



2015-2016 HIGHER EDUCATION DATA SHARING CONSORTIUM (HEDS) SENIOR SURVEY: EXECUTIVE SUMMARY

Study Overview

The *HEDS Senior Survey* is a longitudinal survey that has been conducted at Holy Names University (HNU) since 2014. The survey asked graduating seniors to provide feedback on 4 dimensions from factor-derived scales that included: “Good Teaching and High Quality Interactions with Faculty;” “Challenging Assignments and High Faculty Expectations;” “Interactions with Diversity; and Development of Social and Civic Engagement.” The survey was administered to all undergraduate seniors who were graduating in spring 2016 and generated a **55%** response rate, totaling 76 respondents. This response rate was 46% higher than the response rate in 2015.

Findings in this summary are reported as the average score for all graduating HNU seniors. These scores are reported in comparison to senior college students from 21 other HEDS-participating institutions, and are based on a 5-point scale for all dimensions except for “Development of Social and Civic Engagement,” which is on a 4-point scale. Standard deviations are not included as part of the HEDS report.

Survey Highlights (mean reported scores for HNU and all peer institutions are listed next to each dimension)

Good Teaching and High Quality Interactions with Faculty (HNU = 4.09, Peers = 4.17) 5-pt. scale

Nine statements (with a Cronbach’s alpha of .90) constituted the dimension of “Good Teaching and High Quality Interactions with Faculty.” This dimension is based off a five-point scale (5 indicating a student answering “Very often” to a question), and included metrics such as:

Most faculty with whom I have had contact at this institution were:

- *Genuinely interested in students.*
- *Interested in helping students grow in more than just academic areas.*
- *Good at providing prompt and useful feedback.*
- *Willing to spend time outside of class to discuss issues of interest and importance to students.*

Below are statements about your contact and interactions with faculty at this institution. Please indicate the extent to which you agree or disagree with each.

- *My non-classroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.*
- *My non-classroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.*
- *My non-classroom interactions with faculty have had a positive influence on my career goals and aspirations.*
- *I developed a close, personal relationship with at least one faculty member.*
- *I am satisfied with opportunities to meet and interact informally with faculty members.*

HNU reported a lower mean average when compared to the participating institutions in this dimension. The mean score for **men at HNU was 4.00**, and **women at HNU was at 4.12**. **HNU reported a total mean score of 4.09**, which was slightly below the **comparison group mean of 4.17**.

Challenging Assignments and High Faculty Expectations (HNU = 3.97, Peers = 4.02) 5-pt. scale

Six statements and eight questions (with a Cronbach's alpha of .89) constituted the dimension of "Challenging Assignments and High Faculty Expectations." This dimension is based off a five-point scale (5 indicating a student answering "Very often" to a question), and included metrics such as:

Below are statements about experiences you may have had in your classes [at HNU]. About how often have you experienced each?

- *Faculty posed challenging ideas in class*
- *Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.*
- *Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.*
- *Faculty asked me to argue for or against a particular point of view.*
- *Faculty challenged my ideas in class*
- *Students challenged each other's ideas in class*

Below are statements about experiences you may have had in your classes [at HNU]. About how often have you experienced each?

- *Wrote essays*
- *Completed assignments of projects in which I solved problems*
- *Made oral presentations*
- *Used course content to address a problem not presented in the course*
- *Compared or contrasted topics or ideas from a course*
- *Pointed out the strengths and weaknesses of a particular argument or point of view*
- *Argued for or against a particular point of view and defended my argument*
- *Connected what I learned in multiple courses*

Men and women at HNU exhibited similar mean scores (**3.96 for men**, and **3.98 for women**), and **HNU reported a total mean score of 3.97**, which was slightly below the total **comparison group mean of 4.02**.

Interactions with Diversity (HNU = 3.24, Peers = 3.22) 5-pt. scale

Nine statements (with a Cronbach's alpha of .87) constituted the dimension of "Interactions with Diversity." This dimension is based off questions using a five-point scale (5 indicating a student answering "Very often" to a question), and included metrics such as:

How often have you had the following experiences at this institution?

- *Attended a debate or lecture on a current political/social issue*
- *Participated in a diversity or cultural awareness workshop*
- *Had discussions about intergroup relations with students differing from you*
- *Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.*
- *Had serious discussions with students whose political, social, or religious opinions were different from your own.*

HNU reported a total mean score of 3.24, which was slightly above the comparison **group mean of 3.22**. Men and women reported similar mean scores, with women at HNU responding with slightly higher scores than men in this dimension. The mean score for **men at HNU was 3.22**, and **women at HNU was 3.24**.

Development of Social and Civic Engagement (HNU = 2.97, Peers = 2.89) 4-pt. scale

Four questions (with a Cronbach's alpha of .81) constituted the dimension of "Development of Social and Civic Engagement." This dimension is based off questions using a four-point scale (4 indicating a student answering "Very much" to a question), and included metrics such as:

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

- *Civic engagement*
- *Intercultural knowledge and competence*
- *Ethical reasoning*

Overall, to what extent have your experiences at this institution prepared you for the following activities?

- *Social and civic engagement*

Overall, men exhibited a higher mean score (**2.88 for men**) than women (**2.95 for women**) at HNU, and **HNU reported a total mean score of 2.97**, which was higher than the **comparison group mean of 2.89**.

Description of Findings

The peer institutions who took part in this survey included small to mid-size liberal arts colleges/universities across the United States with student demographic profiles that were relatively similar to HNU.

The two dimensions that HNU exhibited lower average scores in comparison to its peers were in the academic dimensions of "Good Teaching and High-Quality Interactions with Faculty" (HNU reported .08 below peer average) and "Challenging Assignments and High Faculty Expectations" (HNU reported .05 below peer average).

HNU reported mean scores that were slightly higher than the peer averages in the dimensions of "Interactions with Diversity" (.02 above peer average) and "Development of Social and Civic Engagement" (.08 above peer average).

Women at HNU reported higher average mean scores compared to men at HNU in the three dimensions of "Good Teaching and High-Quality Interactions with Faculty" (women reported a higher average by .14), "Challenging Assignments and High Faculty Expectations" (women reported .02 higher than men at HNU) and the dimension of "Interactions with Diversity" (women reported .02 higher than men at HNU). Men at HNU reported a higher average mean score than women at HNU in the one dimension of "Development of Social and Civic Engagement" (men reported .06 higher than women at HNU).