

CHAPTER I

INTRODUCTION

Background

Many studies in western universities have discussed the impacts of undergraduate college experiences and the alumni's involvement. Some research on alumni suggests that one of the predictors of the alumni's involvement is positive undergraduate college experience. Students who reported that their college education has prepared them well are likely to have desires to contribute to their universities. Pascarella and Terenzini (1991) also reported that social integration into the institution is believed to contribute to student success and satisfaction with the overall college experience. Literature on alumni's perception of college experience indicates relationship between college experience and alumni's success. Alumni who were successful reported that they had positive college experiences. They reported that their experiences as students help them become successful professionals. However, unfortunately, to some people success comes later in life (Pike, 1994).

Research on alumni's involvement has been widely studied in the western universities, but this kind of study is still underrepresented. In Indonesia, studies on alumni stem from the requirement to fulfill the paperwork for the accreditation process and not from the desire to really understand the impacts and the predictors of alumni's perception of the college experiences.

The purpose of this study is to gain an understanding of the characteristics of alumni and how alumni perceive their college education. Examination of the findings from this survey on attitudinal, demographic, and involvement variables will help development professionals improve the faculty's ability to further refine the curriculum, academic and non-academic activities to make alumni more involved. The results are also useful for academic and student affairs professionals. Each of these groups will have a better understanding of what types of activities and experiences inside or outside the classroom have an impact on alumni's perceptions. This knowledge may lead these administrators and policymakers to ensure that these opportunities are provided to current students.

Research Questions

This survey seeks to answer the following research questions:

1. What are the demographics of the Faculty of Language and Arts' alumni?

2. How do alumni perceive their undergraduate college experience?
3. How satisfied are they with their college education?

Purpose of the Study

The main purposes of this study are to look at the demographics of the Faculty of Letter's alumni and investigate how alumni perceive their undergraduate college experience and their level of satisfaction with their college education.

Scope of the Study

This study is on alumni's undergraduate college experience, more specifically on their satisfaction towards their undergraduate college experience.

Significance of the Study

This study is intended to look into the demographic information about the Faculty of Letter's current alumni and examine what their perception is towards their undergraduate college experience. Information about the demographics of alumni is essential as a means to build future networks among alumni of the Faculty of Language and Arts. Additionally, information about alumni's perception of their undergraduate college experience will help the Faculty to refine and improve the elements vital to the development of its graduates and students.

Relevance of the Study

Understanding how alumni perceive their undergraduate college experience is important because it helps the Faculty of Language and Arts improve the academic and non-academic activities and provide better services to its students.

CHAPTER 2

LITERATURE REVIEW

Understanding alumni's perception of their undergraduate college experience is vital in refining the educational policies in the university. Numerous studies focus on alumni perceptions of the impact of their college experience on their intellectual and personal skills and resultant satisfaction with their institution. College attendance has long been believed to have a major impact on personal development and intellectual growth as well as providing other positive outcomes. In their most-cited work, *How College Affects Students*, Pascarella & Terenzini (2005) pointed out that going to college results in the development of one's cognitive abilities and personal competences. An enormous body of research shows that involvement during college promotes greater social and academic integration into college life and increases the likelihood of persistence and success (Pascarella & Terenzini, 1991; Astin, 1993). These positive outcomes stem from experiences that occur both inside and outside the classroom.

Studies on alumni's satisfaction have shown that graduates who are satisfied with their college experience are more likely to donate to their institution, to recommend friends or families to apply to the institution, or hiring fellow graduates in their workplace (Sanusi, 2007). In addition, Hoyt (2004) found that college experiences have a significant impact on alumni's reported overall satisfaction with their college experience and institution. His study found that high alumni satisfaction is positively related to educational experiences and educational outcomes, particularly student learning and quality of instruction. Hartman and Schmidt (1995) also found that skills developed during college and college learning outcomes had the greatest influence on alumni satisfaction with the college experience. Gaier (2005) also found that significant increases in alumni giving corresponded to higher degrees of alumni satisfaction with their undergraduate academic experience. Gaier's variable "overall level of satisfaction with the undergraduate academic experience" resulted in a 59 percent increase in giving from one level of satisfaction to the next level. High levels of faculty interaction and positive faculty-student relationships exert a positive influence on the motivation to give (Hartman and Schmidt, 1995; Mosser, 1993; Sanusi, 2007), and the connection between alumni's positive perceptions of their educational experiences and its impact on career preparedness and occupational attainment (Pike, 1994). Pike found that alumni satisfactions with their current jobs were more likely to report satisfaction with their college experience. In other words, satisfaction with college experiences is

shown to be related to current career satisfaction and attainment. Furthermore, research suggests that the impact of college on career attainment is not always perceived and appreciated until later in life (Pike, 1994).

CHAPTER 3

METHODS OF DATA COLLECTION AND ANALYSIS

Since we were interested in the demography of the Faculty of Language and Arts' alumni and their level of satisfaction toward graduate college experience, we adopted the quantitative method to answer the research questions.

Population and Sample

The population of this study was alumni of the Faculty of Language and Arts from 1998 – 2013. Due to incomplete information about the alumni's up to date mailing addresses, the survey used convenient sampling. From the survey, we were able to obtain responses from 66 alumni. However, we decided to exclude the missing items from the data. After the exclusion, we came up with 58.

Instrument

This survey used a close-ended questionnaire to obtain the data from the participants. Using Cornell University's Alumni's Survey (Cornell, 2013), The Higher Education Data Sharing Consortium' Alumni Survey (HEDS, 2013), Faculty of Language and Arts' Tracer Study Alumni Survey, and some other relevant literature on undergraduate college experiences. The questionnaire has several parts. They are:

Part One. Questions items in this section collected information about alumni's demographics such as age, sex, mailing, current residence, current occupation, family, and several other background questions.

Part Two. Part Two questions asked about alumni's satisfaction with academic experiences.

Part Three. The questions in Part Three obtained information concerning to what extent college education prepare students for career.

Part Four. Part Four question items asked about alumni's current involvement and sense of belonging to institutions.

Except Part One, all question items in this survey used Likert Scale to gather varying responses such as Very Well to Did not Participate as an Undergraduate, Very Poorly to Very Well.

Data collection procedure

In April, we designed the survey and decided to use online survey to reach alumni. We had alumni who worked in other provinces. Online survey allowed us to reach those alumni and

get responses fast. We used our Facebook account to post the link of our online survey. We also send emails to students using their most current email addresses.

Data analysis

Once we collected the data, we ran SPSS and Excel to analyze the responses. We were interested in the demography of our students and their perception of their college experience. Therefore, we used descriptive statistics such as frequency, percentages, and means.

Establishing validity and reliability

To measure the validity and the reliability of the questionnaire, we will test the instrument using cognitive interviews. Groves et al., (2004) state that cognitive interview is the most common method in questionnaire pretesting. For this purpose, we will adopt probing technique and think aloud. In think aloud technique, the interviewer asks the survey questions to the respondents and then asks them to verbalize their thoughts aloud. The probing technique requires the interviewer to ask the survey questions being tested and then after the respondents answer, the interviewer asks general questions how they come to their answers. In reality, cognitive interviewers use these two techniques at the same time (Groves et al., 2004). This technique allows us to identify potential sources of miscommunication and misinterpretation of terms.

CHAPTER 4

FINDINGS AND DISCUSSIONS

This study intended to look into the demography of our alumni and their perception of their undergraduate college experiences.

The demography of alumni

When we posted the survey online in social medias such as Twitter and Facebook, we received responses within days. In two weeks, we were able to collect 64 responses. However, due to the missing data, we eliminated some respondents and analyzed only responses with complete data. From the 58 responses, we were able to look into the demography of the alumni. Table 1 shows the permanent residence of our respondents:

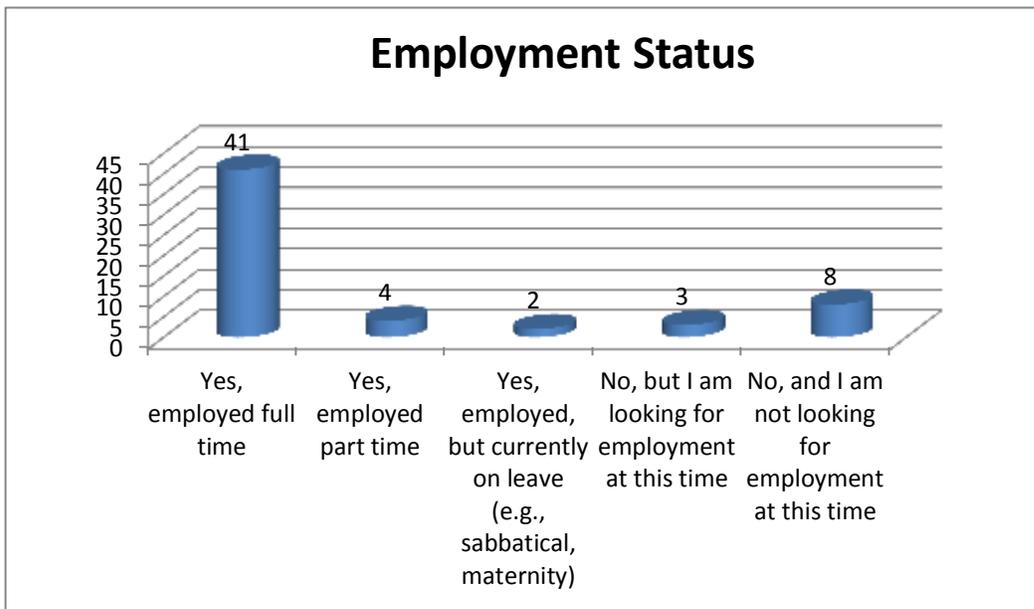
Table 1.

Permanent residence

Cities	Frequency	Percentage
Semarang	44	76
Jakarta	7	12
Ketapang	2	3
Ungaran	1	2
Yogyakarta	1	2
Medan	1	2
Demak	1	2
Surabaya	1	2
Total	58	100

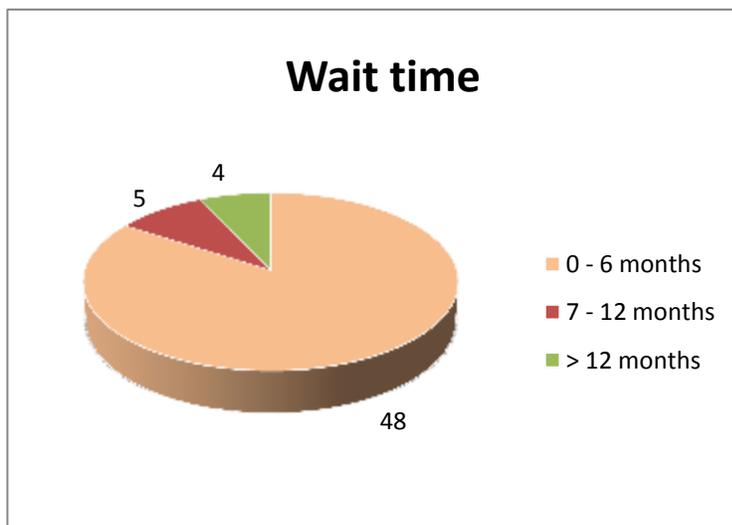
Our alumni mostly reside in Semarang. Only a few alumni who responded to our survey worked outside of Semarang. This can be the limitation of our online survey. Our survey could reach those who worked in big cities.

From the survey, we found that most of our alumni worked full-time (70%) and a few of them were part-time employees (6.9%). 3.4% were on leave 13% of them stated that they were not employed and did not plan to look for employment. Alumni who decided to stay home and became housemakers were the ones who chose this answer. Graph 1 shows the employment status of our alumni.



Graph 1. Employment Status

The findings show that the employment waiting time mostly is 0 – 6 months. In other words, most alumni (48 out of 58) obtained employment after they waited for about 0 – 6 months. 5 alumni reported they had to wait for about 7 – 12 months before they secured employment and 4 alumni reported they had employment after they waited for over a year. The following graph show the waiting time for securing an employment.



Graph 2. Employment waiting time

Table 2 presents the employment sector of our alumni. Half of our alumni (51.7%) worked in for-profit corporations/companies and 17.2% worked independently. Only a small percentage of alumni worked in government institutions or NGOs.

Table 2

Employment sector

Sector	Frequency	Percentage
Self-employed in own business or professional non-group practice	10	17.2
For-profit corporation/company/group-practice	30	51.7
Government or other public institution or agency, including military	5	8.6
Non-profit organization, institution or NGO (e.g., arts/human services/international organizations)	3	5.2
Total	58	100

The majority of our alumni had occupations related to their major, English. 35 out of 58 (60.3%) alumni reported that they had occupations related to their major, English. 32.2% of our alumni stated that their occupations were not related to English. The table below shows the breakdown of the responses.

Table 3

Relation of education background to current job

Relation	Frequency	Percentage
Yes, same field as major(s)	17	29.3
Yes, related to major(s)	18	31.0
No, not related	19	32.8
No answer	4	6.9
Total	58	100

This is parallel to the next question that asks “Whether or not you are currently employed, what is your principal occupation?”. Most alumni responses were Educator (19 responses). This means

that they were employed as a teacher/lecturer or they had their own private tutoring business. Other occupations cited were sales (12 responses), administrative support/clerks (7 responses), writer/editor (3 responses), hotelier, and journalist. A few of them did not respond to the above question items.

Perception of college experience

Some parts of the survey were designed to find out alumni's perception towards college education and college experiences. Table 4 below presents the breakdown of responses to the question "How well did Faculty of Language and Arts prepare you for your current career?". In this question, we would like to know whether the Faculty of Language and Arts has prepared its graduate in entering the workforce. Almost half (41.4%) of the alumni stated that the Faculty of Language and Arts prepared them very well for their current employment. 29% responded that the preparation was more than adequate. However, 27.6% claimed that they received adequate preparation.

Table 4

Preparation for current career.

Responses	Frequency	Percentage
Very well	24	41.4
More than adequately	17	29.3
Adequately	16	27.6
Total	58	100

The next question asks how satisfied the alumni were in their life. Most of the alumni that responded to our survey reported that they were satisfied with their life (87.3%). 12% stated that they were ambivalent, and only one person was dissatisfied (See Table 5)

Table 5

Satisfaction towards current life

Responses	Frequency	Percentage
Very satisfied	23	39.7
Generally satisfied	27	46.6

Neutral	7	12.1
Generally dissatisfied	1	1.7
Total	58	100

When asked to what extent college education prepared them to write, read, and speak in English, the findings from the survey indicate that the faculty prepared them to read English text well (means 4.1). Their undergraduate education also prepared them to be able to speak in English (3.9). The lowest mean was for the writing skill (3.7). This indicates that students had a perception that college education only adequately prepared them to write clearly and effectively in English (see Table 6).

Table 6

Contribution of college education to alumni's English skills.

Responses	Means	Very Poorly %	Less Than Adequately %	Adequately %	More Than Adequately %	Very Well %
Write clearly and effectively in English	3.7	3.4	8.6	24.1	36.2	27.6
Read English texts	4.1	1.2	0	22.4	32.8	43.1
Speak in English	3.9	3.4	13.8	13.8	31	37.9

According to our alumni, college education has prepared them in acquiring new skills and knowledge on their own. The mean of this question item is 4 (More Than Adequately). College education also contributed to the development of analytical thinking (means 3.9) and their independence (means 3.9). However, the responses also reveal that undergraduate college education did not prepare the alumni well for the workforce.

Table 7

Contribution of college education to alumni's interpersonal skills.

Responses	Means	Very Poorly %	Less Than Adequately %	Adequately %	More Than Adequately %	Very Well %
Work effectively as a member of a team	3.7	3.4	10.3	25.9	29.3	29.3
Acquire new skills and knowledge on your own	4	1.7	10.3	17.2	27.6	43.1
Think analytically and logically	3.9	1.7	12.1	13.8	31	41.4
Be an effective leader	3.7	3.4	10.3	27.6	25.9	31
Function independently, without supervision	3.9	1.7	12.1	17.2	27.6	41.4
Develop or clarify a personal code of values or ethics	3.8	5.2	6.9	17.2	37.9	32.8
Develop career or work related knowledge and skills	3.6	3.4	15.5	27.6	22.4	31

Responses to question “Overall, to what extent did your undergraduate experience prepared you for the following activities?” did not vary much. The means ranged from 3.4 to 3.8. The results of the survey indicate that most alumni thought that college prepared them well for social and civic involvement. Undergraduate education also prepared graduates with skills to cope with interpersonal relationships and family living and for current career (means 3.7).

Table 8

Contribution of undergraduate experience toward alumni's personal and Professional development

Responses	Means	Very Poorly %	Less Than Adequately %	Adequately %	More Than Adequately %	Very Well %
Graduate or professional school	3.6	0	17.2	31.0	17.2	29.3
Current career	3.7	3.4	12.1	24.1	24.1	34.5
Social and civic involvement	3.8	1.7	6.9	29.3	27.6	32.8
Interpersonal relationships and family living	3.7	0	10.3	29.3	29.3	27.6
Responsibilities of post-undergraduate life (e.g., managing finances, maintaining health, creating a home)	3.4	5.2	12.1	31	24.1	22.4
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)	3.6	1.7	10.3	34.5	20.7	27.6

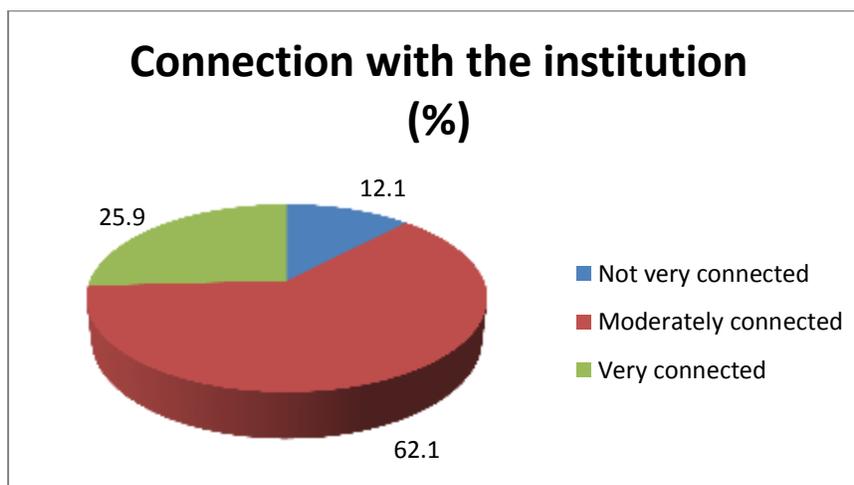
In light of how alumni perceived the contribution of their extracurricular activities towards their personal development, from table 9 we can see that alumni viewed extracurricular activities were beneficial for their interpersonal skill especially when working with student or campus government and working with faculty (the means were 4.2 and 4 respectively). In addition, alumni also perceived that their through their extracurricular activities they could learn more about community service and music/art performance (the means were 3.8 and 3.7 respectively).

Table 9

Contribution of students' extracurricular activities toward alumni's personal development.

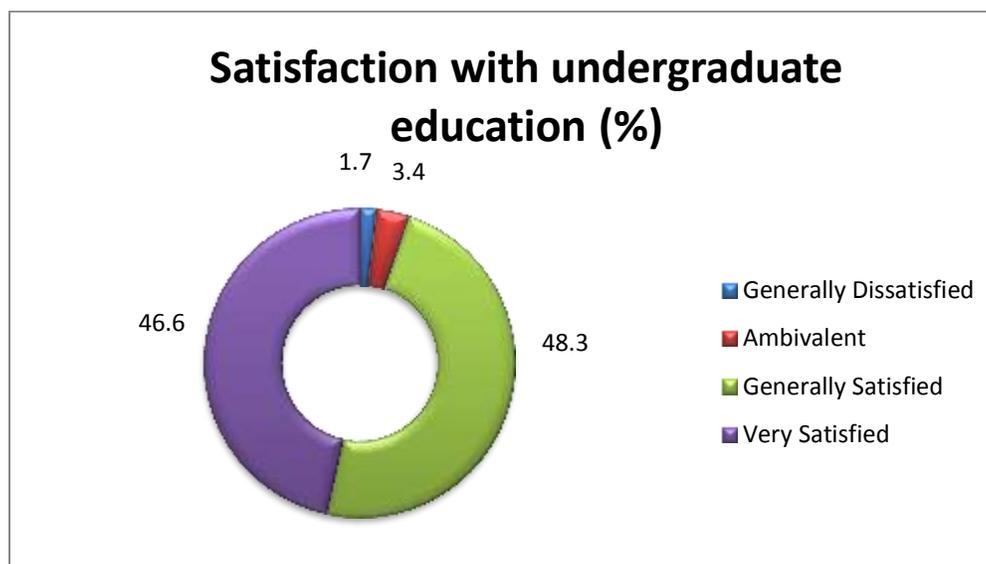
Responses	Means	Very much %	Some %	Very little %	Did not participate as an under-graduate %
Student or campus government	4.2	69	17.2	8.6	5.2
Sport activities	3.4	48.3	15.5	17.2	17.2
Working with faculty	4	63.8	13.8	13.8	6.9
Community service (Bakti sosial)	3.8	55.2	27.6	6.9	8.6
Religious organizations	3.2	37.9	24.1	17.2	19.0
Music/Arts performance	3.7	51.7	20.7	12.1	10.3

In the survey, we also asked how connected our alumni were with the Faculty of Language and Arts. From the responses, we found that more than half of our alumni felt they were moderately connected (62.1%). 25.9% of the alumni who responded to our survey felt they were very connected and only 12.1% of them felt they were not very connected (See Graph 3)



Graph 3. The level of connection with the institution (%).

When asked whether they were satisfied with their undergraduate education, almost all alumni (94.9%) reported that they were satisfied with their education and only a few (5.1%) felt ambivalent and generally dissatisfied with their undergraduate education. Graph 4 below presents the breakdown of percentages of responses.



Graph 4. Satisfaction with undergraduate education (%).

Discussion

In the above section, we have presented the data from the survey. In this part, we discussed results that we found interesting and beneficial for the improvement of college education in the Faculty of Language and Arts. In this study, we were interested in looking at the demography of the alumni, their perception of their undergraduate college education, and their level of satisfaction with their college education and experiences.

The demography of our alumni suggests that many of our alumni live in Semarang or in big cities in Java. Most of our alumni worked in education and some pursued marketing positions. A small number of our alumni had occupations related to creative skills such as a journalist, a writer, or an editor. These choices reflect the education that we provided in our faculty. In the Faculty of Language and Arts, students did receive trainings on English language teaching and English skills. Therefore, it is apparent that the trainings in the Faculty of Language and Arts influenced alumni's choices of occupations. Another explanation of why most alumni chose to be educators might be related to what Pascarella and Terenzini (2005) defined as progressive conformity. Progressive conformity is "other things being equal, a student's major

field of study and career choice will be influenced in the direction of the dominant peer groups at an institution.” (p. 540). In other words, this means that alumni chose to become an educator because their seniors were educators or chose to become educators.

It is important to highlight that the respondents in this study claimed that they had to wait 0 – 6 months to finally land a job. This fact shows that the Faculty of Language and Arts alumni did not have to be between jobs for a long time. Indeed, our previous tracer study confirmed this finding. Most of our alumni worked even before they graduated. When they did graduate, they already had a position. A majority of our respondents worked in private sectors. Some of them had their own businesses. A small number of them worked in government institutions and non-government organizations. It is a fact that openings in government institutions are very rare. So we assumed that most alumni did not want to wait for the openings. Instead, they looked for any occupations that were available shortly before they graduated or after they graduated.

One of the most salient findings in our study was the fact that the alumni overwhelmingly agreed that they were satisfied with their undergraduate experience. In this study, we included both in-class learning or out-of-class learning. The questions related to in-class learning were related to alumni’s perceptions of the college preparation for their English skills and interpersonal skills. Alumni reported that the institution prepared them very well to be fluent readers and speakers. The trainings of English skills, especially reading and speaking, were viewed as more than adequate. However, the alumni viewed that college education should have prepared them with the writing skills better. Some of the alumni worked as journalists or writers; therefore, the teaching of writing should be one of the skills that need evaluation and improvement.

Alumni also reported that college education improved their interpersonal skills especially in acquiring new skills or knowledge on their own and in thinking more analytically and logically. This finding corroborates existing literature on the impact of college on students’ level of critical thinking (Gellin, 2003; Terenzini, Springer, Pascarella, & Nora, 1995;). Unlike K-12 education where students have to do a lot of rote learning, the curriculum in college encourages students to use more of their analytical and logical thinking. In college, students had various kinds of evaluations and assessment which require students to think analytically, critically, and creatively. Students in higher education also have to be active participants. Therefore, the finding was an expected outcome of college education.

Previous literature on undergraduate college education suggests that students gained benefits from class-related and out-of-class experiences (Pascarella, 1993). In this study, alumni reported that their involvement in extracurricular activities contributed to their personal development, especially their interpersonal skills. In other words, out-of-class activities sharpened their ability to work with other people such as their classmates and lecturers. This is parallel to the existing literature which suggests that interactions with faculty members and classmates in numerous activities and opportunities correlate with intellectual and personal development (Astin, 1993). In addition, such relation can bolster student's preparation for the workforce (Richardson & Skinner, 1992; Terenzini et al., 1994).

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

Conclusion

This present study aims at looking at the demography of the Faculty of Letters alumni and their satisfaction of college education and experiences. The results of this study are:

- a. Most alumni lived in or around Semarang. Some of them also resided in other major cities in Java or other islands such as Kalimantan.
- b. The alumni worked in various private and public institutions. However, the majority worked in private companies.
- c. The most popular career was educator. A small number of alumni worked as writers or had occupations related to journalism or reporting.
- d. The waiting period for career search was 0 – 6 months. Alumni did not have to wait too long to find employment.
- e. They reported that college experiences were beneficial for their intellectual, personal, and interpersonal skills.
- f. Extracurricular activities contributed to their social and life skills.
- g. Overall, the majority of alumni were satisfied with their college education and experiences.

Suggestions

Policy makers in higher education have taken advantage of alumni surveys to assess and evaluate the quality of education in their institutions. In this study, the findings emphasize the critical steps that Faculty of Language and Arts need to take. First, the Faculty has to improve its writing courses so that students will benefit from them. Some institutions abroad have Writing Center where students can come and consult their paper. Since the alumni of the Faculty of Language and Arts mostly worked as educators and journalist, it is imperative that this kind of Writing Center is established.

Second, benefits of students' participation are without a doubt abundant. From the involvement in class-related or out-of-class activities, students can develop their intellectual, personal, and interpersonal skills, which in turn can improve their preparation for workforce.

Third, alumni reported that the Faculty of Language and Arts did not prepare them well for workforce. To remedy this issue, the administrators need to design some kinds of trainings

that students can use to prepare them in their future careers. Trainings such as job interviews, strategies in negotiations, and many other topics that are related to career search are of paramount importance.

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APPENDIX

Questionnaire

2014 Faculty of Language and Arts Alumni Survey

Welcome to the Alumni Survey. Thanks for agreeing to participate!

This survey is designed to evaluate the impacts of your undergraduate college experiences. It asks about your satisfaction with undergraduate college education and your career path after you graduated from the Faculty of Language and Arts. Even though your participation is voluntary, we strongly recommend that you complete the questionnaire. Your responses are useful for the Faculty of Language and Arts to refine and improve its services. Thank you!

Name: _____

Address: _____

Phone number: _____

Email address: _____

1. When were you born? _____
2. When did you enroll in the Faculty of Language and Arts? _____
3. When did you graduate? _____
4. Are you employed right now?
 - ___ Yes, employed full time
 - ___ Yes, employed part time
 - ___ Yes, employed, but currently on leave (e.g., sabbatical, maternity)
 - ___ No, but I am looking for employment at this time
 - ___ No, and I am not looking for employment at this time
5. How long did it take you to find an employment after you graduated?
 - ___ 0 – 6 months
 - ___ 7 – 12 months
 - ___ > 12 months
6. If you are not employed right now, what is your primary activity?
 - ___ Furthering my education

- ___ Caring for children
- ___ Caring for other family members
- ___ Taking time for my own health
- ___ Planning/starting a business
- ___ Working on a personal project (e.g., book, artistic endeavor)
- ___ Volunteering, engaging in service or unpaid work
- ___ Traveling or taking time off
- ___ Other reasons _____

7. Please provide the name of your firm or organization, and your job title.

Employer / Name of Company: _____

Full job title: _____

8. In what sector are you employed? Mark the best answer.

- Self-employed in own business or professional non-group practice
- For-profit corporation/company/group-practice
- Government or other public institution or agency, including military
- Non-profit organization, institution or NGO (e.g., arts/human services/international organizations)

9. Please select the industry that best describes your employer.

- ___ Communications/Marketing/PR
- ___ Education: Higher education (public or private)
- ___ Education: Elementary or secondary education, adult education (public or private)
- ___ Hospitality, Tourism, Travel
- ___ Media/Journalism/Publishing
- ___ Retail
- ___ Social Services
- ___ Other. Please specify. _____

10. Which of the following best describes your current position?

- ___ Entry level
- ___ Mid-level
- ___ Senior level

Executive level (except chief executive)

11. Whether or not you are currently employed, what is your principal occupation?

Administrator

Administrative support, clerical worker, secretary

Consultant

Educator: Lecturer, Teacher, Instructor

Human resources or labor relations professional

Journalist

Writer or editor

Sales, marketing, advertising or public relations manager

Salesperson, broker, or agent

Other occupation, please specify _____

12. Is your current position related to your undergraduate field(s) of study?

Yes, same field as major(s)

Yes, related to major(s)

No, not related

13. Are you enrolled in a graduate or professional degree program now?

Yes, I am a full time student

Yes, I am a part time student

No

14. If yes, please tell us about the graduate and professional degrees you have either already received or for which you are currently enrolled. Mark all that apply.

Master's degree in Social Science or Arts (M.Hum, M.A.)

Master's degree in Education (M.Pd)

Master's degree in Business (MBA)

Other Master's Degree

Doctorate (e.g., Dr, Ph.D)

Other degree _____

15. How well did Faculty of Language and Arts prepare you for your current career?

Very well

More than adequately

- Adequately
 Less than adequately
 Very poorly
 Not applicable

16. In general, how satisfied would you say you are with your life right now?

- Very satisfied
 Generally satisfied
 Neutral
 Generally dissatisfied
 Very dissatisfied

17. Based on what you know now, how well do you think your undergraduate experience at Faculty of Language and Arts prepared you to:

	Very Poorly	Less Than Adequately	Adequately	More Than Adequately	Very Well
Write clearly and effectively in English					
Read English texts					
Speak in English					
Work effectively as a member of a team					
Acquire new skills and knowledge on your own					
Think analytically and logically					
Be an effective leader					
Function independently, without supervision					
Develop or clarify a personal code of values or ethics					

Develop career- or work-related knowledge and skills					
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18. Overall, to what extent did your undergraduate experience prepared you for the following activities?

	Very Poorly	Less Than Adequately	Adequately	More Than Adequately	Very Well
Graduate or professional school					
Current career					
Social and civic involvement					
Interpersonal relationships and family living					
Responsibilities of post-undergraduate life (e.g., managing finances, maintaining health, creating a home)					
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)					

19. To what extent did your experience with each of the following as an undergraduate contribute to your learning and personal development?

	Very much	Quite a bit	Some	Very little	Did not participate as an

					under-graduate
Student or campus government					
Sport activities					
Working with faculty					
Community service (Bakti sosial)					
Religious organizations					
Music/Arts performance					

20. Today, how connected do you feel to Faculty of Language and Arts?

- Very connected
 Moderately connected
 Somewhat connected
 Not very connected

21. Are you regularly in touch with people you met at Faculty of Language and Arts? (Mark all that apply)

- Yes, with my advisor(s)
 Yes, with other professors or staff
 Yes, with members of my team or club
 Yes, with classmates/friends I met at Cornell
 No

22. Overall, how satisfied are you with your undergraduate education at Faculty of Language and Arts?

- Very Satisfied
 Generally Satisfied
 Ambivalent
 Generally Dissatisfied
 Very Dissatisfied

THANK YOU

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : LAPORAN PENELITIAN TIDAK DIPUBLIKASIKAN

Judul Penelitian : A Survey of Alumni's Satisfaction toward Undegraduate Collage Experience : A case study

Penulis Penelitian : Dra. Cecilia Titiek Murniati, M.A., Ph.D, B. Retang Wohangara, SS., M. Hum, Angelika Riyandari, Ph. D

Kategori Publikasi Penelitian : Laporan Penelitian Tidak Dipublikasikan

Hasil Penilaian *Peer Review* :

Komponen yang dinilai	Nilai maksimal Laporan Penelitian Tidak Dipublikasikan	Nilai Akhir yang Diperoleh
a. Kelengkapan unsur isi makalah (10%)	0,12	0.10
b. Ruang lingkup dan kedalaman pembahasan (30%)	0,36	0.30
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	0,36	0.30
d. Tidak tersimpan di perpustakaan, mendapat rekomendasi profesor/pakar di bidangnya (30%)	0,36	0.36
Total = 100%	1,2	
Nilai Pengusul	1,2	1.06

Catatan penilaian makalah oleh Reviewer 1 :

Penelitian ini sangat relevan dengan program studi. Hasilnya dapat dipakai sebagai masukan untuk pengembangan lembaga.

14 Maret 2019

Reviewer 1,



Nama : Prof. Dr. Gusti Astika, M.A
NIP/NIDN : 1983025/0614065101
Unit Kerja : Fakultas Bahasa dan Seni Universitas Kristen Satya Wacana
Jabatan Fungsional : Guru Besar
Bidang Ilmu : Linguistik

*Coret yang tidak perlu

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : LAPORAN PENELITIAN TIDAK DIPUBLIKASIKAN

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Kategori Publikasi Penelitian : Laporan Penelitian Tidak Dipublikasikan

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Komponen yang dinilai	Nilai maksimal Laporan Penelitian Tidak Dipublikasikan	Nilai Akhir yang Diperoleh
a. Kelengkapan unsur isi makalah (10%)	0,12	0.10
b. Ruang lingkup dan kedalaman pembahasan (30%)	0,36	0.30
c. Kecukupan dan kemutahiran data/informasi dan metodologi (30%)	0,36	0.30
d. Tidak tersimpan di perpustakaan, mendapat rekomendasi profesor/pakar di bidangnya (30%)	0,36	0.36
Total = 100%	1,2	
Nilai Pengusul	1,2	1.06

Catatan penilaian makalah oleh Reviewer 2 :

Penelitian ini terkait dg. sistem pendidikan, yg. bermanfaat untuk "sustainability" lembaga.

14 Maret 2019

Reviewer 2,



Nama : Dr. Katharina Rustipa M.Pd
NIP/NIDN : YB.2.01.03.00./0628086301
Unit Kerja : Fakultas Bahasa dan Ilmu Budaya Universitas Stikubank Semarang
Jabatan Fungsional : Lektor Kepala
Bidang Ilmu : Applied Linguistics

*Coret yang tidak perlu

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : LAPORAN PENELITIAN TIDAK DIPUBLIKASIKAN

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Kategori Publikasi Penelitian : Laporan Penelitian Tidak Dipublikasikan

Hasil Penilaian *Peer Review* :

Komponen yang dinilai	Nilai maksimal Laporan Penelitian Tidak Dipublikasikan	Nilai Akhir yang Diperoleh	
		Reviewer PTS	Tim PAK Kopertis Wil VI
a. Kelengkapan unsur isi makalah (10%)	0,12	0,106	
b. Ruang lingkup dan kedalaman pembahasan (30%)	0,36	0,318	
c. Kecukupan dan kemutahiran data/informasi dan metodologi (30%)	0,36	0,318	
d. Tidak tersimpan di perpustakaan, mendapat rekomendasi profesor/pakar di bidangnya (30%)	0,36	0,318	
Total = 100%	1,2	1,06	
Nilai Pengusul	1,2	1,06	
Catatan penilaian makalah oleh Tim PAK Kopertis Wilayah VI :			

14 Maret 2019

Tim PAK,

NIP/NIDN

*Coret yang tidak perlu

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CHAPTER I INTRODUCTION

Background

Many studies in western universities have discussed the impacts of undergraduate college experiences and the alumni's involvement. Some research on alumni suggests that one of the predictors of the alumni's involvement is positive undergraduate college experience. Students who reported that their college education has prepared them well are likely to have desires to contribute to their universities. Pascarella and Terenzini (1991) also reported that social integration into the institution is believed to contribute to student success and satisfaction with the overall college experience. Literature on alumni's perception of college experience indicates relationship between college experience and alumni's success. Alumni who were successful reported that they had positive college experiences. They reported that their experiences as students help them become successful professionals. However, unfortunately, to some people success comes later in life (Pike, 1994).

Research on alumni's involvement has been widely studied in the western universities, but this kind of study is still underrepresented. In Indonesia, studies on alumni stem from the requirement to fulfill the paperwork for the accreditation process and not from the desire to really understand the impacts and the predictors of alumni's perception of the college experiences.

The purpose of this study is to gain an understanding of the characteristics of alumni and how alumni perceive their college education. Examination of the findings from this survey on attitudinal, demographic, and involvement variables will help development professionals improve the faculty's ability to further refine the curriculum, academic and non-academic activities to make alumni more involved. The results are also useful for academic and student affairs professionals. Each of these groups will have a better understanding of what types of activities and experiences inside or outside the classroom have an impact on alumni's perceptions. This knowledge may lead these administrators and policymakers to ensure that these opportunities are provided to current students.

Research Questions

This survey seeks to answer the following research questions:

1. What are the demographics of the Faculty of Language and Arts' alumni?

2. How do alumni perceive their undergraduate college experience?
3. How satisfied are they with their college education?

Purpose of the Study

The main purposes of this study are to look at the demographics of the Faculty of Letter's alumni and investigate how alumni perceive their undergraduate college experience and their level of satisfaction with their college education.

Scope of the Study

This study is on alumni's undergraduate college experience, more specifically on their satisfaction towards their undergraduate college experience.

Significance of the Study

This study is intended to look into the demographic information about the Faculty of Letter's current alumni and examine what their perception is towards their undergraduate college experience. Information about the demographics of alumni is essential as a means to build future networks among alumni of the Faculty of Language and Arts. Additionally, information about alumni's perception of their undergraduate college experience will help the Faculty to refine and improve the elements vital to the development of its graduates and students.

Relevance of the Study

Understanding how alumni perceive their undergraduate college experience is important because it helps the Faculty of Language and Arts improve the academic and non-academic activities and provide better services to its students.

CHAPTER 2

LITERATURE REVIEW

Understanding alumni's perception of their undergraduate college experience is vital in refining the educational policies in the university. Numerous studies focus on alumni perceptions of the impact of their college experience on their intellectual and personal skills and resultant satisfaction with their institution. College attendance has long been believed to have a major impact on personal development and intellectual growth as well as providing other positive outcomes. In their most-cited work, *How College Affects Students*, Pascarella & Terenzini (2005) pointed out that going to college results in the development of one's cognitive abilities and personal competences. An enormous body of research shows that involvement during college promotes greater social and academic integration into college life and increases the likelihood of persistence and success (Pascarella & Terenzini, 1991; Astin, 1993). These positive outcomes stem from experiences that occur both inside and outside the classroom.

Studies on alumni's satisfaction have shown that graduates who are satisfied with their college experience are more likely to donate to their institution, to recommend friends or families to apply to the institution, or hiring fellow graduates in their workplace (Sanusi, 2007). In addition, Hoyt (2004) found that college experiences have a significant impact on alumni's reported overall satisfaction with their college experience and institution. His study found that high alumni satisfaction is positively related to educational experiences and educational outcomes, particularly student learning and quality of instruction. Hartman and Schmidt (1995) also found that skills developed during college and college learning outcomes had the greatest influence on alumni satisfaction with the college experience. Gaier (2005) also found that significant increases in alumni giving corresponded to higher degrees of alumni satisfaction with their undergraduate academic experience. Gaier's variable "overall level of satisfaction with the undergraduate academic experience" resulted in a 59 percent increase in giving from one level of satisfaction to the next level. High levels of faculty interaction and positive faculty-student relationships exert a positive influence on the motivation to give (Hartman and Schmidt, 1995; Mosser, 1993; Sanusi, 2007), and the connection between alumni's positive perceptions of their educational experiences and its impact on career preparedness and occupational attainment (Pike, 1994). Pike found that alumni satisfactions with their current jobs were more likely to report satisfaction with their college experience. In other words, satisfaction with college experiences is

shown to be related to current career satisfaction and attainment. Furthermore, research suggests that the impact of college on career attainment is not always perceived and appreciated until later in life (Pike, 1994).

CHAPTER 3

METHODS OF DATA COLLECTION AND ANALYSIS

Since we were interested in the demography of the Faculty of Language and Arts' alumni and their level of satisfaction toward graduate college experience, we adopted the quantitative method to answer the research questions.

Population and Sample

The population of this study was alumni of the Faculty of Language and Arts from 1998 – 2013. Due to incomplete information about the alumni's up to date mailing addresses, the survey used convenient sampling. From the survey, we were able to obtain responses from 66 alumni. However, we decided to exclude the missing items from the data. After the exclusion, we came up with 58.

Instrument

This survey used a close-ended questionnaire to obtain the data from the participants. Using Cornell University's Alumni's Survey (Cornell, 2013), The Higher Education Data Sharing Consortium' Alumni Survey (HEDS, 2013), Faculty of Language and Arts' Tracer Study Alumni Survey, and some other relevant literature on undergraduate college experiences. The questionnaire has several parts. They are:

Part One. Questions items in this section collected information about alumni's demographics such as age, sex, mailing, current residence, current occupation, family, and several other background questions.

Part Two. Part Two questions asked about alumni's satisfaction with academic experiences.

Part Three. The questions in Part Three obtained information concerning to what extent college education prepare students for career.

Part Four. Part Four question items asked about alumni's current involvement and sense of belonging to institutions.

Except Part One, all question items in this survey used Likert Scale to gather varying responses such as Very Well to Did not Participate as an Undergraduate, Very Poorly to Very Well.

Data collection procedure

In April, we designed the survey and decided to use online survey to reach alumni. We had alumni who worked in other provinces. Online survey allowed us to reach those alumni and

get responses fast. We used our Facebook account to post the link of our online survey. We also send emails to students using their most current email addresses.

Data analysis

Once we collected the data, we ran SPSS and Excel to analyze the responses. We were interested in the demography of our students and their perception of their college experience. Therefore, we used descriptive statistics such as frequency, percentages, and means.

Establishing validity and reliability

To measure the validity and the reliability of the questionnaire, we will test the instrument using cognitive interviews. Groves et al., (2004) state that cognitive interview is the most common method in questionnaire pretesting. For this purpose, we will adopt probing technique and think aloud. In think aloud technique, the interviewer asks the survey questions to the respondents and then asks them to verbalize their thoughts aloud. The probing technique requires the interviewer to ask the survey questions being tested and then after the respondents answer, the interviewer asks general questions how they come to their answers. In reality, cognitive interviewers use these two techniques at the same time (Groves et al., 2004). This technique allows us to identify potential sources of miscommunication and misinterpretation of terms.

CHAPTER 4 FINDINGS AND DISCUSSIONS

This study intended to look into the demography of our alumni and their perception of their undergraduate college experiences.

The demography of alumni

When we posted the survey online in social medias such as Twitter and Facebook, we received responses within days. In two weeks, we were able to collect 64 responses. However, due to the missing data, we eliminated some respondents and analyzed only responses with complete data. From the 58 responses, we were able to look into the demography of the alumni.

Table 1 shows the permanent residence of our respondents:

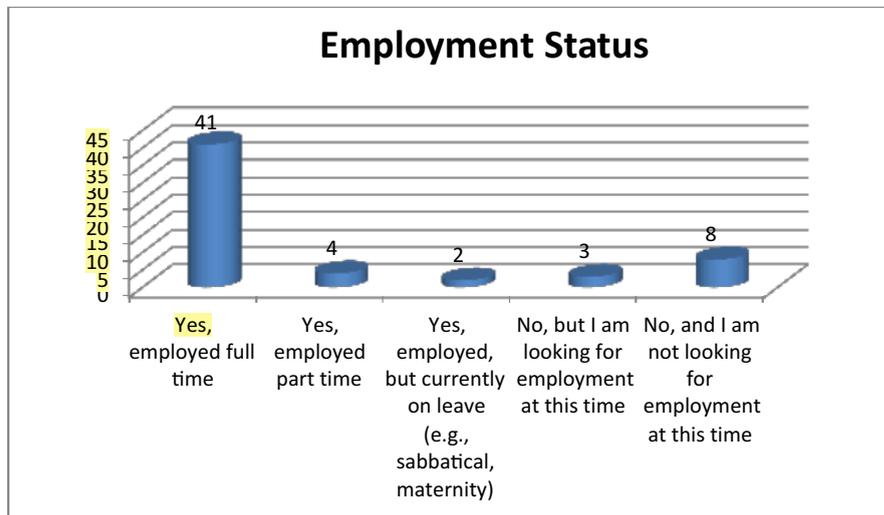
Table 1.

Permanent residence

Cities	Frequency	Percentage
Semarang	44	76
Jakarta	7	12
Ketapang	2	3
Ungaran	1	2
Yogyakarta	1	2
Medan	1	2
Demak	1	2
Surabaya	1	2
Total	58	100

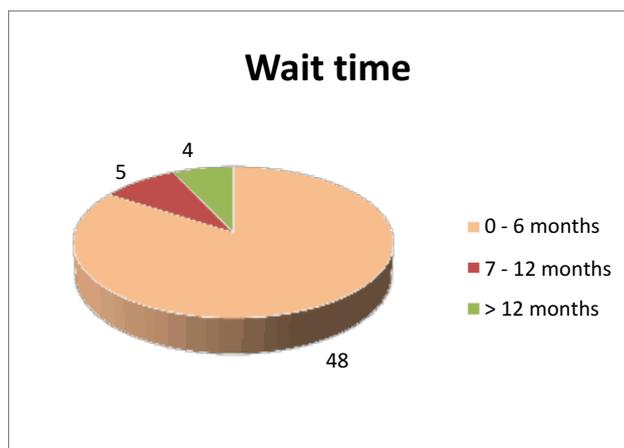
Our alumni mostly reside in Semarang. Only a few alumni who responded to our survey worked outside of Semarang. This can be the limitation of our online survey. Our survey could reach those who worked in big cities.

From the survey, we found that most of our alumni worked full-time (70%) and a few of them were part-time employees (6.9%). 3.4% were on leave 13% of them stated that they were not employed and did not plan to look for employment. Alumni who decided to stay home and became housemakers were the ones who chose this answer. Graph 1 shows the employment status of our alumni.



Graph 1. Employment Status

The findings show that the employment waiting time mostly is 0 – 6 months. In other words, most alumni (48 out of 58) obtained employment after they waited for about 0 – 6 months. 5 alumni reported they had to wait for about 7 – 12 months before they secured employment and 4 alumni reported they had employment after they waited for over a year. The following graph show the waiting time for securing an employment.



Graph 2. Employment waiting time

Table 2 presents the employment sector of our alumni. Half of our alumni (51.7%) worked in for-profit corporations/companies and 17.2% worked independently. Only a small percentage of alumni worked in government institutions or NGOs.

Table 2

Employment sector

Sector	Frequency	Percentage
Self-employed in own business or professional non-group practice	10	17.2
For-profit corporation/company/group-practice	30	51.7
Government or other public institution or agency, including military	5	8.6
Non-profit organization, institution or NGO (e.g., arts/human services/international organizations)	3	5.2
Total	58	100

The majority of our alumni had occupations related to their major, English. 35 out of 58 (60.3%) alumni reported that they had occupations related to their major, English. 32.2% of our alumni stated that their occupations were not related to English. The table below shows the breakdown of the responses.

Table 3

Relation of education background to current job

Relation	Frequency	Percentage
Yes, same field as major(s)	17	29.3
Yes, related to major(s)	18	31.0
No, not related	19	32.8
No answer	4	6.9
Total	58	100

This is parallel to the next question that asks “Whether or not you are currently employed, what is your principal occupation?”. Most alumni responses were Educator (19 responses). This means

that they were employed as a teacher/lecturer or they had their own private tutoring business. Other occupations cited were sales (12 responses), administrative support/clerks (7 responses), writer/editor (3 responses), hotelier, and journalist. A few of them did not respond to the above question items.

Perception of college experience

Some parts of the survey were designed to find out alumni's perception towards college education and college experiences. Table 4 below presents the breakdown of responses to the question "How well did Faculty of Language and Arts prepare you for your current career?". In this question, we would like to know whether the Faculty of Language and Arts has prepared its graduate in entering the workforce. Almost half (41.4%) of the alumni stated that the Faculty of Language and Arts prepared them very well for their current employment. 29% responded that the preparation was more than adequate. However, 27.6% claimed that they received adequate preparation.

Table 4

Preparation for current career.

Responses	Frequency	Percentage
Very well	24	41.4
More than adequately	17	29.3
Adequately	16	27.6
Total	58	100

The next question asks how satisfied the alumni were in their life. Most of the alumni that responded to our survey reported that they were satisfied with their life (87.3%). 12% stated that they were ambivalent, and only one person was dissatisfied (See Table 5)

Table 5

Satisfaction towards current life

Responses	Frequency	Percentage
Very satisfied	23	39.7
Generally satisfied	27	46.6

Neutral	7	12.1
Generally dissatisfied	1	1.7
Total	58	100

When asked to what extent college education prepared them to write, read, and speak in English, the findings from the survey indicate that the faculty prepared them to read English text well (means 4.1). Their undergraduate education also prepared them to be able to speak in English (3.9). The lowest mean was for the writing skill (3.7). This indicates that students had a perception that college education only adequately prepared them to write clearly and effectively in English (see Table 6).

Table 6

Contribution of college education to alumni's English skills.

Responses	Means	Very Poorly %	Less Than Adequately %	Adequately %	More Than Adequately %	Very Well %
Write clearly and effectively in English	3.7	3.4	8.6	24.1	36.2	27.6
Read English texts	4.1	1.2	0	22.4	32.8	43.1
Speak in English	3.9	3.4	13.8	13.8	31	37.9

According to our alumni, college education has prepared them in acquiring new skills and knowledge on their own. The mean of this question item is 4 (More Than Adequately). College education also contributed to the development of analytical thinking (means 3.9) and their independence (means 3.9). However, the responses also reveal that undergraduate college education did not prepare the alumni well for the workforce.

Table 7

Contribution of college education to alumni's interpersonal skills.

Responses	Means	Very Poorly %	Less Than Adequately %	Adequately %	More Than Adequately %	Very Well %
Work effectively as a member of a team	3.7	3.4	10.3	25.9	29.3	29.3
Acquire new skills and knowledge on your own	4	1.7	10.3	17.2	27.6	43.1
Think analytically and logically	3.9	1.7	12.1	13.8	31	41.4
Be an effective leader	3.7	3.4	10.3	27.6	25.9	31
Function independently, without supervision	3.9	1.7	12.1	17.2	27.6	41.4
Develop or clarify a personal code of values or ethics	3.8	5.2	6.9	17.2	37.9	32.8
Develop career or work related knowledge and skills	3.6	3.4	15.5	27.6	22.4	31

Responses to question “Overall, to what extent did your undergraduate experience prepared you for the following activities?” did not vary much. The means ranged from 3.4 to 3.8. The results of the survey indicate that most alumni thought that college prepared them well for social and civic involvement. Undergraduate education also prepared graduates with skills to cope with interpersonal relationships and family living and for current career (means 3.7).

Table 8

Contribution of undergraduate experience toward alumni's personal and Professional development

Responses	Means	Very Poorly %	Less Than Adequately %	Adequately %	More Than Adequately %	Very Well %
Graduate or professional school	3.6	0	17.2	31.0	17.2	29.3
Current career	3.7	3.4	12.1	24.1	24.1	34.5
Social and civic involvement	3.8	1.7	6.9	29.3	27.6	32.8
Interpersonal relationships and family living	3.7	0	10.3	29.3	29.3	27.6
Responsibilities of post-undergraduate life (e.g., managing finances, maintaining health, creating a home)	3.4	5.2	12.1	31	24.1	22.4
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)	3.6	1.7	10.3	34.5	20.7	27.6

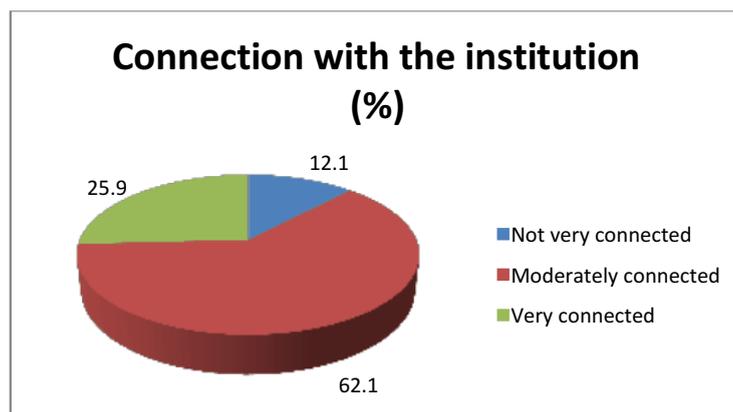
In light of how alumni perceived the contribution of their extracurricular activities towards their personal development, from table 9 we can see that alumni viewed extracurricular activities were beneficial for their interpersonal skill especially when working with student or campus government and working with faculty (the means were 4.2 and 4 respectively). In addition, alumni also perceived that their through their extracurricular activities they could learn more about community service and music/art performance (the means were 3.8 and 3.7 respectively).

Table 9

Contribution of students' extracurricular activities toward alumni's personal development.

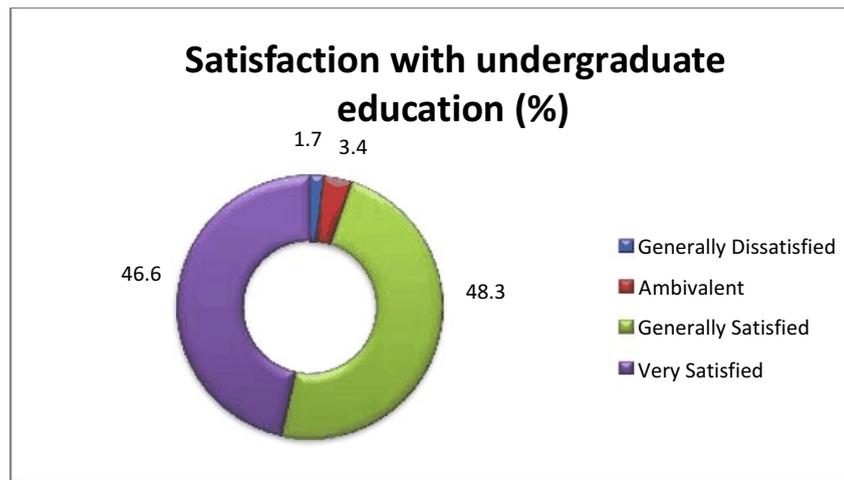
Responses	Means	Very much %	Some %	Very little %	Did not participate as an undergraduate %
Student or campus government	4.2	69	17.2	8.6	5.2
Sport activities	3.4	48.3	15.5	17.2	17.2
Working with faculty	4	63.8	13.8	13.8	6.9
Community service (Bakti sosial)	3.8	55.2	27.6	6.9	8.6
Religious organizations	3.2	37.9	24.1	17.2	19.0
Music/Arts performance	3.7	51.7	20.7	12.1	10.3

In the survey, we also asked how connected our alumni were with the Faculty of Language and Arts. From the responses, we found that more than half of our alumni felt they were moderately connected (62.1%). 25.9% of the alumni who responded to our survey felt they were very connected and only 12.1% of them felt they were not very connected (See Graph 3)



Graph 3. The level of connection with the institution (%).

When asked whether they were satisfied with their undergraduate education, almost all alumni (94.9%) reported that they were satisfied with their education and only a few (5.1%) felt ambivalent and generally dissatisfied with their undergraduate education. Graph 4 below presents the breakdown of percentages of responses.



Graph 4. Satisfaction with undergraduate education (%).

Discussion

In the above section, we have presented the data from the survey. In this part, we discussed results that we found interesting and beneficial for the improvement of college education in the Faculty of Language and Arts. In this study, we were interested in looking at the demography of the alumni, their perception of their undergraduate college education, and their level of satisfaction with their college education and experiences.

The demography of our alumni suggests that many of our alumni live in Semarang or in big cities in Java. Most of our alumni worked in education and some pursued marketing positions. A small number of our alumni had occupations related to creative skills such as a journalist, a writer, or an editor. These choices reflect the education that we provided in our faculty. In the Faculty of Language and Arts, students did receive trainings on English language teaching and English skills. Therefore, it is apparent that the trainings in the Faculty of Language and Arts influenced alumni's choices of occupations. Another explanation of why most alumni chose to be educators might be related to what Pascarella and Terenzini (2005) defined as progressive conformity. Progressive conformity is "other things being equal, a student's major

field of study and career choice will be influenced in the direction of the dominant peer groups at an institution.” (p. 540). In other words, this means that alumni chose to become an educator because their seniors were educators or chose to become educators.

It is important to highlight that the respondents in this study claimed that they had to wait 0 – 6 months to finally land a job. This fact shows that the Faculty of Language and Arts alumni did not have to be between jobs for a long time. Indeed, our previous tracer study confirmed this finding. Most of our alumni worked even before they graduated. When they did graduate, they already had a position. A majority of our respondents worked in private sectors. Some of them had their own businesses. A small number of them worked in government institutions and non-government organizations. It is a fact that openings in government institutions are very rare. So we assumed that most alumni did not want to wait for the openings. Instead, they looked for any occupations that were available shortly before they graduated or after they graduated.

One of the most salient findings in our study was the fact that the alumni overwhelmingly agreed that they were satisfied with their undergraduate experience. In this study, we included both in-class learning or out-of-class learning. The questions related to in-class learning were related to alumni’s perceptions of the college preparation for their English skills and interpersonal skills. Alumni reported that the institution prepared them very well to be fluent readers and speakers. The trainings of English skills, especially reading and speaking, were viewed as more than adequate. However, the alumni viewed that college education should have prepared them with the writing skills better. Some of the alumni worked as journalists or writers; therefore, the teaching of writing should be one of the skills that need evaluation and improvement.

Alumni also reported that college education improved their interpersonal skills especially in acquiring new skills or knowledge on their own and in thinking more analytically and logically. This finding corroborates existing literature on the impact of college on students’ level of critical thinking (Gellin, 2003; Terenzini, Springer, Pascarella, & Nora, 1995;). Unlike K-12 education where students have to do a lot of rote learning, the curriculum in college encourages students to use more of their analytical and logical thinking. In college, students had various kinds of evaluations and assessment which require students to think analytically, critically, and creatively. Students in higher education also have to be active participants. Therefore, the finding was an expected outcome of college education.

Previous literature on undergraduate college education suggests that students gained benefits from class-related and out-of-class experiences (Pascarella, 1993). In this study, alumni reported that their involvement in extracurricular activities contributed to their personal development, especially their interpersonal skills. In other words, out-of-class activities sharpened their ability to work with other people such as their classmates and lecturers. This is parallel to the existing literature which suggests that interactions with faculty members and classmates in numerous activities and opportunities correlate with intellectual and personal development (Astin, 1993). In addition, such relation can bolster student's preparation for the workforce (Richardson & Skinner, 1992; Terenzini et al., 1994).

CHAPTER 5 CONCLUSIONS AND SUGGESTIONS

Conclusion

This present study aims at looking at the demography of the Faculty of Letters alumni and their satisfaction of college education and experiences. The results of this study are:

- a. Most alumni lived in or around Semarang. Some of them also resided in other major cities in Java or other islands such as Kalimantan.
- b. The alumni worked in various private and public institutions. However, the majority worked in private companies.
- c. The most popular career was educator. A small number of alumni worked as writers or had occupations related to journalism or reporting.
- d. The waiting period for career search was 0 – 6 months. Alumni did not have to wait too long to find employment.
- e. They reported that college experiences were beneficial for their intellectual, personal, and interpersonal skills.
- f. Extracurricular activities contributed to their social and life skills.
- g. Overall, the majority of alumni were satisfied with their college education and experiences.

Suggestions

Policy makers in higher education have taken advantage of alumni surveys to assess and evaluate the quality of education in their institutions. In this study, the findings emphasize the critical steps that Faculty of Language and Arts need to take. First, the Faculty has to improve its writing courses so that students will benefit from them. Some institutions abroad have Writing Center where students can come and consult their paper. Since the alumni of the Faculty of Language and Arts mostly worked as educators and journalist, it is imperative that this kind of Writing Center is established.

Second, benefits of students' participation are without a doubt abundant. From the involvement in class-related or out-of-class activities, students can develop their intellectual, personal, and interpersonal skills, which in turn can improve their preparation for workforce.

Third, alumni reported that the Faculty of Language and Arts did not prepare them well for workforce. To remedy this issue, the administrators need to design some kinds of trainings

that students can use to prepare them in their future careers. Trainings such as job interviews, strategies in negotiations, and many other topics that are related to career search are of paramount importance.

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APPENDIX

Questionnaire

2014 Faculty of Language and Arts Alumni Survey

Welcome to the Alumni Survey. Thanks for agreeing to participate!

This survey is designed to evaluate the impacts of your undergraduate college experiences. It asks about your satisfaction with undergraduate college education and your career path after you graduated from the Faculty of Language and Arts. Even though your participation is voluntary, we strongly recommend that you complete the questionnaire. Your responses are useful for the Faculty of Language and Arts to refine and improve its services. Thank you!

Name: _____

Address: _____

Phone number: _____

Email address: _____

1. When were you born? _____
2. When did you enroll in the Faculty of Language and Arts? _____
3. When did you graduate? _____
4. Are you employed right now?
 - ___ Yes, employed full time
 - ___ Yes, employed part time
 - ___ Yes, employed, but currently on leave (e.g., sabbatical, maternity)
 - ___ No, but I am looking for employment at this time
 - ___ No, and I am not looking for employment at this time
5. How long did it take you to find an employment after you graduated?
 - ___ 0 – 6 months
 - ___ 7 – 12 months
 - ___ > 12 months
6. If you are not employed right now, what is your primary activity?
 - ___ Furthering my education

- ___ Caring for children
- ___ Caring for other family members
- ___ Taking time for my own health
- ___ Planning/starting a business
- ___ Working on a personal project (e.g., book, artistic endeavor)
- ___ Volunteering, engaging in service or unpaid work
- ___ Traveling or taking time off
- ___ Other reasons _____

7. Please provide the name of your firm or organization, and your job title.

Employer / Name of Company: _____

Full job title: _____

8. In what sector are you employed? Mark the best answer.

- Self-employed in own business or professional non-group practice
- For-profit corporation/company/group-practice
- Government or other public institution or agency, including military
- Non-profit organization, institution or NGO (e.g., arts/human services/international organizations)

9. Please select the industry that best describes your employer.

- ___ Communications/Marketing/PR
- ___ Education: Higher education (public or private)
- ___ Education: Elementary or secondary education, adult education (public or private)
- ___ Hospitality, Tourism, Travel
- ___ Media/Journalism/Publishing
- ___ Retail
- ___ Social Services
- ___ Other. Please specify. _____

10. Which of the following best describes your current position?

- ___ Entry level
- ___ Mid-level
- ___ Senior level

___ Executive level (except chief executive)

11. Whether or not you are currently employed, what is your principal occupation?

___ Administrator

___ Administrative support, clerical worker, secretary

___ Consultant

___ Educator: Lecturer, Teacher, Instructor

___ Human resources or labor relations professional

___ Journalist

___ Writer or editor

___ Sales, marketing, advertising or public relations manager

___ Salesperson, broker, or agent

___ Other occupation, please specify _____

12. Is your current position related to your undergraduate field(s) of study?

___ Yes, same field as major(s)

___ Yes, related to major(s)

___ No, not related

13. Are you enrolled in a graduate or professional degree program now?

___ Yes, I am a full time student

___ Yes, I am a part time student

___ No

14. If yes, please tell us about the graduate and professional degrees you have either already received or for which you are currently enrolled. Mark all that apply.

___ Master's degree in Social Science or Arts (M.Hum, M.A.)

___ Master's degree in Education (M.Pd)

___ Master's degree in Business (MBA)

___ Other Master's Degree

___ Doctorate (e.g., Dr, Ph.D)

___ Other degree _____

15. How well did Faculty of Language and Arts prepare you for your current career?

___ Very well

___ More than adequately

- Adequately
- Less than adequately
- Very poorly
- Not applicable

16. In general, how satisfied would you say you are with your life right now?

- Very satisfied
- Generally satisfied
- Neutral
- Generally dissatisfied
- Very dissatisfied

17. Based on what you know now, how well do you think your undergraduate experience at Faculty of Language and Arts prepared you to:

	Very Poorly	Less Than Adequately	Adequately	More Than Adequately	Very Well
Write clearly and effectively in English					
Read English texts					
Speak in English					
Work effectively as a member of a team					
Acquire new skills and knowledge on your own					
Think analytically and logically					
Be an effective leader					
Function independently, without supervision					
Develop or clarify a personal code of values or ethics					

Develop career- or work-related knowledge and skills					
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18. Overall, to what extent did your undergraduate experience prepared you for the following activities?

	Very Poorly	Less Than Adequately	Adequately	More Than Adequately	Very Well
Graduate or professional school					
Current career					
Social and civic involvement					
Interpersonal relationships and family living					
Responsibilities of post-undergraduate life (e.g., managing finances, maintaining health, creating a home)					
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)					

19. To what extent did your experience with each of the following as an undergraduate contribute to your learning and personal development?

	Very much	Quite a bit	Some	Very little	Did not participate as an
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					under-graduate
Student or campus government					
Sport activities					
Working with faculty					
Community service (Bakti sosial)					
Religious organizations					
Music/Arts performance					

20. Today, how connected do you feel to Faculty of Language and Arts?

- Very connected
- Moderately connected
- Somewhat connected
- Not very connected

21. Are you regularly in touch with people you met at Faculty of Language and Arts? (Mark all that apply)

- Yes, with my advisor(s)
- Yes, with other professors or staff
- Yes, with members of my team or club
- Yes, with classmates/friends I met at Cornell
- No

22. Overall, how satisfied are you with your undergraduate education at Faculty of Language and Arts?

- Very Satisfied
- Generally Satisfied
- Ambivalent
- Generally Dissatisfied
- Very Dissatisfied

THANK YOU