



HEDS Alumni Survey 2018–2019 Summary Report Reed College

Released 11/08/2019

This report contains comparative data on multiple dimensions of alumni outcomes from the 81 institutions that administered the HEDS Alumni Survey in the 2015–2016, 2016–2017, 2017–2018 and/or the 2018–2019 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, and 10 years after graduating.

We organize our comparisons of your institution to other institutions by cohort; then we compare your cohorts from the 2018–2019 academic year.

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

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

The first three tabs provide comparisons by cohort for post-college activities, academic experiences, and institutional impact. Each tab 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](#)

Charts comparing results between the multiple cohorts of alumni that your institution surveyed during this administration

[Technical Information](#)

Contains detailed information on sampling and the calculations presented in this report

[Appendix](#)

Categories and responses for the "Primary job of employed alumni" graphs

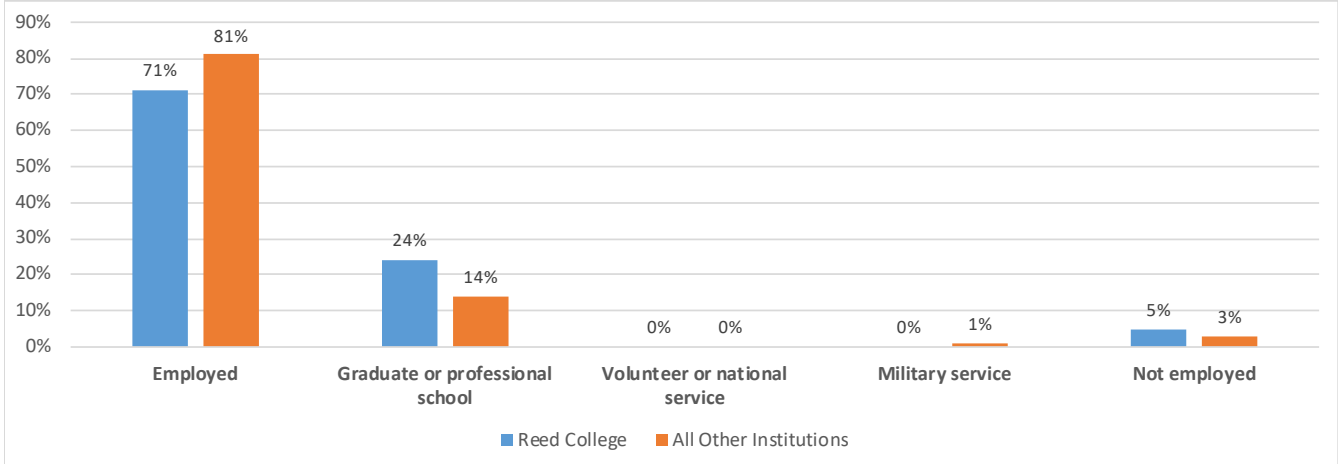


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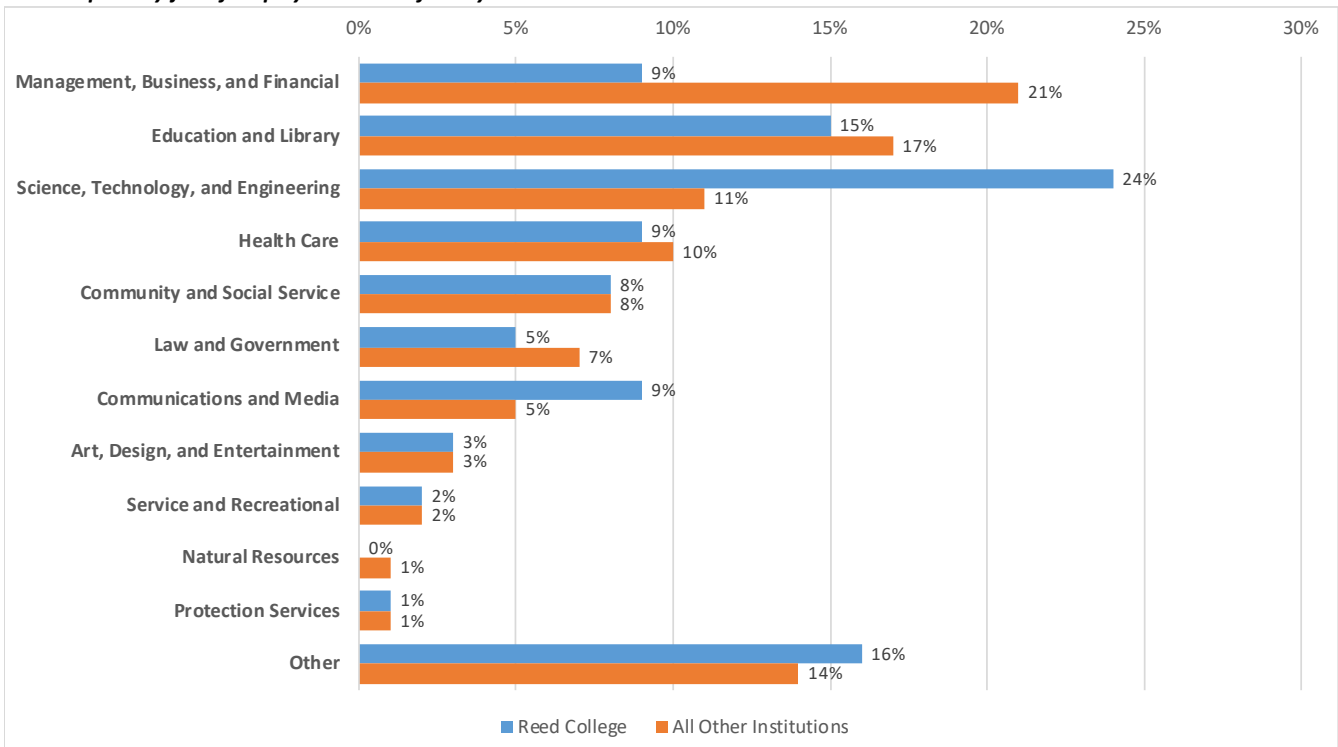
Results for 5-Year-Out Alumni (5YR)

Post-College Activities

Primary activity of alumni after 5 years



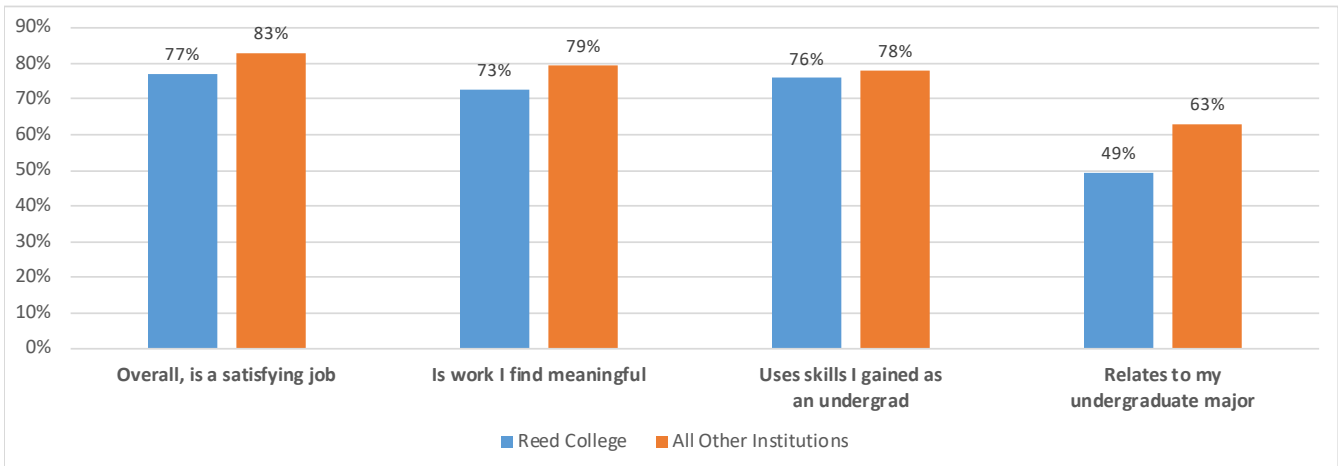
Current primary job of employed alumni after 5 years



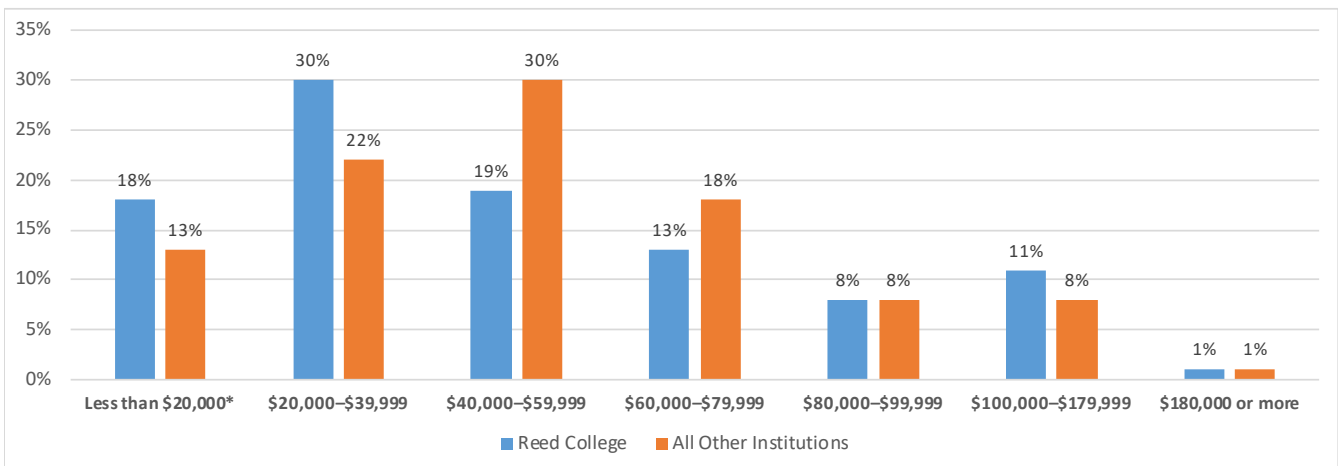


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Percent of 5-year alumni who reported the following about their current jobs

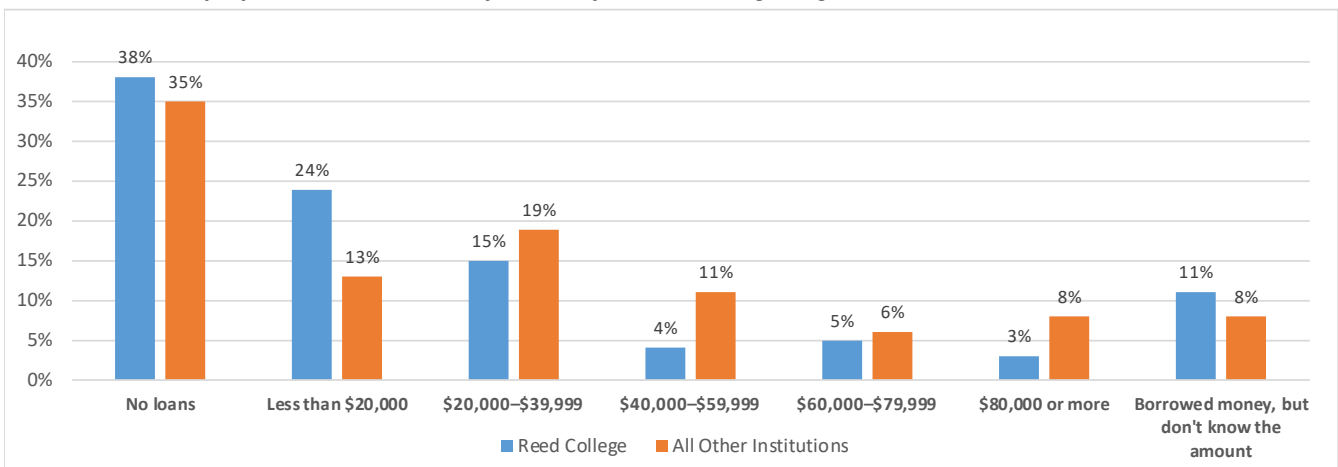


Annual pre-tax income of 5-year alumni



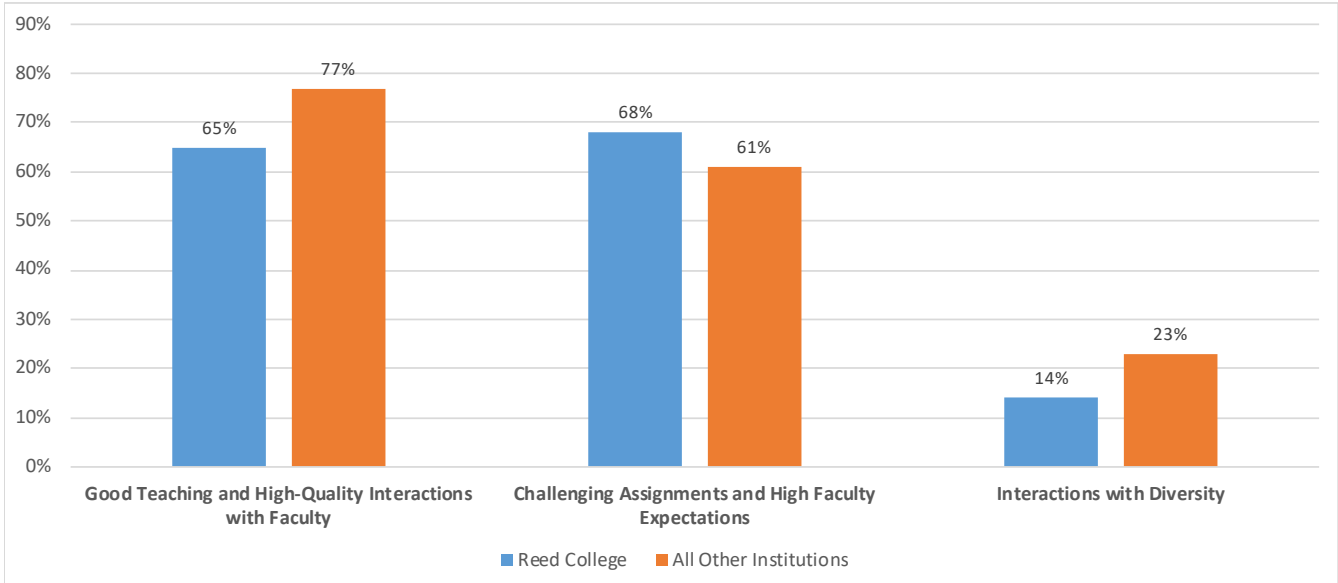
*Includes those who selected "No earned income."

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



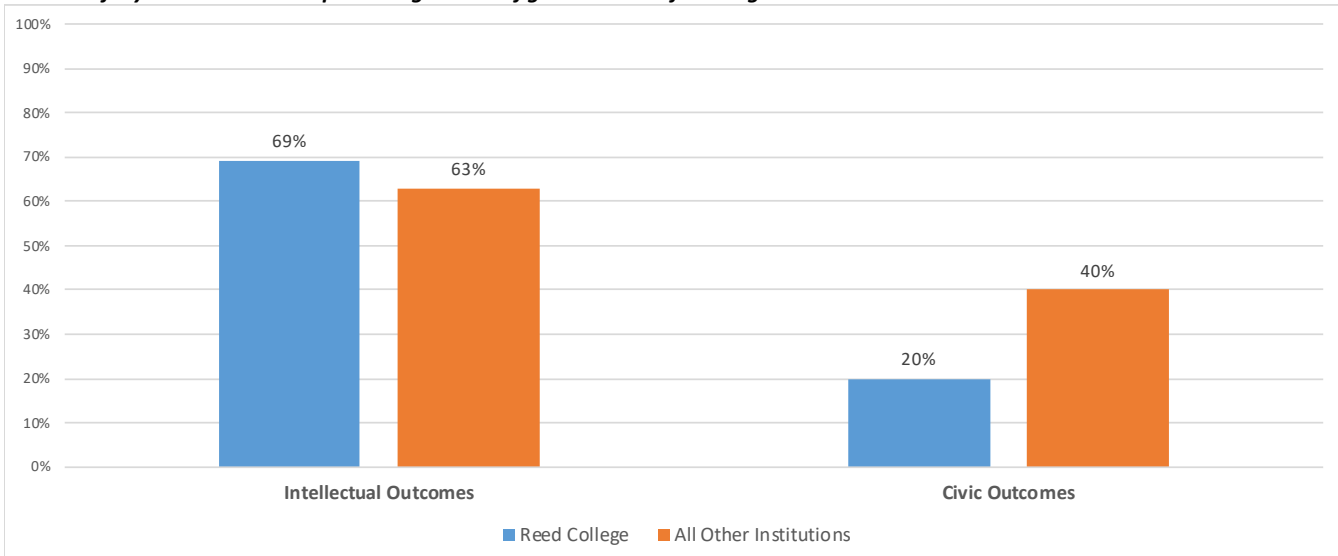
Academic Experience

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



Institutional Impact

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





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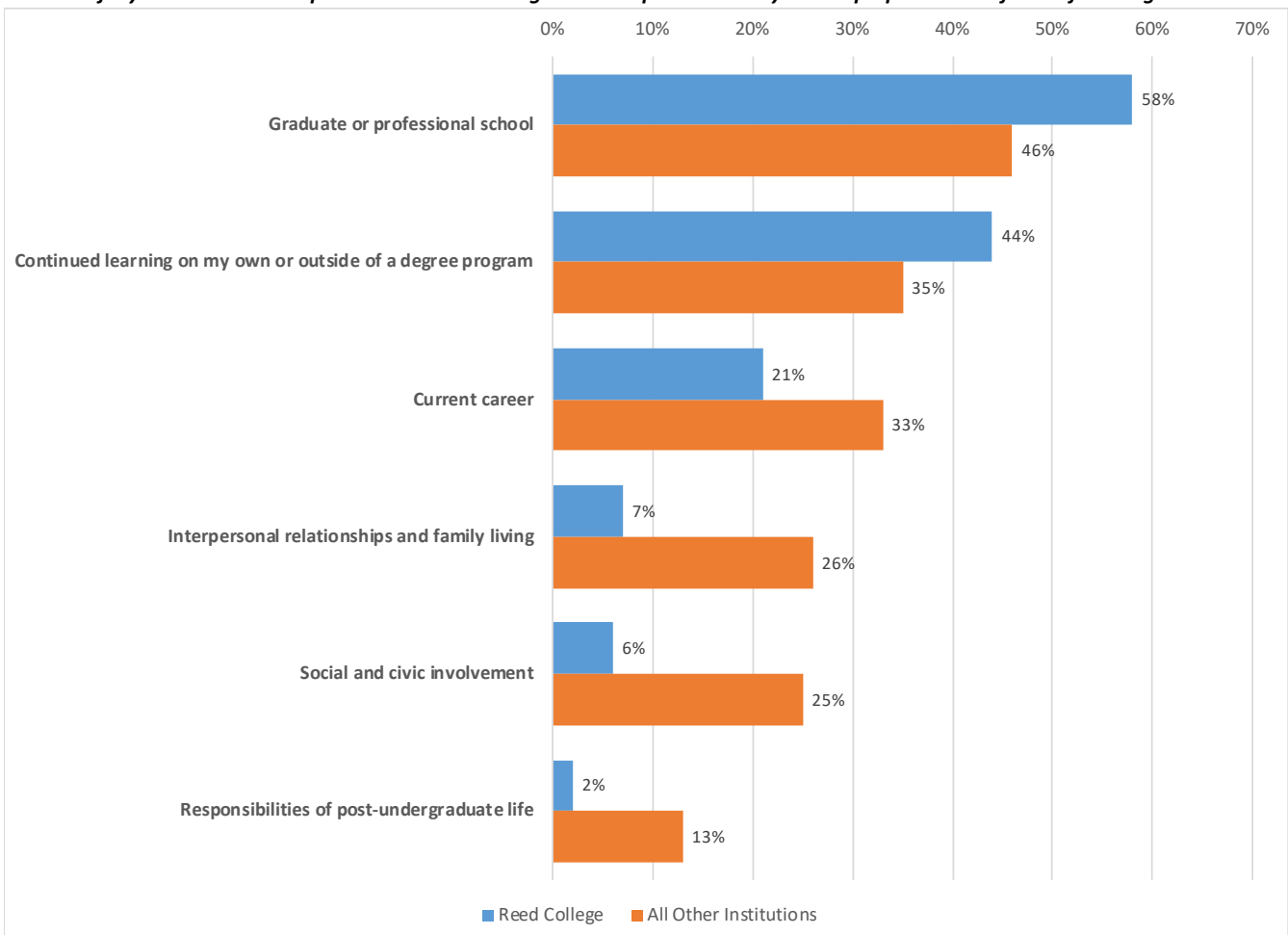
Outcomes on which 5-year alumni reported their undergraduate education had the most impact
Areas with the five highest percentages for Reed College

	Reed College	All Other Alumni
Critical thinking	76%	64%
Careful reading	73%	50%
Effective writing	68%	56%
Information literacy	66%	51%
Creative thinking	54%	45%

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

	Reed College (n=139)		All Other Alumni
	# of alumni participating in activity	% reporting high impact	% reporting high impact
On-Campus Employment	93	63%	62%
Community Service	80	36%	48%
Performing Arts/Music	68	38%	48%
Service organizations (On or Off Campus)	68	35%	45%
Work with Faculty on Research	65	74%	59%

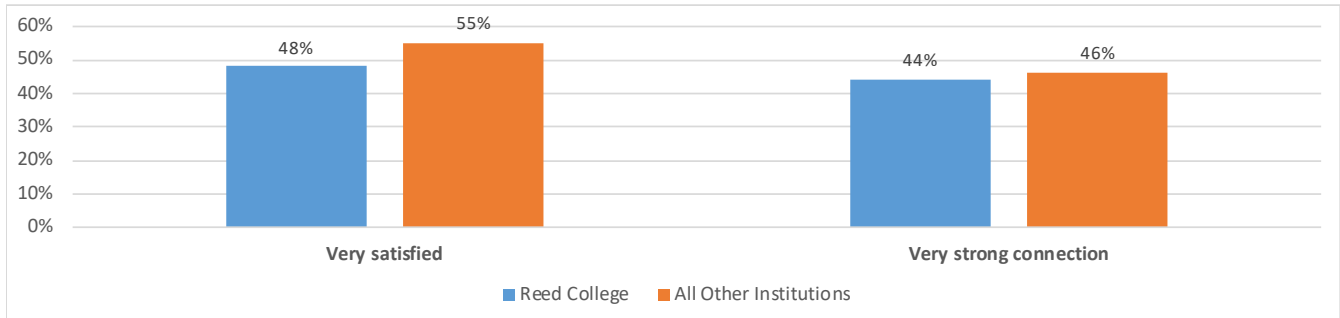
Percent of 5-year alumni who reported that their undergraduate experience "very much" prepared them for the following activities





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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



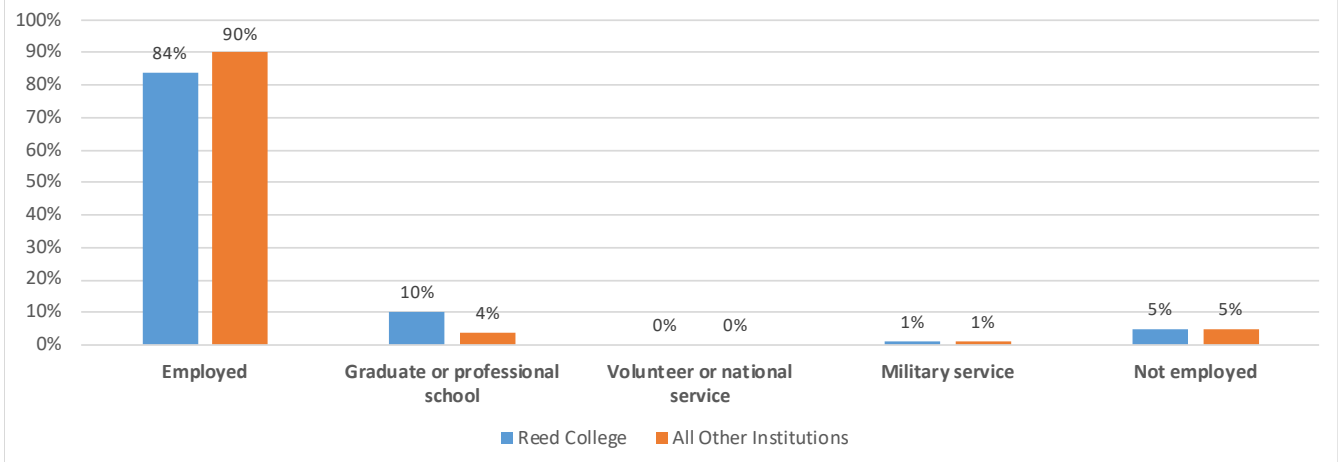


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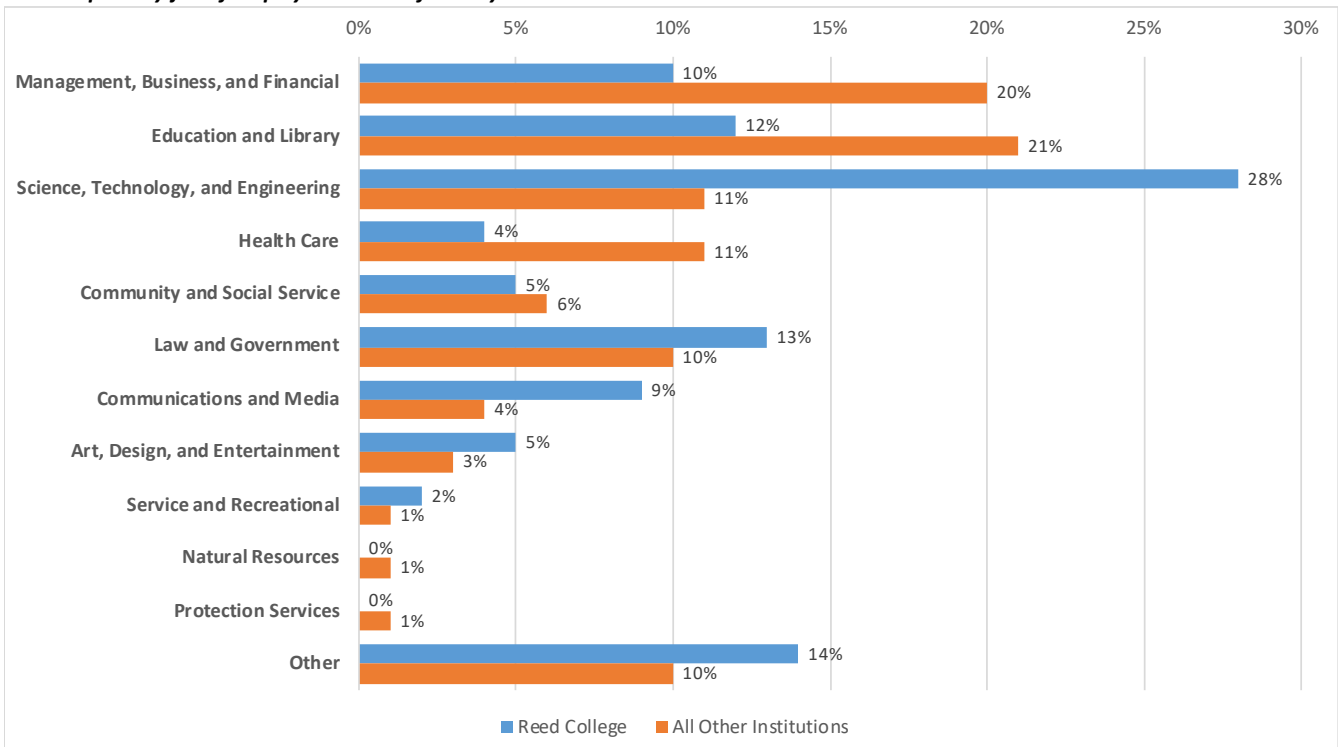
Results for 10-Year-Out Alumni (10YR)

Post-College Activities

Primary activity of alumni after 10 years



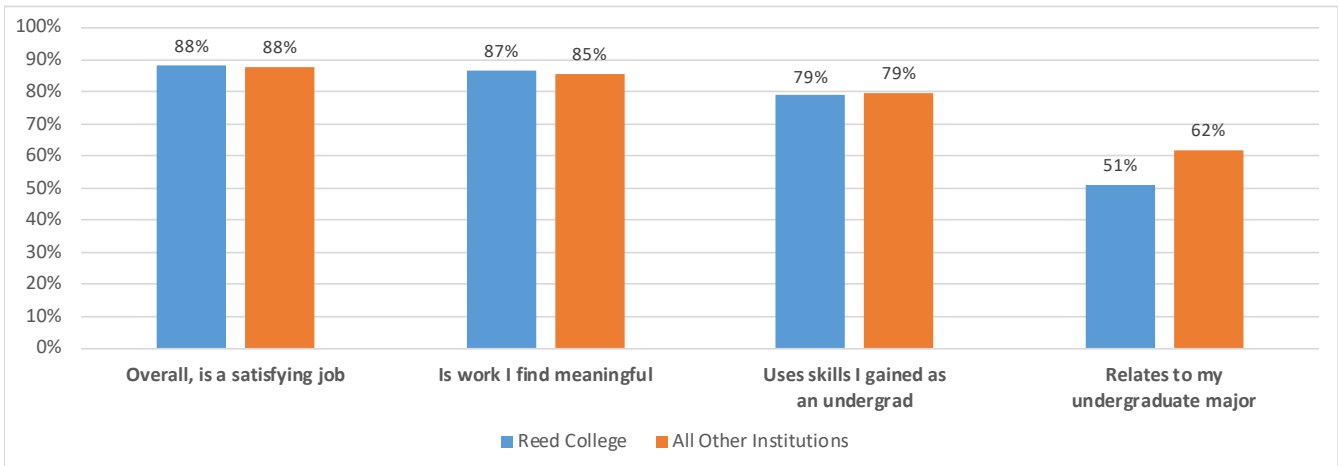
Current primary job of employed alumni after 10 years



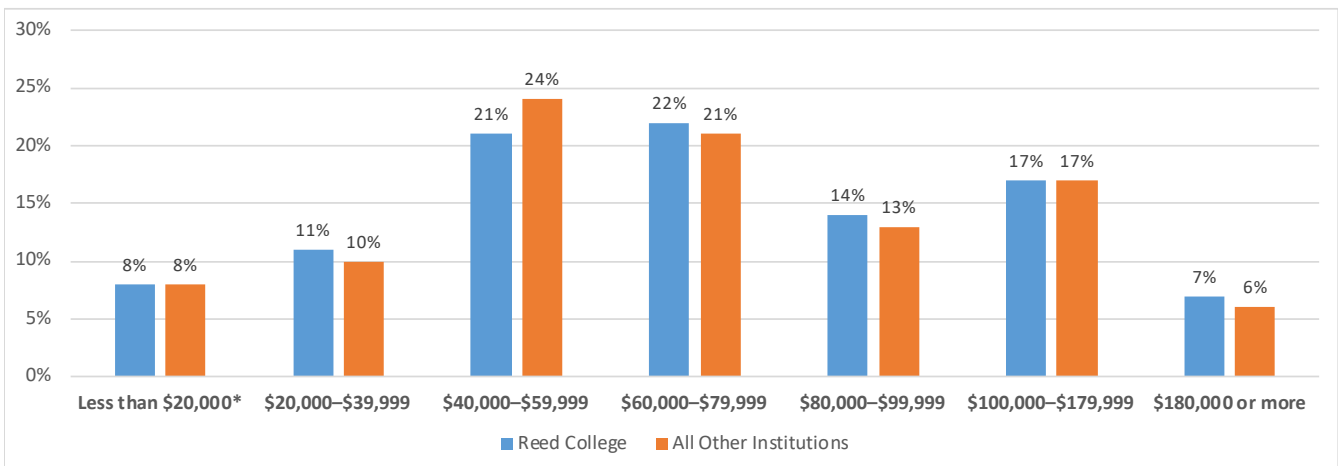


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Percent of 10-year alumni who reported the following about their current jobs

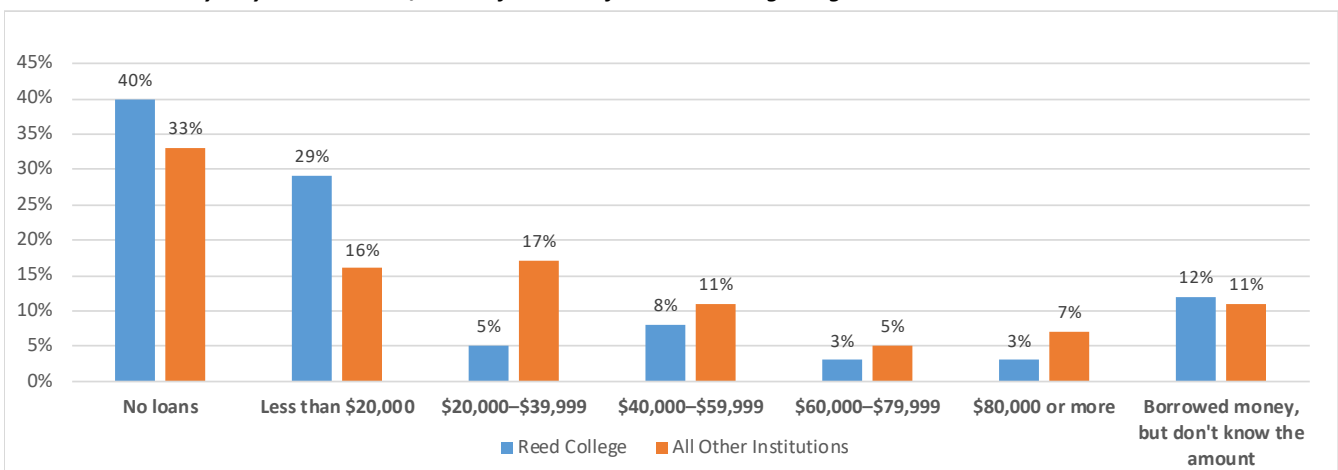


Annual pre-tax income of 10-year alumni



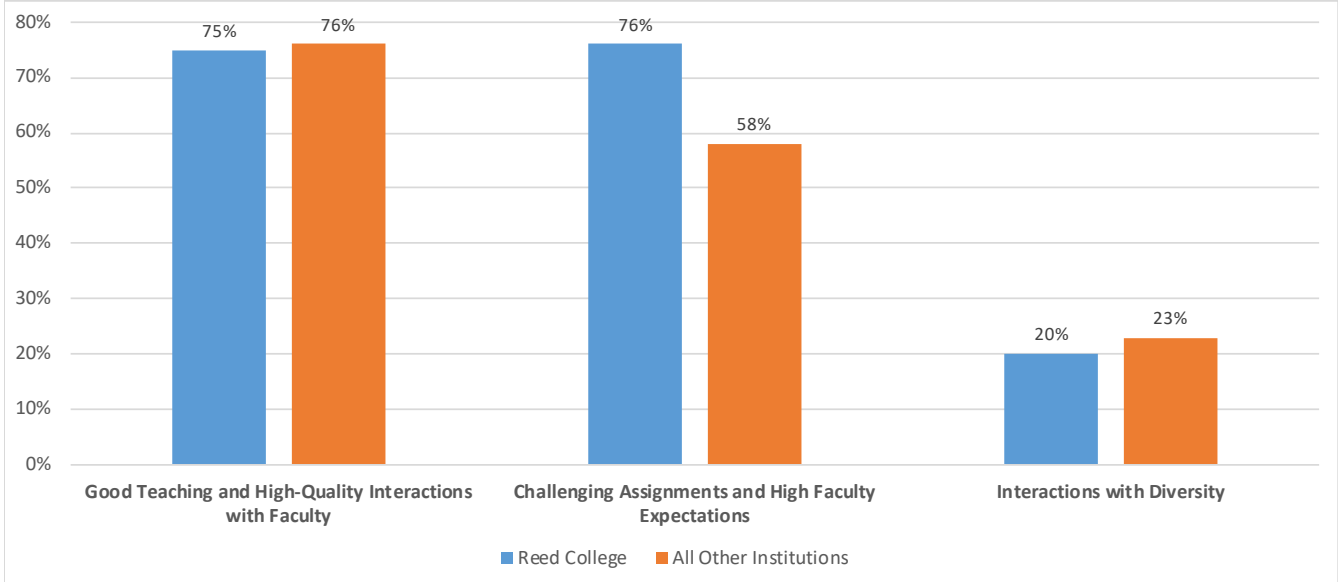
*Includes those who selected "No earned income."

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



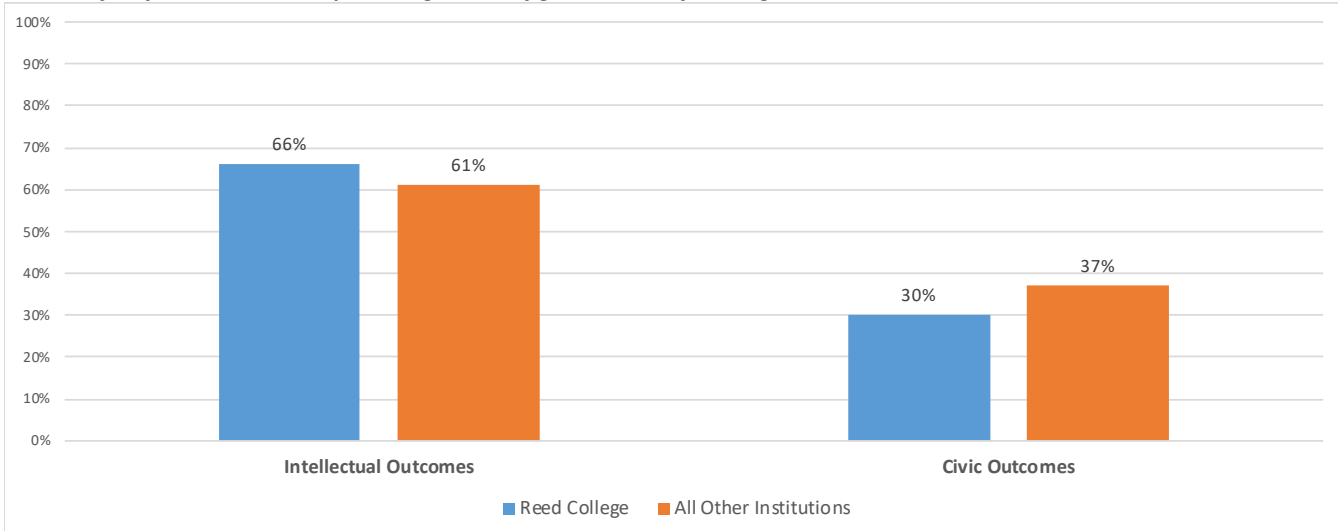
Academic Experience

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



Institutional Impact

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





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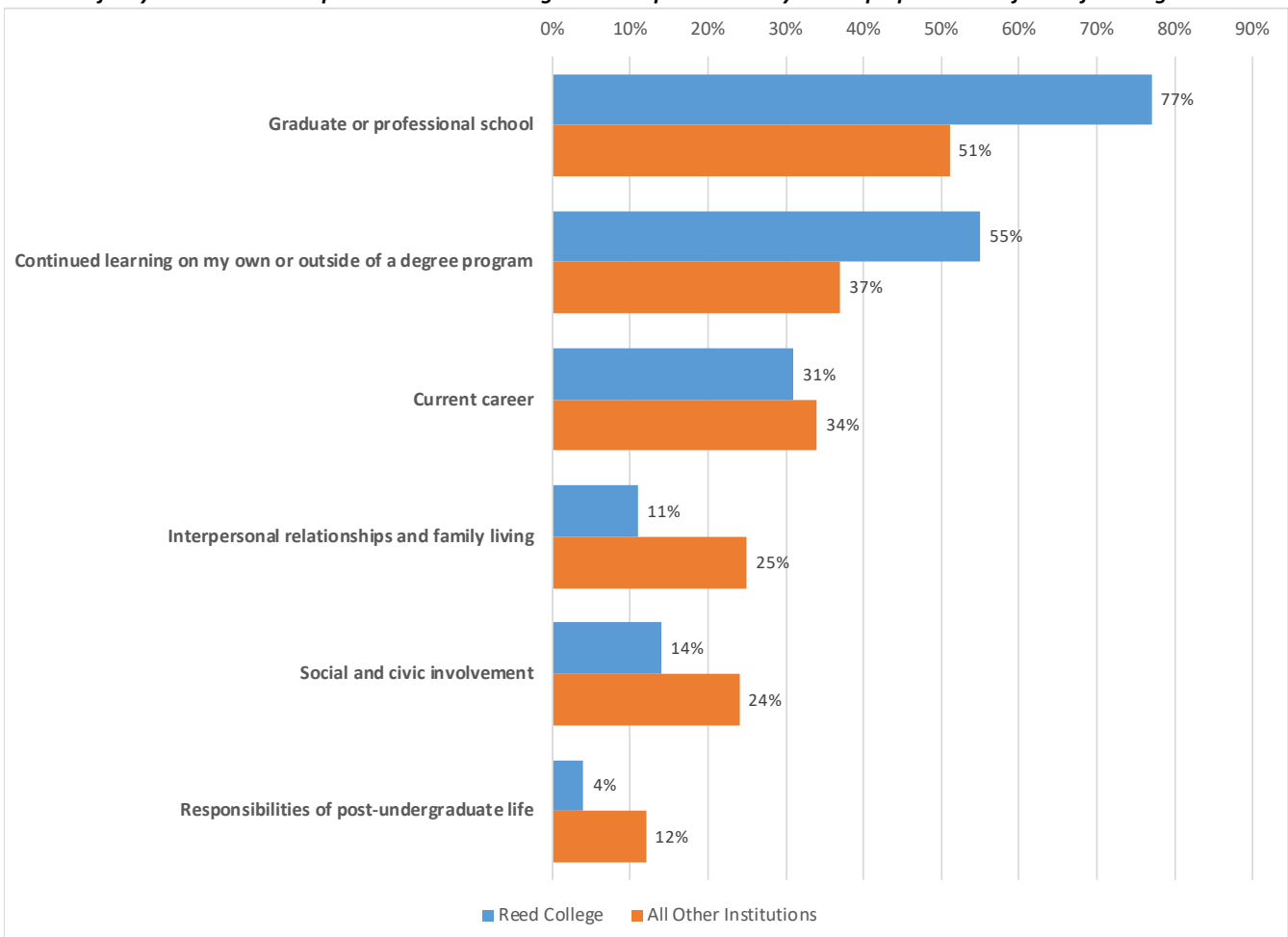
Outcomes on which 10-year alumni reported their undergraduate education had the most impact
Areas with the five highest percentages for Reed College

	Reed College	All Other Alumni
Critical thinking	84%	63%
Careful reading	79%	51%
Information literacy	70%	51%
Effective writing	65%	57%
Integrative thinking	63%	43%

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

	Reed College (n=157)		All Other Alumni
	# of alumni participating in activity	% reporting high impact	% reporting high impact
On-Campus Employment	101	50%	57%
Community Service	84	33%	44%
Work with Faculty on Research	78	58%	56%
Service organizations (On or Off Campus)	74	35%	41%
Independent Study	71	62%	53%

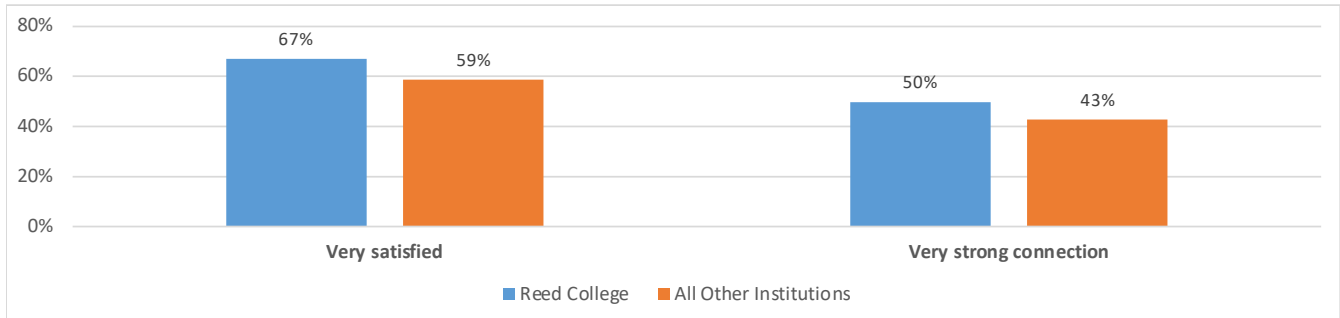
Percent of 10-year alumni who reported that their undergraduate experience "very much" prepared them for the following activities





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



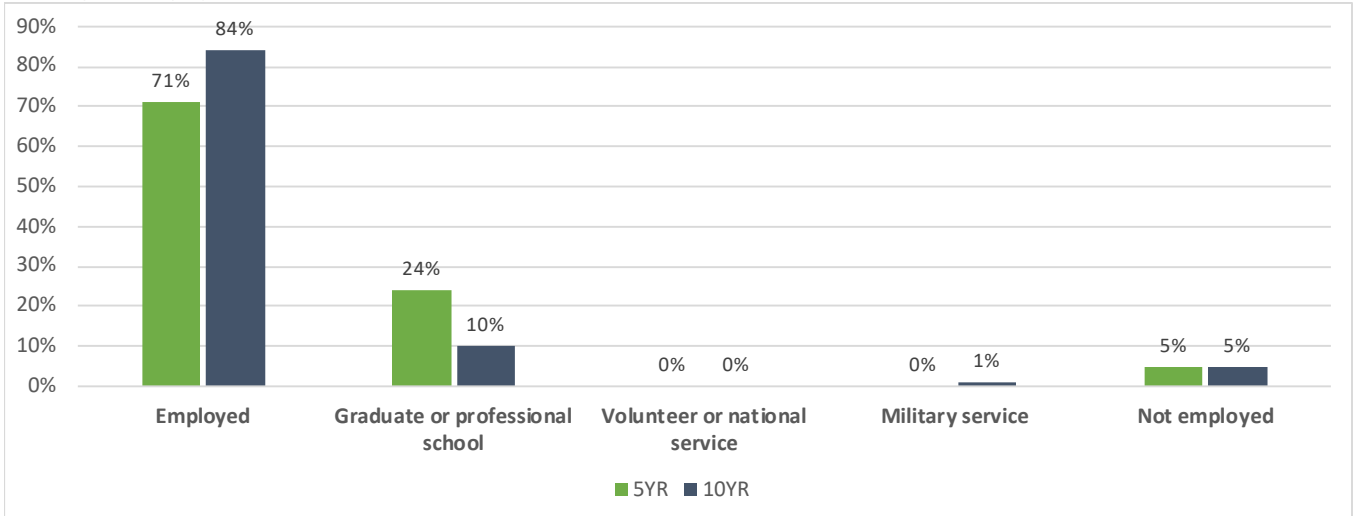


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Reed College Results, by Cohort: 5-Year-Out (5YR) and 10-Year-Out (10YR)

Post-College Activities

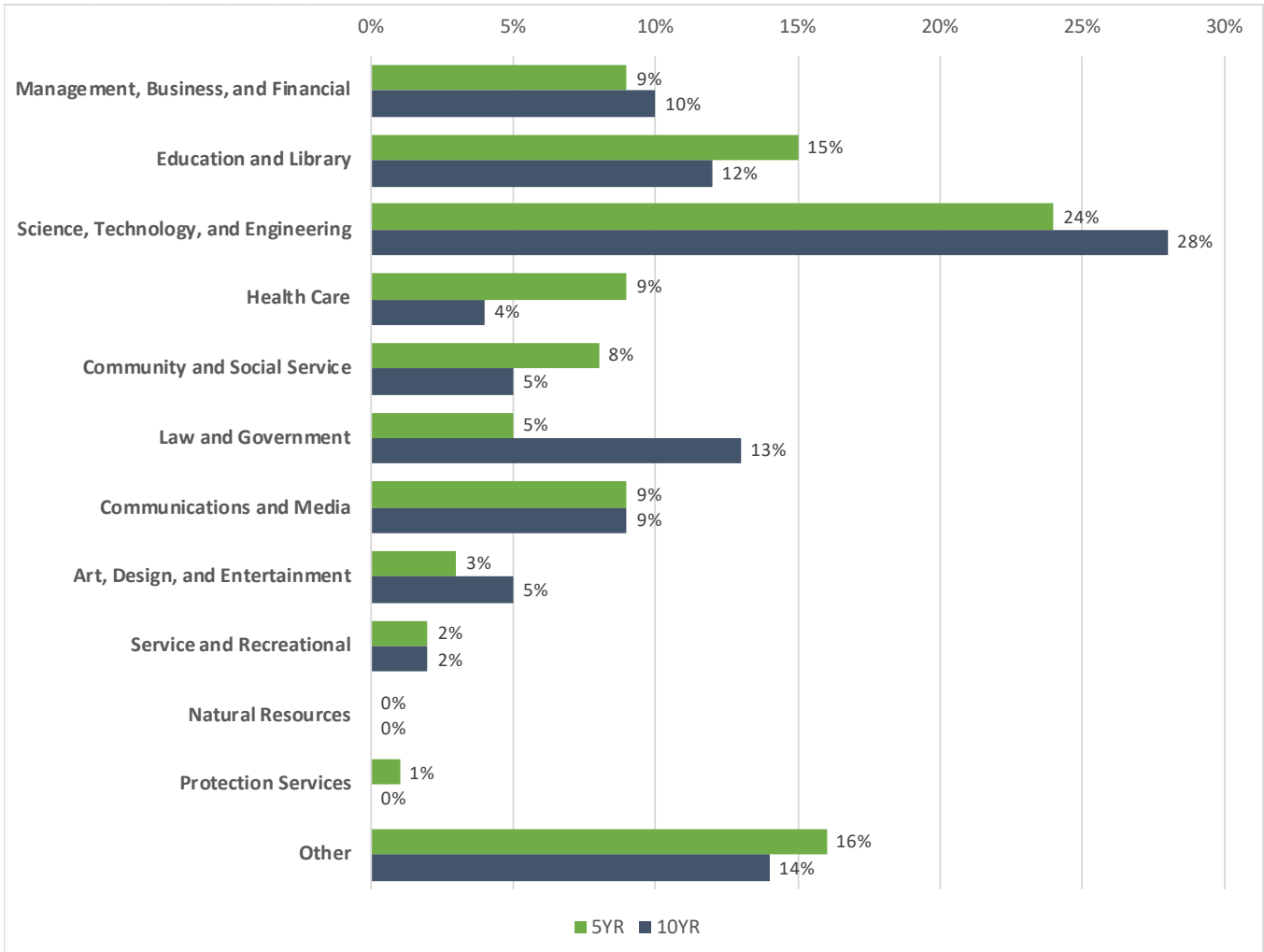
Primary activity of alumni





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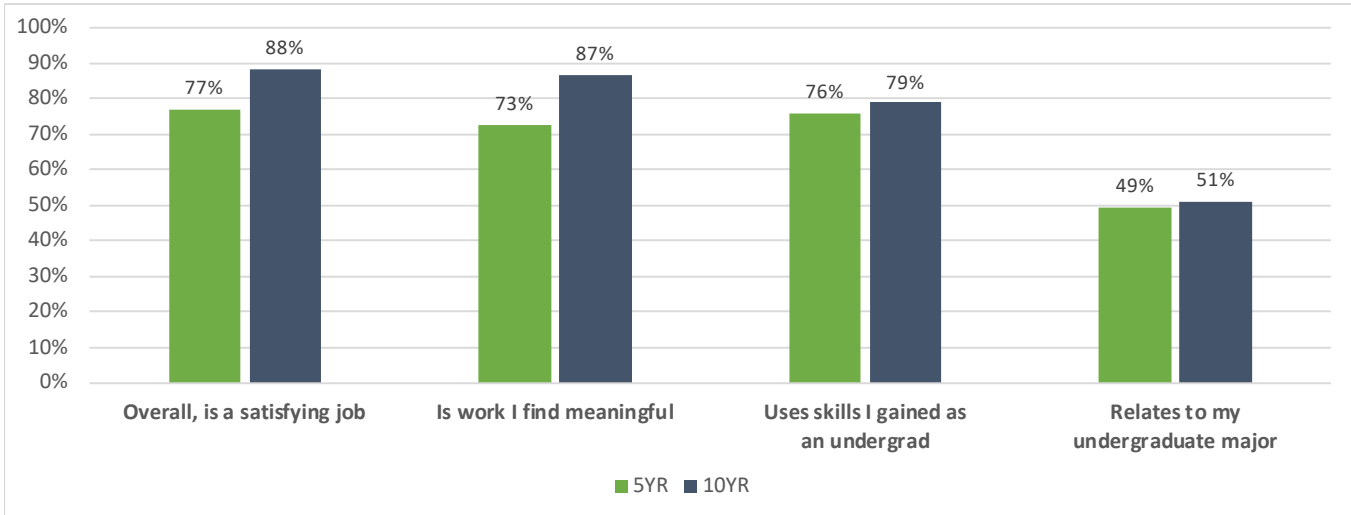
Current primary job of employed alumni



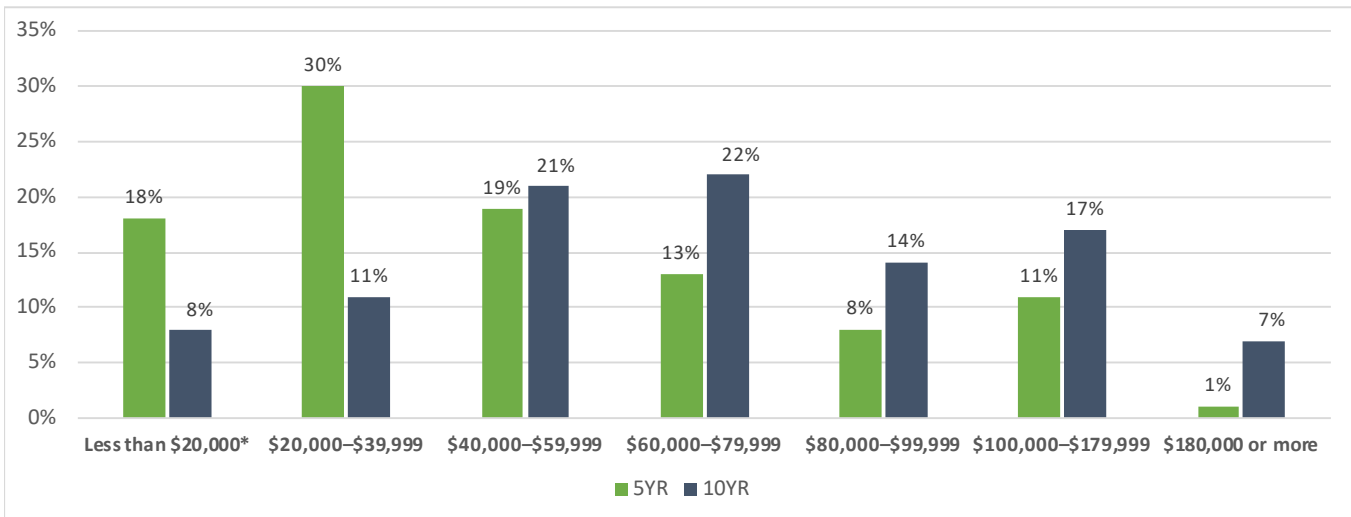


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Percent of alumni who reported the following about their current jobs



Annual pre-tax income of alumni

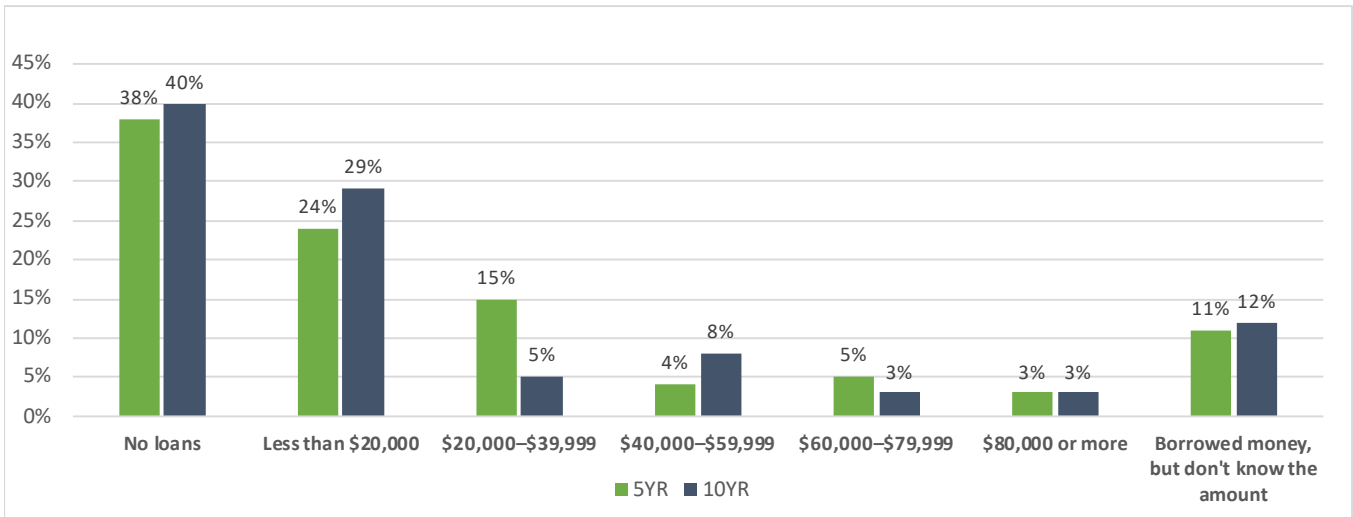


*Includes those who selected "No earned income."



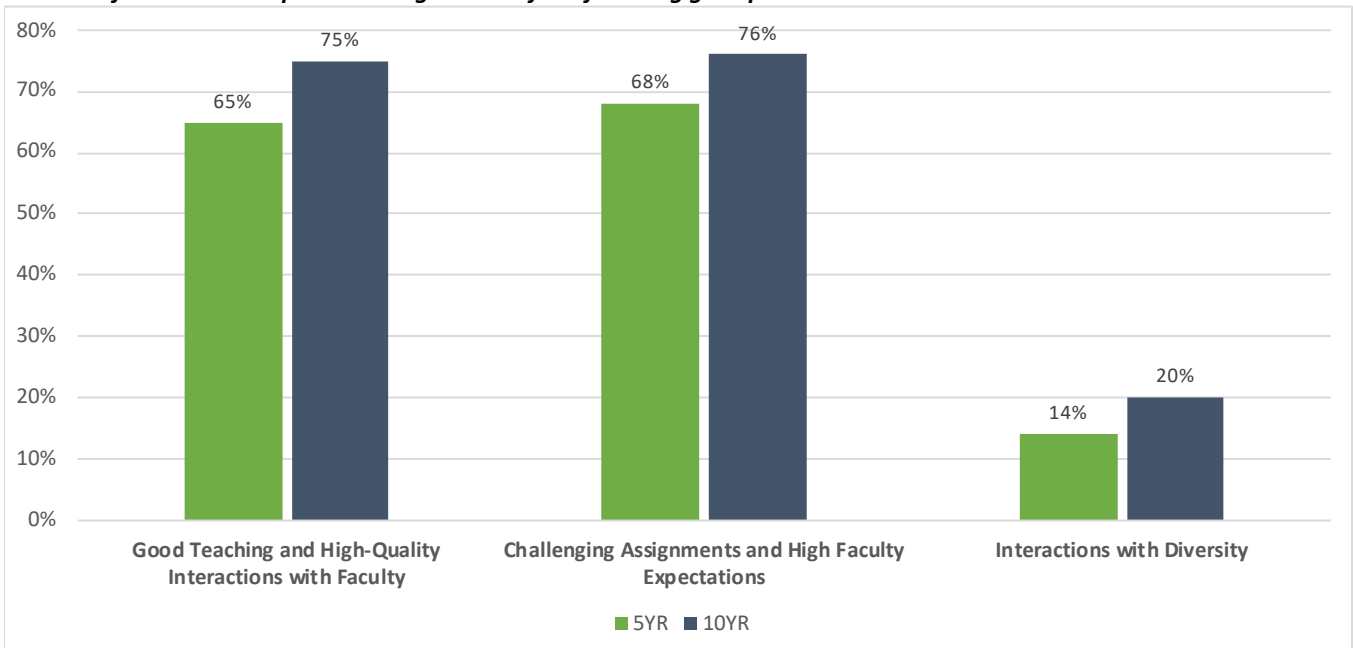
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Amount borrowed by alumni and/or their families to finance attending college



Academic Experience

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

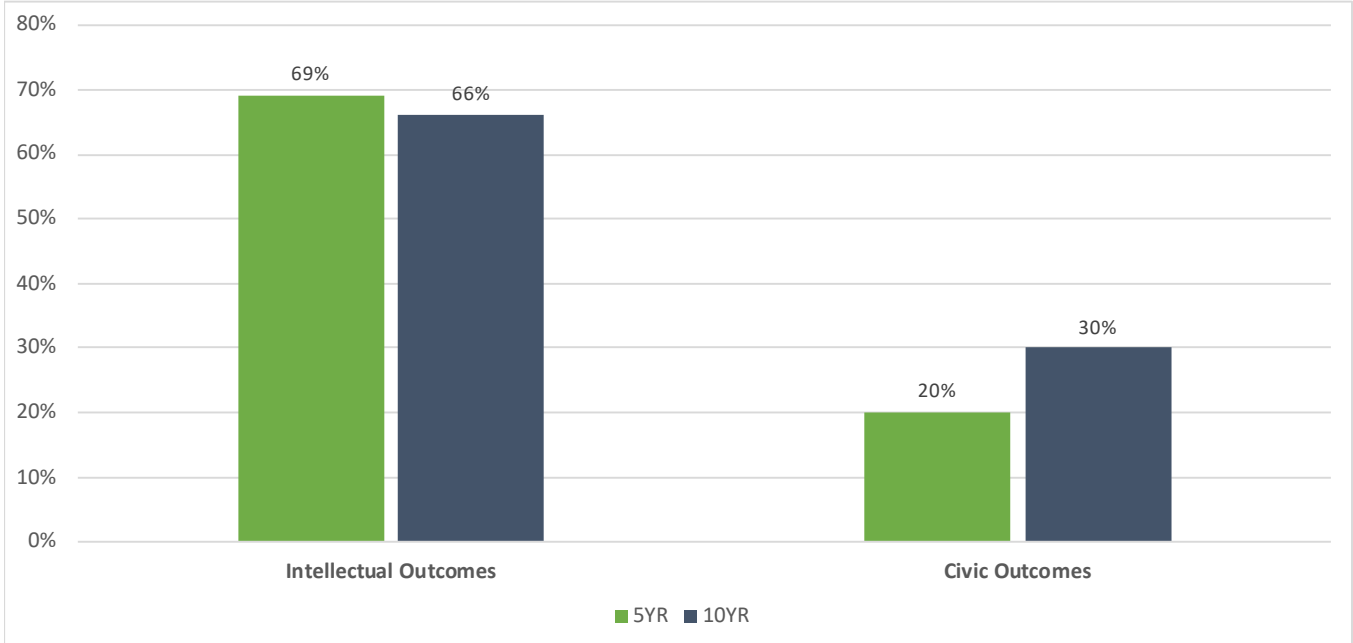




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Institutional Impact

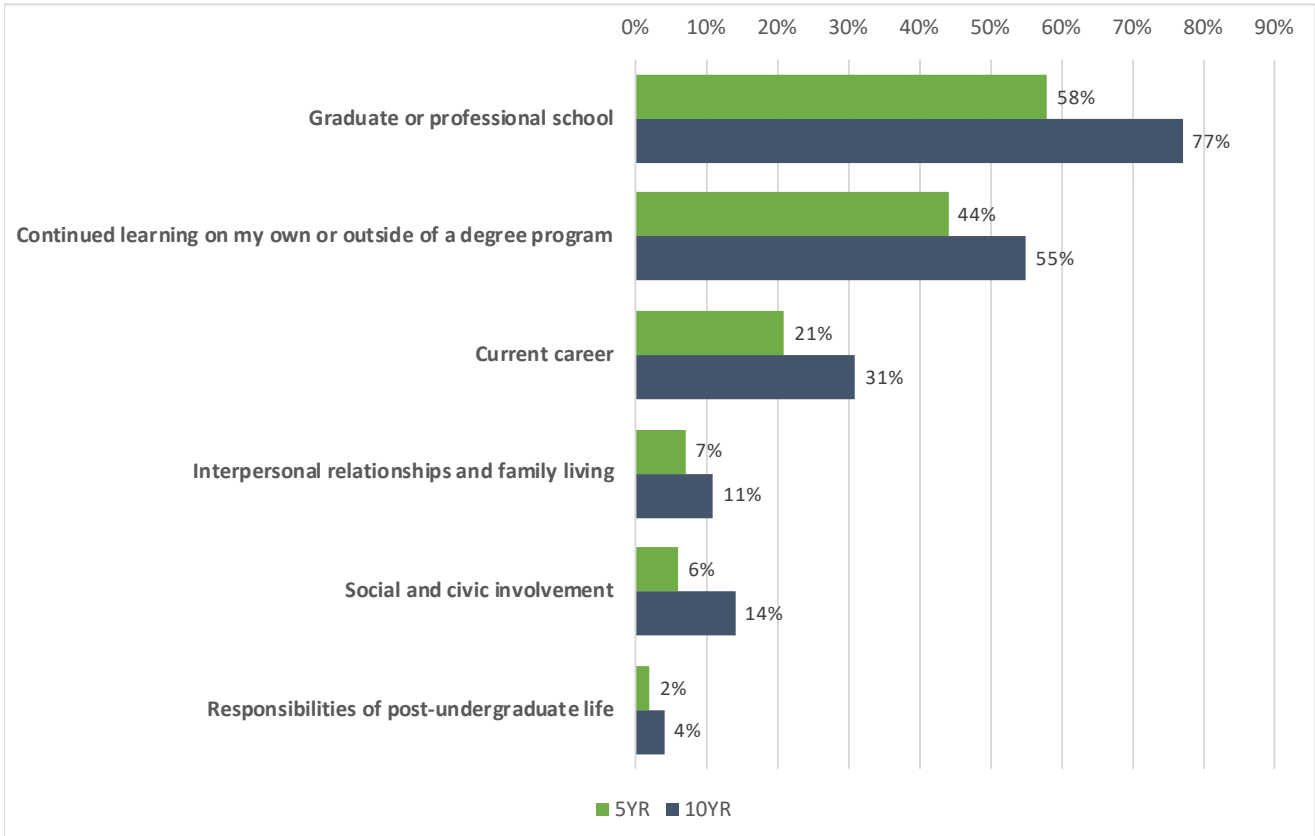
Percent of 10-year alumni who reported high levels of growth on the following outcomes



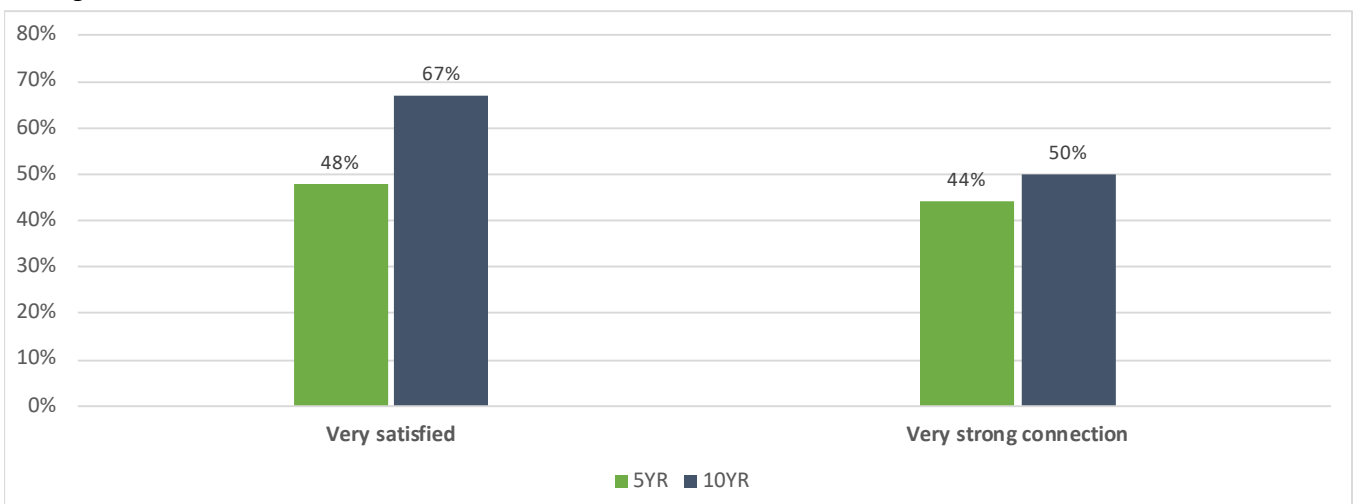
	5YR	10YR
Top outcomes of undergraduate education	Critical thinking Careful reading Effective writing	Critical thinking Careful reading Information literacy

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Percent of alumni who reported that their undergraduate experience "very much" prepared them 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





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Technical Information

This file summarizes data for alumni cohorts from 81 institutions that administered the HEDS Alumni Survey in the 2015–2016, 2016–2017, 2017–2018, and/or 2018–2019 academic years. The average response rate was 26%.

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
Albertus Magnus College	2018–2019		55	17	8%
Albion College	2015–2016		70	54	17%
Alma College	2016–2017		197	103	35%
Arkansas State University	2018–2019	206			10%
Baldwin Wallace University	2015–2016		133	85	14%
Baldwin Wallace University	2016–2017		140	94	18%
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	2015–2016		25	17	8%*
Benedictine College	2016–2017		52	35	12%
Benedictine College	2017–2018		60	36	26%
Benedictine College	2018–2019		87	39	27%
Bucknell University	2018–2019	341	288	287	18%
Central College	2015–2016		53	56	23%
Clark University	2015–2016		232	127	24%
Concordia College (MN)	2017–2018		156	147	33%
Concordia University Texas	2016–2017		36	19	18%
Cornell College	2017–2018		54	53	12%
Dickinson College	2017–2018	200	151	167	37%
Dickinson College	2018–2019	189	165	158	33%
Dominican University of California	2015–2016	45	37	26	13%
Dominican University of California	2016–2017	75	35	27	15%
Dominican University of California	2017–2018	65	40	26	15%
Drew University	2015–2016	58	63	67	23%
Earlham College	2015–2016	113	139	113	29%
Earlham College	2017–2018		61		13%
Gettysburg College	2016–2017		150		27%
Goshen College	2015–2016		48	28	27%
Goshen College	2017–2018		58	76	46%
Graceland University	2015–2016	99	99	66	14%
Grinnell College	2015–2016		111	81	31%
Grinnell College	2018–2019		70	101	30%
Hamilton College	2015–2016		139	100	27%*
Hamilton College	2016–2017		161	118	32%*
Hamilton College	2017–2018		111	81	22%
Hampden-Sydney College	2015–2016	20	39	26	22%
Hampden-Sydney College	2016–2017	50	88	48	33%
Hampden-Sydney College	2017–2018	35	32	46	20%
Hampden-Sydney College	2018–2019	40	29	14	9%
Hanover College	2016–2017	95	90	76	41%
Hanover College	2017–2018	78	52	79	33%
Hanover College	2018–2019	63	67	49	29%
Harvey Mudd College	2015–2016	88	44	32	38%
Harvey Mudd College	2016–2017	62	59	41	34%
Harvey Mudd College	2017–2018	95	69	65	46%
Harvey Mudd College	2018–2019	78	70	54	40%
Haverford College	2015–2016		235	196	39%
Haverford College	2016–2017	158	129	103	44%
Haverford College	2017–2018	105	101	103	37%
Haverford College	2018–2019	135	106	104	39%
Hood College	2018–2019		45	47	16%
Illinois Wesleyan University	2017–2018		287	272	32%
Kalamazoo College	2016–2017		67	59	26%
Kalamazoo College	2017–2018		113	85	39%



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Kenyon College	2015–2016		113	108	36%
Kenyon College	2016–2017		159	151	43%
Kenyon College	2017–2018		115	106	35%
Kenyon College	2018–2019		143	109	36%
Knox College	2015–2016		64	61	30%
Knox College	2017–2018		108	74	39%
Lewis & Clark College	2016–2017	89			18%
Lewis & Clark College	2017–2018	161			30%
Loyola University Maryland	2017–2018		174	109	17%
Luther College	2015–2016		184	174	36%
Luther College	2017–2018		218	207	46%
Manhattan College	2018–2019		8	12	3%*
Marlboro College	2016–2017	55	43	56	49%
McDaniel College	2015–2016	71	66		18%*
McDaniel College	2016–2017	53	54		15%*
Milligan College	2016–2017		80	60	28%
Mills College	2015–2016		61	41	25%
Mills College	2017–2018		76	39	26%
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%
Olivet College	2017–2018		24	24	20%
Olivet College	2018–2019		13	35	19%
Otterbein University	2015–2016		32		8%
Ouachita Baptist University	2017–2018	31	86	54	30%
Pitzer College	2016–2017	79	53		26%
Prescott College	2015–2016	27	22	19	7%*
Principia College	2016–2017		146	130	62%
Principia College	2017–2018				59%
Principia College	2018–2019		102	102	39%
Quinnipiac University	2018–2019	428	269		25%
Reed College	2016–2017		240	218	36%
Reed College	2018–2019		139	157	22%
Roanoke College	2015–2016		84		13%
Roanoke College	2016–2017		92		21%*
Saint Anselm College	2017–2018		68	64	24%
Saint Leo University	2015–2016	195	114		9%
Saint Leo University	2017–2018		198	89	10%
Saint Martin's University	2018–2019	69	48	16	6%
Saint Vincent College	2015–2016		34	16	20%
Scripps College	2015–2016	112	103	102	27%
Scripps College	2016–2017	85	87		41%
Scripps College	2017–2018	104	76	53	39%
Scripps College	2018–2019	47	39	39	19%
Skidmore College	2016–2017		205	169	31%*
Southwestern University	2016–2017		68	70	28%
Southwestern University	2017–2018		89	102	33%
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%
St. Norbert College	2017–2018		126	93	29%
St. Norbert College	2018–2019		123	75	27%
St. Olaf College	2017–2018		530		40%
Susquehanna University	2015–2016		87		22%
Susquehanna University	2018–2019		79		25%
The American University of Paris	2018–2019		13	1	2%
The College of Idaho	2015–2016	49	55	32	33%
The College of New Jersey	2018–2019	338	276	89	6%
The College of St. Scholastica	2017–2018		159	98	15%
The Cooper Union for the Advancement of Science and Art	2016–2017	121	94	113	30%*
Trinity University (TX)	2015–2016		60	77	16%
Trinity University (TX)	2016–2017		117	96	25%
Trinity University (TX)	2017–2018		87	77	20%



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Trinity University (TX)	2018–2019		50	85	12%
Union College	2017–2018		143	117	26%
University of Redlands	2015–2016	126	113	107	17%
University of Redlands	2016–2017	270	174	119	26%
University of Redlands	2017–2018	96	132	92	16%
Wake Forest University	2015–2016		163		20%
Wake Forest University	2018–2019		207		26%
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%
Washburn University	2018–2019	134	87	68	17%
Washington & Jefferson College	2015–2016	76	89	41	25%
Whittier College	2016–2017		62	35	27%
Willamette University	2015–2016	63	73	35	20%
Wofford College	2018–2019	170	119	84	12%
Xavier University	2016–2017		91	97	18%
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 2014 or 2015 for the 2015–2016 administration, in 2015 or 2016 for the 2016–2017 administration, in 2016 or 2017 for the 2017–2018 administration, and in 2017 or 2018 for the 2018–2019 administration. The 5-year cohort includes alumni who graduated in 2010 or 2011 for the 2015–2016 administration, in 2011 or 2012 for the 2016–2017 administration, in 2012 or 2013 for the 2017–2018 administration, and in 2013 or 2014 for the 2018–2019 administration. The 10-year cohort includes alumni who graduated in 2005 or 2006 for the 2015–2016 administration, in 2006 or 2007 for the 2016–2017 administration, in 2007 or 2008 for the 2017–2018 administration, and in 2008 or 2009 for the 2018–2019 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.

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. The “Volunteer or national service” and the “Military service” categories do not combine responses.

“Current primary job of employed alumni” graph

The data presented in this graph comes from responses to Q21, “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 Q22, “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.”

“Annual pre-tax income of alumni” graph

The data presented in this graph comes from responses to Q26, “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 variable 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. The rest of the categories do not combine response options.



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

The data presented in this graph comes from responses to Q24, "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. The rest of the categories do not combine response options.

"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 $\alpha = 0.89$
- 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 Intellectual Outcomes indicator: 0=Very little, 33.33=Some, 66.67=Quite a bit, and 100=Very much. For the Growth on Civic Outcomes indicator: 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 top 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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Appendix: Categories and responses for the “Primary job of employed alumni” graphs

21. 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