



**HEDS Alumni Survey
2023–2024 Summary Report
St. Olaf College**

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Released 01/29/2025

This report compares the responses of alumni from your institution who took the HEDS Alumni Survey in 2023-2024 with those of alumni from other institutions who've participated in the survey since Fall 2021. Although alumni from any graduation year may take this survey, this report focuses solely on alumni who took the survey 5 and/or 10 years after they graduated. We provide more information about your institutions' comparison group on the Technical Information tab.

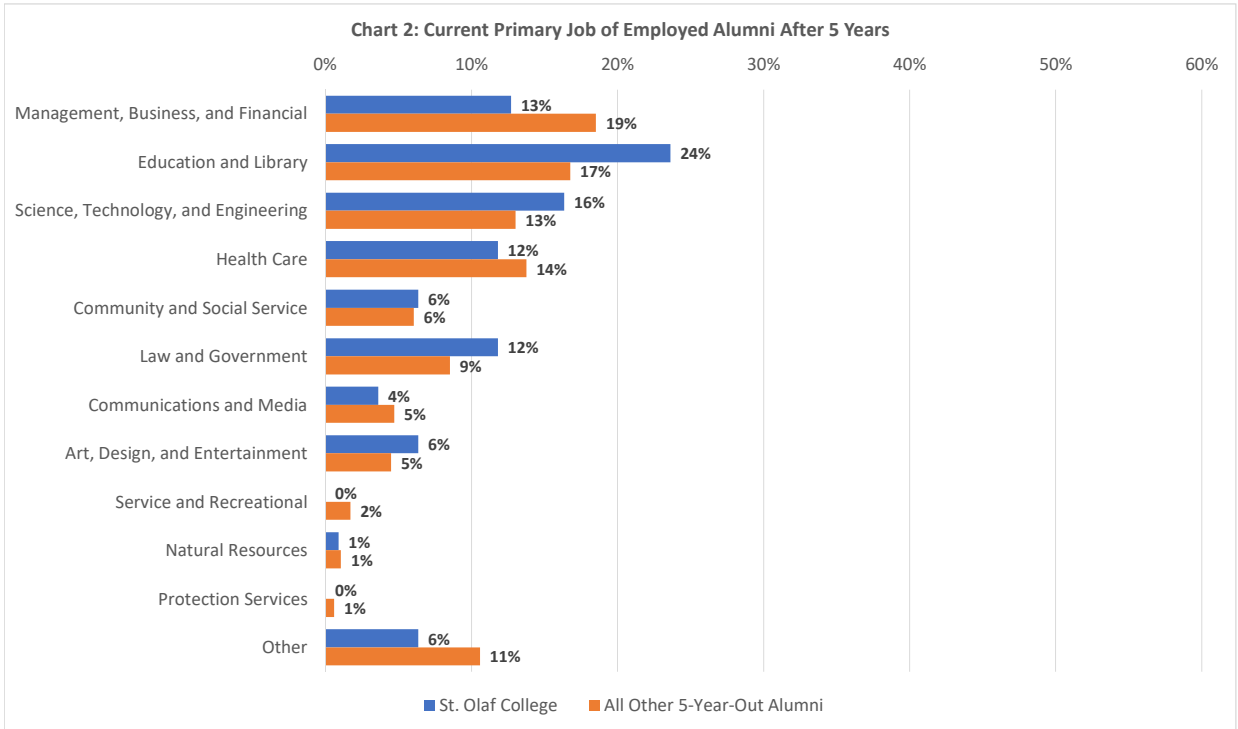
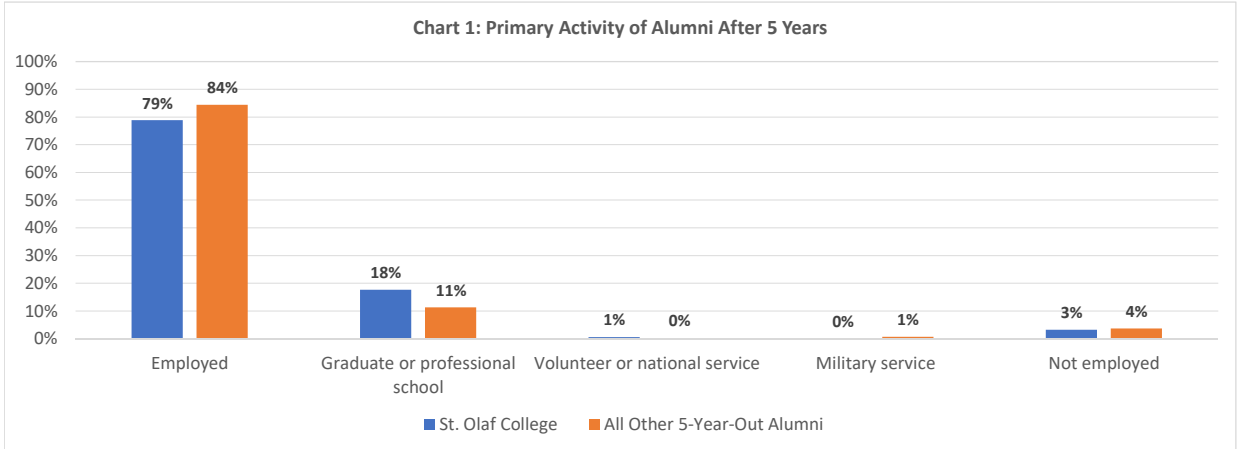
<u>Results for 5-Year-Out Alumni (5YR)</u>
<u>Results for 10-Year-Out Alumni (10YR)</u>
Overview of alumni results on post-college activities, academic experiences, and institutional impact, comparing your institution's alumni to those at other institutions.
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If you have any questions about this report or the data behind it, please contact us at AlumniSurvey@hed consortium.org.

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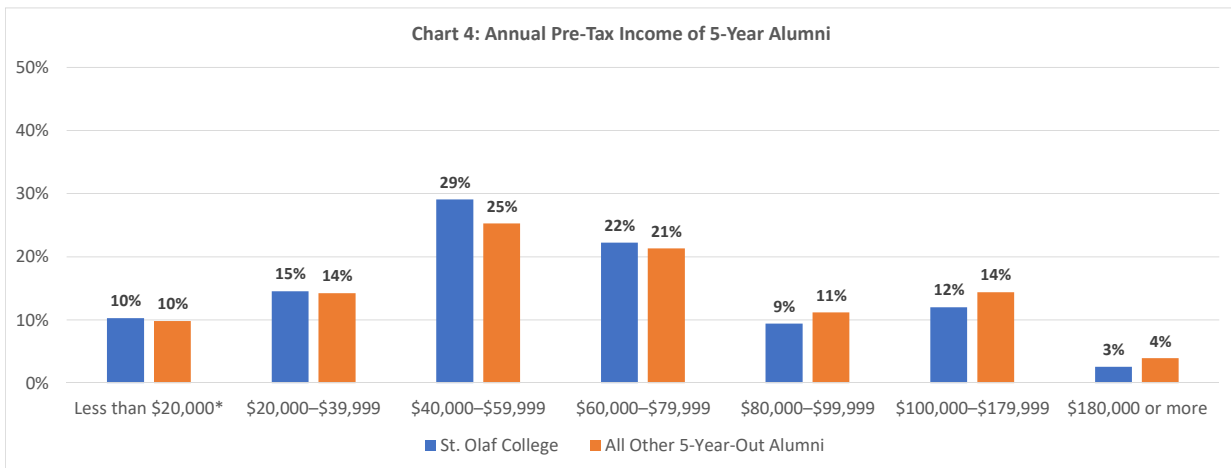
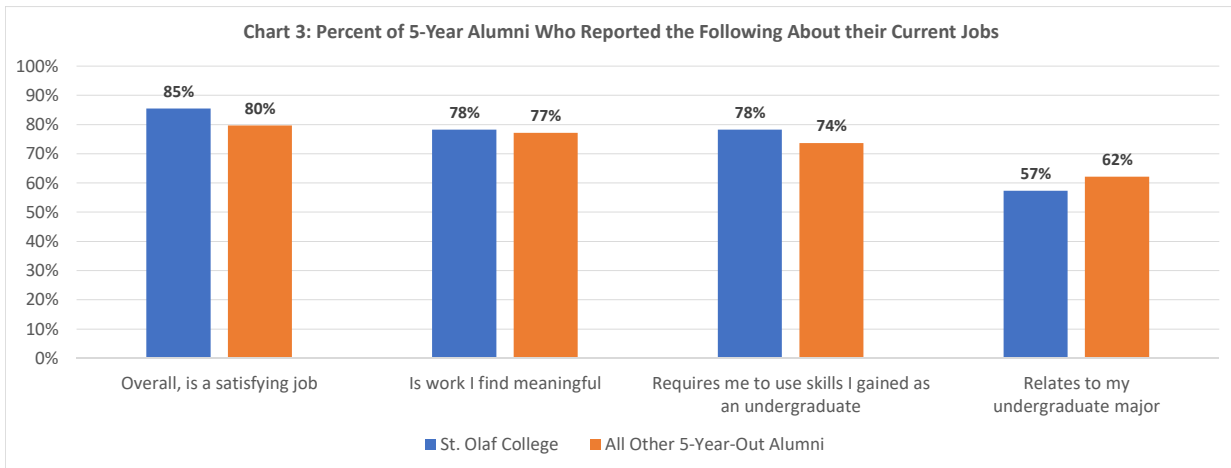
Results for 5-Year-Out Alumni

Post-College Activities



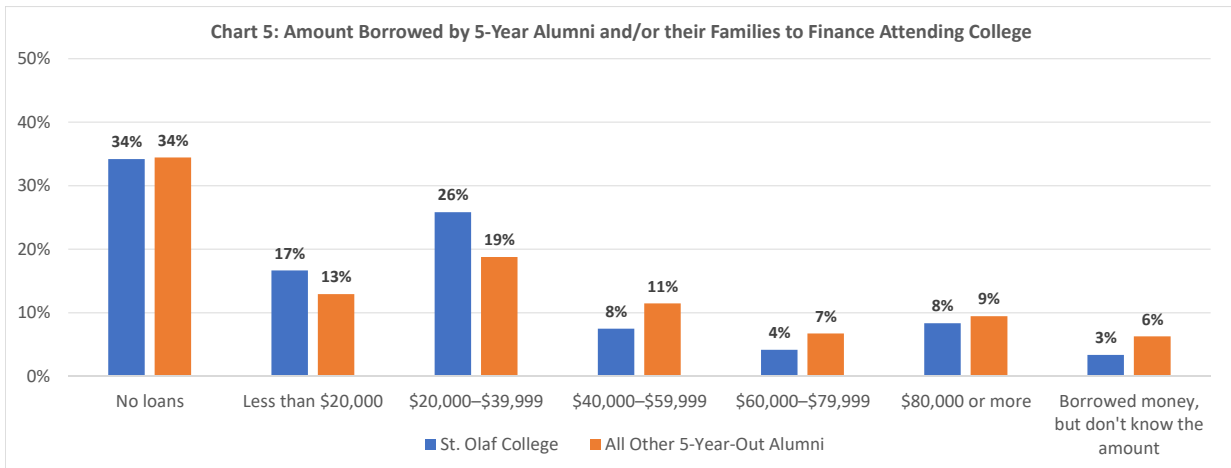
See Q22 on the Survey Instrument for the list of job options presented in each category.

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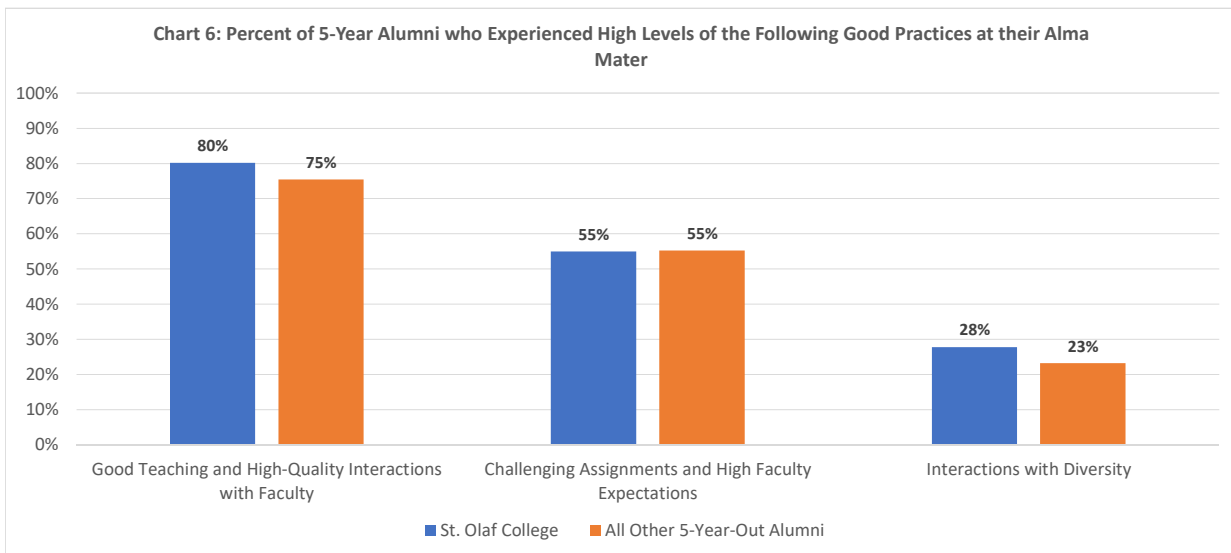


*Includes those who selected "No earned income."

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Academic Experience



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Institutional Impact

Chart 7: Percent of 5-Year Alumni who Reported High Levels of Growth on the Following Outcomes

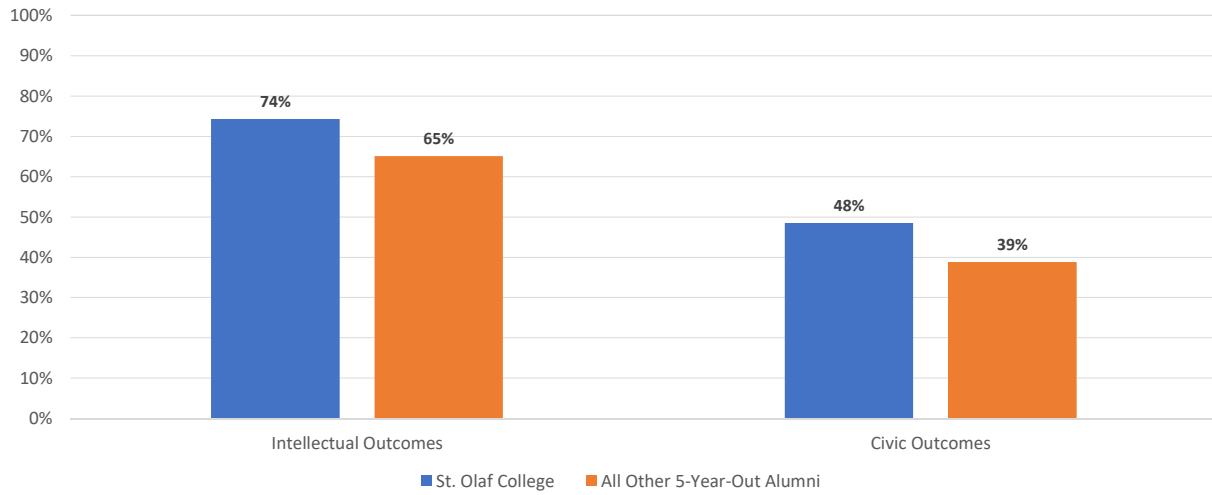
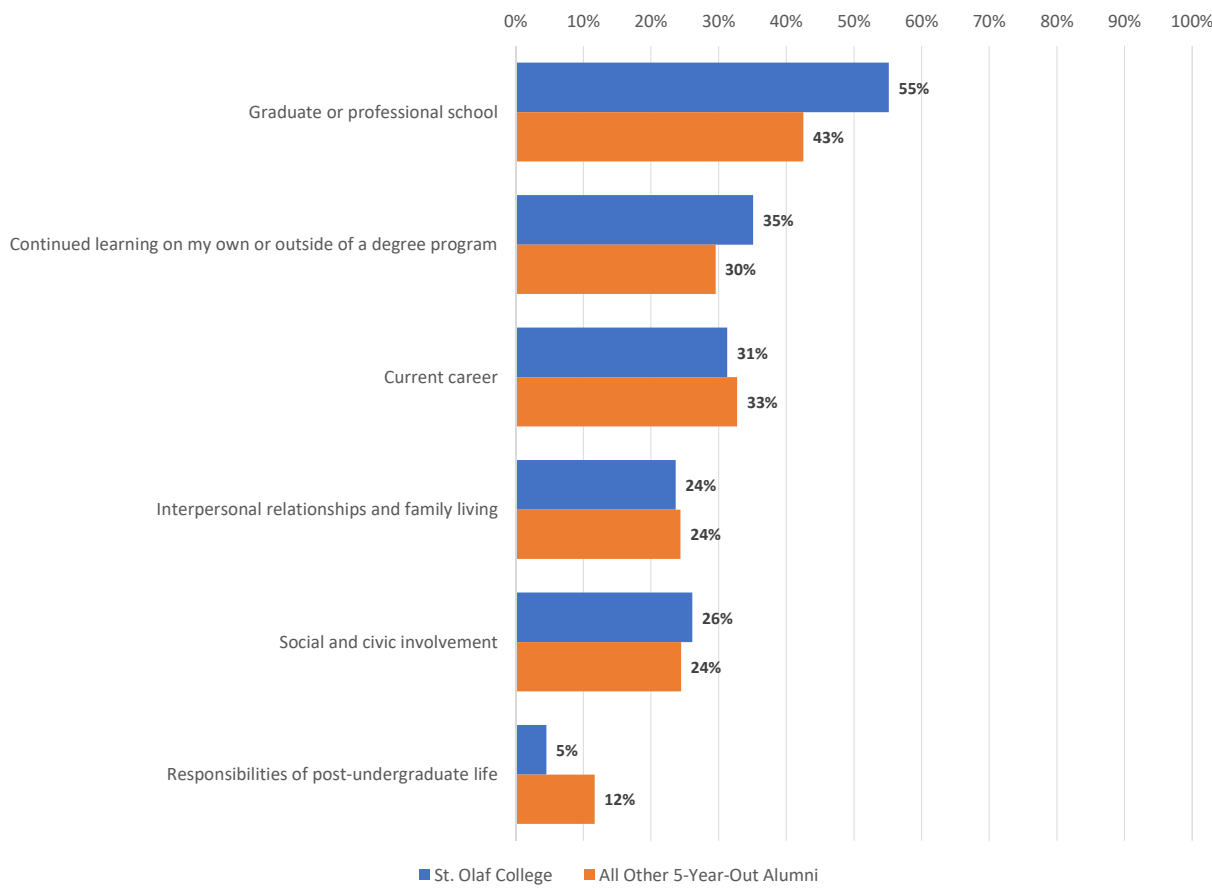
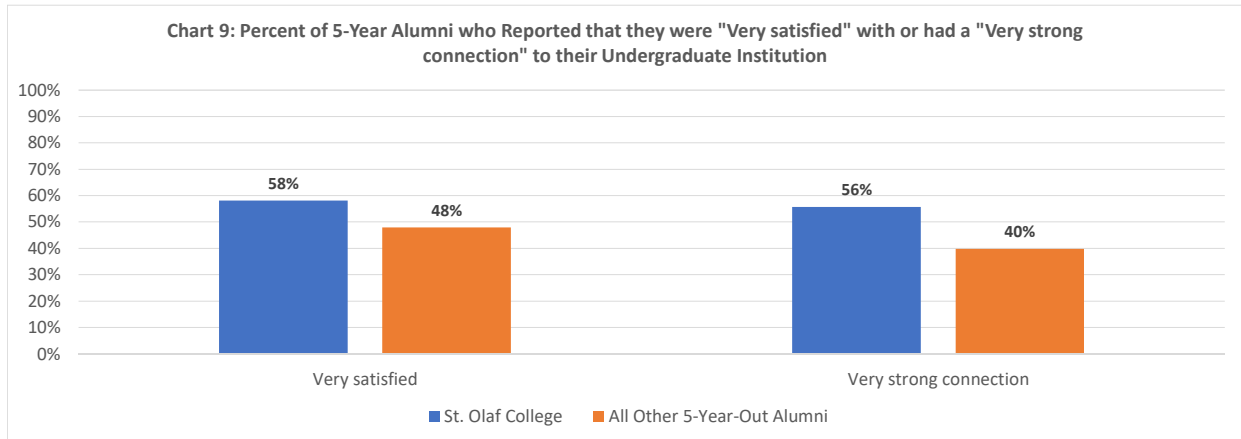


Chart 8: Percent of 5-Year Alumni who Reported that their Undergraduate Experience "Very much" Prepared them for the Following Activities



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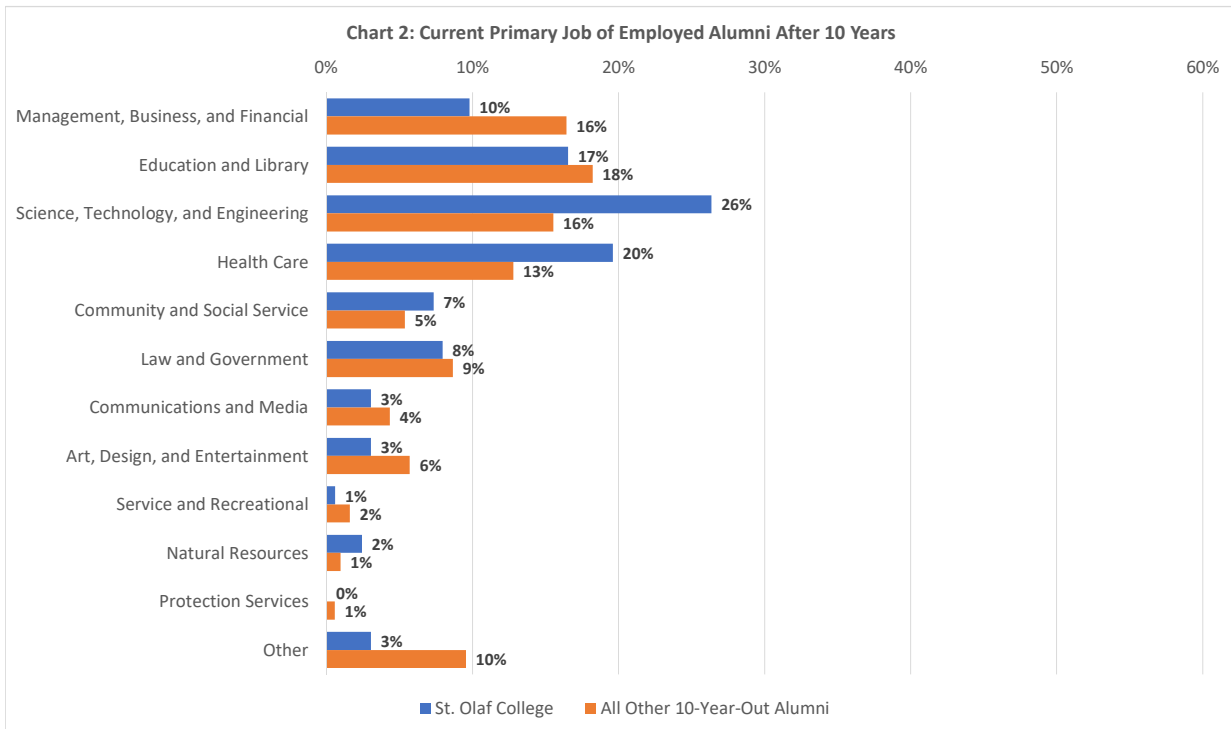
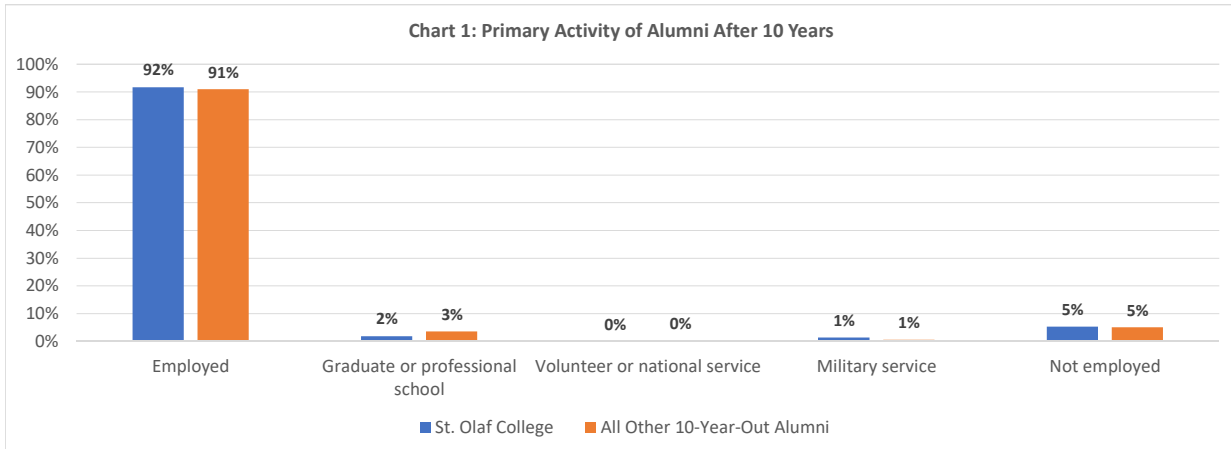


In charts 6-9, we only calculated high score percentages for institutions (yours or those in the comparison group) when $n \geq 10$.

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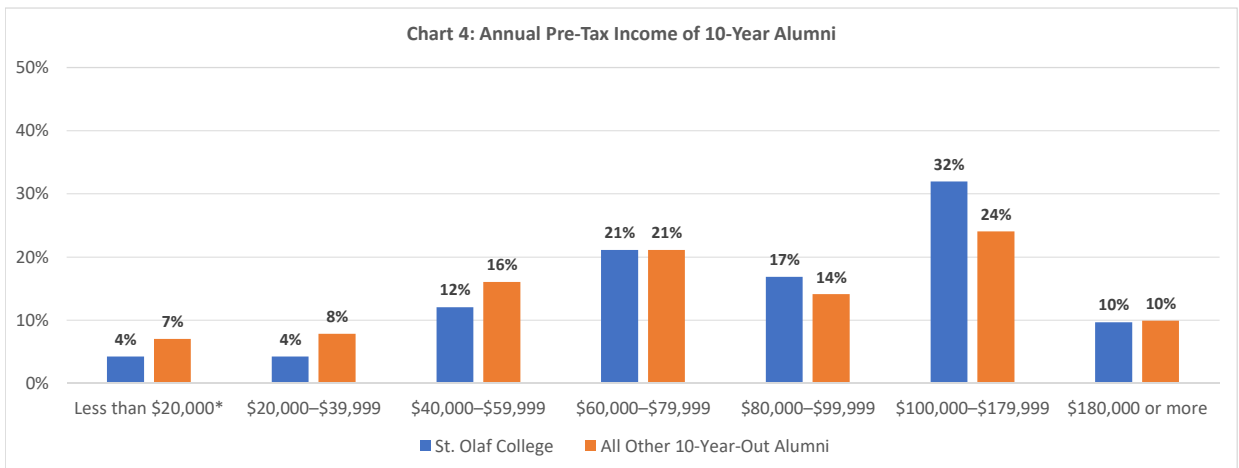
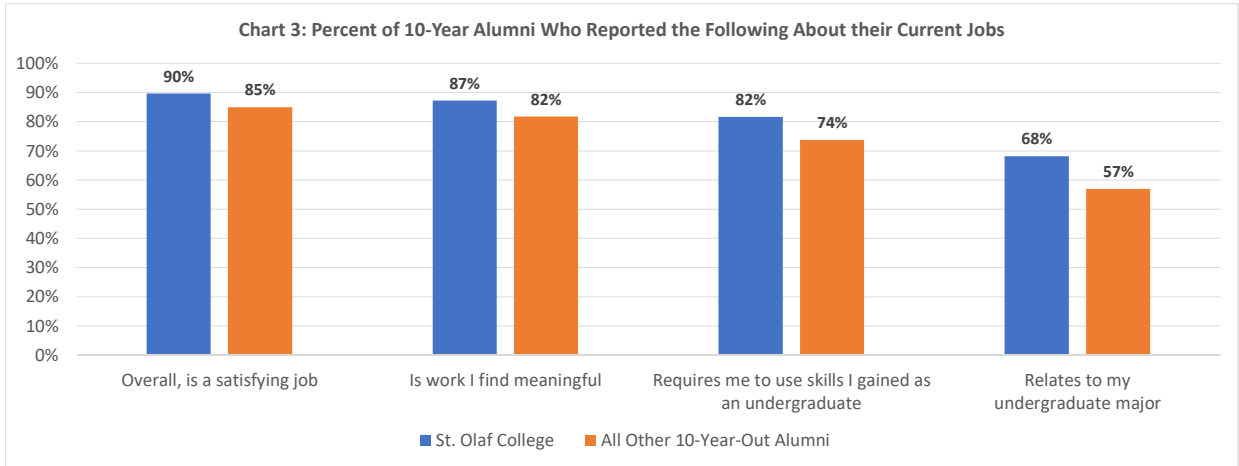
Results for 10-Year-Out Alumni

Post-College Activities

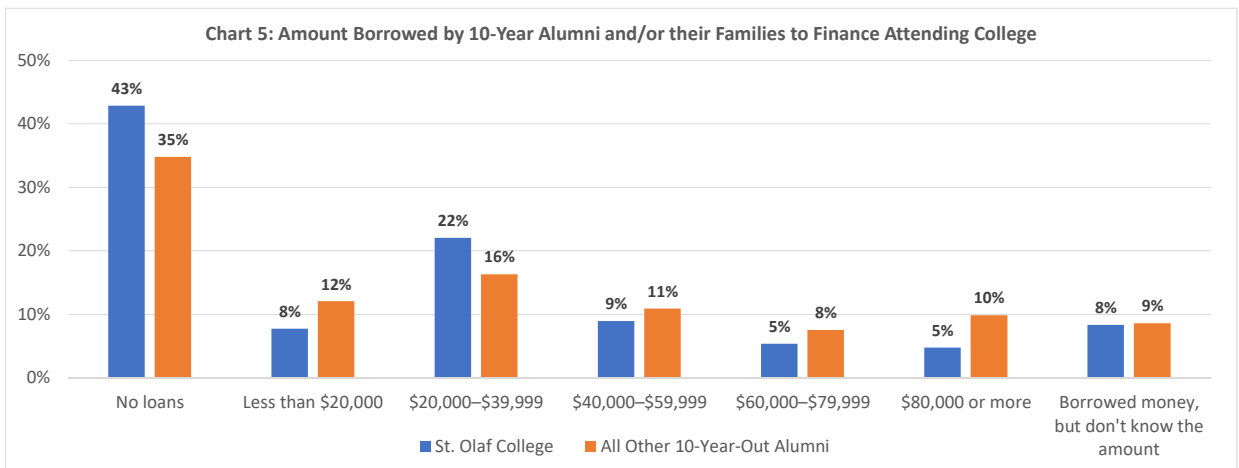


See Q22 on the Survey Instrument for the list of job options presented in each category.

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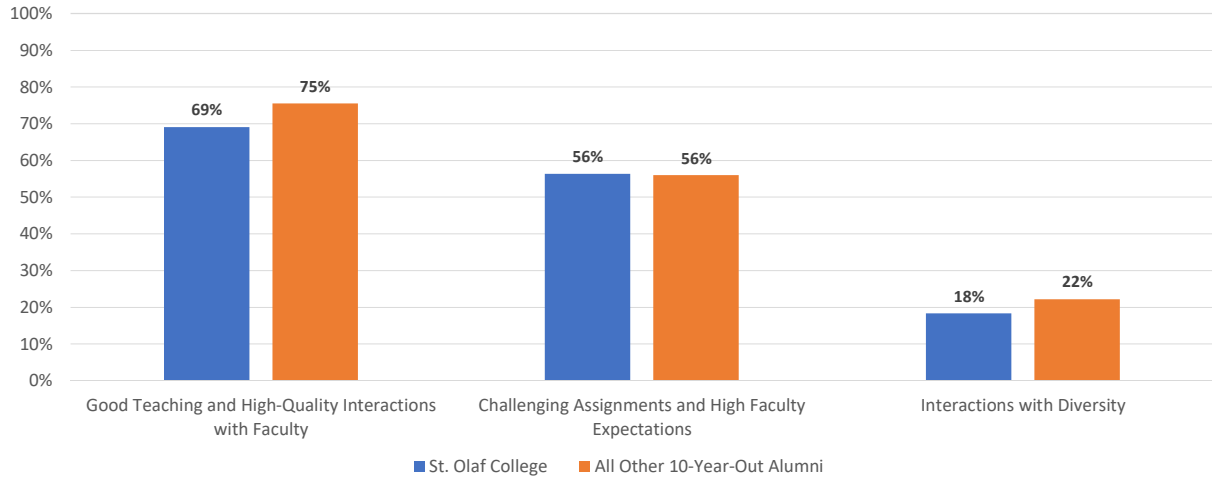
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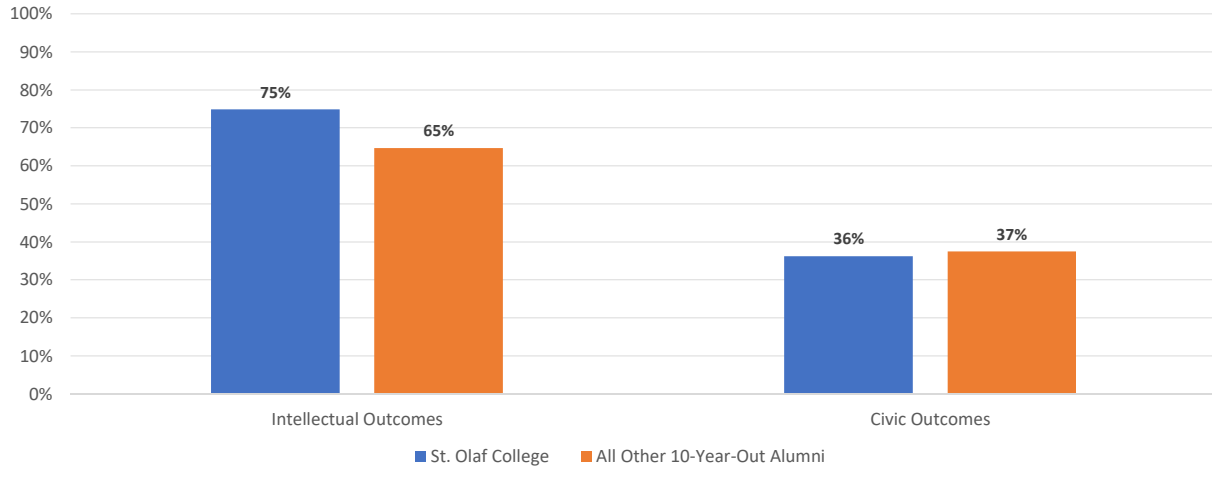
Academic Experience

Chart 6: Percent of 10-Year Alumni who Experienced High Levels of the Following Good Practices at their Alma Mater

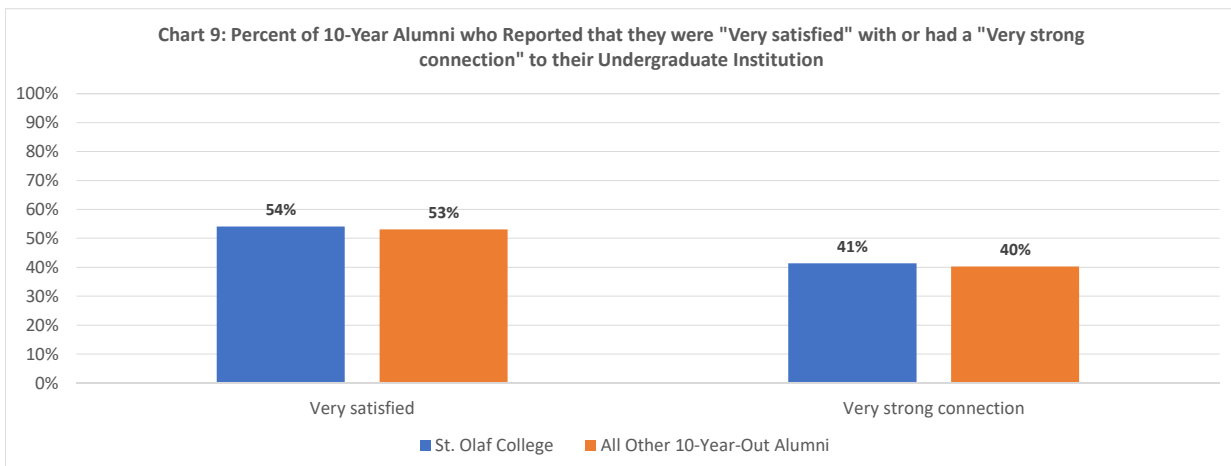
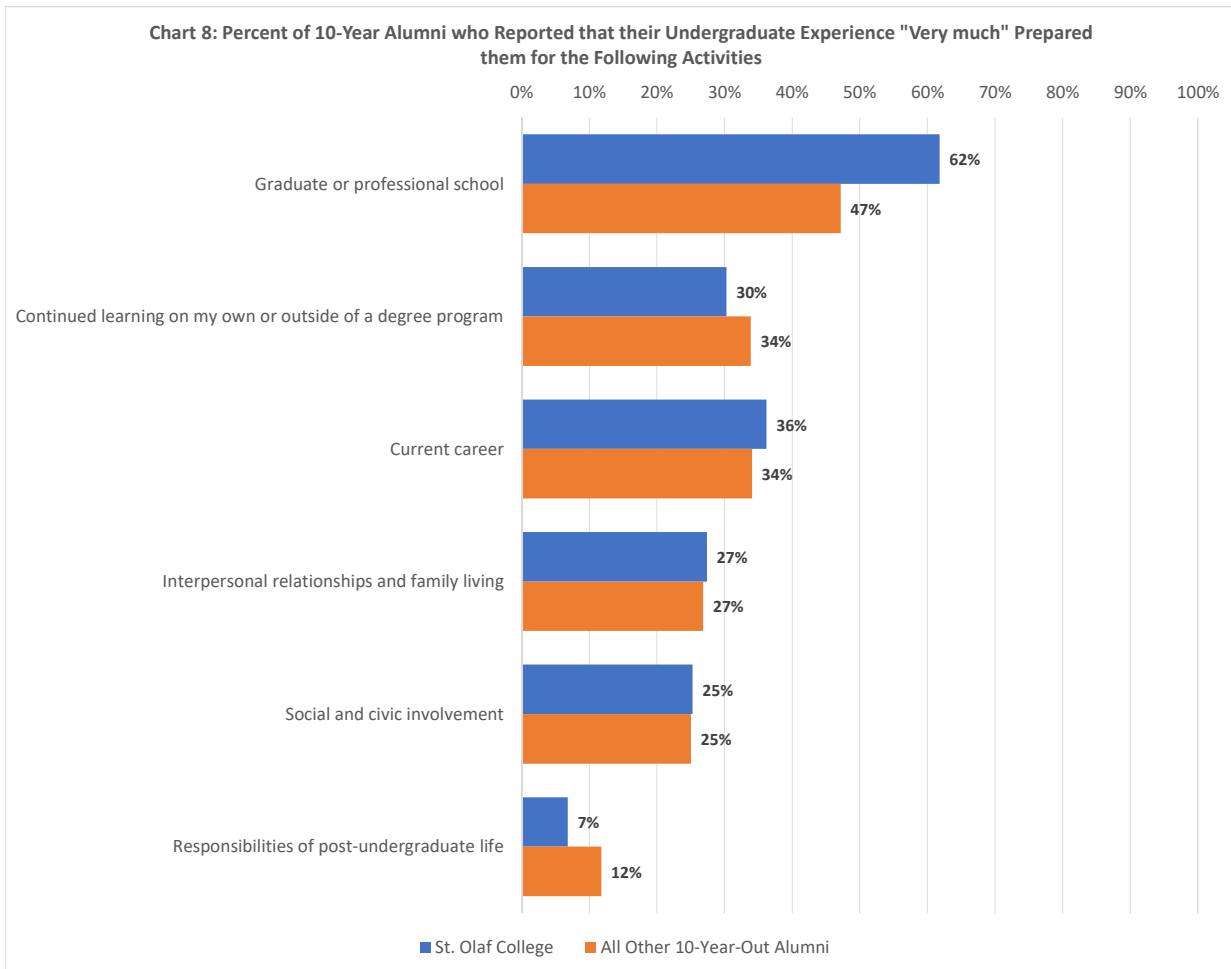


Institutional Impact

Chart 7: Percent of 10-Year Alumni who Reported High Levels of Growth on the Following Outcomes



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In charts 6-9, we only calculated high score percentages for institutions (yours or those in the comparison group) when n ≥ 10.

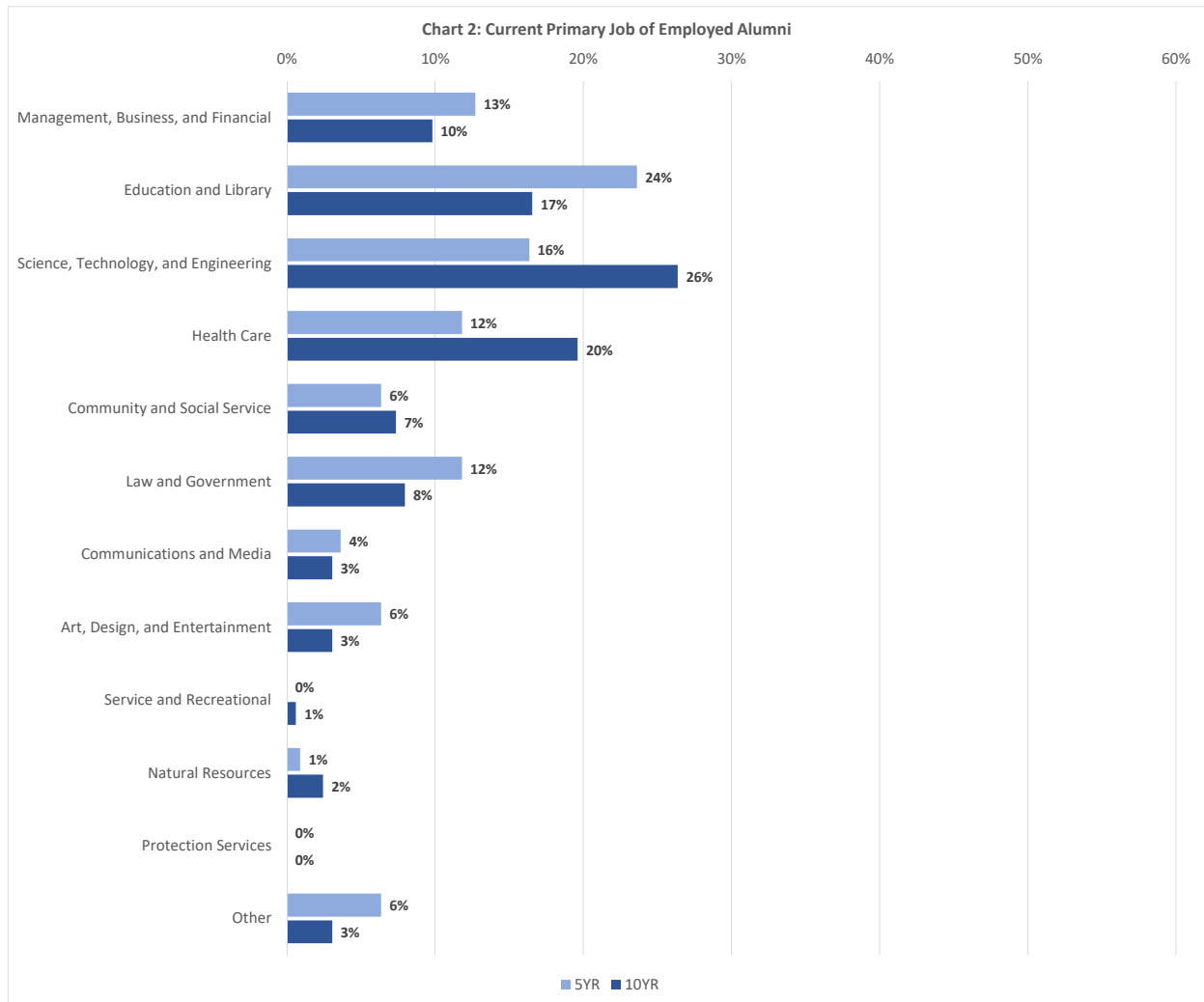
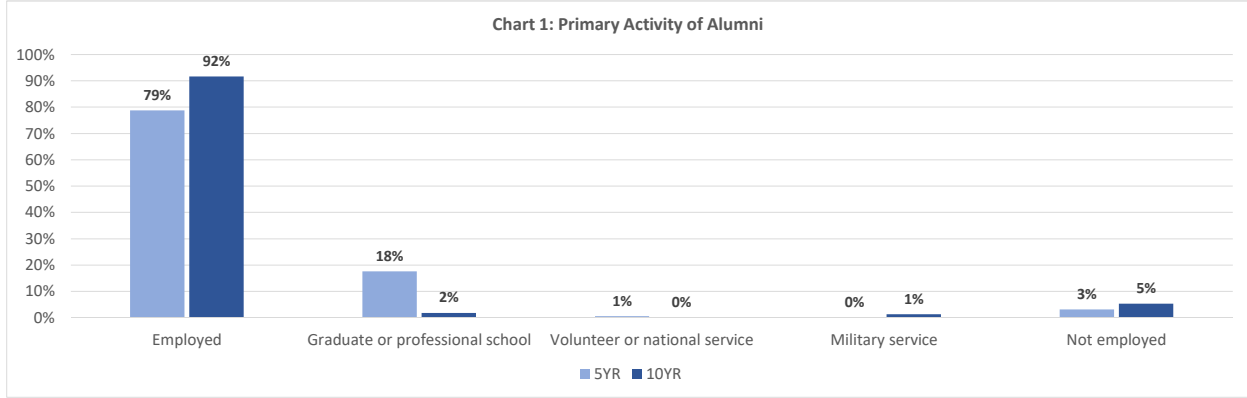


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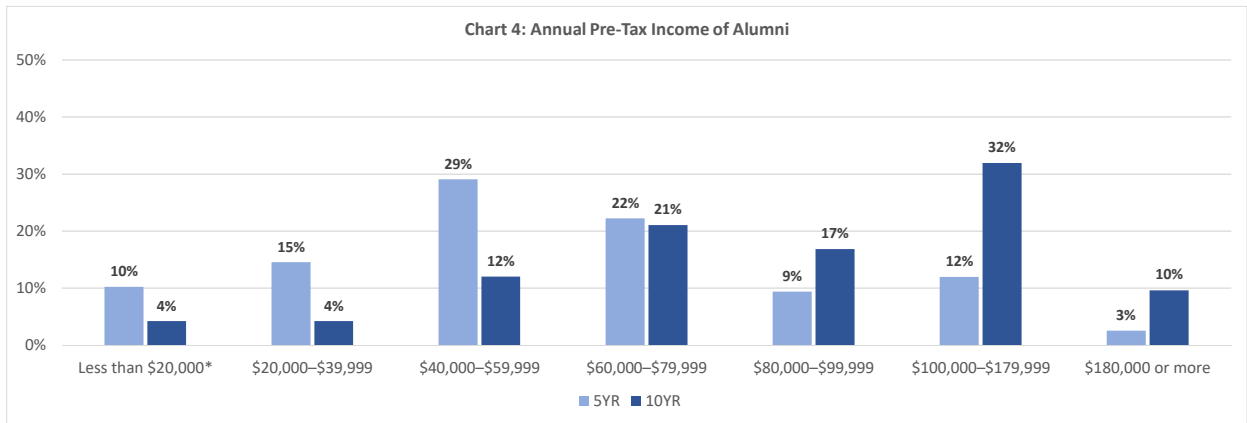
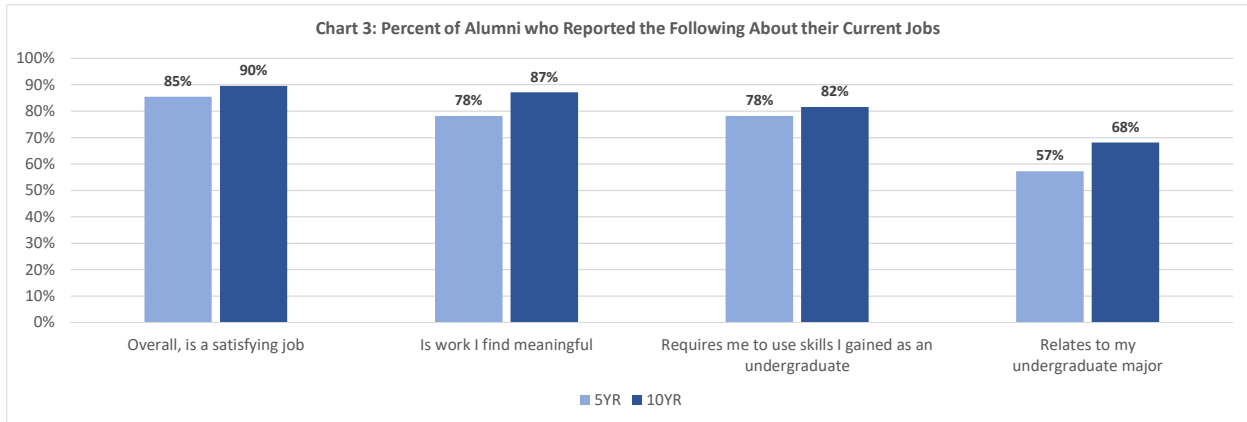
St. Olaf College Results by Cohort

Internal comparisons between the alumni cohorts your institution surveyed.

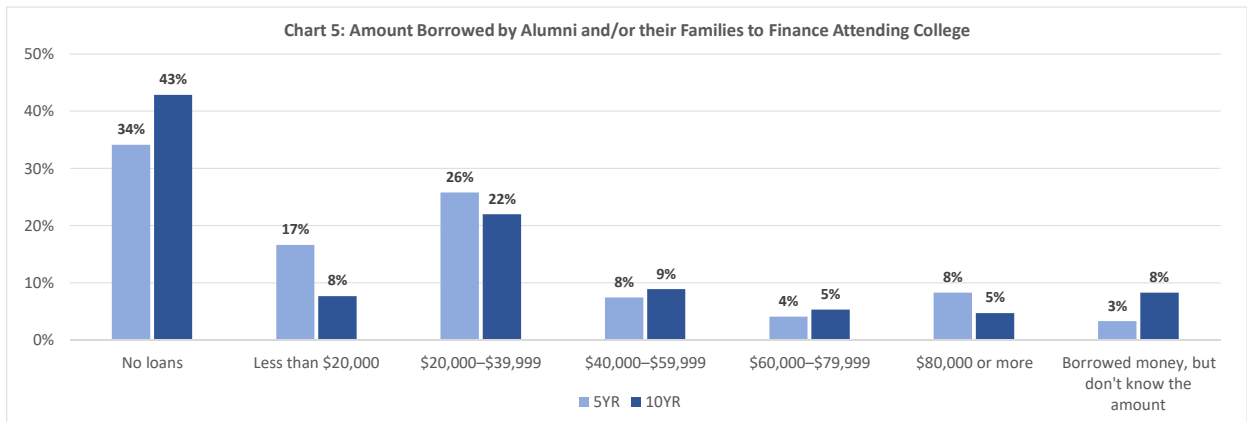
Post-College Activities



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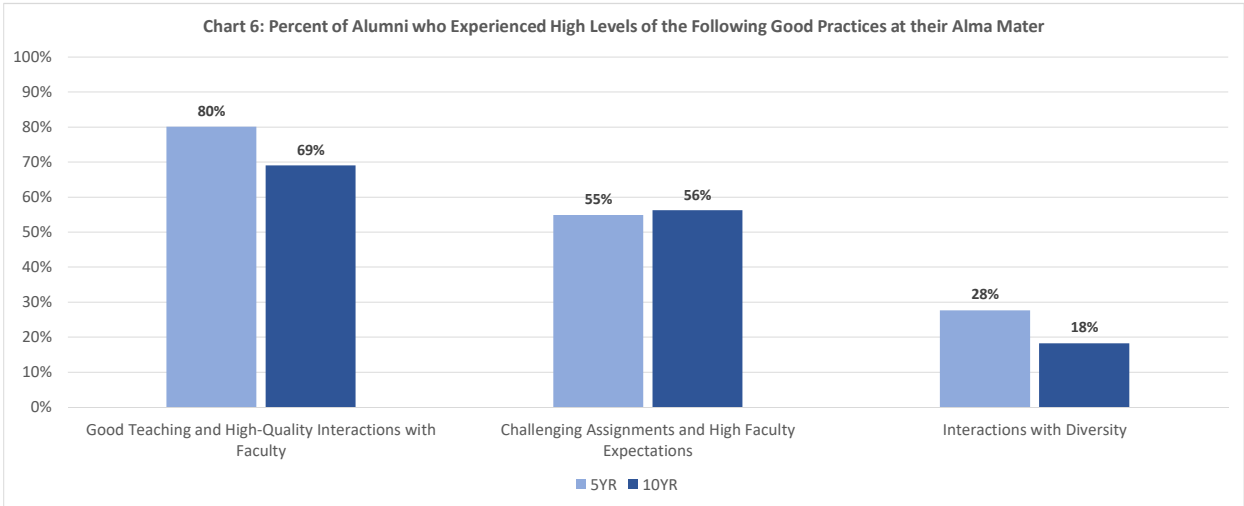


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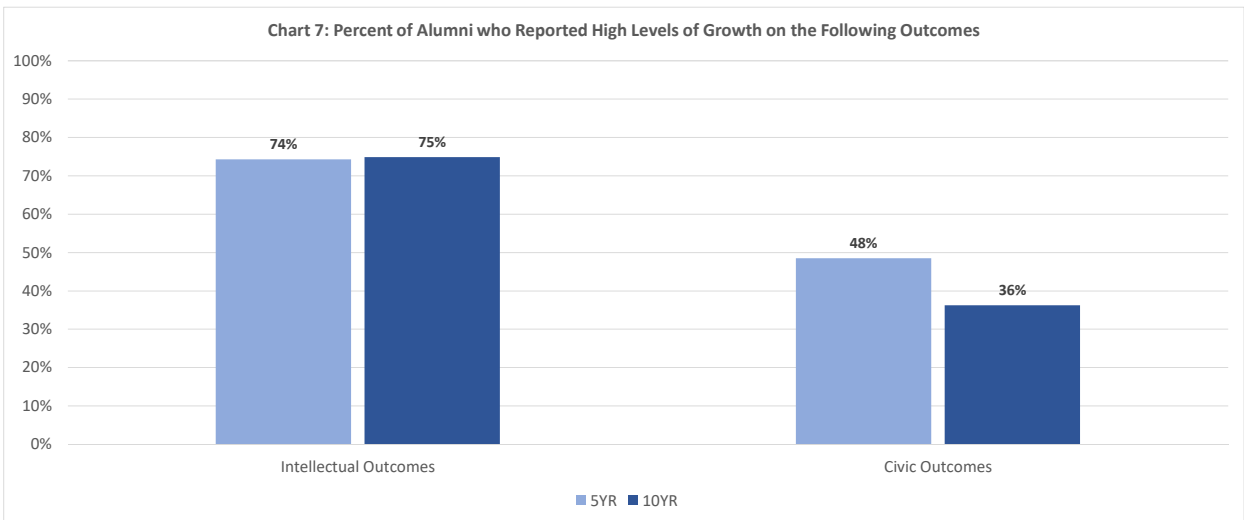


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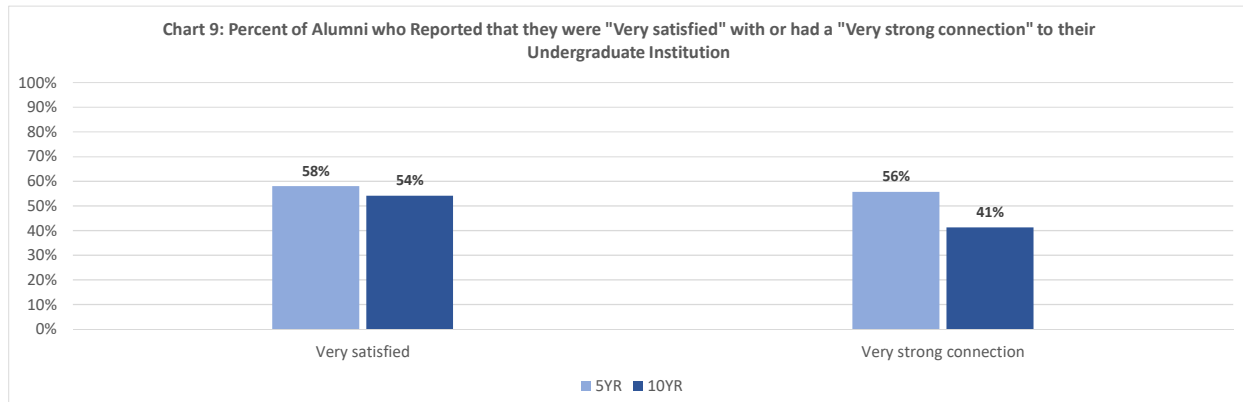
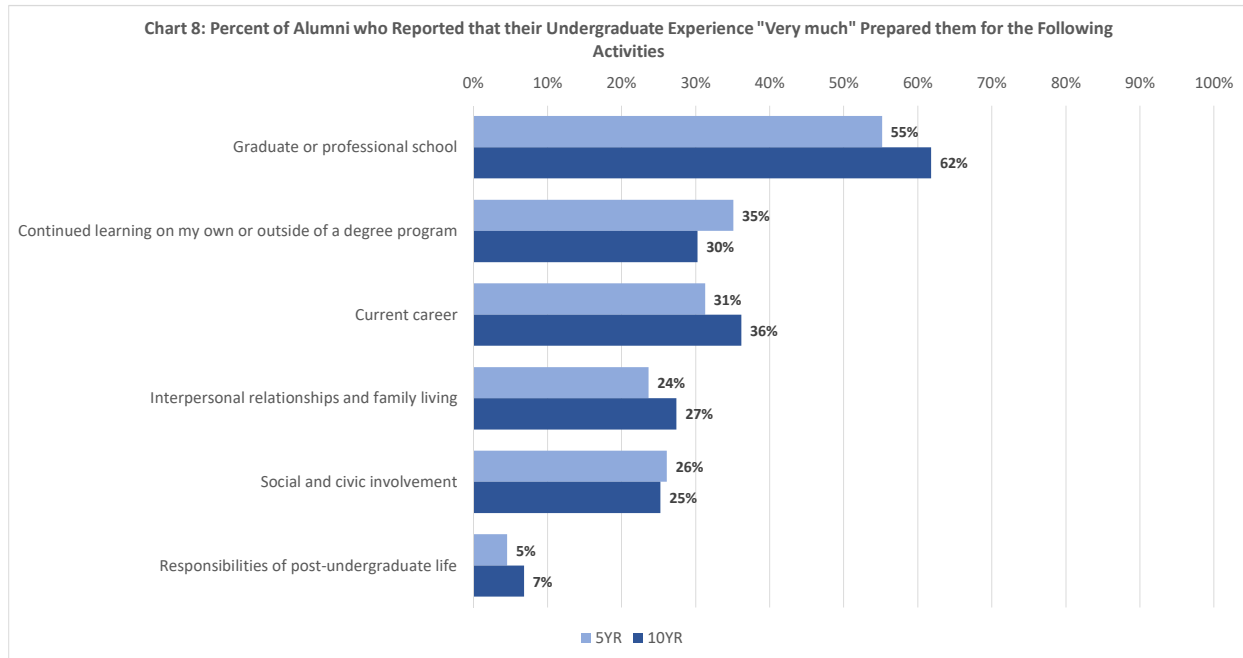
Academic Experience



Institutional Impact



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In charts 6-9, we only calculated high score percentages when n ≥ 10.



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Technical Information

A total of 56 institutions administered the HEDS Alumni Survey in the 2021–2022, 2022–2023, and/or 2023–2024 academic years. The total respondents in the table below include *all* alumni who took the survey during these three years, regardless of when they graduated. However, this report summarizes data *only* for the cohort or cohorts your institution surveyed.

	St. Olaf College		All Fall 2021 – Summer 2024 Institutions	
	n	Response Rate	n	Response Rate
All Alumni Respondents	420	19%	21,143	Average institutional response rate is 16% with a range of 1-52%.

Notes about response rate data in the above table:

- Respondents include alumni who answered at least one question.
- We calculate the response rate by dividing the number of respondents by the number of invited participants. We cannot calculate response rates for institutions that used a general link for their survey administration because we do not know how many students were invited to take the survey. Therefore, we only calculate response rates when institutions use email or authentication administration methods.
- Please note, smaller institutions typically have a higher response rate.
- The n value in the "Fall 2021 – Summer 2024 Institutions" section of the table reflects the total number of respondents across all institutions (see the Participating Institutions tab).

Cohorts

This report summarizes data only for alumni who were at the 1-year, 5-year, 10-year, or 10+ years out point from graduation when they took the survey. In the table below, we show the years your alumni who took the survey in 2023–2024 must have graduated to be considered part of that cohort for this report.

2023–2024 Alumni Cohort	Graduation Years
1-year-out	2022, 2023
5-year-out	2018, 2019
10-year-out	2013, 2014
10-year+	≥ 2012

Cohort Comparison Group(s)

Each cohort comparison group (e.g., All Other 1-Year-Out Alumni) includes all alumni in that cohort from all institutions (including yours) that participated in the survey in prior years, plus all alumni in that cohort from institutions that surveyed in the current year (except yours).

N Rules

Graduation cohort tabs (e.g., 1YR) are only displayed when there are responses from at least 10 individuals in the given cohort. Additionally, charts within these tabs are displayed only when at least 10 individuals have responded to the relevant question(s). If the number of respondents for your institution falls below 10 for a particular chart, we may omit your data.

Percentages

Displaying Percentages

Percentages shown in the graphs in this report are rounded to the nearest whole number. Some percentages are less than .5 and will round down to display a 0% on the graph. However, as they are in fact greater than 0%, the graph will display a sliver of bar. If you see this, it means that the true percentage is less than 1% (<1%) but greater than 0%.

Calculating High Score Percentages

Charts 6–9 on every worksheet calculate a the percentage of alumni who reported high levels/good outcomes on the measure the charts summarize. We consider this the percentage of people with a "high score". We only show high score percentages for groups of 10 or more people. Please refer to the section below for how we determined the high scores represented on each graph.

Information about the Data Summarized in the Graphs in this Report

"Primary activity of alumni" graph (Chart 1)

The data presented in this graph come 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 (Peace Corps, AmeriCorps, etc.)" and the "Military service" categories do not combine responses.

"Current primary job of employed alumni" graph (Chart 2)

The data we present in this graph are from responses to Q22, "What is your CURRENT primary job?" This question asks alumni to make two choices in sequence. First, we ask them to select one of 12 broad job categories, such as "Communications and Media" or "Health Care," then we show them a list of job titles within that broad category and ask them to select an option from that list. The data in Chart 2 are from the broad category that alumni selected in response to this question. Please note, in a small number of cases (<1%) alumni selected the broad job category represented in this chart, but didn't respond to the subsequent question asking them to select from the list of job titles within the broad category. For that reason, the data in this chart may occasionally fail to match the Current Primary Job data (Q22) on worksheet "9. Postgraduate Activities" in your Frequency and Indicator Report.



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"Percent of alumni who reported the following about their current jobs" graph (Chart 3)

The data presented in this graph come 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 (Chart 4)

The data presented in this graph come from responses to Q36, "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.

"Amount borrowed by alumni and/or their families to finance attending college" graph (Chart 5)

The data presented in this graph come from responses to Q27, "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 ("No loans" and "Borrowed money, but don't know the amount") do not combine response options.

"Percent of alumni who experienced high levels of the following good practices" graph (Chart 6)

This report contains information on five dimensions of academic experiences that measure alumni's exposure to high-impact experiences and contribute to post-degree outcomes. These dimensions are based on indicators that were developed by the Center of Inquiry and validated in the Wabash National Study. In this graph, we show data from three of these five indicators:

- Good Teaching and High-Quality Interactions with Faculty – 9 statements (Q3-Q4 on instrument), Cronbach's $\alpha = 0.92$
- Challenging Assignments and High Faculty Expectations – 14 questions (Q5-Q6 on instrument), Cronbach's $\alpha = 0.91$
- Interactions with Diversity – 6 questions (Q7 on instrument), Cronbach's $\alpha = 0.88$

These indicators are made up of multiple statements. (To view the statements in each indicator please refer to your Alumni Frequency Indicator Report.) To determine if an alumni experienced high levels of each good practice, 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 then averaged the responses for each item in an indicator to calculate the indicator score. This graph shows the percent of alumni who scored 70 and above on each of these three indicators. Please note that only those alumni who answered every question in the indicator receive a score.

"Percent of alumni who reported high levels of growth on the following outcomes" graph (Chart 7)

This report contains information on five dimensions of academic experiences that measure alumni's exposure to high-impact experiences and contribute to post-degree outcomes. These dimensions are based on indicators that were developed by the Center of Inquiry and validated in the Wabash National Study. In this graph, we show data from two of these five indicators:

- Growth on Intellectual Outcomes – 10 questions (Q8 on instrument), Cronbach's $\alpha = 0.90$
- Growth on Civic Outcomes – 4 questions (Q8-Q9), Cronbach's $\alpha = 0.85$

These indicators are made up of multiple statements. (To view the statements in each indicator please refer to your Alumni Frequency Indicator Report.) To determine if an alumni experienced high levels of growth on these outcomes, 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 then averaged the responses for each item in an indicator to calculate the indicator score. This graph shows the percent of alumni who scored 70 and above on these indicators. Please note that only those alumni who answered every question in the indicator receive a score.

"Percent of alumni who reported that their undergraduate experience 'very much' prepared them for the following activities" graph (Chart 8)

The data presented in this graph come 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" graph (Chart 9)

The data presented in this graph come 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?"

2023-2024 Survey Instrument

You can view the full survey instrument here:

[2023-2024 HEDS Undergraduate Alumni Survey Instrument](#)



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Participating Institutions

Below we provide a list of the institutions that administered the HEDS Alumni Survey in 2021-2022, 2022-2023, and/or 2023-2024 and are included in this report.

Participating Institutions from Fall 2021–Summer 2024	
Albion College	Occidental College
Allegheny College	Ouachita Baptist University
Austin College	Point Park University
Baldwin Wallace University	Principia College
Bethany College	Purdue University Fort Wayne
Biola University	Reed College
Cazenovia College	Rockford University
Clark University	Saint Anselm College
Concordia College at Moorhead	Saint Edward's University
Concordia University Texas	Saint Norbert College
County College of Morris	Salve Regina University
Dickinson College	Scripps College
Doane University	Skidmore College
Dominican University of California	Soka University of America
Earlham College	South Texas College
Gettysburg College	Southwestern University
Goshen College	St Catherine University
Goucher College	St Olaf College
Hampden-Sydney College	Trinity University
Hanover College	University of Saint Katherine
Harvey Mudd College	Utica University
Haverford College	Wake Forest University
Hood College	Warren Wilson College
Howard University	Washburn University
Illinois Wesleyan University	Whittier College
Kenyon College	Wittenberg University
Knox College	
Lewis & Clark College	
McDaniel College	
Molloy University	



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 the other participating institutions. This report aggregates data from all other institutions besides your own into one or more comparison groups. These reports do not identify data from individual institutions or people.