



**HEDS Alumni Survey  
2018–2019 Frequency and Indicator Report  
Wake Forest University**

**Released 11/08/2019**

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In this report, we compare your alumni who took the HEDS Alumni Survey during the 2018–2019 academic year to alumni at all institutions that participated in the survey in the 2015–2016, 2016–2017, 2017–2018 and/or 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, 10, and more than 10 years after graduating.

Please note that the data does not appear in the order that questions were presented in the survey instrument. Instead, we have organized results according to the different topics that the survey addresses.

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

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

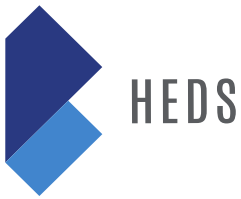
<a href="#"><u>1. Demographics</u></a> Frequencies for demographic questions, your institution compared to other institutions
<a href="#"><u>2. Postgraduate Activities</u></a> Frequencies for postgraduate activities including primary activity, plans for continuing education, and information related to students' first and current paying jobs. Frequencies include your institution compared to other institutions
Tabs 3–7 include your alumni's responses regarding their college experiences, providing scores and frequencies for the questions related to each indicator, comparing your institution to other institutions. <a href="#"><u>3. Good Teaching and High-Quality Interactions with Faculty</u></a> <a href="#"><u>4. Challenging Assignments and High Faculty Expectations</u></a> <a href="#"><u>5. Interactions with Diversity</u></a> <a href="#"><u>6. Growth on Intellectual Outcomes</u></a> <a href="#"><u>7. Growth on Civic Outcomes</u></a>
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<a href="#"><u>9. College Satisfaction</u></a> Results for alumni's responses on satisfaction, connection, and the level of impact that they associate with your institution, broken down by field of study and primary activity
<a href="#"><u>10. Technical Information</u></a> Contains detailed information on sampling and the calculations presented in this report



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**Demographics**

<b>Wake Forest Frequencies for Demographics Questions</b>				
	<b>Wake Forest 5-Year Cohort</b>		<b>All Other Alumni in 5-Year Cohort</b>	
	n	%	n	%
<b>What is your current personal status? (Choose one) (Q27)</b>				
Living with partner	27	20%	2,820	23%
Married	22	16%	3,372	28%
Separated or divorced	0	0%	127	1%
Single	83	61%	5,390	45%
Widowed	0	0%	7	0%
Other	4	3%	390	3%
<b>Total</b>	<b>136</b>	<b>100%</b>	<b>12,106</b>	<b>100%</b>
<b>How many dependent children do you have? (Q28)</b>				
None	130	96%	10,996	91%
1 or 2	6	4%	959	8%
More than 2	0	0%	161	1%
<b>Total</b>	<b>136</b>	<b>100%</b>	<b>12,116</b>	<b>100%</b>
<b>What was the field of study of your undergraduate major(s)? (Check all that apply) (Q29)</b>				
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	23	17%	1,562	13%
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	29	21%	1,677	14%
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	21	15%	622	5%
Education (e.g., Elementary Education, Secondary Education, Special Education)	3	2%	706	6%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0	0%	247	2%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	6	4%	1,021	8%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	9	7%	532	4%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	23	17%	2,613	22%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	12	9%	1,173	10%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	41	30%	3,900	32%
Other	4	3%	902	7%
<b>Number of Alumni Who Responded to This Question</b>	<b>136</b>		<b>12,124</b>	



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**Demographics**

Wake Forest Frequencies for Demographics Questions				
	Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
<b>What is your gender? (Q30)</b>				
Man	53	39%	3,982	35%
Woman	82	61%	7,198	64%
Nonbinary, please specify	0	0%	75	1%
<b>Total</b>	<b>135</b>	<b>100%</b>	<b>11,255</b>	<b>100%</b>
<b>Are you transgender? (Q31)</b>				
Yes	0	0%	16	1%
No	135	100%	1,898	99%
<b>Total</b>	<b>135</b>	<b>100%</b>	<b>1,914</b>	<b>100%</b>
<b>What was your citizenship status during the time you were enrolled as an undergraduate? (Q32)</b>				
U.S. citizen	130	97%	7,182	96%
U.S. permanent resident but not a U.S. citizen	1	1%	78	1%
Not a U.S. citizen or permanent resident	3	2%	232	3%
<b>Total</b>	<b>134</b>	<b>100%</b>	<b>7,492</b>	<b>100%</b>
<b>Are you Hispanic or Latino/a? (Q33)</b>				
Yes	7	5%	392	5%
No	127	95%	7,052	95%
<b>Total</b>	<b>134</b>	<b>100%</b>	<b>7,444</b>	<b>100%</b>
<b>Please indicate the race or races with which you identify. (Choose one or more) (Q34)</b>				
American Indian or Alaska Native	2	1%	83	1%
Asian	11	8%	458	6%
Black or African American	10	7%	370	5%
Native Hawaiian or other Pacific Islander	1	1%	30	0%
White	118	87%	6,639	91%
<b>Number of Alumni Who Responded to This Question</b>	<b>135</b>		<b>7,292</b>	
<b>Race/ethnicity calculated by HEDS based on responses to Q31, Q32, and Q33 to align with IPEDS categories</b>				
American Indian or Alaska Native	0	0%	35	0%
Asian	6	3%	386	3%
Black or African American	8	4%	369	3%
Native Hawaiian or other Pacific Islander	1	1%	12	0%
White	105	51%	8,693	64%
Hispanic or Latino/a	7	3%	590	4%
Not a U.S. citizen or permanent resident	3	1%	300	2%
Two or more races	5	2%	287	2%
Unknown	72	35%	2,865	21%
<b>Total</b>	<b>207</b>	<b>100%</b>	<b>13,537</b>	<b>100%</b>



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**Demographics**

Wake Forest Frequencies for Demographics Questions				
	Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
<b>Age calculated by HEDS based on response to Q35, "What year were you born?"</b>				
25 or younger	3	2%	117	1%
26 to 29	130	97%	9,030	92%
30 to 34	1	1%	247	3%
35 to 39	0	0%	105	1%
40 to 44	0	0%	89	1%
45 to 49	0	0%	87	1%
50 to 54	0	0%	79	1%
55 to 59	0	0%	64	1%
60 or older	0	0%	31	0%
<b>Total</b>	134	100%	9,849	100%



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### Postgraduate Activities

Wake Forest Frequencies for Questions on Postgraduate Activities					
		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
<b>Please indicate which of the following describes your current PRIMARY activity: (Q1)</b>					
Employed, full-time		165	80%	9,969	74%
Employed, part-time		3	1%	358	3%
Employed, multiple jobs		8	4%	647	5%
Graduate or professional school, full-time		24	12%	1,878	14%
Graduate or professional school, part-time		0	0%	92	1%
Military service		3	1%	87	1%
Volunteer or national service (Peace Corps, AmeriCorps, etc.)		0	0%	35	0%
Not employed, but seeking employment, admission to graduate school, or other opportunity		4	2%	321	2%
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)		0	0%	154	1%
<b>Total</b>		<b>207</b>	<b>100%</b>	<b>13,541</b>	<b>100%</b>
<b>Please indicate your plans for each of the following degrees or certificates: (Q2)</b>					
Second Bachelor's Degree	Do not plan to pursue	161	98%	9,843	92%
	Degree received	3	2%	533	5%
	Currently enrolled or working toward	0	0%	96	1%
	Degree you hope to attain in the future	0	0%	278	3%
	<b>Total</b>	<b>164</b>	<b>100%</b>	<b>10,750</b>	<b>100%</b>
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)	Do not plan to pursue	109	61%	6,056	53%
	Degree received	43	24%	2,505	22%
	Currently enrolled or working toward	6	3%	912	8%
	Degree you hope to attain in the future	21	12%	2,005	18%
	<b>Total</b>	<b>179</b>	<b>100%</b>	<b>11,478</b>	<b>100%</b>
Master of Business Administration (MBA)	Do not plan to pursue	104	62%	8,039	75%
	Degree received	3	2%	390	4%
	Currently enrolled or working toward	8	5%	336	3%
	Degree you hope to attain in the future	53	32%	1,902	18%
	<b>Total</b>	<b>168</b>	<b>100%</b>	<b>10,667</b>	<b>100%</b>
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)	Do not plan to pursue	148	87%	8,438	79%
	Degree received	10	6%	847	8%
	Currently enrolled or working toward	3	2%	449	4%
	Degree you hope to attain in the future	9	5%	932	9%
	<b>Total</b>	<b>170</b>	<b>100%</b>	<b>10,666</b>	<b>100%</b>



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Wake Forest Frequencies for Questions on Postgraduate Activities					
		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
Law Degree (JD or LLB)	Do not plan to pursue	144	87%	9,468	91%
	Degree received	16	10%	381	4%
	Currently enrolled or working toward	1	1%	149	1%
	Degree you hope to attain in the future	5	3%	397	4%
	<b>Total</b>	<b>166</b>	<b>100%</b>	<b>10,395</b>	<b>100%</b>
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)	Do not plan to pursue	147	88%	9,646	93%
	Degree received	13	8%	329	3%
	Currently enrolled or working toward	6	4%	278	3%
	Degree you hope to attain in the future	1	1%	150	1%
	<b>Total</b>	<b>167</b>	<b>100%</b>	<b>10,403</b>	<b>100%</b>
PhD	Do not plan to pursue	148	89%	8,168	77%
	Degree received	2	1%	115	1%
	Currently enrolled or working toward	8	5%	801	8%
	Degree you hope to attain in the future	9	5%	1,506	14%
	<b>Total</b>	<b>167</b>	<b>100%</b>	<b>10,590</b>	<b>100%</b>
Other Doctoral Degree (e.g., EdD, PsyD, DBA)	Do not plan to pursue	154	97%	9,387	92%
	Degree received	1	1%	82	1%
	Currently enrolled or working toward	0	0%	105	1%
	Degree you hope to attain in the future	4	3%	672	7%
	<b>Total</b>	<b>159</b>	<b>100%</b>	<b>10,246</b>	<b>100%</b>
Other Certificate	Do not plan to pursue	90	83%	5,466	80%
	Degree received	10	9%	579	9%
	Currently enrolled or working toward	3	3%	360	5%
	Degree you hope to attain in the future	6	6%	419	6%
	<b>Total</b>	<b>109</b>	<b>100%</b>	<b>6,824</b>	<b>100%</b>
Other Degree	Do not plan to pursue	97	94%	5,787	95%
	Degree received	6	6%	112	2%
	Currently enrolled or working toward	0	0%	80	1%
	Degree you hope to attain in the future	0	0%	107	2%
	<b>Total</b>	<b>103</b>	<b>100%</b>	<b>6,086</b>	<b>100%</b>
<b>About how often do you currently engage in community service or volunteer work for organizations? (Q23)</b>					
Less than once a year		23	17%	2,322	19%
Once or twice a year		30	22%	3,295	27%
Several times a year		43	32%	3,028	25%
Monthly		23	17%	1,963	16%
Weekly		17	13%	1,529	13%
<b>Total</b>		<b>136</b>	<b>100%</b>	<b>12,137</b>	<b>100%</b>



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Wake Forest Frequencies for Questions on Postgraduate Activities					
		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
<b>How many paying jobs have you had since you graduated from this institution? (Q18)</b>					
0		0	0%	11	0%
1		29	23%	1,813	19%
2		40	31%	2,861	29%
3		38	30%	2,469	25%
4		14	11%	1,279	13%
5 or more		8	6%	1,368	14%
<b>Total</b>		<b>129</b>	<b>100%</b>	<b>9,801</b>	<b>100%</b>
<b>Are you currently employed? (Q19)</b>					
Yes		2	40%	127	49%
No		3	60%	135	52%
<b>Total</b>		<b>5</b>	<b>100%</b>	<b>262</b>	<b>100%</b>
<b>What is your CURRENT primary job? (Q21)</b>					
Art, Design, and Entertainment	Architect	0	0%	14	0%
	Artist	0	0%	40	0%
	Entertainer	0	0%	15	0%
	Gallery worker	0	0%	11	0%
	Graphic designer	1	1%	43	0%
	Interior designer	0	0%	1	0%
	Museum curator	0	0%	14	0%
	Music/film industry	1	1%	61	1%
	Photographer	0	0%	12	0%
	Other Art, Design, and Entertainment	0	0%	104	1%
	<b>Total</b>		<b>2</b>	<b>2%</b>	<b>315</b>
Communications and Media	Broadcasting	0	0%	14	0%
	Editor	0	0%	57	1%
	Journalist	0	0%	35	0%
	Media production	1	1%	35	0%
	Public relations	1	1%	74	1%
	Publisher	0	0%	21	0%
	Writer	2	2%	49	1%
	Other Communications and Media	3	2%	165	2%
<b>Total</b>		<b>7</b>	<b>6%</b>	<b>450</b>	<b>5%</b>



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<b>Wake Forest Frequencies for Questions on Postgraduate Activities</b>					
		<b>Wake Forest 5-Year Cohort</b>		<b>All Other Alumni in 5-Year Cohort</b>	
Community and Social Service	Clergy	0	0%	46	1%
	Community organizer	0	0%	15	0%
	Philanthropy or nonprofit worker	3	2%	310	3%
	Social activist	0	0%	10	0%
	Social work	0	0%	233	3%
	Other Community and Social Service	1	1%	113	1%
	<b>Total</b>	<b>4</b>	<b>3%</b>	<b>727</b>	<b>8%</b>
Education and Library	Librarian or archivist	2	2%	87	1%
	Preschool/elementary/middle school/high school/secondary administration	0	0%	57	1%
	Preschool/elementary/middle school/high school/secondary teacher	5	4%	764	8%
	Postsecondary administration/staff	2	2%	225	2%
	Postsecondary teacher or researcher	1	1%	144	2%
	School counselor	0	0%	36	0%
	Other Education and Library	2	2%	229	3%
	<b>Total</b>	<b>12</b>	<b>10%</b>	<b>1,542</b>	<b>17%</b>
Health Care	Clinical psychology/psychiatry	1	1%	59	1%
	Dentist	0	0%	24	0%
	Dietician	0	0%	12	0%
	Nurse	0	0%	239	3%
	Optometrist	0	0%	6	0%
	Pharmacist	0	0%	16	0%
	Physical/occupational/speech therapy	1	1%	148	2%
	Physician	6	5%	150	2%
	Veterinarian	1	1%	20	0%
	Other Health Care	5	4%	245	3%
<b>Total</b>	<b>14</b>	<b>12%</b>	<b>919</b>	<b>10%</b>	
Law and Government	Diplomat	0	0%	4	0%
	Foreign service	0	0%	2	0%
	Government worker	0	0%	133	1%
	International relations	0	0%	30	0%
	Judge	0	0%	0	0%
	Lawyer	11	9%	253	3%
	Other legal services	0	0%	64	1%
	Politics	0	0%	46	1%
	Public policy	0	0%	52	1%
	Other Law and Government	1	1%	63	1%
	<b>Total</b>	<b>12</b>	<b>10%</b>	<b>647</b>	<b>7%</b>





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Wake Forest Frequencies for Questions on Postgraduate Activities					
		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
Management, Business, and Financial	Accounting	2	2%	192	2%
	Actuary	0	0%	12	0%
	Advertising	4	3%	96	1%
	Executive	0	0%	38	0%
	Finance	16	13%	331	4%
	Human resources	1	1%	111	1%
	Insurance	0	0%	79	1%
	Management	3	2%	231	3%
	Real estate	3	2%	68	1%
	Recruiting	1	1%	48	1%
	Retail services	1	1%	69	1%
	Sales	6	5%	200	2%
	Other Management, Business, and Financial	6	5%	384	4%
	<b>Total</b>	<b>43</b>	<b>36%</b>	<b>1,859</b>	<b>20%</b>
Natural Resources	Agricultural worker	0	0%	16	0%
	Conservationist	0	0%	13	0%
	Environmental scientist	0	0%	26	0%
	Other Natural Resources	1	1%	26	0%
<b>Total</b>	<b>1</b>	<b>1%</b>	<b>81</b>	<b>1%</b>	
Protection Services	Law enforcement officer	0	0%	33	0%
	Military occupations	0	0%	52	1%
	Other Protection Services	0	0%	12	0%
<b>Total</b>	<b>0</b>	<b>0%</b>	<b>97</b>	<b>1%</b>	
Science, Technology, and Engineering	Computer programmer/analyst	3	2%	290	3%
	Engineer	0	0%	167	2%
	Information systems	0	0%	73	1%
	Lab technician	0	0%	38	0%
	Scientific researcher	3	2%	237	3%
	Other Science, Technology, and Engineering	1	1%	171	2%
<b>Total</b>	<b>7</b>	<b>6%</b>	<b>976</b>	<b>11%</b>	
Service and Recreational	Chef	0	0%	10	0%
	Food service industry	0	0%	63	1%
	Hospitality	2	2%	29	0%
	Sports and recreation	4	3%	52	1%
	Travel/tourism	0	0%	21	0%
	Other Service and Recreational	0	0%	33	0%
<b>Total</b>	<b>6</b>	<b>5%</b>	<b>208</b>	<b>2%</b>	
Other		13	11%	1,280	14%
<b>Total</b>		<b>121</b>		<b>9,101</b>	



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<b>Wake Forest Frequencies for Questions on Postgraduate Activities</b>				
	<b>Wake Forest 5-Year Cohort</b>		<b>All Other Alumni in 5-Year Cohort</b>	
<b>Please indicate whether each of the following descriptions applies to your CURRENT job.</b>				
<b>(Check all that apply) (Q22)</b>				
Relates to my undergraduate major	76	63%	5,607	62%
Requires me to use skills I gained as an undergraduate	97	80%	6,950	77%
Is related to my desired career path	96	79%	7,019	78%
Is work I find meaningful	98	81%	7,076	79%
Allows me to continue to grow and learn	108	89%	7,824	87%
Pays enough to support my desired lifestyle	91	75%	6,510	72%
Pays health insurance benefits	110	91%	7,410	82%
Has opportunity for upward mobility	93	77%	6,245	69%
Is likely to continue until I wish to leave	109	90%	7,812	87%
Is in a desirable location	102	84%	7,135	79%
Overall, is a satisfying job	102	84%	7,392	82%
<b>Number of Alumni Who Responded to This Question</b>			121	9,005
<b>At what point did you secure your first paying job after graduating from this institution? (Q17)</b>				
While enrolled as an undergraduate.	60	44%	3,520	34%
During the first six months after graduation.	41	30%	4,116	40%
During the second six months after graduation.	10	7%	781	8%
More than a year after graduation.	16	12%	1,383	13%
I have not yet sought a paying job; I am a full-time student or engaged in other activities.	9	7%	420	4%
I have sought a paying job, but I have not yet found one.	0	0%	70	1%
<b>Total</b>	136	100%	10,290	100%
<b>Please indicate whether each of the following descriptions applied to your first paying job after you graduated from this institution.</b>				
<b>(Check all that apply) (Q20)</b>				
Was related to my undergraduate major	58	57%	4,037	52%
Required me to use skills I gained as an undergraduate	73	72%	4,862	62%
Was related to my desired career path	69	68%	4,635	59%
Was work I found meaningful	57	56%	4,517	58%
Allowed me to continue to grow and learn	74	73%	5,450	70%
Paid enough to support my desired lifestyle	55	54%	3,759	48%
Paid health insurance benefits	76	75%	4,166	53%
Had opportunity for upward mobility	59	58%	3,055	39%
Continued until I wished to leave	79	78%	5,432	69%
Was in a desirable location	75	74%	5,004	64%
Overall, was a satisfying job	65	64%	4,458	57%
<b>Number of Alumni Who Responded to This Question</b>			101	7,827



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<b>Wake Forest Frequencies for Questions on Postgraduate Activities</b>				
	<b>Wake Forest 5-Year Cohort</b>		<b>All Other Alumni in 5-Year Cohort</b>	
<b>Which of the following most accurately describes your current personal annual income before taxes?</b>				
<b>Please report your personal income, not your total household income. (Q26)</b>				
No earned income	6	4%	480	5%
Less than \$20,000	2	2%	850	8%
\$20,000–\$39,999	14	10%	2,165	21%
\$40,000–\$59,999	34	25%	2,893	28%
\$60,000–\$79,999	26	19%	1,724	17%
\$80,000–\$99,999	19	14%	796	8%
\$100,000–\$119,999	11	8%	416	4%
\$120,000–\$139,999	7	5%	185	2%
\$140,000–\$159,999	1	1%	95	1%
\$160,000–\$179,999	4	3%	56	1%
\$180,000–\$199,999	5	4%	40	0%
\$200,000–\$219,999	0	0%	30	0%
\$220,000–\$240,000	0	0%	13	0%
More than \$240,000	1	1%	43	0%
I prefer not to respond	5	4%	394	4%
<b>Total</b>	<b>135</b>	<b>100%</b>	<b>10,180</b>	<b>100%</b>
<b>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? (Q24)</b>				
No loans	74	55%	3,556	35%
Less than \$5,000	1	1%	207	2%
\$5,000–\$9,999	3	2%	303	3%
\$10,000–\$14,999	1	1%	364	4%
\$15,000–\$19,999	1	1%	487	5%
\$20,000–\$29,999	7	5%	1,062	10%
\$30,000–\$39,999	6	5%	863	9%
\$40,000–\$49,999	1	1%	591	6%
\$50,000–\$59,999	3	2%	517	5%
\$60,000–\$69,999	4	3%	395	4%
\$70,000–\$79,999	1	1%	233	2%
\$80,000–\$89,999	5	4%	262	3%
\$90,000–\$99,999	1	1%	127	1%
\$100,000 or more	12	9%	426	4%
Borrowed money, but don't know the amount	14	10%	810	8%
<b>Total</b>	<b>134</b>	<b>100%</b>	<b>10,203</b>	<b>100%</b>



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**Postgraduate Activities**

Wake Forest Frequencies for Questions on Postgraduate Activities				
	Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
<b>Approximately what proportion of your total loan amount are/were you personally responsible for paying? (Q25)</b>				
Unsure	2	3%	208	2%
None	6	10%	2,811	31%
Some, but less than half	7	12%	622	7%
About half	5	8%	633	7%
Most	9	15%	964	11%
All	32	53%	3,815	42%
<b>Total</b>	<b>61</b>	<b>100%</b>	<b>9,053</b>	<b>100%</b>



**HEDS Alumni Survey  
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**Good Teaching and High-Quality Interactions with Faculty**

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

<b>Table 1: Good Teaching and High-Quality Interactions with Faculty</b> <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> <li>Genuinely interested in students.</li> <li>Interested in helping students grow in more than just academic areas.</li> <li>Good at providing prompt and useful feedback.</li> <li>Willing to spend time outside of class to discuss issues of interest and importance to students.</li> </ul> <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> <li>My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.</li> <li>My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.</li> <li>My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.</li> <li>I developed a close, personal relationship with at least one faculty member.</li> <li>I was satisfied with the opportunities to meet and interact informally with faculty members.</li> </ul>

<b>Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty</b>		
	Wake Forest 5-Year Cohort	All Other Alumni in 5-Year Cohort
Mean	4.28 ≈	4.27
Standard Deviation	0.71	0.65
75th Percentile	4.89	4.78
Median	4.44	4.33
25th Percentile	3.89	3.89
Total Responses	168	11,941

↑↑↑ Large positive difference    ↑↑ Medium positive difference    ↑ Small positive difference    ≈ No difference  
 ↓ Small negative difference    ↓↓ Medium negative difference    ↓↓↓ Large negative difference

**Table 3: Frequencies for Statements in the Good Teaching and High-Quality Interactions with Faculty Indicator**

		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
<p><b>Below are statements about your views of your undergraduate faculty's interest in teaching and students. ☑</b>  <b>Please indicate the extent to which you agree or disagree with each.</b>  <b>Most faculty with whom I had contact at this institution were . . . (Q3)</b></p>					
Genuinely interested in students.	Strongly disagree	0	0%	50	0%
	Disagree	4	2%	89	1%
	Neither agree nor disagree	5	3%	287	2%
	Agree	77	42%	3,863	32%
	Strongly agree	97	53%	7,916	65%
	<b>Total</b>	<b>183</b>	<b>100%</b>	<b>12,205</b>	<b>100%</b>
Interested in helping students grow in more than just academic areas.	Strongly disagree	1	1%	82	1%
	Disagree	6	3%	376	3%
	Neither agree nor disagree	24	13%	1,292	11%
	Agree	75	41%	4,773	39%
	Strongly agree	77	42%	5,662	47%
	<b>Total</b>	<b>183</b>	<b>100%</b>	<b>12,185</b>	<b>100%</b>
Good at providing prompt and useful feedback.	Strongly disagree	1	1%	66	1%
	Disagree	4	2%	200	2%
	Neither agree nor disagree	19	10%	868	7%
	Agree	87	48%	5,648	46%
	Strongly agree	71	39%	5,402	44%
	<b>Total</b>	<b>182</b>	<b>100%</b>	<b>12,184</b>	<b>100%</b>
Willing to spend time outside of class to discuss issues of interest and importance to students.	Strongly disagree	1	1%	64	1%
	Disagree	3	2%	188	2%
	Neither agree nor disagree	11	6%	979	8%
	Agree	69	38%	4,216	35%
	Strongly agree	99	54%	6,729	55%
	<b>Total</b>	<b>183</b>	<b>100%</b>	<b>12,176</b>	<b>100%</b>
<p><b>Below are statements about your contact and interactions with faculty during your undergraduate experience ☑ at this institution. Please indicate the extent to which you agree or disagree with each. (Q4)</b></p>					
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	Strongly disagree	1	1%	87	1%
	Disagree	4	2%	275	2%
	Neither agree nor disagree	30	18%	1,587	13%
	Agree	45	27%	4,277	35%
	Strongly agree	90	53%	5,850	48%
	<b>Total</b>	<b>170</b>	<b>100%</b>	<b>12,076</b>	<b>100%</b>
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	Strongly disagree	2	1%	89	1%
	Disagree	3	2%	259	2%
	Neither agree nor disagree	21	12%	1,599	13%
	Agree	53	31%	4,312	36%
	Strongly agree	91	54%	5,808	48%
	<b>Total</b>	<b>170</b>	<b>100%</b>	<b>12,067</b>	<b>100%</b>

**Table 3: Frequencies for Statements in the Good Teaching and High-Quality Interactions with Faculty Indicator**

		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	Strongly disagree	2	1%	187	2%
	Disagree	8	5%	626	5%
	Neither agree nor disagree	29	17%	2,520	21%
	Agree	49	29%	3,916	33%
	Strongly agree	82	48%	4,811	40%
	<b>Total</b>	170	100%	12,060	100%
I developed a close, personal relationship with at least one faculty member.	Strongly disagree	4	2%	299	3%
	Disagree	15	9%	1,232	10%
	Neither agree nor disagree	19	11%	1,600	13%
	Agree	45	27%	3,317	28%
	Strongly agree	87	51%	5,614	47%
	<b>Total</b>	170	100%	12,062	100%
I was satisfied with the opportunities to meet and interact informally with faculty members.	Strongly disagree	4	2%	144	1%
	Disagree	10	6%	647	5%
	Neither agree nor disagree	18	11%	1,629	14%
	Agree	66	39%	4,496	37%
	Strongly agree	71	42%	5,144	43%
	<b>Total</b>	169	100%	12,060	100%



## HEDS Alumni Survey 2018–2019 Frequency and Indicator Report Wake Forest University

### Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

**Table 1: Challenging Assignments and High Faculty Expectations**

*1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often*

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?

- Faculty posed challenging ideas in class.
- Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.
- Faculty asked me to point out any fallacies in ideas, principles, or points of view in course presented in the course.
- Faculty asked me to argue for or against a particular point of view.
- Faculty challenged my ideas in class.
- Students challenged each other's ideas in class.

Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or projects in which I solved problems.
- Made oral presentations.
- Used course content to address a problem not presented in the course.
- Compared or contrasted topics or ideas from a course.
- Pointed out the strengths and weaknesses of a particular argument or point of view.
- Argued for or against a particular point of view and defended my argument.
- Connected what I learned in multiple courses.

**Table 2: Summary Results for Challenging Assignments and High Faculty Expectations**

	Wake Forest 5-Year Cohort	All Other Alumni in 5-Year Cohort
Mean	4.07 ↑	3.96
Standard Deviation	0.57	0.57
75th Percentile	4.57	4.36
Median	4.04	4.00
25th Percentile	3.64	3.57
Total Responses	148	11,124

↑↑↑ Large positive difference    ↑↑ Medium positive difference    ↑ Small positive difference    ≈ No difference  
 ↓ Small negative difference    ↓↓ Medium negative difference    ↓↓↓ Large negative difference



**Table 3: Frequencies for Statements in the Challenging Assignments and High Faculty Expectations Indicator**

		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
<b>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. <sup>2</sup></b>					
<b>About how often did you experience each? (Q5)</b>					
Faculty posed challenging ideas in class.	Never	0	0%	17	0%
	Rarely	0	0%	78	1%
	Sometimes	11	7%	1,110	10%
	Often	54	36%	4,923	43%
	Very often	86	57%	5,330	47%
	<b>Total</b>	151	100%	11,458	100%
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	Never	1	1%	68	1%
	Rarely	4	3%	553	5%
	Sometimes	32	21%	2,802	25%
	Often	66	44%	4,460	39%
	Very often	48	32%	3,557	31%
	<b>Total</b>	151	100%	11,440	100%
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	Never	1	1%	131	1%
	Rarely	13	9%	921	8%
	Sometimes	40	27%	3,028	27%
	Often	46	31%	4,018	35%
	Very often	51	34%	3,328	29%
	<b>Total</b>	151	100%	11,426	100%
Faculty asked me to argue for or against a particular point of view.	Never	1	1%	110	1%
	Rarely	8	5%	680	6%
	Sometimes	27	18%	2,747	24%
	Often	60	40%	4,066	36%
	Very often	55	36%	3,822	34%
	<b>Total</b>	151	100%	11,425	100%
Faculty challenged my ideas in class.	Never	0	0%	67	1%
	Rarely	4	3%	531	5%
	Sometimes	32	21%	2,823	25%
	Often	55	36%	4,324	38%
	Very often	60	40%	3,673	32%
	<b>Total</b>	151	100%	11,418	100%
Students challenged each other's ideas in class.	Never	1	1%	72	1%
	Rarely	6	4%	602	5%
	Sometimes	35	23%	2,606	23%
	Often	52	34%	4,385	38%
	Very often	57	38%	3,753	33%
	<b>Total</b>	151	100%	11,418	100%
<b>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you undertake each? (Q6)</b>					
Wrote essays.	Never	0	0%	11	0%
	Rarely	8	5%	317	3%
	Sometimes	22	15%	1,340	12%
	Often	40	27%	3,147	28%
	Very often	80	53%	6,612	58%
	<b>Total</b>	150	100%	11,427	100%

**Table 3: Frequencies for Statements in the Challenging Assignments and High Faculty Expectations Indicator**

		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
Completed assignments or projects in which I solved problems.	Never	0	0%	48	0%
	Rarely	4	3%	676	6%
	Sometimes	27	18%	2,561	22%
	Often	47	31%	3,901	34%
	Very often	72	48%	4,253	37%
	<b>Total</b>	150	100%	11,439	100%
Made oral presentations.	Never	0	0%	54	1%
	Rarely	9	6%	849	7%
	Sometimes	48	32%	3,941	34%
	Often	58	39%	4,229	37%
	Very often	35	23%	2,378	21%
	<b>Total</b>	150	100%	11,451	100%
Used course content to address a problem not presented in the course.	Never	2	1%	165	1%
	Rarely	17	12%	1,742	15%
	Sometimes	52	35%	4,453	39%
	Often	45	30%	3,306	29%
	Very often	32	22%	1,716	15%
	<b>Total</b>	148	100%	11,382	100%
Compared or contrasted topics or ideas from a course.	Never	0	0%	44	0%
	Rarely	3	2%	493	4%
	Sometimes	24	16%	2,663	23%
	Often	72	48%	4,769	42%
	Very often	51	34%	3,428	30%
	<b>Total</b>	150	100%	11,397	100%
Pointed out the strengths and weaknesses of a particular argument or point of view.	Never	0	0%	55	1%
	Rarely	5	3%	651	6%
	Sometimes	27	18%	2,729	24%
	Often	63	42%	4,330	38%
	Very often	55	37%	3,632	32%
	<b>Total</b>	150	100%	11,397	100%
Argued for or against a particular point of view and defended my argument.	Never	1	1%	71	1%
	Rarely	12	8%	793	7%
	Sometimes	23	15%	2,934	26%
	Often	59	39%	3,972	35%
	Very often	55	37%	3,641	32%
	<b>Total</b>	150	100%	11,411	100%
Connected what I learned in multiple courses.	Never	1	1%	81	1%
	Rarely	8	5%	514	5%
	Sometimes	30	20%	2,153	19%
	Often	51	34%	4,093	36%
	Very often	60	40%	4,570	40%
	<b>Total</b>	150	100%	11,411	100%



## HEDS Alumni Survey 2018–2019 Frequency and Indicator Report Wake Forest University

### Interactions with Diversity

Table 1 includes the six statements from the survey that were combined to create the Interactions with Diversity indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

<b>Table 1: Interactions with Diversity</b> <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>How often did you have the following experiences as an undergraduate at this institution?</p> <ul style="list-style-type: none"> <li>Attended a debate or lecture on a current political/social issue.</li> <li>Participated in a diversity or cultural awareness workshop.</li> <li>Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.</li> <li>Had serious discussions with other students about different lifestyles and customs.</li> <li>Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.</li> <li>Had serious discussions with students whose political, social, or religious opinions were different from your own.</li> </ul>

<b>Table 2: Summary Results for Interactions with Diversity</b>		
	Wake Forest 5-Year Cohort	All Other Alumni in 5-Year Cohort
Mean	3.12 ≈	3.09
Standard Deviation	0.87	0.87
75th Percentile	3.83	3.67
Median	3.17	3.00
25th Percentile	2.33	2.50
Total Responses	146	11,120

↑↑↑ Large positive difference    ↑↑ Medium positive difference    ↑ Small positive difference    ≈ No difference  
 ↓ Small negative difference    ↓↓ Medium negative difference    ↓↓↓ Large negative difference

**Table 3: Frequencies for Statements in the Interactions with Diversity Indicator**

		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
<b>How often did you have the following experiences as an undergraduate at this institution? (Q7)</b>					
Attended a debate or lecture on a current political/social issue.	Never	7	5%	1,115	10%
	Rarely	46	31%	2,663	24%
	Sometimes	46	31%	3,942	35%
	Often	35	24%	2,282	20%
	Very often	13	9%	1,201	11%
	<b>Total</b>	147	100%	11,203	100%
Participated in a diversity or cultural awareness workshop.	Never	21	14%	1,706	15%
	Rarely	39	27%	3,322	30%
	Sometimes	54	37%	3,477	31%
	Often	22	15%	1,699	15%
	Very often	11	8%	986	9%
	<b>Total</b>	147	100%	11,190	100%
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	Never	8	5%	823	7%
	Rarely	30	20%	2,293	21%
	Sometimes	55	37%	3,509	31%
	Often	30	20%	2,665	24%
	Very often	24	16%	1,890	17%
	<b>Total</b>	147	100%	11,180	100%
Had serious discussions with other students about different lifestyles and customs.	Never	4	3%	472	4%
	Rarely	28	19%	1,633	15%
	Sometimes	40	27%	3,446	31%
	Often	43	30%	3,340	30%
	Very often	31	21%	2,279	20%
	<b>Total</b>	146	100%	11,170	100%
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	Never	13	9%	1,266	11%
	Rarely	45	31%	3,307	30%
	Sometimes	47	32%	3,617	32%
	Often	26	18%	1,901	17%
	Very often	16	11%	1,083	10%
	<b>Total</b>	147	100%	11,174	100%
Had serious discussions with students whose political, social, or religious opinions were different from your own.	Never	2	1%	567	5%
	Rarely	31	21%	2,196	20%
	Sometimes	48	33%	3,744	34%
	Often	35	24%	2,861	26%
	Very often	31	21%	1,811	16%
	<b>Total</b>	147	100%	11,179	100%



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**Growth on Intellectual Outcomes**

Table 1 includes the ten statements from the survey that were combined to create the Growth on Intellectual Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

<b>Table 1: Growth on Intellectual Outcomes</b> <i>1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much</i>
<p>To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?</p> <ul style="list-style-type: none"> <li>Careful reading</li> <li>Critical thinking</li> <li>Creative thinking</li> <li>Information literacy</li> <li>Quantitative literacy</li> <li>Effective writing</li> <li>Effective speaking</li> <li>Teamwork</li> <li>Problem solving</li> <li>Integrative thinking</li> </ul>

<b>Table 2: Summary Results for Growth on Intellectual Outcomes</b>		
	Wake Forest 5-Year Cohort	All Other Alumni in 5-Year Cohort
Mean	3.36 ↑	3.27
Standard Deviation	0.54	0.54
75th Percentile	3.80	3.70
Median	3.40	3.30
25th Percentile	3.00	3.00
Total Responses	141	10,584

↑↑↑ Large positive difference    ↑↑ Medium positive difference    ↑ Small positive difference    ≈ No difference  
 ↓ Small negative difference    ↓↓ Medium negative difference    ↓↓↓ Large negative difference

**Table 3: Frequencies for Statements in the Growth on Intellectual Outcomes Indicator**

		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
<b>To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas? (Q8)</b>					
<b>Careful reading:</b> Comprehension and analysis of written texts within and across genres.	Very little	3	2%	203	2%
	Some	17	12%	1,538	14%
	Quite a bit	44	31%	3,604	34%
	Very much	79	55%	5,416	50%
	<b>Total</b>	143	100%	10,761	100%
<b>Critical thinking:</b> Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	Very little	1	1%	103	1%
	Some	7	5%	786	7%
	Quite a bit	37	26%	2,946	27%
	Very much	98	69%	6,921	64%
	<b>Total</b>	143	100%	10,756	100%
<b>Creative thinking:</b> Developing or combining ideas, images, or expertise in innovative ways.	Very little	5	4%	252	2%
	Some	26	18%	1,688	16%
	Quite a bit	48	34%	3,989	37%
	Very much	64	45%	4,818	45%
	<b>Total</b>	143	100%	10,747	100%
<b>Information literacy:</b> Locating, evaluating, and using information effectively and responsibly for a particular purpose.	Very little	0	0%	136	1%
	Some	18	13%	1,191	11%
	Quite a bit	42	30%	3,920	37%
	Very much	82	58%	5,484	51%
	<b>Total</b>	142	100%	10,731	100%
<b>Quantitative literacy:</b> Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments.	Very little	3	2%	434	4%
	Some	19	13%	2,100	20%
	Quite a bit	46	32%	3,739	35%
	Very much	75	52%	4,458	42%
	<b>Total</b>	143	100%	10,731	100%
<b>Effective writing:</b> Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	Very little	0	0%	180	2%
	Some	20	14%	1,235	12%
	Quite a bit	40	28%	3,250	30%
	Very much	82	58%	6,082	57%
	<b>Total</b>	142	100%	10,747	100%
<b>Effective speaking:</b> Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	Very little	4	3%	454	4%
	Some	24	17%	2,502	23%
	Quite a bit	52	36%	3,826	36%
	Very much	63	44%	3,960	37%
	<b>Total</b>	143	100%	10,742	100%

**Table 3: Frequencies for Statements in the Growth on Intellectual Outcomes Indicator**

		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
<b>Teamwork:</b> Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	Very little	5	4%	409	4%
	Some	20	14%	2,411	22%
	Quite a bit	53	37%	3,986	37%
	Very much	65	46%	3,937	37%
	<b>Total</b>	143	100%	10,743	100%
<b>Problem solving:</b> Designing, evaluating, and implementing a strategy to answer questions or achieve a goal.	Very little	1	1%	215	2%
	Some	16	11%	1,625	15%
	Quite a bit	50	35%	4,048	38%
	Very much	76	53%	4,831	45%
	<b>Total</b>	143	100%	10,719	100%
<b>Integrative thinking:</b> The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	Very little	2	1%	210	2%
	Some	21	15%	1,537	14%
	Quite a bit	51	36%	4,009	37%
	Very much	69	48%	4,974	46%
	<b>Total</b>	143	100%	10,730	100%



## HEDS Alumni Survey 2018–2019 Frequency and Indicator Report Wake Forest University

### Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

**Table 1: Growth on Civic Outcomes**

*1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much*

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

**Table 2: Summary Results for Growth on Civic Outcomes**

	Wake Forest 5-Year Cohort	All Other Alumni in 5-Year Cohort
Mean	2.94 ≈	2.87
Standard Deviation	0.76	0.76
75th Percentile	3.75	3.50
Median	3.00	3.00
25th Percentile	2.25	2.25
Total Responses	140	10,487

↑↑↑ Large positive difference    ↑↑ Medium positive difference    ↑ Small positive difference    ≈ No difference

↓ Small negative difference    ↓↓ Medium negative difference    ↓↓↓ Large negative difference



**Table 3: Frequencies for Statements in the Growth on Civic Outcomes Indicator**

		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
<b>To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas? (Q8)</b>					
<b>Civic engagement:</b> Promoting the quality of life in a community, through both political and nonpolitical processes.	Very little	12	9%	1,310	12%
	Some	44	31%	3,239	30%
	Quite a bit	38	27%	3,242	30%
	Very much	48	34%	2,925	27%
	<b>Total</b>	142	100%	10,716	100%
<b>Intercultural knowledge and competence:</b> Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	Very little	11	8%	786	7%
	Some	41	29%	2,890	27%
	Quite a bit	42	29%	3,559	33%
	Very much	49	34%	3,482	33%
	<b>Total</b>	143	100%	10,717	100%
<b>Ethical reasoning:</b> Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions.	Very little	5	4%	405	4%
	Some	27	19%	2,204	21%
	Quite a bit	51	36%	3,962	37%
	Very much	60	42%	4,164	39%
	<b>Total</b>	143	100%	10,735	100%
<b>Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities? (Q9)</b>					
Social and civic involvement	Very little	10	7%	1,091	10%
	Some	42	30%	3,383	32%
	Quite a bit	52	37%	3,539	33%
	Very much	37	26%	2,602	25%
	<b>Total</b>	141	100%	10,615	100%



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**College Activities**

<b>Wake Forest Frequencies for Questions on College Activities</b>					
		<b>Wake Forest 5-Year Cohort</b>		<b>All Other Alumni in 5-Year Cohort</b>	
		n	%	n	%
<b>How frequently did you participate in the following activities as an undergraduate at this institution? (Q11)</b>					
Student or campus government	Never	86	61%	6,706	64%
	Rarely	26	18%	1,525	15%
	Sometimes	20	14%	1,005	10%
	Often	5	4%	575	6%
	Very often	5	4%	646	6%
	<b>Total</b>		<b>142</b>	<b>100%</b>	<b>10,457</b>
Intercollegiate athletics	Never	88	62%	6,418	62%
	Rarely	10	7%	774	7%
	Sometimes	11	8%	752	7%
	Often	16	11%	523	5%
	Very often	17	12%	1,976	19%
	<b>Total</b>		<b>142</b>	<b>100%</b>	<b>10,443</b>
Intramural or club sports	Never	30	21%	4,714	45%
	Rarely	22	16%	1,309	13%
	Sometimes	27	19%	1,757	17%
	Often	25	18%	1,202	12%
	Very often	38	27%	1,487	14%
	<b>Total</b>		<b>142</b>	<b>100%</b>	<b>10,469</b>
Student publications	Never	83	59%	6,132	59%
	Rarely	25	18%	1,876	18%
	Sometimes	22	16%	1,371	13%
	Often	6	4%	554	5%
	Very often	6	4%	514	5%
	<b>Total</b>		<b>142</b>	<b>100%</b>	<b>10,447</b>
Performing arts/music	Never	52	37%	4,220	40%
	Rarely	26	18%	1,634	16%
	Sometimes	30	21%	1,720	17%
	Often	17	12%	995	10%
	Very often	17	12%	1,886	18%
	<b>Total</b>		<b>142</b>	<b>100%</b>	<b>10,455</b>
Political organizations or clubs	Never	79	56%	5,805	56%
	Rarely	31	22%	1,820	17%
	Sometimes	19	14%	1,498	14%
	Often	7	5%	712	7%
	Very often	5	4%	616	6%
	<b>Total</b>		<b>141</b>	<b>100%</b>	<b>10,451</b>

## Wake Forest Frequencies for Questions on College Activities

		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
Community service	Never	4	3%	1,423	14%
	Rarely	18	13%	2,019	19%
	Sometimes	43	30%	3,635	35%
	Often	42	30%	2,022	19%
	Very often	35	25%	1,360	13%
	<b>Total</b>		142	100%	10,459
Sorority/fraternity	Never	45	32%	7,589	73%
	Rarely	5	4%	363	4%
	Sometimes	10	7%	368	4%
	Often	18	13%	458	4%
	Very often	63	45%	1,684	16%
	<b>Total</b>		141	100%	10,462
Religious groups	Never	61	43%	5,994	57%
	Rarely	22	16%	1,583	15%
	Sometimes	24	17%	1,315	13%
	Often	14	10%	749	7%
	Very often	21	15%	819	8%
	<b>Total</b>		142	100%	10,460
Internships (paid or unpaid)	Never	33	23%	3,929	38%
	Rarely	10	7%	905	9%
	Sometimes	35	25%	2,326	22%
	Often	33	23%	1,912	18%
	Very often	31	22%	1,394	13%
	<b>Total</b>		142	100%	10,466
Service organizations (on or off campus)	Never	18	13%	2,721	26%
	Rarely	20	14%	1,919	18%
	Sometimes	44	31%	2,714	26%
	Often	37	26%	1,721	17%
	Very often	23	16%	1,375	13%
	<b>Total</b>		142	100%	10,450
Multicultural student groups	Never	43	30%	4,487	43%
	Rarely	41	29%	2,168	21%
	Sometimes	28	20%	2,035	20%
	Often	19	13%	959	9%
	Very often	11	8%	807	8%
	<b>Total</b>		142	100%	10,456
Working with faculty on research	Never	59	42%	4,804	46%
	Rarely	25	18%	1,559	15%
	Sometimes	26	18%	1,923	18%
	Often	15	11%	1,152	11%
	Very often	17	12%	1,027	10%
	<b>Total</b>		142	100%	10,465

## Wake Forest Frequencies for Questions on College Activities

		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
Study abroad	Never	55	39%	5,280	51%
	Rarely	5	4%	369	4%
	Sometimes	22	16%	1,472	14%
	Often	27	19%	1,602	15%
	Very often	32	23%	1,739	17%
	<b>Total</b>	141	100%	10,462	100%
On-campus employment	Never	66	47%	2,956	28%
	Rarely	11	8%	434	4%
	Sometimes	12	9%	1,319	13%
	Often	18	13%	1,781	17%
	Very often	35	25%	3,975	38%
	<b>Total</b>	142	100%	10,465	100%
Off-campus employment	Never	86	61%	5,814	56%
	Rarely	17	12%	830	8%
	Sometimes	20	14%	1,418	14%
	Often	6	4%	1,024	10%
	Very often	13	9%	1,364	13%
	<b>Total</b>	142	100%	10,450	100%
Independent study	Never	70	49%	4,311	41%
	Rarely	18	13%	1,286	12%
	Sometimes	24	17%	2,229	21%
	Often	15	11%	1,468	14%
	Very often	15	11%	1,163	11%
	<b>Total</b>	142	100%	10,457	100%
Other	Never	23	79%	2,009	79%
	Rarely	0	0%	27	1%
	Sometimes	2	7%	84	3%
	Often	0	0%	89	4%
	Very often	4	14%	334	13%
	<b>Total</b>	29	100%	2,543	100%

**To what extent did your experience with each of the following as an undergraduate at this institution contribute to your learning and personal development? (Q12)**

*In this question, alumni only saw activities in which they reported participating in above.*

Student or campus government	Very little	17	32%	1,231	34%
	Some	25	46%	1,178	33%
	Quite a bit	6	11%	637	18%
	Very much	6	11%	567	16%
	<b>Total</b>	54	100%	3,613	100%
Intercollegiate athletics	Very little	9	17%	858	22%
	Some	15	29%	725	19%
	Quite a bit	10	19%	648	17%
	Very much	18	35%	1,654	43%
	<b>Total</b>	52	100%	3,885	100%

## Wake Forest Frequencies for Questions on College Activities

		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
Intramural or club sports	Very little	26	24%	1,825	33%
	Some	36	34%	1,760	32%
	Quite a bit	21	20%	1,084	20%
	Very much	24	22%	880	16%
	<b>Total</b>	<b>107</b>	<b>100%</b>	<b>5,549</b>	<b>100%</b>
Student publications	Very little	12	22%	1,359	33%
	Some	31	56%	1,544	37%
	Quite a bit	6	11%	710	17%
	Very much	6	11%	537	13%
	<b>Total</b>	<b>55</b>	<b>100%</b>	<b>4,150</b>	<b>100%</b>
Performing arts/music	Very little	15	17%	1,332	22%
	Some	32	36%	1,818	30%
	Quite a bit	28	32%	1,255	21%
	Very much	14	16%	1,630	27%
	<b>Total</b>	<b>89</b>	<b>100%</b>	<b>6,035</b>	<b>100%</b>
Political organizations or clubs	Very little	22	36%	1,505	34%
	Some	20	33%	1,659	37%
	Quite a bit	12	20%	793	18%
	Very much	7	12%	496	11%
	<b>Total</b>	<b>61</b>	<b>100%</b>	<b>4,453</b>	<b>100%</b>
Community service	Very little	12	9%	1,300	15%
	Some	36	27%	3,272	37%
	Quite a bit	44	32%	2,427	28%
	Very much	44	32%	1,745	20%
	<b>Total</b>	<b>136</b>	<b>100%</b>	<b>8,744</b>	<b>100%</b>
Sorority/fraternity	Very little	8	9%	433	16%
	Some	21	22%	503	18%
	Quite a bit	19	20%	637	23%
	Very much	46	49%	1,190	43%
	<b>Total</b>	<b>94</b>	<b>100%</b>	<b>2,763</b>	<b>100%</b>
Religious groups	Very little	13	17%	1,178	27%
	Some	27	34%	1,489	35%
	Quite a bit	21	27%	839	20%
	Very much	18	23%	800	19%
	<b>Total</b>	<b>79</b>	<b>100%</b>	<b>4,306</b>	<b>100%</b>
Internships (paid or unpaid)	Very little	8	8%	562	9%
	Some	18	17%	1,311	21%
	Quite a bit	27	26%	1,932	31%
	Very much	52	50%	2,521	40%
	<b>Total</b>	<b>105</b>	<b>100%</b>	<b>6,326</b>	<b>100%</b>
Service organizations (on or off campus)	Very little	18	15%	1,411	19%
	Some	33	27%	2,723	37%
	Quite a bit	38	31%	1,893	25%
	Very much	32	26%	1,435	19%
	<b>Total</b>	<b>121</b>	<b>100%</b>	<b>7,462</b>	<b>100%</b>

## Wake Forest Frequencies for Questions on College Activities

		Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
		n	%	n	%
Multicultural student groups	Very little	21	22%	1,218	21%
	Some	32	34%	2,117	37%
	Quite a bit	28	30%	1,397	24%
	Very much	14	15%	1,021	18%
	<b>Total</b>	<b>95</b>	<b>100%</b>	<b>5,753</b>	<b>100%</b>
Working with faculty on research	Very little	17	22%	790	14%
	Some	24	30%	1,440	26%
	Quite a bit	16	20%	1,396	26%
	Very much	22	28%	1,849	34%
	<b>Total</b>	<b>79</b>	<b>100%</b>	<b>5,475</b>	<b>100%</b>
Study abroad	Very little	2	2%	104	2%
	Some	4	5%	436	9%
	Quite a bit	14	17%	1,036	21%
	Very much	62	76%	3,464	69%
	<b>Total</b>	<b>82</b>	<b>100%</b>	<b>5,040</b>	<b>100%</b>
On-campus employment	Very little	12	16%	950	13%
	Some	18	25%	1,800	25%
	Quite a bit	21	29%	2,041	28%
	Very much	22	30%	2,500	34%
	<b>Total</b>	<b>73</b>	<b>100%</b>	<b>7,291</b>	<b>100%</b>
Off-campus employment	Very little	7	13%	931	21%
	Some	22	39%	1,175	26%
	Quite a bit	7	13%	1,124	25%
	Very much	20	36%	1,241	28%
	<b>Total</b>	<b>56</b>	<b>100%</b>	<b>4,471</b>	<b>100%</b>
Independent study	Very little	14	20%	871	15%
	Some	19	27%	1,627	28%
	Quite a bit	20	28%	1,733	29%
	Very much	18	25%	1,694	29%
	<b>Total</b>	<b>71</b>	<b>100%</b>	<b>5,925</b>	<b>100%</b>
Other	Very little	0	0%	42	9%
	Some	0	0%	50	10%
	Quite a bit	1	17%	100	20%
	Very much	5	83%	298	61%
	<b>Total</b>	<b>6</b>	<b>100%</b>	<b>490</b>	<b>100%</b>



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**College Satisfaction**

In Table 1 below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 10 and 17 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of preparation that alumni believe your institution had on their postgraduate activities. In Table 3 below, we show connection and satisfaction mean scores, disaggregated by undergraduate major and current primary activity. Overall Connection to the Institution is measured on a 4-point scale where 1 = No connection and 4 = Very strong connection. Overall Satisfaction is measured on a 5-point scale where 1 = Very dissatisfied and 5 = Very satisfied.

<b>Table 1: Summary Results for College Satisfaction</b>		
	<b>Wake Forest 5-Year Cohort</b>	<b>All Other Alumni in 5-Year Cohort</b>
<b>Connection to Institution</b>		
Mean	3.59 ↑↑	3.33
Standard Deviation	0.61	0.72
75th Percentile	4.00	4.00
Median	4.00	3.00
25th Percentile	3.00	3.00
Total Responses	138	10,332
<b>Satisfaction with Institution</b>		
Mean	4.57 ↑	4.41
Standard Deviation	0.69	0.78
75th Percentile	5.00	5.00
Median	5.00	5.00
25th Percentile	4.00	4.00
Total Responses	137	10,333

↑↑↑ Large positive difference    ↑↑ Medium positive difference    ↑ Small positive difference    ≈ No difference  
 ↓ Small negative difference    ↓↓ Medium negative difference    ↓↓↓ Large negative difference

<b>Table 2: Frequencies for Questions on Connection, Satisfaction, and Institutional Impact</b>				
	<b>Wake Forest 5-Year Cohort</b>		<b>All Other Alumni in 5-Year Cohort</b>	
	n	%	n	%
<b>How connected do you feel to this institution? (Q13)</b>				
No connection	1	1%	169	2%
Very little connection	6	4%	1,039	10%
Some connection	41	30%	4,366	42%
Very strong connection	90	65%	4,758	46%
<b>Total</b>	<b>138</b>	<b>100%</b>	<b>10,332</b>	<b>100%</b>

Overall, how satisfied have you been with your undergraduate education at this institution? (Q14)					
Very dissatisfied		1	1%	84	1%
Dissatisfied		2	2%	263	3%
Neither satisfied nor dissatisfied		4	3%	621	6%
Satisfied		41	30%	3,694	36%
Very satisfied		89	65%	5,671	55%
<b>Total</b>		137	100%	10,333	100%
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities? (Q9)					
Graduate or professional school	Very little	6	4%	534	5%
	Some	12	9%	1,712	17%
	Quite a bit	39	28%	3,337	32%
	Very much	81	59%	4,761	46%
	<b>Total</b>	138	100%	10,344	100%
Current career	Very little	13	9%	1,055	10%
	Some	16	11%	2,696	25%
	Quite a bit	49	35%	3,451	32%
	Very much	64	45%	3,434	32%
	<b>Total</b>	142	100%	10,636	100%
Interpersonal relationships and family living	Very little	13	9%	1,389	13%
	Some	31	22%	2,953	28%
	Quite a bit	48	34%	3,525	33%
	Very much	49	35%	2,788	26%
	<b>Total</b>	141	100%	10,655	100%
Responsibilities of post-undergraduate life (e.g., managing finances, maintaining health, creating a home)	Very little	29	20%	3,444	32%
	Some	50	35%	3,662	34%
	Quite a bit	34	24%	2,199	21%
	Very much	30	21%	1,379	13%
	<b>Total</b>	143	100%	10,684	100%
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)	Very little	12	8%	964	9%
	Some	33	23%	2,497	23%
	Quite a bit	43	30%	3,508	33%
	Very much	55	39%	3,700	35%
	<b>Total</b>	143	100%	10,669	100%



**Table 3: Connection and Satisfaction by Undergraduate Major and Primary Activity**

	Wake Forest 5-Year Cohort		All Other Alumni in 5-Year Cohort	
	n	Mean	n	Mean
<b>Mean score for "How connected do you feel to this institution?" (Q13) by Undergraduate Major (Q29)</b>				
<i>Means range from 1 (No connection) to 4 (Very strong connection)</i>				
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	23	3.57	1,340	3.37
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	29	3.55	1,354	3.26
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	21	3.62	519	3.35
Education (e.g., Elementary Education, Secondary Education, Special Education)	3	3.67	608	3.32
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0		201	3.36
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	6	3.67	855	3.34
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	9	3.89	463	3.19
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	23	3.65	2,233	3.37
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	12	3.58	1,019	3.39
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	41	3.66	3,313	3.35
Other	4	3.50	722	3.32
<b>Mean score for "How connected do you feel to this institution?" (Q13) by Primary Activity (Q1)</b>				
<i>Means range from 1 (No connection) to 4 (Very strong connection)</i>				
Employed, full-time	112	3.61	7,498	3.33
Employed, part-time	1	2.00	277	3.17
Employed, multiple jobs	6	3.67	484	3.27
Graduate or professional school, full-time	16	3.62	1,533	3.42
Graduate or professional school, part-time	0		73	3.29
Military service	1	3.00	68	3.21
Volunteer or national service (Peace Corps, AmeriCorps, etc.)	0		28	3.21
Not employed, but seeking employment, admission to graduate school, or other opportunity	2	3.50	245	3.06
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)	0		123	3.10

<b>Mean score for "Overall, how satisfied have you been with your undergraduate education at this institution?" (Q14) by Undergraduate Major (Q29)</b>				
<i>Means range from 1 (Very dissatisfied) to 5 (Very satisfied)</i>				
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	23	4.61	1,336	4.46
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	29	4.59	1,353	4.36
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	21	4.48	520	4.39
Education (e.g., Elementary Education, Secondary Education, Special Education)	3	4.33	607	4.50
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0		200	4.47
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	6	4.83	854	4.32
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	9	4.56	463	4.41
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	23	4.70	2,232	4.44
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	12	4.67	1,022	4.48
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	40	4.55	3,321	4.43
Other	4	4.50	723	4.36
<b>Mean score for "Overall, how satisfied have you been with your undergraduate education at this institution?" (Q9) by Primary Activity (Q1)</b>				
<i>Means range from 1 (Very dissatisfied) to 5 (Very satisfied)</i>				
Employed, full-time	111	4.54	7,504	4.43
Employed, part-time	1	3.00	276	4.16
Employed, multiple jobs	6	4.67	483	4.24
Graduate or professional school, full-time	16	4.81	1,531	4.53
Graduate or professional school, part-time	0		73	4.36
Military service	1	5.00	68	4.35
Volunteer or national service (Peace Corps, AmeriCorps, etc.)	0		28	4.43
Not employed, but seeking employment, admission to graduate school, or other opportunity	2	4.50	244	4.07
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)	0		123	4.07



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**Technical Information**

This file summarizes data for 34,189 alumni 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 <sup>1</sup>	# of Respondents - 5-Year Cohort <sup>1</sup>	# of Respondents - 10-Year Cohort <sup>1</sup>	# of Respondents - 10+ Years Cohort <sup>1</sup>	Response Rate <sup>2</sup>
Albertus Magnus College	2018–2019		55	17	20	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	537	17%
Benedictine College	2015–2016		25	17		8%*
Benedictine College	2016–2017		52	35		12%
Benedictine College	2017–2018		60	36	7	26%
Benedictine College	2018–2019		87	39		27%
Bucknell University	2018–2019	341	288	287	873	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	77	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	44	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	81	38%
Harvey Mudd College	2016–2017	62	59	41	78	34%
Harvey Mudd College	2017–2018	95	69	65	71	46%
Harvey Mudd College	2018–2019	78	70	54	67	40%
Haverford College	2015–2016		235	196		39%
Haverford College	2016–2017	158	129	103	85	44%
Haverford College	2017–2018	105	101	103	94	37%
Haverford College	2018–2019	135	106	104	87	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%
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	90	39%



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Lewis & Clark College	2016–2017	89			26	18%
Lewis & Clark College	2017–2018	161			96	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	588	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	5	41%
Olivet College	2016–2017		35	17	50	26%
Olivet College	2017–2018		24	24	39	20%
Olivet College	2018–2019		13	35	28	19%
Otterbein University	2015–2016		32			8%
Ouachita Baptist University	2017–2018	31	86	54	61	30%
Pitzer College	2016–2017	79	53			26%
Prescott College	2015–2016	27	22	19	153	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	307	36%
Reed College	2018–2019		139	157	216	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	215	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	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	348	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%
Trinity University (TX)	2018–2019		50	85		12%
Union College	2017–2018		143	117	206	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	24	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%



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Washington & Jefferson College	2015–2016	76	89	41	21	25%
Whittier College	2016–2017		62	35	3	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%*

<sup>1</sup> 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. The 10+ years cohort includes alumni who graduated before 2005 for the 2015–2016 administration, before 2006 for the 2016–2017 administration, before 2007 for the 2017–2018 administration, and before 2008 for the 2018–2019 administration.

<sup>2</sup> We calculated the response rate by dividing an institution's number of respondents, 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.

### Indicators

This file contains information on five dimensions of undergraduate experience. The five 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  $\alpha = 0.86$
- Growth on Intellectual Outcomes – 10 questions, Cronbach's  $\alpha = 0.88$
- Growth on Civic Outcomes – 4 questions, Cronbach's  $\alpha = 0.83$

The first three dimensions are based on indicators that the Center of Inquiry developed and validated in the Wabash National Study. We developed the indicators measuring intellectual, social, and civic outcomes based on responses to the HEDS Alumni Survey and HEDS Senior Survey. Please note that only those alumni who answered every question in the indicator receive a score.

### Calculating Effect Sizes

We calculated effect sizes for key comparisons rather than using tests of statistical significance. We have so many comparisons that using a test of significance for each comparison would increase the likelihood of a Type I error should the null hypothesis be correct in any of the comparisons. Unfortunately, correcting for this would dramatically reduce the power of our comparisons, thereby increasing the chance of Type II errors if the differences are the result of more than random influences. So, we have calculated effect sizes to provide a guide for assessing the magnitude of the differences between groups. When we compared the mean of two groups, we used Cohen's  $d$ . We only calculated Cohen's  $d$  when  $n \geq 10$  in each cell in the comparison.

Following the practice of the National Survey of Student Engagement ([http://nsse.indiana.edu/pdf/effect\\_size\\_guide.pdf](http://nsse.indiana.edu/pdf/effect_size_guide.pdf)) we used the following thresholds for small, medium, and large effect sizes for Cohen's  $d$ :

- \* Large – 0.5
- \* Medium – 0.3
- \* Small – 0.1

### Excluded Questions

Survey questions 14, 19, and 20 are open-ended questions. The responses to these questions are included in your data file but not this report. The responses to Question 23 ("Are you currently employed?") also do not appear in this report. Question 23 is designed to clarify the status of alumni who indicate in Question 1 that employment is not their current primary activity, but who give subsequent responses which indicate that they might be employed.

### Demographics

The information that we provide for gender and race/ethnicity combines data collected from survey questions included in the 2015–2016, 2017–2018, and 2018–2019 administrations and information provided by institutions or supplemental questions used by institutions during the 2016–2017 administration.

We use responses from Question 31 ("What was your citizenship status during the time you were enrolled as an undergraduate?"), Question 32 ("Are you Hispanic or Latino/a?"), and Question 33 ("Please indicate the race or races with which you identify. (Choose one or more)") to create the race/ethnicity categories so that they align with the race/ethnicity categories from IPEDS: <https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-definitions>. Alumni who indicated that they were not a U.S. citizen or permanent resident in Question 31 were categorized as such, regardless of their responses to Questions 32 and 33. Alumni who indicated that they were Hispanic or Latino/a were categorized as such, regardless of their response to Question 33. Alumni who selected multiple races for Question 33 were categorized as "Two or more races." Alumni who selected one race for Question 33 were categorized accordingly. Alumni who skipped these questions or who skipped Question 33 and could not be categorized as "Not a U.S. citizen or permanent resident" or "Hispanic or Latino/a" were categorized as "Unknown."





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**Field of Study**

During the 2016–2017 administration, some institutions provided CIP codes to identify the majors of their alumni while most added a supplemental question to capture their alumni's field of study, which matched the field of study question that had been included in the 2015–2016, 2017–2018, and 2018–2019 administrations. We recoded the institution-provided CIP codes to align with the field of study

<b>2-Digit Code</b>	<b>CIP Code Major Category</b>	<b>HEDS Field of Study</b>
03	Natural Resources and Conservation	Biological Sciences
04	Architecture and Related Services	Humanities
05	Area, Ethnic, Cultural, and Gender Studies	Social Sciences
09	Communication, Journalism, and Related Programs	Communications
11	Computer and Information Sciences and Support Systems	Physical Sciences, Mathematics, and Computer Science
13	Education	Education
14	Engineering	Engineering
16	Foreign Languages, Literatures, and Linguistics	Humanities
19	Family and Consumer Sciences/Human Sciences	Other
22	Legal Professions and Studies	Other
23	English Language and Literature/Letters	Humanities
24	Liberal Arts and Sciences, General Studies and Humanities	Other
26	Biological and Biomedical Sciences	Biological Sciences
27	Mathematics and Statistics	Physical Sciences, Mathematics, and Computer Science
30	Multi/Interdisciplinary Studies	Other
31	Parks, Recreation, Leisure, and Fitness Studies	Other
34	Health-Related Knowledge and Skills	Health Sciences
38	Philosophy and Religious Studies	Humanities
39	Theology and Religious Vocations	Other
40	Physical Sciences	Physical Sciences, Mathematics, and Computer Science
42	Psychology	Social Sciences
43	Security and Protective Services	Other
44	Public Administration and Social Service Professions	Other
45	Social Sciences	Social Sciences
49	Transportation and Materials Moving	Other
50	Visual and Performing Arts	Fine and Performing Arts
51	Health Professions and Related Clinical Services	Health Sciences
52	Business, Management, Marketing, and Related Support Services	Business and Management
54	History	Humanities