



## 2017-2018 HIGHER EDUCATION DATA SHARING CONSORTIUM (HEDS) SENIOR SURVEY: EXECUTIVE SUMMARY

### Study Overview

The *HEDS Senior Survey* is an annual survey that has been conducted at Holy Names University (HNU) since 2014. The survey asks graduating seniors to provide feedback on 5 dimensions from factor-derived scales that include: “Good Teaching and High Quality Interactions with Faculty;” “Challenging Assignments and High Faculty Expectations;” “Interactions with Diversity;” “Growth on Intellectual Outcomes;” and “Growth on Civic Outcomes.” The survey was administered to all undergraduate seniors who were graduating in spring 2018. The survey generated an **80%** response rate, totaling 85 students. The average response rate for the 25 participating peer institutions was **63%**.

Findings in this summary are reported as the average score for all graduating HNU seniors. These scores are reported in comparison to all participants from the 25 other HEDS-participating institutions, which total 10,794 respondents. Most dimensions are scored on a 5-point scale except for “Growth on Intellectual Outcomes” and “Growth on Civic Outcomes,” which are scored on a 4-point scale.

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 Average = 4.32, Peer Average = 4.19)**

Nine statements (with a Cronbach’s alpha of .90) constitute the dimension of “Good Teaching and High Quality Interactions with Faculty.” This dimension is based off a five-point scale (1 indicating a student responding “Strongly Disagree” and 5 indicating a student responding “Strongly Agree”), and includes the following metrics:

*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 had a higher proportion of graduating seniors reporting “High Scores” (i.e. students indicated they “Agree” or “Strongly Agree” with all statements re: Good Teaching and High Quality Interactions with Faculty) than students at peer institutions. **62% of HNU students** agreed or strongly agreed with all of the statements re: Good Teaching and High Quality Interactions with Faculty compared to the **peer average of 50%**.

## **Challenging Assignments and High Faculty Expectations (HNU Average = 4.14, Peer Average = 4.02)**

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Fourteen statements (with a Cronbach's alpha of .89) constitute the dimension of "Challenging Assignments and High Faculty Expectations." This dimension is based off a five-point scale (1 indicating a student responding "Never" and 5 indicating a student responding "Very often" to a question), and includes the following metrics:

*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*

HNU had a higher proportion of graduating seniors reporting "High Scores" (i.e. students indicated "Often" or "Very Often" with all statements re: Challenging Assignments and High Faculty Expectations) than students at peer institutions. **41% of HNU students** agreed or strongly agreed with all of the statements re: Challenging Assignments and High Faculty Expectations compared to the **peer average of 21%**.

## **Interactions with Diversity (HNU Average = 3.40, Peer Average = 3.23)**

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Nine statements (with a Cronbach's alpha of .87) constitute the dimension of "Interactions with Diversity." This dimension is based off questions using a five-point scale (1 indicating a student responding "Never" and 5 indicating a student responding "Very often" to a question), and includes the following metrics:

*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 had a higher proportion of graduating seniors reporting "High Scores" (i.e. students indicated "Often" or "Very Often" with all statements re: Interactions with Diversity) than graduating students at peer institutions. **32% of HNU students** agreed or strongly agreed with all of the statements re: Interactions with Diversity compared to the **peer average of 13%**.

## **Growth on Intellectual Outcomes (HNU Average = 3.40, Peer Average = 3.30)**

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Ten statements (with a Cronbach's alpha of .88) constitute the dimension of "Growth on Intellectual Outcomes." This dimension is based off questions using a four-point scale (1 indicating a student responding "Very Little" to a question, and 4 indicating a student responding "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?*

- *Careful reading*
- *Critical thinking*
- *Creative thinking*
- *Information literacy*
- *Quantitative literacy*
- *Effective writing*
- *Effective speaking*
- *Teamwork*
- *Problem solving*
- *Integrative thinking*

HNU had a higher proportion of graduating seniors reporting "High Scores" (i.e. students indicated "Quite a bit" or "Very much" with all statements re: Growth on Intellectual Outcomes) than graduating students at peer institutions. **67% of HNU students** agreed or strongly agreed with all of the statements re: Growth on Intellectual Outcomes compared to the **peer average of 48%**.

## **Growth on Civic Outcomes (HNU Average = 3.10, Peer Average = 2.92)**

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Four statements (with a Cronbach's alpha of .81) constitute the dimension of "Development of Social and Civic Engagement." This dimension is based off questions using a four-point scale (1 indicating a student responding "Very little" to a question and 4 indicating a student responding "Very much"), 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*

HNU had a higher proportion of graduating seniors reporting "High Scores" (i.e. students indicated "Quite a bit" or "Very much" with all statements re: Growth on Civic Outcomes) than graduating students at peer institutions. **49% of HNU students** agreed or strongly agreed with all of the statements re: Growth on Civic Outcomes compared to the **peer average of 42%**.

## Description of Findings

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HNU reported a higher mean average on all 5 dimensions measured in the Senior Survey compared to the 25 participating institutions in this survey. 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 effect size for “high scores” was positive and largest in three dimensions, “Interactions with Diversity” (21% higher than peers), “Challenging Assignments and High Faculty Expectations” (20% higher than peers), and “Growth on Intellectual Outcomes” (19% higher peers). Effect size was also positive but slightly smaller for two dimensions “Good Teaching and High-Quality Interactions with Faculty” (12% higher than peers) and “Growth on Civic Outcomes” (7% higher than peers).