



CLASS OF 2005 GRADUATE SURVEY EXECUTIVE SUMMARY

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Class of 2005 Graduate Survey

Executive Summary

METHODS AND DATA ANALYSIS

During the spring of 2006, the Office of Career Services staff distributed surveys to alumni who had graduated as part of the class of 2005. Respondents were given the opportunity to complete the survey online or on paper. Out of 645 total surveys, 415 partial or complete surveys were returned, resulting in a 66% response rate. The gender representation and reported undergraduate majors of respondents seemed representative of a typical Hope College class.

Completed surveys were processed by the Frost Center with assistance from the Office of Career Services using the Statistical Package for the Social Sciences (SPSS) for data analysis.

CURRENT STATUS

- **69.4% of respondents are employed**
- **18.1% of respondents are pursuing a graduate or professional degree and are not employed**
- **6.0% of respondents are both employed and pursuing a graduate or professional degree**
- **6.5% of respondents are neither employed nor continuing education**
(This figure includes those who have chosen not to enter the workforce to raise a family and for other reasons)

Current Status			
	Class of 2005 Frequency / Percent of Respondents	Class of 2004 Frequency / Percent of Respondents	Class of 2003 Frequency / Percent of Respondents
Employed	288/69.4%	297/68.4%	278/63.5%
Attending graduate school, professional school, or continuing education	75/18.1	76/17.5	96/21.9
Both employed and in graduate/professional school	25/6.0	38/8.8	12/2.7
Not employed, not in graduate/professional school	27/6.5	23/5.3	26/5.9
Did not answer question	0/0.0	0/0.0	26/5.9
Total	415/100.0%	434/100.0%	438/100.0%

A 1% increase in respondents who are professionally employed was reported from 2004-2005, with a 5.9% increase from 2003-2005. This increase is significant when compared to the unemployment rate for the state of Michigan, which has remained constant at approximately 7.0% since 2004.

A 2.8% decrease in respondents who are both employed and in graduate/professional school was reported from 2004-2005. A .6% increase in respondents attending graduate school, professional school, or continuing education full time was also reported.

EMPLOYMENT

Position titles of the respondents were classified into the following categories: Arts, Business, Communication/Media, Education, Engineering, Government/Law/Politics, Information Technology, Performing Arts, Pre-Professional Health/Nursing, Religious Vocations, Sciences, Social Services and Other.

The top employment fields represented by 2005 graduates are Education, Business, and Pre-Professional Health/Nursing, respectively, with Engineering represented the least. These results compare very similarly to those of previous graduating classes.

Over 44% of 2005 graduates have employment in the "West Michigan" area, followed by "Other Michigan" (not including the Detroit area) and the "Chicagoland Region".

78% of respondents indicate being "very satisfied" or "satisfied" in their current employment. Less than 9% of respondents report being "dissatisfied" or "very dissatisfied." Nearly 14% of respondents report being "neither satisfied nor dissatisfied". No statistically significant correlation was found between salary and level of satisfaction.

GRADUATE/PROFESSIONAL STUDIES

The top areas for graduate/professional studies for the class of 2005 include health-related degrees, sciences, and social sciences respectively, with the least number of graduates pursuing immediate graduate studies in business.

Over 40% of respondents attended graduate/professional schools in "Michigan", with an additional 12% attending "Other Midwest" (non-Michigan) institutions. Over 70% of respondents indicated attending the graduate/professional institution of their first choice.

Of the respondents indicating they are currently employed (and not currently attending school), nearly 52% indicated plans to attend graduate/professional school in the future.

EXPERIENTIAL LEARNING ACTIVITIES

Over 50% of respondents indicated participation in an internship as an experiential learning activity at Hope College, followed by extra-curricular leadership, then volunteer activities, and next a summer job. Approximately 5% of 2005 students indicated participation in no experiential learning activities.

Nearly 65% of respondents indicated their experiential learning activities were very significant in their *preparation for* a career or graduate/professional school. Approximately 7% of respondents indicate these activities had no impact on *preparation for* a career or graduate/professional school.

Over 51% of respondents indicated their experiential learning activities were very significant in *gaining entry into* a career or graduate/professional school. Approximately 17% of respondents indicate these activities had no impact on *gaining entry into* a career or graduate/professional school.

End of Executive Summary