



HEDS Alumni Survey Summary Report

Released 12/04/17

This report contains comparative data on multiple dimensions of alumni outcomes from the 59 institutions that administered the HEDS Alumni Survey in the 2015–2016 and/or 2016–2017 academic years. In the following worksheets, we provide comparisons by cohort for post-college activities, academic experiences, and institutional impact. The "Cohort Comparison" worksheet focuses on data for alumni from your institution alone, comparing results between the multiple cohorts of alumni that your institution surveyed. Please see the "Technical Information" worksheet for detailed information on calculations for the tables and graphs presented in this report.

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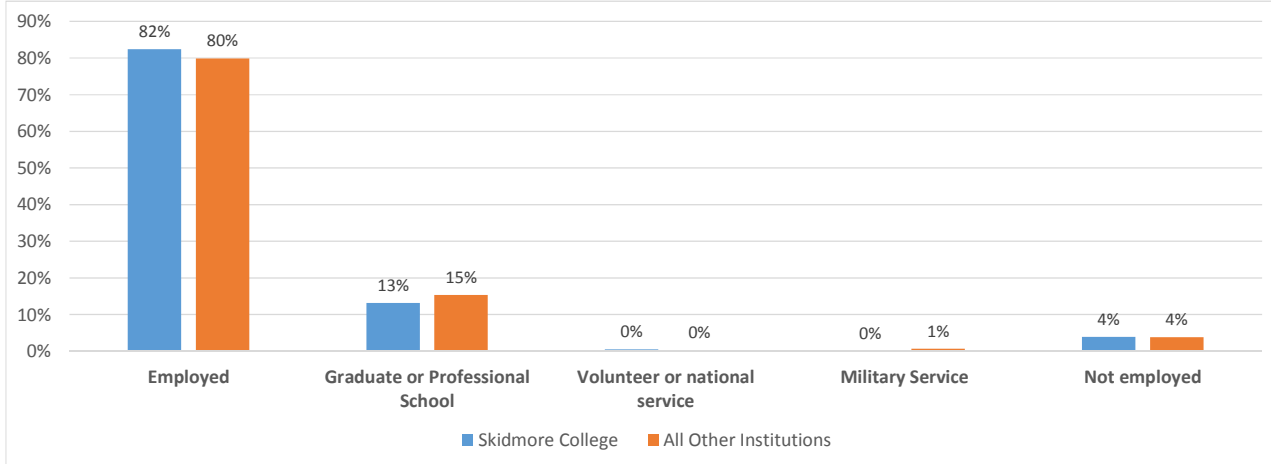
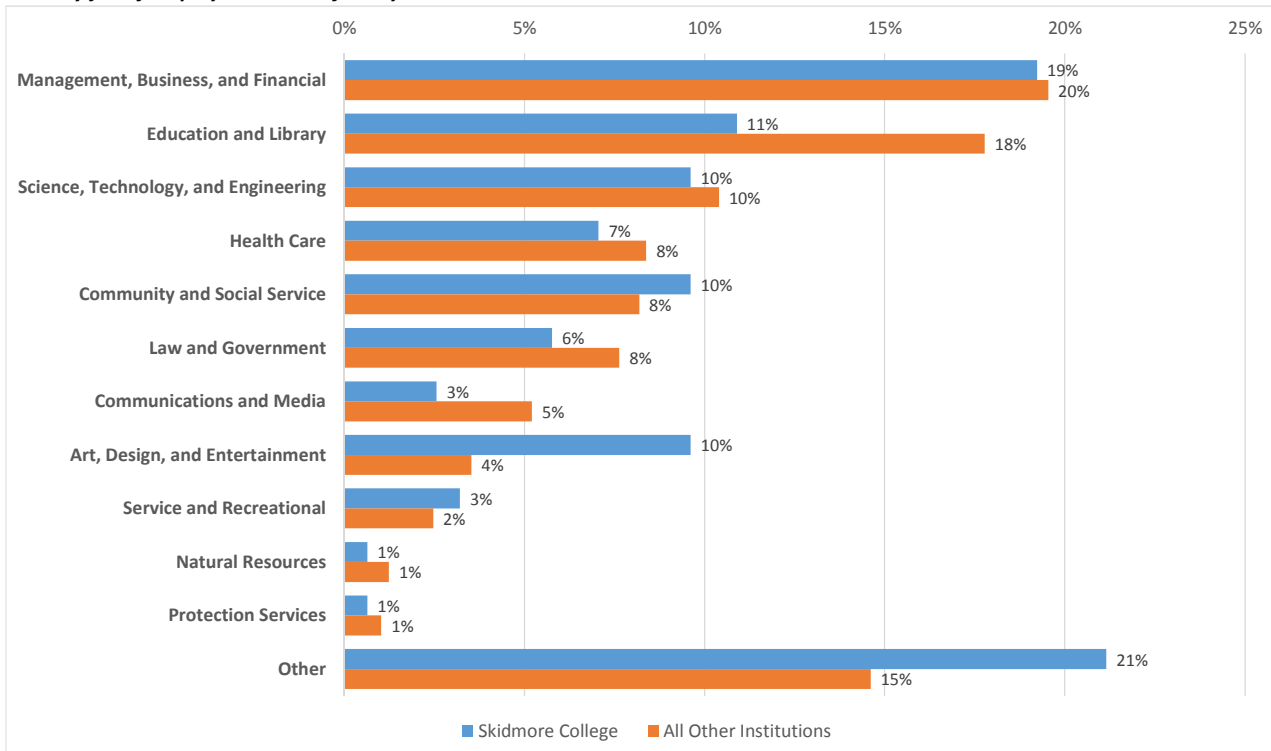
[Results for 5-Year-Out Alumni \(5YR\)](#)

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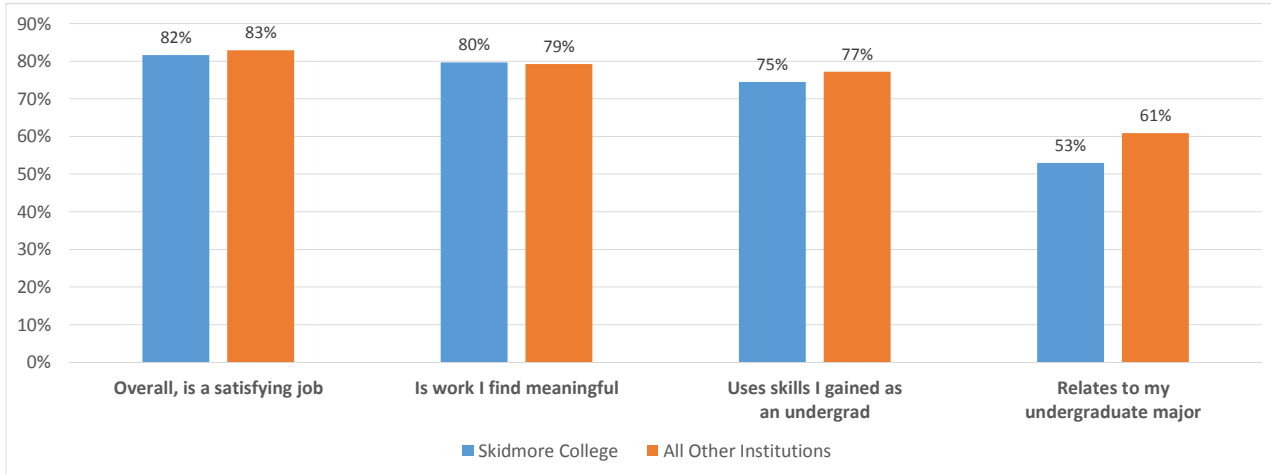
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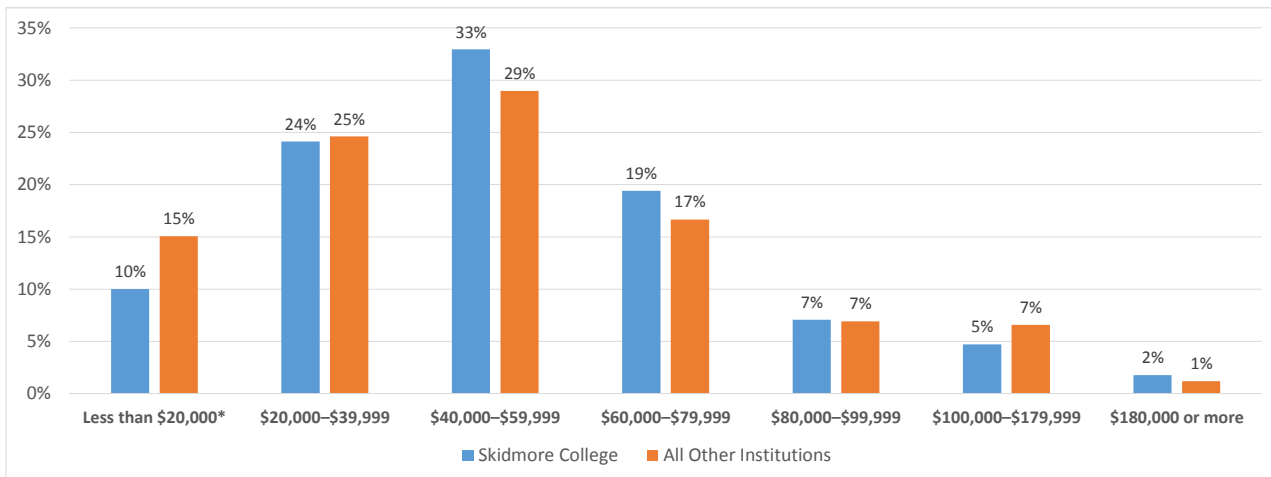
Class of 2011
Post-College Activities
Primary activity of alumni after 5 years

Primary job of employed alumni after 5 years


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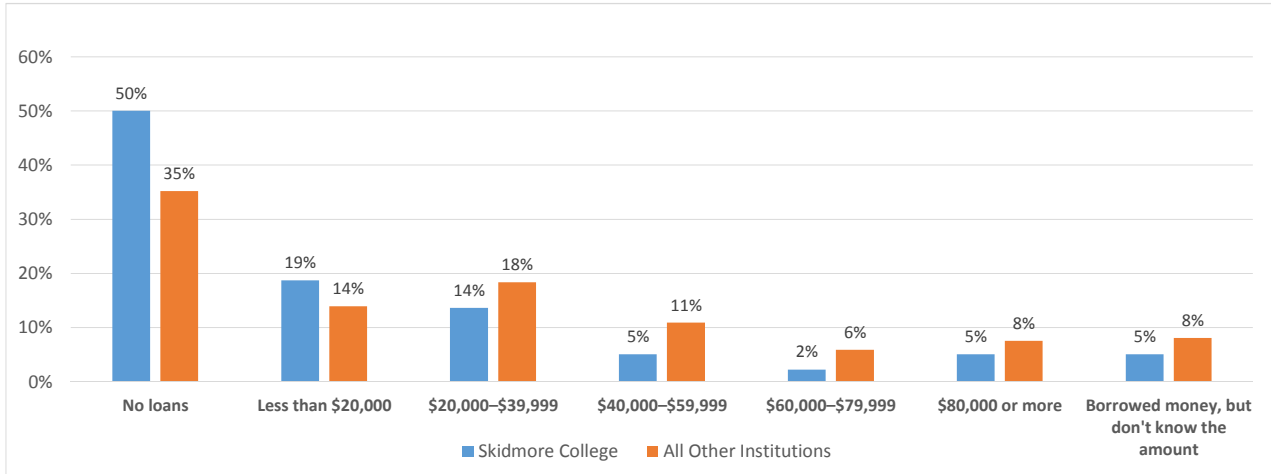
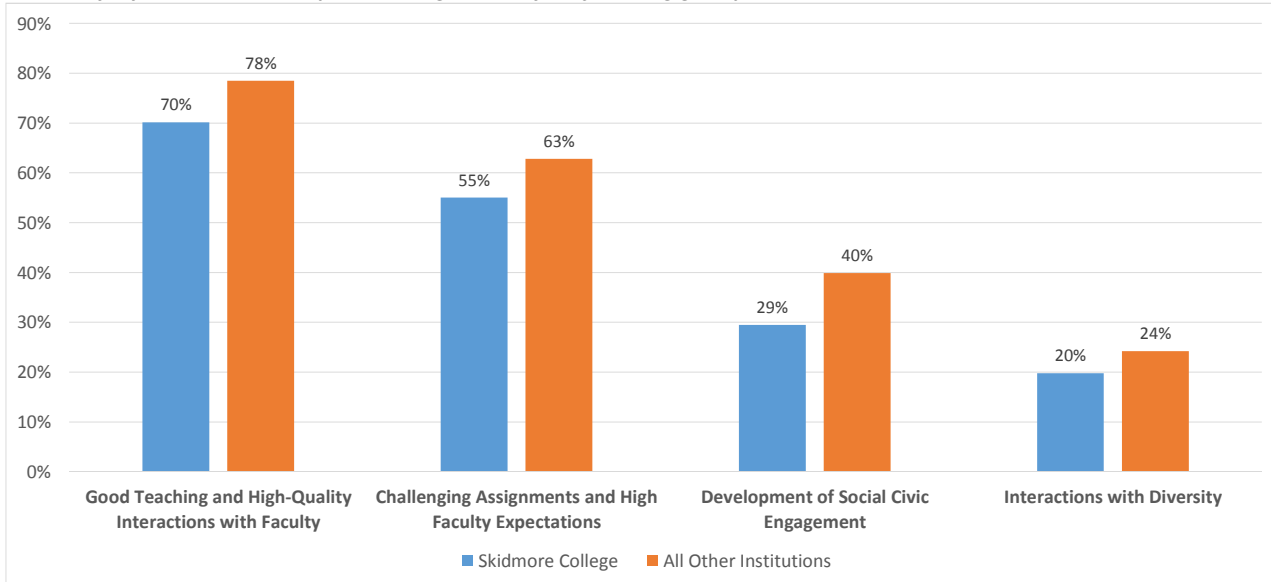
Percent of 5-year alumni who reported the following about their current jobs



Annual pre-tax income of 5-year alumni



*Includes those who selected "No earned income."

Amount borrowed by 5-year alumni and/or their families to finance attending college

Academic Experience
Percent of 5-year alumni who experienced high levels of the following good practices at their alma mater


Institutional Impact

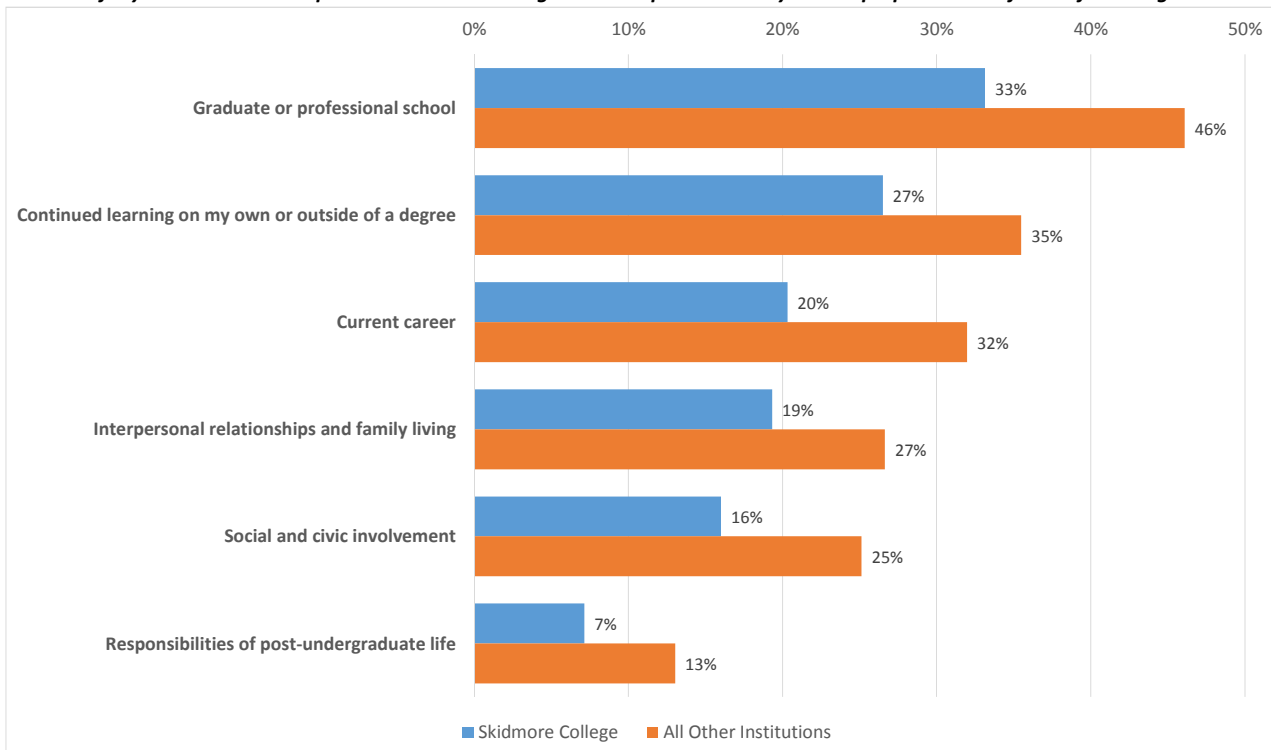
Outcomes on which 5-year alumni reported their undergraduate education had the most impact
Areas with the five highest percentages for Skidmore College

	Skidmore College	All Other Alumni
Critical thinking	63%	65%
Creative thinking	58%	46%
Effective writing	57%	58%
Careful reading	50%	51%
Integrative thinking	45%	47%

High-participation activities and their impact on alumni learning and personal development
Activities in which the most 5-year Skidmore College alumni participated

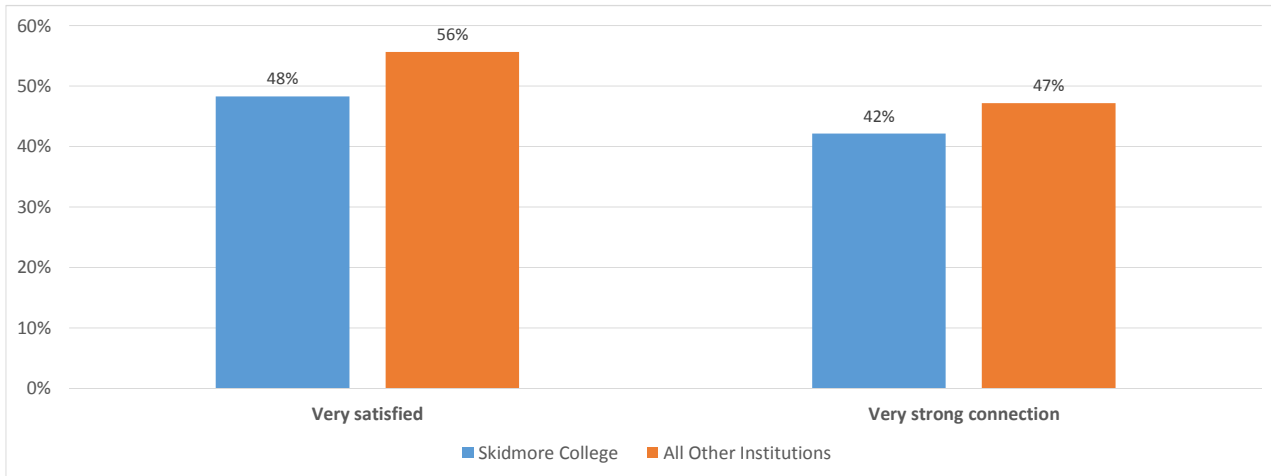
	Skidmore College (n=205)		All Other Alumni
	# of alumni participating in activity	% reporting high impact	% reporting high impact
On-Campus Employment	141	61%	60%
Community Service	132	36%	47%
Performing Arts/Music	127	51%	48%
Study Abroad	124	90%	89%
Internships (Paid or Unpaid)	116	64%	70%

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



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



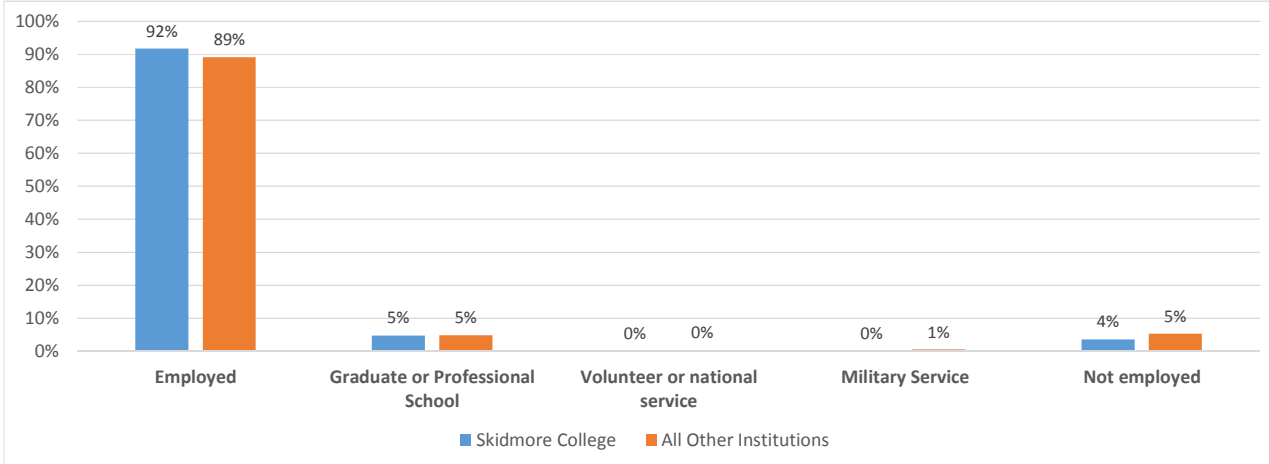


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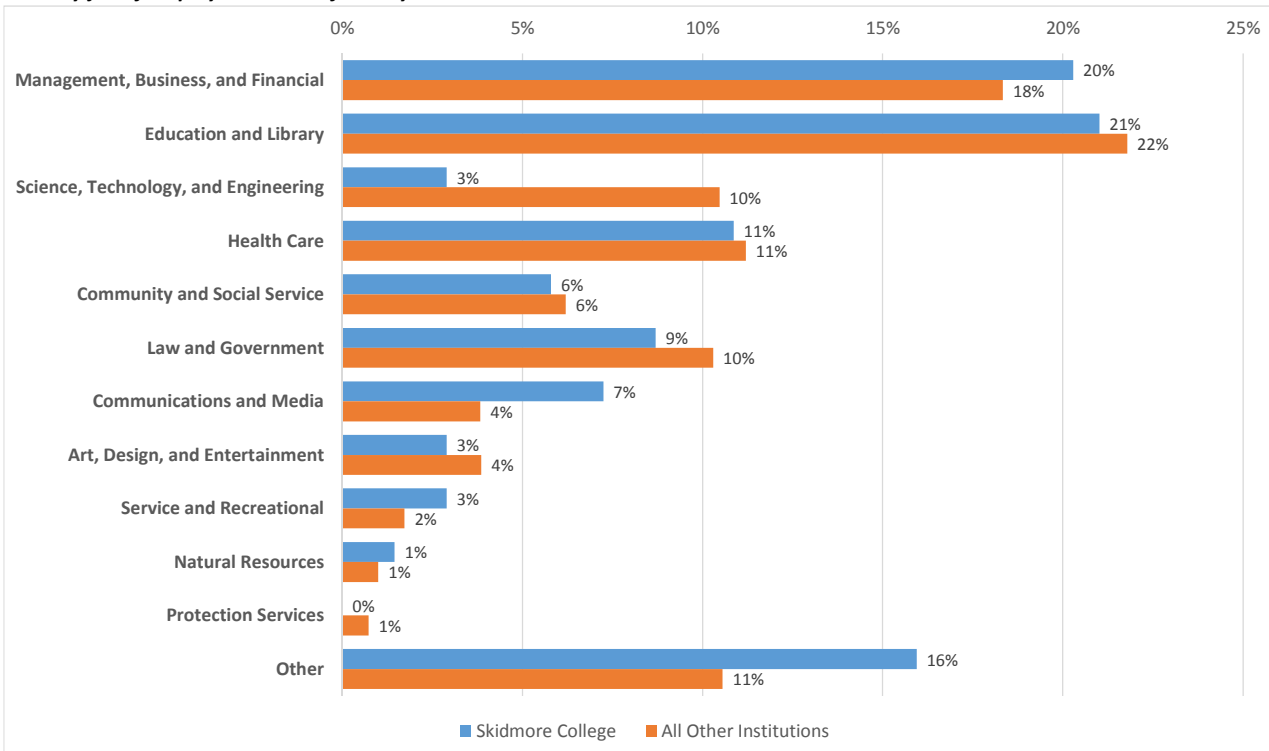
Class of 2006

Post-College Activities

Primary activity of alumni after 10 years

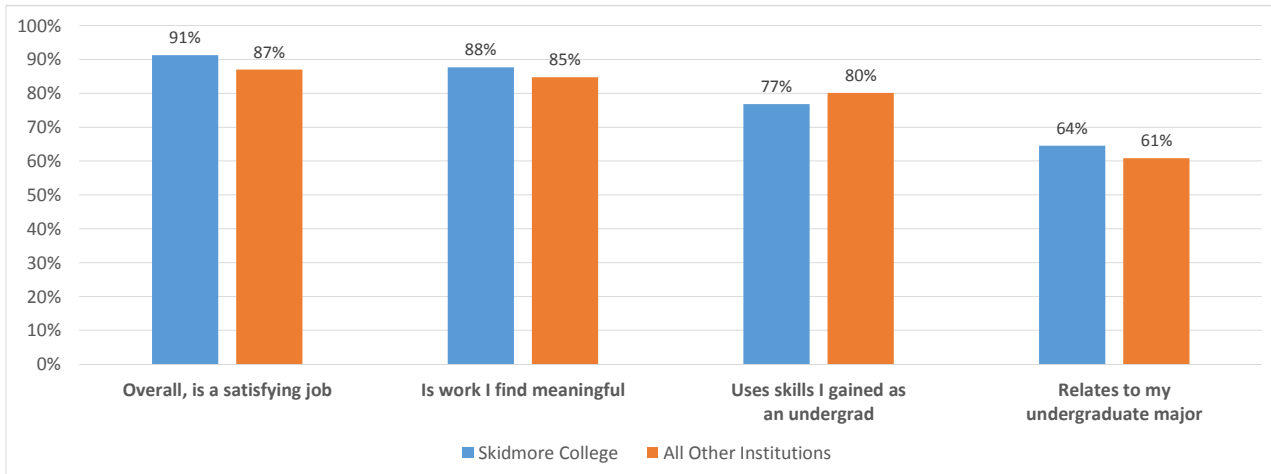


Primary job of employed alumni after 10 years

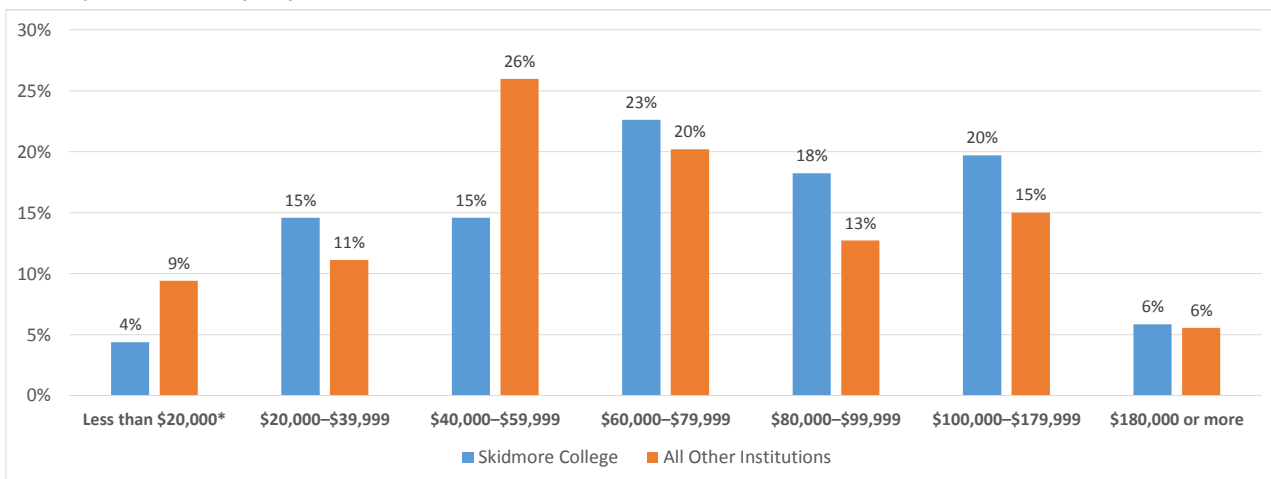


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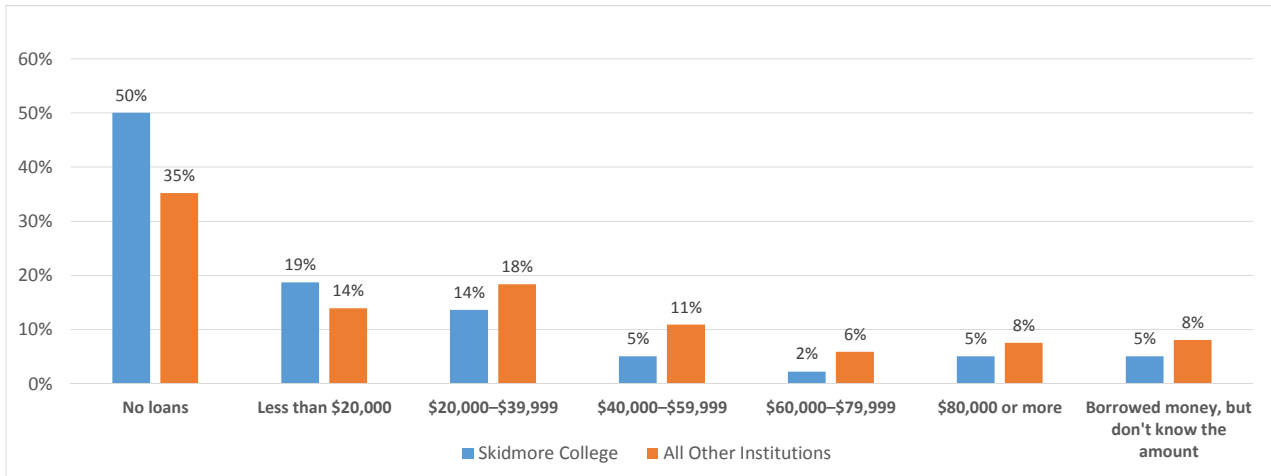
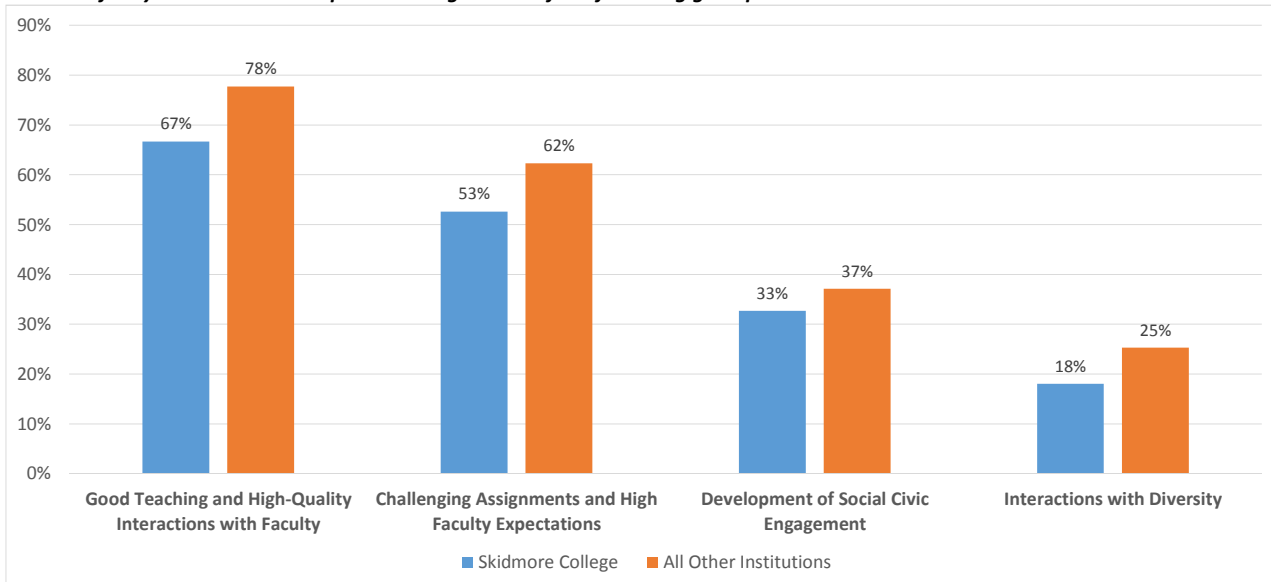
Percent of 10-year alumni who reported the following about their current jobs



Annual pre-tax income of 10-year alumni



*Includes those who selected "No earned income."

Amount borrowed by 10-year alumni and/or their families to finance attending college

Academic Experience
Percent of 10-year alumni who experienced high levels of the following good practices at their alma mater


Institutional Impact

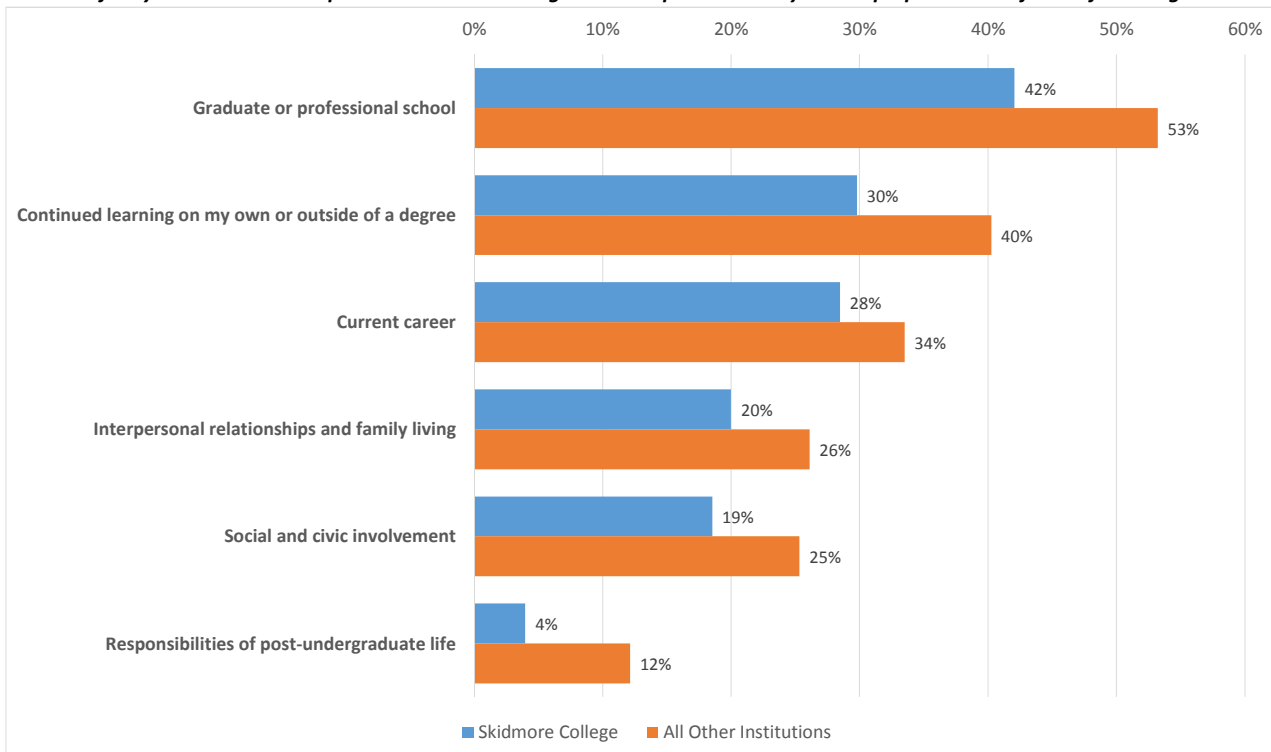
Outcomes on which 10-year alumni reported their undergraduate education had the most impact
Areas with the five highest percentages for Skidmore College

	Skidmore College	All Other Alumni
Critical thinking	57%	64%
Effective writing	54%	58%
Creative thinking	47%	45%
Integrative thinking	44%	44%
Information literacy	43%	52%

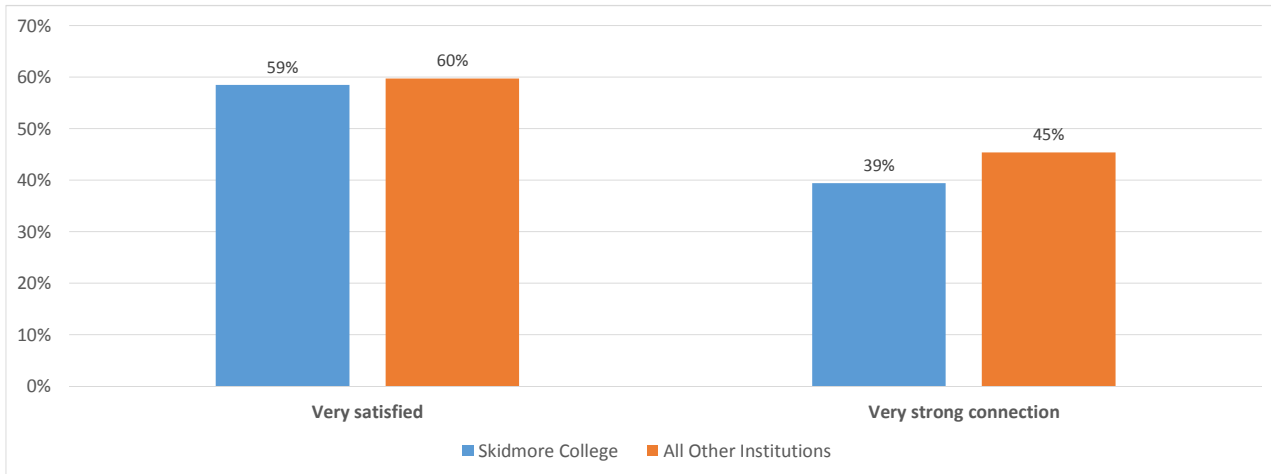
High-participation activities and their impact on alumni learning and personal development
Activities in which the most 10-year Skidmore College alumni participated

	Skidmore College (n=169)		All Other Alumni
	# of alumni participating in activity	% reporting high impact	% reporting high impact
Community Service	120	32%	44%
On-Campus Employment	104	45%	57%
Service organizations (On or Off Campus)	96	30%	41%
Independent Study	96	60%	54%
Performing Arts/Music	94	55%	48%

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



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



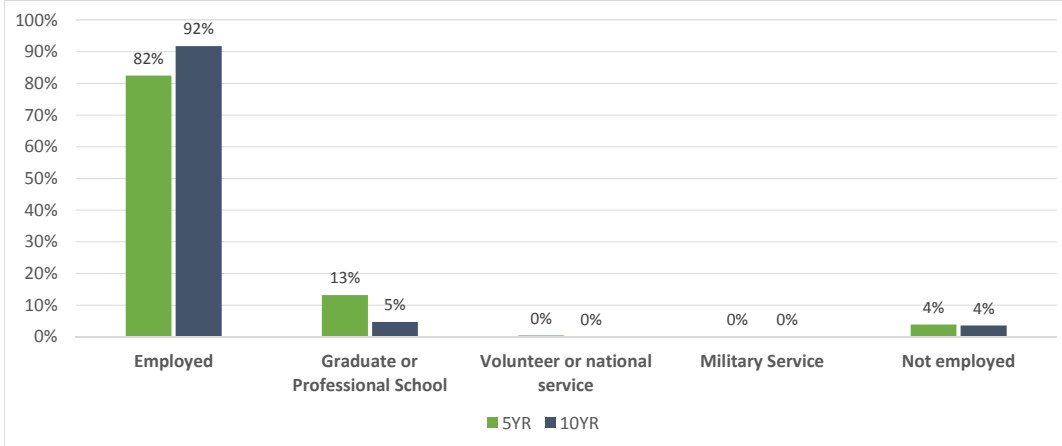


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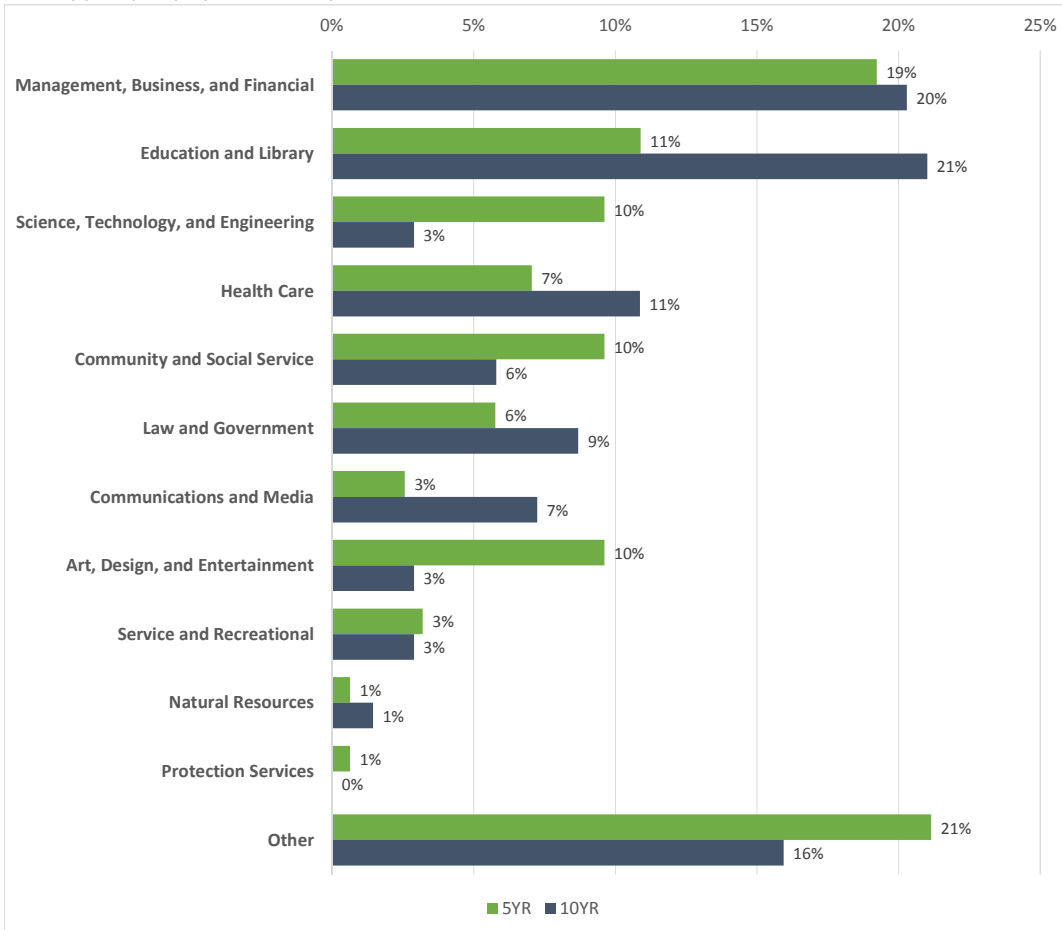
Skidmore College results, by cohort: 5-Year-Out (5YR) [Class of 2011] and 10-Year-Out (10YR) [Class of 2006]

Post-College Activities

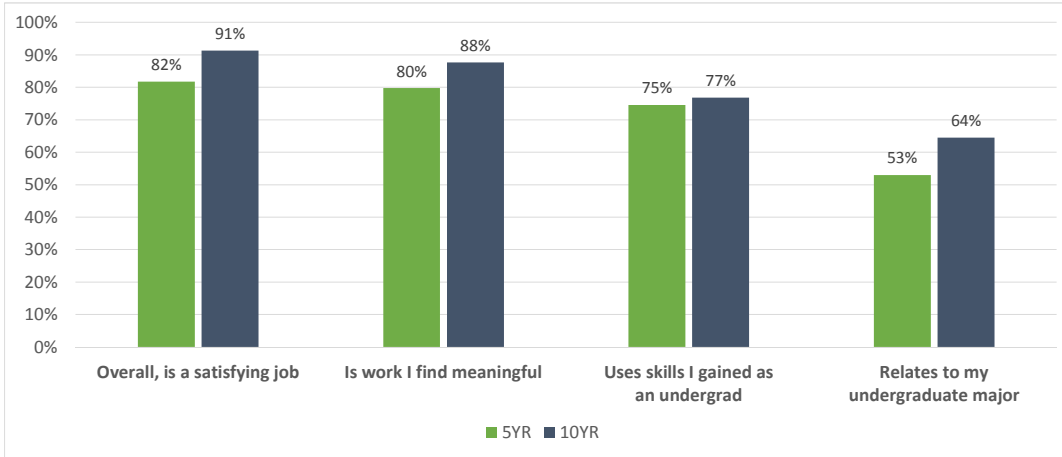
Primary activity of alumni, by cohort



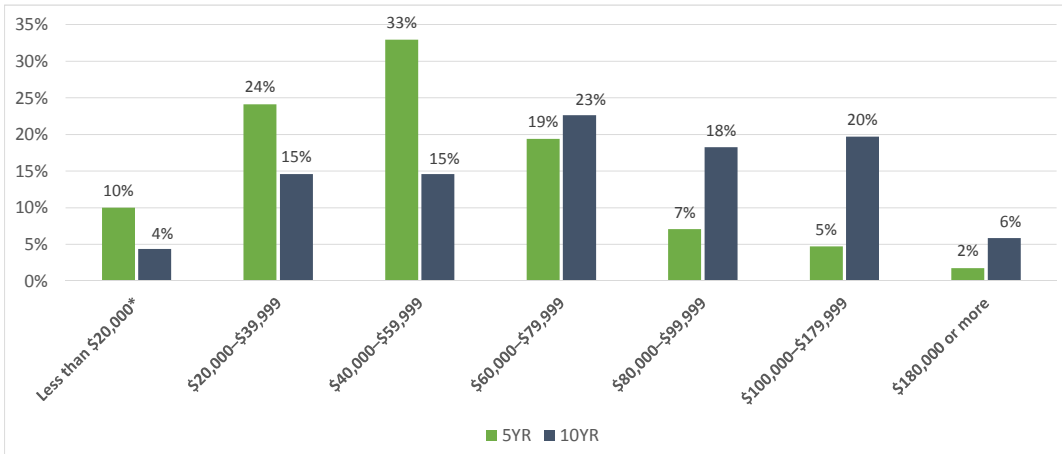
Primary job of employed alumni, by cohort



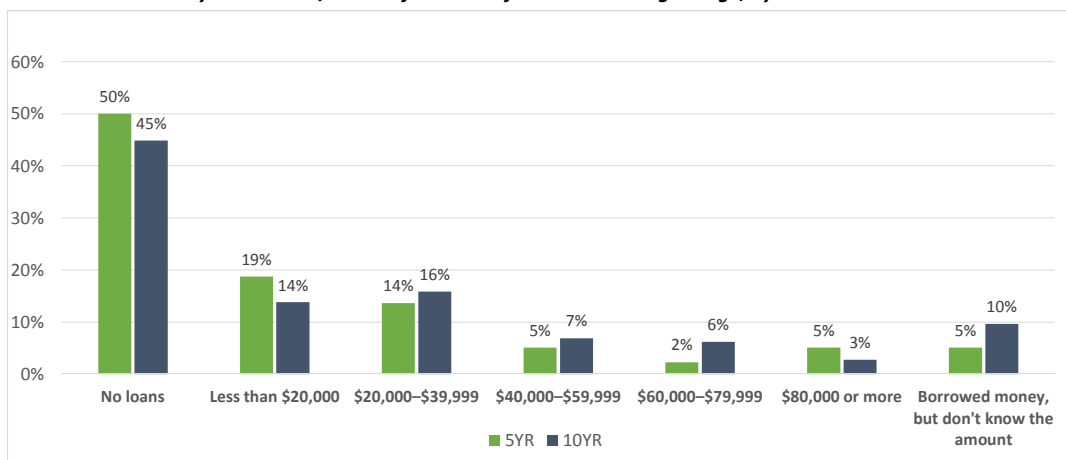
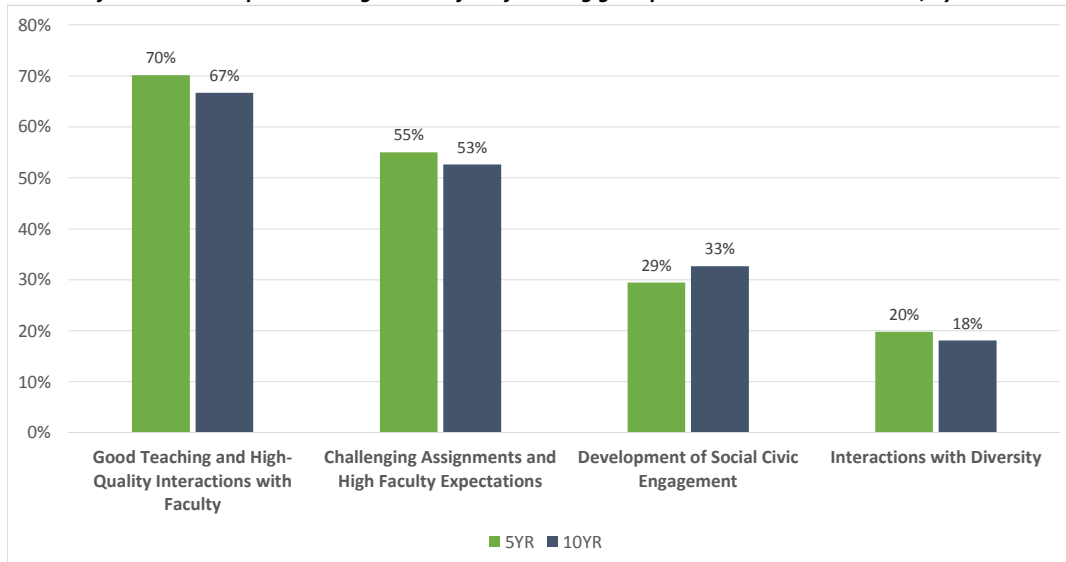
Percent of alumni who reported the following about their current jobs, by cohort



Annual pre-tax income of alumni, by cohort



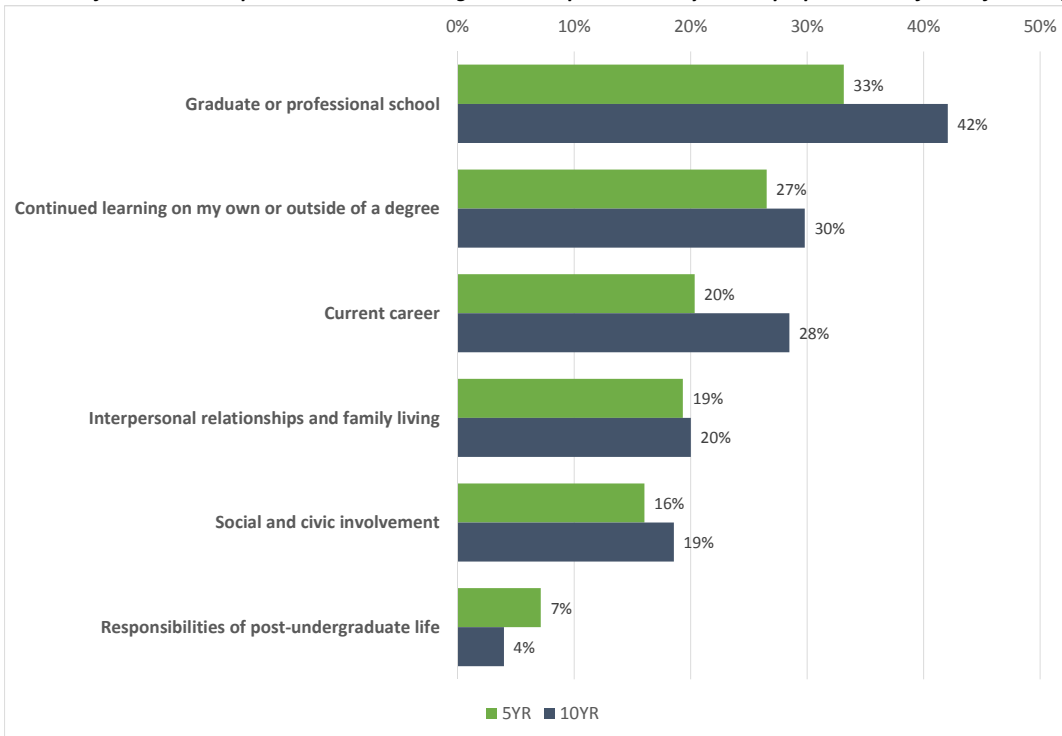
*Includes those who selected "No earned income."

Amount borrowed by alumni and/or their families to finance attending college, by cohort

Academic Experience
Percent of alumni who experienced high levels of the following good practices at their alma mater, by cohort

Institutional Impact

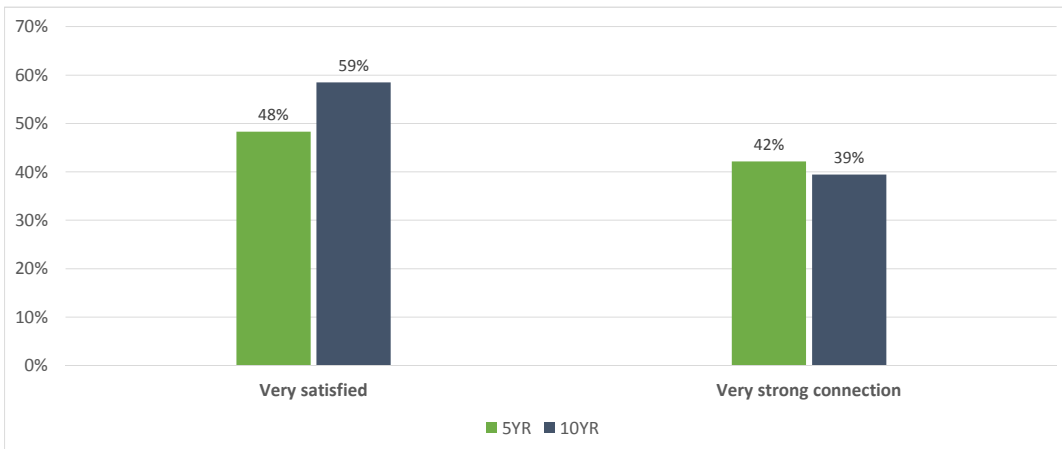
	5YR	10YR
Top outcomes of undergraduate education	Critical thinking Creative thinking Effective writing	Critical thinking Effective writing Creative thinking

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Percent of alumni who reported that their undergraduate experience "very much" prepared them for the following activities, by cohort

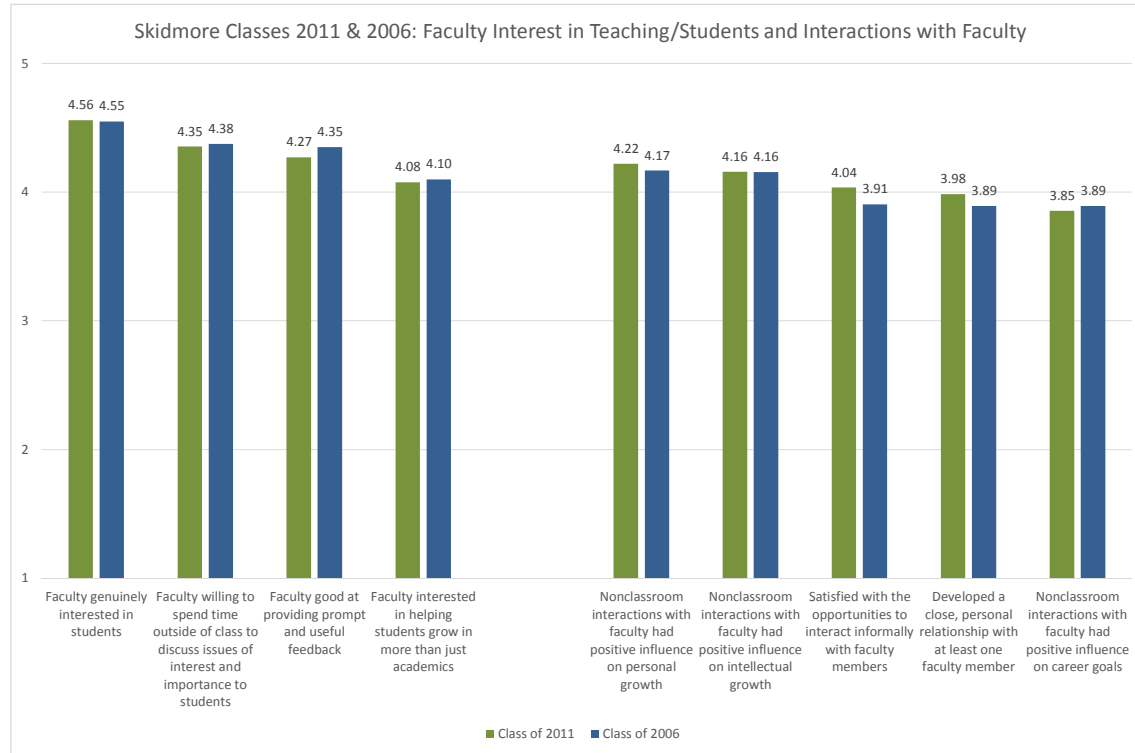


Percent of alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution, by cohort



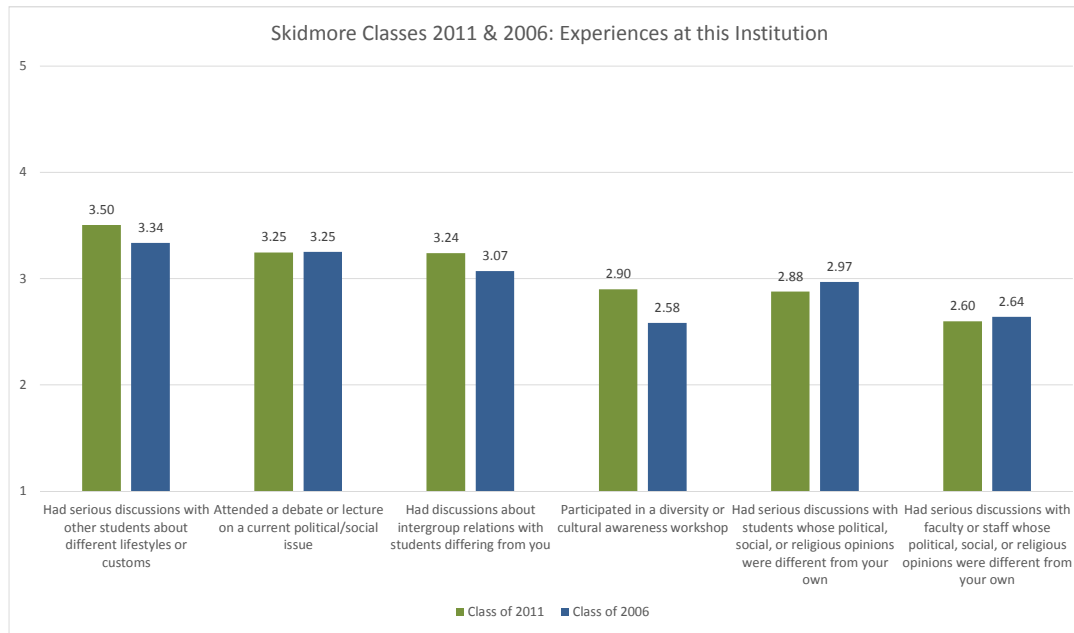
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Skidmore College results, by cohort: 5-Year-Out (5YR) [Class of 2011] and 10-Year-Out (10YR) [Class of 2006]

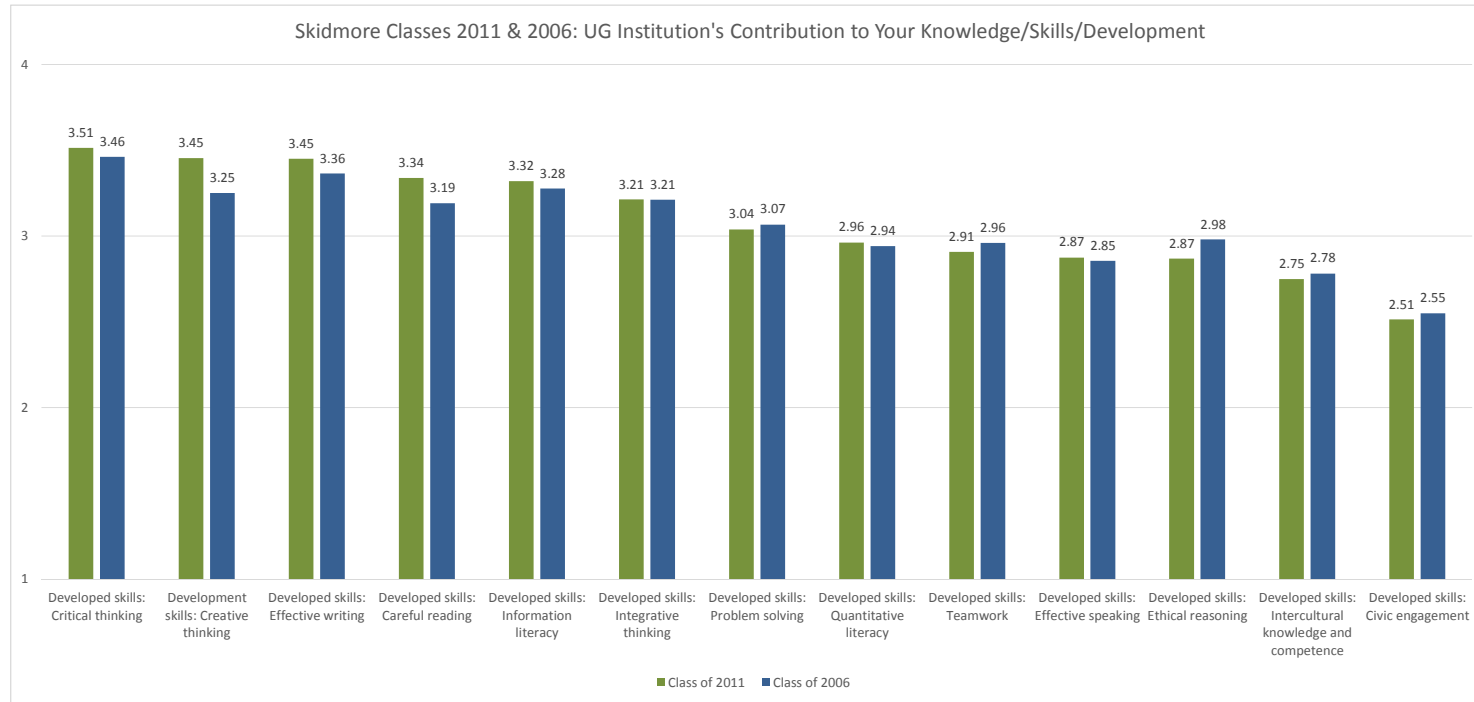


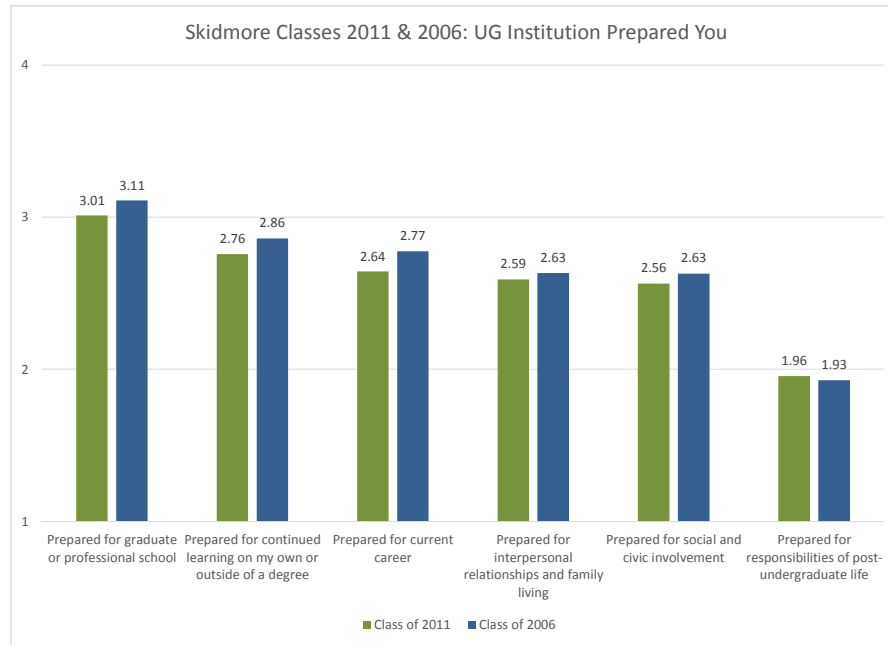
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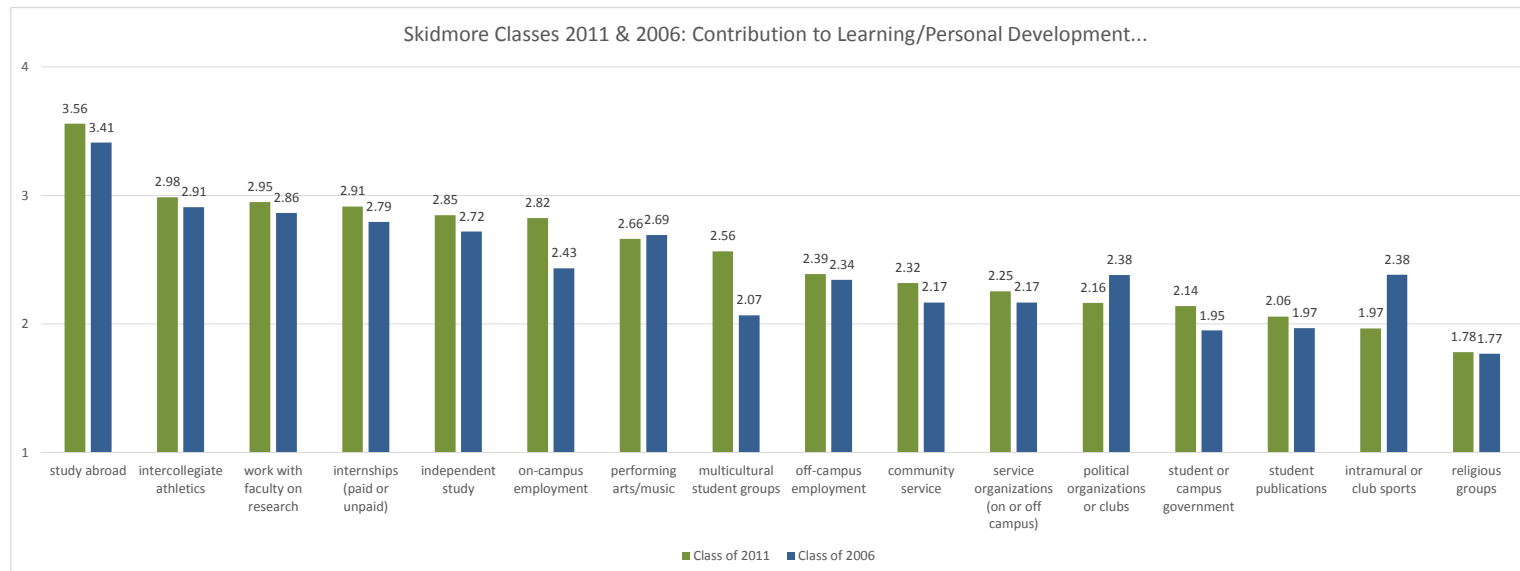
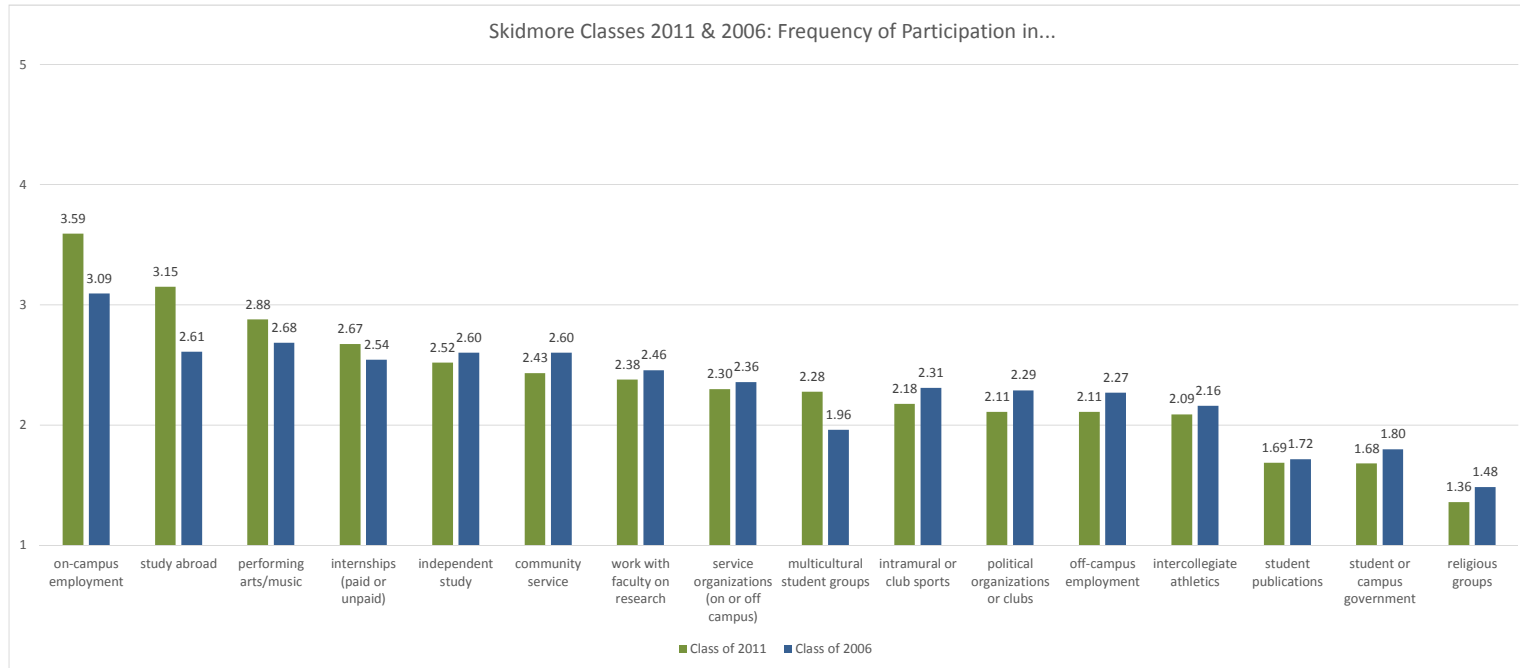


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Participating Institutions

This file summarizes data for alumni cohorts 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%.

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	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	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	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	38%
Harvey Mudd College	2016–2017	62	59	41	34%
Haverford College	2015–2016		235	196	39%
Haverford College	2016–2017	158	129	103	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			18%
Luther College	2015–2016		184	174	36%
Marlboro College	2016–2017	55	43	56	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	41%
Olivet College	2016–2017		35	17	26%
Otterbein University	2015–2016		32		8%
Pitzer College	2016–2017	79	53		26%
Prescott College	2015–2016	27	22	19	29%*
Principia College	2016–2017		146	130	62%
Reed College	2016–2017		240	218	36%
Roanoke College	2015–2016		84		13%
Roanoke College	2016–2017		92		21%*
Saint Leo University	2015–2016	195	114		9%
Saint Vincent College	2015–2016		34	16	20%
Scripps College	2015–2016	112	103	102	27%



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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	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	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	25%
Whittier College	2016–2017		62	35	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.

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, and response rates for these institutions do not factor in bounced email addresses.

“Primary activity of alumni” graph

The data presented in this graph comes from responses to Q1, “Please indicate which of the following describes your current PRIMARY activity.” We collapsed the nine responses from the original variable into the five categories seen in the graph and included the variable, “primaryact_collapsed,” in the combined data file. The “Employed” category has the “Employed, full-time,” “Employed, part-time,” and the “Employed, multiple jobs” responses. The “Graduate or Professional School” category has the “Graduate or professional school, full-time” and the “Graduate or professional school, part-time” responses. The “Not employed” category has the “Not employed, but seeking employment, admission to graduate school, or other opportunity” and the “Not employed, and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)” responses. The “Volunteer or national service” and the “Military Service” categories do not combine responses.

“Primary job of employed alumni” graph

The data presented in this graph comes from responses to Q24, “What is your CURRENT primary job?” We collapsed the responses from the original variable into the 12 broad categories seen in the graph and included the variable, “prim_job_categories,” in the combined data file. See the Appendix I tab to view the 12 broad categories in bold followed by their responses.

“Percent of alumni who reported the following about their current jobs” graph

The data presented in this graph comes from responses to Q25, “Please indicate whether each of the following descriptions applies to your current job.” We calculated the percentages by dividing the number of alumni who selected each response option by the total number of alumni who answered the question and selected anything except for “I am not currently employed.”



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"Annual pre-tax income of alumni" graph

The data presented in this graph comes from responses to Q28, "Which of the following most accurately describes your current personal annual income before taxes? Please report your personal income, not your total household income." We collapsed 14 of the responses from the original variable into the seven categories seen in the graph and included the variable, "income_collapsed," in the combined data file. We excluded those who selected, "I prefer not to respond" from our calculations. The "Less than \$20,000" category has the "No earned income" and the "Less than \$20,000" responses. The "\$100,000-\$179,999" category has the "\$100,000-\$119,999," "\$120,000-\$139,999," "\$140,000-\$159,999," and the "\$160,000-\$179,999" responses. The "\$180,000 or more" category has the "\$180,000-\$199,999," "\$200,000-\$219,999," "\$220,000-\$240,000," and the "More than \$240,000" responses. The rest of the categories do not combine responses.

"Amount borrowed by alumni and/or their families to finance attending college" graph

The data presented in this graph comes from responses to Q26, "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?" We collapsed the 15 responses from the original variable into the seven categories seen in the graph and included the variable, "borrow_collapsed," in the combined data file. The "Less than \$20,000" category has the "Less than \$5,000," "\$5,000-\$9,999," "\$10,000-\$14,999," and the "\$15,000-\$19,999" responses. The "\$20,000-\$39,999" category has the "\$20,000-\$29,999" and the "\$30,000-\$39,999" responses. The "\$40,000-\$59,999" category has the "\$40,000-\$49,999" and the "\$50,000-\$59,999" responses. The "\$60,000-\$79,999" category has the "\$60,000-\$69,999" and the "\$70,000-\$79,999" responses. The "\$80,000 or more" category has the "\$80,000-\$89,999," "\$90,000-\$99,999," and the "\$100,000 or more" responses. The rest of the categories do not combine responses.

"Percent of alumni who experienced high levels of the following good practices at their alma mater" graph

This graph shows alumni's average scores on four factor-derived scales from the HEDS Alumni Survey that represent dimensions of undergraduate experience: Good Teaching and High-Quality Interactions with Faculty, Challenging Assignments and High-Faculty Expectations, Interactions with Diversity, and Development of Social and Civic Engagement. 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 we only calculated scale scores for alumni who answered every question in the scale. To calculate each score, we recoded the response options for each scale into a 100-point scale. For the Good Teaching scale: 0=Strongly disagree, 25=Disagree, 50=Neither agree nor disagree, 75=Agree, and 100=Strongly agree. For the Challenging Assignments and Social and Civic Engagement scales: 0=Never, 25=Rarely, 50=Sometimes, 75=Often, and 100=Very often. For the Diversity scale: 0=Very little, 33.3 = Some, 66.7=Quite a bit, and 100=Very much. We averaged the recoded response options for each item in a scale to calculate the scale score. We consider scale scores of 70 and above to be high levels of these good practices.

"Outcomes on which alumni reported their undergraduate education had the most impact" table

The data presented in this table comes from responses to Q11, "To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?" We ranked the experiences listed in this question from highest to lowest based on the percentage of your alumni who selected "Very much" for each experience, and we show only the top five experiences for each cohort of your alumni in these tables.

"High-participation activities and their impact on alumni learning and personal development" table

The data in this table are from Q15, "To what extent did your experience with each of the following [activities] as an undergraduate at this institution contribute to your learning and personal development?" We ranked the 17 activities listed in this question (excluding "Other") from highest to lowest based on the number of your alumni who a) indicated that they participated in that activity in Q14, and b) chose to evaluate the impact of that activity in Q15. The table lists the activities that your alumni participated in most often and the proportion of your alumni who reported that those activities were "high impact" - i.e., contributed "very much" or "quite a bit" to their learning and personal development. For comparison purposes, we also show the percent of alumni at all other institutions who reported that those activities were high impact.

“Percent of alumni who reported that their undergraduate experience very much prepared them for the following activities” graph

The data presented in this graph comes from responses to Q12, “Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?”

“Percent of alumni who reported that they were very satisfied with or had a very strong connection to their undergraduate institution” graph

The data presented in this graph comes from responses to Q16, “How connected do you feel to this institution?” and Q17, “Overall, how satisfied have you been with your undergraduate education at this institution?”

Cohort Comparison worksheet - “Top outcomes” and “Activities with the most impact” table

The outcomes and activities presented in this table show the top three items from the corresponding tables on the alumni cohort worksheets.



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Categories and responses for the “Primary job of employed alumni” graph

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