

**Summary of 2007 ACT Alumni Outcomes Survey
University of Wisconsin-Madison**

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Summary of Results

The ACT Alumni Outcomes survey is an evaluation of college graduates designed to assess satisfaction with their university experience and to learn what they have accomplished since graduation. The University of Wisconsin System Administration Office of Policy Analysis and Research uses findings from the survey to prepare its Accountability Report, *Achieving Excellence*, sent annually to legislators, the Board of Regents, and other university stakeholders. (See <http://www.uwsa.edu/opar/accountability> for copies of the reports.) A random sample of 703 UW-Madison graduates who received a bachelor's degree in 2003-04 or 2004-05 was selected for the mail survey, which was administered by ACT, Inc. during the summer of 2007. The UW-Madison response rate was 26 percent – 184 alumni who graduated in 2003-04 or 2004-05 answered the survey.

Results from the alumni survey are summarized below and provided in greater detail in Appendix B. ACT, Inc. provided comparison data from alumni surveyed between 2001 and 2007 at 25 public four-year universities. Where the differences between alumni at UW-Madison and the comparison institutions are noteworthy, they are summarized below. See Appendix A for a list of participating schools and other technical notes. Appendix C provides a copy of the survey instrument.

Employment and Further Education since Graduation:

Within two to three years of graduation, nearly 23 percent of UW-Madison respondents reported they had earned an advanced degree. Forty-two percent reported that they were either currently enrolled in school or had already earned an advanced degree at the time of the survey. [See Appendix B, Table 3] In contrast, about 31 percent of graduates of the comparison institutions were either currently enrolled or had completed an advanced degree.

Approximately 96 percent of the respondents were employed or continuing their education at the time of the survey: two-thirds were employed full-time, 20 percent were in school full-time, two percent were employed part-time, and seven percent were in school part-time and employed. Four percent of respondents were unemployed and seeking employment in 2007. [See Appendix B, Table 4] UW-Madison alumni were less likely to be employed and more likely to be in graduate or professional school than alumni from the comparison institutions.

Over 90 percent of alumni employed full-time in 2007 reported an annual income of at least \$25,000. More than one-third reported an annual income of at least \$50,000 – nine percent reported an annual salary of \$70,000 or more. [See Appendix B, Table 6]

Alumni were asked about the relationship between their current employment and their college major. Fifty-five percent of UW-Madison respondents who worked full-time in

2007 reported their major was highly related to their current job. An additional 22 percent declared that their job was moderately related to their field of study in college. [See Appendix B, Table 7] There was no difference between responses of alumni from UW-Madison and the other institutions.

Student Debt:

Many UW-Madison students accumulate student loan debt prior to graduation. According to the survey, 60 percent of alumni had at least some educational debt – over one-fourth of bachelor’s degree recipients reported \$25,000 or more in student loan debt. [See Appendix B, Table 5] According to financial aid records, in 2004-05 about 45 percent of bachelor’s degree recipients graduated with student loan debt, with average loans of about \$18,600.

Evaluation of Educational Experiences:

About two-thirds of our graduates declared that their experience at UW-Madison prepared them exceptionally well or more than adequately for their current employment – one-fourth of alumni reported that their educational experience prepared them exceptionally well. [See Appendix B, Table 8] Graduates of the comparison institutions were less enthusiastic about their preparation – only half indicated that their education prepared them more than adequately or exceptionally well.

Over 90 percent of graduates surveyed identified the following skills as important for personal and professional success: ability to live ethically, problem solving, verbal and written communication, thinking objectively, lifelong commitment to learning, developing original ideas, working cooperatively on a team, getting along with people of different cultures/races/backgrounds, and leadership skills. [See Appendix B, Table 10]

Alumni were also asked to rank UW-Madison’s impact in acquiring these skills. Over 80 percent of graduates ranked UW-Madison as having a major or moderate impact in acquiring these skills: written and verbal communication, problem solving, life-long learning, thinking objectively, working as a team member, developing new ideas, access a variety of information sources, and analyzing and drawing conclusions from data. [See Appendix B, Table 11] Alumni from UW-Madison were more likely than the comparison group to indicate that their educational experiences had a high or moderate impact on these skills: understanding international issues, recognizing and using effective written communication skills, and living life according to one’s own standard/ethic.

Overall, UW-Madison alumni were very satisfied with their undergraduate experience. Ninety-two percent of graduates reported that if they could begin again, they would definitely or probably enroll at UW-Madison – about three-fourths state they definitely would do so. Asked if they would recommend this institution, 83 percent said they would

recommend it without reservations. [See Appendix B, Table 15] UW-Madison graduates were much more positive about their experiences than those at the comparison institutions – less than half of alumni at the other universities reported that if they had the chance, they definitely would attend the same institution again.

Over three-fourths of UW-Madison respondents reported they were satisfied or very satisfied with overall instructional quality, variety of courses offered, quality of program in their major, general condition of building and grounds, campus acceptance of people regardless of sexual orientation, and preparation for further academic study. However, only about 38 percent of respondents reported they were satisfied or very satisfied with the institution's concern for them as an individual. [See Appendix B, Table 12] UW-Madison alumni were more satisfied than the comparison alumni on the following items: overall quality of instruction, variety of courses offered, general condition of buildings and grounds, campus acceptance of individuals regardless of sexual orientation, and preparation for further academic study. Alumni from the comparison institutions were more likely to be satisfied with: concern for student as an individual, class sizes, and campus response to the needs of nontraditional students and physically challenged individuals.

Nearly all alumni reported that UW-Madison had an intellectually stimulating atmosphere and supported and encouraged academic success. In addition, most students thought the campus was safe and free from harassment and that the campus had an atmosphere of ethnic, political and religious acceptance. [See Appendix B, Table 13] Compared to other alumni, UW-Madison graduates were more likely to agree that the university was intellectually stimulating, academic success was encouraged and supported, the campus had an atmosphere of ethnic/religious/political understanding and acceptance, and general education requirements were valuable. UW-Madison alumni were less likely to agree that financial aid was adequate, administrators respected and were responsive to student input, most faculty were readily available outside of class, and there were few problems with course availability.

Alumni were also asked to rate student services. UW-Madison graduates rated libraries and health and wellness programs most highly. Over two-thirds of graduates also were satisfied or very satisfied with registration procedures and campus computer systems. [See Appendix B, Table 14] UW-Madison alumni were more satisfied than the comparison group with libraries and health and wellness programs. They were less satisfied with financial aid counseling, academic advising, and registration procedures.

Appendix A:

Technical Notes

The ACT Alumni Outcomes survey is an evaluation of college graduates designed to assess satisfaction with their university experience and to learn what they have accomplished since graduation. The University of Wisconsin System Administration Office of Policy Analysis and Research uses findings from the survey to prepare its Accountability Report, *Achieving Excellence*, sent annually to legislators, the Board of Regents, and other university stakeholders. (See <http://www.uwsa.edu/opar/accountability> for copies of the reports.) A random sample of 703 UW-Madison alumni who received a bachelor's degree in 2003-04 or 2004-05 was selected for the mail survey. The instrument was administered by ACT, Inc. during the summer of 2007. The UW-Madison response rate was 26 percent – 184 alumni answered the survey.

A random sample is a practical, less expensive method of gathering data on a population (in this case, university alumni). However, since only a portion of the population is surveyed, results from a random sample may not match the actual opinions or experiences of the entire group. Thus it is important to be aware of a margin of error around the responses.

Table 1 shows the characteristics of all UW-Madison bachelor's degree recipients in 2003-04 and 2004-05 compared with the demographic characteristics of actual respondents to the survey¹. Survey respondents are more likely to be female and older at graduation than the population of graduates eligible to be included in the survey. It is important to be aware of these differences when interpreting the survey results and making generalizations about all UW-Madison graduates.

¹ UW-Madison bachelor's degree recipients who were not U.S. citizens, refugees, or permanent U.S. residents were excluded.

Table 1**Demographics: Alumni Sample Compared to Population**

Alumni Characteristics	UW-Madison Bachelor's Degree Recipients 2003-04 to 2004-05	UW-Madison Alumni Survey Respondents
Age at Graduation		
20 & Under	0.5	0.0
21-22	61.5	41.9
23-24	29.5	53.3
25-29	5.2	1.1
30 to 39	2.3	1.6
40 to 49	0.7	1.6
50 to 59	0.2	0.5
60 and over	0.0	0.0
Gender		
Female	55.0	65.2
Male	45.0	34.8
Race/Ethnic Heritage		
African American/ Black	1.9	0.6
White	92.8	91.2
Hispanic/ Latino	2.3	1.1
Asian American	4.4	2.8
Native American/Hawaiian/Alaska Native	0.4	0.0
Other	NA	0.6
Prefer Not to Respond	2.2	3.9

Source: 2007 ACT Alumni Outcomes Survey, conducted for University of Wisconsin System Administration; UW-Madison retention and graduation dataviews.

Notes: UW-Madison data includes responses from 184 alumni surveyed during Summer 2007 and graduated with a bachelors degree in 2003-04 or 2004-05. The population of bachelors' recipients from 2003-04 through 2004-05 reported here excludes foreign students.

As part of the survey administration, ACT, Inc. provides comparison data from other U.S. institutions. The national comparison data consists of 25 public four-year colleges and universities who participated in the Act Alumni Outcomes Survey during the period from 2001-2007. The colleges and universities included in the comparison data are listed below in Table 2. Note that the institutions do not comprise a representative sample of all public four-year colleges and universities. In some cases, the size of the institution and scope of its mission differ significantly from UW-Madison. Therefore, the comparative value of this national data is limited. Because UWSA uses data from the national comparison group in its accountability report, we have provided comparative frequency data in Appendix B.

A total of 10,684 alumni at these universities responded to the survey. Of these, a subset that more closely resembles the UW-Madison alumni sample was used for this analysis. The subset consists of 6,351 alumni who earned a four-year degree at the institution and whose most recent degree at the college occurred no more than four years prior to the survey date.²

Table 2

Colleges and Universities Included in Comparison Data:

College/University Name	State	School Enrollment
University of Alabama	AL	10,001 to 20,000
University of Arkansas at Little Rock	AR	10,001 to 20,000
California State University-Sacramento	CA	Over 20,000
Sonoma State University	CA	5,001 to 10,000
Fort Lewis College	CO	3,001 to 5,000
Georgia Southern University	GA	10,001 to 20,000
North Georgia College & State University	GA	3,001 to 5,000
University of Southern Indiana	IN	5,001 to 10,000
Iowa State University	IA	Over 20,000
University of Northern Iowa	IA	10,001 to 20,000
University of Iowa	IA	Over 20,000
University of Michigan-Dearborn	MI	5,001 to 10,000
Missouri Southern State University	MO	5,001 to 10,000
Northwest Missouri State University	MO	5,001 to 10,000
Fayetteville State University	NC	5,001 to 10,000
North Dakota State University	ND	10,001 to 20,000
Dickinson State University	ND	1,001 to 3,000
Mayville State University	ND	1,000 or Under
Minot State University	ND	3,001 to 5,000
Valley City State University	ND	1,001 to 3,000
University of North Dakota	ND	10,001 to 20,000
Cleveland State University	OH	10,001 to 20,000
Langston University	OK	3,001 to 5,000
University of Oregon	OR	Over 20,000
Castleton State College	VT	1,001 to 3,000

² The complete data set from ACT, Inc. included individuals who reported earning only an associate's degree or only a post-baccalaureate degree as well as alumni who graduated substantially more than four years prior to the survey date. UW System Administration uses the entire data set of 10,684 alumni from these 25 institutions in its comparison tables.

Additional caveats are noteworthy in comparing UW-Madison alumni data to the responses of the comparison group. Alumni are included in the comparison data reported here if their most recent degree from the institution was earned within four years of the survey date.³ In some cases, the most recent degree from the institution may be an associate's degree or a master's or doctoral degree earned after the bachelor's degree. Since most of the survey questions ask the respondent to think back to the most recent degree received, answers to questions regarding age at graduation, salary income, student loan debt, relationship between employment and education, etc. may not be comparable. (See Table 3 in Appendix B for comparison data on degrees held at the time of the survey.)

UW-Madison graduates were surveyed in 2007. Alumni at the comparison institutions were surveyed between 2001 and 2007. When looking at data that is expressed in dollars, such as amount of loan debt or current salary, it is important to recall that 2007 dollars and 2001 dollars are not equivalent – the consumer price index has increased by 17% between 2001 and 2007. However, the data in the tables is not adjusted for inflation.

Questions relating to salary, satisfaction or other characteristics of current employment are presented only for those who report they are working full-time.

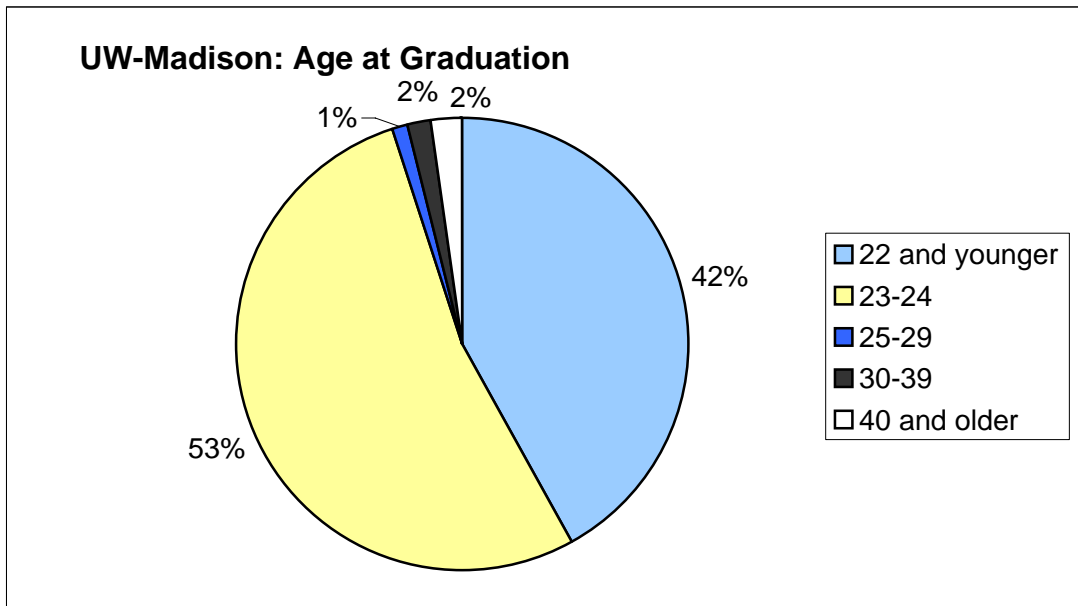
³ For UW-Madison cases, alumni are included only if academic records show a bachelor's degree was earned in 2003-04 or 2004-05 – thus they were surveyed two to three years since graduation.

Appendix B

2007 ACT Alumni Outcomes Survey Tables: UW-Madison Bachelor's Degree Recipients Compared with Graduates of Other Public Four-Year Institutions

Table 1
Background Information: Age at Graduation

Age	UW-Madison %	Comparison Institutions %
20 & Under	0.0	0.1
21-22	41.9	23.1
23-24	53.3	36.9
25-26	0.5	11.2
27 to 29	0.5	7.8
30 to 34	1.1	6.6
35 to 39	0.5	3.8
40 to 44	1.1	3.7
45 to 49	0.5	3.7
50 to 59	0.5	2.8
60 and over	0.0	0.4



Source: 2007 ACT Alumni Outcomes Survey, Conducted for University of Wisconsin System Administration

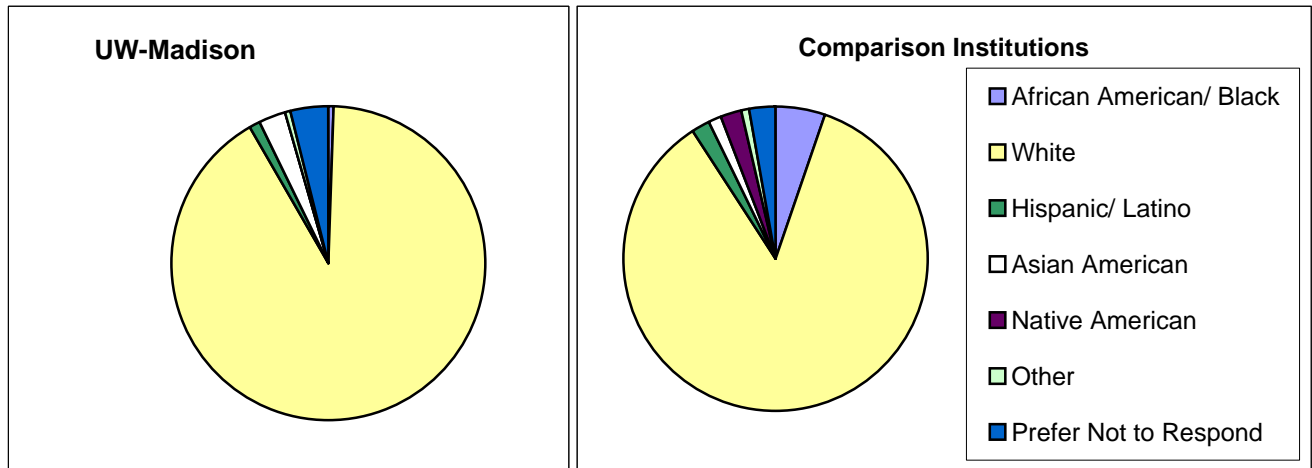
Notes: UW-Madison data includes responses from 184 alumni surveyed during Summer 2007 and graduated with a bachelors degree in 2003-04 or 2004-05. Comparison data includes 6,531 respondents surveyed between 2001 and 2007 who graduated within four years of the survey date. The comparison data came from 25 participating public four-year institutions.

Prepared by: Office of Academic Planning and Analysis, UW-Madison, March 2008

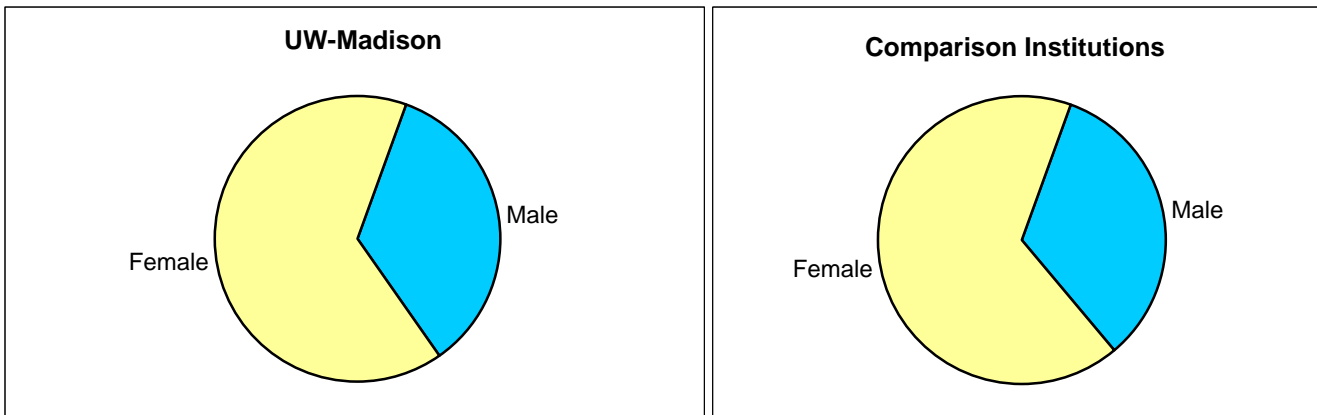
Table 2

Background Information: Racial/Ethnic Heritage and Gender

Racial/Ethnic Heritage	UW-Madison %	Comparison Institutions %
African American/ Black	1	5
White	91	86
Hispanic/ Latino	1	2
Asian American	3	1
Native American	0	2
Other	1	1
Prefer Not to Respond	4	3



Gender	UW-Madison %	Comparison Institutions %
Male	35	33
Female	65	67



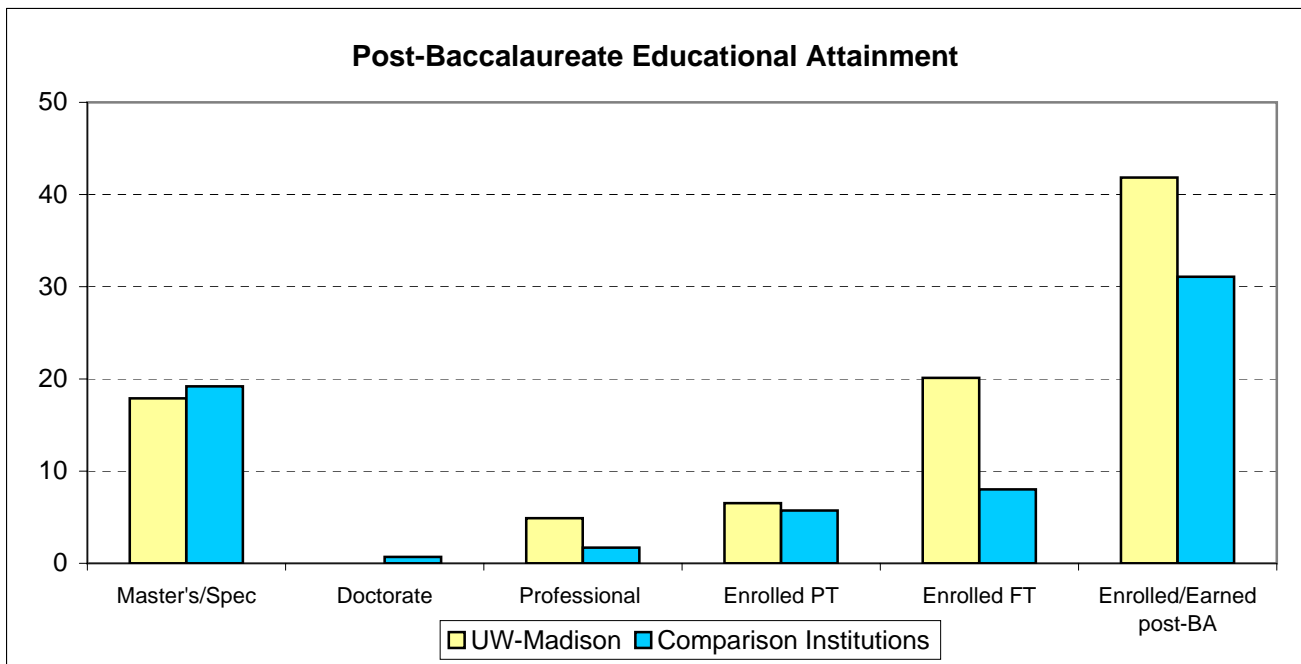
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Table 3
Background Information: Current Educational Attainment

Educational Attainment	UW-Madison %	Comparison Institutions %
Degrees or Certificates Earned		
Vocational/technical certificate/Associate's degree	10	23
Bachelor's or other four-year degree	98	100
Master's or other five-year degree	18	18
Specialist or other six-year degree	0	1
Doctorate (PhD, EdD, etc.)	0	1
Professional degree (MD, JD, etc.)	5	2
Current Enrollment		
Continuing my education part time	7	6
Continuing my education full time	20	8
Currently enrolled or has completed post-baccalaureate degree	42	31



Source: 2007 ACT Alumni Outcomes Survey, Conducted for University of Wisconsin System Administration

Notes: UW-Madison data includes responses from 184 alumni surveyed who graduated with a bachelors degree in 2003-04 or 2004-05. UW alumni were surveyed 2-3 years since graduation. Comparison data includes 6,531 respondents surveyed between 2001 and 2007, between zero and 4 years after the most recent degree from that institution. The comparison data came from 25 participating public four-year institutions.

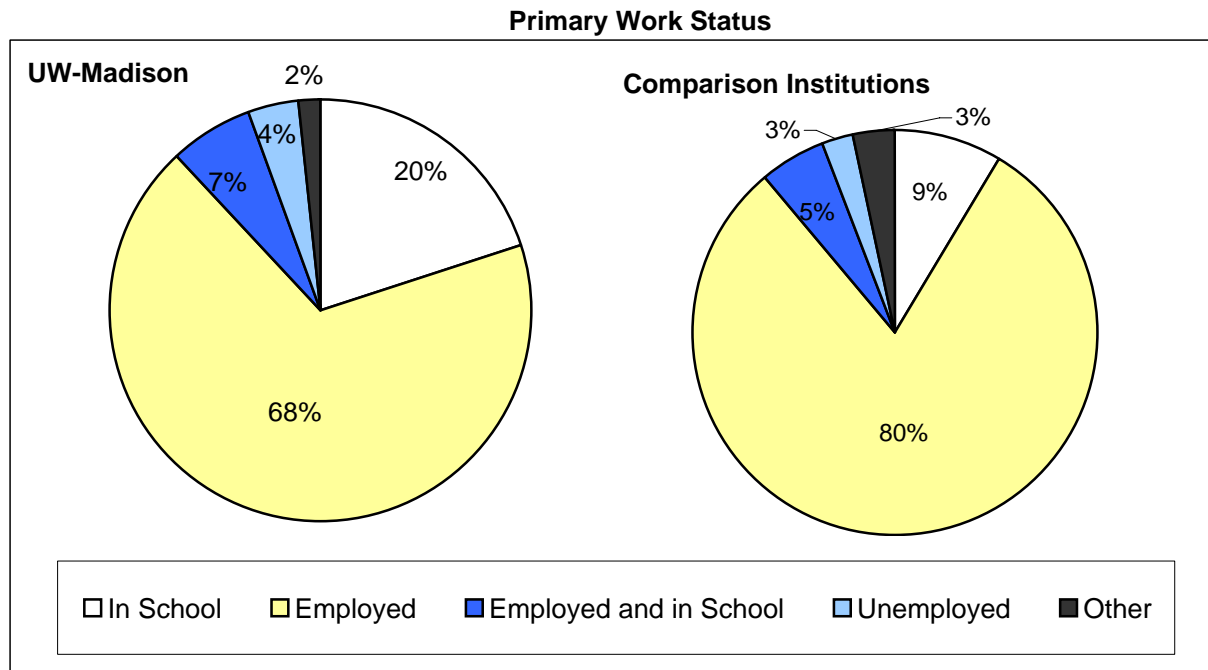
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Table 4

Background Information:

Which one of the following best describes your *primary work status* at this time?

Primary Work Status	UW-Madison %	Comparison Institutions %
Employed full time	65.8	74.2
Caring for my family/home full time	1.1	2.1
Serving in the military	0.5	0.4
Employed part time	1.6	5.7
Continuing my education part time and employed	6.5	5.4
Continuing my education part time	0.0	0.3
Continuing my education full time	20.1	8.0
Unemployed, seeking employment	3.8	2.2
Unemployed, not seeking employment	0.0	0.4
Other	0.5	1.2



Source: 2007 ACT Alumni Outcomes Survey, Conducted for University of Wisconsin System Administration

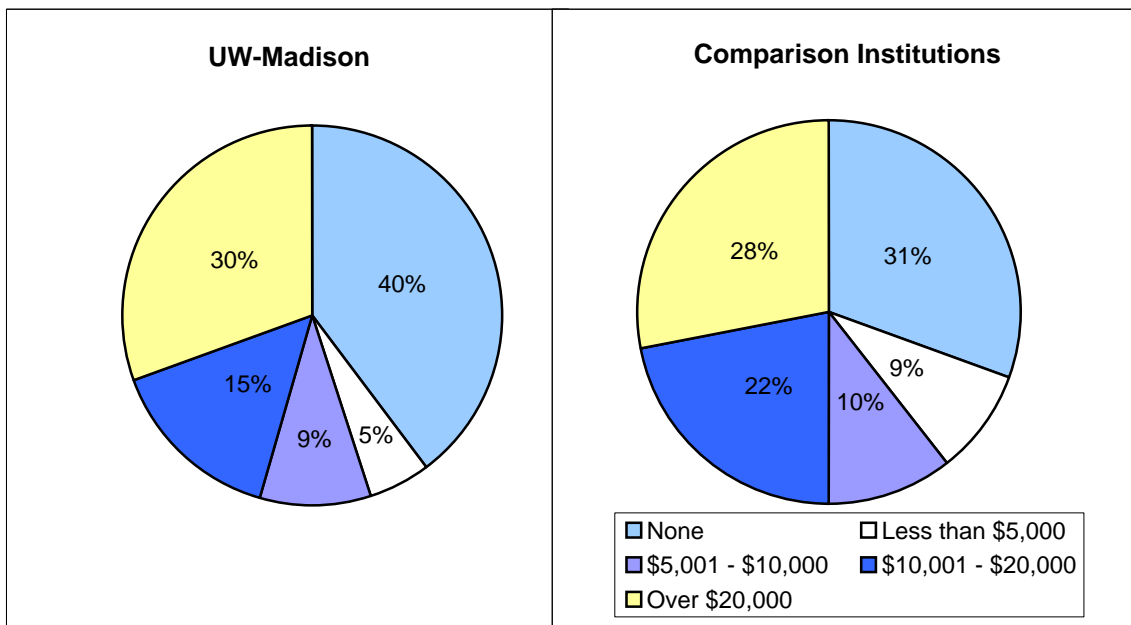
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Table 5
Background Information:
What is the largest, total, *student loan debt* you have had?

Largest Student Loan Debt	UW-Madison %	Comparison Institutions %
None	40	31
\$2,500 or less	2	4
\$2,501 - \$5,000	3	5
\$5,001 - \$7,500	3	5
\$7,501 - \$10,000	7	6
\$10,001 - \$15,000	9	10
\$15,001 - \$20,000	7	11
\$20,001 - \$25,000	3	9
\$25,001 - \$30,000	4	6
\$30,001 or more	23	13

Student Loan Debt



Source: 2007 ACT Alumni Outcomes Survey, Conducted for University of Wisconsin System Administration

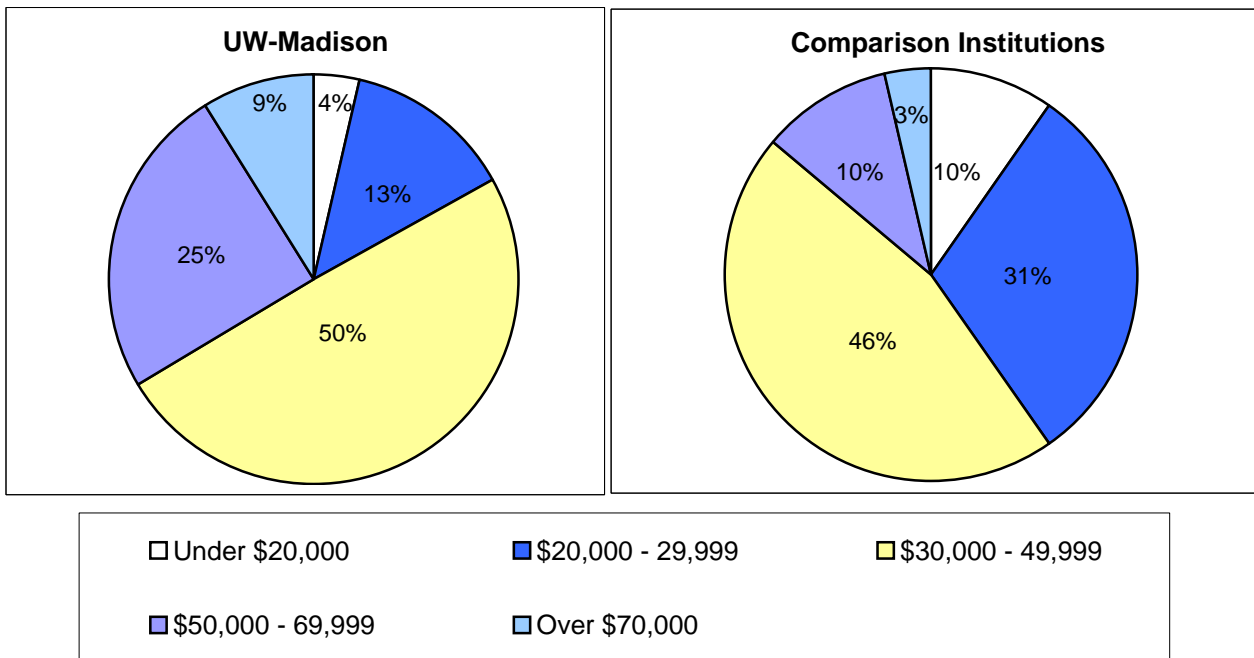
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Table 6
Employment History:
For the most recent year, what was the annual income from your *current* job ?
 For Alumni Reporting They Are Employed Full-Time

Annual Income from Current Job	UW-Madison %	Comparison Institutions %
\$14,999 or less	2	4
\$15,000 - \$19,999	2	6
\$20,000 - \$24,999	4	13
\$25,000 - \$29,999	9	18
\$30,000 - \$39,999	24	30
\$40,000 - \$49,999	26	15
\$50,000 - \$59,999	14	7
\$60,000 - \$69,999	11	3
\$70,000 or more	9	3

Annual Income from Current Job



Source: 2007 ACT Alumni Outcomes Survey, Conducted for University of Wisconsin System Administration

Notes: UW-Madison data includes responses from 184 alumni who graduated with a bachelors degree in 2003-04 or 2004-05. UW alumni were surveyed in 2007 -- 2-3 years since graduation. Includes only those individuals who reported that they work full-time. About 72% of comparison group respondents and 66% of Wisconsin respondents report they are working full-time. Comparison data includes 4,572 respondents surveyed between 2001 and 2007 between zero and 4 years after the most recent degree from that institution. The comparison data came from 25 participating public four-year institutions. Note that dollar information, although collected in different years, is not adjusted for inflation.

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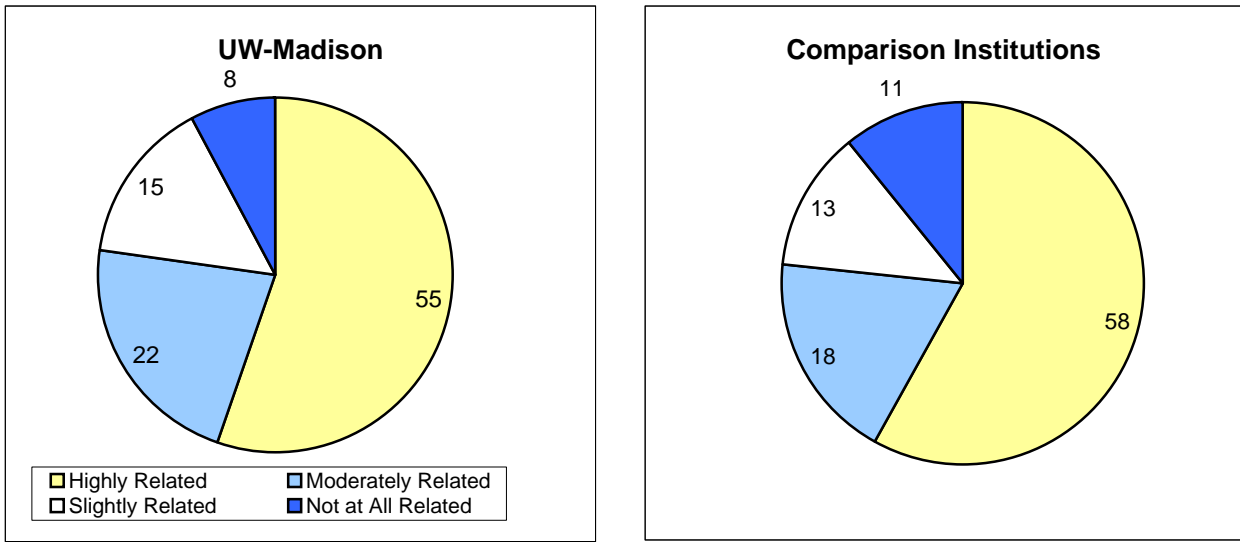
Table 7

Employment History: How closely related is your *current job* to the major/ field in which you received your *most recent degree/ certificate/ diploma*?

For Alumni Reporting They Are Employed Full-Time

	UW-Madison %	Comparison Institutions %
Highly Related	55	58
Moderately Related	22	18
Slightly Related	15	13
Not at All Related	8	11

Relationship of Current Job to Degree



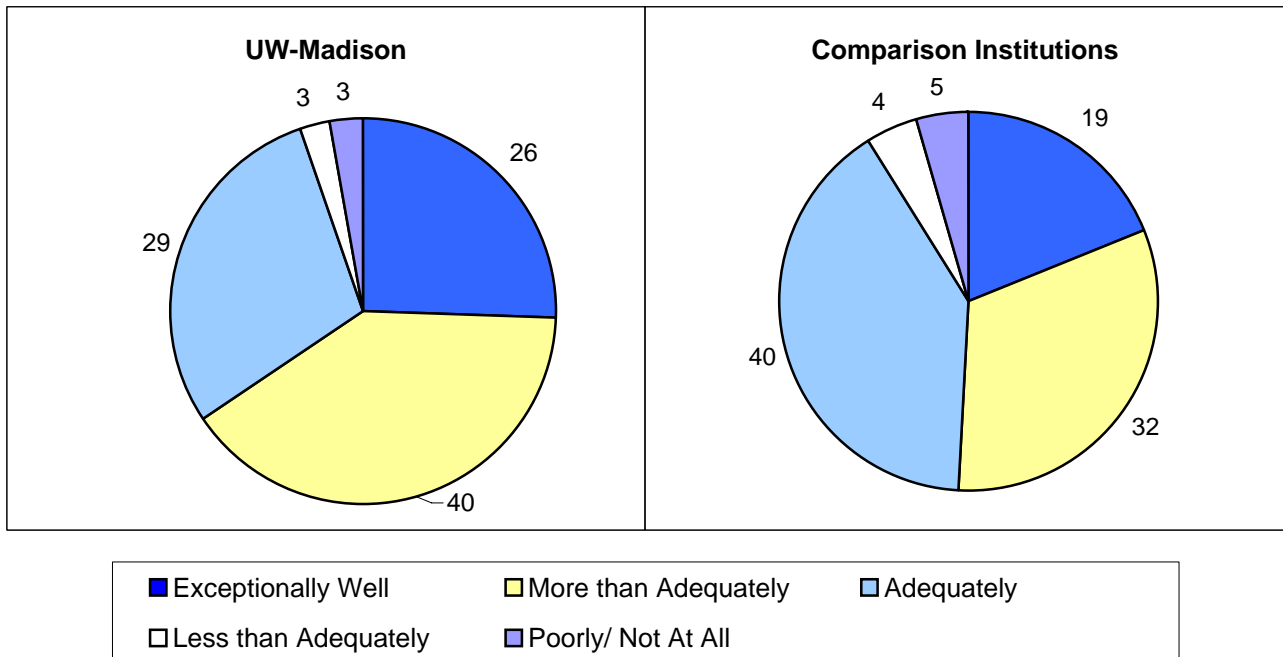
Source: 2007 ACT Alumni Outcomes Survey, Conducted for University of Wisconsin System

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Table 8
Employment History:
How well did your experiences at this school prepared you for current job?
 For Alumni Reporting They Are Employed Full-Time

	UW-Madison %	Comparison Institutions %
Exceptionally Well	26	19
More than Adequately	40	32
Adequately	29	40
Less than Adequately	3	4
Poorly	1	1
Not At All	2	4



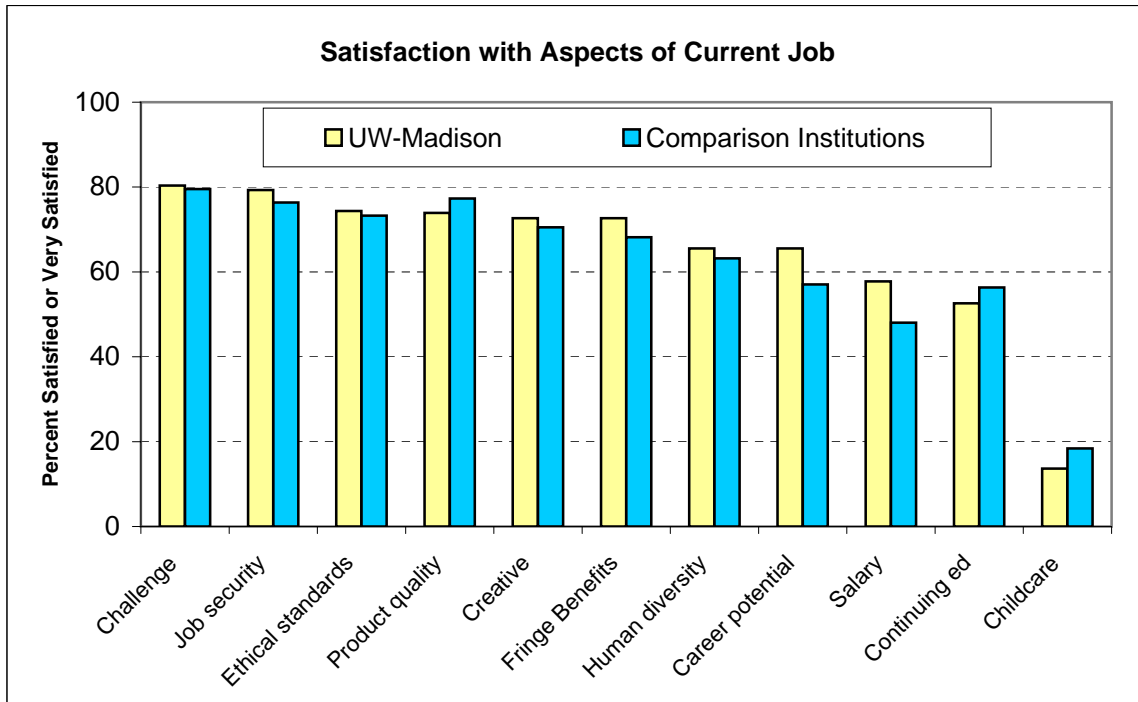
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Table 9
Employment History: Satisfaction with Aspects of Current Job
 For Alumni Reporting They Are Employed Full-Time

Percent Satisfied or Very Satisfied	UW-Madison	Comparison Institutions
Challenge	80	80
Job security	79	76
Organization's ethical standards	74	73
Quality of service/product provided/produced	74	77
Opportunity to be creative	73	71
Fringe Benefits	73	68
Human diversity	66	63
Potential for career/professional advancement	66	57
Salary	58	48
Support for continuing education/in-service programs	53	56
Accessibility/proximity of childcare services	14	18

(Satisfaction Scale: very satisfied, satisfied, neutral, dissatisfied, very dissatisfied)



Source: 2007 ACT Alumni Outcomes Survey, Conducted for University of Wisconsin System

Notes: UW-Madison data includes responses from 184 alumni surveyed during Summer 2007 and graduated with a bachelors degree in 2003-04 or 2004-05. Comparison data includes 6,531 respondents surveyed between 2001 and 2007 who graduated within four years of the survey date. The comparison data came from 25 participating public four-year institutions. Includes only those individuals who reported that they work full-time. About 72% of comparison group respondents and 66% of Wisconsin respondents report they are working full-time.

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Table 10
Educational Outcomes: Importance of the Skills to
Personal/Professional Success in Today's World

Percent rating the item of Major Importance or Moderate Importance	UW-Madison	Comparison Institutions
Live my life according to my own standard/ethic	97	96
Define and solve problems	97	97
Recognize & use effective verbal communication skills	96	98
Recognize & use effective written communication skills	96	96
Think objectively about beliefs, attitudes, and values	95	95
Make and exercise a lifelong commitment to learning	94	94
Develop original ideas and/or products	93	92
Work cooperatively in groups; work as a team member	93	94
Get along with people from various cultures/races/backgrounds	93	94
Develop and use effective leadership skills	92	95
Get along with people whose attitudes/opinions differ from mine	89	92
Access and use a variety of information sources	88	92
Understand/appreciate cultural & ethnic differences between people	86	87
Analyze & draw conclusions from various type of data	85	86
Understand international issues	83	75
Learning about existing/emerging career options	83	86
Appreciate/exercise my rights/responsibilities/privileges as a citizen	82	87
Understand the interaction between humans & the environment	74	79
Understand/appreciate art, music, & literature	68	66

(Importance Scale: major importance, moderate importance, minor importance, no importance)

Source: 2007 ACT Alumni Outcomes Survey, Conducted for University of Wisconsin System Administration

Notes: UW-Madison data includes responses from 184 alumni surveyed during Summer 2007 and graduated with a bachelors degree in 2003-04 or 2004-05. Comparison data includes 6,531 respondents surveyed between 2001 and 2007 who graduated within four years of the survey date. The comparison data came from 25 participating public four-year institutions.

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Table 11
Educational Outcomes:
Impact of Your Experiences at this School on Skill Attainment

Percent rating the item of Major Impact or Moderate Impact	UW-Madison	Comparison Institutions
Recognize & use effective written communication skills	94	88
Define and solve problems	90	85
Recognize & use effective verbal communication skills	88	86
Make and exercise a lifelong commitment to learning	88	83
Access and use a variety of information sources	86	88
Think objectively about beliefs, attitudes, and values	86	80
Work cooperatively in groups; work as a team member	83	86
Develop original ideas and/or products	82	76
Analyze & draw conclusions from various type of data	82	81
Get along with people whose attitudes/opinions differ from mine	80	76
Live my life according to my own standard/ethic	78	69
Get along with people from various cultures/races/backgrounds	74	75
Understand/appreciate cultural & ethnic differences between people	72	71
Develop and use effective leadership skills	72	76
Understand international issues	67	54
Exercise rights, responsibilities, and privileges as a citizen	66	61
Understand/appreciate art, music, & literature	62	57
Understand the interaction between humans & the environment	58	64
Learning about existing/emerging career options	53	58

(Impact Scale: major impact, moderate impact, minor impact, no impact)

Source: 2007 ACT Alumni Outcomes Survey, conducted for University of Wisconsin System Administration

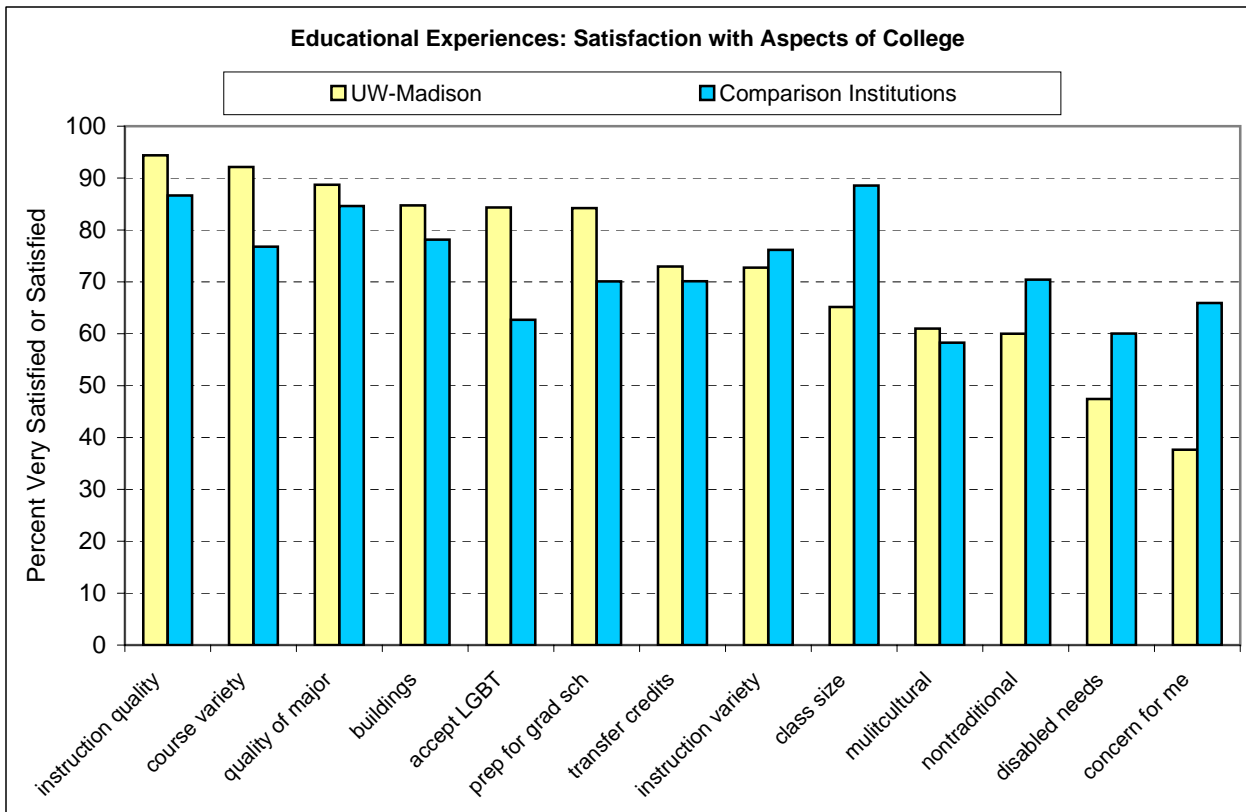
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Table 12
Educational Experiences: Satisfaction with Aspects of this College

Percent Very Satisfied or Satisfied	UW- Madison	Comparison Institutions
Overall quality of instruction	94	87
Variety of courses offered	92	77
Quality of the program in my major/field	89	85
General condition of building and grounds	85	78
Campus acceptance of individuals regardless of their sexual orientation	84	63
Preparation for further academic study	84	70
Transfer of course credits from other colleges/schools to this college	73	70
Variety of instructional approaches used in the classroom	73	76
Class size relative to the type of course	65	89
Multicultural content of course	61	58
College response to older/nontraditional students	60	70
Campus response to needs of physically challenged individuals	47	60
Concern for me as an individual	38	66

(Satisfaction Scale: very satisfied, satisfied, neutral, dissatisfied, dissatisfied)



Source: 2007 ACT Alumni Outcomes Survey, Conducted for University of Wisconsin System

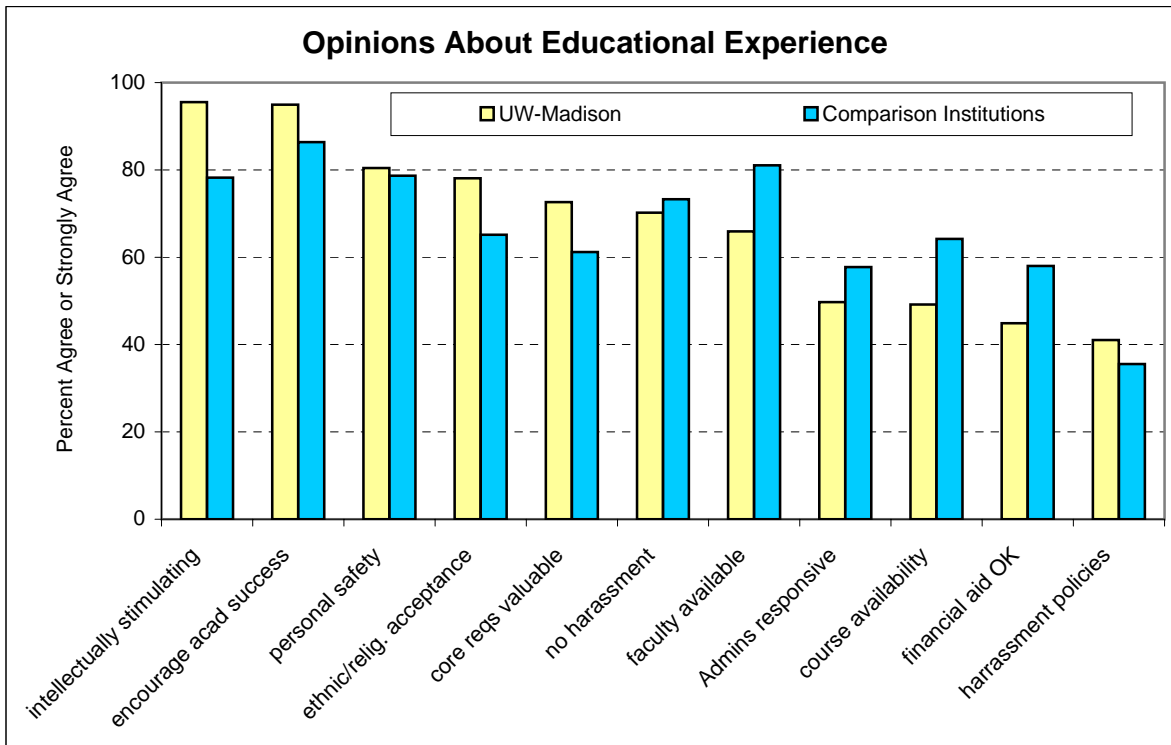
Notes: UW-Madison data includes responses from 184 alumni surveyed during Summer 2007 and graduated with a bachelors degree in 2003-04 or 2004-05. Comparison data includes 6,531 respondents surveyed between 2001 and 2007 who graduated within four years of the survey date. The comparison data came from 25 participating public four-year institutions.

Prepared by: Office of Academic Planning and Analysis, UW-Madison, March 2008

Table 13
Educational Experiences: Opinions About Experiences at this Institution

Percent who Agree or Strongly Agree	UW-Madison	Comparison Institutions
Overall, the school had an intellectually stimulating atmosphere	96	78
Academic success was encouraged/supported at this school	95	86
There was a sense of personal safety/security on the campus	80	79
Overall, there was a campus atmosphere of ethnic/political/religious understanding/acceptance	78	65
The general education or core requirements at this school were a valuable component of my education	73	61
The campus was, generally, free from harassment	70	73
Most faculty were readily available to students outside of class time	66	81
Administrators respected/were responsive to student input	50	58
I encountered few course schedule/course availability problems	49	64
The financial aid available to me was adequate for my needs	45	58
School policies/practices provided adequate/appropriate support for victims of harassment/crime	41	36

(Satisfaction Scale: strongly agree, agree, neutral, disagree, strongly disagree)



Source: 2007 ACT Alumni Outcomes Survey, conducted for University of Wisconsin System Administration

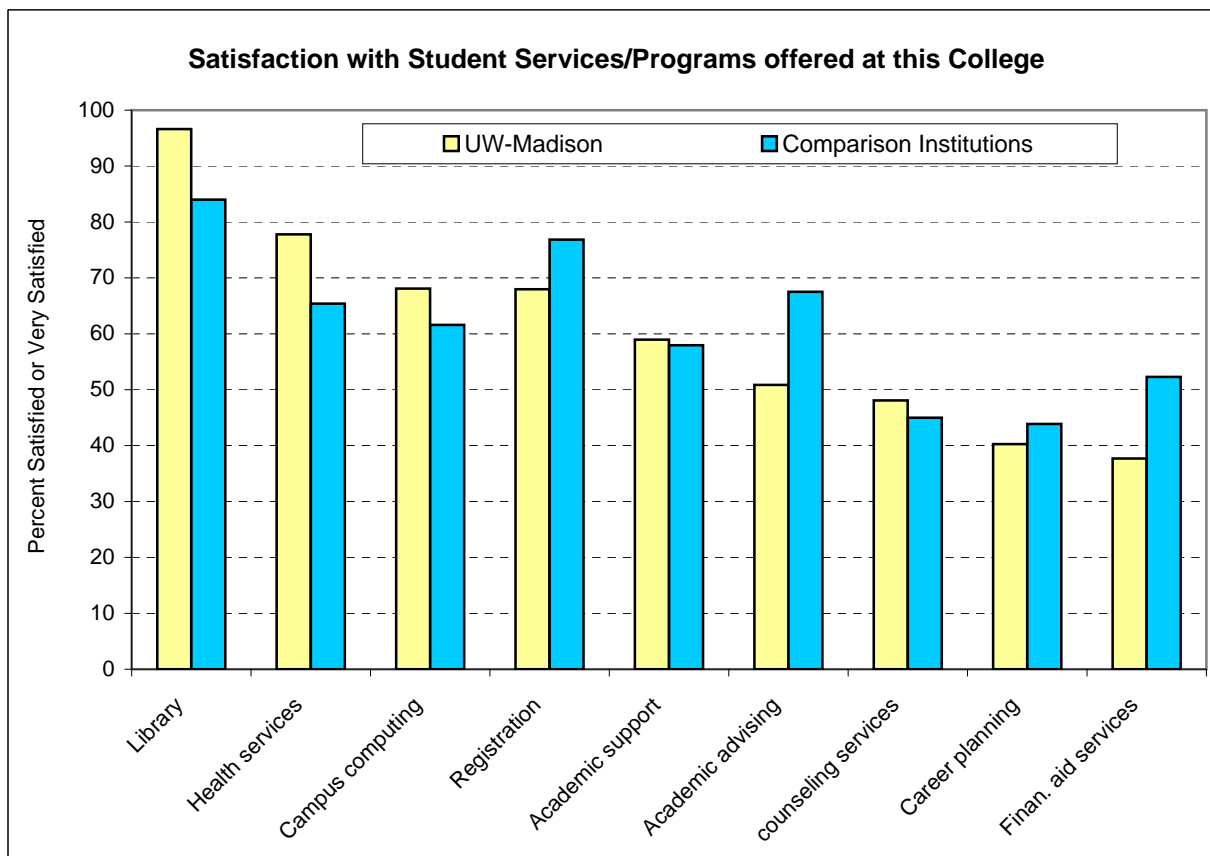
Notes: UW-Madison data includes responses from 184 alumni surveyed during Summer 2007 and graduated with a bachelors degree in 2003-04 or 2004-05. Comparison data includes 6,531 respondents surveyed between 2001 and 2007 who graduated within four years of the survey date. The comparison data came from 25 participating public four-year institutions.

Prepared by: Office of Academic Planning and Analysis, UW-Madison, March 2008

Table 14
Educational Experiences: Satisfaction with Student Services/Programs

Percent Satisfied or Very Satisfied	UW-Madison	Comparison Institutions
Library services and materials	97	84
Health/wellness program/services for student	78	65
Orientation to/instruction in use of campus computer system	68	62
Registration procedures	68	77
Academic support services	59	58
Academic advising	51	68
Personal counseling services	48	45
Career planning and placement services	40	44
Financial aid counseling and related services	38	52

(Satisfaction Scale: very satisfied, satisfied, neutral, dissatisfied, very dissatisfied)



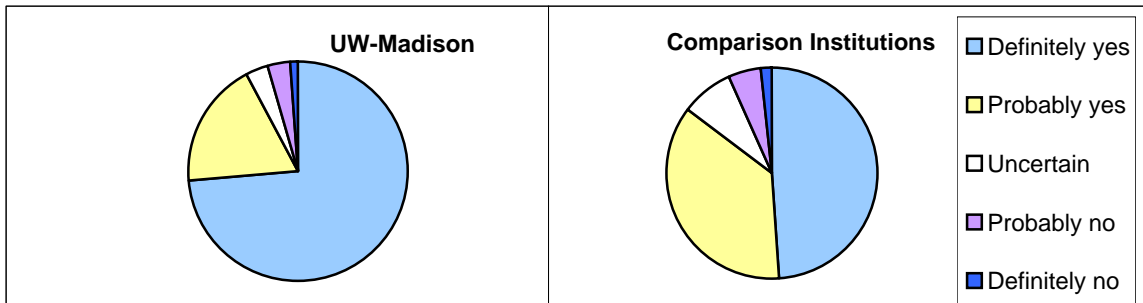
Source: 2007 ACT Alumni Outcomes Survey, Conducted for University of Wisconsin System
 Notes: UW-Madison data includes responses from 184 alumni surveyed during Summer 2007 and graduated with a bachelors degree in 2003-04 or 2004-05. Comparison data includes 6,531 respondents surveyed between 2001 and 2007 who graduated within four years of the survey date. The comparison data came from 25 participating public four-year institutions.

Prepared by: Office of Academic Planning and Analysis, UW-Madison, March 2008

Table 15
Educational Experiences: Overall Satisfaction

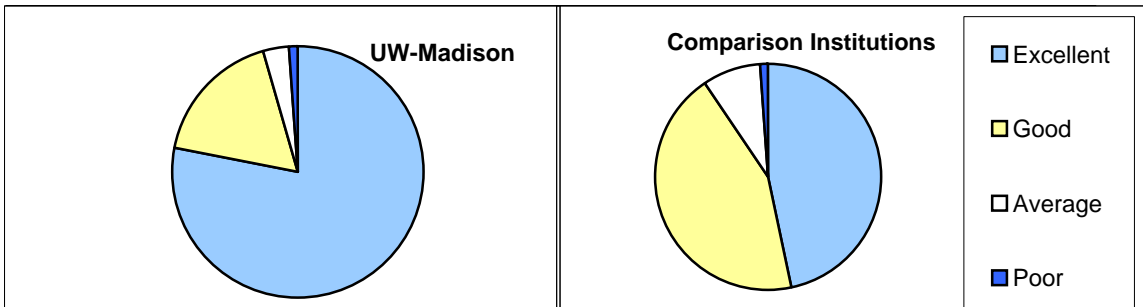
If you could begin again, would you attend this school?

	UW-Madison %	Comparison Institutions %
Definitely yes	74	49
Probably yes	18	36
Uncertain	3	8
Probably no	3	5
Definitely no	1	2



Overall, how would you rate the school (for the time during which you were attending it)?

	UW-Madison %	Comparison Institutions %
Excellent	78	47
Good	18	44
Average	3	8
Poor	1	1



Would you recommend this school to a friend or acquaintance who asked your opinion?

	UW-Madison %	Comparison Institutions %
Yes, without reservation	83	69
Yes, with some reservations	15	29
No	3	2

Source: 2007 ACT Alumni Outcomes Survey, Conducted for University of Wisconsin System Administration
 Notes: UW-Madison data includes responses from 184 alumni surveyed during Summer 2007 and graduated with a bachelors degree in 2003-04 or 2004-05. Comparison data includes 6,531 respondents surveyed between 2001 and 2007 who graduated within four years of the survey date. The comparison data came from 25 participating public four-year institutions.

Prepared by: Office of Academic Planning and Analysis, UW-Madison, March 2008

Appendix C

2007 ACT Alumni Outcomes Survey Instrument

ALUMNI OUTCOMES SURVEY

DIRECTIONS: The information you supply on the questionnaire will be kept completely confidential. However, if any question(s) requests information you wish not to provide, skip that item. Your Social Security number will be used for research purposes only; it will not be listed on any report. Please use a soft (No.1 or 2) lead pencil to darken the ovals.

If you wish to change a response, erase your first mark completely and then darken the correct oval. MARK ONLY ONE response per question unless you are instructed to do otherwise. The words *school* and *college* are used interchangeably on this instrument because it was designated for use by alumni of any postsecondary institution.

SECTION I—BACKGROUND INFORMATION

Write your Social Security number and birth year in the large boxes at the top of Blocks A and B. Then, in the column below each box, darken the appropriate oval. Complete the

remaining blocks by selecting the single most appropriate oval in each case.

PAGE 1
USE ONLY A SOFT LEAD PENCIL

A Social Security Number (Identification Number)									
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9
0	0	0	0	0	0	0	0	0	0

B Your Birth Year			
19			
1	1		
2	2		
3	3		
4	4		
5	5		
6	6		
7	7		
8	8		
9	9		
0	0		

C Racial/Ethnic Group
<input type="radio"/> African American or Black
<input type="radio"/> Native American (Indian, Alaskan, Hawaiian)
<input type="radio"/> Caucasian or White
<input type="radio"/> Mexican American, Mexican Origin
<input type="radio"/> Asian American, Oriental, Pacific Islander
<input type="radio"/> Puerto Rican, Cuban, Other Latino or Hispanic
<input type="radio"/> Other
<input type="radio"/> I prefer not to respond.

D Gender
Male <input type="radio"/>
Female <input type="radio"/>

E Which one of the following best describes your primary work status at this time?
<input type="radio"/> Employed full time
<input type="radio"/> Caring for my family/home full time
<input type="radio"/> Serving in the military
<input type="radio"/> Employed part time
<input type="radio"/> Continuing my education part time and employed
<input type="radio"/> Continuing my education part time
<input type="radio"/> Continuing my education full time
<input type="radio"/> Unemployed, seeking employment
<input type="radio"/> Unemployed, not seeking employment
<input type="radio"/> Other

F For each degree/certificate/diploma below that you have completed, indicate if you did so at this school or at another school.		
At this School	At Another School	
<input type="radio"/>	<input type="radio"/>	1. Vocational/technical certificate/diploma
<input type="radio"/>	<input type="radio"/>	2. Associate or other two-year degree
<input type="radio"/>	<input type="radio"/>	3. Bachelor's or other four-year degree
<input type="radio"/>	<input type="radio"/>	4. Master's or other five-year degree
<input type="radio"/>	<input type="radio"/>	5. Specialist or other six-year degree
<input type="radio"/>	<input type="radio"/>	6. Doctorate (PhD, EdD, etc.)
<input type="radio"/>	<input type="radio"/>	7. Professional (MD, JD, etc.)

G In what major/field did you earn your first degree/certificate/diploma from this school?
From the enclosed List of College Majors and Occupational Choices, select the 3-digit code that matches the best description of the major/field in which you earned your first degree/certificate/diploma from this school.
1 1 1
2 2 2
3 3 3
4 4 4
5 5 5
6 6 6
7 7 7
8 8 8
9 9 9
0 0 0

H If you have earned (or are pursuing) any degree beyond your first degree/certificate/diploma from this school, in what major/field was (is) it?
From the enclosed List of College Majors and Occupational Choices, select the 3-digit code that matches the best description of the highest degree you have earned (or are pursuing) beyond your first degree/certificate/diploma from this school.
1 1 1
2 2 2
3 3 3
4 4 4
5 5 5
6 6 6
7 7 7
8 8 8
9 9 9
0 0 0

I In what year did you receive your most recent degree/certificate/diploma from this school?			
19/20			
1	1		
2	2		
3	3		
4	4		
5	5		
6	6		
7	7		
8	8		
9	9		
0	0		

J What is the largest, total, student loan debt you have had?
<input type="radio"/> None
<input type="radio"/> \$2,500 or less
<input type="radio"/> \$2,501-\$5,000
<input type="radio"/> \$5,001-\$7,500
<input type="radio"/> \$7,501-\$10,000
<input type="radio"/> \$10,001-\$15,000
<input type="radio"/> \$15,001-\$20,000
<input type="radio"/> \$20,001-\$25,000
<input type="radio"/> \$25,001-\$30,000
<input type="radio"/> \$30,001 or more

K Indicate your overall college grade point average (GPA) at this school.
<input type="radio"/> A- to A (3.50-4.00)
<input type="radio"/> B to A- (3.00-3.49)
<input type="radio"/> B- to B (2.50-2.99)
<input type="radio"/> C to B- (2.00-2.49)
<input type="radio"/> C- to C (1.50-1.99)
<input type="radio"/> D to C- (1.00-1.49)
<input type="radio"/> Below D (0.00-0.99)
<input type="radio"/> Does not apply

L Indicate your citizenship status for the majority of the time during which you attended this school.
<input type="radio"/> U.S. citizen
<input type="radio"/> Resident alien/Immigrant
<input type="radio"/> Non-resident alien/Non-immigrant

M How many transfer hours/credits were accepted by this college toward completion of your most recent program at this school?
<input type="radio"/> I did not attempt to transfer any.
<input type="radio"/> None were accepted.
<input type="radio"/> 1-15
<input type="radio"/> 16-30
<input type="radio"/> 31-45
<input type="radio"/> 46-60
<input type="radio"/> Over 60

N What is the highest lifetime, educational goal you now have?
<input type="radio"/> Vocational/technical certificate or diploma
<input type="radio"/> Associate or other two-year degree
<input type="radio"/> Bachelor's or other four-year degree
<input type="radio"/> Master's or other five-year degree
<input type="radio"/> Specialist or other six-year degree
<input type="radio"/> Doctorate (PhD, EdD, etc.)
<input type="radio"/> Professional (MD, JD, etc.)

O What was the highest lifetime, educational goal you had at the time you completed high school?
<input type="radio"/> No clear goal
<input type="radio"/> Vocational/technical certificate or diploma
<input type="radio"/> Associate or other two-year degree
<input type="radio"/> Bachelor's or other four-year degree
<input type="radio"/> Master's or other five-year degree
<input type="radio"/> Specialist or other six-year degree
<input type="radio"/> Doctorate (PhD, EdD, etc.)
<input type="radio"/> Professional (MD, JD, etc.)

SECTION IV—EDUCATIONAL EXPERIENCES

Respond to items A-G in light of your overall experiences at this college.

A Rate this college on each of the factors listed below using the scale provided. (The lower the number you choose, the more you agree with the statement on the *LEFT*; the higher the number you choose, the more you agree with the statement on the *RIGHT*.)

Low quality academic programs	① ② ③ ④ ⑤	High quality academic programs
Weak sense of individual belonging on this campus	① ② ③ ④ ⑤	Strong sense of individual belonging on this campus
Low cost for attendance	① ② ③ ④ ⑤	High cost for attendance
Few opportunities for student involvement in campus activities	① ② ③ ④ ⑤	Many opportunities for student involvement in campus activities
Little cultural/ethnic diversity in student body	① ② ③ ④ ⑤	Much cultural/ethnic diversity in student body
Limited computer system, services, equipment, labs, etc.	① ② ③ ④ ⑤	Extensive computer system, services, equipment, labs, etc.
Few opportunities for student/faculty interaction	① ② ③ ④ ⑤	Many opportunities for student/faculty interaction
Rigid degree requirements	① ② ③ ④ ⑤	Flexible degree requirements
Few cultural/fine arts/ speaker programs	① ② ③ ④ ⑤	Many cultural/fine arts/ speaker programs

C If you could begin again, would you attend this school?

Definitely yes
 Probably yes
 Uncertain
 Probably no
 Definitely no

D Overall, how would you rate this school (for the time during which you were attending it)?

Excellent
 Good
 Average
 Poor

E Would you recommend this school to a friend or acquaintance who asked your opinion?

Yes, without reservation
 Yes, with some reservations
 No

F Indicate the extent to which you agree/disagree with each of the following statements about this school.

Strongly Agree
 Agree
 Neutral (Neither Agree nor Disagree)
 Disagree
 Strongly Disagree

○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	1. The General Education or <i>core</i> requirements at this school were a valuable component of my education.
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	2. Most faculty were readily available to students outside of class time.
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	3. Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	4. There was a sense of personal safety/security on the campus.
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	5. The financial aid available to me was adequate for my needs.
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	6. School policies and practices provided adequate and appropriate support for victims of harassment, crime, etc.
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	7. Overall, the school had an intellectually stimulating atmosphere.
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	8. The campus was, generally, free from harassment (e.g., sexual, racial, etc).
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	9. Administrators at the campus respected and were responsive to student input.
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	10. Academic success was encouraged and supported at this school.
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	11. I encountered few course scheduling or course availability problems.

B Indicate your level of satisfaction with each aspect of this school listed below.

No Opinion/Not Applicable
 Very Satisfied
 Satisfied
 Neutral (Neither Satisfied nor Dissatisfied)
 Dissatisfied
 Very Dissatisfied

○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	1. Variety of instructional approaches used in the classroom
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	2. Campus response to needs of physically challenged individuals
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	3. Variety of courses offered
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	4. Preparation for further academic study
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	5. Overall quality of instruction
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	6. Concern for me as an individual
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	7. College response to older/nontraditional students
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	8. Transfer of course credits from other colleges, schools to this college
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	9. Class size relative to the type of course
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	10. Multicultural content of courses
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	11. Campus acceptance of individuals regardless of their sexual orientation
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	12. General condition of buildings and grounds
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	13. Quality of the program in my major/field

G Indicate your level of satisfaction with the student services/programs offered by this school during the time that you attended.

No Opinion/No Experience with Service/Program
 Very Satisfied
 Satisfied
 Neutral
 Dissatisfied
 Very Dissatisfied

○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	1. Library services and materials
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	2. Academic advising
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	3. Registration procedures
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	4. Academic support services (e.g., tutoring, study skills)
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	5. Personal counseling services
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	6. Health and wellness programs/services for students
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	7. Orientation to and instruction in use of campus computer system
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	8. Financial aid counseling and related services
○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	9. Career Planning and placement services

