



GRINNELL COLLEGE



Alumni Outlook Survey

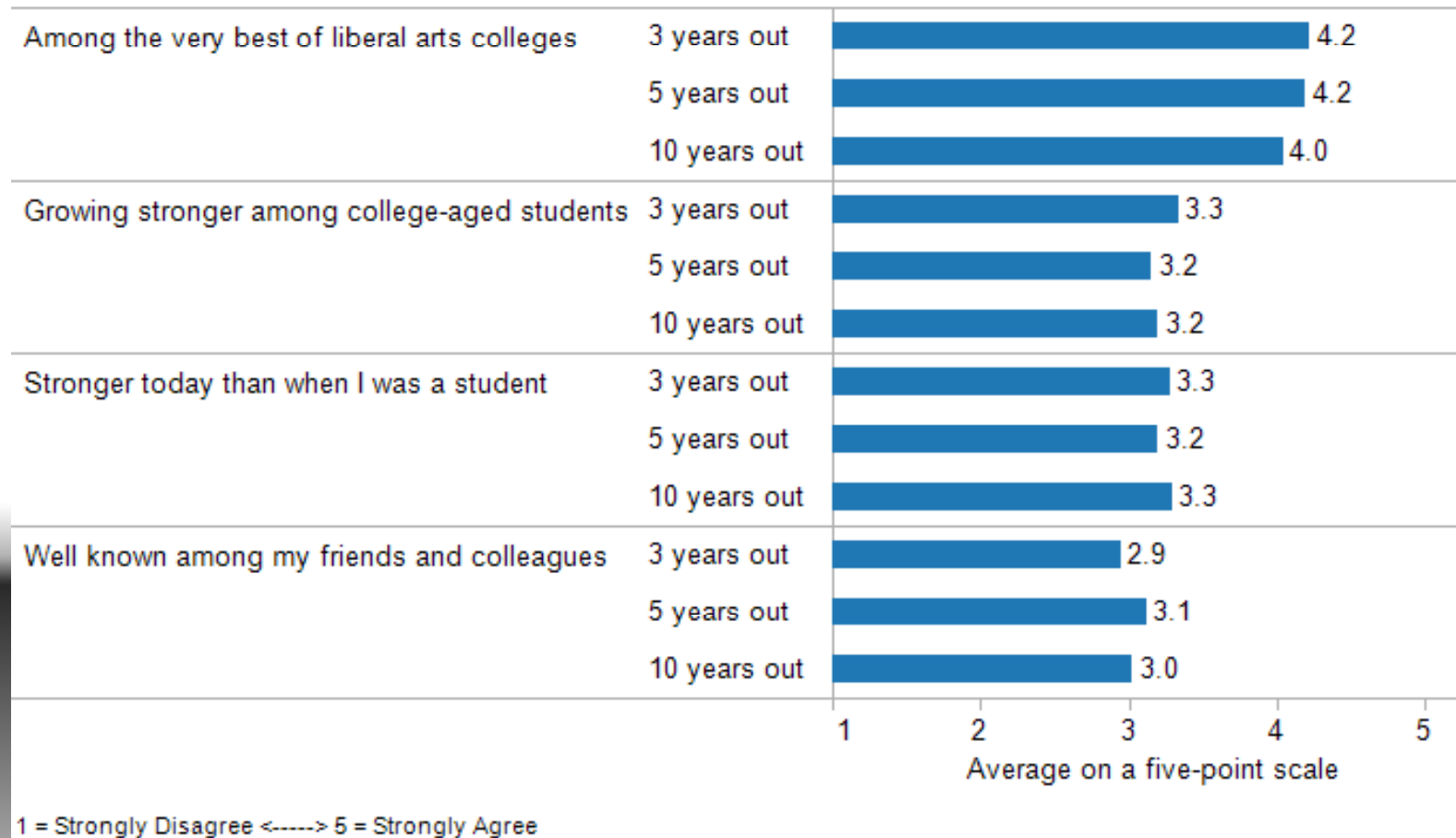
Overview, 2009 Administration

Overview

- Survey of young Grinnell College alumnae/i
- Contacted 3-, 5-, and 10-year-out classes
 - In the 2009 administrative cycle, included graduates from 1999, 2004, & 2006
- Collected responses between April 2010 & July 2010
- 239 responses from 756 contacts → 32% response rate

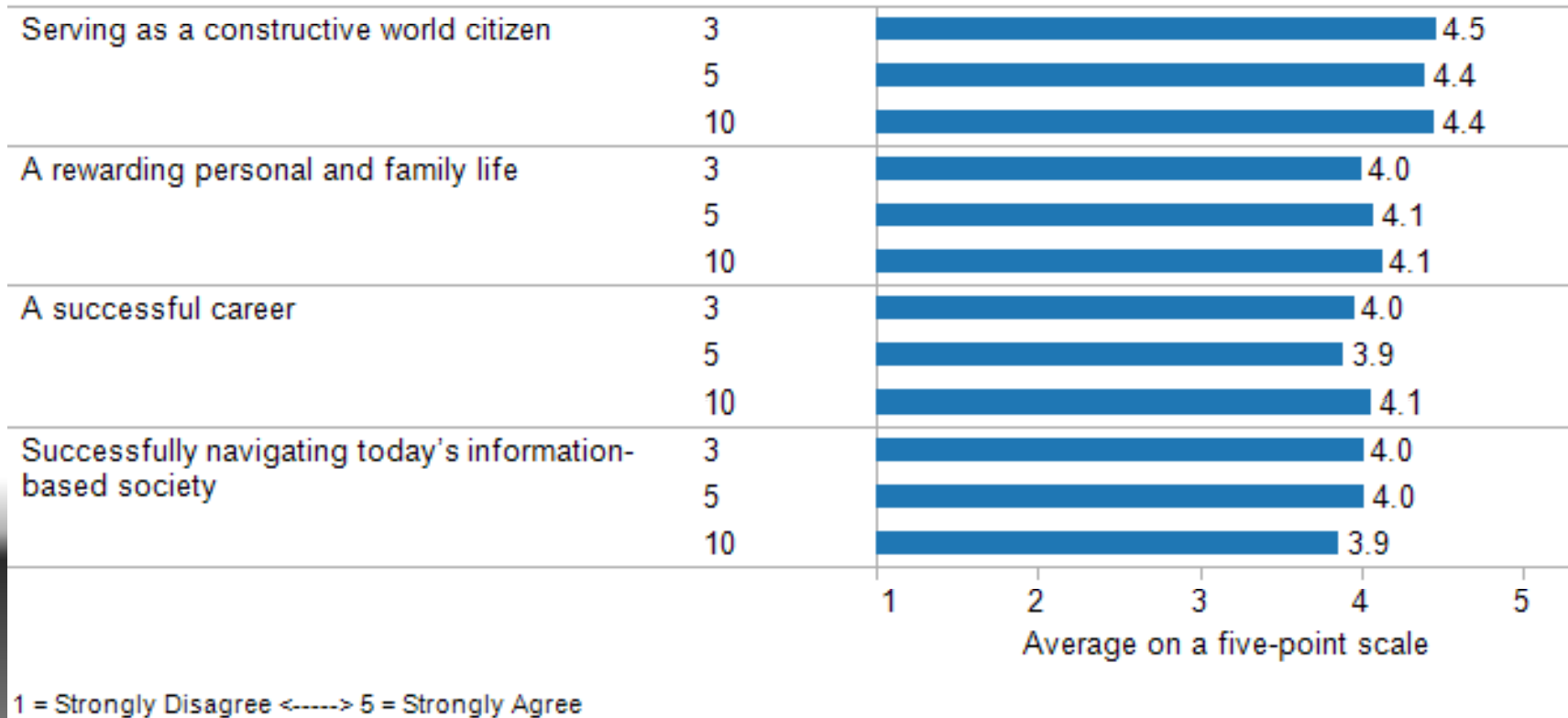
Perception of Grinnell College

Grinnell's reputation is...



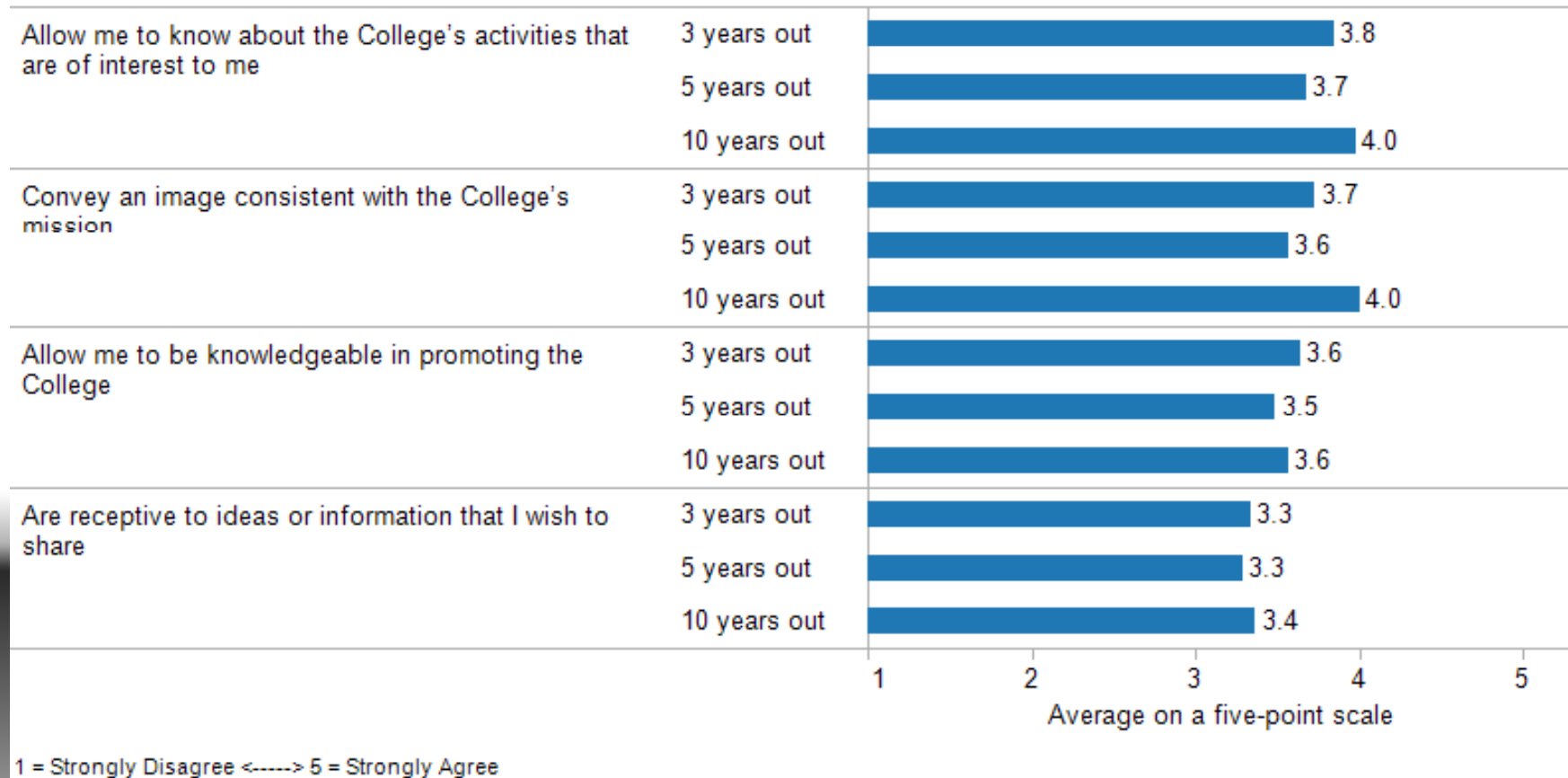
Satisfaction with Grinnell education

My Grinnell education prepared me for...



Communications to and from the College

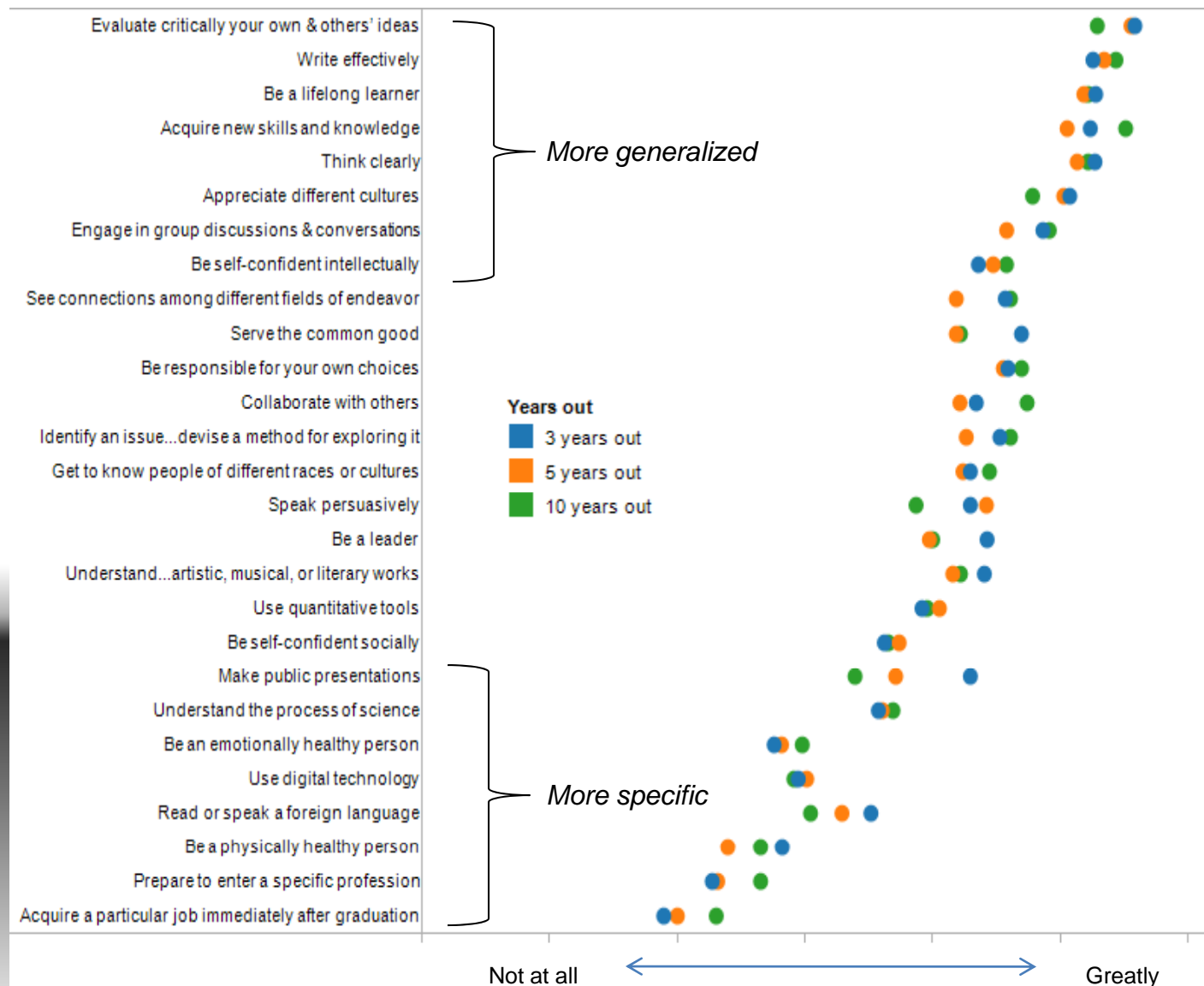
Grinnell's communications...



Alumni ratings of skills, knowledge, & abilities enhanced by Grinnell College

Graduates identify most strongly with aspects describing habits of mind such as *evaluating ideas, acquiring new knowledge, & thinking clearly*. These are cornerstone goals of a Grinnell education as articulated in the Mission Statement.

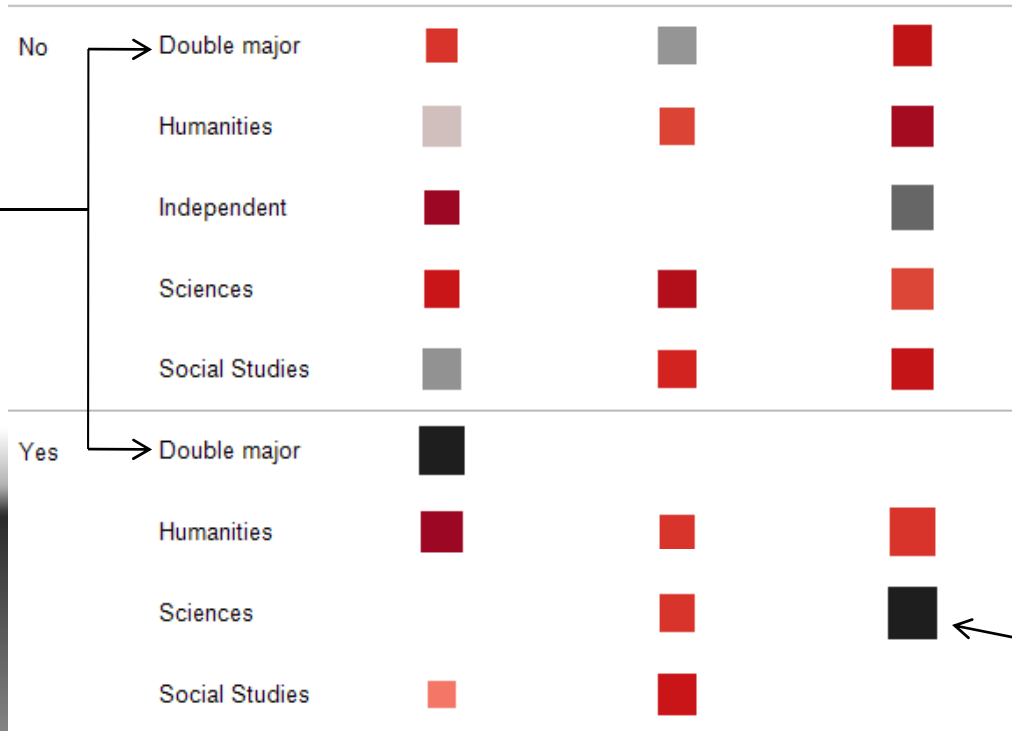
Occupational training, in terms of *acquiring a particular job after graduation or preparing for a particular occupation*, does not characterize a Grinnell education in the eyes of respondents. While the habits of mind (above) help describe what a Grinnell education *is*, the occupational items help describe what a Grinnell education is *not*.



Pattern of study outside of the major & coherence to course of study

Describe the pattern of courses you completed

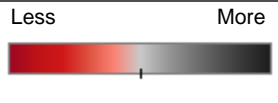
Broadly Distributed ————— Tightly Focused



For example, double major graduates who completed a concentration and described a disparate selection of courses outside the major were more likely to feel their course of study had coherence.

Students who felt they had a tightly focused pattern of courses were somewhat less satisfied that their course of study resulted in a coherent undergraduate experience

Coherence to course of study



Science majors with a tightly focused pattern of study and with a concentration were more satisfied with the coherence of their course of study.

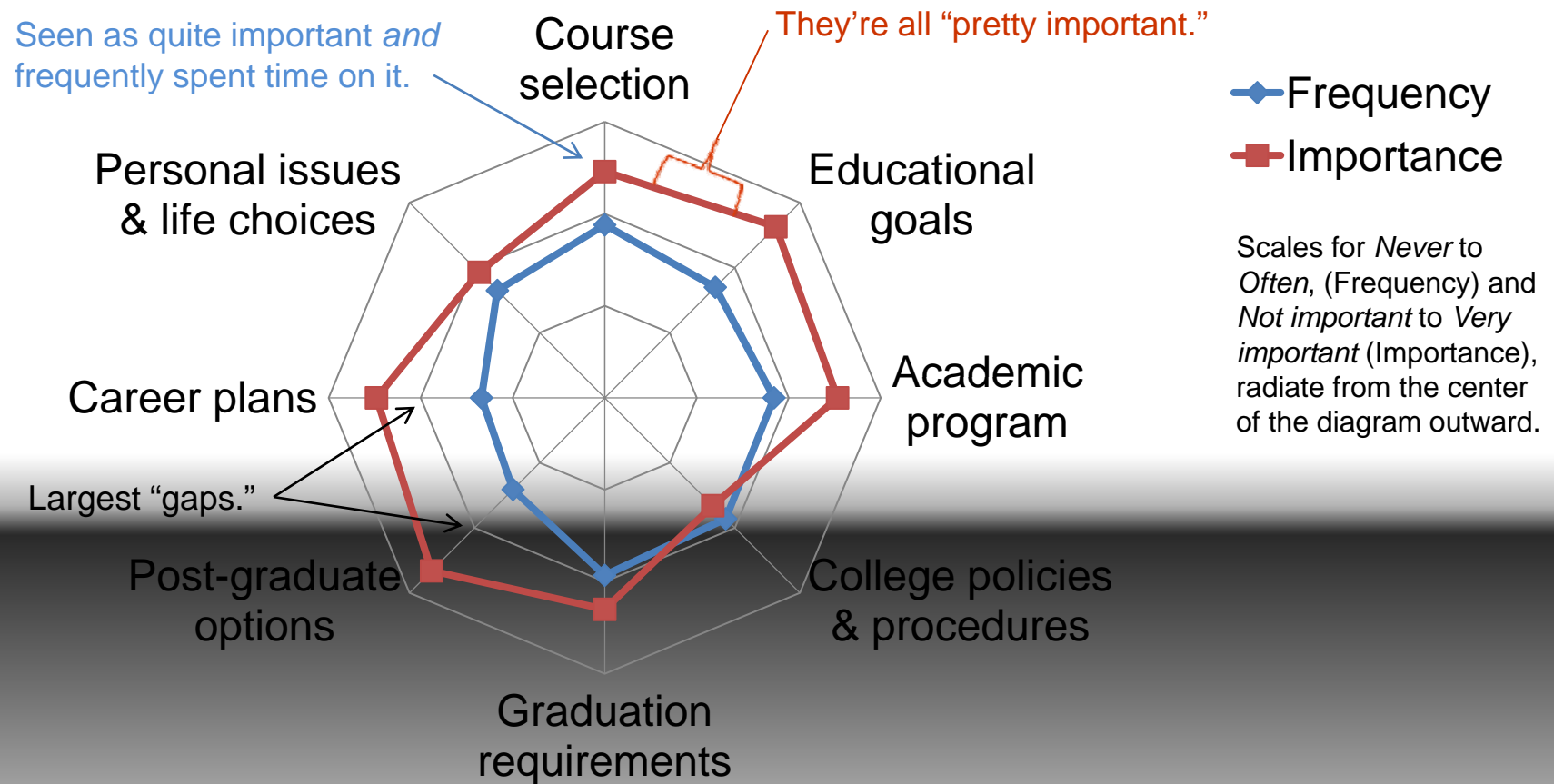
Most rewarding academic experiences at Grinnell

Top ten most frequently identified items, by class year

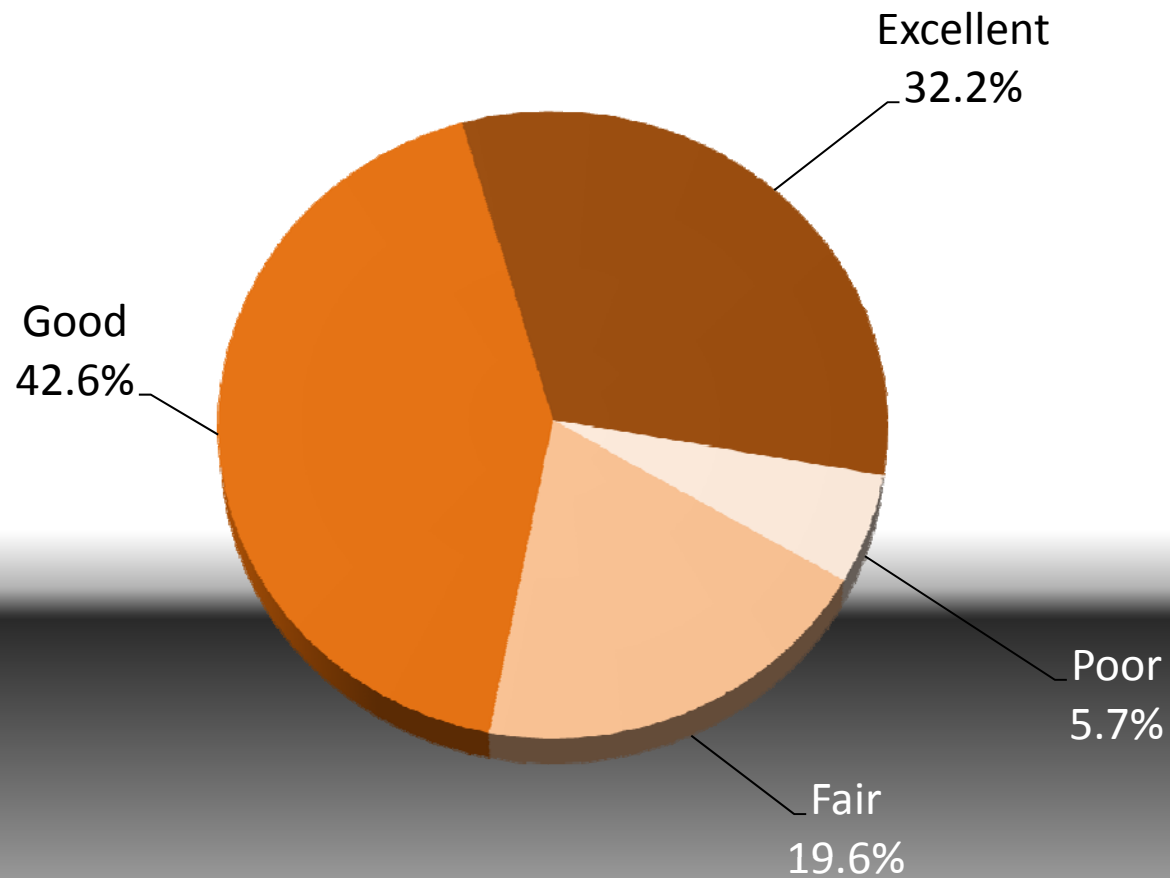
	Alumni 3 years out	Alumni 5 years out	Alumni 10 years out
#1	An advanced course <u>in</u> my major	An advanced course <u>in</u> my major	An advanced course <u>in</u> my major
#2	An off-campus study program	Completing a course taught by an instructor with a reputation for being demanding	An off-campus study program
#3	An advanced course <u>outside</u> my major	A special topics course	The Tutorial
#4	The Tutorial	An off-campus study program	An advanced course <u>outside</u> my major
#5	A Mentored Advanced Project (MAP)	The Tutorial	A performance, recital, or presentation
#6	Completing a course taught by an instructor with a reputation for being demanding	A Mentored Advanced Project (MAP)	A special topics course
#7	An internship or externship	A senior thesis or project for my major	Completing a course taught by an instructor with a reputation for being demanding
#8	A special topics course	A hands-on component or application of knowledge	A summer research experience (not a MAP)
#9	A performance, recital, or presentation	An advanced course <u>outside</u> my major	A senior thesis or project for my major
#10	A senior thesis or project for my major	A summer research experience (not a MAP)	An interdisciplinary course or coursework that crossed disciplinary boundaries

Note consistency among top themes across years

How frequently did you discuss the following with your adviser, & how important was each?



Overall, how would you evaluate the quality of academic advising you received?



Most rewarding co-curricular activities at Grinnell

Top ten most frequently identified items, by class year

	Alumni 3 years out	Alumni 5 years out	Alumni 10 years out
#1	Residence life (residence halls)	Residence life (residence halls)	Residence life (residence halls)
#2	On-campus employment	Instrumental or vocal music	On-campus employment
#3	Varsity athletics	On-campus employment	Varsity athletics
#4	Community service or volunteerism	Varsity athletics	Community service or volunteerism
#5	Instrumental or vocal music	Mentoring, teaching, or tutoring	Instrumental or vocal music
#6	Politics, activism, or empowerment issues	Community service or volunteerism	Politics, activism, or empowerment issues
#7	Intramural or club sports	Politics, activism, or empowerment issues	Intramural or club sports
#8	Mentoring, teaching, or tutoring	Intramural or club sports	Theatre or dance
#9	Club or interest group	Club or interest group	Language or project/theme house
#10	Theatre or dance	Language or project/theme house	Mentoring, teaching, or tutoring

Opportunities for alumni

Negative ← → Positive

College reunions & events

I don't get enough info
Not appealing
Has gone downhill

I feel well-informed
I'm positively impressed
It's getting better

Volunteer activities

I don't get enough info
Negative reaction
Has gone downhill

Well-informed
Highly rewarding
Growing more appealing

College networks

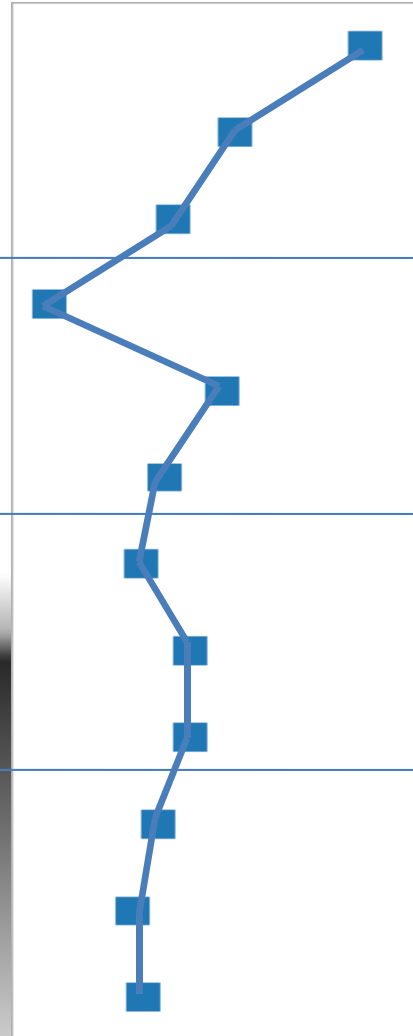
I don't get enough info
I'm not satisfied
Used to be better

I feel well-informed
I'm enthusiastic
It's getting better

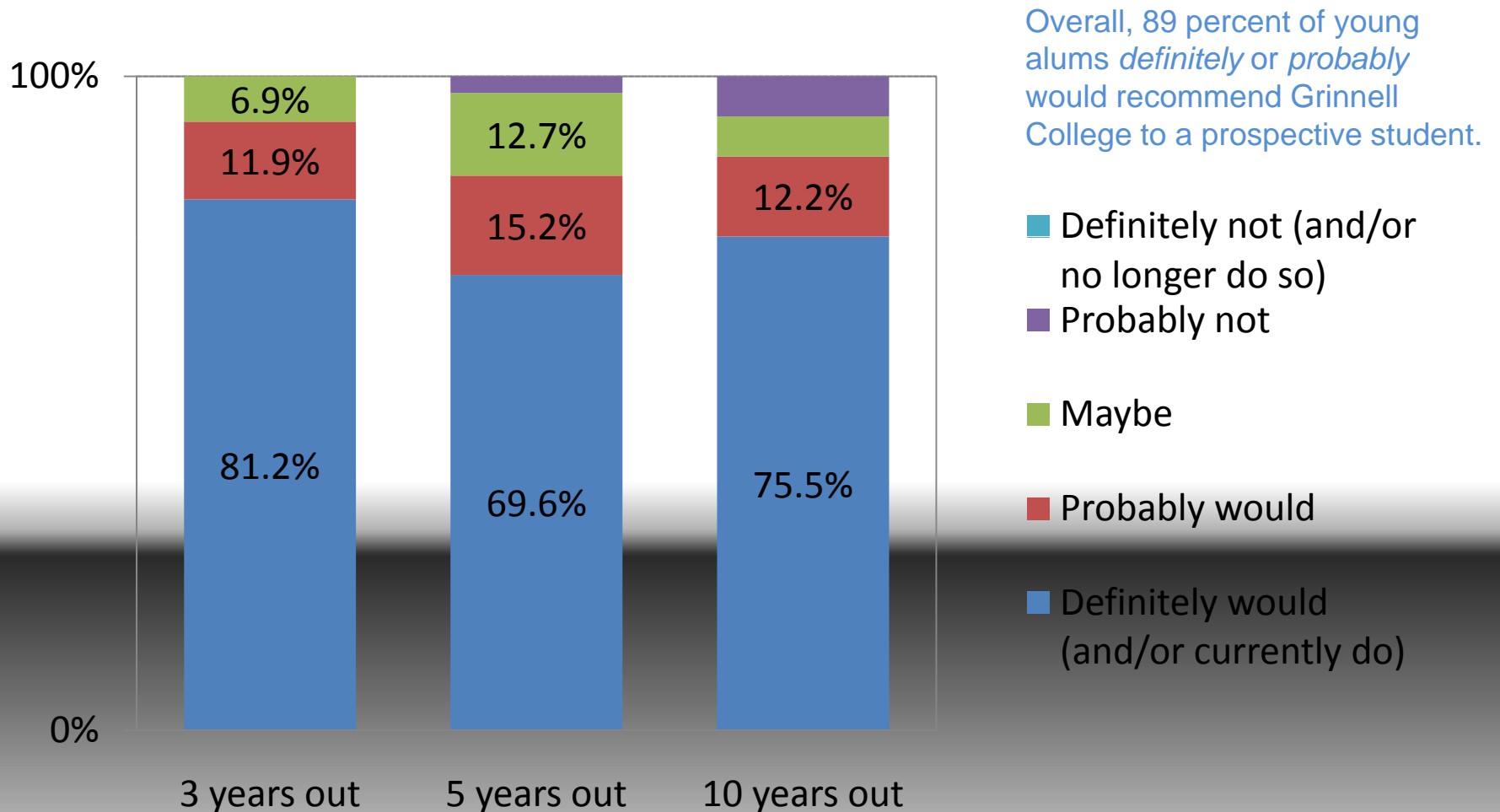
Philanthropy

I'm not inclined
Not enough info
Have diminished

I give consistently
College provides good info
It's getting better

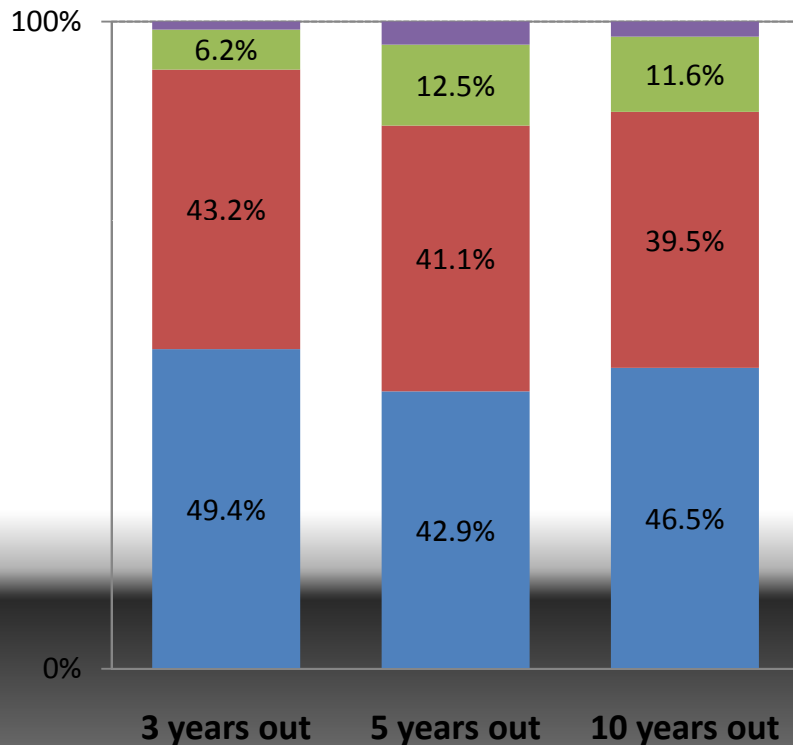


How likely is it that you would recommend Grinnell College to a prospective student?

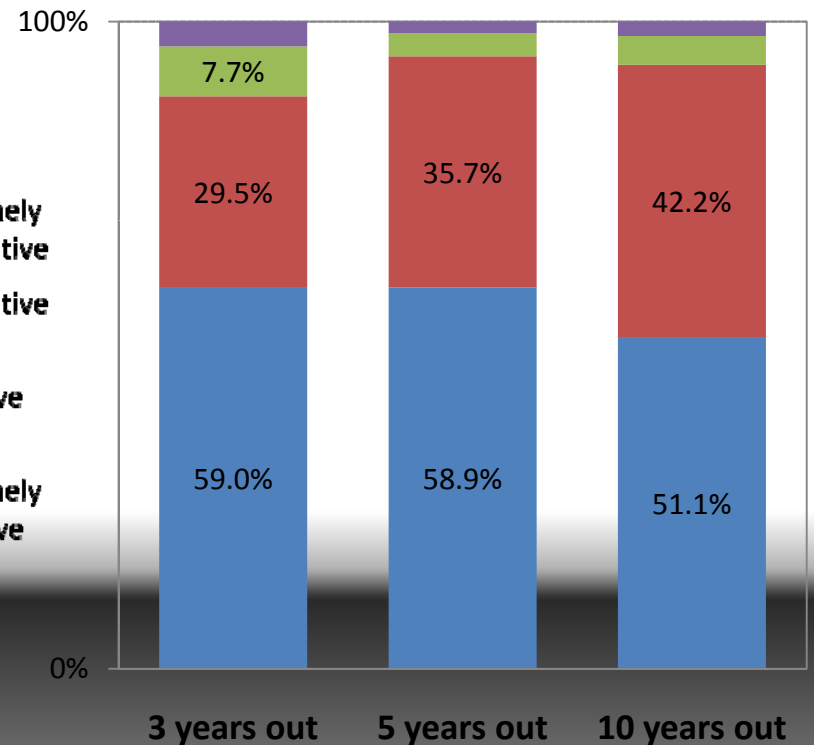


Additional educational experiences

How effective was Grinnell in helping you gain access into the next level of your education?



How effective was Grinnell in preparing you for the content of your advanced studies?



Overall, 88 percent of young alums indicated that Grinnell was *effective* or *extremely effective* in helping them gain access into the next level of their education.

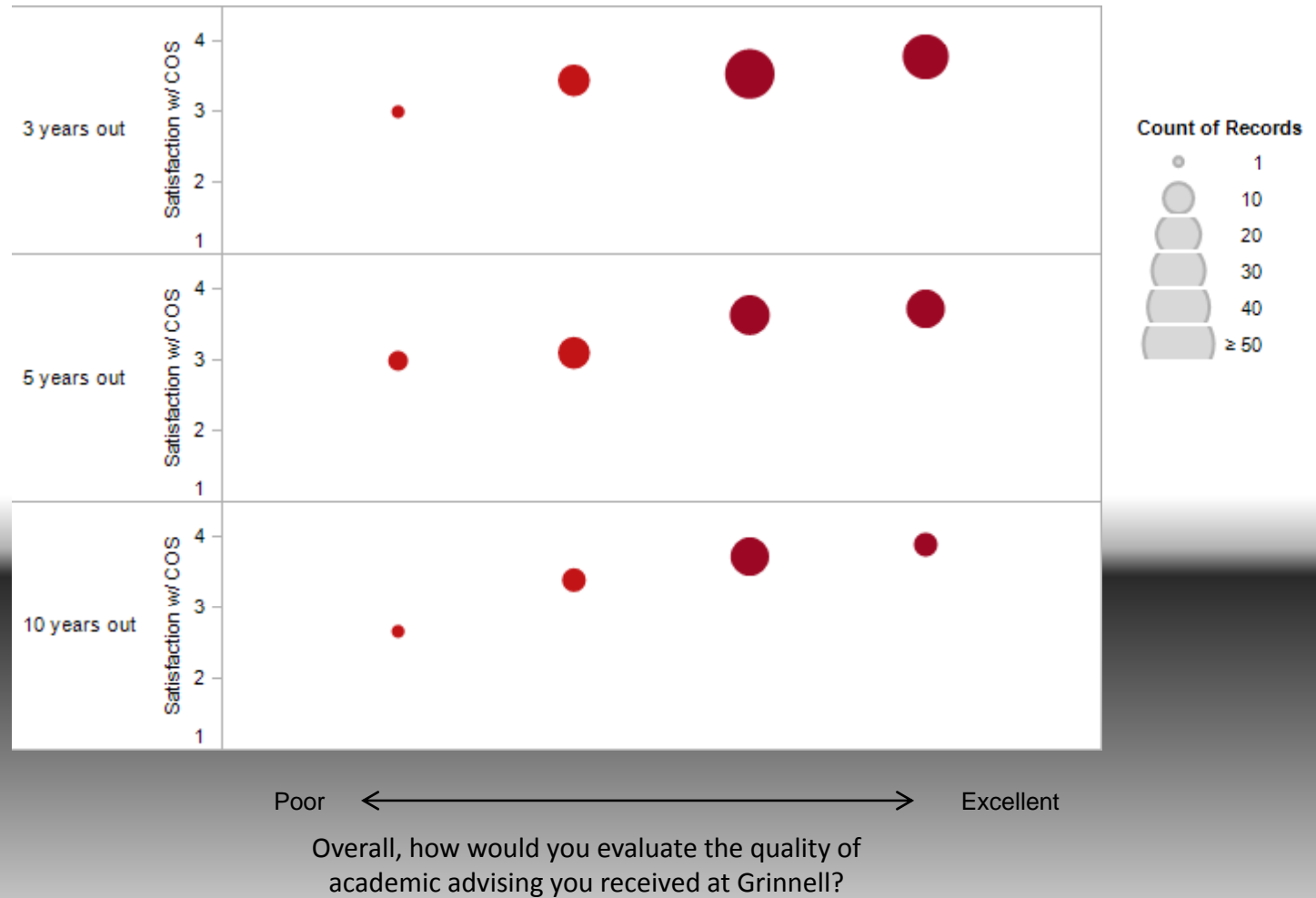
92 percent said Grinnell College was *effective* or *extremely effective* in preparing them for the content of their advanced studies.

Responses from 180 alumni who reported on accessing additional educational experiences beyond Grinnell (training, degrees, or certifications) .
239 survey responses overall ⇒ 75% pursued further education.

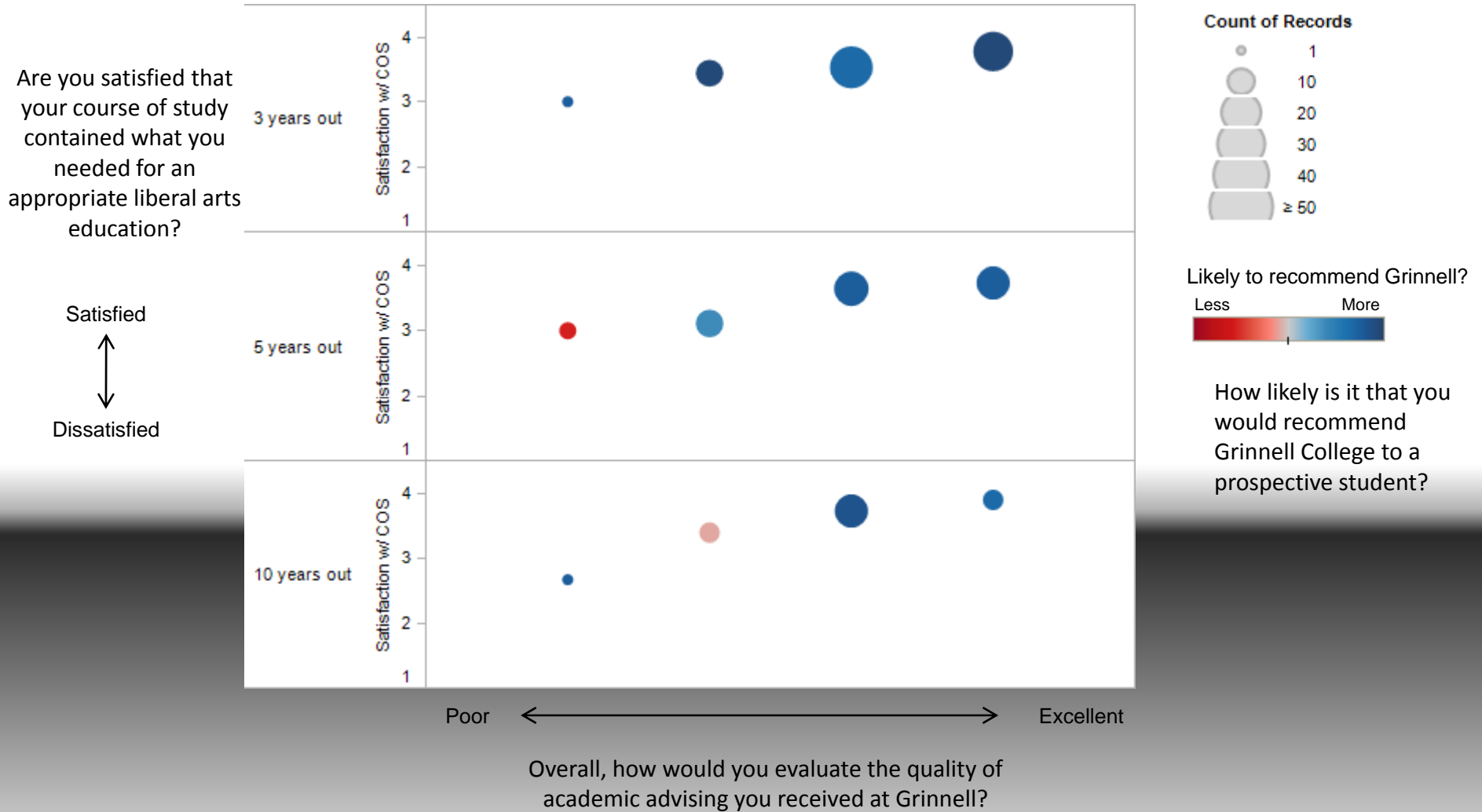
Quality of academic advising & satisfaction with overall course of study

Are you satisfied that your course of study contained what you needed for an appropriate liberal arts education?

Satisfied
 ↑
 ↓
 Dissatisfied



Quality of academic advising & satisfaction with overall course of study



Questionnaire instrument

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Alumni Outlook Survey



Thank you for participating in Grinnell College's Alumni Outlook Survey.

Your responses here will help us evaluate Grinnell's success in fulfilling its stated purposes, and your views will become part of new and continuing long-range plans for the College.

Your answers will be entered into a database, along with submissions from other alumnae/i, and analyzed in the aggregate. Excerpts of text comments you submit may be used anonymously to help provide context for the aggregated data. Reports will be shared at alumni venues and across campus (students, faculty, and staff), and the Board of Trustees will be reviewing the results on a regular basis.

Your thoughtful responses will be greatly appreciated, so please take the next few minutes to present us with your perspective.

If any of the items in this questionnaire are not applicable, or if you are not sure how to respond, please leave the item blank.

1. Our first set of questions relates to your communication and satisfaction with, and perceptions of, Grinnell College. Please rate your agreement or disagreement with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Perception of Grinnell College</i>					
Grinnell's reputation is...					
stronger today than when I was a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
growing stronger among college-aged students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
well known among my friends and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
among the very best of liberal arts colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Satisfaction with Grinnell education</i>					
My Grinnell education prepared me for...					
a successful career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a rewarding personal and family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
serving as a constructive world citizen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
successfully navigating today's information-based society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Communications to and from the College</i>					
Grinnell's communications...					
allow me to know about the College's activities that are of interest to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
are receptive to ideas or information that I wish to share	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
allow me to be knowledgeable in promoting the College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
convey an image consistent with the College's mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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2. Think back to your very first day of classes at Grinnell College. Compare your skills and knowledge then to the skills and knowledge you developed by the time you finished your studies at Grinnell. Please indicate the extent to which Grinnell College enhanced your ability to...

	Greatly	Moderately	A Little	Not at All
Evaluate critically your own & others' ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak persuasively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use quantitative tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be responsible for your own choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquire new skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appreciate different cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use digital technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be a physically healthy person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be an emotionally healthy person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read or speak a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare to enter a specific profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See connections among different fields of endeavor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify an issue worthy of investigation and devise a method for exploring it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be a lifelong learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquire a particular job immediately after graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be self-confident socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be self-confident intellectually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the structure of artistic, musical, or literary works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the process of science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage in group discussions & conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get to know people of different races or cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make public presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serve the common good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

11. Opportunities for alumni

Please mark the point along each scale that best reflects your opinion or attitude.

College reunions & events

What do you think of your opportunities to be involved with reunions, regional events, and other College-sponsored events?

I feel well-informed about these activities ▶ ○ ○ ○ ○ ○ ○ ◀ I do not get enough information about these activities

I am positively impressed by the quality of these activities ▶ ○ ○ ○ ○ ○ ○ ◀ I do not find these activities appealing or accessible

Reunions and events have been getting better ▶ ○ ○ ○ ○ ○ ○ ◀ The quality of these events has gone downhill over time

Volunteer activities (For example, Admission volunteers, Alumni Council, Career Development volunteers, class councils, guest lectures, etc.)

What do you think of opportunities to get involved in the life of the College as a volunteer?

I feel well-informed about these opportunities ▶ ○ ○ ○ ○ ○ ○ ◀ I do not get enough information about these opportunities

Having the chance to serve as a volunteer is highly rewarding ▶ ○ ○ ○ ○ ○ ○ ◀ I have a negative reaction to the College's solicitation of alumni volunteers

Volunteer opportunities have grown more appealing as time goes on ▶ ○ ○ ○ ○ ○ ○ ◀ Volunteer opportunities have gone downhill over time

College networks (For example, book clubs, Facebook, LinkedIn, Plans, local community networks, Grinnell online directory, etc.)

What do you think of opportunities to connect with other alumni?

I feel well-informed about such gatherings and networks ▶ ○ ○ ○ ○ ○ ○ ◀ I do not get enough information about these activities

I am enthusiastic about activities and networking opportunities offered by the College ▶ ○ ○ ○ ○ ○ ○ ◀ I am not satisfied with activities and networking opportunities offered by the College

Opportunities to connect with other alumni directly (not through the College) are better than they used to be ▶ ○ ○ ○ ○ ○ ○ ◀ I used to have better opportunities to connect directly (not through the College) with other Grinnell alumni

Philanthropy

What do you think about opportunities to support the College financially?

I give to the College consistently ▶ ○ ○ ○ ○ ○ ○ ◀ I am not inclined to support the College financially

The College provides good information about how gifts are used ▶ ○ ○ ○ ○ ○ ○ ◀ The College does not provide sufficient information about how gifts are used

Opportunities to enhance student experiences through philanthropic support are getting better and better ▶ ○ ○ ○ ○ ○ ○ ◀ Meaningful opportunities to support students through philanthropic gifts to the College have diminished over time

12. How likely is it that you would recommend Grinnell College to a prospective student?

- Definitely would (and/or currently do)
- Probably would
- Maybe
- Probably not
- Definitely not (and/or no longer do so)

Comments:

13. What advice do you have for career development or post-graduate planning at Grinnell College?

14a. Which of the following categories best describes your current job, occupation, or vocation?

- Full-time employee
- Full-time student
- Self-employed
- Not employed, seeking employment
- Have chosen an unpaid occupation (volunteer, traveling, stay-at-home parent, etc.)
- Part-time employee
- Part-time student
- Other _____

14b. Does your occupation involve any of the following fields of work? (Check any that apply.)

- Science
- Teaching/education
- Business
- Law
- Healthcare
- Public service
- Fine arts
- _____

14c. What is your current position or job title?

15a. Please tell us about any additional education you have pursued beyond Grinnell, and degrees or certifications you have earned or are working toward.

<u>Degree</u>	<u>Year earned or expected</u>	<u>Area of specialization / description of program</u>	<u>School & location</u>

15b. If you listed additional educational experiences in 12a (above):

- ▶ How effective was Grinnell in helping you gain access into the next level of your education?
 - Extremely effective
 - Effective
 - Ineffective
 - Extremely ineffective
- ▶ How effective was Grinnell College in preparing you for the content of your advanced studies?
 - Extremely effective
 - Effective
 - Ineffective
 - Extremely ineffective

16. Please use the space below to expand on any of your responses to the survey items, or on any aspect of your Grinnell experience. Thank you for taking the time to share your insights.

Your response to this survey is very important to us, as is your privacy as a survey participant. Your participation in this study is voluntary, and your answers will be kept strictly confidential. Questions should be addressed to the Office of Institutional Research, 1121 Broad Street, Grinnell College, Grinnell, IA 50112-1690. Email IRoffice@grinnell.edu.