HEDS Alumni Survey
2020–2021 Summary Report
Reed College

Table of Contents **Released 8/13/2021**

This report compares the responses of alumni from your institution who took the HEDS Alumni Survey in 2020-2021 with the responses of alumni from other institutions who participated in this survey in the last four academic years. We provide data for cohorts of alumni who took the survey 5, and 10 years after graduating.

First we show data comparing your institution to other institutions for each alumni cohort; then we compare your alumni cohorts to each other.

You can use the Table of Contents and accompanying section descriptions (see below) to navigate this report.

Click on the underlined worksheet names below to jump to the worksheet you would like to view:

The first set of worksheets provide comparisons by cohort for post-college activities, academic experiences, and institutional impact. Each worksheet compares your institution's cohort to all other institutions' data for the corresponding cohort. **Results for 5-Year-Out Alumni (5YR)** **Results for 10-Year-Out Alumni (10YR)**
Cohort Comparison Shows how different alumni cohorts from your institution compare to each other on post-college activities, academic experiences, and institutional impact.
Technical Information Contains detailed information on sampling and the calculations used in this report
Data Sharing Practices Contains information about how you may share this report
Appendix Shows the job categories that alumni could select in response to the survey question about their current primary job.

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Results for 5-Year-Out Alumni Cohort (5YR)

Post-College Activities

Chart 1: Primary activity of alumni after 5 years

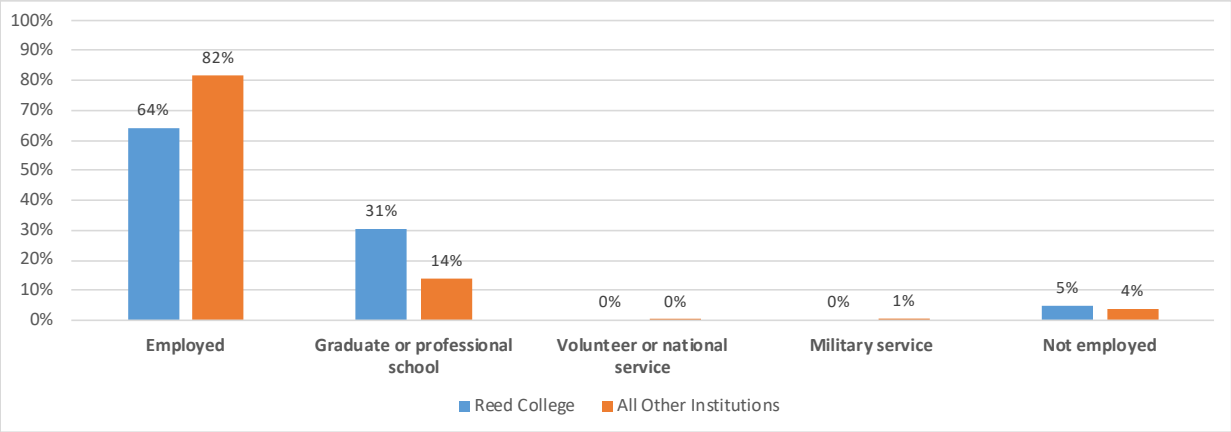
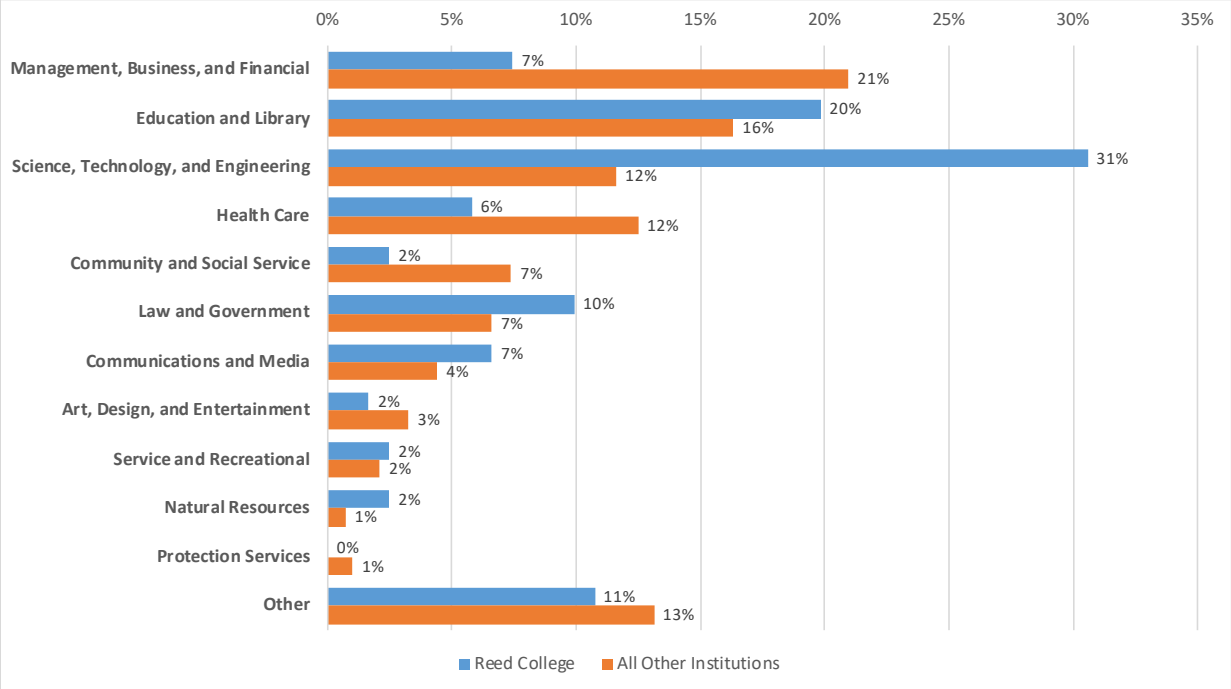


Chart 2: Current primary job of employed alumni after 5 years



Please see the Appendix for a list of jobs that were included in each of the categories in Chart 2.

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

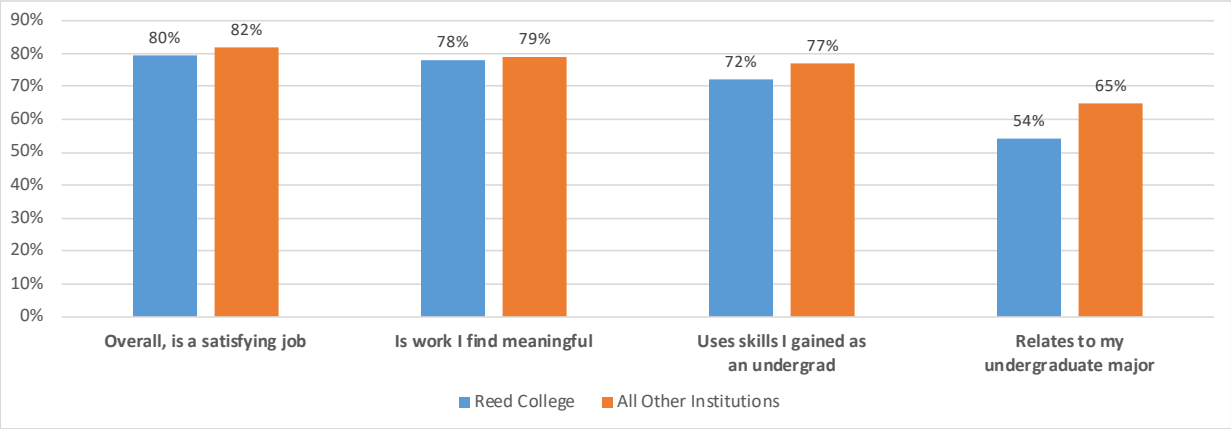
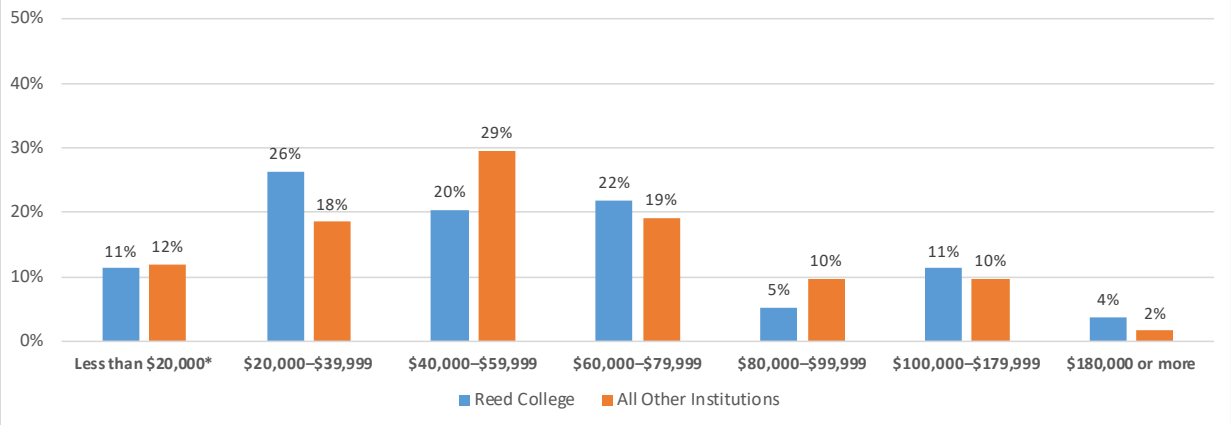
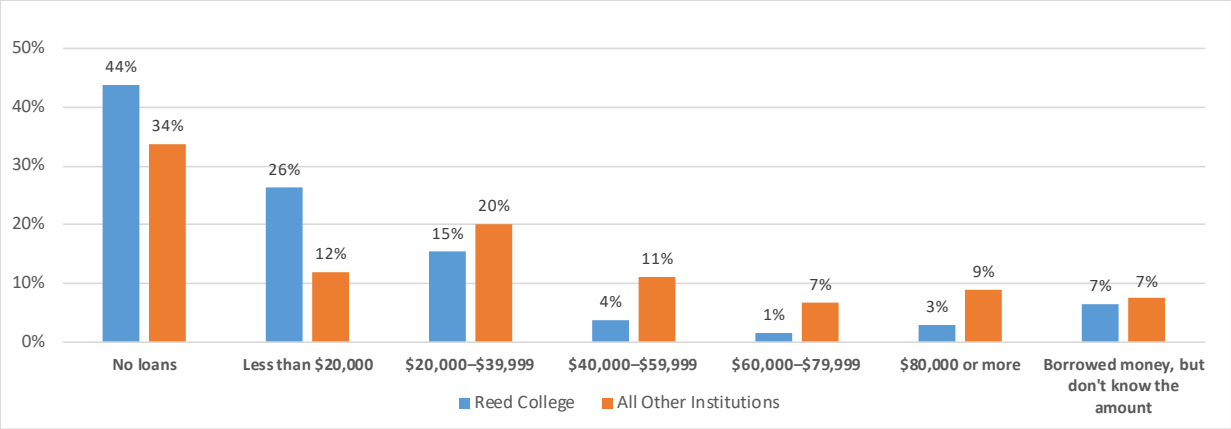


Chart 4: Annual pre-tax income of 5-year alumni



*Includes those who selected "No earned income."

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



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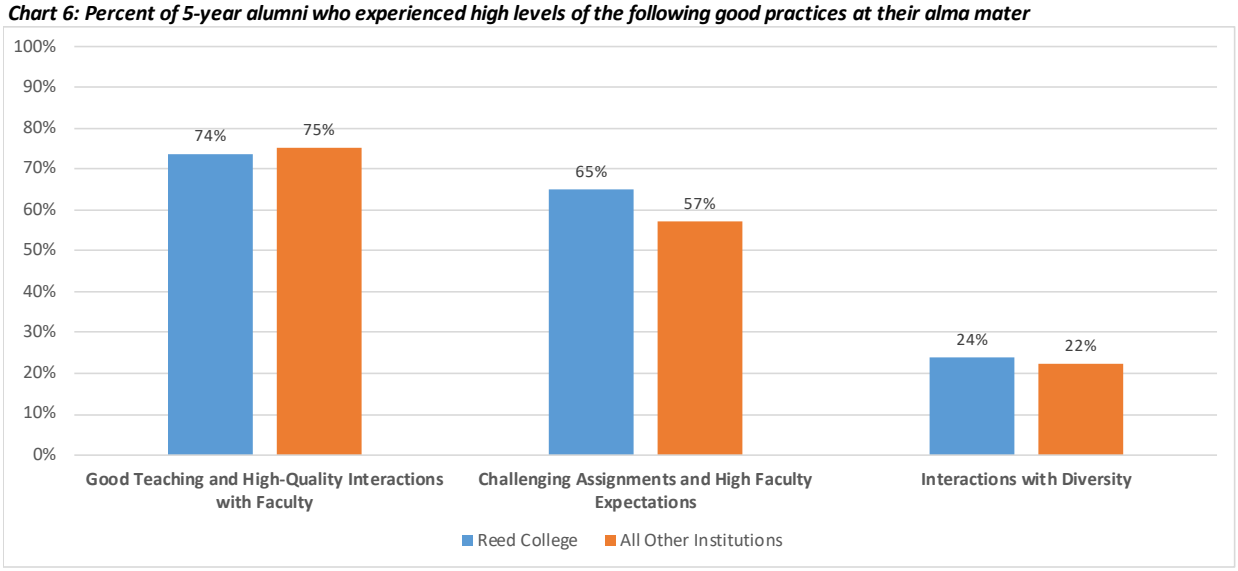
Academic Experience

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



Institutional Impact

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

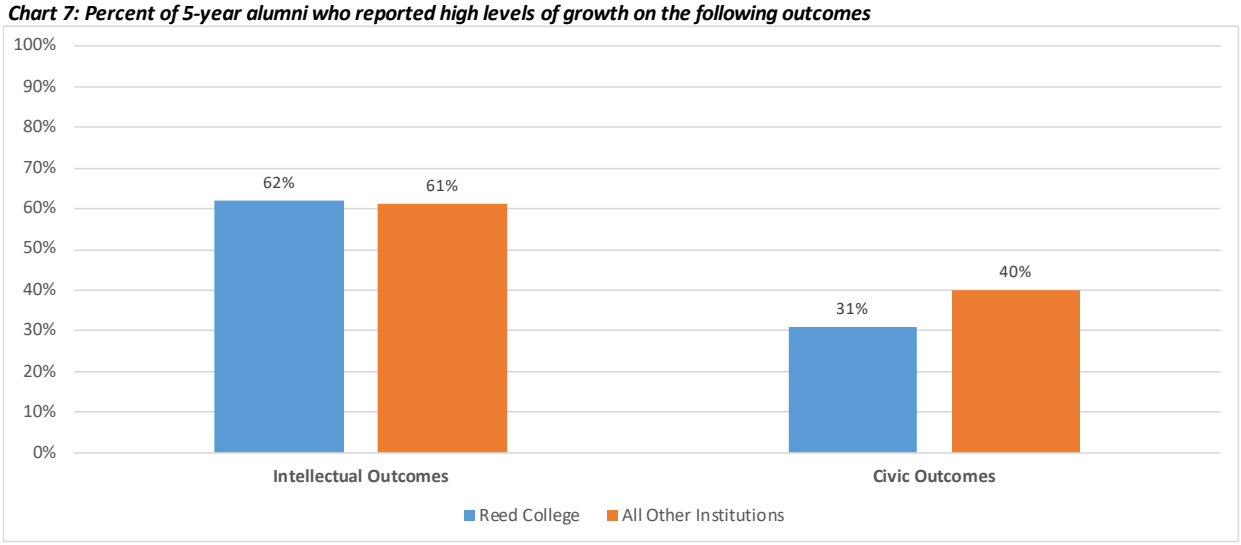


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Table 1: Outcomes on which 5-year alumni reported their undergraduate education had the most impact

Areas with the five highest percentages for Principia College

	Reed College	All Other Alumni
Critical thinking	75%	62%
Effective writing	62%	54%
Information literacy	60%	50%
Integrative thinking	58%	44%
Problem solving	51%	46%

Table 2: High-participation activities and their impact on alumni learning and personal development

Activities in which the most 5-year Principia College alumni participated

	Reed College (n=202)		All Other Alumni
	# of alumni participating in activity	% reporting high impact	% reporting high impact
On-campus employment	111	63%	64%
Performing arts and music	89	44%	48%
Community service	89	33%	49%
Faculty research	85	76%	58%
Independent study	80	64%	57%

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

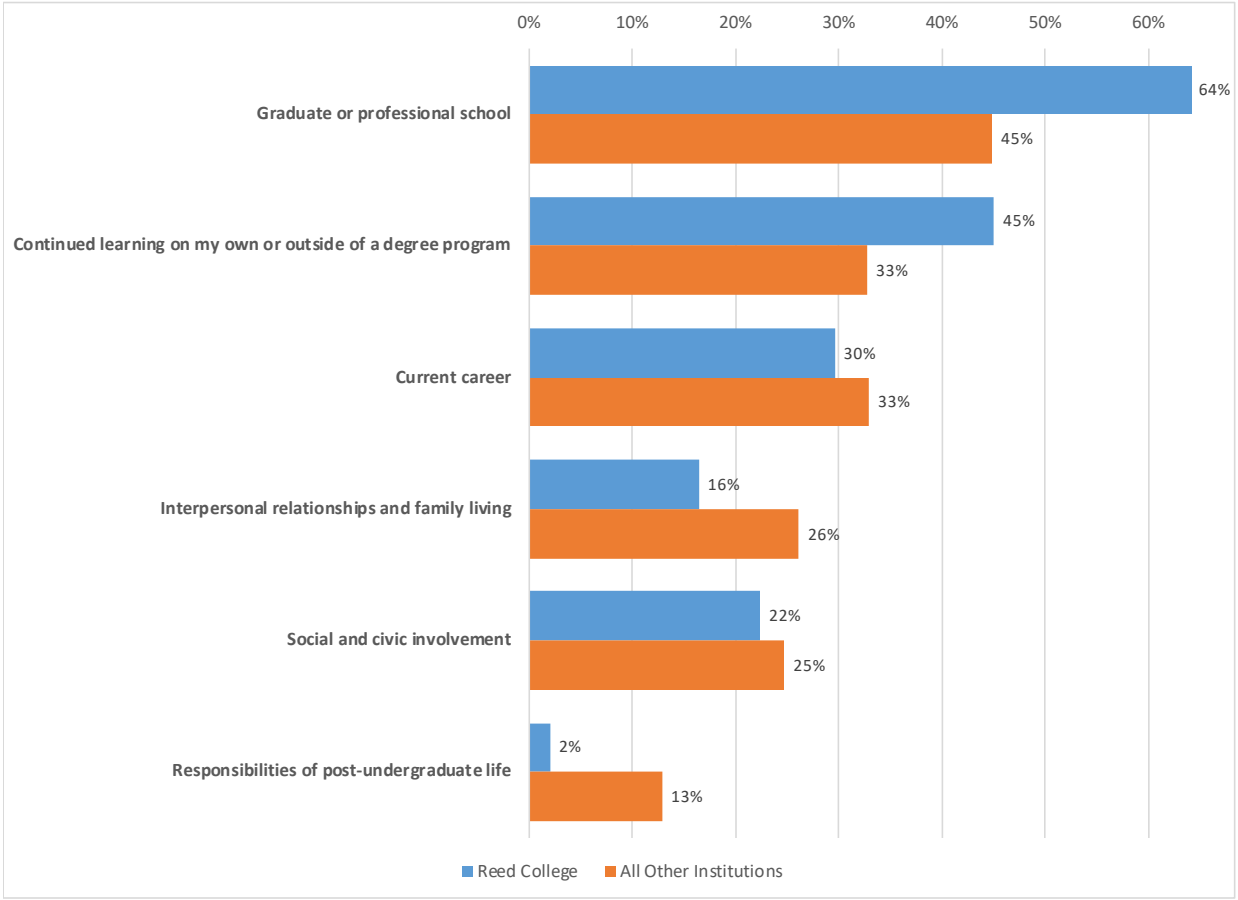

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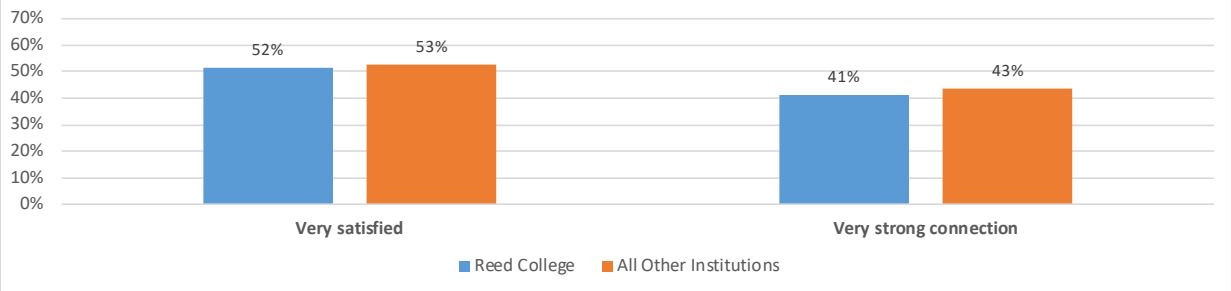
Chart 9: Percent of 5-year alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution



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Results for 10-Year-Out Alumni Cohort (10YR)

Post-College Activities

Chart 1: Primary activity of alumni after 10 years

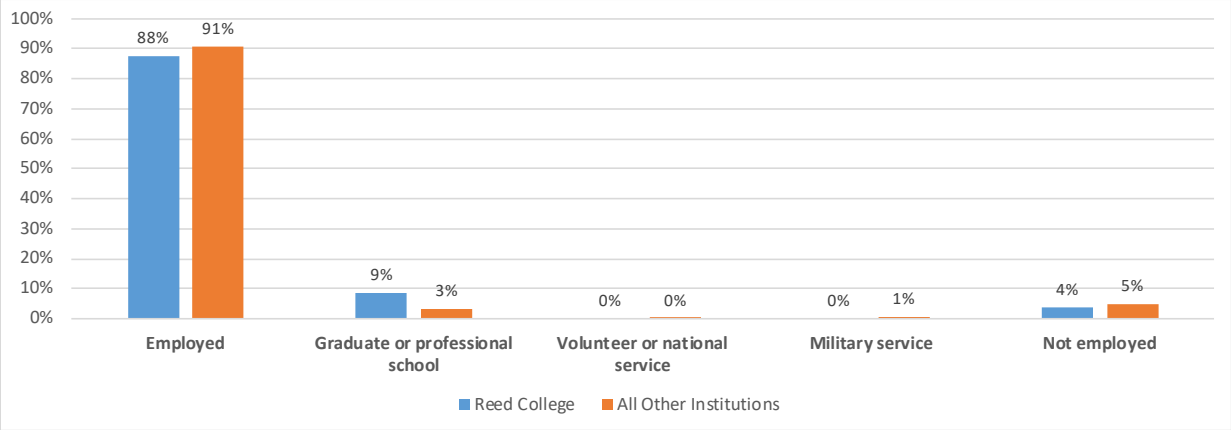
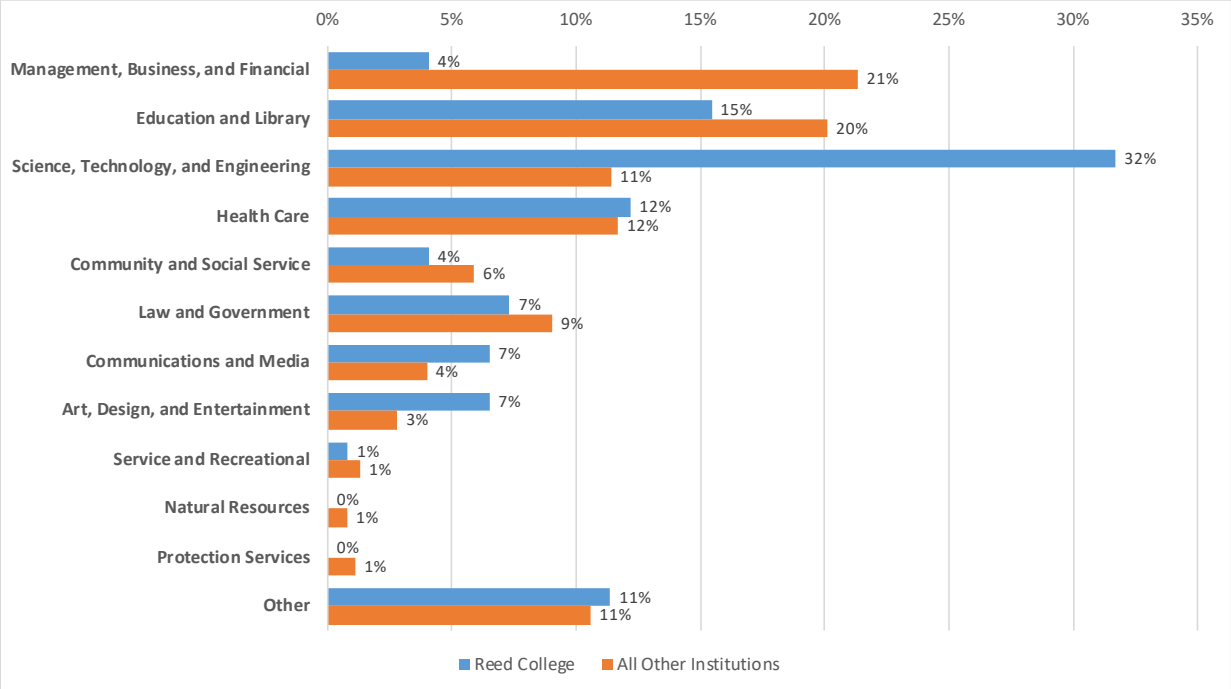


Chart 2: Current primary job of employed alumni after 10 years



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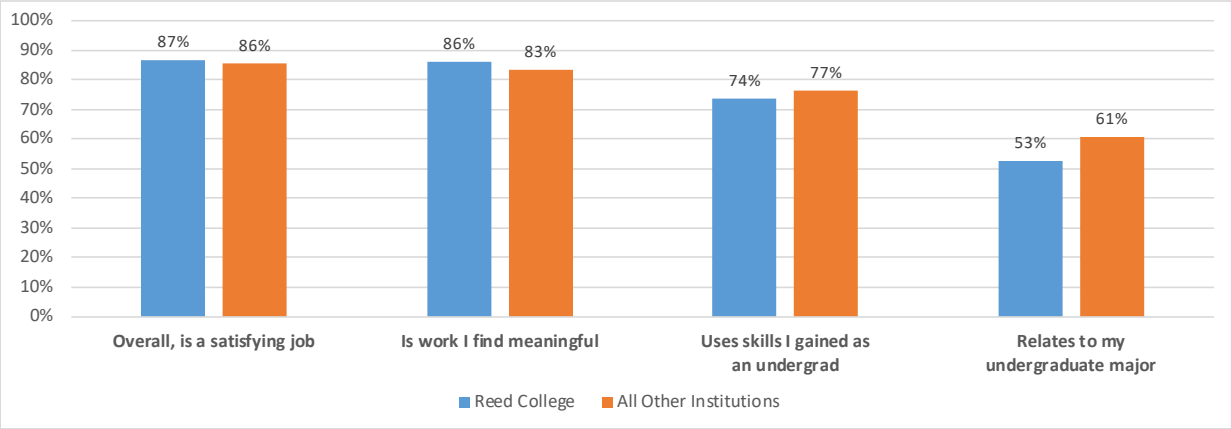
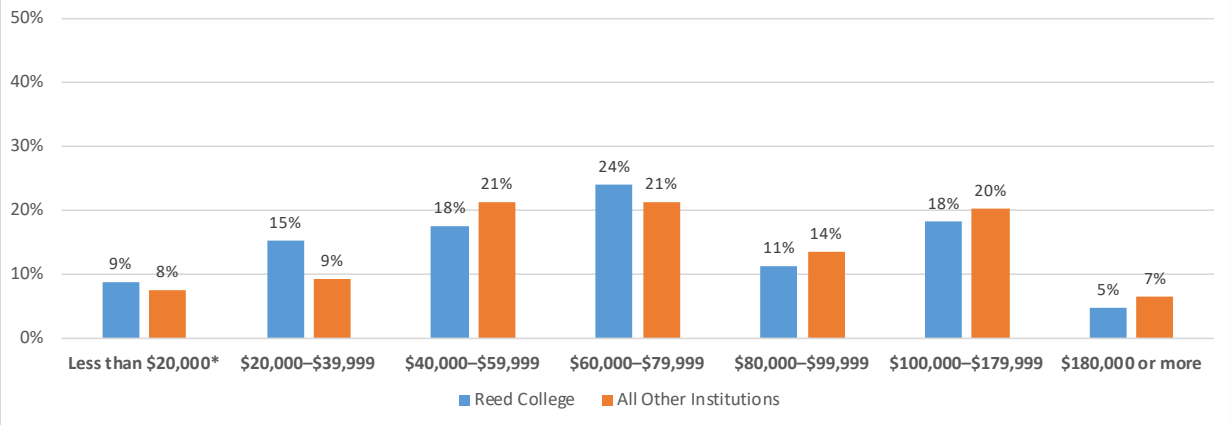
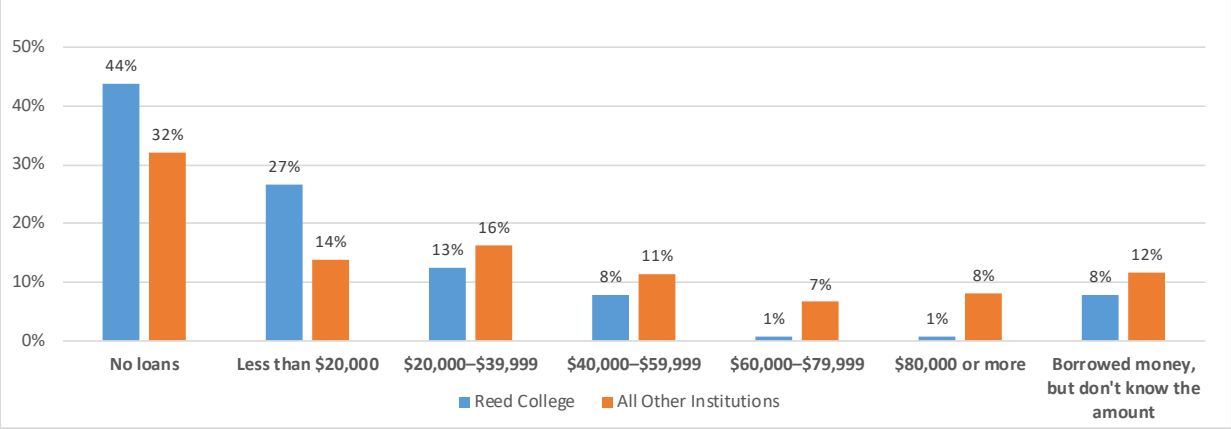


Chart 4: Annual pre-tax income of 10-year alumni



*Includes those who selected "No earned income."

Chart 5: Amount borrowed by 10-year alumni and/or their families to finance attending college



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Academic Experience

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

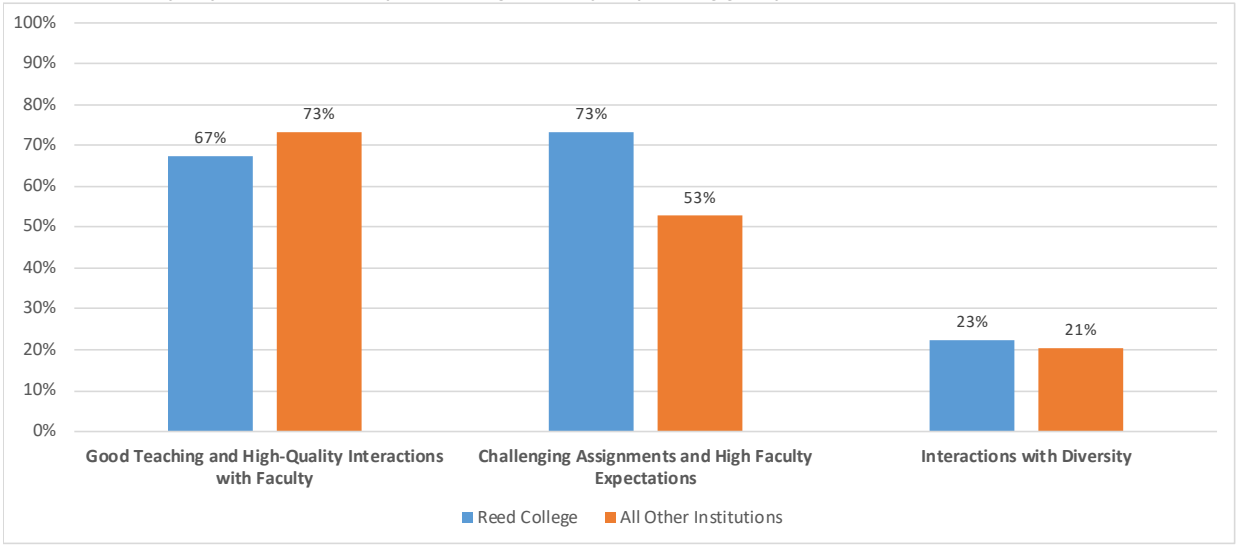

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Chart 7: Percent of 10-year alumni who reported high levels of growth on the following outcomes

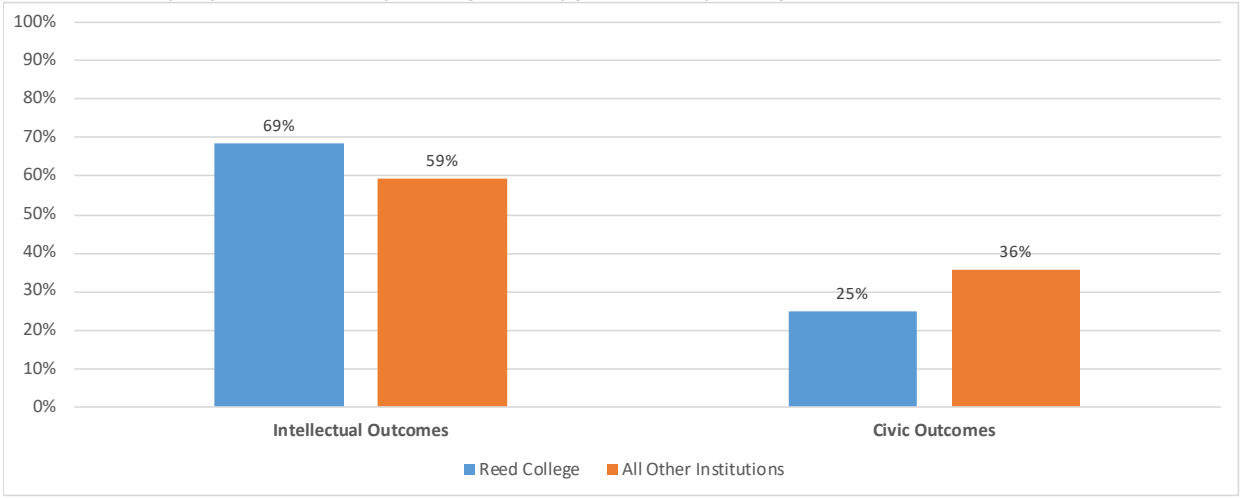

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Table 1: Outcomes on which 10-year alumni reported their undergraduate education had the most impact

Areas with the five highest percentages for Principia College

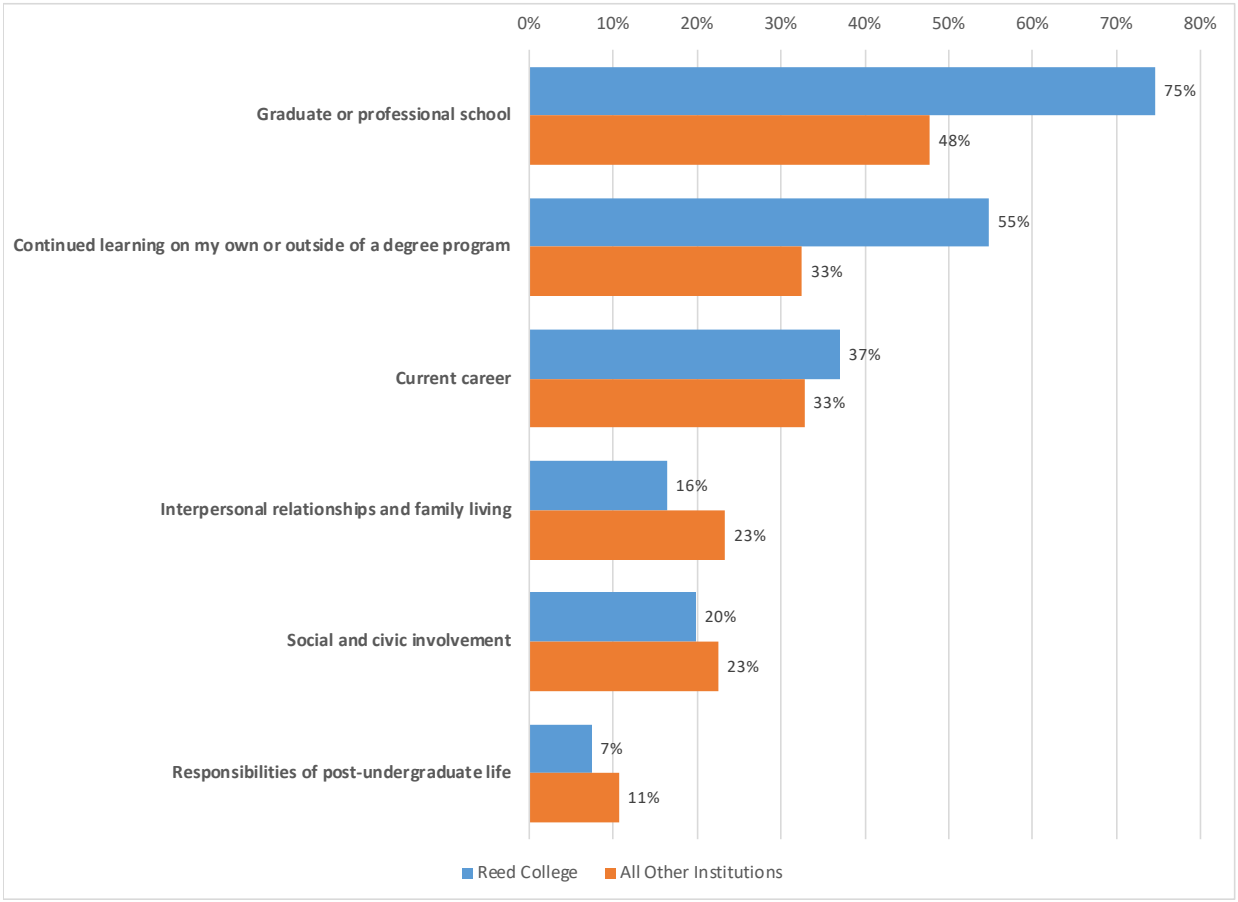
	Reed College	All Other Alumni
Critical thinking	87%	60%
Careful reading	79%	49%
Information literacy	76%	50%
Effective writing	70%	55%
Creative thinking	63%	42%

Table 2: High-participation activities and their impact on alumni learning and personal development

Activities in which the most 10-year Principia College alumni participated

	Reed College (n=187)		All Other Alumni
	# of alumni participating in activity	% reporting high impact	% reporting high impact
On-campus employment	98	58%	59%
Independent study	95	72%	52%
Community service	93	43%	45%
Faculty research	90	67%	53%
Service organizations	78	36%	41%

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



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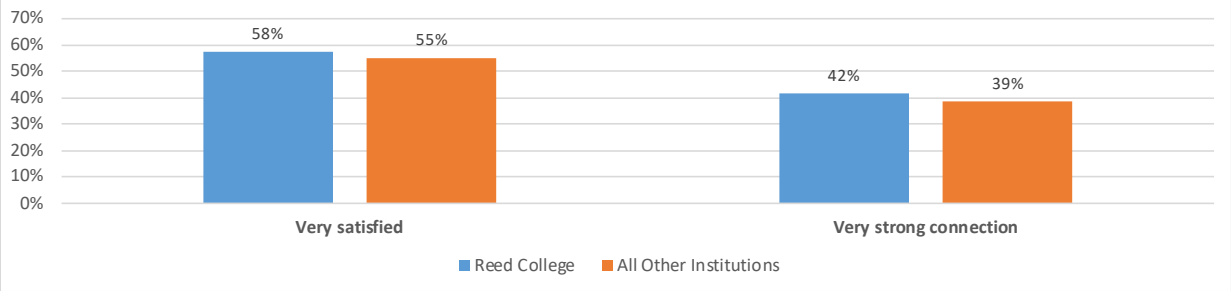

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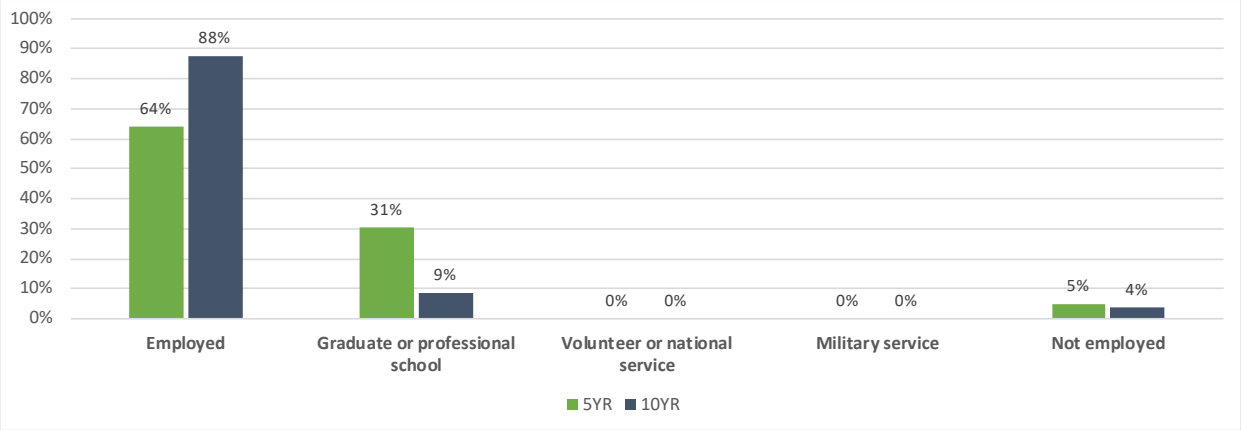
Reed College Results, by Cohort: 5-Year-Out (5YR) and 10-Year-Out (10YR)

Post-College Activities

Chart 1: Primary activity of alumni



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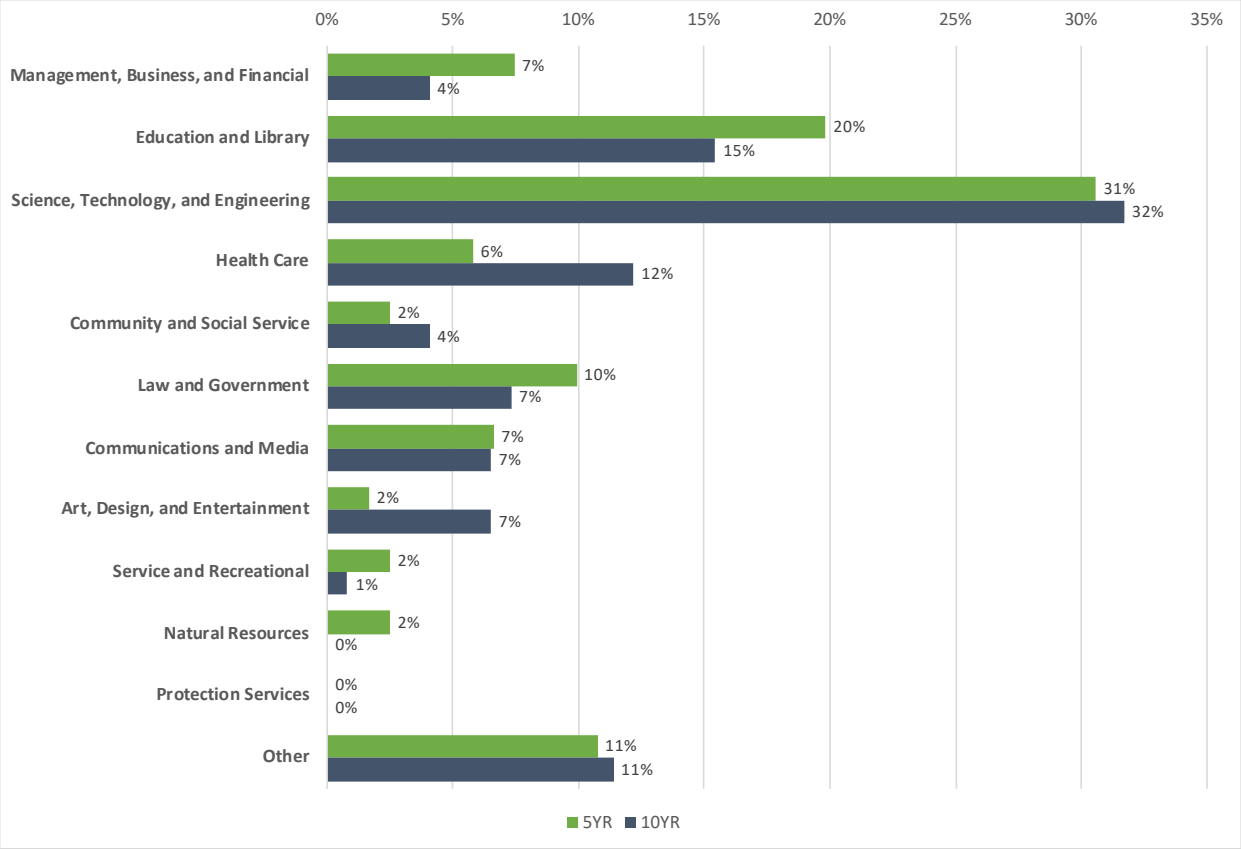

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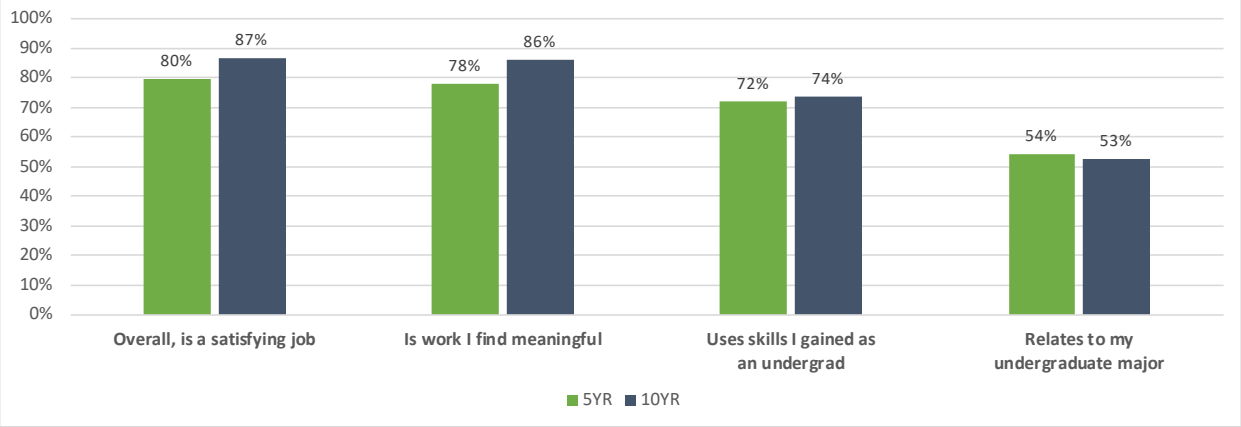

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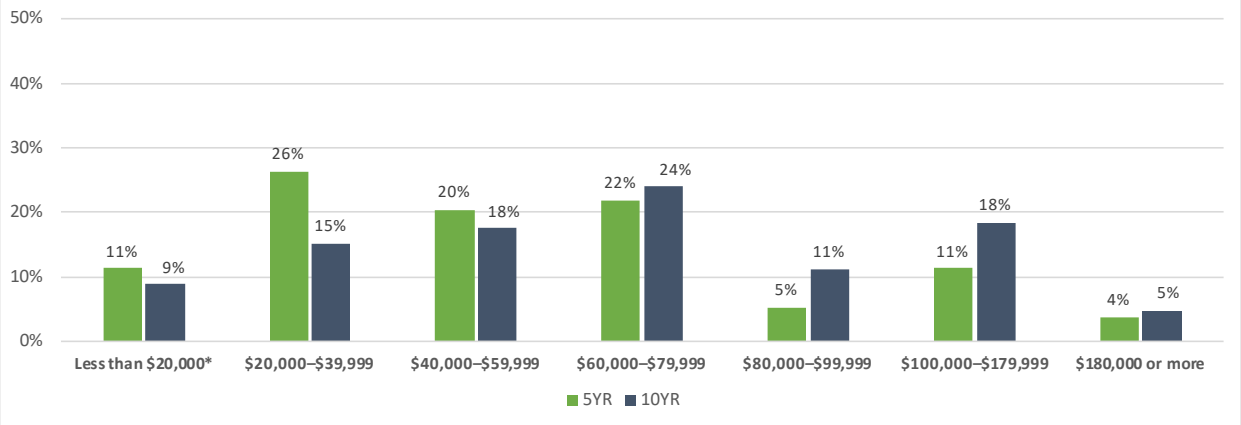

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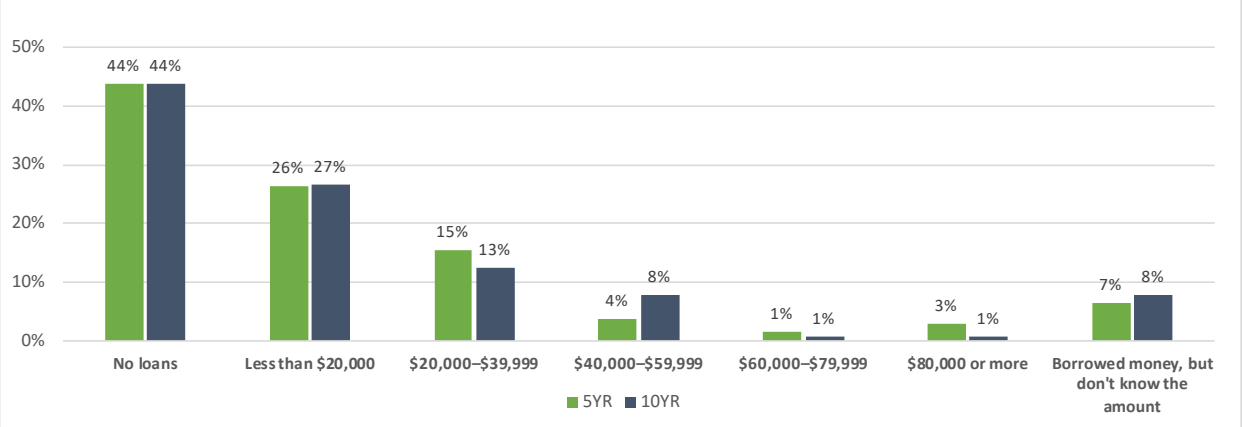

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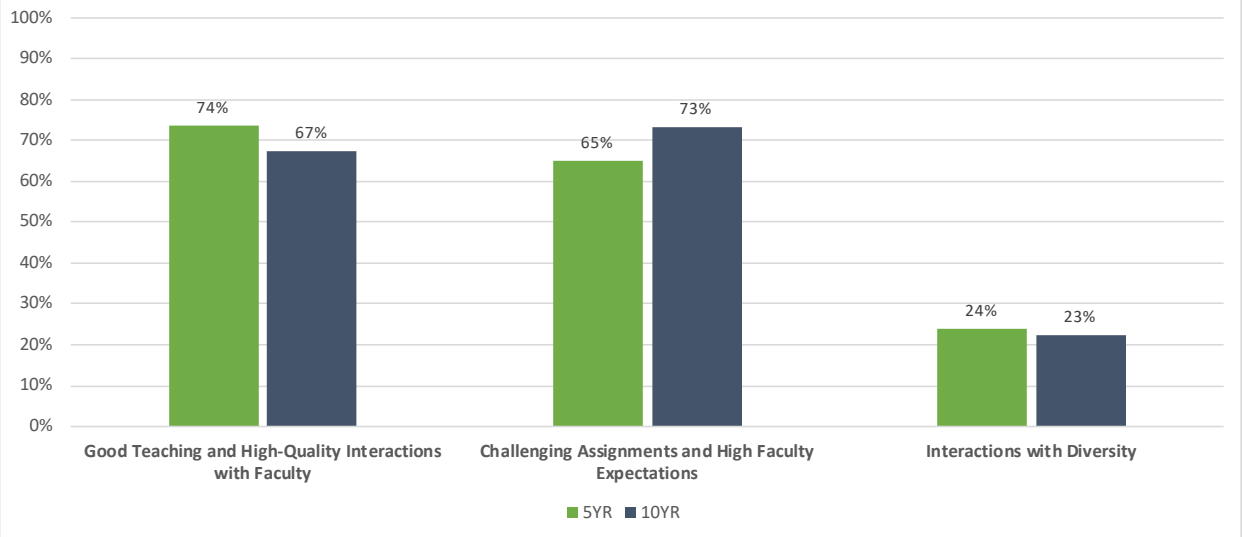

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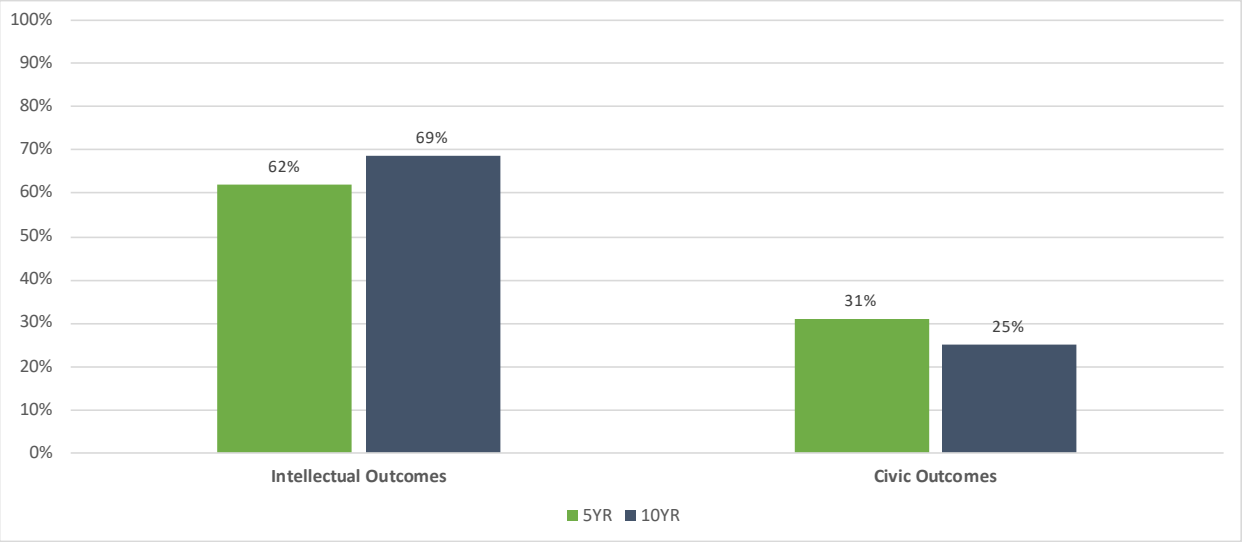

Table 1: Outcomes on which alumni reported their undergraduate education had the most impact

	5YR	10YR
Top outcomes of undergraduate education	Critical thinking Effective writing Information literacy	Critical thinking Careful reading Information literacy

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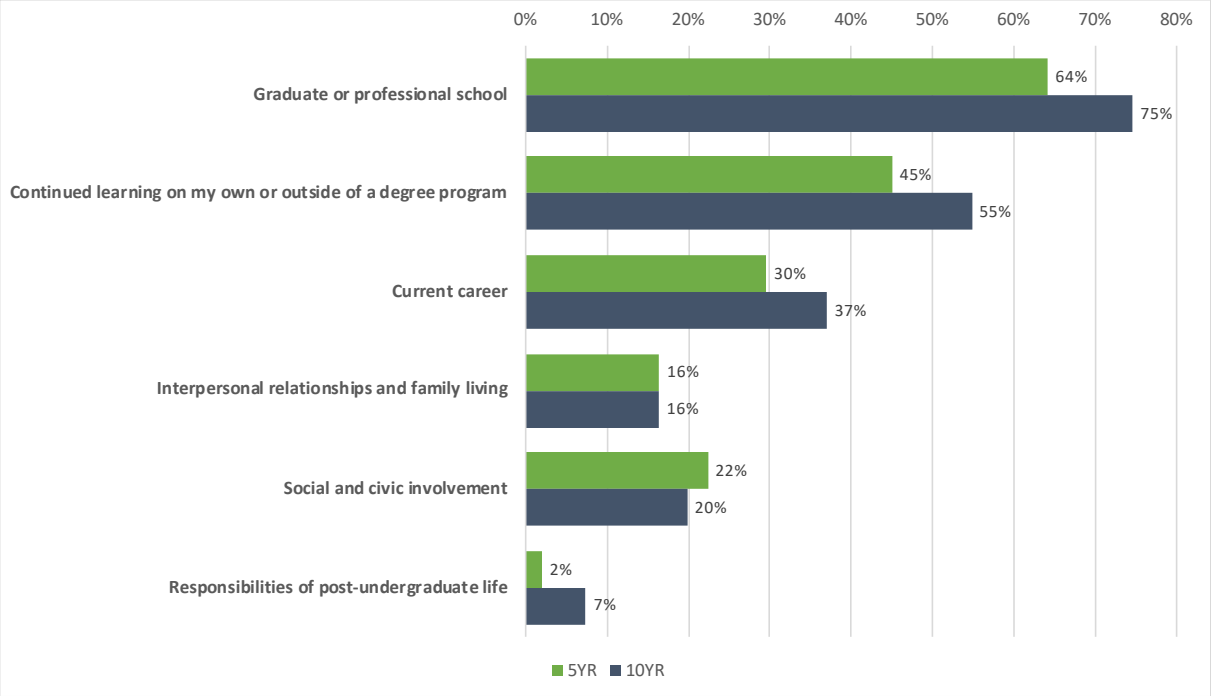

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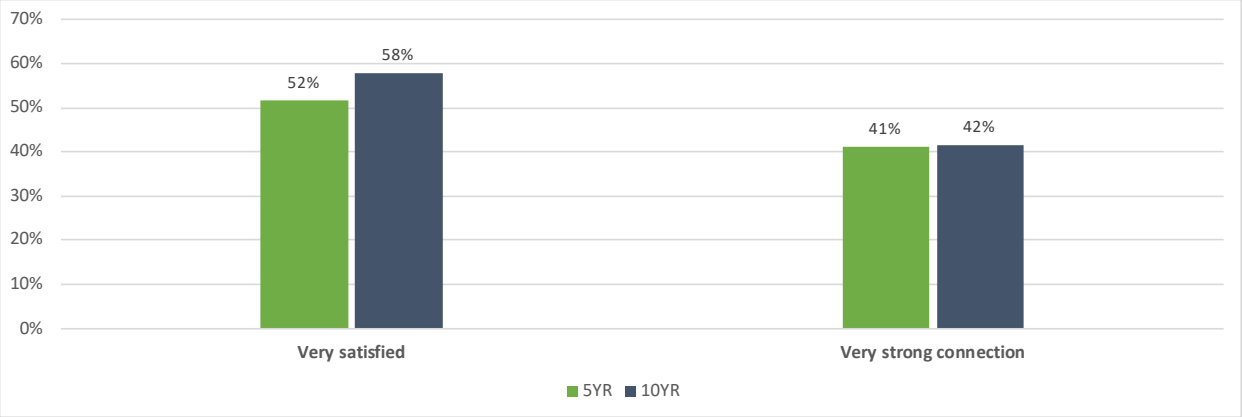

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Technical Information

This report summarizes data for 1-year, 5-year, and 10-year alumni cohorts from 62 institutions (listed below) that administered the HEDS Alumni Survey in the 2017–2018, 2018–2019, 2019–2020, and/or 2020–2021 academic years. Institutions may have surveyed alumni who graduated at other times, but we do not include that data in this report. The average response rate was 25%.

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]
Agnes Scott College	2019–2020	66	121	60	38%
Albertus Magnus College	2018–2019		55	17	8%
Alma College	2019–2020	58	62	43	25%
Arkansas State University	2018–2019	206			10%
Arkansas State University	2019–2020	385			18%
Augustana College	2020-2021	305	96	101	22%
Baldwin Wallace University	2017–2018		66	91	13%
Baldwin Wallace University	2018–2019		56	63	11%
Beloit College	2018–2019	109	109	106	17%
Benedictine College	2017–2018		60	36	26%
Benedictine College	2018–2019		87	39	27%
Bucknell University	2018–2019	341	288	287	18%
Concordia College (MN)	2017–2018		156	147	33%
Cornell College	2017–2018		54	53	12%
Dickinson College	2017–2018	200	151	167	37%
Dickinson College	2018–2019	189	165	158	33%
Dickinson College	2020-2021	210	217	185	41%
Dominican University of California	2017–2018	65	40	26	15%
Dominican University of California	2020-2021	76	26	16	
Earlham College	2017–2018		61		13%
Earlham College	2019–2020		19	21	8%*
George Fox University	2019–2020	200	113	93	23%
Goshen College	2017–2018		58	76	46%
Goshen College	2019–2020		34	75	43%
Grinnell College	2018–2019		70	101	30%
Hamilton College	2017–2018		111	81	22%
Hampden-Sydney College	2017–2018	35	32	46	20%
Hampden-Sydney College	2018–2019	40	29	14	9%
Hanover College	2017–2018	78	52	79	33%
Hanover College	2018–2019	63	67	49	29%
Hanover College	2019–2020	70	53	51	30%
Hanover College	2020-2021	59	41	50	23%
Harvey Mudd College	2017–2018	95	69	65	46%
Harvey Mudd College	2018–2019	78	70	54	40%
Harvey Mudd College	2019–2020	69	39	22	26%
Harvey Mudd College	2020-2021	69	50	46	33%
Haverford College	2017–2018	105	101	103	37%
Haverford College	2018–2019	135	106	104	39%
Hood College	2018–2019		45	47	16%
Hood College	2019–2020		34	25	9%
Hood College	2020-2021	34	42	31	13%
Illinois Wesleyan University	2017–2018		287	272	32%
Illinois Wesleyan University	2020-2021		133	71	19%
Kalamazoo College	2017–2018		113	85	39%
Kenyon College	2017–2018		115	106	35%
Kenyon College	2018–2019		143	109	36%
Kenyon College	2020-2021				20%
Knox College	2017–2018		108	74	39%
Knox College	2020-2021	153	107	156	25%
Lewis & Clark College	2017–2018	161			30%
Loyola University Maryland	2017–2018		174	109	17%
Luther College	2017–2018		218	207	46%
Macalester College	2019–2020		218		51%
Manhattan College	2018–2019		8	12	3%*
Mills College	2017–2018		76	39	26%
Olivet College	2017–2018		24	24	20%
Olivet College	2018–2019		13	35	19%
Ouachita Baptist University	2017–2018	31	86	54	30%
Principia College	2018–2019		102	102	39%
Principia College	2019–2020	80			40%

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Principia College	2020-2021	93	105	81	47%
Quinnipiac University	2018–2019	428	269		25%
Quinnipiac University	2020-2021	626	502	303	18%
Reed College	2016–2017		240	218	36%
Reed College	2018–2019		139	157	22%
Reed College	2020-2021		202	187	29%
Saint Anselm College	2017–2018		68	64	24%
Saint Anselm College	2020-2021		101	88	32%
Saint Leo University	2017–2018		198	89	10%
Saint Martin's University	2018–2019	69	48	16	6%
Scripps College	2017–2018	104	76	53	39%
Scripps College	2018–2019	47	39	39	19%
Scripps College	2019–2020	69	77	53	29%
Scripps College	2020-2021	51	51	42	23%
Southwestern University	2017–2018		89	102	33%
St. Edwards University	2020-2021	162	82	82	18%
St. Norbert College	2017–2018		126	93	29%
St. Norbert College	2018–2019		123	75	27%
St. Norbert College	2019–2020			80	23%
St. Norbert College	2020-2021		92	116	28%
St. Olaf College	2017–2018		530		40%
St. Olaf College	2020-2021		282		21%
Susquehanna University	2018–2019		79		25%
Susquehanna University	2019–2020		74		21%
Susquehanna University	2020-2021		87		26%
The American University of Paris	2018–2019		13	1	2%
The American University of Paris	2019–2020		14	14	14%
The American University of Paris	2020-2021		16	3	
The College of New Jersey	2018–2019	338	276	89	6%
The College of St. Scholastica	2017–2018		159	98	15%
Trinity University	2018–2019		50	85	12%
Trinity University (TX)	2017–2018		87	77	20%
Union College	2017–2018		143	117	26%
University of California - Irvine	2020-2021	819	265	249	9%
University of Redlands	2017–2018	96	132	92	16%
University of Saint Katherine	2020-2021	38	6		52%
Wake Forest University	2018–2019		207		26%
Washburn University	2018–2019	134	87	68	17%
Whittier College	2019–2020		37	32	11%
Whittier College	2020-2021		54	51	18%
William Woods University	2019–2020	48	50	37	31%
Wofford College	2018–2019	170	119	84	12%
Xavier University	2018–2019		91	90	16%*

[1]Respondents include alumni who answered at least one question. The 1-year cohort includes alumni who graduated in 2016 or 2017 for the 2017–2018 administration, in 2017 or 2018 for the 2018–2019 administration, in 2018 or 2019 for the 2019–2020 administration, and in 2019 or 2020 for the 2020–2021 administration. The 5-year cohort includes alumni who graduated in 2012 or 2013 for the 2017–2018 administration, in 2013 or 2014 for the 2018–2019 administration, in 2014 or 2015 for the 2019–2020 administration, and in 2015 or 2016 for the 2020–2021 administration. The 10-year cohort includes alumni who graduated in 2007 or 2008 for the 2017–2018 administration, in 2008 or 2009 for the 2018–2019 administration, in 2009 or 2010 for the 2019–2020 administration, and in 2010 or 2011 for the 2020–2021 administration.

[2]We calculated the response rate by dividing an institution's 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.

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Information about graphs and tables in this report

"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. 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.

"Current primary job of employed alumni" graph
The data presented in this graph comes from responses to Q22, "What is your CURRENT primary job?" We collapsed the response options from the original variable into the 12 broad categories seen in the graph. See the "Appendix" tab to view the 12 broad categories in bold followed by their response options.

"Percent of alumni who reported the following about their current jobs" graph
The data presented in this graph comes from responses to Q23, "Please indicate whether each of the following descriptions applies to your current job (Check all that apply)." 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."

"Annual pre-tax income of alumni" graph
The data presented in this graph comes from responses to Q34, "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 response options from the original question into the seven categories seen in the graph. We excluded those who selected, "I prefer not to respond" from our calculations. The "Less than $20,000" category includes the "No earned income" and the "Less than $20,000" response options. The "$100,000-$179,999" category includes the "$100,000–$119,999," "$120,000–$139,999," "$140,000–$159,999," and the "$160,000–$179,999" response options. The "$180,000 or more" category includes the "$180,000–$199,999," "$200,000–$219,999," "$220,000–$240,000," and the "More than $240,000" response options.

"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 response options from the original variable into the seven categories seen in the graph. The "Less than $20,000" category includes the "Less than $5,000," "$5,000–$9,999," "$10,000–$14,999," and the "$15,000–$19,999" response options. The "$20,000–$39,999" category includes the "$20,000–$29,999" and the "$30,000–$39,999" response options. The "$40,000–$59,999" category includes the "$40,000–$49,999" and the "$50,000–$59,999" response options. The "$60,000–$79,999" category includes the "$60,000–$69,999" and the "$70,000–$79,999" response options. The "$80,000 or more" category includes the "$80,000–$89,999," "$90,000–$99,999," and the "$100,000 or more" response options.

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"Percent of alumni who experienced high levels of the following good practices" graph

This file contains information on five dimensions of undergraduate experience. The three included indicators and their reliabilities are:

- 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 $\alpha = 0.90$
- Interactions with Diversity – 6 questions, Cronbach's $\alpha = 0.86$

These three dimensions are based on indicators that the Center of Inquiry developed and validated in the Wabash National Study. Please note that only those seniors who answered every question in the indicator receive a score.

To calculate each score, we recoded the response options for each scale into a 100-point scale. For the Good Teaching indicator: 0=Strongly disagree, 25=Disagree, 50=Neither agree nor disagree, 75=Agree, and 100=Strongly agree. For the Challenging Assignments and Diversity indicators: 0=Never, 25=Rarely, 50=Sometimes, 75=Often, and 100=Very often. We averaged the recoded response options for each item in an indicator to calculate the indicator score. We consider indicator scores of 70 and above to be high levels of these good practices.

"Percent of alumni who reported high levels of growth on the following outcomes" graph

This file contains information on five dimensions of undergraduate experience. The two included outcomes and their reliabilities are:

- Growth on Intellectual Outcomes – 10 questions, Cronbach's $\alpha = 0.88$
- Growth on Civic Outcomes – 4 questions, Cronbach's $\alpha = 0.83$

These two dimensions are based on indicators that the Center of Inquiry developed and validated in the Wabash National Study. Please note that only those seniors who answered every question in the indicator receive a score.

To calculate each score, we recoded the response options for each scale into a 100-point scale. For the Growth on the Intellectual Outcomes and Civic Outcomes indicators: 0=Very little, 33.33=Some, 66.67=Quite a bit, and 100=Very much. We averaged the recoded response options for each item in an indicator to calculate the indicator score. We consider indicator scores of 70 and above to be high levels of these good practices.

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

The data in this table are from Q12, "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 Q11, and b) chose to evaluate the impact of that activity in Q12. The table lists the five 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 Q9, "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"

The data presented in this graph comes from responses to Q13, "How connected do you feel to this institution?" and Q14, "Overall, how satisfied have you been with your undergraduate education at this institution?"

Cohort Comparison worksheet - "Top outcomes" table

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

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Understandings Regarding the Use of Information Gathered for HEDS

Data Sharing Practices

You can share this report without any restrictions. We send each participating institution (both members and non-members) this report, comparing their results to those of other institutions. This report contains results from all of the HEDS members and non-members that participated in the HEDS Alumni Survey, but it aggregates data from all other institutions into one comparison group. These reports do not identify data from individual institutions.

Appendix

Alumni could select one of the jobs below in response to the survey question about their current primary job.

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

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