

2005 HEDS Alumni Survey

Class of 2000

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I. Introduction

The HEDS Alumni Survey was administered in the spring 2005 to Macalester graduates from the class of 2000. The survey was sent to Macalester alumni who graduated between the fall of 1999 through the summer of 2000. Alumni were allowed to complete either a paper copy of the survey or submit the survey via the web. Of the 420 surveys sent, 186 were returned for a response rate of 44%. The survey asks alumni about their activities after graduation and about their evaluation of their undergraduate experiences.

The graduates who responded to the survey were generally representative of the class of 2000 as a whole. The respondents were more likely to be female and of white, non-Hispanic race/ethnicity than the full graduating class. Of the respondents, 84% were white and 64% were female, compared to 77% being white and 60% being female in the class overall.

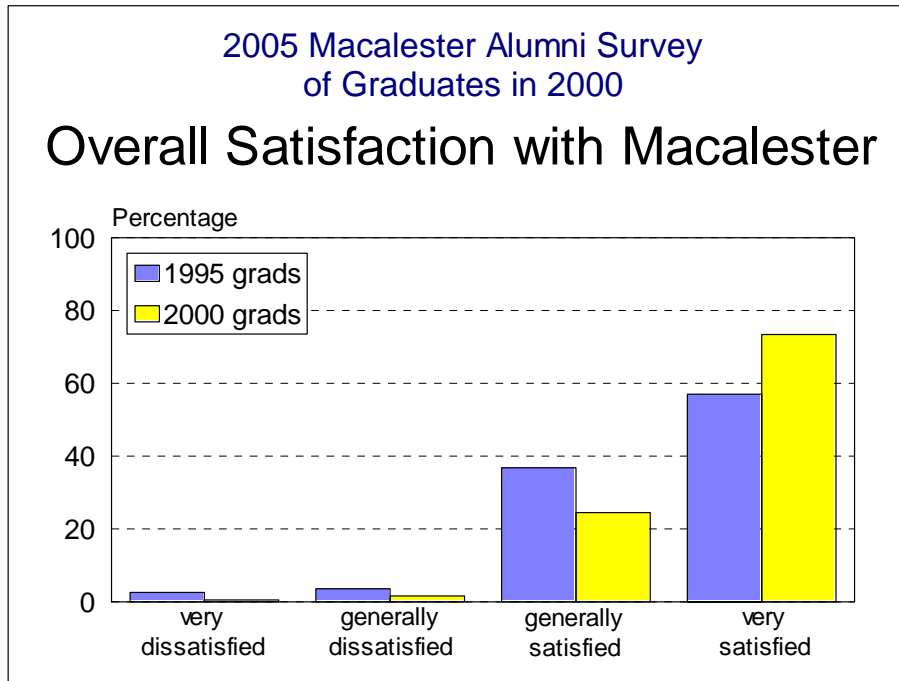
The HEDS Alumni Survey was also administered in 2000 to the class of 1995 with a response rate of 56%. The survey was revised between administrations in 2000 and 2005, but some questions remained the same in both versions of the survey so that comparisons may be made between the two classes.

Hi-Lites:

- 98% of the alumni from the class of 2000 are satisfied with their Macalester education. The percentage stating they were "very" satisfied was 73%.
- Five years after leaving Macalester, 57% of the alumni had either pursued or received an advanced degree. However, only 14% of the alumni said they went to graduate or professional school full-time immediately after leaving Macalester.
- Over three fourths of the graduates said their major was either directly or indirectly related to their current career. About one in five said it was "completely unrelated".
- Study abroad and internships are the activities that contributed the most towards personal development.
- The most important abilities in the current activities of alumni are functioning independently, establishing a course of action, and acquiring skills or knowledge on their own.
- The abilities enhanced the most by Macalester are thinking analytically and logically, acquiring skills or knowledge on their own, and developing a desire for continued learning.

II. Satisfaction with the Macalester Experience

Five years after leaving the College, the Alumni Survey asks graduates how satisfied they have been with their Macalester experience. Almost all of the graduates (98%) from both classes reported they were either "generally" or "very" satisfied. However, of the 2000 grads, 73% were specifically "very" satisfied, compared to only 57% of the 1995 grads.



Many of the survey items have strong correlations with the graduates' overall satisfaction with the Macalester experience. The extent to which a graduate identified with Macalester has the strongest correlation with overall student satisfaction ($r = .60$). Other survey items with strong correlations are satisfaction with their sense of belonging ($r = .49$) and satisfaction with the social life on campus ($r = .44$). The table below lists the survey items with the strongest correlations.

Strongest Correlations of Survey Items to Overall Alumni Satisfaction

Survey Item	Correlation to Satisfaction
Extent of identification with Macalester	.60
Satisfaction with sense of belonging on campus	.49
Satisfaction with social life on campus	.44
Fulfillment of expectations in personal growth	.43
Satisfaction with quality of teaching	.41
Extent to which Mac experience prepared you for relationships and family	.41
Fulfillment of expectations in intellectual growth	.40
Development of desire for continued learning	.40
Development of intellectual self-confidence	.38

III. Contribution of College Activities

The Alumni Survey asks students about their involvement in different college activities and how those activities contributed to their personal development. Study abroad and internships by far contributed the most to their personal development for those who participated in them. Intramural sports contributed the least.

The following table shows each activity in terms levels of involvement and contributions to personal development. Those whose participation in an activity was "none" have been excluded from the percentages listed in the last column for personal development.

Activity	% Involved	“Moderate” or “extensive” contribution to personal development
Study abroad	56.6%	94.1%
Internships	62.1	86.7
Independent study	71.0	73.1
Work on faculty research	36.8	70.2
Intercollegiate athletics	42.3	67.1
Political organizations	45.9	65.0
Community service	75.5	63.8
Performing arts	54.1	62.3
On-campus employment	79.7	62.1
Off-campus employment	60.3	59.2
Religious groups	16.6	43.3
Student publications	32.4	40.6
Student government	26.8	36.7
Intramural sports	43.4	23.1

Notes: "% Involved" includes responses of "a little", "moderate", and "extensive" and excludes responses of "none"

IV. Importance and Enhancement of Abilities

The Alumni Survey asks graduates to evaluate abilities developed at Macalester in two contexts: 1) the extent to which the abilities were enhanced by their undergraduate experience and 2) the importance of each ability in their current lives.

The abilities most greatly enhanced at Macalester for the class of 2000 were thinking analytically and logically, acquiring skills and knowledge on their own, and developing a desire for continued learning. The most important abilities in their current lives were functioning independently, establishing a course of action, and acquiring skills and knowledge on their own.

Not all of the skills listed on the Alumni Survey for the class of 1995 were also listed in the version used by the class of 2000. The scale for the importance of each skill also changed from "not at all... somewhat... very... essential" to "not at all... a little... moderately... greatly". This change in the scale most likely accounts for increases in importance of almost all of the skills

listed on the survey. However it is important to note that there was one decrease in importance of a skill - writing effectively (-8.3).

The following two tables show each of the abilities and 1) their current importance to the alumni and 2) the extent to which they were enhanced at Macalester. Percentages for the 1995 graduates are listed only if comparable questions were available on their edition of the survey. Each table is sorted in descending order for the class of 2000.

1) Abilities and types of knowledge that are "greatly important" in current activities:

	"Essential" to the Class of 1995	"Greatly Important" to the Class of 2000
Function independently	81.4%	87.0%
Establish course of action to reach goals	67.6	82.7
Acquire new skills, knowledge	80.0	82.3
Think analytically, logically	78.9	79.3
Communicate well orally	76.7	76.2
Function effectively in a team	58.7	74.7
Intellectual self confidence		73.5
Develop desire for continued learning		73.0
Understand others		70.8
Understand myself	57.4	69.2
Formulate creative, original ideas		64.5
Relate well to different races, nations	58.9	64.0
Understand moral, ethical issues		63.8
Develop self-esteem	62.6	63.6
Write effectively	71.7	63.4
Gain in-depth knowledge in a field	53.7	61.1
Place current problems in perspective	38.8	58.4
Develop awareness of social problems	45.0	51.9
Use technology		48.6
Lead, supervise tasks and people	42.9	47.3
Academic ability		45.7
Use quantitative tools	26.5	40.5
Understand the process of science	24.5	32.6
Appreciate the arts	25.5	30.3
Read, speak a foreign language	18.7	19.5

NOTE: increases in importance may be influenced by changes in the likert scales from "not at all – somewhat – very - essential" for the class of 1995 to "not at all - a little – moderately - greatly" for the class of 2000.

The scale did not change for the question asking the extent to which certain skills and abilities were enhanced at Macalester between administrations of the survey. Both classes had choices of "none – a little – moderately – greatly".

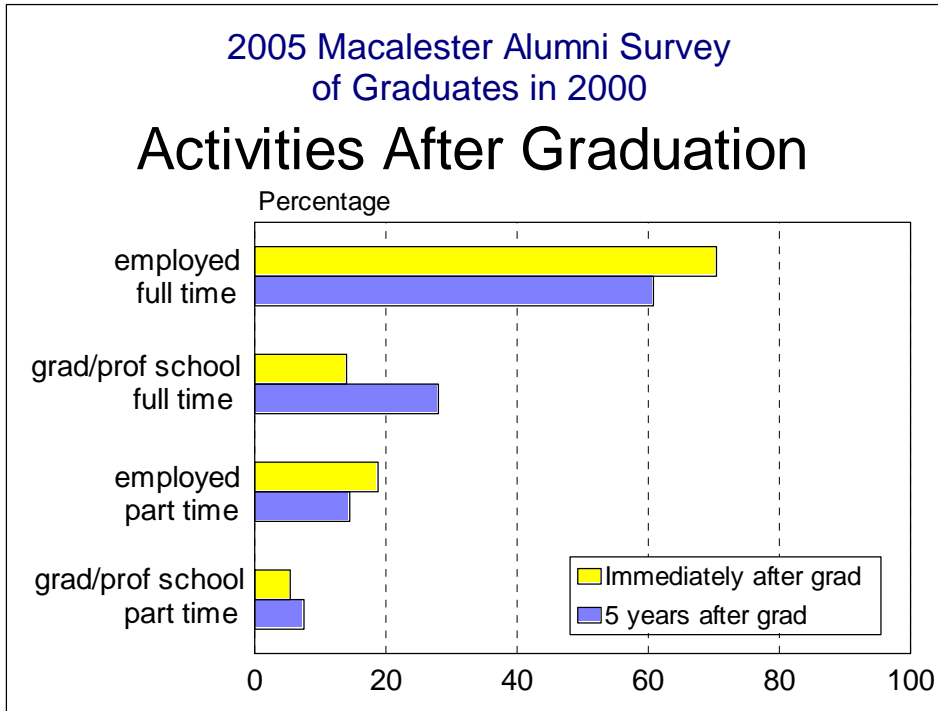
Note that for the class of 2000, the ability to communicate well orally is the fifth item listed in the table of importance above, but the 20th item listed in the table of abilities enhanced at Macalester below. Communicating well orally also decreased in the extent to which it was "greatly" enhanced at Macalester (-11.1).

2) *Abilities and types of knowledge that were "greatly enhanced" by Macalester:*

	"Greatly" Enhanced for the Class of 1995	"Greatly" Enhanced for the Class of 2000
Think analytically, logically	64.2	75.1
Acquire new skills, knowledge	62.6	72.1
Develop desire for continued learning		70.5
Develop awareness of social problems	58.7	68.3
Academic ability		68.1
Write effectively	63.4	63.4
Relate well to different races, nations	59.6	60.5
Place current problems in perspective	53.4	55.1
Formulate creative, original ideas		52.5
Understand moral, ethical issues		51.6
Intellectual self confidence		50.5
Function independently	48.7	49.7
Understand others		46.2
Gain in-depth knowledge in a field	44.7	45.2
Understand myself	42.3	43.2
Establish course of action to reach goals	29.8	42.4
Appreciate the arts	29.3	39.1
Function effectively in a team	36.0	33.0
Develop self-esteem	36.7	31.9
Communicate well orally	41.9	30.8
Understand the process of science	25.1	28.3
Read, speak a foreign language	24.5	28.1
Use quantitative tools	23.8	26.5
Use technology		23.8
Lead, supervise tasks and people	24.9	21.6

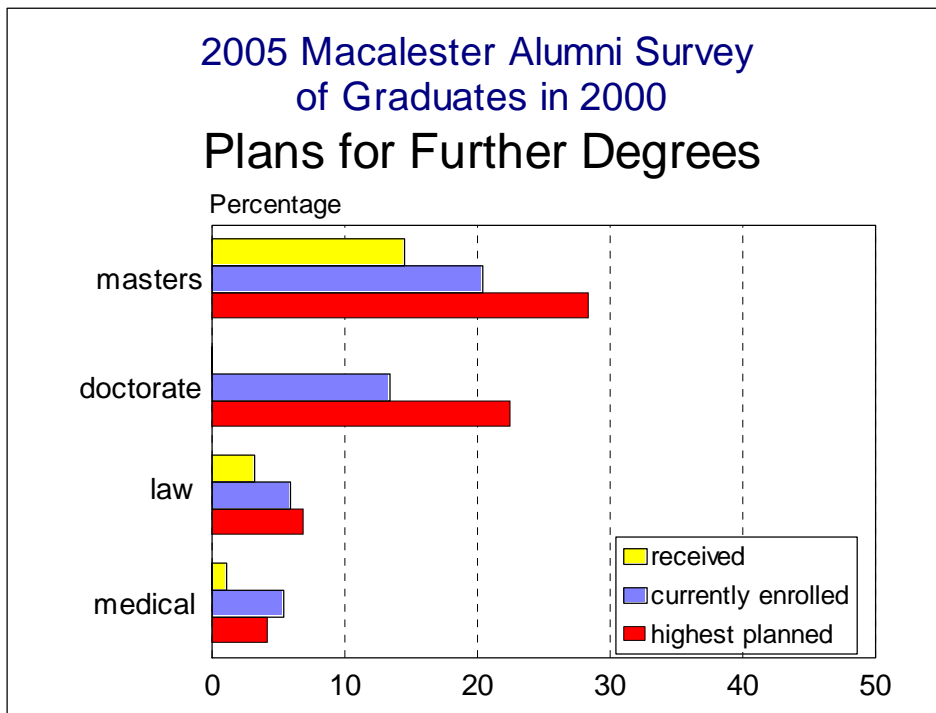
V. Life after Graduation

The Alumni Survey asks graduates about their activities after leaving Macalester, including employment and education. Only 14% of the class of 2000 who completed the Alumni Survey enrolled full-time in an advanced degree program immediately after leaving Macalester. A majority of them (70%) went to work full-time. Five years later the percentage enrolled full-time in graduate or professional programs had risen to 28%, and the percentage working full-time had dropped to 60%.



During the five years since leaving Macalester, 57% of the graduates had either received an advanced degree or were currently enrolled in an advanced degree program. This is comparable with other research done at Macalester through surveys and gathering information on alumni that shows 60% of our alumni pursue or complete an advanced degree within 6 years of leaving the College.

The following graph shows the plans of the class of 2000 concerning advanced degrees. It shows degrees they have already received, degrees in which they are currently enrolled, and the degrees included in their ultimate plan.

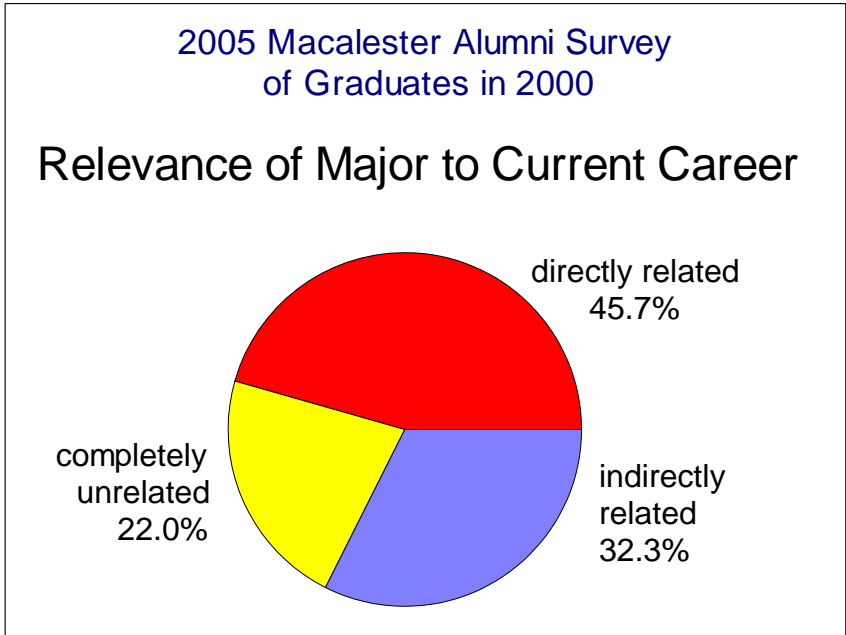


In choosing careers, education was the most popular field of choice both currently (17%) and ultimately (17%) for the Macalester graduates in the class of 2000. Other popular current careers were managerial (12%) and scientist/mathematician (11%). Health treating and diagnosing professions were popular as an ultimate career (14%).

Occupations of Macalester Alumni

Occupation	Currently	Ultimately
Educators	17.0%	16.7%
Managerial	12.4	12.8
Scientists, mathematicians	11.1	10.3
Writers, artists, entertainers, athletes	9.2	11.5
Administrative support	6.5	1.3
Legal-related	5.9	9.6
Social, recreational, religious	5.9	1.3
Health diagnosing, treating	5.2	14.1
Marketing and sales	4.6	1.9
Technicians	2.0	0.0
Engineers, architects	0.0	0.0
Other occupations	22.2	20.5

Over three fourths (78%) of the graduates said their major was either directly or indirectly related to their current career. One fifth (22.0%) said their major was completely unrelated to their current career.



The Alumni Survey doesn't provide a way to calculate "average income", but it did ask graduates to indicate their income within several categories. The graph below shows that five years after their graduation, just over 40% of the Macalester graduates in 2000 were earning between \$20,000 and \$40,000 a year. If you include only graduates who were currently working full-time, about half earned between \$20,000 and \$40,000 a year (not pictured in the graph).

