

In the long run: Gathering evidence from alumni to improve your institution's educational impact

APRIL 2018

The Center of Inquiry

- Work with faculty, staff, administrators, and students to improve learning and teaching at 2- and 4-year colleges and universities
- Nonprofit
- Consulting
- Teagle Assessment Scholar Program
- *HEDS* – Higher Education Data Sharing Consortium
 - > 142 private colleges and universities

Wabash National Study

- 49 institutions
- 17,000 students
- Longitudinal
- Purpose
 - > Identify practices and conditions that promote liberal learning
 - > Work with institutions in the study to use evidence for improvement

Wabash National Study Good Practices

- Good teaching
 - > Faculty/staff interest in teaching and student development
 - > Out-of-class student/staff & student/faculty interactions
 - > Organization, preparation, clarity, prompt feedback
- Academic challenge
 - > Hard work, challenging assignments and interactions
- Diversity
 - > Meaningful interactions

Can we use what we learned about good practices in the Wabash Study to understand more about the long-term impact of college?

HEDS Alumni Survey

- Overhauled in 2011 to connect Wabash National Study measures of good practices and AAC&U LEAP-influenced learning outcomes
- Designed for alumni 5 and 10 years post graduation, but includes other cohorts
- Overall – 49,887 alumni and 107 institutions
- For today – 19,564 alumni at 59 institutions

HEDS Alumni Survey

- Questions on
 - > Demographic information including employment and student debt
 - > Good practices experienced as undergraduates
 - > Impact of undergraduate education on 13 outcomes
 - > Activities in college and the impact of those activities
 - > Satisfaction and connection with undergraduate institution
- Survey typically takes about 15 minutes to complete
- Response rates are roughly 25%

HEDS Alumni Survey

- Good practice questions
 - > Good teaching
 - Faculty interest in teaching and student development (4 questions)
 - Quality of non-classroom interactions with faculty (5 questions)
 - > Academic challenge
 - Challenging classes and high faculty expectations (6 questions)
 - Higher order exams and assignments (8 questions)
 - > Diversity experiences (6 questions)

HEDS Alumni Survey Intellectual Outcomes

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

HEDS Alumni Survey Civic Outcomes

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning
- Civic and social involvement

What's the relationship between
good practices and outcomes?

Intellectual Outcomes

- Academic challenge ($\beta = 0.53$)
- Good teaching ($\beta = 0.20$)
- Diversity ($\beta = 0.06$)
- $R^2 = 0.48$
- Controlling for gender, race, and graduation cohort

Civic Outcomes

- Diversity ($\beta = 0.40$)
- Academic challenge ($\beta = 0.26$)
- Good teaching ($\beta = 0.15$)
- $R^2 = 0.45$
- Controlling for gender, race, and graduation cohort

What's the relationship between good practices and alumni satisfaction and sense of connection?

Connection

- Good teaching ($\beta = 0.36$)
- Academic challenge ($\beta = 0.12$)
- Diversity ($\beta = 0.09$)
- $R^2 = 0.24$
- Controlling for gender, race, graduation cohort, amount borrowed

Satisfaction

- Good teaching ($\beta = 0.44$)
- Academic challenge ($\beta = 0.20$)
- Diversity ($\beta = -0.03$)
- $R^2 = 0.33$
- Controlling for gender, race, graduation cohort, amount borrowed

Importance of disaggregating

Diversity by Major

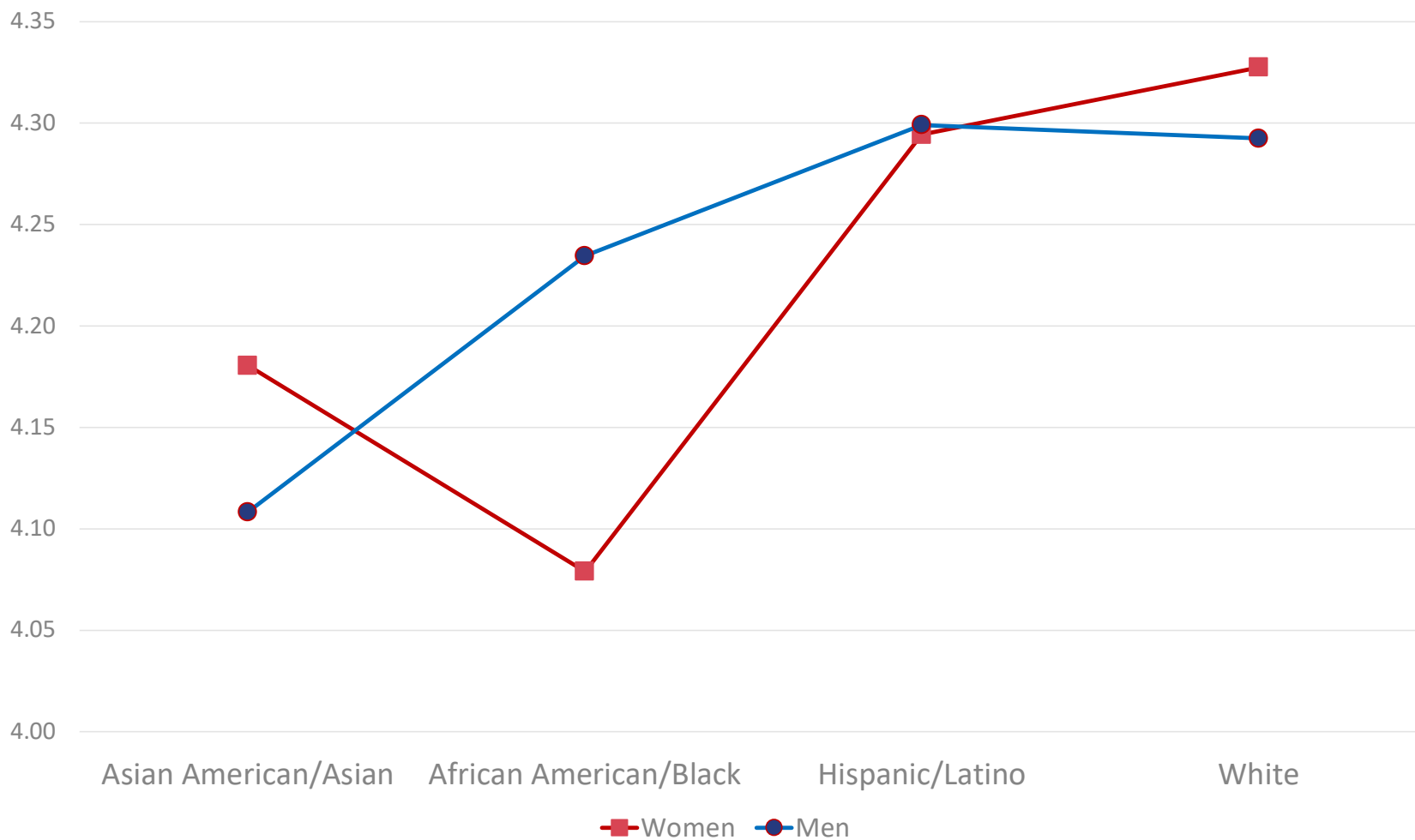
■ Top Four

- > History
- > Philosophy and Religious Studies
- > Social Sciences
- > Multi/Interdisciplinary Studies

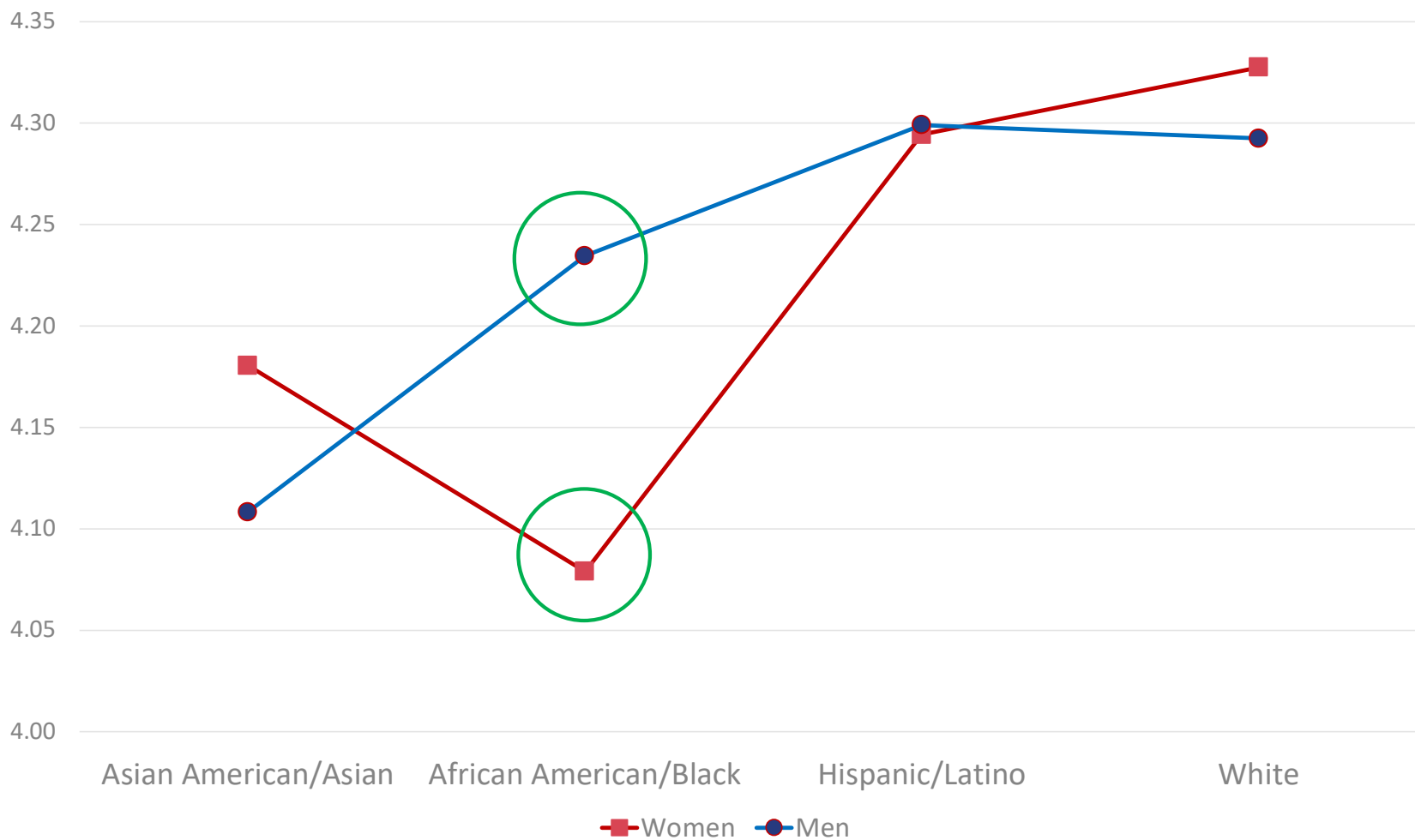
■ Bottom Four

- > Physical Sciences
- > Mathematics and Statistics
- > Business, Management, Marketing, and Related Support Services
- > Engineering

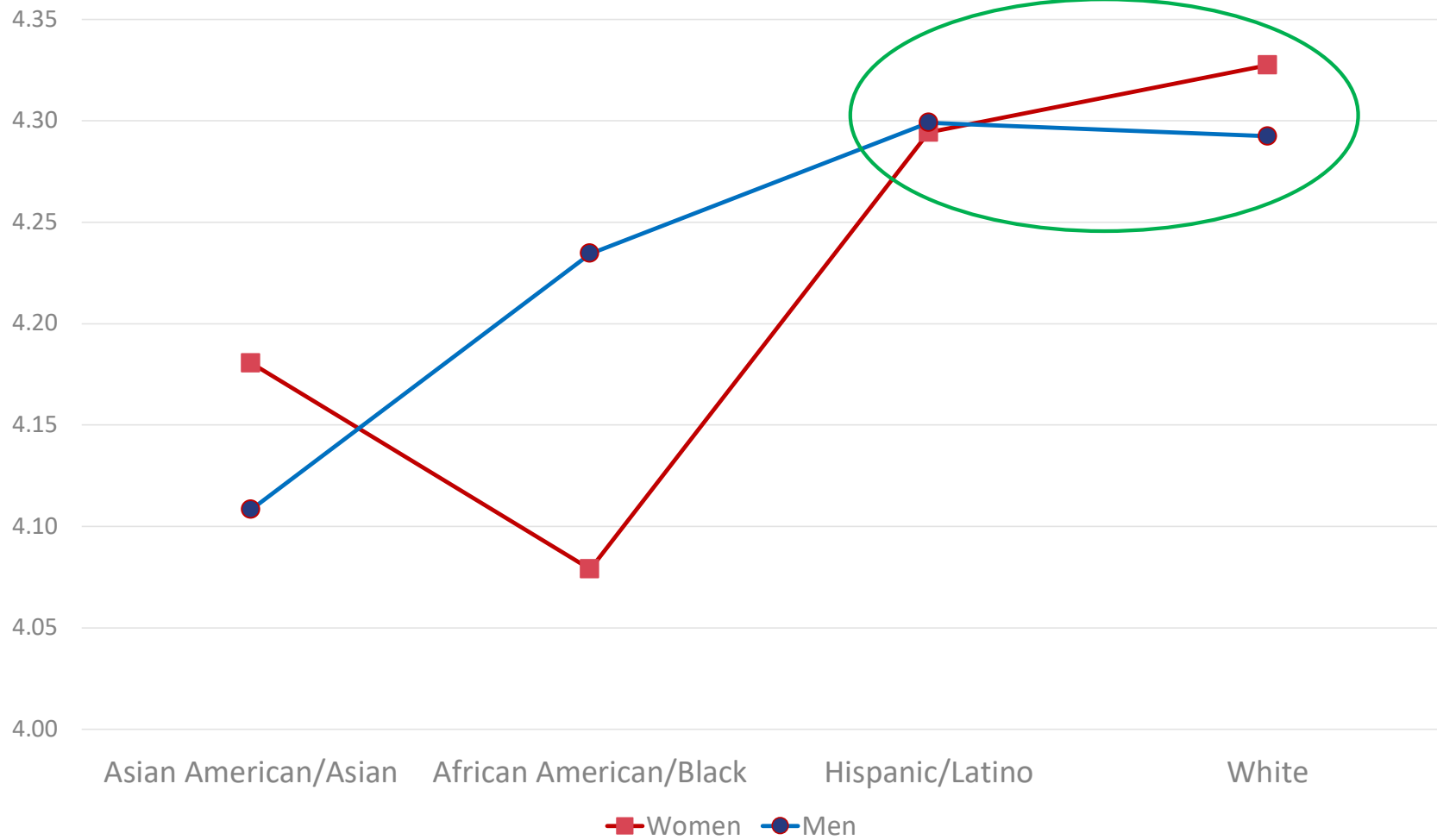
Good Teaching by Gender and Ethnicity



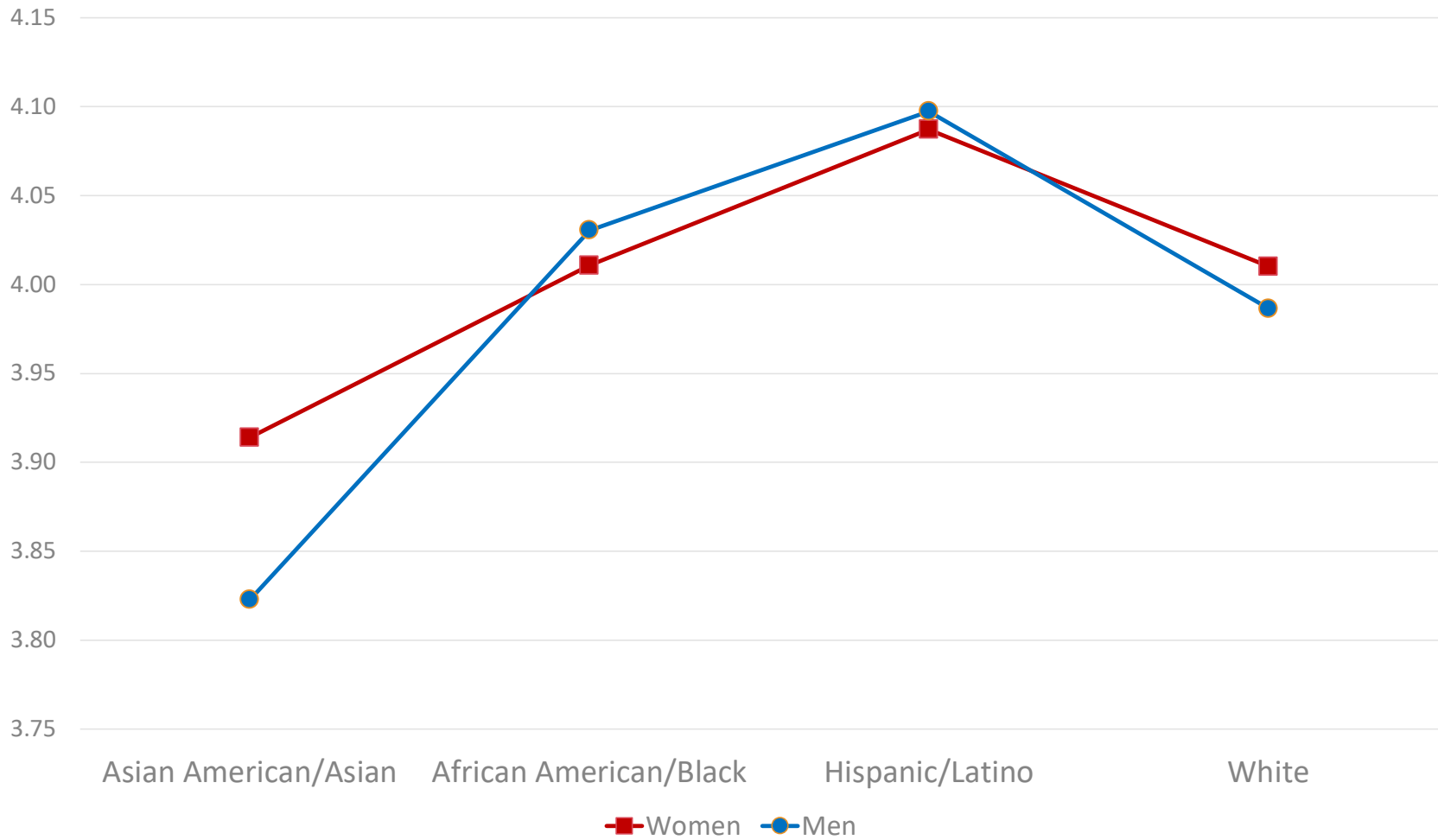
Good Teaching by Gender and Ethnicity



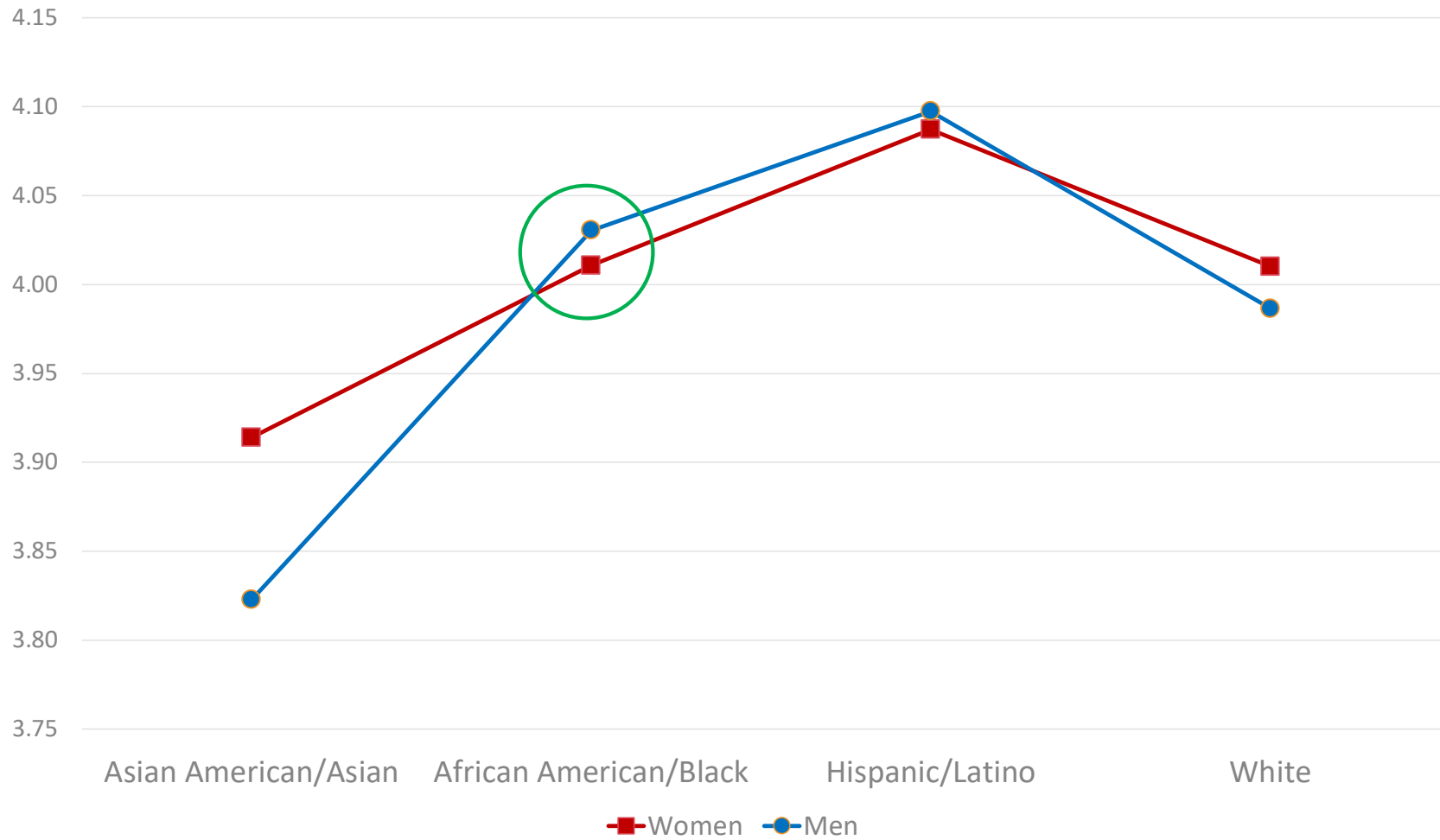
Good Teaching by Gender and Ethnicity



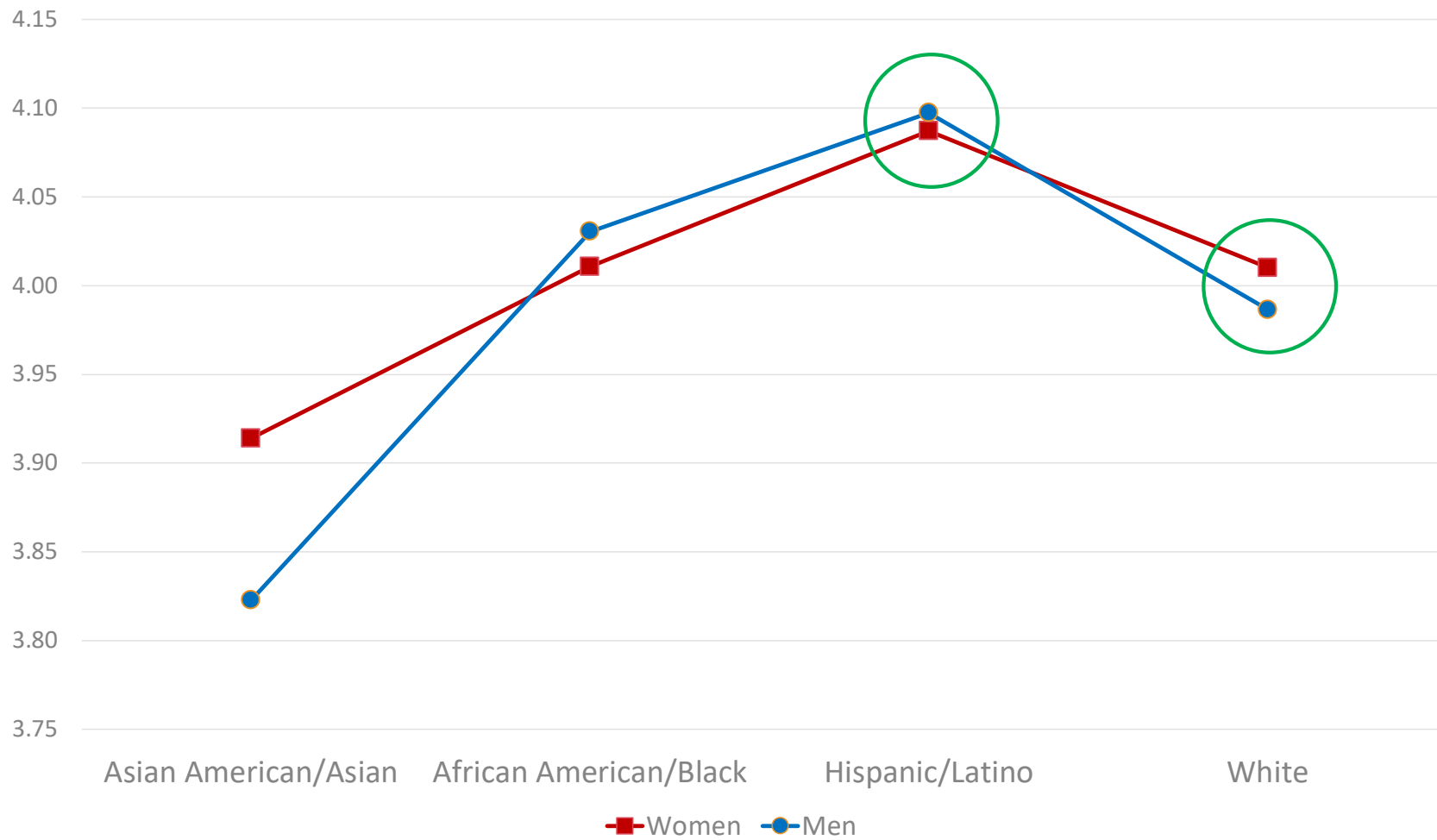
Academic Challenge by Gender and Ethnicity



Academic Challenge by Gender and Ethnicity



Academic Challenge by Gender and Ethnicity



Strengths

- Gives you information about good practices and supportive conditions that can be disaggregated by department, program, and background characteristics
- Good practices also matter for alumni connection and satisfaction
- Marketing material... assuming the results are good

Weaknesses

- Strong response bias
 - > You'll hear from happy graduates
- Low response rates
 - > Use multiple ways of collecting data
 - Web survey
 - Paper survey at alumni events
 - Mobile device survey

Types of reporting

- Do you know what people want to know about alumni?
 - > If so, your reports should be structured to address those questions
 - > If not, ask
- Keep it simple and keep it thematic
 - > Each tab on a spreadsheet answers a question
 - > Graphics that are self explanatory
- Ask people what they learned from your reports



2016–2017 HEDS Alumni Survey Frequency Report

Released 10/06/2017

This report contains comparative frequencies for respondents of the HEDS Alumni Survey. Each tab compares your alumni who took the survey during the 2016–2017 academic year to alumni at all institutions that participated in the survey in the 2015–2016 and 2016–2017 academic years. We have combined institutions that do and do not belong to HEDS in the data, and we provide comparisons for alumni who took the survey 1, 5, 10, and more than 10 years after graduating from college.

Please note that the data does not appear in the order that questions were presented in the survey instrument. Instead, we have organized results according to the different topics that the survey addresses. The first two worksheets, "Personal Information" and "Post-College Activities," provide information on who your alumni are and what they are currently doing. We then turn to your alumni's responses regarding their college experiences, providing scores and frequencies for each of the instrument's scales: Good Teaching and High-Quality Interactions with Faculty, Challenging Assignments and High-Faculty Expectations, Interactions with Diversity, and Development of Social and Civic Engagement. Finally, we show results for alumni's responses on the satisfaction, connection, and level of impact that they associate with your institution, broken down by field of study and primary activity.

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Click on the underlined names below to jump to the worksheet you would like to view:

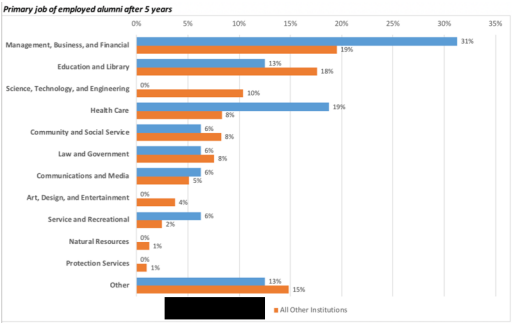
- [1. Personal Information](#)
- [2. Post-College Activities](#)
- [3. Good Teaching](#)
- [4. Challenge](#)
- [5. Diversity](#)
- [6. Civic Engagement](#)
- [7. College Activities](#)
- [8. Satisfaction](#)
- [9. Technical Information](#)

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2. Post-College Activities
3. Good Teaching
4. Challenge
5. Diversity
6. Civic Engagement
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Story

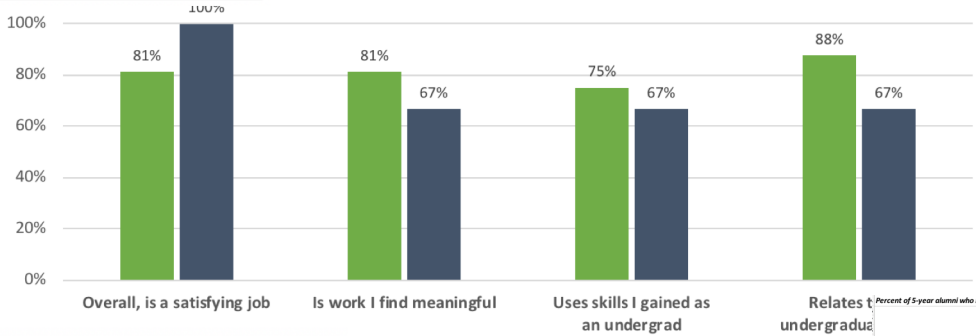
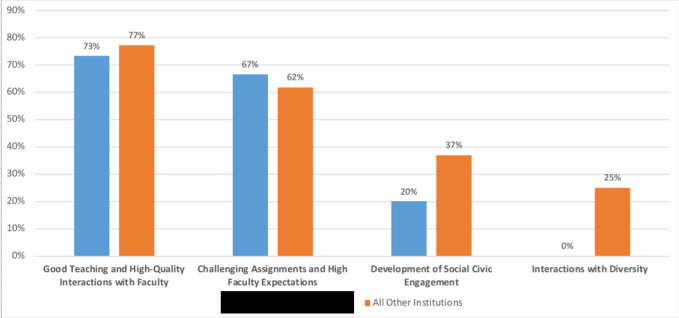
1. Who are they
2. What are they doing
3. What did they experience as undergrads
4. What did they do as undergrads
5. How do they feel about their undergrad education now?



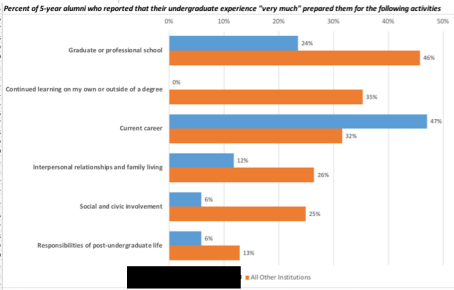
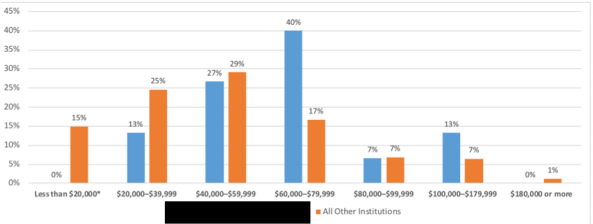
the following about their current jobs, b

Academic Experience

Percent of 10-year alumni who experienced high levels of the following good practices at their alma mater



Annual pre-tax income of 5-year alumni



Summary

- Asking alumni about good practices and supportive conditions provides useful and actionable information
- Disaggregate across good practices and outcomes; the stories can be complicated
- Assess your reports

Questions?