



## HEDS Alumni Survey

Fall 2015

### Selected Items Related to Societal Impact and Application

**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:

The Core Curriculum provides students with a solid base of technical and scientific knowledge. We also strive to engage students with the issue of the societal impact of the use of that knowledge. In the Core Curriculum we not only link theory to application, we push students to: assess their own values as well as the social context of problems, to recognize ethical issues and to both describe and analyze the ramifications of different courses of action.

- Overall, almost 8 out of 10 respondents indicated that faculty frequently asked them to show how a concept could be applied to an actual problem or situation often or very often.
- Respondents one year out are less likely than previous years to indicate that they were asked to apply their learning (76% one year out, as compared to 87% and 85% for 5 and 10 years out, respectively).

- With respect to ethical reasoning, fewer respondents (6 out of 10) indicated that their undergraduate experience contributed quite a bit or very much to their development.
- In looking at each year, we see an increase among more recent respondents, with 63% of respondents one year out indicating their ethical reasoning skills were developed quite a bit or very much as a result of their undergraduate classes (as compared to 61% of those 5 years out and 44% of those 10 years out).

<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>
Faculty asked me to show how a concept could be applied to an actual problem or situation					
Never		0.4%	0.0%	0.0%	0.0%
Rarely		3.9%	2.4%	5.8%	0.0%
Sometimes		19.7%	21.4%	7.7%	15.2%
Often		25.9%	27.4%	26.9%	30.4%
Very Often		50.0%	48.8%	59.6%	54.3%
<b>MEAN</b>		<b>4.21</b>	<b>4.23</b>	<b>4.40</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>

<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>
Ethical Reasoning: recognizing ethical issues, examining different ethical perspectives and considering the ramifications of alternative actions					
Very Little		10.1%	8.9%	4.1%	11.6%
Some		34.1%	27.8%	34.7%	44.2%
Quite a bit		31.8%	41.8%	30.6%	23.3%
Very Much		24.0%	21.5%	30.6%	20.9%
<b>MEAN</b>		<b>2.7</b>	<b>2.76</b>	<b>2.88</b>	<b>2.53</b>

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