



HEDS Alumni Survey

Fall 2015

Selected Items Related to Relationships with Faculty

Dates of Administration: November 11, 2014 – December 10, 2014

Method of Administration: Web survey (Administered by HEDS)

Response Ratesⁱ

1 year out (Class of 2014)	87/176 = 49.4%
5 years out (Class of 2009)	61/143 = 42.6%
10 years out (Class of 2004)	52/133 = 39.0%
10+ years out	52/137 = 37.8%

Background:

The HEDS Alumni Survey is designed to assess the long-term impact of undergraduate education. The survey asks alumni about the quality and impact of their undergraduate educational experiences, including co-curricular activities such as internships, study abroad, and community service. The survey also asks alumni to evaluate the impact of their undergraduate education on their postgraduate critical thinking, problem solving, and other learning outcomes. Finally, the survey asks about postgraduate employment, college satisfaction, and college debt.

HMC participates in this survey annually, and surveys all alumni 1, 5, and 10 years out, as well as 5% of each class year more than 10 years out. HMC can add up to 20 supplemental questions at the end of the HEDS Alumni Survey that are specific to our institution. Ten of those questions have been reserved for academic departments as they are going through program review, and 10 for the Office of Alumni and Parent Relations.

The results of the alumni survey are used throughout the campus in departmental program reviews to evaluate growth and development on student learning outcomes; in career services to establish career and graduate school activities one year out; and by the college overall in accreditation and assessment activities.

Highlights:

The close, personal relationships between faculty and students are one of the hallmarks of a Harvey Mudd education. There are a series of items on the instrument that allow us to examine alumni perceptions of the role faculty played and the impact faculty had on their experience at Mudd. All of the items are on a 5 point Likert scale where 1 = Strongly Disagree and 5 = Strongly Agree.

- Overall, 9 out of 10 alumni, regardless of the year they graduated, agreed or strongly agreed that faculty were genuinely interested in students.
- Similarly, more than 8 out of 10 respondents, regardless of class year, agreed or strongly agreed that faculty were willing to spend time outside of class to discuss issues of interest and importance to students.

- Respondents also reported faculty were not just interested in helping students academically, with 8 out of 10 respondents 1, 5 and 10 years out agreeing or strongly agreeing that faculty were interested in helping students grow more than just academically. Although lower than other class years, nearly three-fourths of respondents more than 10 years out (74%) felt the same.
- More than three-fourths of respondents, regardless of class year, agreed or strongly agreed that their nonclassroom interactions with faculty had a positive impact on their personal growth, intellectual growth, and career goals.
- More recent alumni agreed that they were able to develop a close personal relationship with at least one faculty member (74% and 84% for respondents 1 and 5 years out, respectively) than older alumni (63% and 54% for 10 and 10+ years out).

Most Faculty with Whom I had Contact Were:		1 Year	5 Years	10 Years	10+ Years
Genuinely interested in students.	Strongly disagree	0.0%	0.0%	0.0%	0.0%
	Disagree	1.4%	0.0%	0.0%	0.0%
	Neither agree nor disagree	0.0%	0.0%	0.0%	4.3%
	Agree	23.0%	10.2%	9.3%	32.6%
	Strongly agree	75.7%	89.8%	90.7%	63.0%
	MEAN	4.75	4.93	4.90	4.60
Interested in helping students grow in more than just academic areas.	Strongly disagree	1.4%	0.0%	0.0%	0.0%
	Disagree	1.4%	0.0%	0.0%	4.3%
	Neither agree nor disagree	12.2%	2.0%	11.6%	21.7%
	Agree	44.6%	44.9%	39.5%	37.0%
	Strongly agree	40.5%	53.1%	48.8%	37.0%
	MEAN	4.25	4.54	4.40	4.08
Good at providing prompt and useful feedback.	Strongly disagree	0.0%	0.0%	0.0%	2.2%
	Disagree	1.4%	0.0%	0.0%	0.0%
	Neither agree nor disagree	5.4%	0.0%	7.0%	19.6%
	Agree	51.4%	30.6%	27.9%	37.0%
	Strongly agree	41.9%	69.4%	65.1%	41.3%
	MEAN	4.38	4.70	4.58	4.18
Willing to spend time ... to discuss issues of interest and importance to students.	Strongly disagree	0.0%	0.0%	0.0%	2.2%
	Disagree	0.0%	0.0%	0.0%	0.0%
	Neither agree nor disagree	1.4%	0.0%	11.6%	15.2%
	Agree	29.7%	12.2%	23.3%	28.3%
	Strongly agree	68.9%	87.8%	65.1%	54.3%
	MEAN	4.68	4.91	4.56	4.34

Nonclassroom Interactions with Faculty had a Positive Impact on My:		1 Year	5 Years	10 Years	10+ Years
Personal growth, values, and attitudes.	Strongly disagree	2.7%	0.0%	0.0%	0.0%
	Disagree	1.4%	0.0%	0.0%	4.3%
	Neither agree nor disagree	5.4%	4.1%	7.0%	23.9%
	Agree	39.2%	26.5%	39.5%	43.5%
	Strongly agree	51.4%	69.4%	53.5%	28.3%
	MEAN	4.38	4.67	4.48	3.98
Intellectual growth and interest in ideas.	Strongly disagree	1.4%	0.0%	0.0%	0.0%
	Disagree	2.7%	0.0%	0.0%	4.3%
	Neither agree nor disagree	6.8%	6.1%	7.0%	21.7%
	Agree	27.0%	26.5%	23.3%	37.0%
	Strongly agree	62.2%	67.3%	69.8%	37.0%
	MEAN	4.45	4.65	4.60	4.10
Career goals and aspirations.	Strongly disagree	2.7%	0.0%	0.0%	2.2%
	Disagree	2.7%	6.1%	2.3%	4.3%
	Neither agree nor disagree	13.5%	6.1%	23.3%	39.1%
	Agree	29.7%	32.7%	30.2%	32.6%
	Strongly agree	51.4%	55.1%	44.2%	21.7%
	MEAN	4.26	4.46	4.19	3.72

Item		1 Year	5 Years	10 Years	10+ Years
I developed a close, personal relationship with at least one faculty member.	Strongly disagree	5.4%	0.0%	7.0%	8.7%
	Disagree	9.5%	6.1%	16.3%	23.9%
	Neither agree nor disagree	10.8%	10.2%	14.0%	13.0%
	Agree	24.3%	20.4%	27.9%	21.7%
	Strongly agree	50.0%	63.3%	34.9%	32.6%
	MEAN	4.04	4.47	3.69	3.48
I was satisfied with the opportunities to meet and interact informally with faculty members.	Strongly disagree	1.4%	0.0%	2.3%	0.0%
	Disagree	5.4%	0.0%	4.7%	6.5%
	Neither agree nor disagree	10.8%	8.2%	14.0%	15.2%
	Agree	33.8%	26.5%	27.9%	32.6%
	Strongly agree	48.6%	65.3%	51.2%	45.7%
	MEAN	4.26	4.58	4.23	4.16

ⁱ Sent to all alumni in each class with valid email addresses