



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Demographics

Kenyon Frequencies for Demographics Questions								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
	n	%	n	%	n	%	n	%
What is your current personal status? (Choose one) (Q4)								
Living with partner	42	41%	2,330	23%	15	15%	860	12%
Married	8	8%	2,923	29%	57	58%	4,317	62%
Separated or divorced	0	0%	113	1%	3	3%	135	2%
Single	48	47%	4,438	44%	23	23%	1,533	22%
Widowed	0	0%	7	0%	1	1%	8	0%
Other	4	4%	350	3%	0	0%	126	2%
Total	102	100%	10,161	100%	99	100%	6,979	100%
How many dependent children do you have? (Q5)								
None	102	100%	9,199	90%	78	79%	4,366	63%
1 or 2	0	0%	829	8%	20	20%	2,339	34%
More than 2	0	0%	144	1%	1	1%	275	4%
Total	102	100%	10,172	100%	99	100%	6,980	100%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Demographics

Kenyon Frequencies for Demographics Questions								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
What was the field of study of your undergraduate major(s)? (Check all that apply) (Q6)								
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	10	10%	1,322	13%	5	5%	806	11%
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	0	0%	1,370	13%	1	1%	899	13%
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0	0%	503	5%	1	1%	317	4%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0	0%	579	6%	0	0%	471	7%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0	0%	166	2%	0	0%	162	2%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	9	9%	911	9%	13	13%	694	10%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0	0%	428	4%	0	0%	251	4%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	55	54%	2,237	22%	40	40%	1,558	22%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	5	5%	980	10%	3	3%	681	10%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	37	36%	3,306	33%	47	47%	2,315	33%
Other	5	5%	784	8%	5	5%	522	7%
Number of Alumni Who Responded to This Question	102		10,169		100		7,076	



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Postgraduate Activities

Kenyon Frequencies for Questions on Postgraduate Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
		n	%	n	%	n	%	n	%
Please indicate which of the following describes your current PRIMARY activity: (Q1)									
Employed, full-time		80	70%	7,828	73%	96	91%	5,943	81%
Employed, part-time		4	4%	299	3%	1	1%	328	5%
Employed, multiple jobs		6	5%	528	5%	2	2%	295	4%
Graduate or professional school, full-time		22	19%	1,532	14%	5	5%	284	4%
Graduate or professional school, part-time		0	0%	78	1%	0	0%	28	0%
Military service		0	0%	63	1%	0	0%	40	1%
Volunteer or national service (Peace Corps, AmeriCorps, etc.)		0	0%	32	0%	0	0%	14	0%
Not employed, but seeking employment, admission to graduate school, or other opportunity		3	3%	274	3%	2	2%	129	2%
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)		0	0%	122	1%	0	0%	264	4%
Total		115	100%	10,756	100%	106	100%	7,325	100%
Please indicate your plans for each of the following degrees or certificates: (Q2)									
Second Bachelor's Degree	Do not plan to pursue	83	95%	7,806	92%	77	98%	5,379	92%
	Degree received	2	2%	413	5%	2	3%	342	6%
	Currently enrolled or working toward	1	1%	86	1%	0	0%	29	1%
	Degree you hope to attain in the future	1	1%	215	3%	0	0%	91	2%
	Total	87	100%	8,520	100%	79	100%	5,841	100%
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)	Do not plan to pursue	47	49%	4,748	52%	42	49%	3,357	54%
	Degree received	16	17%	2,040	22%	34	40%	2,174	35%
	Currently enrolled or working toward	8	8%	729	8%	3	4%	186	3%
	Degree you hope to attain in the future	25	26%	1,613	18%	7	8%	539	9%
	Total	96	100%	9,130	100%	86	100%	6,256	100%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Postgraduate Activities

Kenyon Frequencies for Questions on Postgraduate Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Master of Business Administration (MBA)	Do not plan to pursue	69	82%	6,383	76%	56	72%	4,615	80%
	Degree received	2	2%	306	4%	9	12%	432	8%
	Currently enrolled or working toward	1	1%	263	3%	1	1%	82	1%
	Degree you hope to attain in the future	12	14%	1,495	18%	12	15%	619	11%
	Total	84	100%	8,447	100%	78	100%	5,748	100%
Other Master’s Degree (e.g., MSW, MSE, MSN, MAT, MPA)	Do not plan to pursue	65	76%	6,658	79%	57	68%	4,584	79%
	Degree received	7	8%	679	8%	13	16%	819	14%
	Currently enrolled or working toward	8	9%	377	5%	5	6%	93	2%
	Degree you hope to attain in the future	6	7%	745	9%	9	11%	322	6%
	Total	86	100%	8,459	100%	84	100%	5,818	100%
Law Degree (JD or LLB)	Do not plan to pursue	75	89%	7,489	91%	62	86%	5,150	91%
	Degree received	2	2%	320	4%	8	11%	425	8%
	Currently enrolled or working toward	3	4%	114	1%	0	0%	16	0%
	Degree you hope to attain in the future	4	5%	312	4%	2	3%	102	2%
	Total	84	100%	8,235	100%	72	100%	5,693	100%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Postgraduate Activities

Kenyon Frequencies for Questions on Postgraduate Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)	Do not plan to pursue	79	93%	7,630	93%	71	96%	5,270	93%
	Degree received	3	4%	263	3%	3	4%	324	6%
	Currently enrolled or working toward	2	2%	230	3%	0	0%	35	1%
	Degree you hope to attain in the future	1	1%	118	1%	0	0%	32	1%
	Total	85	100%	8,241	100%	74	100%	5,661	100%
PhD	Do not plan to pursue	57	66%	6,457	77%	63	83%	4,523	78%
	Degree received	0	0%	89	1%	5	7%	492	9%
	Currently enrolled or working toward	9	10%	651	8%	1	1%	194	3%
	Degree you hope to attain in the future	21	24%	1,211	14%	7	9%	604	10%
	Total	87	100%	8,408	100%	76	100%	5,813	100%
Other Doctoral Degree (e.g., EdD, PsyD, DBA)	Do not plan to pursue	72	90%	7,431	92%	68	93%	5,065	91%
	Degree received	0	0%	57	1%	1	1%	88	2%
	Currently enrolled or working toward	0	0%	88	1%	0	0%	49	1%
	Degree you hope to attain in the future	8	10%	534	7%	4	6%	358	6%
	Total	80	100%	8,110	100%	73	100%	5,560	100%
Other Certificate	Do not plan to pursue	39	80%	4,311	80%	32	74%	2,813	77%
	Degree received	6	12%	467	9%	5	12%	495	14%
	Currently enrolled or working toward	1	2%	289	5%	2	5%	135	4%
	Degree you hope to attain in the future	3	6%	320	6%	4	9%	194	5%
	Total	49	100%	5,387	100%	43	100%	3,637	100%
Other Degree	Do not plan to pursue	42	100%	4,545	95%	38	93%	3,014	94%
	Degree received	0	0%	100	2%	1	2%	112	4%
	Currently enrolled or working toward	0	0%	66	1%	0	0%	40	1%
	Degree you hope to attain in the future	0	0%	83	2%	2	5%	51	2%
	Total	42	100%	4,794	100%	41	100%	3,217	100%
About how often do you engage in community service or volunteer work for organizations? (Q3)									



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Postgraduate Activities

Kenyon Frequencies for Questions on Postgraduate Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Less than once a year		18	18%	1,873	18%	13	13%	1,252	18%
Once or twice a year		23	23%	2,756	27%	29	29%	1,958	28%
Several times a year		28	28%	2,558	25%	29	29%	1,763	25%
Monthly		18	18%	1,678	17%	19	19%	1,111	16%
Weekly		14	14%	1,319	13%	11	11%	916	13%
Total		101	100%	10,184	100%	101	100%	7,000	100%
How many paying jobs have you had since you graduated from this institution? (Q22)									
0		0	0%	10	0%	0	0%	1	0%
1		7	9%	1,417	18%	0	0%	535	9%
2		12	16%	2,277	29%	10	13%	1,003	17%
3		31	41%	1,993	25%	18	23%	1,293	22%
4		14	19%	1,045	13%	27	34%	1,052	18%
5 or more		11	15%	1,153	15%	25	31%	1,882	33%
Total		75	100%	7,895	100%	80	100%	5,766	100%
What is your CURRENT primary job? (Q25)									
Art, Design, and Entertainment	Architect	0	0%	12	0%	1	1%	28	1%
	Artist	0	0%	36	0%	0	0%	19	0%
	Entertainer	0	0%	14	0%	0	0%	10	0%
	Gallery worker	0	0%	9	0%	0	0%	4	0%
	Graphic designer	0	0%	34	0%	0	0%	15	0%
	Interior designer	0	0%	1	0%	0	0%	2	0%
	Museum curator	0	0%	11	0%	0	0%	18	0%
	Music/film industry	0	0%	52	1%	0	0%	44	1%
	Photographer	0	0%	9	0%	0	0%	6	0%
	Other Art, Design, and Entertainment	1	1%	84	1%	1	1%	54	1%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Postgraduate Activities

Kenyon Frequencies for Questions on Postgraduate Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
	Total	1	1%	262	4%	2	3%	200	4%
Communications and Media	Broadcasting	1	1%	9	0%	0	0%	5	0%
	Editor	3	4%	39	1%	2	3%	28	1%
	Journalist	0	0%	30	0%	0	0%	16	0%
	Media production	0	0%	25	0%	1	1%	11	0%
	Public relations	1	1%	56	1%	2	3%	34	1%
	Publisher	0	0%	19	0%	0	0%	14	0%
	Writer	2	3%	36	0%	1	1%	34	1%
	Other Communications and Media	1	1%	131	2%	3	4%	72	1%
	Total	8	11%	345	5%	9	11%	214	4%
Community and Social Service	Clergy	1	1%	40	1%	0	0%	43	1%
	Community organizer	0	0%	13	0%	0	0%	4	0%
	Philanthropy or nonprofit worker	6	8%	259	4%	3	4%	147	3%
	Social activist	0	0%	8	0%	0	0%	3	0%
	Social work	3	4%	180	2%	1	1%	103	2%
	Other Community and Social Service	1	1%	99	1%	4	5%	39	1%
	Total	11	15%	599	8%	8	10%	339	6%
Education and Library	Librarian or archivist	2	3%	69	1%	3	4%	60	1%
	Preschool/elementary/middle school/high school/secondary administration	1	1%	54	1%	2	3%	76	1%
	Preschool/elementary/middle school/high school/secondary teacher	5	7%	625	9%	3	4%	426	8%
	Postsecondary administration/staff	5	7%	181	2%	4	5%	178	3%
	Postsecondary teacher or researcher	3	4%	113	2%	1	1%	237	4%
	School counselor	1	1%	29	0%	0	0%	25	0%
	Other Education and Library	1	1%	188	3%	1	1%	132	2%
		Total	18	25%	1,259	17%	14	18%	1,134



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Postgraduate Activities

Kenyon Frequencies for Questions on Postgraduate Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Health Care	Clinical psychology/psychiatry	0	0%	49	1%	0	0%	76	1%
	Dentist	0	0%	17	0%	0	0%	14	0%
	Dietician	0	0%	11	0%	0	0%	6	0%
	Nurse	0	0%	196	3%	0	0%	122	2%
	Optometrist	0	0%	5	0%	0	0%	14	0%
	Pharmacist	0	0%	10	0%	0	0%	14	0%
	Physical/occupational/speech therapy	0	0%	107	1%	0	0%	80	1%
	Physician	0	0%	121	2%	2	3%	167	3%
	Veterinarian	1	1%	16	0%	0	0%	17	0%
	Other Health Care	0	0%	199	3%	1	1%	137	3%
	Total		1	1%	731	10%	3	4%	647
Law and Government	Diplomat	0	0%	3	0%	0	0%	5	0%
	Foreign service	0	0%	1	0%	0	0%	8	0%
	Government worker	3	4%	108	1%	2	3%	106	2%
	International relations	1	1%	26	0%	0	0%	23	0%
	Judge	0	0%	0	0%	0	0%	1	0%
	Lawyer	0	0%	219	3%	6	8%	286	5%
	Other legal services	0	0%	52	1%	2	3%	24	0%
	Politics	2	3%	37	1%	1	1%	9	0%
	Public policy	0	0%	41	1%	2	3%	50	1%
	Other Law and Government	2	3%	47	1%	0	0%	30	1%
	Total		8	11%	534	7%	13	16%	542
Management, Business, and Financial	Accounting	0	0%	149	2%	0	0%	100	2%
	Actuary	0	0%	11	0%	0	0%	12	0%
	Advertising	1	1%	76	1%	0	0%	33	1%
	Executive	0	0%	27	0%	3	4%	54	1%
	Finance	1	1%	240	3%	5	6%	145	3%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Postgraduate Activities

Kenyon Frequencies for Questions on Postgraduate Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
	Human resources	0	0%	87	1%	0	0%	81	1%
	Insurance	0	0%	63	1%	0	0%	62	1%
	Management	2	3%	176	2%	4	5%	160	3%
	Real estate	1	1%	53	1%	0	0%	49	1%
	Recruiting	0	0%	39	1%	0	0%	15	0%
	Retail services	0	0%	61	1%	0	0%	25	0%
	Sales	0	0%	164	2%	1	1%	95	2%
	Other Management, Business, and Financial	0	0%	310	4%	3	4%	209	4%
	Total	5	7%	1,456	20%	16	20%	1,040	19%
Natural Resources	Agricultural worker	0	0%	15	0%	0	0%	5	0%
	Conservationist	0	0%	11	0%	1	1%	7	0%
	Environmental scientist	0	0%	26	0%	1	1%	13	0%
	Other Natural Resources	0	0%	22	0%	1	1%	20	0%
	Total	0	0%	74	1%	3	4%	45	1%
Protection Services	Law enforcement officer	0	0%	30	0%	0	0%	22	0%
	Military occupations	0	0%	39	1%	0	0%	21	0%
	Other Protection Services	0	0%	10	0%	0	0%	3	0%
	Total	0	0%	79	1%	0	0%	46	1%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Postgraduate Activities

Kenyon Frequencies for Questions on Postgraduate Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Science, Technology, and Engineering	Computer programmer/analyst	2	3%	239	3%	1	1%	125	2%
	Engineer	0	0%	112	2%	0	0%	80	1%
	Information systems	0	0%	61	1%	1	1%	50	1%
	Lab technician	0	0%	30	0%	0	0%	17	0%
	Scientific researcher	3	4%	185	3%	1	1%	166	3%
	Other Science, Technology, and Engineering	2	3%	131	2%	1	1%	111	2%
	Total		7	10%	758	10%	4	5%	549
Service and Recreational	Chef	0	0%	11	0%	0	0%	7	0%
	Food service industry	0	0%	59	1%	0	0%	21	0%
	Hospitality	0	0%	20	0%	0	0%	16	0%
	Sports and recreation	0	0%	46	1%	0	0%	18	0%
	Travel/tourism	0	0%	19	0%	0	0%	13	0%
	Other Service and Recreational	1	1%	28	0%	0	0%	10	0%
	Total		1	1%	183	3%	0	0%	85
Other		11	15%	1,040	14%	7	9%	579	11%
Total		71		7,320		79		5,420	
Please indicate whether each of the following descriptions applies to your CURRENT job.									
(Check all that apply) (Q26)									
Relates to my undergraduate major		41	60%	4,466	62%	36	46%	3,314	62%
Requires me to use skills I gained as an undergraduate		54	79%	5,547	77%	59	75%	4,269	80%
Is related to my desired career path		60	88%	5,626	78%	66	84%	4,451	83%
Is work I find meaningful		57	84%	5,674	78%	66	84%	4,561	85%
Allows me to continue to grow and learn		60	88%	6,267	87%	71	90%	4,757	89%
Pays enough to support my desired lifestyle		47	69%	5,174	72%	64	81%	4,180	78%
Pays health insurance benefits		58	85%	5,889	81%	75	95%	4,569	85%
Has opportunity for upward mobility		48	71%	4,962	69%	63	80%	3,874	72%
Is likely to continue until I wish to leave		58	85%	6,252	86%	74	94%	4,796	90%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Postgraduate Activities

Kenyon Frequencies for Questions on Postgraduate Activities								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Is in a desirable location	60	88%	5,730	79%	74	94%	4,351	81%
Overall, is a satisfying job	59	87%	5,929	82%	68	86%	4,674	87%
Number of Alumni Who Responded to This Question	68		7,233		79		5,350	
At what point did you secure your first paying job after graduating from this institution? (Q21)								
While enrolled as an undergraduate.	24	31%	2,781	33%	29	36%	2,011	34%
During the first six months after graduation.	34	44%	3,314	40%	39	49%	2,685	46%
During the second six months after graduation.	10	13%	650	8%	2	3%	322	6%
More than a year after graduation.	7	9%	1,163	14%	10	13%	770	13%
I have not yet sought a paying job; I am a full-time student or engaged in other activities.	2	3%	355	4%	0	0%	36	1%
I have sought a paying job, but I have not yet found one.	1	1%	60	1%	0	0%	17	0%
Total	78	100%	8,323	100%	80	100%	5,841	100%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Postgraduate Activities

Kenyon Frequencies for Questions on Postgraduate Activities								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Please indicate whether each of the following descriptions applied to your first paying job after you graduated from this institution.								
(Check all that apply) (Q24)								
Was related to my undergraduate major	32	48%	3,217	51%	37	47%	2,682	53%
Required me to use skills I gained as an undergraduate	42	63%	3,883	61%	45	58%	3,227	63%
Was related to my desired career path	43	64%	3,685	58%	44	56%	3,071	60%
Was work I found meaningful	40	60%	3,622	57%	45	58%	3,064	60%
Allowed me to continue to grow and learn	49	73%	4,352	69%	55	71%	3,502	69%
Paid enough to support my desired lifestyle	31	46%	2,987	47%	40	51%	2,662	52%
Paid health insurance benefits	35	52%	3,285	52%	53	68%	3,264	64%
Had opportunity for upward mobility	29	43%	2,411	38%	29	37%	2,076	41%
Continued until I wished to leave	46	69%	4,380	69%	55	71%	3,622	71%
Was in a desirable location	49	73%	4,028	64%	58	74%	3,369	66%
Overall, was a satisfying job	39	58%	3,591	57%	45	58%	3,003	59%
Number of Alumni Who Responded to This Question	67		6,341		78		5,097	
Which of the following most accurately describes your current personal annual income before taxes?								
Please report your personal income, not your total household income. (Q29)								
No earned income	3	4%	417	5%	0	0%	206	4%
Less than \$20,000	7	10%	720	9%	0	0%	284	5%
\$20,000–\$39,999	17	23%	1,859	23%	5	6%	596	10%
\$40,000–\$59,999	19	26%	2,351	29%	16	20%	1,369	24%
\$60,000–\$79,999	15	20%	1,354	16%	23	29%	1,137	20%
\$80,000–\$99,999	6	8%	591	7%	11	14%	750	13%
\$100,000–\$119,999	2	3%	289	4%	10	13%	424	7%
\$120,000–\$139,999	1	1%	135	2%	6	8%	241	4%
\$140,000–\$159,999	0	0%	70	1%	2	3%	163	3%
\$160,000–\$179,999	0	0%	42	1%	2	3%	81	1%
\$180,000–\$199,999	0	0%	31	0%	0	0%	66	1%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Postgraduate Activities

Kenyon Frequencies for Questions on Postgraduate Activities								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
\$200,000–\$219,999	0	0%	22	0%	0	0%	47	1%
\$220,000–\$240,000	0	0%	9	0%	1	1%	36	1%
More than \$240,000	2	3%	32	0%	2	3%	171	3%
I prefer not to respond	2	3%	314	4%	1	1%	214	4%
Total	74	100%	8,236	100%	79	100%	5,785	100%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Postgraduate Activities

Kenyon Frequencies for Questions on Postgraduate Activities								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
At the time you graduated, what was the total amount that you and/or your family borrowed to finance your undergraduate education at this institution? (Q27)								
No loans	35	47%	2,843	34%	32	41%	1,858	32%
Less than \$5,000	3	4%	172	2%	1	1%	128	2%
\$5,000–\$9,999	5	7%	252	3%	5	6%	172	3%
\$10,000–\$14,999	3	4%	283	3%	2	3%	291	5%
\$15,000–\$19,999	4	5%	398	5%	8	10%	367	6%
\$20,000–\$29,999	12	16%	878	11%	3	4%	589	10%
\$30,000–\$39,999	1	1%	693	8%	3	4%	457	8%
\$40,000–\$49,999	2	3%	492	6%	1	1%	346	6%
\$50,000–\$59,999	1	1%	431	5%	5	6%	285	5%
\$60,000–\$69,999	4	5%	323	4%	1	1%	177	3%
\$70,000–\$79,999	0	0%	192	2%	2	3%	132	2%
\$80,000–\$89,999	1	1%	212	3%	0	0%	130	2%
\$90,000–\$99,999	0	0%	106	1%	0	0%	58	1%
\$100,000 or more	1	1%	331	4%	2	3%	186	3%
Borrowed money, but don't know the amount	3	4%	647	8%	14	18%	609	11%
Total	75	100%	8,253	100%	79	100%	5,785	100%
Approximately what proportion of your total loan amount are/were you personally responsible for paying? (Q28)								
Unsure	1	1%	175	2%	4	5%	93	2%
None	30	44%	2,665	34%	36	48%	1,747	32%
Some, but less than half	5	7%	524	7%	5	7%	441	8%
About half	3	4%	519	7%	4	5%	386	7%
Most	4	6%	796	10%	6	8%	564	10%
All	26	38%	3,115	40%	20	27%	2,187	40%
Total	69	100%	7,794	100%	75	100%	5,418	100%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.

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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.

My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.

My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.

My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.

I developed a close, personal relationship with at least one faculty member.

I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	4.39 ↑	4.28	4.36 ↑	4.26



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Standard Deviation	0.66	0.65	0.55	0.65



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
5th Percentile	4.89	4.89	4.83	4.78



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
<p>© 2018 Higher Education Data Sharing Consortium Median</p>	4.61	4.33	4.44	4.33



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
25th Percentile <small>© 2018 Higher Education Data Sharing Consortium</small>	4.00	3.89	3.89	3.89



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Total Responses	94	9,588	96	6,623



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort

© 2018 Higher Education Data Sharing Consortium
 ↓ Large positive difference ↑ Small positive difference ≈ No difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort

© 2019 Higher Education Data Sharing Consortium
 ↓ Small positive difference ↓↓ Medium positive difference ↓↓↓ Large positive difference
 ↑ Small negative difference ↑↑ Medium negative difference ↑↑↑ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort

Table 3: Frequencies for Statements in the Good Teaching and High-Quality Interactions with Faculty Indicator



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
© 2018 Higher Education Data Sharing Consortium	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort

© 2018 Higher Education Data Sharing Consortium
Below are statements about your views of your undergraduate faculty's interest in teaching and students.



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Please indicate the extent to which you agree or disagree with each.				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Most faculty with whom I had contact at this institution were . . . (Q7)				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Genuinely interested in students.	0	0%	40	0%	0	0%	14	0%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Disagree	1	1%	72	1%	0	0%	46	1%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Neither agree nor disagree	1	1%	224	2%	2	2%	161	2%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Agree	25	26%	2,976	31%	21	22%	1,930	29%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Strongly agree	68	72%	6,402	66%	73	76%	4,561	68%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Total	95	100%	9,714	100%	96	100%	6,712	100%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Strongly disagree	1	1%	63	1%	0	0%	37	1%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
More than just academic areas.	3	3%	288	3%	2	2%	179	3%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Neither agree nor disagree	9	10%	999	10%	8	8%	770	12%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Agree	33	35%	3,741	39%	43	45%	2,558	38%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Strongly agree	49	52%	4,607	48%	43	45%	3,155	47%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Good at providing prompt and useful feedback	0	0%	49	1%	0	0%	24	0%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Feedback	2	2%	157	2%	0	0%	84	1%
Disagree								



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.
I developed a close, personal relationship with at least one faculty member.
I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Neither agree nor disagree	5	5%	663	7%	5	5%	455	7%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Agree	42	44%	4,451	46%	41	43%	3,030	45%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Strongly agree	46	48%	4,380	45%	50	52%	3,109	46%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Total	95	100%	9,700	100%	96	100%	6,702	100%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Willing to spend time outside of class to discuss issues of interest and importance to students	1	1%	49	1%	0	0%	27	0%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Discuss issues of interest and importance	1	1%	143	2%	0	0%	97	1%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Neither agree nor disagree	5	5%	765	8%	6	6%	541	8%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Agree	26	27%	3,333	34%	26	27%	2,278	34%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty					
		Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Strongly agree	62	65%	5,407	56%	64 67% 3,752 56%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
© 2018 Higher Education Data Sharing Consortium Total	95	100%	9,697	100%	96	100%	6,695	100%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
<p>Below are statements about your contact and interactions with faculty during your undergraduate experience</p>				



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
<p>at this institution. Please indicate the extent to which you agree or disagree with each. (Q8)</p>				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	1	1%	71	1%	0	0%	44	1%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Faculty had a positive influence on my	2	2%	214	2%	2	2%	143	2%
Disagree								



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Personal growth, values, and attitudes. Neither agree nor disagree	12	13%	1,251	13%	8	8%	929	14%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Agree	22	23%	3,408	35%	34	35%	2,408	36%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Strongly agree	58	61%	4,746	49%	52	54%	3,172	47%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Total	95	100%	9,690	100%	96	100%	6,696	100%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	0	0%	75	1%	0	0%	41	1%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Faculty had a positive influence on my...	3	3%	192	2%	2	2%	135	2%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Intellectual growth and interest in ideas. Neither agree nor disagree	10	11%	1,287	13%	7	7%	928	14%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Agree	23	24%	3,435	36%	36	38%	2,345	35%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty					
		Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Strongly agree	59	62%	4,696	49%	51 53% 3,238 48%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
© 2018 Higher Education Data Sharing Consortium	95	100%	9,685	100%	96	100%	6,687	100%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	1	1%	145	2%	0	0%	74	1%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Faculty had a positive influence on my	9	10%	480	5%	10	10%	355	5%
Disagree								



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Career goals and aspirations.	20	21%	2,054	21%	25	26%	1,618	24%
Neither agree nor disagree	20	21%	2,054	21%	25	26%	1,618	24%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Agree	22	23%	3,091	32%	33	34%	2,154	32%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Strongly agree	42	45%	3,911	40%	28	29%	2,480	37%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Total	94	100%	9,681	100%	96	100%	6,681	100%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
I developed a close, personal relationship with at least one faculty member	1 1%	244 3%	2 2%	180 3%
I was satisfied with the opportunities to meet and interact informally with faculty members	1 1%	244 3%	2 2%	180 3%
I was satisfied with the opportunities to meet and interact informally with faculty members	1 1%	244 3%	2 2%	180 3%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Relationship with at least one faculty member	5	5%	989	10%	11	12%	831	12%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Neither agree nor disagree	7 7%	1,319 14%	8 8%	994 15%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Agree	23	24%	2,645	27%	27	28%	1,826	27%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty					
		Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Strongly agree	59	62%	4,487	46%	48 50% 2,856 43%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Total	95	100%	9,684	100%	96	100%	6,687	100%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
I was satisfied with the opportunities to	0	0%	117	1%	0	0%	72	1%
Strongly disagree								



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty					
		Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Meet and interact informally with faculty	5	5%	508	5%	5
Disagree	5	5%	357	5%	5



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty	
<i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>	
Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.	
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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.	
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	
I developed a close, personal relationship with at least one faculty member.	
I was satisfied with the opportunities to meet and interact informally with faculty members.	

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Neither agree nor disagree	10	11%	1,309	14%	11	12%	906	14%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Agree	27	28%	3,564	37%	32	33%	2,548	38%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Strongly agree	53	56%	4,187	43%	48	50%	2,805	42%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Good Teaching and High-Quality Interactions with Faculty

Table 1 includes the nine statements from the survey that were combined to create the Good Teaching and High-Quality Interactions with Faculty indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty <i>1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree</i>
<p>Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.</p> <p>Most faculty with whom I have had contact at this institution were...</p> <ul style="list-style-type: none"> 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. <p>Below are statements about your contact and interactions with faculty during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.</p> <ul style="list-style-type: none"> My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes. My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas. My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations. I developed a close, personal relationship with at least one faculty member. I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty								
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
© 2018 Higher Education Data Sharing Consortium Total	95	100%	9,685	100%	96	100%	6,688	100%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

Wrote essays.

Completed assignments or 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.



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

Wrote essays.

Completed assignments or 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.



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>Below are statements about experiences you may have had in your classes as an undergraduate at this institution. About how often have you experienced each?</p> <ul style="list-style-type: none"> 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 in course 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. <p>Below are descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?</p> <ul style="list-style-type: none"> Wrote essays. Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations				



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Challenging Assignments and High Faculty Expectations

Table 1 includes the 14 statements from the survey that were combined to create the Challenging Assignments and High Faculty Expectations indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Challenging Assignments and High Faculty Expectations

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes as an undergraduate at this institution. 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 in course 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 descriptions of the types of exams or assignments you may have had in your undergraduate classes at this institution. About how often did you experience each?

- Wrote essays.
- Completed assignments or 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.

Table 2: Summary Results for Challenging Assignments and High Faculty Expectations

--	--	--	--	--



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Interactions with Diversity

Table 1 includes the six statements from the survey that were combined to create the Interactions with Diversity indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Interactions with Diversity
<i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
How often did you have the following experiences as an undergraduate 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 in gender, national origin, political views, race, religion, sexuality, or values.
Had serious discussions with other students about different lifestyles and customs.
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.

Table 2: Summary Results for Interactions with Diversity				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	3.21 ↑	3.11	3.25 ↑	3.11
Standard Deviation	0.77	0.87	0.80	0.87
75th Percentile	3.67	3.67	3.67	3.67
Median	3.25	3.17	3.25	3.17
25th Percentile	2.67	2.50	2.67	2.50
Total Responses	88	8,943	88	6,231



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Interactions with Diversity

Table 1 includes the six statements from the survey that were combined to create the Interactions with Diversity indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Interactions with Diversity <i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
<p>How often did you have the following experiences as an undergraduate at this institution?</p> <ul style="list-style-type: none"> 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 in gender, national origin, political views, race, religion, sexuality, or values. Had serious discussions with other students about different lifestyles and customs. 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.

Table 2: Summary Results for Interactions with Diversity				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
<p> ↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference ↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference </p>				

Table 3: Frequencies for Statements in the Interactions with Diversity Indicator



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Interactions with Diversity

Table 1 includes the six statements from the survey that were combined to create the Interactions with Diversity indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Interactions with Diversity
<i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>
How often did you have the following experiences as an undergraduate 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 in gender, national origin, political views, race, religion, sexuality, or values.
Had serious discussions with other students about different lifestyles and customs.
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.

Table 2: Summary Results for Interactions with Diversity									
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort		
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort		
	n	%	n	%	n	%	n	%	
How often did you have the following experiences as an undergraduate at this institution? (Q11)									
Attended a debate or lecture on a Never	7	8%	873	10%	3	3%	537	9%	



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Interactions with Diversity

Table 1 includes the six statements from the survey that were combined to create the Interactions with Diversity indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Interactions with Diversity	
<i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>	
How often did you have the following experiences as an undergraduate 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 in gender, national origin, political views, race, religion, sexuality, or values.	
Had serious discussions with other students about different lifestyles and customs.	
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.	

Table 2: Summary Results for Interactions with Diversity									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
current political/social issue.	Rarely	12	14%	2,072	23%	16	18%	1,302	21%
	Sometimes	26	30%	3,182	35%	30	34%	2,191	35%
	Often	26	30%	1,906	21%	28	32%	1,406	22%
	Very often	17	19%	977	11%	12	14%	832	13%
	Total		88	100%	9,010	100%	89	100%	6,268
Participated in a diversity or cultural awareness workshop.	Never	14	16%	1,351	15%	14	16%	965	15%
	Rarely	37	42%	2,636	29%	33	37%	1,809	29%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Interactions with Diversity

Table 1 includes the six statements from the survey that were combined to create the Interactions with Diversity indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Interactions with Diversity	
<i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>	
How often did you have the following experiences as an undergraduate 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 in gender, national origin, political views, race, religion, sexuality, or values.	
Had serious discussions with other students about different lifestyles and customs.	
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.	

Table 2: Summary Results for Interactions with Diversity									
		Kenyon		All Other Alumni		Kenyon		All Other Alumni	
		5-Year Cohort		in 5-Year Cohort		10-Year Cohort		in 10-Year Cohort	
	Sometimes	17	19%	2,809	31%	28	32%	1,951	31%
	Often	15	17%	1,377	15%	5	6%	999	16%
	Very often	5	6%	823	9%	9	10%	538	9%
	Total	88	100%	8,996	100%	89	100%	6,262	100%
Had discussions about intergroup relations with students differing from you in gender, national origin, political	Never	5	6%	639	7%	2	2%	491	8%
	Rarely	23	26%	1,836	20%	22	25%	1,299	21%
	Sometimes	25	28%	2,799	31%	29	33%	1,981	32%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Interactions with Diversity

Table 1 includes the six statements from the survey that were combined to create the Interactions with Diversity indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Interactions with Diversity	
<i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>	
How often did you have the following experiences as an undergraduate 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 in gender, national origin, political views, race, religion, sexuality, or values.	
Had serious discussions with other students about different lifestyles and customs.	
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.	

Table 2: Summary Results for Interactions with Diversity											
				Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
views, race, religion, sexuality, or values.	Often	22	25%	2,141	24%	23	26%	1,498	24%		
	Very often	13	15%	1,576	18%	12	14%	990	16%		
	Total	88	100%	8,991	100%	88	100%	6,259	100%		
Had serious discussions with other students about different lifestyles and customs.	Never	1	1%	382	4%	0	0%	256	4%		
	Rarely	10	11%	1,257	14%	8	9%	935	15%		
	Sometimes	18	21%	2,751	31%	30	34%	1,994	32%		
	Often	39	44%	2,694	30%	29	33%	1,823	29%		



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Interactions with Diversity

Table 1 includes the six statements from the survey that were combined to create the Interactions with Diversity indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Interactions with Diversity	
<i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>	
How often did you have the following experiences as an undergraduate 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 in gender, national origin, political views, race, religion, sexuality, or values.	
Had serious discussions with other students about different lifestyles and customs.	
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.	

Table 2: Summary Results for Interactions with Diversity											
				Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Very often		20	23%	1,899	21%	22	25%	1,252	20%		
Total		88	100%	8,983	100%	89	100%	6,260	100%		
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	Never	7	8%	988	11%	7	8%	648	10%		
	Rarely	19	22%	2,656	30%	23	26%	1,849	30%		
	Sometimes	33	38%	2,894	32%	27	30%	2,062	33%		
	Often	19	22%	1,524	17%	19	21%	1,095	18%		
	Very often	10	11%	925	10%	13	15%	600	10%		



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Interactions with Diversity

Table 1 includes the six statements from the survey that were combined to create the Interactions with Diversity indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Interactions with Diversity	
<i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>	
How often did you have the following experiences as an undergraduate 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 in gender, national origin, political views, race, religion, sexuality, or values.	
Had serious discussions with other students about different lifestyles and customs.	
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.	

Table 2: Summary Results for Interactions with Diversity									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Total		88	100%	8,987	100%	89	100%	6,254	100%
Had serious discussions with students whose political, social, or religious opinions were different from your own.	Never	2	2%	458	5%	1	1%	276	4%
	Rarely	19	22%	1,719	19%	12	14%	1,141	18%
	Sometimes	27	31%	2,988	33%	32	36%	2,156	34%
	Often	26	30%	2,309	26%	21	24%	1,637	26%
	Very often	14	16%	1,521	17%	23	26%	1,049	17%
Total		88	100%	8,995	100%	89	100%	6,259	100%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Intellectual Outcomes

Table 1 includes the ten statements from the survey that were combined to create the Growth on Intellectual Outcomes indicator. The second table provides summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in

Table 1: Growth on Intellectual Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the

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

Table 2: Summary Results for Growth on Intellectual Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort
Mean	3.27 ≈	3.27	3.32 ↑
Standard Deviation	0.54	0.54	0.49
75th Percentile	3.70	3.70	3.70
Median	3.35	3.30	3.40
25th Percentile	3.00	3.00	3.00
Total Responses	82	8,535	85

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference

Table 3: Frequencies for Statements in the Growth on Intellectual Outcomes Indicator							
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort	
		n	%	n	%	n	%
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas? (Q12)							
Careful reading: Comprehension and analysis of written texts within and across genres.	Very little	1	1%	166	2%	0	0%
	Some	5	6%	1,192	14%	6	7%
	Quite a bit	23	27%	2,921	34%	18	21%
	Very much	55	66%	4,399	51%	62	72%
	Total	84	100%	8,678	100%	86	100%
Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	Very little	1	1%	86	1%	0	0%
	Some	4	5%	636	7%	6	7%
	Quite a bit	15	18%	2,338	27%	11	13%
	Very much	63	76%	5,614	65%	68	80%
	Total	83	100%	8,674	100%	85	100%
Creative thinking: Developing or combining ideas, images, or expertise in	Very little	2	2%	198	2%	1	1%
	Some	13	16%	1,339	16%	9	11%

innovative ways.	Quite a bit	25	30%	3,191	37%	31	36%
	Very much	43	52%	3,938	45%	45	52%
	Total	83	100%	8,666	100%	86	100%
Information literacy: Locating, evaluating, and using information effectively and responsibly for a particular purpose.	Very little	3	4%	113	1%	0	0%
	Some	6	7%	951	11%	7	8%
	Quite a bit	26	31%	3,146	36%	27	31%
	Very much	49	58%	4,445	51%	52	61%
	Total	84	100%	8,655	100%	86	100%
Quantitative literacy: Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments.	Very little	8	10%	366	4%	7	8%
	Some	23	27%	1,715	20%	28	33%
	Quite a bit	30	36%	3,010	35%	26	30%
	Very much	23	27%	3,559	41%	25	29%
	Total	84	100%	8,650	100%	86	100%
Effective writing: Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	Very little	2	2%	145	2%	0	0%
	Some	4	5%	963	11%	3	4%
	Quite a bit	15	18%	2,623	30%	19	22%
	Very much	63	75%	4,937	57%	64	74%
	Total	84	100%	8,668	100%	86	100%
Effective speaking: Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	Very little	3	4%	371	4%	4	5%
	Some	25	30%	2,012	23%	21	24%
	Quite a bit	25	30%	3,079	36%	30	35%
	Very much	31	37%	3,204	37%	31	36%
	Total	84	100%	8,666	100%	86	100%
Teamwork: Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	Very little	6	7%	330	4%	3	4%
	Some	27	32%	1,971	23%	32	37%
	Quite a bit	32	38%	3,230	37%	29	34%
	Very much	19	23%	3,133	36%	22	26%
	Total	84	100%	8,664	100%	86	100%
Problem solving: Designing, evaluating, and implementing a strategy to answer questions or achieve a goal.	Very little	3	4%	179	2%	2	2%
	Some	13	16%	1,341	16%	15	17%
	Quite a bit	33	39%	3,243	38%	29	34%
	Very much	35	42%	3,886	45%	40	47%
	Total	84	100%	8,649	100%	86	100%
Integrative thinking: The habit of	Very little	4	5%	165	2%	1	1%

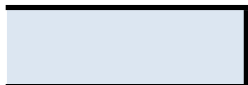
connecting ideas and experiences, and the ability to transfer learning to novel situations.	Some	4	5%	1,220	14%	13	15%
	Quite a bit	29	35%	3,233	37%	28	33%
	Very much	47	56%	4,040	47%	44	51%
	Total	84	100%	8,658	100%	86	100%

[Back to Table of Contents](#)

able shows
ie overall mean
n the indicator.



e following areas?



All Other Alumni in 10-Year Cohort	
	3.24
	0.56
	3.70
	3.30
	2.90
	5,947

All Other Alumni in 10-Year Cohort	
n	%
121	2%
870	14%
1,952	32%
3,126	52%
6,069	100%
63	1%
501	8%
1,666	28%
3,834	63%
6,064	100%
124	2%
1,012	17%

2,250	37%
2,667	44%
6,053	100%
94	2%
710	12%
2,151	36%
3,098	51%
6,053	100%
266	4%
1,237	20%
2,063	34%
2,484	41%
6,050	100%
88	2%
726	12%
1,797	30%
3,448	57%
6,059	100%
306	5%
1,552	26%
2,194	36%
2,004	33%
6,056	100%
269	4%
1,518	25%
2,240	37%
2,035	34%
6,062	100%
149	3%
1,092	18%
2,245	37%
2,563	42%
6,049	100%
140	2%

999	17%
2,288	38%
2,615	43%
6,042	100%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes
<i>1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much</i>
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?
Civic engagement
Intercultural knowledge and competence
Ethical reasoning
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?
Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes
<i>1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much</i>
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?
Civic engagement
Intercultural knowledge and competence
Ethical reasoning
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?
Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference
 ↑↑ Medium positive difference
 ↑ Small positive difference
 ≈ No difference

↓ Small negative difference
 ↓↓ Medium negative difference
 ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊙ Small negative difference ↓ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ⊖⊖⊖ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ↓ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes	
<i>1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much</i>	
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?	
Civic engagement	
Intercultural knowledge and competence	
Ethical reasoning	
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?	
Social and civic involvement	

Table 2: Summary Results for Growth on Civic Outcomes				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊙ Small negative difference ↓ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes
<i>1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much</i>
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?
Civic engagement
Intercultural knowledge and competence
Ethical reasoning
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?
Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes
<i>1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much</i>
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?
Civic engagement
Intercultural knowledge and competence
Ethical reasoning
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?
Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ⊖⊖⊖ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes
<i>1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much</i>
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?
Civic engagement
Intercultural knowledge and competence
Ethical reasoning
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?
Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊙ Small negative difference ↓ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes
<i>1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much</i>
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?
Civic engagement
Intercultural knowledge and competence
Ethical reasoning
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?
Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes	
<i>1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much</i>	
To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?	
Civic engagement	
Intercultural knowledge and competence	
Ethical reasoning	
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?	
Social and civic involvement	

Table 2: Summary Results for Growth on Civic Outcomes				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊙ Small negative difference ↓ Medium negative difference ↓↓↓ Large negative difference



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

Growth on Civic Outcomes

Table 1 includes the four statements from the survey that were combined to create the Growth on Civic Outcomes indicator. The second table shows summary results for the indicator. The symbols that appear in Table 2 represent effect sizes for the differences between your mean score and the overall mean score for each alumni cohort (see interpretation of symbols below table). The third table provides comparative frequencies for each statement in the indicator.

Table 1: Growth on Civic Outcomes

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent did your experience as an undergraduate at this institution contribute to your knowledge, skills, and personal development in the following areas?

- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning

Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?

- Social and civic involvement

Table 2: Summary Results for Growth on Civic Outcomes

	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.84 ≈	2.83
Standard Deviation	0.80	0.76	0.80	0.76
75th Percentile	3.50	3.50	3.50	3.50
Median	2.75	3.00	3.00	2.75
25th Percentile	2.25	2.25	2.25	2.25
Total Responses	79	8,473	85	5,939

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

⊖ Small negative difference ⊖ Medium negative difference ↓↓↓ Large negative difference



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Activities

Kenyon Frequencies for Questions on College Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
		n	%	n	%	n	%	n	%
How frequently did you participate in the following activities as an undergraduate at this institution? (Q15)									
Student or campus government	Never	48	60%	5,430	64%	47	57%	3,656	62%
	Rarely	14	18%	1,244	15%	16	20%	935	16%
	Sometimes	6	8%	803	10%	9	11%	636	11%
	Often	8	10%	461	6%	3	4%	348	6%
	Very often	4	5%	508	6%	7	9%	364	6%
	Total		80	100%	8,446	100%	82	100%	5,939
Intercollegiate athletics	Never	52	65%	5,208	62%	47	57%	3,563	60%
	Rarely	4	5%	649	8%	5	6%	461	8%
	Sometimes	4	5%	610	7%	4	5%	468	8%
	Often	1	1%	416	5%	4	5%	351	6%
	Very often	19	24%	1,553	18%	22	27%	1,095	18%
	Total		80	100%	8,436	100%	82	100%	5,938
Intramural or club sports	Never	43	54%	3,776	45%	24	29%	2,559	43%
	Rarely	14	18%	1,045	12%	14	17%	804	14%
	Sometimes	12	15%	1,442	17%	20	24%	1,041	18%
	Often	5	6%	972	12%	13	16%	733	12%
	Very often	6	8%	1,215	14%	11	13%	799	14%
	Total		80	100%	8,450	100%	82	100%	5,936
Student publications	Never	40	50%	4,953	59%	38	46%	3,353	57%
	Rarely	15	19%	1,499	18%	25	31%	1,115	19%
	Sometimes	17	21%	1,121	13%	7	9%	819	14%
	Often	3	4%	448	5%	5	6%	340	6%
	Very often	5	6%	416	5%	7	9%	303	5%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Activities

Kenyon Frequencies for Questions on College Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
	Total	80	100%	8,437	100%	82	100%	5,930	100%
Performing arts/music	Never	24	30%	3,303	39%	26	32%	2,236	38%
	Rarely	9	11%	1,297	15%	16	20%	913	15%
	Sometimes	14	18%	1,413	17%	18	22%	1,028	17%
	Often	8	10%	824	10%	8	10%	665	11%
	Very often	25	31%	1,606	19%	14	17%	1,094	18%
	Total	80	100%	8,443	100%	82	100%	5,936	100%
Political organizations or clubs	Never	36	45%	4,612	55%	36	44%	3,016	51%
	Rarely	19	24%	1,497	18%	21	26%	1,126	19%
	Sometimes	13	16%	1,248	15%	11	14%	917	16%
	Often	7	9%	583	7%	6	7%	462	8%
	Very often	5	6%	505	6%	7	9%	411	7%
	Total	80	100%	8,445	100%	81	100%	5,932	100%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Activities

Kenyon Frequencies for Questions on College Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Community service	Never	15	19%	1,154	14%	6	7%	807	14%
	Rarely	15	19%	1,665	20%	17	21%	1,241	21%
	Sometimes	25	31%	2,934	35%	28	34%	2,112	36%
	Often	20	25%	1,612	19%	19	23%	1,091	18%
	Very often	5	6%	1,084	13%	12	15%	681	12%
	Total		80	100%	8,449	100%	82	100%	5,932
Sorority/fraternity	Never	57	70%	6,258	74%	47	57%	4,444	75%
	Rarely	8	10%	280	3%	4	5%	238	4%
	Sometimes	2	3%	283	3%	2	2%	223	4%
	Often	7	9%	344	4%	3	4%	227	4%
	Very often	7	9%	1,279	15%	26	32%	799	14%
	Total		81	100%	8,444	100%	82	100%	5,931
Religious groups	Never	57	71%	4,818	57%	46	56%	3,262	55%
	Rarely	11	14%	1,316	16%	15	18%	911	15%
	Sometimes	8	10%	1,048	12%	13	16%	821	14%
	Often	2	3%	602	7%	3	4%	447	8%
	Very often	2	3%	661	8%	5	6%	486	8%
	Total		80	100%	8,445	100%	82	100%	5,927
Internships (paid or unpaid)	Never	33	41%	3,250	38%	31	38%	2,378	40%
	Rarely	10	13%	735	9%	16	20%	527	9%
	Sometimes	22	28%	1,876	22%	21	26%	1,379	23%
	Often	7	9%	1,541	18%	7	9%	1,001	17%
	Very often	8	10%	1,054	13%	7	9%	644	11%
	Total		80	100%	8,456	100%	82	100%	5,929
Service organizations (on or off campus)	Never	26	33%	2,184	26%	18	22%	1,485	25%
	Rarely	17	21%	1,541	18%	17	21%	1,172	20%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Activities

Kenyon Frequencies for Questions on College Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
	Sometimes	19	24%	2,237	27%	20	24%	1,623	27%
	Often	12	15%	1,390	17%	10	12%	924	16%
	Very often	6	8%	1,085	13%	17	21%	728	12%
	Total	80	100%	8,437	100%	82	100%	5,932	100%
Multicultural student groups	Never	33	41%	3,575	42%	38	47%	2,426	41%
	Rarely	21	26%	1,758	21%	16	20%	1,297	22%
	Sometimes	17	21%	1,670	20%	15	19%	1,263	21%
	Often	4	5%	776	9%	7	9%	546	9%
	Very often	5	6%	661	8%	5	6%	402	7%
	Total	80	100%	8,440	100%	81	100%	5,934	100%
Working with faculty on research	Never	49	62%	3,866	46%	45	56%	2,706	46%
	Rarely	12	15%	1,281	15%	17	21%	947	16%
	Sometimes	7	9%	1,565	19%	12	15%	1,085	18%
	Often	9	11%	907	11%	3	4%	631	11%
	Very often	2	3%	836	10%	4	5%	559	9%
	Total	79	100%	8,455	100%	81	100%	5,928	100%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

College Activities

Kenyon Frequencies for Questions on College Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Study abroad	Never	25	33%	4,179	50%	33	40%	3,066	52%
	Rarely	2	3%	315	4%	2	2%	240	4%
	Sometimes	11	14%	1,221	15%	18	22%	916	15%
	Often	19	25%	1,333	16%	12	15%	821	14%
	Very often	20	26%	1,401	17%	17	21%	894	15%
	Total		77	100%	8,449	100%	82	100%	5,937
On-campus employment	Never	14	18%	2,299	27%	26	32%	1,506	25%
	Rarely	2	3%	372	4%	5	6%	290	5%
	Sometimes	9	11%	1,066	13%	10	12%	843	14%
	Often	27	34%	1,434	17%	18	22%	1,127	19%
	Very often	28	35%	3,281	39%	23	28%	2,174	37%
	Total		80	100%	8,452	100%	82	100%	5,940
Off-campus employment	Never	61	76%	4,703	56%	52	64%	2,982	50%
	Rarely	3	4%	679	8%	9	11%	545	9%
	Sometimes	6	8%	1,153	14%	11	14%	903	15%
	Often	7	9%	817	10%	4	5%	696	12%
	Very often	3	4%	1,086	13%	5	6%	806	14%
	Total		80	100%	8,438	100%	81	100%	5,932
Independent study	Never	34	43%	3,387	40%	31	38%	2,059	35%
	Rarely	6	8%	1,058	13%	12	15%	838	14%
	Sometimes	19	24%	1,834	22%	24	29%	1,486	25%
	Often	12	15%	1,199	14%	9	11%	892	15%
	Very often	8	10%	966	11%	6	7%	647	11%
	Total		79	100%	8,444	100%	82	100%	5,922
Other	Never	10	71%	1,592	79%	6	55%	971	77%
	Rarely	0	0%	22	1%	0	0%	12	1%



HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Kenyon College

College Activities

Kenyon Frequencies for Questions on College Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Sometimes		1	7%	68	3%	0	0%	48	4%
Often		0	0%	79	4%	2	18%	55	4%
Very often		3	21%	260	13%	3	27%	175	14%
Total		14	100%	2,021	100%	11	100%	1,261	100%
To what extent did your experience with each of the following as an undergraduate at this institution contribute to your learning and personal development? (Q16) <i>In this question, alumni only saw activities in which they reported participating in above.</i>									
Student or campus government	Very little	15	50%	1,003	35%	17	52%	728	33%
	Some	10	33%	935	32%	9	27%	747	34%
	Quite a bit	4	13%	516	18%	5	15%	376	17%
	Very much	1	3%	452	16%	2	6%	359	16%
	Total	30	100%	2,906	100%	33	100%	2,210	100%
Intercollegiate athletics	Very little	3	12%	720	23%	5	15%	512	22%
	Some	5	19%	586	19%	4	12%	440	19%
	Quite a bit	6	23%	509	16%	10	30%	445	19%
	Very much	12	46%	1,307	42%	14	42%	910	39%
	Total	26	100%	3,122	100%	33	100%	2,307	100%
Intramural or club sports	Very little	17	47%	1,485	33%	20	36%	1,106	34%
	Some	7	19%	1,447	32%	16	29%	1,130	35%
	Quite a bit	8	22%	872	19%	14	25%	597	18%
	Very much	4	11%	710	16%	6	11%	447	14%
	Total	36	100%	4,514	100%	56	100%	3,280	100%
Student publications	Very little	15	39%	1,103	33%	13	32%	797	32%
	Some	12	31%	1,243	37%	18	44%	1,008	41%
	Quite a bit	10	26%	587	18%	5	12%	392	16%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Activities

Kenyon Frequencies for Questions on College Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
	Very much	2	5%	421	13%	5	12%	293	12%
	Total	39	100%	3,354	100%	41	100%	2,490	100%
Performing arts/music	Very little	10	18%	1,056	21%	12	22%	757	21%
	Some	15	27%	1,498	30%	21	39%	1,112	31%
	Quite a bit	13	24%	1,040	21%	10	19%	766	21%
	Very much	17	31%	1,389	28%	11	20%	958	27%
	Total	55	100%	4,983	100%	54	100%	3,593	100%
Political organizations or clubs	Very little	14	33%	1,226	33%	21	49%	905	32%
	Some	14	33%	1,375	37%	12	28%	1,024	36%
	Quite a bit	10	24%	670	18%	7	16%	504	18%
	Very much	4	10%	404	11%	3	7%	386	14%
	Total	42	100%	3,675	100%	43	100%	2,819	100%
Community service	Very little	11	18%	1,055	15%	16	22%	756	15%
	Some	28	44%	2,662	38%	33	45%	2,023	41%
	Quite a bit	16	25%	1,976	28%	17	23%	1,325	27%
	Very much	8	13%	1,376	20%	7	10%	882	18%
	Total	63	100%	7,069	100%	73	100%	4,986	100%
Sorority/fraternity	Very little	8	36%	343	16%	3	9%	281	19%
	Some	4	18%	367	18%	5	15%	281	19%
	Quite a bit	4	18%	505	24%	11	33%	319	22%
	Very much	6	27%	887	42%	14	42%	566	39%
	Total	22	100%	2,102	100%	33	100%	1,447	100%
Religious groups	Very little	13	57%	955	27%	16	46%	712	27%
	Some	5	22%	1,235	35%	13	37%	923	36%
	Quite a bit	3	13%	678	19%	2	6%	498	19%
	Very much	2	9%	628	18%	4	11%	461	18%



College Activities

**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

Kenyon Frequencies for Questions on College Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Total		23	100%	3,496	100%	35	100%	2,594	100%
Internships (paid or unpaid)	Very little	9	20%	448	9%	10	20%	376	11%
	Some	13	28%	1,065	21%	18	37%	789	23%
	Quite a bit	14	30%	1,533	30%	10	20%	1,069	31%
	Very much	10	22%	2,003	40%	11	22%	1,216	35%
	Total	46	100%	5,049	100%	49	100%	3,450	100%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Activities

Kenyon Frequencies for Questions on College Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Service organizations (on or off campus)	Very little	15	29%	1,141	19%	16	26%	855	20%
	Some	18	35%	2,237	37%	22	36%	1,678	39%
	Quite a bit	10	19%	1,541	26%	17	27%	1,031	24%
	Very much	9	17%	1,123	19%	7	11%	750	17%
	Total	52	100%	6,042	100%	62	100%	4,314	100%
Multicultural student groups	Very little	12	27%	1,002	21%	10	24%	751	22%
	Some	17	38%	1,711	36%	20	49%	1,317	39%
	Quite a bit	10	22%	1,162	25%	5	12%	798	24%
	Very much	6	13%	821	18%	6	15%	531	16%
	Total	45	100%	4,696	100%	41	100%	3,397	100%
Working with faculty on research	Very little	7	24%	653	15%	7	20%	501	16%
	Some	10	35%	1,165	26%	16	46%	867	28%
	Quite a bit	6	21%	1,143	26%	5	14%	820	26%
	Very much	6	21%	1,479	33%	7	20%	948	30%
	Total	29	100%	4,440	100%	35	100%	3,136	100%
Study abroad	Very little	0	0%	92	2%	1	2%	82	3%
	Some	4	8%	355	9%	5	11%	223	8%
	Quite a bit	13	26%	846	20%	8	17%	638	23%
	Very much	33	66%	2,867	69%	33	70%	1,844	66%
	Total	50	100%	4,160	100%	47	100%	2,787	100%
On-campus employment	Very little	14	22%	787	13%	12	22%	608	14%
	Some	11	17%	1,503	25%	19	35%	1,232	29%
	Quite a bit	19	30%	1,677	28%	10	19%	1,222	28%
	Very much	20	31%	2,020	34%	13	24%	1,250	29%
	Total	64	100%	5,987	100%	54	100%	4,312	100%
Off-campus employment	Very little	3	17%	757	21%	9	35%	625	22%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Activities

Kenyon Frequencies for Questions on College Activities									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
	Some	2	11%	949	26%	6	23%	797	28%
	Quite a bit	8	44%	931	26%	6	23%	744	26%
	Very much	5	28%	971	27%	5	19%	692	24%
	Total	18	100%	3,608	100%	26	100%	2,858	100%
Independent study	Very little	5	12%	733	15%	3	6%	612	16%
	Some	12	28%	1,333	27%	17	35%	1,132	30%
	Quite a bit	11	26%	1,433	29%	18	37%	1,044	28%
	Very much	15	35%	1,388	28%	11	22%	953	26%
	Total	43	100%	4,887	100%	49	100%	3,741	100%
Other	Very little	0	0%	31	8%	0	0%	18	7%
	Some	1	25%	42	11%	0	0%	31	12%
	Quite a bit	0	0%	86	22%	2	40%	50	19%
	Very much	3	75%	234	60%	3	60%	164	62%
	Total	4	100%	393	100%	5	100%	263	100%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Satisfaction

In Table 1 below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 8 and 15 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of preparation that alumni believe your institution had on their postgraduate activities. In Table 3 below, we show connection and satisfaction mean scores, disaggregated by undergraduate major and current primary activity. Overall Connection to the Institution is measured on a 4-point scale where 1 = No connection and 4 = Very strong connection. Overall Satisfaction is measured on a 5-point scale where 1 = Very dissatisfied and 5 = Very satisfied.

Table 1: Summary Results for College Satisfaction				
	Kenyon 5-Year Cohort	All Other Alumni in 5-Year Cohort	Kenyon 10-Year Cohort	All Other Alumni in 10-Year Cohort
Connection to Institution				
Mean	3.47 ↑	3.33	3.40 ↑	3.29
Standard Deviation	0.70	0.72	0.69	0.72
75th Percentile	4.00	4.00	4.00	4.00
Median	4.00	3.00	4.00	3.00
25th Percentile	3.00	3.00	3.00	3.00
Total Responses	76	8,358	80	5,865
Satisfaction with Institution				
Mean	4.42 ≈	4.42	4.49 ≈	4.46
Standard Deviation	0.86	0.78	0.75	0.76
75th Percentile	5.00	5.00	5.00	5.00
Median	5.00	5.00	5.00	5.00
25th Percentile	4.00	4.00	4.00	4.00
Total Responses	77	8,359	80	5,858

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Satisfaction

In Table 1 below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 8 and 15 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of preparation that alumni believe your institution had on their postgraduate activities. In Table 3 below, we show

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference

Table 2: Frequencies for Questions on Connection, Satisfaction, and Institutional Impact									
		Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort	
		n	%	n	%	n	%	n	%
How connected do you feel to this institution? (Q17)									
No connection		1	1%	135	2%	0	0%	84	1%
Very little connection		6	8%	848	10%	9	11%	671	11%
Some connection		25	33%	3,535	42%	30	38%	2,596	44%
Very strong connection		44	58%	3,840	46%	41	51%	2,514	43%
Total		76	100%	8,358	100%	80	100%	5,865	100%
Overall, how satisfied have you been with your undergraduate education at this institution? (Q18)									
Very dissatisfied		0	0%	70	1%	0	0%	39	1%
Dissatisfied		5	7%	209	3%	3	4%	125	2%
Neither satisfied nor dissatisfied		4	5%	504	6%	3	4%	354	6%
Satisfied		22	29%	2,960	35%	26	33%	1,897	32%
Very satisfied		46	60%	4,616	55%	48	60%	3,443	59%
Total		77	100%	8,359	100%	80	100%	5,858	100%
Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities? (Q13)									
Graduate or professional school	Very little	3	4%	441	5%	3	4%	288	5%
	Some	5	7%	1,397	17%	16	20%	881	15%
	Quite a bit	22	29%	2,685	32%	20	25%	1,646	28%
	Very much	47	61%	3,848	46%	40	51%	3,021	52%
	Total	77	100%	8,371	100%	79	100%	5,836	100%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Satisfaction

In Table 1 below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 8 and 15 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of preparation that alumni believe your institution had on their postgraduate activities. In Table 3 below, we show

Current career	Very little	9	11%	858	10%	8	9%	557	9%
	Some	20	25%	2,184	25%	27	31%	1,495	25%
	Quite a bit	30	37%	2,796	33%	28	33%	1,932	32%
	Very much	22	27%	2,755	32%	23	27%	2,042	34%
	Total	81	100%	8,593	100%	86	100%	6,026	100%
Interpersonal relationships and family living	Very little	10	12%	1,117	13%	11	13%	743	12%
	Some	22	27%	2,380	28%	24	28%	1,774	29%
	Quite a bit	30	37%	2,848	33%	25	29%	1,970	33%
	Very much	19	24%	2,263	26%	26	30%	1,542	26%
	Total	81	100%	8,608	100%	86	100%	6,029	100%



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Satisfaction

In Table 1 below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 8 and 15 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of preparation that alumni believe your institution had on their postgraduate activities. In Table 3 below, we show

Responsibilities of post-undergraduate life (e.g., managing finances, maintaining health, creating a home)	Very little	41	50%	2,764	32%	35	41%	1,848	31%
	Some	28	34%	2,974	34%	36	42%	2,193	36%
	Quite a bit	9	11%	1,788	21%	8	9%	1,270	21%
	Very much	4	5%	1,108	13%	7	8%	728	12%
	Total	82	100%	8,634	100%	86	100%	6,039	100%
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)	Very little	7	9%	780	9%	5	6%	465	8%
	Some	15	18%	2,021	23%	14	16%	1,304	22%
	Quite a bit	31	38%	2,827	33%	24	28%	1,960	33%
	Very much	29	35%	2,996	35%	43	50%	2,300	38%
	Total	82	100%	8,624	100%	86	100%	6,029	100%

Table 3: Connection and Satisfaction by Undergraduate Major and Primary Activity									
	Kenyon 5-Year Cohort		All Other Alumni in 5-Year Cohort		Kenyon 10-Year Cohort		All Other Alumni in 10-Year Cohort		
	n	Mean	n	Mean	n	Mean	n	Mean	
Mean score for "How connected do you feel to this institution?" (Q17) by Undergraduate Major (Q6)									
<i>Means range from 1 (No connection) to 4 (Very strong connection)</i>									
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	7	3.71	1,101	3.36	5	3.60	689	3.36	
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	0		1,047	3.24	1	2.00	712	3.14	
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0		401	3.41	1	3.00	265	3.21	
Education (e.g., Elementary Education, Secondary Education, Special Education)	0		480	3.29	0		399	3.28	
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0		122	3.33	0		122	3.34	
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	7	3.43	746	3.35	9	3.44	570	3.29	



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Satisfaction

In Table 1 below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 8 and 15 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of preparation that alumni believe your institution had on their postgraduate activities. In Table 3 below, we show

Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0		359	3.18	0		220	3.17
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	36	3.44	1,872	3.38	35	3.49	1,329	3.35
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	2	3.50	830	3.39	3	3.67	577	3.33
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	33	3.52	2,718	3.35	37	3.32	1,970	3.31
Other	3	2.67	604	3.32	4	3.25	423	3.32



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Satisfaction

In Table 1 below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 8 and 15 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of preparation that alumni believe your institution had on their postgraduate activities. In Table 3 below, we show

Mean score for "How connected do you feel to this institution?"(Q17) by Primary Activity (Q1)								
<i>Means range from 1 (No connection) to 4 (Very strong connection)</i>								
Employed, full-time	54	3.56	5,997	3.33	76	3.41	4,755	3.30
Employed, part-time	2	3.50	235	3.18	0		265	3.28
Employed, multiple jobs	3	3.00	402	3.25	1	3.00	224	3.22
Graduate or professional school, full-time	14	3.36	1,269	3.41	2	3.00	227	3.26
Graduate or professional school, part-time	0		65	3.29	0		21	3.29
Military service	0		53	3.25	0		30	3.47
Volunteer or national service (Peace Corps, AmeriCorps, etc.)	0		26	3.27	0		13	2.85
Not employed, but seeking employment, admission to graduate school, or other opportunity	3	3.00	211	3.08	1	4.00	103	3.11
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)	0		97	3.02	0		225	3.21
Mean score for "Overall, how satisfied have you been with your undergraduate education at this institution?" (Q18) by Undergraduate Major (Q6)								
<i>Means range from 1 (Very dissatisfied) to 5 (Very satisfied)</i>								
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	7	4.71	1,098	4.45	5	4.40	688	4.56
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	0		1,046	4.35	1	2.00	712	4.35
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0		401	4.46	1	4.00	265	4.38
Education (e.g., Elementary Education, Secondary Education, Special Education)	0		479	4.49	0		400	4.49
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0		122	4.42	0		122	4.57
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	7	4.00	745	4.32	9	4.33	568	4.41
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0		359	4.40	0		219	4.47
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	36	4.42	1,870	4.46	35	4.57	1,327	4.48



**HEDS Alumni Survey
2017–2018 Frequency and Indicator Report
Kenyon College**

College Satisfaction

In Table 1 below, we show alumni's mean scores for connection to and satisfaction with their institution. The symbols that appear in rows 8 and 15 represent effect sizes for the differences between your mean scores and the overall mean scores for each alumni cohort (see interpretation of symbols below table). In the second table, we show frequencies for the connection and satisfaction questions, as well as the level of preparation that alumni believe your institution had on their postgraduate activities. In Table 3 below, we show

Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	2	4.00	833	4.47	3	4.67	576	4.52
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	34	4.47	2,724	4.44	37	4.57	1,968	4.48
Other	3	4.00	604	4.38	4	4.75	423	4.49
Mean score for "Overall, how satisfied have you been with your undergraduate education at this institution?" (Q18) by Primary Activity (Q1)								
<i>Means range from 1 (Very dissatisfied) to 5 (Very satisfied)</i>								
Employed, full-time	55	4.40	6,002	4.43	76	4.49	4,746	4.48
Employed, part-time	2	4.50	234	4.15	0		265	4.40
Employed, multiple jobs	3	4.00	401	4.25	1	4.00	225	4.38
Graduate or professional school, full-time	14	4.71	1,267	4.53	2	5.00	227	4.48
Graduate or professional school, part-time	0		65	4.35	0		21	4.14
Military service	0		53	4.45	0		30	4.67
Volunteer or national service (Peace Corps, AmeriCorps, etc.)	0		26	4.50	0		13	4.00
Not employed, but seeking employment, admission to graduate school, or other opportunity	3	3.67	211	4.07	1	4.00	104	4.03
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)	0		97	4.06	0		225	4.43