



## HEDS Alumni Survey

Fall 2015

### Selected Items Related to Interdisciplinary Thinking

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

**Method of Administration:** Web survey (Administered by HEDS)

#### Response Rates<sup>i</sup>

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 and reasoning, Collaboration and communication, 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 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:

Integrative learning is a disposition that builds across the core curriculum, starting with making simple connections among ideas and experiences and building to synthesizing and transferring learning to new, more complex situations. The Core Curriculum provides the intellectual and practical skills to support interdisciplinary thinking, including an understanding of how history and culture can contribute different perspectives to the problems we are asked to address, both in and out of class.

- Overall, nearly 9 out of 10 respondents, no matter when they graduated, indicated that their ability to integrate their learning was enhanced quite a bit or a great deal at HMC.
- Likewise, 9 out of 10 respondents, again regardless of class year, indicated that their undergraduate experience at HMC contributed to their problems solving abilities very much or quite a bit.

- Intercultural knowledge and competence showed the least development, with 3 out of 10 respondents overall indicating that their experiences at HMC contributed quite a bit or very much to their development in these areas. Looking at each year separately, there has been important and visible improvement in the past 10 years (24% of respondents 10 years out indicate their experiences at HMC developed these skills quite a bit or very much. That number has doubled for respondents one year out, with 47% of them indicating intercultural knowledge and competence was developed quite a bit or very much).

<b>To what extent did your experience as an undergraduate contribute to your knowledge, skills and development in the following areas?</b>	<b>All Alumni</b>	<b>1 Year</b>	<b>5 Years</b>	<b>10 Years</b>
Problem Solving: Designing evaluating and implementing a strategy to answer questions or achieve a goal				
Very Little	0.9%	0.0%	0.0%	0.0%
Some	1.9%	1.3%	0.0%	0.0%
Quite a bit	18.1%	15.4%	18.4%	19.0%
Very Much	79.1%	83.3%	81.6%	81.0%
<b>MEAN</b>	<b>3.75</b>	<b>3.81</b>	<b>3.82</b>	<b>3.81</b>
Intercultural Knowledge and Competence: information, skills and commitment that support effective and appropriate interactions in a variety of cultural contexts				
Very Little	21.3%	11.4%	18.4%	21.4%
Some	43.1%	41.8%	36.7%	54.8%
Quite a bit	22.2%	25.3%	32.7%	11.9%
Very Much	13.4%	21.5%	12.2%	11.9%
<b>MEAN</b>	<b>2.28</b>	<b>2.57</b>	<b>2.39</b>	<b>2.14</b>
Integrative Thinking: The habit of connecting ideas and experiences and the ability to transfer learning to novel situations				
Very Little	2.3%	3.8%	2.0%	0.0%
Some	9.3%	3.8%	8.2%	11.9%
Quite a bit	32.9%	35.4%	32.7%	26.2%
Very Much	55.6%	57.0%	57.1%	61.9%
<b>MEAN</b>	<b>3.42</b>	<b>3.46</b>	<b>3.45</b>	<b>3.50</b>

<b>Below are statements about experiences you may have had in your classes as an undergraduate. About how often did you experience each?</b>		<b>All Alumni</b>	<b>1 Year</b>	<b>5 Years</b>	<b>10 Years</b>
Connected what I learned in multiple courses					
Never		0.0%	0.0%	0.0%	0.0%
Rarely		9.1%	2.4%	0.0%	2.2%
Sometimes		33.5%	8.3%	13.2%	15.2%
Often		35.2%	40.5%	28.3%	23.9%
Very Often		22.2%	48.8%	58.5%	58.7%
<b>MEAN</b>		<b>4.27</b>	<b>4.36</b>	<b>4.45</b>	<b>4.39</b>
Used course content to address a problem not presented in the course.					
Never		1.7%	1.2%	0.0%	0.0%
Rarely		10.0%	6.0%	9.4%	4.3%
Sometimes		29.7%	29.8%	35.8%	37.0%
Often		34.1%	34.5%	32.1%	32.6%
Very Often		24.5%	28.6%	22.6%	26.1%
<b>MEAN</b>		<b>3.69</b>	<b>3.83</b>	<b>3.68</b>	<b>3.80</b>

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<sup>i</sup> Sent to all alumni in each class with valid email addresses