100%	3824	100%	
Teamwork: Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	Very little	7	4%	220	4%	0%	6	4%	191	5%	-1%
	Some	51	28%	1332	24%	4%	40	27%	987	26%	1%
	Quite a bit	76	42%	2041	37%	5%	58	39%	1395	37%	2%
	Very much	48	26%	1984	36%	-9%	46	31%	1254	33%	-2%
	Total	182	100%	5577	100%		150	100%	3827	100%	
Problem solving: Designing, evaluating, and implementing a strategy to answer questions or achieve a goal.	Very little	8	4%	115	2%	2%	3	2%	100	3%	-1%
	Some	37	20%	904	16%	4%	33	22%	720	19%	3%
	Quite a bit	78	43%	2063	37%	6%	65	43%	1414	37%	6%
	Very much	60	33%	2486	45%	-12%	49	33%	1587	42%	-9%
	Total	183	100%	5568	100%		150	100%	3821	100%	
Integrative thinking: The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	Very little	2	1%	104	2%	-1%	1	1%	97	3%	-2%
	Some	40	22%	783	14%	8%	33	22%	620	16%	6%
	Quite a bit	58	32%	2080	37%	-6%	50	33%	1423	37%	-4%
	Very much	83	45%	2609	47%	-1%	67	44%	1675	44%	1%
	Total	183	100%	5576	100%		151	100%	3815	100%	
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities? (Q12)											
Graduate or professional school	Very little	8	5%	289	5%	-1%	8	6%	169	5%	1%
	Some	41	23%	900	17%	6%	29	20%	540	15%	5%
	Quite a bit	70	39%	1723	32%	7%	47	32%	1020	28%	5%
	Very much	59	33%	2491	46%	-13%	61	42%	1967	53%	-11%
	Total	178	100%	5403	100%		145	100%	3696	100%	



2016–2017 HEDS Alumni Survey Frequency Report Skidmore College

College Experiences: Satisfaction

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Current career	Very little	23	13%	545	10%	3%	15	10%	371	10%	0%
	Some	56	31%	1410	26%	5%	47	31%	932	25%	7%
	Quite a bit	66	36%	1811	33%	4%	46	31%	1230	32%	-2%
	Very much	37	20%	1771	32%	-12%	43	29%	1277	34%	-5%
	Total	182	100%	5537	100%		151	100%	3810	100%	
Interpersonal relationships and family living	Very little	27	15%	736	13%	2%	18	12%	465	12%	0%
	Some	55	30%	1527	28%	3%	49	33%	1129	30%	3%
	Quite a bit	64	35%	1808	33%	3%	53	35%	1217	32%	3%
	Very much	35	19%	1479	27%	-7%	30	20%	993	26%	-6%
	Total	181	100%	5550	100%		150	100%	3804	100%	
Responsibilities of post-undergraduate life (e.g., managing finances, maintaining health, creating a home)	Very little	67	37%	1810	33%	4%	51	34%	1201	32%	2%
	Some	69	38%	1904	34%	4%	66	44%	1363	36%	8%
	Quite a bit	33	18%	1129	20%	-2%	28	19%	783	21%	-2%
	Very much	13	7%	726	13%	-6%	6	4%	462	12%	-8%
	Total	182	100%	5569	100%		151	100%	3809	100%	
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)	Very little	19	11%	499	9%	2%	12	8%	284	8%	0%
	Some	54	30%	1284	23%	7%	42	28%	787	21%	7%
	Quite a bit	60	33%	1807	33%	1%	52	34%	1200	32%	3%
	Very much	48	27%	1975	36%	-9%	45	30%	1531	40%	-11%
	Total	181	100%	5565	100%		151	100%	3802	100%	



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College Experiences: Satisfaction

In the first table below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 7 and 14 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of impact that alumni believe your institution had on their professional and personal growth and development. In the final table below, we show connection and satisfaction mean scores, disaggregated by field of study and current primary activity. Overall Connection to the Institution is measured on a 4-point scale where 1 = No connection and 4 = Very strong connection. Overall Satisfaction is measured on a 5-point scale where 1 = Very dissatisfied and 5 = Very satisfied.

	Skidmore 5-Year Cohort		All Other Alumni in 5-Year Cohort		Diff.	Skidmore 10-Year Cohort		All Other Alumni in 10-Year Cohort		Diff.
	n	Mean	n	Mean		n	Mean	n	Mean	
Mean score for "How connected do you feel to this institution?"(Q16) by Field of Study of Undergraduate Major										
Means range from 1 (No connection) to 4 (Very strong connection)										
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	26	3.35	647	3.39	-0.04	14	3.50	429	3.40	0.10
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	19	3.37	656	3.27	0.10	25	3.16	400	3.15	0.01
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0		272	3.40		0		163	3.20	
Education (e.g., Elementary Education, Secondary Education, Special Education)	2	4.00	281	3.26	0.74	0		243	3.27	
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	1	4.00	87	3.31	0.69	0		78	3.33	
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	34	3.26	445	3.40	-0.14	22	3.32	348	3.37	-0.05
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	10	3.30	173	3.14	0.16	4	3.50	101	3.16	0.34
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	51	3.16	1236	3.42	-0.26	36	3.28	905	3.35	-0.07
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	10	3.40	495	3.43	-0.03	11	3.36	376	3.40	-0.04
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	68	3.35	1777	3.36	-0.01	71	3.23	1251	3.37	-0.14
Other: (fill in)	11	3.36	390	3.34	0.02	11	3.09	269	3.41	-0.32



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College Experiences: Satisfaction

In the first table below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 7 and 14 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of impact that alumni believe your institution had on their professional and personal growth and development. In the final table below, we show connection and satisfaction mean scores, disaggregated by field of study and current primary activity. Overall Connection to the Institution is measured on a 4-point scale where 1 = No connection and 4 = Very strong connection. Overall Satisfaction is measured on a 5-point scale where 1 = Very dissatisfied and 5 = Very satisfied.

Mean score for "How connected do you feel to this institution?" (Q16) by Primary Activity (Q1)

Means range from 1 (No connection) to 4 (Very strong connection)

Employed, full-time	128	3.28	3808	3.35	-0.07	112	3.30	2965	3.34	-0.04
Employed, part-time	9	3.56	168	3.18	0.38	8	3.25	177	3.30	-0.05
Employed, multiple jobs	10	3.30	273	3.26	0.04	14	3.21	144	3.25	-0.04
Graduate or professional school, full-time	22	3.36	839	3.43	-0.07	6	3.00	164	3.35	-0.35
Graduate or professional school, part-time	0		41	3.39		1	2.00	16	3.44	-1.44
Military service	0		37	3.24		0		20	3.35	
Volunteer or national service (Peace Corps, AmeriCorps, etc.)	1	3.00	19	3.26	-0.26	0		10	2.90	
Not employed, but seeking employment, admission to graduate school, or other opportunity	7	3.29	145	3.14	0.15	3	2.67	64	3.14	-0.47
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)	1	3.00	58	3.07	-0.07	3	3.67	141	3.25	0.42



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College Experiences: Satisfaction

In the first table below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 7 and 14 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of impact that alumni believe your institution had on their professional and personal growth and development. In the final table below, we show connection and satisfaction mean scores, disaggregated by field of study and current primary activity. Overall Connection to the Institution is measured on a 4-point scale where 1 = No connection and 4 = Very strong connection. Overall Satisfaction is measured on a 5-point scale where 1 = Very dissatisfied and 5 = Very satisfied.

Mean score for "Overall, how satisfied have you been with your undergraduate education at this institution?" (Q17) by Field of Study of Undergraduate Major

Means range from 1 (Very dissatisfied) to 5 (Very satisfied)

Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	26	4.38	646	4.46	-0.08	14	4.71	428	4.57	0.14
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	19	4.32	655	4.35	-0.03	25	4.24	401	4.38	-0.14
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0		272	4.39		0		163	4.38	
Education (e.g., Elementary Education, Secondary Education, Special Education)	2	5.00	283	4.46	0.54	0		243	4.47	
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	1	5.00	87	4.40	0.60	0		78	4.54	
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	34	4.32	446	4.33	-0.01	22	4.36	347	4.46	-0.10
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	10	4.50	173	4.41	0.09	4	4.75	101	4.44	0.31
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	51	4.22	1235	4.49	-0.27	36	4.44	903	4.47	-0.03
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	10	4.10	497	4.48	-0.38	11	4.45	375	4.55	-0.10
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	68	4.38	1781	4.45	-0.07	71	4.42	1251	4.51	-0.09
Other: (fill in)	11	4.64	390	4.39	0.25	11	4.36	270	4.55	-0.19



2016–2017 HEDS Alumni Survey Frequency Report Skidmore College

College Experiences: Satisfaction

In the first table below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 7 and 14 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of impact that alumni believe your institution had on their professional and personal growth and development. In the final table below, we show connection and satisfaction mean scores, disaggregated by field of study and current primary activity. Overall Connection to the Institution is measured on a 4-point scale where 1 = No connection and 4 = Very strong connection. Overall Satisfaction is measured on a 5-point scale where 1 = Very dissatisfied and 5 = Very satisfied.

Mean score for "Overall, how satisfied have you been with your undergraduate education at this institution?" (Q17) by Primary Activity (Q1)

Means range from 1 (Very dissatisfied) to 5 (Very satisfied)

Employed, full-time	128	4.38	3812	4.44	-0.06	112	4.50	2960	4.50	0.00
Employed, part-time	9	4.44	167	4.16	0.28	8	4.13	177	4.41	-0.28
Employed, multiple jobs	10	4.40	273	4.22	0.18	14	4.50	145	4.37	0.13
Graduate or professional school, full-time	22	4.27	838	4.55	-0.28	6	4.83	164	4.52	0.31
Graduate or professional school, part-time	0		41	4.39		1	3.00	16	4.19	-1.19
Military service	0		37	4.51		0		20	4.55	
Volunteer or national service (Peace Corps, AmeriCorps, etc.)	1	4.00	19	4.53	-0.53	0		10	4.20	
Not employed, but seeking employment, admission to graduate school, or other opportunity	7	4.29	145	4.15	0.14	3	3.00	65	4.08	-1.08
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)	1	5.00	58	4.05	0.95	3	4.00	141	4.45	-0.45



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Technical Information

This file summarizes data for 16,803 alumni from 59 institutions that administered the HEDS Alumni Survey in the 2015–2016 and/or 2016–2017 academic years. The average response rate was 27%.

If an institution participated in the survey in both years (2015–16 and 2016–17), then both years are included in all analyses (i.e., Baldwin Wallace’s data from both their 2015–2016 and 2016–2017 are included in the aggregate comparison).

Participating Institutions and Number of Responses

	Administration Year	# of Respondents - 1-Year Cohort ¹	# of Respondents - 5-Year Cohort ¹	# of Respondents - 10-Year Cohort ¹	# of Respondents - 10+ Years Cohort ¹	Response Rate ²
Albion College	2015–2016		70	54		17%
Alma College	2016–2017		197	103		35%
Baldwin Wallace University	2015–2016		133	85		14%
Baldwin Wallace University	2016–2017		140	94		18%
Benedictine College	2015–2016		25	17		8%*
Benedictine College	2016–2017		52	35		10%*
Central College	2015–2016		53	56		23%
Clark University	2015–2016		232	127		24%
The College of Idaho	2015–2016	49	55	32		33%
Concordia University Texas	2016–2017		36	19		18%
The Cooper Union for the Advancement of Science and Art	2016–2017	121	94	113	348	11%*
Dominican University of California	2015–2016	45	37	26		13%
Dominican University of California	2016–2017	75	35	27		15%
Drew University	2015–2016	58	63	67		23%
Earlham College	2015–2016	113	139	113		29%
Gettysburg College	2016–2017		150			27%*
Goshen College	2015–2016		48	28		27%
Graceland University	2015–2016	99	99	66		14%
Grinnell College	2015–2016		111	81		31%
Hamilton College	2015–2016		139	100		27%*
Hamilton College	2016–2017		161	118		32%*
Hampden-Sydney College	2015–2016	20	39	26	44	22%
Hampden-Sydney College	2016–2017	50	88	48		33%
Hanover College	2016–2017	95	90	76		41%
Harvey Mudd College	2015–2016	88	44	32	81	38%
Harvey Mudd College	2016–2017	62	59	41	78	34%
Haverford College	2015–2016		235	196		39%
Haverford College	2016–2017	158	129	103	85	44%
Kalamazoo College	2016–2017		67	59		26%
Kenyon College	2015–2016		113	108		36%
Kenyon College	2016–2017		159	151		43%
Knox College	2015–2016		64	61		30%
Lewis & Clark College	2016–2017	89			26	18%
Luther College	2015–2016		184	174		36%
Marlboro College	2016–2017	55	43	56	588	49%
McDaniel College	2015–2016	71	66			13%*
McDaniel College	2016–2017	53	54			11%*
Milligan College	2016–2017		80	60		28%
Mills College	2015–2016		61	41		25%
Monmouth College	2015–2016		57	46		16%
Muhlenberg College	2016–2017	296	255	99		31%
Nebraska Wesleyan University	2016–2017		78	59		26%
Occidental College	2016–2017	195	326	270	5	41%
Olivet College	2016–2017		35	17	50	26%
Otterbein University	2015–2016		32			8%
Pitzer College	2016–2017	79	53			26%
Prescott College	2015–2016	27	22	19	153	2%*
Principia College	2016–2017		146	130		62%
Reed College	2016–2017		240	218	307	36%
Roanoke College	2015–2016		84			13%
Roanoke College	2016–2017		92			21%*



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Saint Leo University	2015–2016	195	114			9%
Saint Vincent College	2015–2016		34	16		20%
Scripps College	2015–2016	112	103	102		27%
Scripps College	2016–2017	85	87			41%
Skidmore College	2016–2017		205	169		31%*
Southwestern University	2016–2017		68	70		28%
St. John's College (MD)	2015–2016		28	21		34%
St. John's College (NM)	2015–2016		22	21		29%
St. John's College (NM)	2016–2017	26	64	54	215	56%
St. Norbert College	2016–2017		125	84		32%
Susquehanna University	2015–2016		87			22%
Trinity University (TX)	2015–2016		60	77		16%
Trinity University (TX)	2016–2017		117	96		25%
University of Redlands	2015–2016	126	113	107		17%
University of Redlands	2016–2017	270	174	119		26%
Wake Forest University	2015–2016		163			20%
Warren Wilson College	2015–2016	56	40	25	24	19%
Warren Wilson College	2016–2017	64	52	43		31%
Washburn University	2015–2016	36	25	45		7%
Washington & Jefferson College	2015–2016	76	89	41	21	25%
Whittier College	2016–2017		62	35	3	22%*
Willamette University	2015–2016	63	73	35		20%
Xavier University	2016–2017		91	97		18%

¹ Respondents include alumni who answered at least one question. The 1-year cohort includes alumni who graduated in 2014 or 2015 for the 2015–2016 administration and in 2015 or 2016 for the 2016–2017 administration. The 5-year cohort includes alumni who graduated in 2010 or 2011 for the 2015–2016 administration and in 2011 or 2012 for the 2016–2017 administration. The 10-year cohort includes alumni who graduated in 2005 or 2006 for the 2015–2016 administration and in 2006 or 2007 for the 2016–2017 administration. The 10+ years cohort includes alumni who graduated before 2005 for the 2015–2016 administration and before 2006 for the 2016–2017 administration.

² We calculated the response rate by dividing an institution's total number of responses, including those alumni who did not fall into one of the cohorts included in the report, by the number of emails successfully delivered through Qualtrics.

*Institution used authentication method. We do not calculate response rates for the authentication method as we are unaware of bounced email addresses.



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HEDS Scales

Good Teaching and High-Quality Interactions with Faculty, Challenging Assignments and High-Faculty Expectations, Interactions with Diversity, and Development of Social and Civic Engagement represent four dimensions of undergraduate experience which define our factor-derived scales. The first three dimensions are based on scales that the Center of Inquiry developed and validated in the Wabash National Study. We developed the scale measuring social and civic engagement based on responses to the HEDS Alumni Survey and HEDS Senior Survey.

- Good Teaching and High-Quality Interactions with Faculty – 9 statements, Cronbach's $\alpha = 0.91$
- Challenging Assignments and High Faculty Expectations – 14 questions, Cronbach's $\alpha = 0.89$
- Interactions with Diversity – 6 questions, Cronbach's $\alpha = 0.86$
- Development of Social and Civic Engagement – 4 questions, Cronbach's $\alpha = 0.83$

Please note that only those alumni who answered every question in the scale received a score.

We calculated all effect sizes using Cohen's d , as proposed in "Contextualizing NSSE Effect Sizes: Empirical Analysis and Interpretation of Benchmark Comparisons" (http://nsse.indiana.edu/pdf/effect_size_guide.pdf). We used overall means and standard deviations among the respective alumni cohorts to calculate the effect size. We used the following cutoff points for designating different effect sizes:

- * Large – 0.5
- * Medium – 0.3
- * Small – 0.1

Excluded Questions

Survey questions 13, 18, and 19 are text entry questions and do not appear in this report.

Demographic Information

The information that we provide for gender and race/ethnicity combines data collected from survey questions included in the 2015–2016 instrument and information provided by institutions or supplemental questions used by institutions during the 2016–2017 administration.

Field of Study

During the 2016–2017 administration, some institutions provided CIP codes to identify the majors of their alumni while most added a supplemental question to capture their alumni's field of study, which matched the field of study question that had been included in the 2015–2016 instrument. We recoded the institution-provided CIP codes to align with the field of study categories from the 2015–2016 survey question. We used the first two digits of the code to determine the broad category of majors and created the following crosswalk:

2-Digit Code	CIP Code Major Category	HEDS Field of Study
03	Natural Resources and Conservation	Biological Sciences
04	Architecture and Related Services	Humanities
05	Area, Ethnic, Cultural, and Gender Studies	Social Sciences
09	Communication, Journalism, and Related Programs	Communications
11	Computer and Information Sciences and Support Systems	Physical Sciences, Mathematics, and Computer Science
13	Education	Education
14	Engineering	Engineering
16	Foreign Languages, Literatures, and Linguistics	Humanities
19	Family and Consumer Sciences/Human Sciences	Other
22	Legal Professions and Studies	Other
23	English Language and Literature/Letters	Humanities
24	Liberal Arts and Sciences, General Studies and Humanities	Other
26	Biological and Biomedical Sciences	Biological Sciences
27	Mathematics and Statistics	Physical Sciences, Mathematics, and Computer Science
30	Multi/Interdisciplinary Studies	Other
31	Parks, Recreation, Leisure, and Fitness Studies	Other
34	Health-Related Knowledge and Skills	Health Sciences
38	Philosophy and Religious Studies	Humanities
39	Theology and Religious Vocations	Other
40	Physical Sciences	Physical Sciences, Mathematics, and Computer Science
42	Psychology	Social Sciences
43	Security and Protective Services	Other
44	Public Administration and Social Service Professions	Other
45	Social Sciences	Social Sciences
49	Transportation and Materials Moving	Other
50	Visual and Performing Arts	Fine and Performing Arts
51	Health Professions and Related Clinical Services	Health Sciences



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	52	Business, Management, Marketing, and Related Support Services	Business and Management
	54	History	Humanities



2016–2017 HEDS Alumni Survey

Welcome to the Alumni Survey. Thanks for agreeing to participate!

This survey asks about the quality and impact of your educational experiences, including cocurricular activities such as internships, study abroad, and community service. The survey also asks you to evaluate the impact of your undergraduate education on your postgraduate critical thinking, problem solving, and other learning outcomes. Finally, the survey asks about postgraduate employment, college satisfaction, and college debt.

Your participation is completely voluntary, and there are no penalties if you decide not to participate or if you choose to skip any questions. All of your responses are strictly confidential. At no time will your responses be publicly linked with your name or any other identifying information.

1. Please indicate which of the following describes your current PRIMARY activity:

- ☐ Employed, full-time
- ☐ Employed, part-time
- ☐ Employed, multiple jobs
- ☐ Graduate or professional school, full-time
- ☐ Graduate or professional school, part-time
- ☐ Military service
- ☐ Volunteer or national service (Peace Corps, AmeriCorps, etc.)
- ☐ Not employed, but seeking employment, admission to graduate school, or other opportunity
- ☐ Not employed, and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

2. Please indicate your plans for each of the following degrees or certificates:

	Do not plan to pursue	Degree received	Currently enrolled or working toward	Degree you hope to attain in the future
Second Bachelor's Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master of Business Administration (MBA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law Degree (JD or LLB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PhD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Doctoral Degree (e.g., EdD, PsyD, DBA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Certificate: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Degree: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. About how often do you engage in community service or volunteer work for organizations?

- ☐ Weekly
- ☐ Monthly
- ☐ Several times a year
- ☐ Once or twice a year
- ☐ Less than once a year

4. What is your current personal status? (Choose one)

- ☐ Living with partner
- ☐ Married
- ☐ Separated or divorced
- ☐ Single
- ☐ Widowed
- ☐ Other: _____

5. How many dependent children do you have?

- ☐ None
- ☐ 1 or 2
- ☐ More than 2



6. 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 had contact at this institution were . . .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Genuinely interested in students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interested in helping students grow in more than just academic areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good at providing prompt and useful feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willing to spend time outside of class to discuss issues of interest and importance to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. 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.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed a close, personal relationship with at least one faculty member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was satisfied with the opportunities to meet and interact informally with faculty members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very often	Often	Sometimes	Rarely	Never
Faculty posed challenging ideas in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty asked me to argue for or against a particular point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty challenged my ideas in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students challenged each other's ideas in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. 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?

	Very often	Often	Sometimes	Rarely	Never
Wrote essays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed assignments or projects in which I solved problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made oral presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used course content to address a problem not presented in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compared or contrasted topics or ideas from a course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pointed out the strengths and weaknesses of a particular argument or point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Argued for or against a particular point of view and defended my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connected what I learned in multiple courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

	Very often	Often	Sometimes	Rarely	Never
Attended a debate or lecture on a current political/social issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in a diversity or cultural awareness workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had serious discussions with other students about different lifestyles and customs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had serious discussions with students whose political, social, or religious opinions were different from your own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very much	Quite a bit	Some	Very little
Careful reading: Comprehension and analysis of written texts within and across genres.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative thinking: Developing or combining ideas, images, or expertise in innovative ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information literacy: Locating, evaluating, and using information effectively and responsibly for a particular purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quantitative literacy: Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective writing: Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective speaking: Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork: Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving: Designing, evaluating, and implementing a strategy to answer questions or achieve a goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic engagement: Promoting the quality of life in a community, through both political and nonpolitical processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural knowledge and competence: Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical reasoning: Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrative thinking: The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

	Very much	Quite a bit	Some	Very little
Graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social and civic involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal relationships and family living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities of post-undergraduate life (e.g., managing finances, maintaining health, creating a home)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Q13 appears only to those alumni who reported in Q12 that their undergraduate experience prepared them “Quite a bit” or “Very much” for continued learning on their own or outside of a degree program.

13. Please describe the continued learning you’ve experienced on your own or outside of a degree program.

The activities in Q14 are shown in randomized order.

14. How frequently did you participate in the following activities as an undergraduate at this institution?

	Very often	Often	Sometimes	Rarely	Never
Student or campus government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercollegiate athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intramural or club sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performing arts/music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political organizations or clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sorority/fraternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships (paid or unpaid)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service organizations (on or off campus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with faculty on research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-campus employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off-campus employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activities from Q14 that alumni skipped or reported “Never” participating in are not shown in Q15. The activities in Q15 are shown in randomized order.

15. To what extent did your experience with each of the following as an undergraduate at this institution contribute to your learning and personal development?

	Very much	Quite a bit	Some	Very little
Student or campus government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercollegiate athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intramural or club sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performing arts/music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political organizations or clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sorority/fraternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships (paid or unpaid)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service organizations (on or off campus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with faculty on research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-campus employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off-campus employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



16. How connected do you feel to this institution?

- ☐ Very strong connection
- ☐ Some connection
- ☐ Very little connection
- ☐ No connection

17. Overall, how satisfied have you been with your undergraduate education at this institution?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

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

19. Please use this space to elaborate on any of your responses on this survey or on any aspect of your undergraduate experience at this institution.

20. At what point did you secure your first paying job after graduating from this institution?

- ☐ While enrolled as an undergraduate.
- ☐ During the first six months after graduation.
- ☐ During the second six months after graduation.
- ☐ More than a year after graduation.
- ☐ I have not yet sought a paying job; I am a full-time student or engaged in other activities.
- ☐ I have sought a paying job, but I have not yet found one.

Alumni who select "I have not yet sought a paying job, I am a full-time student or engaged in other activities" or "I have sought a paying job, but I have not yet found one" in Q20 skip to Q27.

21. How many paying jobs have you had since you graduated from this institution?

Alumni will select from a drop-down menu that lists: 0, 1, 2, 3, 4, 5 or more. If an alumnus selects "0," he or she will skip to Q27.

Q22 only appears to alumni who indicate that they have had one paying job since graduation in Q21 and did not indicate that they are currently employed or not employed in Q1.

22. Are you currently employed?

- ☐ Yes
- ☐ No

Q23 only appears to alumni who indicate that they have had multiple paying jobs since graduation or that they had only one paying job and are not currently employed. Response options are shown in randomized order.

23. Please indicate whether each of the following descriptions applied to your first paying job after you graduated from this institution. (Check all that apply)

- ☐ Was related to my undergraduate major
- ☐ Required me to use skills I gained as an undergraduate
- ☐ Was related to my desired career path
- ☐ Was work I found meaningful
- ☐ Allowed me to continue to grow and learn
- ☐ Paid enough to support my desired lifestyle
- ☐ Paid health insurance benefits
- ☐ Had opportunity for upward mobility
- ☐ Continued until I wished to leave
- ☐ Was in a desirable location
- ☐ Overall, was a satisfying job



Q24 and Q25 only appear to alumni who indicate that they are currently employed.

24. What is your CURRENT primary job? (Choose one)

Art, Design, and Entertainment

- ☐ Architect
- ☐ Artist
- ☐ Entertainer
- ☐ Gallery worker
- ☐ Graphic designer
- ☐ Interior designer
- ☐ Museum curator
- ☐ Music/film industry
- ☐ Photographer
- ☐ Other Art, Design, and Entertainment

Communications and Media

- ☐ Broadcasting
- ☐ Editor
- ☐ Journalist
- ☐ Media production
- ☐ Public relations
- ☐ Publisher
- ☐ Writer
- ☐ Other Communications and Media

Community and Social Service

- ☐ Clergy
- ☐ Community organizer
- ☐ Philanthropy or nonprofit worker
- ☐ Social activist
- ☐ Social work
- ☐ Other Community and Social Service

Education and Library

- ☐ Librarian or archivist
- ☐ Preschool/elementary/middle school/high school/secondary administration
- ☐ Preschool/elementary/middle school/high school/secondary teacher
- ☐ Postsecondary administration/staff
- ☐ Postsecondary teacher or researcher
- ☐ School counselor
- ☐ Other Education and Library

Health Care

- ☐ Clinical psychology/psychiatry
- ☐ Dentist
- ☐ Dietician
- ☐ Nurse
- ☐ Optometrist
- ☐ Pharmacist
- ☐ Physical/occupational/speech therapy
- ☐ Physician
- ☐ Veterinarian
- ☐ Other Health Care

Law and Government

- ☐ Diplomat
- ☐ Foreign service
- ☐ Government worker
- ☐ International relations
- ☐ Judge
- ☐ Lawyer
- ☐ Other legal services
- ☐ Politics
- ☐ Public policy
- ☐ Other Law and Government

Management, Business, and Financial

- ☐ Accounting
- ☐ Actuary
- ☐ Advertising
- ☐ Executive
- ☐ Finance
- ☐ Human resources
- ☐ Insurance
- ☐ Management
- ☐ Real estate
- ☐ Recruiting
- ☐ Retail services
- ☐ Sales
- ☐ Other Management, Business, and Financial

Natural Resources

- ☐ Agricultural worker
- ☐ Conservationist
- ☐ Environmental scientist
- ☐ Other Natural Resources

Protection Services

- ☐ Law enforcement officer
- ☐ Military occupations
- ☐ Other Protection Services

Science, Technology, and Engineering

- ☐ Computer programmer/analyst
- ☐ Engineer
- ☐ Information systems
- ☐ Lab technician
- ☐ Scientific researcher
- ☐ Other Science, Technology, and Engineering

Service and Recreational

- ☐ Chef
- ☐ Food service industry
- ☐ Hospitality
- ☐ Sports and recreation
- ☐ Travel/tourism
- ☐ Other Service and Recreational

Other

- ☐ Other: _____
- ☐ I am not currently employed



Response options for Q25 are shown in randomized order.

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

- ☐ Relates to my undergraduate major
- ☐ Requires me to use skills I gained as an undergraduate
- ☐ Is related to my desired career path
- ☐ Is work I find meaningful
- ☐ Allows me to continue to grow and learn
- ☐ Pays enough to support my desired lifestyle
- ☐ Pays health insurance benefits
- ☐ Has opportunity for upward mobility
- ☐ Is likely to continue until I wish to leave
- ☐ Is in a desirable location
- ☐ Overall, is a satisfying job
- ☐ I am not currently employed

26. At the time you graduated, what was the total amount that you and/or your family borrowed to finance your undergraduate education at this institution?

- | | |
|--|--|
| <input type="checkbox"/> No loans | <input type="checkbox"/> \$50,000–\$59,999 |
| <input type="checkbox"/> Less than \$5,000 | <input type="checkbox"/> \$60,000–\$69,999 |
| <input type="checkbox"/> \$5,000–\$9,999 | <input type="checkbox"/> \$70,000–\$79,999 |
| <input type="checkbox"/> \$10,000–\$14,999 | <input type="checkbox"/> \$80,000–\$89,999 |
| <input type="checkbox"/> \$15,000–\$19,999 | <input type="checkbox"/> \$90,000–\$99,999 |
| <input type="checkbox"/> \$20,000–\$29,999 | <input type="checkbox"/> \$100,000 or more |
| <input type="checkbox"/> \$30,000–\$39,999 | <input type="checkbox"/> Borrowed money, but don't know the amount |
| <input type="checkbox"/> \$40,000–\$49,999 | |

27. Approximately what proportion of your total loan amount are/were you personally responsible for paying?

- ☐ All
- ☐ Most
- ☐ About half
- ☐ Some, but less than half
- ☐ None
- ☐ Unsure

28. Which of the following most accurately describes your current personal annual income before taxes? Please report your personal income, not your total household income.

- | | |
|--|--|
| <input type="checkbox"/> No earned income | <input type="checkbox"/> \$140,000–\$159,999 |
| <input type="checkbox"/> Less than \$20,000 | <input type="checkbox"/> \$160,000–\$179,999 |
| <input type="checkbox"/> \$20,000–\$39,999 | <input type="checkbox"/> \$180,000–\$199,999 |
| <input type="checkbox"/> \$40,000–\$59,999 | <input type="checkbox"/> \$200,000–\$219,999 |
| <input type="checkbox"/> \$60,000–\$79,999 | <input type="checkbox"/> \$220,000–\$240,000 |
| <input type="checkbox"/> \$80,000–\$99,999 | <input type="checkbox"/> More than \$240,000 |
| <input type="checkbox"/> \$100,000–\$119,999 | <input type="checkbox"/> I prefer not to respond |
| <input type="checkbox"/> \$120,000–\$139,999 | |

29. What year were you born?

Alumni will select from a drop-down menu that lists years from 1913–2008.