Student Outcomes Beyond Completion
National Findings From the 2021 Strada Alumni Survey

October 27, 2021
Understanding and Improving the Full Value of a Degree
Meeting Student Aspirations
Alumni had many motivations for pursuing education

Black alumni are less likely to feel their goals were met

My education helped me to

- Be able to qualify for good jobs: 86% (White alumni), 78% (Black alumni)
- Gain skills to be successful in work: 88% (White alumni), 84% (Black alumni)
- Advance in my career: 84% (White alumni), 74% (Black alumni)
- Be able to support myself and my family: 82% (White alumni), 73% (Black alumni)
- Make more money: 76% (White alumni), 68% (Black alumni)
- Learn new things: 93% (White alumni), 91% (Black alumni)
- Become the best person I can be: 80% (White alumni), 70% (Black alumni)
- Be a good role model: 74% (White alumni), 71% (Black alumni)

Beyond Completion: A Framework for Success
A framework for measuring postsecondary success

- Income over $40k: 75%
- Worth the cost: 75%
- Achieved goals: 80%

* among those who chose to respond

Outcomes after graduation are not equitable

Students of color (compared to white students) -10%

First-generation students (compared to students who are not first-generation) -13%

Female students (compared to male students) -11%

Income over $40k
-15% -10% -5% 0%

Worth the cost
-15% -10% -5% 0%

Achieved goals
-15% -10% -5% 0%

* among those who chose to answer
Half of alumni achieve all three beyond completion outcomes

- Income over $40k
- Worth the cost
- Achieved goals

52%

The full framework reveals wider equity gaps beyond completion

- Students of color (compared to white students) -15%
- First-generation students (compared to students who are not first-generation) -18%
- Female students (compared to male students) -25%
- Black-white gap -27%

Differences in percent of students experiencing all three outcomes

Improving Success Beyond Completion
Academics are foundational; career connection adds value

<table>
<thead>
<tr>
<th>Connection to career</th>
<th>Not applicable</th>
<th>Not at all/not very valuable</th>
<th>Somewhat valuable</th>
<th>Very valuable/extremely valuable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>1% 3% 14%</td>
<td></td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>2% 3% 18%</td>
<td></td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>Project-based learning</td>
<td>11% 7% 23%</td>
<td></td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Career advising</td>
<td>13% 15% 22%</td>
<td></td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Career and job placement</td>
<td>17% 14% 19%</td>
<td></td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Research experience</td>
<td>19% 8% 19%</td>
<td></td>
<td>54%</td>
<td></td>
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<tr>
<td>Mentoring</td>
<td>23% 11% 21%</td>
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<td>47%</td>
<td></td>
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<td>Internships</td>
<td>26% 8% 15%</td>
<td></td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Work study</td>
<td>30% 7% 13%</td>
<td></td>
<td>49%</td>
<td></td>
</tr>
</tbody>
</table>

Strong education-to-career connections correspond with better outcomes

Estimated using logistic regression models with the following independent variables: academics, navigation, support, career connection, race, gender, first-generation status, graduation year, student loans. Source: 2021 Strada Alumni Survey, bachelor's degree graduates 2001-2020, n=3,309.
Skill Development
Some valuable career skills are not well-developed in college

![Bar chart showing the percentage of skills developed in college.]

- Ability to learn new things: 78%
- Critical thinking/problem solving: 75%
- Verbal communication/speaking: 66%
- Teamwork: 65%
- Writing: 64%
- Leadership: 59%
- Creativity: 59%
- Project management: 57%
- Data analysis/statistics: 53%
- Digital literacy: 51%
- Math: 47%

Women rate their development of skills lower

Goal achievement is linked to developing in-demand skills

My education helped me to achieve my goals

- Visual and performing arts: 62% (50% Weak digital literacy, 12% Strong digital literacy)
- Biology: 67% (50% Weak digital literacy, 17% Strong digital literacy)
- Business: 68% (60% Weak digital literacy, 8% Strong digital literacy)
- English: 61% (50% Weak digital literacy, 11% Strong digital literacy)
- Communication: 60% (50% Weak digital literacy, 10% Strong digital literacy)
- Engineering: 79% (78% Weak digital literacy, 1% Strong digital literacy)
- Education: 80% (78% Weak digital literacy, 2% Strong digital literacy)
- Computer science: 83% (71% Weak digital literacy, 12% Strong digital literacy)
- Social science: 70% (62% Weak digital literacy, 8% Strong digital literacy)
- Health professions: 83% (74% Weak digital literacy, 9% Strong digital literacy)
- Psychology: 73% (59% Weak digital literacy, 14% Strong digital literacy)

Learn more at StradaInsights.org
Methodology

The data in this report has been weighted to reflect actual dispositions of gender, age at graduation, and fiscal year of graduation for bachelor’s degree recipients between the fiscal years of 2001 and 2020.*

AUDIENCE
• Bachelor’s degree completers from fiscal years 2001-2020
• TOTAL: n=3309

MODE
Online survey

LENGTH
11 minutes

DATES
March to April 2021

GEOGRAPHY
National

*May include those who graduated during the calendar year of 2000 but are included in the fiscal year of 2001. Fiscal year 2001 is defined as July 1, 2000 — June 30, 2001.