



## HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Illinois Wesleyan University

Released 12/21/2018

This report compares your alumni who took the HEDS Alumni Survey during the 2017–2018 academic year to alumni at all institutions that participated in the survey in the 2015–2016, 2016–2017, and/or 2017–2018 academic years. We have combined institutions that do and do not belong to HEDS in the data, and we provide comparisons for alumni who took the survey 1, 5, 10, and more than 10 years after graduating.

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

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**Demographics**

<b>Illinois Wesleyan Frequencies for Demographics Questions</b>								
	<b>Illinois Wesleyan 5-Year Cohort</b>		<b>All Other Alumni in 5-Year Cohort</b>		<b>Illinois Wesleyan 10-Year Cohort</b>		<b>All Other Alumni in 10-Year Cohort</b>	
	n	%	n	%	n	%	n	%
<b>What is your current personal status? (Choose one) (Q4)</b>								
Living with partner	55	20%	2,317	23%	31	12%	844	12%
Married	86	32%	2,845	29%	174	67%	4,200	62%
Separated or divorced	1	0%	112	1%	3	1%	135	2%
Single	124	46%	4,362	44%	48	19%	1,508	22%
Widowed	0	0%	7	0%	1	0%	8	0%
Other	5	2%	349	4%	2	1%	124	2%
<b>Total</b>	<b>271</b>	<b>100%</b>	<b>9,992</b>	<b>100%</b>	<b>259</b>	<b>100%</b>	<b>6,819</b>	<b>100%</b>
<b>How many dependent children do you have? (Q5)</b>								
None	251	93%	9,050	91%	155	60%	4,289	63%
1 or 2	19	7%	810	8%	92	36%	2,267	33%
More than 2	1	0%	143	1%	12	5%	264	4%
<b>Total</b>	<b>271</b>	<b>100%</b>	<b>10,003</b>	<b>100%</b>	<b>259</b>	<b>100%</b>	<b>6,820</b>	<b>100%</b>



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**Demographics**

<b>Illinois Wesleyan Frequencies for Demographics Questions</b>								
	<b>Illinois Wesleyan 5-Year Cohort</b>		<b>All Other Alumni in 5-Year Cohort</b>		<b>Illinois Wesleyan 10-Year Cohort</b>		<b>All Other Alumni in 10-Year Cohort</b>	
<b>What was the field of study of your undergraduate major(s)? (Check all that apply) (Q6)</b>								
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	24	9%	1,308	13%	33	13%	778	11%
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	56	21%	1,314	13%	48	19%	852	12%
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0	0%	503	5%	2	1%	316	5%
Education (e.g., Elementary Education, Secondary Education, Special Education)	29	11%	550	6%	27	10%	444	6%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0	0%	166	2%	3	1%	159	2%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	38	14%	882	9%	46	18%	661	10%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	25	9%	403	4%	16	6%	235	3%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	49	18%	2,243	22%	54	21%	1,544	22%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	23	8%	962	10%	24	9%	660	10%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	80	29%	3,263	33%	82	32%	2,280	33%
Other	12	4%	777	8%	6	2%	521	8%
<b>Number of Alumni Who Responded to This Question</b>	<b>272</b>		<b>9,999</b>		<b>259</b>		<b>6,917</b>	



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**Postgraduate Activities**

Illinois Wesleyan Frequencies for Questions on Postgraduate Activities									
	Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort		
	n	%	n	%	n	%	n	%	
<b>Please indicate which of the following describes your current PRIMARY activity: (Q1)</b>									
Employed, full-time	227	79%	7,681	73%	232	85%	5,807	81%	
Employed, part-time	7	2%	296	3%	12	4%	317	4%	
Employed, multiple jobs	16	6%	518	5%	10	4%	287	4%	
Graduate or professional school, full-time	28	10%	1,526	14%	9	3%	280	4%	
Graduate or professional school, part-time	2	1%	76	1%	0	0%	28	0%	
Military service	1	0%	62	1%	0	0%	40	1%	
Volunteer or national service (Peace Corps, AmeriCorps, etc.)	2	1%	30	0%	0	0%	14	0%	
Not employed, but seeking employment, admission to graduate school, or other opportunity	3	1%	274	3%	1	0%	130	2%	
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)	1	0%	121	1%	8	3%	256	4%	
<b>Total</b>	<b>287</b>	<b>100%</b>	<b>10,584</b>	<b>100%</b>	<b>272</b>	<b>100%</b>	<b>7,159</b>	<b>100%</b>	
<b>Please indicate your plans for each of the following degrees or certificates: (Q2)</b>									
Second Bachelor's Degree	Do not plan to pursue	218	88%	7,671	92%	219	96%	5,237	92%
	Degree received	19	8%	396	5%	8	4%	336	6%
	Currently enrolled or working toward	2	1%	85	1%	1	0%	28	1%
	Degree you hope to attain in the future	8	3%	208	3%	0	0%	91	2%
	<b>Total</b>	<b>247</b>	<b>100%</b>	<b>8,360</b>	<b>100%</b>	<b>228</b>	<b>100%</b>	<b>5,692</b>	<b>100%</b>
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)	Do not plan to pursue	139	54%	4,656	52%	135	57%	3,264	54%
	Degree received	60	23%	1,996	22%	84	35%	2,124	35%
	Currently enrolled or working toward	17	7%	720	8%	6	3%	183	3%
	Degree you hope to attain in the future	43	17%	1,595	18%	12	5%	534	9%
	<b>Total</b>	<b>259</b>	<b>100%</b>	<b>8,967</b>	<b>100%</b>	<b>237</b>	<b>100%</b>	<b>6,105</b>	<b>100%</b>
Master of Business Administration (MBA)	Do not plan to pursue	191	78%	6,261	76%	180	80%	4,491	80%
	Degree received	4	2%	304	4%	16	7%	425	8%
	Currently enrolled or working toward	5	2%	259	3%	5	2%	78	1%
	Degree you hope to attain in the future	46	19%	1,461	18%	23	10%	608	11%
	<b>Total</b>	<b>246</b>	<b>100%</b>	<b>8,285</b>	<b>100%</b>	<b>224</b>	<b>100%</b>	<b>5,602</b>	<b>100%</b>
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)	Do not plan to pursue	200	81%	6,523	79%	188	83%	4,453	79%
	Degree received	12	5%	674	8%	30	13%	802	14%
	Currently enrolled or working toward	12	5%	373	5%	0	0%	98	2%
	Degree you hope to attain in the future	23	9%	728	9%	8	4%	323	6%
	<b>Total</b>	<b>247</b>	<b>100%</b>	<b>8,298</b>	<b>100%</b>	<b>226</b>	<b>100%</b>	<b>5,676</b>	<b>100%</b>
Law Degree (JD or LLB)	Do not plan to pursue	232	94%	7,332	91%	200	92%	5,012	90%
	Degree received	8	3%	314	4%	17	8%	416	8%
	Currently enrolled or working toward	0	0%	117	1%	0	0%	16	0%
	Degree you hope to attain in the future	7	3%	309	4%	1	1%	103	2%
	<b>Total</b>	<b>247</b>	<b>100%</b>	<b>8,072</b>	<b>100%</b>	<b>218</b>	<b>100%</b>	<b>5,547</b>	<b>100%</b>



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**Postgraduate Activities**

<b>Illinois Wesleyan Frequencies for Questions on Postgraduate Activities</b>									
		<b>Illinois Wesleyan 5-Year Cohort</b>		<b>All Other Alumni in 5-Year Cohort</b>		<b>Illinois Wesleyan 10-Year Cohort</b>		<b>All Other Alumni in 10-Year Cohort</b>	
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)	Do not plan to pursue	228	94%	7,481	93%	203	91%	5,138	93%
	Degree received	8	3%	258	3%	19	9%	308	6%
	Currently enrolled or working toward	4	2%	228	3%	1	0%	34	1%
	Degree you hope to attain in the future	3	1%	116	1%	0	0%	32	1%
	<b>Total</b>	<b>243</b>	<b>100%</b>	<b>8,083</b>	<b>100%</b>	<b>223</b>	<b>100%</b>	<b>5,512</b>	<b>100%</b>
PhD	Do not plan to pursue	191	79%	6,323	77%	182	81%	4,404	78%
	Degree received	4	2%	85	1%	18	8%	479	9%
	Currently enrolled or working toward	11	5%	649	8%	3	1%	192	3%
	Degree you hope to attain in the future	36	15%	1,196	15%	21	9%	590	10%
	<b>Total</b>	<b>242</b>	<b>100%</b>	<b>8,253</b>	<b>100%</b>	<b>224</b>	<b>100%</b>	<b>5,665</b>	<b>100%</b>
Other Doctoral Degree (e.g., EdD, PsyD, DBA)	Do not plan to pursue	222	91%	7,281	92%	198	91%	4,935	91%
	Degree received	3	1%	54	1%	3	1%	86	2%
	Currently enrolled or working toward	2	1%	86	1%	1	1%	48	1%
	Degree you hope to attain in the future	16	7%	526	7%	16	7%	346	6%
	<b>Total</b>	<b>243</b>	<b>100%</b>	<b>7,947</b>	<b>100%</b>	<b>218</b>	<b>100%</b>	<b>5,415</b>	<b>100%</b>
Other Certificate	Do not plan to pursue	151	84%	4,199	80%	111	77%	2,734	77%
	Degree received	15	8%	458	9%	22	15%	478	14%
	Currently enrolled or working toward	7	4%	283	5%	2	1%	135	4%
	Degree you hope to attain in the future	6	3%	317	6%	9	6%	189	5%
	<b>Total</b>	<b>179</b>	<b>100%</b>	<b>5,257</b>	<b>100%</b>	<b>144</b>	<b>100%</b>	<b>3,536</b>	<b>100%</b>
Other Degree	Do not plan to pursue	158	96%	4,429	95%	128	93%	2,924	94%
	Degree received	3	2%	97	2%	9	7%	104	3%
	Currently enrolled or working toward	1	1%	65	1%	1	1%	39	1%
	Degree you hope to attain in the future	2	1%	81	2%	0	0%	53	2%
	<b>Total</b>	<b>164</b>	<b>100%</b>	<b>4,672</b>	<b>100%</b>	<b>138</b>	<b>100%</b>	<b>3,120</b>	<b>100%</b>
<b>About how often do you engage in community service or volunteer work for organizations? (Q3)</b>									
Less than once a year		52	19%	1,839	18%	44	17%	1,221	18%
Once or twice a year		76	28%	2,703	27%	81	31%	1,906	28%
Several times a year		67	25%	2,519	25%	68	26%	1,724	25%
Monthly		47	17%	1,649	17%	41	16%	1,089	16%
Weekly		29	11%	1,304	13%	25	10%	902	13%
<b>Total</b>		<b>271</b>	<b>100%</b>	<b>10,014</b>	<b>100%</b>	<b>259</b>	<b>100%</b>	<b>6,842</b>	<b>100%</b>
<b>How many paying jobs have you had since you graduated from this institution? (Q22)</b>									
0		0	0%	10	0%	0	0%	1	0%
1		32	15%	1,392	18%	22	10%	513	9%
2		64	31%	2,225	29%	48	22%	965	17%
3		64	31%	1,960	25%	48	22%	1,263	23%
4		23	11%	1,036	13%	38	17%	1,041	19%
5 or more		27	13%	1,137	15%	67	30%	1,840	33%
<b>Total</b>		<b>210</b>	<b>100%</b>	<b>7,760</b>	<b>100%</b>	<b>223</b>	<b>100%</b>	<b>5,623</b>	<b>100%</b>
<b>What is your CURRENT primary job? (Q25)</b>									
Art, Design, and Entertainment	Architect	0	0%	12	0%	1	0%	28	1%
	Artist	1	0%	35	0%	0	0%	19	0%
	Entertainer	1	0%	13	0%	2	1%	8	0%
	Gallery worker	0	0%	9	0%	0	0%	4	0%
	Graphic designer	1	0%	33	0%	1	0%	14	0%
	Interior designer	0	0%	1	0%	1	0%	1	0%
	Museum curator	1	0%	10	0%	0	0%	18	0%
	Music/film industry	2	1%	50	1%	2	1%	42	1%
	Photographer	0	0%	9	0%	0	0%	6	0%
	Other Art, Design, and Entertainment	3	1%	82	1%	3	1%	52	1%
	<b>Total</b>	<b>9</b>	<b>4%</b>	<b>254</b>	<b>4%</b>	<b>10</b>	<b>5%</b>	<b>192</b>	<b>4%</b>
Communications and Media	Broadcasting	1	0%	9	0%	0	0%	5	0%
	Editor	1	0%	41	1%	1	0%	29	1%
	Journalist	0	0%	30	0%	0	0%	16	0%
	Media production	0	0%	25	0%	0	0%	12	0%



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**Postgraduate Activities**

Illinois Wesleyan Frequencies for Questions on Postgraduate Activities								
	Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Public relations	0	0%	57	1%	2	1%	34	1%
Publisher	1	0%	18	0%	1	0%	13	0%
Writer	1	0%	37	1%	0	0%	35	1%
Other Communications and Media	1	0%	131	2%	4	2%	71	1%
<b>Total</b>	<b>5</b>	<b>2%</b>	<b>348</b>	<b>5%</b>	<b>8</b>	<b>4%</b>	<b>215</b>	<b>4%</b>
Community and Social Service								
Clergy	0	0%	41	1%	0	0%	43	1%
Community organizer	0	0%	13	0%	1	0%	3	0%
Philanthropy or nonprofit worker	12	6%	253	4%	1	0%	149	3%
Social activist	0	0%	8	0%	0	0%	3	0%
Social work	1	0%	182	3%	3	1%	101	2%
Other Community and Social Service	4	2%	96	1%	0	0%	43	1%
<b>Total</b>	<b>17</b>	<b>8%</b>	<b>593</b>	<b>8%</b>	<b>5</b>	<b>2%</b>	<b>342</b>	<b>6%</b>
Education and Library								
Librarian or archivist	4	2%	67	1%	3	1%	60	1%
Preschool/elementary/middle school/high school/secondary administration	1	0%	54	1%	5	2%	73	1%
Preschool/elementary/middle school/high school/secondary teacher	24	12%	606	8%	19	9%	410	8%
Postsecondary administration/staff	5	2%	181	3%	7	3%	175	3%
Postsecondary teacher or researcher	1	0%	115	2%	9	4%	229	4%
School counselor	0	0%	30	0%	2	1%	23	0%
Other Education and Library	8	4%	181	3%	2	1%	131	2%
<b>Total</b>	<b>43</b>	<b>21%</b>	<b>1,234</b>	<b>17%</b>	<b>47</b>	<b>22%</b>	<b>1,101</b>	<b>21%</b>



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Illinois Wesleyan Frequencies for Questions on Postgraduate Activities									
		Illinois Wesleyan		All Other Alumni		Illinois Wesleyan		All Other Alumni	
		5-Year Cohort		in 5-Year Cohort		10-Year Cohort		in 10-Year Cohort	
Health Care	Clinical psychology/psychiatry	3	1%	46	1%	3	1%	73	1%
	Dentist	0	0%	17	0%	2	1%	12	0%
	Dietician	0	0%	11	0%	1	0%	5	0%
	Nurse	18	9%	178	2%	11	5%	111	2%
	Optometrist	1	0%	4	0%	0	0%	14	0%
	Pharmacist	0	0%	10	0%	1	0%	13	0%
	Physical/occupational/speech therapy	2	1%	105	1%	7	3%	73	1%
	Physician	3	1%	118	2%	11	5%	158	3%
	Veterinarian	2	1%	15	0%	0	0%	17	0%
	Other Health Care	7	3%	192	3%	4	2%	134	3%
	<b>Total</b>	<b>36</b>	<b>18%</b>	<b>696</b>	<b>10%</b>	<b>40</b>	<b>19%</b>	<b>610</b>	<b>12%</b>
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	1%	108	2%	4	2%	104	2%
	International relations	0	0%	27	0%	1	0%	22	0%
	Judge	0	0%	0	0%	0	0%	1	0%
	Lawyer	6	3%	213	3%	13	6%	279	5%
	Other legal services	1	0%	51	1%	0	0%	26	0%
	Politics	0	0%	39	1%	0	0%	10	0%
	Public policy	0	0%	41	1%	0	0%	52	1%
	Other Law and Government	2	1%	47	1%	0	0%	30	1%
	<b>Total</b>	<b>12</b>	<b>6%</b>	<b>530</b>	<b>7%</b>	<b>18</b>	<b>8%</b>	<b>537</b>	<b>10%</b>
Management, Business, and Financial	Accounting	5	2%	144	2%	13	6%	87	2%
	Actuary	1	0%	10	0%	0	0%	12	0%
	Advertising	4	2%	73	1%	1	0%	32	1%
	Executive	0	0%	27	0%	4	2%	53	1%
	Finance	8	4%	233	3%	10	5%	140	3%
	Human resources	2	1%	85	1%	4	2%	77	1%
	Insurance	3	1%	60	1%	4	2%	58	1%
	Management	4	2%	174	2%	5	2%	159	3%
	Real estate	1	0%	53	1%	2	1%	47	1%
	Recruiting	0	0%	39	1%	0	0%	15	0%
	Retail services	3	1%	58	1%	2	1%	23	0%
	Sales	4	2%	160	2%	4	2%	92	2%
	Other Management, Business, and Financial	5	2%	305	4%	6	3%	206	4%
	<b>Total</b>	<b>40</b>	<b>20%</b>	<b>1,421</b>	<b>20%</b>	<b>55</b>	<b>26%</b>	<b>1,001</b>	<b>19%</b>
Natural Resources	Agricultural worker	0	0%	15	0%	0	0%	5	0%
	Conservationist	0	0%	11	0%	0	0%	8	0%
	Environmental scientist	0	0%	26	0%	0	0%	14	0%
	Other Natural Resources	0	0%	22	0%	0	0%	21	0%
	<b>Total</b>	<b>0</b>	<b>0%</b>	<b>74</b>	<b>1%</b>	<b>0</b>	<b>0%</b>	<b>48</b>	<b>1%</b>
Protection Services	Law enforcement officer	0	0%	30	0%	1	0%	21	0%
	Military occupations	1	0%	38	1%	0	0%	21	0%
	Other Protection Services	0	0%	10	0%	0	0%	3	0%
	<b>Total</b>	<b>1</b>	<b>0%</b>	<b>78</b>	<b>1%</b>	<b>1</b>	<b>0%</b>	<b>45</b>	<b>1%</b>



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		<b>Illinois Wesleyan 5-Year Cohort</b>		<b>All Other Alumni in 5-Year Cohort</b>		<b>Illinois Wesleyan 10-Year Cohort</b>		<b>All Other Alumni in 10-Year Cohort</b>	
Science, Technology, and Engineering	Computer programmer/analyst	6	3%	235	3%	4	2%	122	2%
	Engineer	1	0%	111	2%	1	0%	79	1%
	Information systems	2	1%	59	1%	2	1%	49	1%
	Lab technician	0	0%	30	0%	0	0%	17	0%
	Scientific researcher	3	1%	185	3%	3	1%	164	3%
	Other Science, Technology, and Engineering	5	2%	128	2%	5	2%	107	2%
	<b>Total</b>		17	8%	748	10%	15	7%	538
Service and Recreational	Chef	0	0%	11	0%	0	0%	7	0%
	Food service industry	0	0%	59	1%	0	0%	21	0%
	Hospitality	1	0%	19	0%	0	0%	16	0%
	Sports and recreation	2	1%	44	1%	0	0%	18	0%
	Travel/tourism	2	1%	17	0%	0	0%	13	0%
	Other Service and Recreational	2	1%	27	0%	2	1%	8	0%
	<b>Total</b>		7	3%	177	2%	2	1%	83
Other		15	7%	1,036	14%	11	5%	575	11%
<b>Total</b>		202		7,189		212		5,287	
<b>Please indicate whether each of the following descriptions applies to your CURRENT job.</b>									
<b>(Check all that apply) (Q26)</b>									
Relates to my undergraduate major		143	71%	4,364	61%	147	70%	3,203	61%
Requires me to use skills I gained as an undergraduate		156	78%	5,445	77%	167	80%	4,161	80%
Is related to my desired career path		161	80%	5,525	78%	182	87%	4,335	83%
Is work I find meaningful		164	82%	5,567	78%	186	89%	4,441	85%
Allows me to continue to grow and learn		180	90%	6,147	87%	195	93%	4,633	89%
Pays enough to support my desired lifestyle		146	73%	5,075	71%	186	89%	4,058	78%
Pays health insurance benefits		171	85%	5,776	81%	191	91%	4,453	85%
Has opportunity for upward mobility		132	66%	4,878	69%	167	80%	3,770	72%
Is likely to continue until I wish to leave		181	90%	6,129	86%	195	93%	4,675	90%
Is in a desirable location		161	80%	5,629	79%	179	86%	4,246	81%
Overall, is a satisfying job		171	85%	5,817	82%	200	96%	4,542	87%
<b>Number of Alumni Who Responded to This Question</b>		201		7,100		209		5,220	
<b>At what point did you secure your first paying job after graduating from this institution? (Q21)</b>									
While enrolled as an undergraduate.		62	28%	2,743	34%	101	45%	1,939	34%
During the first six months after graduation.		109	49%	3,239	40%	75	33%	2,649	47%
During the second six months after graduation.		15	7%	645	8%	9	4%	315	6%
More than a year after graduation.		25	11%	1,145	14%	37	16%	743	13%
I have not yet sought a paying job; I am a full-time student or engaged in other activities.		8	4%	349	4%	3	1%	33	1%
I have sought a paying job, but I have not yet found one.		2	1%	59	1%	0	0%	17	0%
<b>Total</b>		221	100%	8,180	100%	225	100%	5,696	100%





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**Postgraduate Activities**

Illinois Wesleyan Frequencies for Questions on Postgraduate Activities								
	Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
<b>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)</b>								
Was related to my undergraduate major	109	63%	3,140	50%	132	67%	2,587	52%
Required me to use skills I gained as an undergraduate	120	69%	3,805	61%	140	71%	3,132	63%
Was related to my desired career path	109	63%	3,619	58%	156	79%	2,959	59%
Was work I found meaningful	109	63%	3,553	57%	136	69%	2,973	60%
Allowed me to continue to grow and learn	127	73%	4,274	69%	150	76%	3,407	68%
Paid enough to support my desired lifestyle	92	53%	2,926	47%	95	48%	2,607	52%
Paid health insurance benefits	101	58%	3,219	52%	134	68%	3,183	64%
Had opportunity for upward mobility	67	39%	2,373	38%	87	44%	2,018	41%
Continued until I wished to leave	129	74%	4,297	69%	132	67%	3,545	71%
Was in a desirable location	108	62%	3,969	64%	132	67%	3,295	66%
Overall, was a satisfying job	107	61%	3,523	57%	134	68%	2,914	59%
<b>Number of Alumni Who Responded to This Question</b>	<b>174</b>		<b>6,234</b>		<b>198</b>		<b>4,977</b>	
<b>Which of the following most accurately describes your current personal annual income before taxes?</b>								
<b>Please report your personal income, not your total household income. (Q29)</b>								
No earned income	2	1%	418	5%	10	5%	196	4%
Less than \$20,000	13	6%	714	9%	5	2%	279	5%
\$20,000–\$39,999	44	20%	1,832	23%	15	7%	586	10%
\$40,000–\$59,999	70	32%	2,300	28%	32	14%	1,353	24%
\$60,000–\$79,999	49	23%	1,320	16%	59	27%	1,101	20%
\$80,000–\$99,999	23	11%	574	7%	35	16%	726	13%
\$100,000–\$119,999	3	1%	288	4%	19	9%	415	7%
\$120,000–\$139,999	1	1%	135	2%	14	6%	233	4%
\$140,000–\$159,999	1	1%	69	1%	9	4%	156	3%
\$160,000–\$179,999	1	1%	41	1%	3	1%	80	1%
\$180,000–\$199,999	1	1%	30	0%	1	0%	65	1%
\$200,000–\$219,999	1	1%	21	0%	2	1%	45	1%
\$220,000–\$240,000	0	0%	9	0%	1	0%	36	1%
More than \$240,000	0	0%	34	0%	10	5%	163	3%
I prefer not to respond	9	4%	307	4%	8	4%	207	4%
<b>Total</b>	<b>218</b>	<b>100%</b>	<b>8,092</b>	<b>100%</b>	<b>223</b>	<b>100%</b>	<b>5,641</b>	<b>100%</b>



**HEDS Alumni Survey  
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**Postgraduate Activities**

Illinois Wesleyan Frequencies for Questions on Postgraduate Activities								
	Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
<b>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)</b>								
No loans	51	23%	2,827	35%	65	29%	1,825	32%
Less than \$5,000	2	1%	173	2%	2	1%	127	2%
\$5,000–\$9,999	7	3%	250	3%	6	3%	171	3%
\$10,000–\$14,999	8	4%	278	3%	6	3%	287	5%
\$15,000–\$19,999	6	3%	396	5%	6	3%	369	7%
\$20,000–\$29,999	21	10%	869	11%	19	8%	573	10%
\$30,000–\$39,999	20	9%	674	8%	20	9%	440	8%
\$40,000–\$49,999	16	7%	478	6%	12	5%	335	6%
\$50,000–\$59,999	21	10%	411	5%	12	5%	278	5%
\$60,000–\$69,999	12	6%	315	4%	13	6%	165	3%
\$70,000–\$79,999	12	6%	180	2%	4	2%	130	2%
\$80,000–\$89,999	8	4%	205	3%	5	2%	125	2%
\$90,000–\$99,999	2	1%	104	1%	2	1%	56	1%
\$100,000 or more	12	6%	320	4%	6	3%	182	3%
Borrowed money, but don't know the amount	21	10%	629	8%	47	21%	576	10%
<b>Total</b>	<b>219</b>	<b>100%</b>	<b>8,109</b>	<b>100%</b>	<b>225</b>	<b>100%</b>	<b>5,639</b>	<b>100%</b>
<b>Approximately what proportion of your total loan amount are/were you personally responsible for paying? (Q28)</b>								
Unsure	5	2%	171	2%	6	3%	91	2%
None	49	24%	2,646	35%	73	33%	1,710	32%
Some, but less than half	17	8%	512	7%	27	12%	419	8%
About half	16	8%	506	7%	15	7%	375	7%
Most	24	12%	776	10%	21	10%	549	10%
All	97	47%	3,044	40%	78	36%	2,129	40%
<b>Total</b>	<b>208</b>	<b>100%</b>	<b>7,655</b>	<b>100%</b>	<b>220</b>	<b>100%</b>	<b>5,273</b>	<b>100%</b>



## HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Illinois Wesleyan University

### 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**

	Illinois Wesleyan 5-Year Cohort	All Other Alumni in 5-Year Cohort	Illinois Wesleyan 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	4.24 ≈	4.28	4.17 ↓	4.27
Standard Deviation	0.72	0.65	0.69	0.65
75th Percentile	4.89	4.89	4.78	4.78
Median	4.33	4.33	4.22	4.33
25th Percentile	3.89	3.89	3.78	3.89
Total Responses	255	9,427	250	6,469

↑↑↑ 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 Good Teaching and High-Quality Interactions with Faculty Indicator**

	Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
	n	%	n	%	n	%	n	%

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 had contact at this institution were ... (Q7)

Genuinely interested in students.	Strongly disagree	2	1%	38	0%	1	0%	13	0%
	Disagree	5	2%	68	1%	4	2%	42	1%
	Neither agree nor disagree	7	3%	218	2%	5	2%	158	2%
	Agree	82	32%	2,919	31%	89	36%	1,862	28%
	Strongly agree	161	63%	6,309	66%	152	61%	4,482	68%
<b>Total</b>		257	100%	9,552	100%	251	100%	6,557	100%
Interested in helping students grow in more than just academic areas.	Strongly disagree	1	0%	63	1%	1	0%	36	1%
	Disagree	13	5%	278	3%	9	4%	172	3%
	Neither agree nor disagree	22	9%	986	10%	27	11%	751	12%
	Agree	103	40%	3,671	39%	122	49%	2,479	38%



**HEDS Alumni Survey  
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**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**

		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Strongly agree		118	46%	4,538	48%	92	37%	3,106	48%
<b>Total</b>		<b>257</b>	<b>100%</b>	<b>9,536</b>	<b>100%</b>	<b>251</b>	<b>100%</b>	<b>6,544</b>	<b>100%</b>
Good at providing prompt and useful feedback.	Strongly disagree	1	0%	48	1%	1	0%	23	0%
	Disagree	8	3%	151	2%	6	2%	78	1%
	Neither agree nor disagree	26	10%	642	7%	23	9%	437	7%
	Agree	113	44%	4,380	46%	121	48%	2,950	45%
	Strongly agree	109	42%	4,317	45%	100	40%	3,059	47%
<b>Total</b>		<b>257</b>	<b>100%</b>	<b>9,538</b>	<b>100%</b>	<b>251</b>	<b>100%</b>	<b>6,547</b>	<b>100%</b>



## HEDS Alumni Survey 2017–2018 Frequency and Indicator Report Illinois Wesleyan University

### 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**

		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 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.	Strongly disagree	2	1%	48	1%	1	0%	26	0%
	Disagree	6	2%	138	1%	5	2%	92	1%
	Neither agree nor disagree	14	5%	756	8%	24	10%	523	8%
	Agree	106	41%	3,253	34%	100	40%	2,204	34%
	Strongly agree	129	50%	5,340	56%	121	48%	3,695	57%
	<b>Total</b>		257	100%	9,535	100%	251	100%	6,540
<b>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. (Q8)</b>									
My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.	Strongly disagree	3	1%	69	1%	1	0%	43	1%
	Disagree	7	3%	209	2%	11	4%	134	2%
	Neither agree nor disagree	42	16%	1,221	13%	43	17%	894	14%
	Agree	79	31%	3,351	35%	90	36%	2,352	36%
	Strongly agree	125	49%	4,679	49%	106	42%	3,118	48%
	<b>Total</b>		256	100%	9,529	100%	251	100%	6,541
My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.	Strongly disagree	2	1%	73	1%	1	0%	40	1%
	Disagree	8	3%	187	2%	12	5%	125	2%
	Neither agree nor disagree	40	16%	1,257	13%	40	16%	895	14%
	Agree	80	31%	3,378	36%	92	37%	2,289	35%
	Strongly agree	126	49%	4,629	49%	106	42%	3,183	49%
	<b>Total</b>		256	100%	9,524	100%	251	100%	6,532
My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.	Strongly disagree	5	2%	141	2%	2	1%	72	1%
	Disagree	13	5%	476	5%	17	7%	348	5%
	Neither agree nor disagree	60	23%	2,014	21%	49	20%	1,594	24%
	Agree	67	26%	3,046	32%	88	35%	2,099	32%
	Strongly agree	111	43%	3,842	40%	94	38%	2,414	37%
	<b>Total</b>		256	100%	9,519	100%	250	100%	6,527
I developed a close, personal relationship with at least one faculty member.	Strongly disagree	6	2%	239	3%	10	4%	172	3%
	Disagree	26	10%	968	10%	37	15%	805	12%
	Neither agree nor disagree	32	13%	1,294	14%	27	11%	975	15%



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**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.

<b>Table 1: Good Teaching and High-Quality Interactions with Faculty</b>	
<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.	

<b>Table 2: Summary Results for Good Teaching and High-Quality Interactions with Faculty</b>								
	Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Agree	66	26%	2,602	27%	74	30%	1,779	27%
Strongly agree	126	49%	4,420	46%	103	41%	2,801	43%
<b>Total</b>	<b>256</b>	<b>100%</b>	<b>9,523</b>	<b>100%</b>	<b>251</b>	<b>100%</b>	<b>6,532</b>	<b>100%</b>



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**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**

		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
I was satisfied with the opportunities to meet and interact informally with faculty members.	Strongly disagree	2	1%	115	1%	3	1%	69	1%
	Disagree	16	6%	497	5%	18	7%	344	5%
	Neither agree nor disagree	32	13%	1,287	14%	32	13%	885	14%
	Agree	98	38%	3,493	37%	111	44%	2,469	38%
	Strongly agree	107	42%	4,133	43%	87	35%	2,766	42%
	<b>Total</b>		255	100%	9,525	100%	251	100%	6,533



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**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**

	Illinois Wesleyan 5-Year Cohort	All Other Alumni in 5-Year Cohort	Illinois Wesleyan 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	3.87 ↓	3.97	3.76 ↓↓	3.94
Standard Deviation	0.56	0.57	0.61	0.59
75th Percentile	4.29	4.43	4.21	4.36
Median	3.93	4.00	3.71	4.00
25th Percentile	3.50	3.57	3.36	3.57
Total Responses	238	8,809	233	6,050

↑↑↑ 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 Challenging Assignments and High Faculty Expectations Indicator**

	Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort		
	n	%	n	%	n	%	n	%	
<b>Below are statements about experiences you may have had in your classes as an undergraduate at this institution.</b>									
<b>About how often did you experience each? (Q9)</b>									
Faculty posed challenging ideas in class.	Never	1	0%	13	0%	2	1%	4	0%
	Rarely	0	0%	63	1%	3	1%	41	1%
	Sometimes	34	14%	844	9%	24	10%	565	9%
	Often	107	44%	3,874	43%	113	47%	2,472	40%
	Very often	103	42%	4,276	47%	97	41%	3,166	51%
	<b>Total</b>	<b>245</b>	<b>100%</b>	<b>9,070</b>	<b>100%</b>	<b>239</b>	<b>100%</b>	<b>6,248</b>	<b>100%</b>
Faculty asked me to show how a	Never	1	0%	58	1%	2	1%	35	1%





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**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**

		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
particular course concept could be applied to an actual problem or situation.	Rarely	17	7%	428	5%	14	6%	363	6%
	Sometimes	61	25%	2,254	25%	65	27%	1,551	25%
	Often	89	37%	3,543	39%	105	44%	2,495	40%
	Very often	76	31%	2,774	31%	52	22%	1,791	29%
	<b>Total</b>	244	100%	9,057	100%	238	100%	6,235	100%
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	Never	2	1%	101	1%	5	2%	75	1%
	Rarely	33	14%	700	8%	24	10%	525	8%
	Sometimes	59	24%	2,414	27%	73	31%	1,595	26%
	Often	89	37%	3,158	35%	91	38%	2,177	35%
	Very often	61	25%	2,675	30%	46	19%	1,849	30%
<b>Total</b>	244	100%	9,048	100%	239	100%	6,221	100%	



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**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**

		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Faculty asked me to argue for or against a particular point of view.	Never	2	1%	94	1%	2	1%	64	1%
	Rarely	19	8%	508	6%	8	3%	439	7%
	Sometimes	59	24%	2,158	24%	82	34%	1,417	23%
	Often	85	35%	3,214	36%	90	38%	2,232	36%
	Very often	79	32%	3,074	34%	57	24%	2,074	33%
	<b>Total</b>	<b>244</b>	<b>100%</b>	<b>9,048</b>	<b>100%</b>	<b>239</b>	<b>100%</b>	<b>6,226</b>	<b>100%</b>
Faculty challenged my ideas in class.	Never	1	0%	57	1%	2	1%	34	1%
	Rarely	15	6%	412	5%	15	6%	308	5%
	Sometimes	68	28%	2,174	24%	68	29%	1,494	24%
	Often	94	39%	3,427	38%	102	43%	2,329	37%
	Very often	66	27%	2,969	33%	52	22%	2,063	33%
	<b>Total</b>	<b>244</b>	<b>100%</b>	<b>9,039</b>	<b>100%</b>	<b>239</b>	<b>100%</b>	<b>6,228</b>	<b>100%</b>
Students challenged each other's ideas in class.	Never	2	1%	58	1%	3	1%	33	1%
	Rarely	22	9%	453	5%	17	7%	297	5%
	Sometimes	60	25%	1,986	22%	66	28%	1,411	23%
	Often	87	36%	3,493	39%	113	47%	2,378	38%
	Very often	73	30%	3,050	34%	40	17%	2,112	34%
	<b>Total</b>	<b>244</b>	<b>100%</b>	<b>9,040</b>	<b>100%</b>	<b>239</b>	<b>100%</b>	<b>6,231</b>	<b>100%</b>
<b>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 undertake each? (Q10)</b>									
Wrote essays.	Never	0	0%	7	0%	1	0%	3	0%
	Rarely	5	2%	215	2%	10	4%	146	2%
	Sometimes	39	16%	1,015	11%	41	17%	713	12%
	Often	79	32%	2,446	27%	77	32%	1,685	27%



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**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**

		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
		121	50%	5,372	59%	109	46%	3,669	59%
<b>Total</b>		<b>244</b>	<b>100%</b>	<b>9,055</b>	<b>100%</b>	<b>238</b>	<b>100%</b>	<b>6,216</b>	<b>100%</b>
Completed assignments or projects in which I solved problems.	Never	1	0%	38	0%	3	1%	29	1%
	Rarely	20	8%	550	6%	18	8%	368	6%
	Sometimes	60	25%	2,096	23%	60	25%	1,506	24%
	Often	93	38%	3,059	34%	78	33%	2,056	33%
	Very often	70	29%	3,321	37%	79	33%	2,282	37%
	<b>Total</b>	<b>244</b>	<b>100%</b>	<b>9,064</b>	<b>100%</b>	<b>238</b>	<b>100%</b>	<b>6,241</b>	<b>100%</b>



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**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**

		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Made oral presentations.	Never	0	0%	50	1%	1	0%	33	1%
	Rarely	16	7%	695	8%	24	10%	607	10%
	Sometimes	103	42%	3,086	34%	108	46%	2,368	38%
	Often	80	33%	3,353	37%	74	31%	2,100	34%
	Very often	45	18%	1,889	21%	29	12%	1,134	18%
	<b>Total</b>	<b>244</b>	<b>100%</b>	<b>9,073</b>	<b>100%</b>	<b>236</b>	<b>100%</b>	<b>6,242</b>	<b>100%</b>
Used course content to address a problem not presented in the course.	Never	2	1%	131	2%	5	2%	121	2%
	Rarely	49	20%	1,368	15%	49	21%	970	16%
	Sometimes	100	42%	3,547	39%	114	48%	2,597	42%
	Often	61	25%	2,611	29%	51	22%	1,744	28%
	Very often	29	12%	1,362	15%	18	8%	772	12%
	<b>Total</b>	<b>241</b>	<b>100%</b>	<b>9,019</b>	<b>100%</b>	<b>237</b>	<b>100%</b>	<b>6,204</b>	<b>100%</b>
Compared or contrasted topics or ideas from a course.	Never	0	0%	33	0%	3	1%	25	0%
	Rarely	10	4%	383	4%	14	6%	285	5%
	Sometimes	66	27%	2,099	23%	72	30%	1,498	24%
	Often	109	45%	3,743	41%	91	38%	2,570	41%
	Very often	57	24%	2,775	31%	58	24%	1,836	30%
	<b>Total</b>	<b>242</b>	<b>100%</b>	<b>9,033</b>	<b>100%</b>	<b>238</b>	<b>100%</b>	<b>6,214</b>	<b>100%</b>
Pointed out the strengths and weaknesses of a particular argument or point of view.	Never	0	0%	45	1%	3	1%	26	0%
	Rarely	14	6%	508	6%	18	8%	354	6%
	Sometimes	68	28%	2,136	24%	78	33%	1,443	23%
	Often	100	41%	3,420	38%	87	37%	2,394	39%
	Very often	61	25%	2,923	32%	52	22%	2,002	32%
	<b>Total</b>	<b>243</b>	<b>100%</b>	<b>9,032</b>	<b>100%</b>	<b>238</b>	<b>100%</b>	<b>6,219</b>	<b>100%</b>
Argued for or against a particular point	Never	1	0%	58	1%	2	1%	44	1%



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**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**

		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
of view and defended my argument.	Rarely	21	9%	623	7%	22	9%	450	7%
	Sometimes	72	30%	2,301	26%	84	35%	1,596	26%
	Often	83	34%	3,112	34%	77	32%	2,207	36%
	Very often	66	27%	2,946	33%	53	22%	1,918	31%
	<b>Total</b>	243	100%	9,040	100%	238	100%	6,215	100%
Connected what I learned in multiple courses.	Never	1	0%	66	1%	2	1%	51	1%
	Rarely	15	6%	406	5%	17	7%	349	6%
	Sometimes	48	20%	1,691	19%	56	24%	1,360	22%
	Often	85	35%	3,252	36%	97	41%	2,281	37%
	Very often	93	38%	3,628	40%	65	27%	2,180	35%
<b>Total</b>	242	100%	9,043	100%	237	100%	6,221	100%	



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**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**

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

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**

	Illinois Wesleyan 5-Year Cohort	All Other Alumni in 5-Year Cohort	Illinois Wesleyan 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	3.06 ≈	3.11	2.79 ↓↓	3.13
Standard Deviation	0.88	0.87	0.82	0.86
75th Percentile	3.67	3.67	3.33	3.67
Median	3.00	3.17	2.83	3.17
25th Percentile	2.50	2.50	2.17	2.50
Total Responses	236	8,795	236	6,083

↑↑↑ 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 Interactions with Diversity Indicator**

		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
		n	%	n	%	n	%	n	%
<b>How often did you have the following experiences as an undergraduate at this institution? (Q11)</b>									
Attended a debate or lecture on a current political/social issue.	Never	27	11%	853	10%	42	18%	498	8%
	Rarely	76	32%	2,008	23%	59	25%	1,259	21%
	Sometimes	76	32%	3,132	35%	78	33%	2,143	35%
	Often	44	19%	1,888	21%	38	16%	1,396	23%
	Very often	15	6%	979	11%	20	8%	824	14%
	<b>Total</b>	<b>238</b>	<b>100%</b>	<b>8,860</b>	<b>100%</b>	<b>237</b>	<b>100%</b>	<b>6,120</b>	<b>100%</b>
Participated in a diversity or cultural awareness workshop.	Never	32	14%	1,333	15%	43	18%	936	15%
	Rarely	66	28%	2,607	30%	78	33%	1,764	29%
	Sometimes	78	33%	2,748	31%	74	31%	1,905	31%
	Often	37	16%	1,355	15%	26	11%	978	16%
	Very often	24	10%	804	9%	16	7%	531	9%
	<b>Total</b>	<b>237</b>	<b>100%</b>	<b>8,847</b>	<b>100%</b>	<b>237</b>	<b>100%</b>	<b>6,114</b>	<b>100%</b>
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	Never	16	7%	628	7%	29	12%	464	8%
	Rarely	50	21%	1,809	21%	58	25%	1,263	21%
	Sometimes	84	35%	2,740	31%	79	34%	1,931	32%
	Often	50	21%	2,113	24%	53	23%	1,468	24%
	Very often	38	16%	1,551	18%	17	7%	985	16%
	<b>Total</b>	<b>238</b>	<b>100%</b>	<b>8,841</b>	<b>100%</b>	<b>236</b>	<b>100%</b>	<b>6,111</b>	<b>100%</b>
Had serious discussions with other students about different lifestyles and customs.	Never	8	3%	375	4%	10	4%	246	4%
	Rarely	39	17%	1,228	14%	54	23%	889	15%
	Sometimes	72	30%	2,697	31%	97	41%	1,927	32%
	Often	74	31%	2,659	30%	51	22%	1,801	30%
	Very often	44	19%	1,875	21%	25	11%	1,249	20%
	<b>Total</b>	<b>237</b>	<b>100%</b>	<b>8,834</b>	<b>100%</b>	<b>237</b>	<b>100%</b>	<b>6,112</b>	<b>100%</b>



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**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**

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

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**

		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	Never	30	13%	965	11%	41	17%	614	10%
	Rarely	79	33%	2,596	29%	86	36%	1,786	29%
	Sometimes	62	26%	2,865	32%	71	30%	2,018	33%
	Often	42	18%	1,501	17%	27	11%	1,087	18%
	Very often	25	11%	910	10%	12	5%	601	10%
	<b>Total</b>		<b>238</b>	<b>100%</b>	<b>8,837</b>	<b>100%</b>	<b>237</b>	<b>100%</b>	<b>6,106</b>
Had serious discussions with students whose political, social, or religious opinions were different from your own.	Never	9	4%	451	5%	16	7%	261	4%
	Rarely	43	18%	1,695	19%	64	27%	1,089	18%
	Sometimes	87	37%	2,928	33%	90	38%	2,098	34%
	Often	63	27%	2,272	26%	49	21%	1,609	26%
	Very often	36	15%	1,499	17%	18	8%	1,054	17%
	<b>Total</b>		<b>238</b>	<b>100%</b>	<b>8,845</b>	<b>100%</b>	<b>237</b>	<b>100%</b>	<b>6,111</b>



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**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 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.

<b>Table 1: Growth on Intellectual Outcomes</b> 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?	
Careful reading	
Critical thinking	
Creative thinking	
Information literacy	
Quantitative literacy	
Effective writing	
Effective speaking	
Teamwork	
Problem solving	
Integrative thinking	

<b>Table 2: Summary Results for Growth on Intellectual Outcomes</b>				
	Illinois Wesleyan 5-Year Cohort	All Other Alumni in 5-Year Cohort	Illinois Wesleyan 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	3.23 =	3.27	3.20 =	3.24
Standard Deviation	0.54	0.54	0.59	0.56
75th Percentile	3.60	3.70	3.70	3.70
Median	3.30	3.30	3.30	3.30
25th Percentile	2.90	3.00	2.90	2.90
Total Responses	224	8,393	231	5,801

|| Large positive difference    || Medium positive difference    | Small positive difference    = No difference  
| Small negative difference    || Medium negative difference    ||| Large negative difference

<b>Table 3: Frequencies for Statements in the Growth on Intellectual Outcomes Indicator</b>									
		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
		n	%	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)									
<b>Careful reading:</b> Comprehension and analysis of written texts within and across genres.	Very little	4	2%	163	2%	5	2%	116	2%
	Some	42	19%	1,155	14%	35	15%	841	14%
	Quite a bit	70	31%	2,874	34%	86	37%	1,884	32%
	Very much	111	49%	4,343	51%	106	46%	3,082	52%
	<b>Total</b>	227	100%	8,535	100%	232	100%	5,923	100%
<b>Critical thinking:</b> Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	Very little	2	1%	85	1%	2	1%	61	1%
	Some	20	9%	620	7%	21	9%	486	8%
	Quite a bit	53	23%	2,300	27%	68	29%	1,609	27%
	Very much	152	67%	5,525	65%	141	61%	3,761	64%
	<b>Total</b>	227	100%	8,530	100%	232	100%	5,917	100%
<b>Creative thinking:</b> Developing or combining ideas, images, or expertise in innovative ways.	Very little	4	2%	196	2%	11	5%	114	2%
	Some	41	18%	1,311	15%	43	19%	978	17%
	Quite a bit	89	39%	3,127	37%	88	38%	2,193	37%
	Very much	92	41%	3,889	46%	90	39%	2,622	44%
	<b>Total</b>	226	100%	8,523	100%	232	100%	5,907	100%
<b>Information literacy:</b> Locating, evaluating, and using information effectively and responsibly for a particular purpose.	Very little	5	2%	111	1%	2	1%	92	2%
	Some	24	11%	933	11%	28	12%	689	12%
	Quite a bit	74	33%	3,098	36%	93	40%	2,085	35%
	Very much	124	55%	4,370	51%	109	47%	3,041	52%
	<b>Total</b>	227	100%	8,512	100%	232	100%	5,907	100%
<b>Quantitative literacy:</b> Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments.	Very little	10	4%	364	4%	6	3%	267	5%
	Some	41	18%	1,697	20%	42	18%	1,223	21%
	Quite a bit	84	37%	2,956	35%	73	32%	2,016	34%
	Very much	92	41%	3,490	41%	111	48%	2,398	41%
	<b>Total</b>	227	100%	8,507	100%	232	100%	5,904	100%
<b>Effective writing:</b> Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	Very little	3	1%	144	2%	2	1%	86	2%
	Some	38	17%	929	11%	42	18%	687	12%
	Quite a bit	73	32%	2,565	30%	68	29%	1,748	30%
	Very much	114	50%	4,886	57%	120	52%	3,392	57%
	<b>Total</b>	228	100%	8,524	100%	232	100%	5,913	100%
<b>Effective speaking:</b> Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	Very little	14	6%	360	4%	10	4%	300	5%
	Some	67	29%	1,970	23%	74	32%	1,499	25%
	Quite a bit	79	35%	3,025	36%	85	37%	2,139	36%
	Very much	68	30%	3,167	37%	63	27%	1,972	33%
	<b>Total</b>	228	100%	8,522	100%	232	100%	5,910	100%
<b>Teamwork:</b> Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	Very little	16	7%	320	4%	8	3%	264	5%
	Some	53	23%	1,945	23%	58	25%	1,492	25%
	Quite a bit	74	33%	3,188	37%	80	35%	2,189	37%
	Very much	84	37%	3,068	36%	86	37%	1,971	33%
	<b>Total</b>	227	100%	8,521	100%	232	100%	5,916	100%
<b>Problem solving:</b> Designing, evaluating, and implementing a strategy to answer questions or achieve a goal.	Very little	6	3%	176	2%	8	3%	143	2%
	Some	27	12%	1,327	16%	42	18%	1,065	18%
	Quite a bit	88	39%	3,188	38%	74	32%	2,200	37%
	Very much	105	47%	3,816	45%	108	47%	2,495	42%
	<b>Total</b>	226	100%	8,507	100%	232	100%	5,903	100%
<b>Integrative thinking:</b> The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	Very little	10	4%	159	2%	5	2%	136	2%
	Some	23	10%	1,201	14%	55	24%	957	16%
	Quite a bit	94	41%	3,168	37%	86	37%	2,230	38%
	Very much	101	44%	3,986	47%	85	37%	2,574	44%
	<b>Total</b>	228	100%	8,514	100%	231	100%	5,897	100%





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**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.

<b>Table 1: Growth on Civic Outcomes</b>	
<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	

<b>Table 2: Summary Results for Growth on Civic Outcomes</b>				
	Illinois Wesleyan 5-Year Cohort	All Other Alumni in 5-Year Cohort	Illinois Wesleyan 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.64 ↓	2.84
Standard Deviation	0.73	0.76	0.76	0.76
75th Percentile	3.25	3.50	3.25	3.50
Median	2.75	3.00	2.50	2.75
25th Percentile	2.25	2.25	2.00	2.25
Total Responses	223	8,329	227	5,797

↑↑↑ Large positive difference   ↑↑ Medium positive difference   ↑ Small positive difference   ≈ No difference

↓ Small negative difference   ↓↓ Medium negative difference   ↓↓↓ Large negative difference

<b>Table 3: Frequencies for Statements in the Growth on Civic Outcomes Indicator</b>									
		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
		n	%	n	%	n	%	n	%
<b>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)</b>									
<b>Civic engagement:</b> Promoting the quality of life in a community, through both political and nonpolitical processes.	Very little	27	12%	1,010	12%	34	15%	754	13%
	Some	76	34%	2,528	30%	90	39%	1,906	32%
	Quite a bit	65	29%	2,609	31%	65	28%	1,714	29%
	Very much	59	26%	2,354	28%	43	19%	1,523	26%
	<b>Total</b>		227	100%	8,501	100%	232	100%	5,897
<b>Intercultural knowledge and competence:</b> Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	Very little	13	6%	624	7%	23	10%	466	8%
	Some	64	28%	2,248	26%	85	37%	1,675	28%
	Quite a bit	79	35%	2,812	33%	67	29%	1,988	34%
	Very much	72	32%	2,817	33%	55	24%	1,769	30%
	<b>Total</b>		228	100%	8,501	100%	230	100%	5,898
<b>Ethical reasoning:</b> Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions.	Very little	7	3%	319	4%	8	4%	240	4%
	Some	42	18%	1,723	20%	72	31%	1,251	21%
	Quite a bit	98	43%	3,117	37%	90	39%	2,173	37%
	Very much	81	36%	3,359	39%	61	26%	2,241	38%
	<b>Total</b>		228	100%	8,518	100%	231	100%	5,905



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### 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**

	Illinois Wesleyan 5-Year Cohort	All Other Alumni in 5-Year Cohort	Illinois Wesleyan 10-Year Cohort	All Other Alumni in 10-Year Cohort
Mean	2.84 ≈	2.88	2.64 ↓	2.84
Standard Deviation	0.73	0.76	0.76	0.76
75th Percentile	3.25	3.50	3.25	3.50
Median	2.75	3.00	2.50	2.75
25th Percentile	2.25	2.25	2.00	2.25
Total Responses	223	8,329	227	5,797

↑↑↑ 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 Civic Outcomes Indicator**

		Illinois Wesleyan 5-Year Cohort	All Other Alumni in 5-Year Cohort	Illinois Wesleyan 10-Year Cohort	All Other Alumni in 10-Year Cohort
<b>Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities? (Q13)</b>					
Social and civic involvement	Very little	25   11%	851   10%	30   13%	597   10%
	Some	77   34%	2,637   31%	102   44%	1,877   32%
	Quite a bit	80   36%	2,835   34%	60   26%	1,923   33%
	Very much	42   19%	2,114   25%	38   17%	1,470   25%
	<b>Total</b>	<b>224   100%</b>	<b>8,437   100%</b>	<b>230   100%</b>	<b>5,867   100%</b>



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College Activities

Illinois Wesleyan Frequencies for Questions on College Activities									
		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
		n	%	n	%	n	%	n	%
<b>How frequently did you participate in the following activities as an undergraduate at this institution? (Q15)</b>									
Student or campus government	Never	122	56%	5,356	65%	153	67%	3,550	61%
	Rarely	36	17%	1,222	15%	37	16%	914	16%
	Sometimes	35	16%	774	9%	21	9%	624	11%
	Often	18	8%	451	5%	6	3%	345	6%
	Very often	7	3%	505	6%	12	5%	359	6%
	<b>Total</b>	<b>218</b>	<b>100%</b>	<b>8,308</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,792</b>	<b>100%</b>
Intercollegiate athletics	Never	143	66%	5,117	62%	150	66%	3,460	60%
	Rarely	18	8%	635	8%	11	5%	455	8%
	Sometimes	14	6%	600	7%	13	6%	459	8%
	Often	9	4%	408	5%	11	5%	344	6%
	Very often	34	16%	1,538	19%	44	19%	1,073	19%
	<b>Total</b>	<b>218</b>	<b>100%</b>	<b>8,298</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,791</b>	<b>100%</b>
Intramural or club sports	Never	104	48%	3,715	45%	107	47%	2,476	43%
	Rarely	33	15%	1,026	12%	38	17%	780	14%
	Sometimes	40	18%	1,414	17%	41	18%	1,020	18%
	Often	23	11%	954	12%	20	9%	726	13%
	Very often	19	9%	1,202	15%	23	10%	787	14%
	<b>Total</b>	<b>219</b>	<b>100%</b>	<b>8,311</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,789</b>	<b>100%</b>
Student publications	Never	113	52%	4,880	59%	146	64%	3,245	56%
	Rarely	44	20%	1,470	18%	28	12%	1,112	19%
	Sometimes	31	14%	1,107	13%	30	13%	796	14%
	Often	18	8%	433	5%	10	4%	335	6%
	Very often	13	6%	408	5%	15	7%	295	5%
	<b>Total</b>	<b>219</b>	<b>100%</b>	<b>8,298</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,783</b>	<b>100%</b>
Performing arts/music	Never	83	38%	3,244	39%	99	43%	2,163	37%
	Rarely	37	17%	1,269	15%	27	12%	902	16%
	Sometimes	34	16%	1,393	17%	30	13%	1,016	18%
	Often	12	6%	820	10%	15	7%	658	11%
	Very often	52	24%	1,579	19%	58	25%	1,050	18%
	<b>Total</b>	<b>218</b>	<b>100%</b>	<b>8,305</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,789</b>	<b>100%</b>
Political organizations or clubs	Never	124	57%	4,524	55%	132	58%	2,920	51%
	Rarely	45	21%	1,471	18%	43	19%	1,104	19%
	Sometimes	24	11%	1,237	15%	27	12%	901	16%
	Often	13	6%	577	7%	11	5%	457	8%
	Very often	13	6%	497	6%	16	7%	402	7%
	<b>Total</b>	<b>219</b>	<b>100%</b>	<b>8,306</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,784</b>	<b>100%</b>

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Illinois Wesleyan Frequencies for Questions on College Activities									
		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Community service	Never	23	11%	1,146	14%	35	15%	778	13%
	Rarely	46	21%	1,634	20%	54	24%	1,204	21%
	Sometimes	79	36%	2,880	35%	84	37%	2,056	36%
	Often	51	23%	1,581	19%	37	16%	1,073	19%
	Very often	19	9%	1,070	13%	19	8%	674	12%
	<b>Total</b>		<b>218</b>	<b>100%</b>	<b>8,311</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,785</b>
Sorority/fraternity	Never	114	52%	6,201	75%	136	59%	4,355	75%
	Rarely	7	3%	281	3%	12	5%	230	4%
	Sometimes	8	4%	277	3%	21	9%	204	4%
	Often	16	7%	335	4%	9	4%	221	4%
	Very often	74	34%	1,212	15%	51	22%	774	13%
	<b>Total</b>		<b>219</b>	<b>100%</b>	<b>8,306</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,784</b>
Religious groups	Never	128	58%	4,747	57%	136	59%	3,172	55%
	Rarely	37	17%	1,290	16%	28	12%	898	16%
	Sometimes	28	13%	1,028	12%	26	11%	808	14%
	Often	14	6%	590	7%	22	10%	428	7%
	Very often	12	6%	651	8%	17	7%	474	8%
	<b>Total</b>		<b>219</b>	<b>100%</b>	<b>8,306</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,780</b>
Internships (paid or unpaid)	Never	64	29%	3,219	39%	80	35%	2,329	40%
	Rarely	18	8%	727	9%	21	9%	522	9%
	Sometimes	67	31%	1,831	22%	50	22%	1,350	23%
	Often	37	17%	1,511	18%	52	23%	956	17%
	Very often	32	15%	1,030	12%	26	11%	625	11%
	<b>Total</b>		<b>218</b>	<b>100%</b>	<b>8,318</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,782</b>
Service organizations (on or off campus)	Never	46	21%	2,164	26%	56	25%	1,447	25%
	Rarely	43	20%	1,515	18%	51	22%	1,138	20%
	Sometimes	51	23%	2,205	27%	69	30%	1,574	27%
	Often	49	23%	1,353	16%	26	11%	908	16%
	Very often	29	13%	1,062	13%	27	12%	718	12%
	<b>Total</b>		<b>218</b>	<b>100%</b>	<b>8,299</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,785</b>
Multicultural student groups	Never	97	45%	3,511	42%	122	54%	2,342	41%
	Rarely	52	24%	1,727	21%	37	16%	1,276	22%
	Sometimes	39	18%	1,648	20%	41	18%	1,237	21%
	Often	18	8%	762	9%	19	8%	534	9%
	Very often	12	6%	654	8%	9	4%	398	7%
	<b>Total</b>		<b>218</b>	<b>100%</b>	<b>8,302</b>	<b>100%</b>	<b>228</b>	<b>100%</b>	<b>5,787</b>
Working with faculty on research	Never	94	43%	3,821	46%	98	43%	2,653	46%
	Rarely	35	16%	1,258	15%	43	19%	921	16%
	Sometimes	44	20%	1,528	18%	41	18%	1,056	18%
	Often	26	12%	890	11%	29	13%	605	11%
	Very often	20	9%	818	10%	18	8%	545	9%
	<b>Total</b>		<b>219</b>	<b>100%</b>	<b>8,315</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,780</b>

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Illinois Wesleyan Frequencies for Questions on College Activities										
		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort		
Study abroad	Never	107	49%	4,097	49%	115	50%	2,984	52%	
	Rarely	13	6%	304	4%	23	10%	219	4%	
	Sometimes	37	17%	1,195	14%	44	19%	890	15%	
	Often	32	15%	1,320	16%	25	11%	808	14%	
	Very often	28	13%	1,393	17%	22	10%	889	15%	
	<b>Total</b>		<b>217</b>	<b>100%</b>	<b>8,309</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,790</b>	<b>100%</b>
On-campus employment	Never	33	15%	2,280	27%	38	17%	1,494	26%	
	Rarely	11	5%	363	4%	9	4%	286	5%	
	Sometimes	21	10%	1,054	13%	33	14%	820	14%	
	Often	31	14%	1,430	17%	34	15%	1,111	19%	
	Very often	123	56%	3,186	38%	115	50%	2,082	36%	
	<b>Total</b>		<b>219</b>	<b>100%</b>	<b>8,313</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,793</b>	<b>100%</b>
Off-campus employment	Never	115	53%	4,649	56%	119	52%	2,915	50%	
	Rarely	14	6%	668	8%	19	8%	535	9%	
	Sometimes	43	20%	1,116	13%	38	17%	876	15%	
	Often	20	9%	804	10%	24	11%	676	12%	
	Very often	26	12%	1,063	13%	28	12%	783	14%	
	<b>Total</b>		<b>218</b>	<b>100%</b>	<b>8,300</b>	<b>100%</b>	<b>228</b>	<b>100%</b>	<b>5,785</b>	<b>100%</b>
Independent study	Never	87	40%	3,334	40%	102	45%	1,988	34%	
	Rarely	38	17%	1,026	12%	29	13%	821	14%	
	Sometimes	34	16%	1,819	22%	52	23%	1,458	25%	
	Often	37	17%	1,174	14%	30	13%	871	15%	
	Very often	22	10%	952	12%	15	7%	638	11%	
	<b>Total</b>		<b>218</b>	<b>100%</b>	<b>8,305</b>	<b>100%</b>	<b>228</b>	<b>100%</b>	<b>5,776</b>	<b>100%</b>
Other	Never	49	80%	1,553	79%	49	89%	928	76%	
	Rarely	2	3%	20	1%	0	0%	12	1%	
	Sometimes	1	2%	68	3%	1	2%	47	4%	
	Often	3	5%	76	4%	2	4%	55	5%	
	Very often	6	10%	257	13%	3	6%	175	14%	
	<b>Total</b>		<b>61</b>	<b>100%</b>	<b>1,974</b>	<b>100%</b>	<b>55</b>	<b>100%</b>	<b>1,217</b>	<b>100%</b>
<b>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)</b>										
<i>In this question, alumni only saw activities in which they reported participating in above.</i>										
Student or campus government	Very little	46	49%	972	34%	23	31%	722	33%	
	Some	32	34%	913	32%	35	47%	721	33%	
	Quite a bit	11	12%	509	18%	8	11%	373	17%	
	Very much	5	5%	448	16%	9	12%	352	16%	
	<b>Total</b>		<b>94</b>	<b>100%</b>	<b>2,842</b>	<b>100%</b>	<b>75</b>	<b>100%</b>	<b>2,168</b>	<b>100%</b>
	Intercollegiate athletics	Very little	15	20%	708	23%	13	17%	504	22%
Some		18	24%	573	19%	18	23%	426	19%	
Quite a bit		11	15%	504	16%	13	17%	442	20%	
Very much		30	41%	1,289	42%	33	43%	891	39%	
<b>Total</b>			<b>74</b>	<b>100%</b>	<b>3,074</b>	<b>100%</b>	<b>77</b>	<b>100%</b>	<b>2,263</b>	<b>100%</b>
Intramural or club sports		Very little	42	37%	1,460	33%	41	34%	1,085	34%
	Some	43	38%	1,411	32%	44	37%	1,102	34%	
	Quite a bit	17	15%	863	20%	22	18%	589	18%	
	Very much	11	10%	703	16%	13	11%	440	14%	
	<b>Total</b>		<b>113</b>	<b>100%</b>	<b>4,437</b>	<b>100%</b>	<b>120</b>	<b>100%</b>	<b>3,216</b>	<b>100%</b>
	Student publications	Very little	31	30%	1,087	33%	17	22%	793	32%
Some		39	38%	1,216	37%	31	39%	995	41%	
Quite a bit		13	13%	584	18%	18	23%	379	16%	
Very much		19	19%	404	12%	13	17%	285	12%	
<b>Total</b>			<b>102</b>	<b>100%</b>	<b>3,291</b>	<b>100%</b>	<b>79</b>	<b>100%</b>	<b>2,452</b>	<b>100%</b>
Performing arts/music		Very little	34	26%	1,032	21%	21	17%	748	21%
	Some	38	29%	1,475	30%	34	27%	1,099	31%	
	Quite a bit	20	15%	1,033	21%	23	18%	753	21%	
	Very much	41	31%	1,365	28%	48	38%	921	26%	
	<b>Total</b>		<b>133</b>	<b>100%</b>	<b>4,805</b>	<b>100%</b>	<b>126</b>	<b>100%</b>	<b>3,521</b>	<b>100%</b>



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College Activities

Illinois Wesleyan Frequencies for Questions on College Activities									
		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
	<b>Total</b>	133	100%	4,905	100%	126	100%	3,521	100%
Political organizations or clubs	Very little	34	37%	1,206	33%	33	35%	893	32%
	Some	38	41%	1,351	37%	32	34%	1,004	36%
	Quite a bit	10	11%	670	19%	13	14%	498	18%
	Very much	11	12%	397	11%	16	17%	373	14%
	<b>Total</b>	93	100%	3,624	100%	94	100%	2,768	100%
Community service	Very little	27	14%	1,039	15%	24	13%	748	15%
	Some	80	42%	2,610	38%	86	45%	1,970	41%
	Quite a bit	61	32%	1,931	28%	53	28%	1,289	27%
	Very much	25	13%	1,359	20%	27	14%	862	18%
	<b>Total</b>	193	100%	6,939	100%	190	100%	4,869	100%
Sorority/fraternity	Very little	14	14%	337	17%	24	26%	260	19%
	Some	13	13%	358	18%	15	16%	271	20%
	Quite a bit	22	21%	487	24%	20	22%	310	22%
	Very much	54	52%	839	42%	33	36%	547	39%
	<b>Total</b>	103	100%	2,021	100%	92	100%	1,388	100%
Religious groups	Very little	33	37%	935	27%	22	24%	706	28%
	Some	32	36%	1,208	35%	32	36%	904	36%
	Quite a bit	16	18%	665	19%	19	21%	481	19%
	Very much	8	9%	622	18%	17	19%	448	18%
	<b>Total</b>	89	100%	3,430	100%	90	100%	2,539	100%
Internships (paid or unpaid)	Very little	12	8%	445	9%	14	10%	372	11%
	Some	40	26%	1,038	21%	27	19%	780	23%
	Quite a bit	39	26%	1,508	31%	42	29%	1,037	31%
	Very much	61	40%	1,952	40%	61	42%	1,166	35%
	<b>Total</b>	152	100%	4,943	100%	144	100%	3,355	100%



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College Activities

Illinois Wesleyan Frequencies for Questions on College Activities									
		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
Service organizations (on or off campus)	Very little	35	21%	1,121	19%	33	20%	838	20%
	Some	60	36%	2,195	37%	63	37%	1,637	39%
	Quite a bit	50	30%	1,501	25%	41	24%	1,007	24%
	Very much	24	14%	1,108	19%	32	19%	725	17%
	<b>Total</b>	<b>169</b>	<b>100%</b>	<b>5,925</b>	<b>100%</b>	<b>169</b>	<b>100%</b>	<b>4,207</b>	<b>100%</b>
Multicultural student groups	Very little	28	24%	986	21%	20	20%	741	22%
	Some	46	39%	1,682	36%	40	40%	1,297	39%
	Quite a bit	30	25%	1,142	25%	23	23%	780	23%
	Very much	15	13%	812	18%	18	18%	519	16%
	<b>Total</b>	<b>119</b>	<b>100%</b>	<b>4,622</b>	<b>100%</b>	<b>101</b>	<b>100%</b>	<b>3,337</b>	<b>100%</b>
Working with faculty on research	Very little	20	16%	640	15%	21	17%	487	16%
	Some	35	29%	1,140	26%	40	32%	843	28%
	Quite a bit	31	25%	1,118	26%	31	25%	794	26%
	Very much	37	30%	1,448	33%	34	27%	921	30%
	<b>Total</b>	<b>123</b>	<b>100%</b>	<b>4,346</b>	<b>100%</b>	<b>126</b>	<b>100%</b>	<b>3,045</b>	<b>100%</b>
Study abroad	Very little	5	5%	87	2%	3	3%	80	3%
	Some	8	7%	351	9%	14	13%	214	8%
	Quite a bit	26	24%	833	20%	28	25%	618	23%
	Very much	69	64%	2,831	69%	66	60%	1,811	67%
	<b>Total</b>	<b>108</b>	<b>100%</b>	<b>4,102</b>	<b>100%</b>	<b>111</b>	<b>100%</b>	<b>2,723</b>	<b>100%</b>
On-campus employment	Very little	18	10%	783	13%	21	11%	599	14%
	Some	40	22%	1,474	25%	51	27%	1,200	29%
	Quite a bit	55	30%	1,641	28%	59	31%	1,173	28%
	Very much	71	39%	1,969	34%	57	30%	1,206	29%
	<b>Total</b>	<b>184</b>	<b>100%</b>	<b>5,867</b>	<b>100%</b>	<b>188</b>	<b>100%</b>	<b>4,178</b>	<b>100%</b>
Off-campus employment	Very little	19	19%	741	21%	19	18%	615	22%
	Some	33	33%	918	26%	29	28%	774	28%
	Quite a bit	26	26%	913	26%	24	23%	726	26%
	Very much	23	23%	953	27%	33	31%	664	24%
	<b>Total</b>	<b>101</b>	<b>100%</b>	<b>3,525</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>2,779</b>	<b>100%</b>
Independent study	Very little	19	15%	719	15%	16	13%	599	16%
	Some	33	26%	1,312	27%	37	30%	1,112	30%
	Quite a bit	35	27%	1,409	29%	44	36%	1,018	28%
	Very much	42	33%	1,361	28%	25	21%	939	26%
	<b>Total</b>	<b>129</b>	<b>100%</b>	<b>4,801</b>	<b>100%</b>	<b>122</b>	<b>100%</b>	<b>3,668</b>	<b>100%</b>
Other	Very little	1	9%	30	8%	0	0%	18	7%
	Some	2	18%	41	11%	0	0%	31	12%
	Quite a bit	5	46%	81	21%	0	0%	52	20%
	Very much	3	27%	234	61%	5	100%	162	62%
	<b>Total</b>	<b>11</b>	<b>100%</b>	<b>386</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>263</b>	<b>100%</b>



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**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.

<b>Table 1: Summary Results for College Satisfaction</b>				
	<b>Illinois Wesleyan 5-Year Cohort</b>	<b>All Other Alumni in 5-Year Cohort</b>	<b>Illinois Wesleyan 10-Year Cohort</b>	<b>All Other Alumni in 10-Year Cohort</b>
<b>Connection to Institution</b>				
Mean	3.25 ↓	3.33	3.11 ↓	3.29
Standard Deviation	0.73	0.72	0.77	0.72
75th Percentile	4.00	4.00	4.00	4.00
Median	3.00	3.00	3.00	3.00
25th Percentile	3.00	3.00	3.00	3.00
Total Responses	220	8,214	227	5,718
<b>Satisfaction with Institution</b>				
Mean	4.33 ↓	4.42	4.38 ↓	4.47
Standard Deviation	0.90	0.78	0.83	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	218	8,218	227	5,711

↑↑↑ Large positive difference   ↑↑ Medium positive difference   ↑ Small positive difference   ≈ No difference





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**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

↓ Small negative difference   ↓↓ Medium negative difference   ↓↓↓ Large negative difference

<b>Table 2: Frequencies for Questions on Connection, Satisfaction, and Institutional Impact</b>									
		Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
		n	%	n	%	n	%	n	%
<b>How connected do you feel to this institution? (Q17)</b>									
No connection		6	3%	130	2%	7	3%	77	1%
Very little connection		20	9%	834	10%	35	15%	645	11%
Some connection		107	49%	3,453	42%	111	49%	2,515	44%
Very strong connection		87	40%	3,797	46%	74	33%	2,481	43%
<b>Total</b>		<b>220</b>	<b>100%</b>	<b>8,214</b>	<b>100%</b>	<b>227</b>	<b>100%</b>	<b>5,718</b>	<b>100%</b>
<b>Overall, how satisfied have you been with your undergraduate education at this institution? (Q18)</b>									
Very dissatisfied		3	1%	67	1%	2	1%	37	1%
Dissatisfied		11	5%	203	3%	6	3%	122	2%
Neither satisfied nor dissatisfied		13	6%	495	6%	21	9%	336	6%
Satisfied		74	34%	2,908	35%	73	32%	1,850	32%
Very satisfied		117	54%	4,545	55%	125	55%	3,366	59%
<b>Total</b>		<b>218</b>	<b>100%</b>	<b>8,218</b>	<b>100%</b>	<b>227</b>	<b>100%</b>	<b>5,711</b>	<b>100%</b>
<b>Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities? (Q13)</b>									
Graduate or professional school	Very little	10	5%	434	5%	10	5%	281	5%
	Some	35	16%	1,367	17%	34	15%	863	15%
	Quite a bit	64	30%	2,643	32%	73	33%	1,593	28%
	Very much	105	49%	3,790	46%	106	48%	2,955	52%
	<b>Total</b>	<b>214</b>	<b>100%</b>	<b>8,234</b>	<b>100%</b>	<b>223</b>	<b>100%</b>	<b>5,692</b>	<b>100%</b>
Current career	Very little	23	10%	844	10%	22	10%	543	9%
	Some	59	27%	2,145	25%	58	25%	1,464	25%
	Quite a bit	69	31%	2,757	33%	76	33%	1,884	32%
	Very much	72	32%	2,705	32%	73	32%	1,992	34%
	<b>Total</b>	<b>223</b>	<b>100%</b>	<b>8,451</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>5,883</b>	<b>100%</b>
Interpersonal relationships and family living	Very little	32	14%	1,095	13%	27	12%	727	12%
	Some	71	32%	2,331	28%	71	31%	1,727	29%
	Quite a bit	77	35%	2,801	33%	85	37%	1,910	33%
	Very much	43	19%	2,239	26%	48	21%	1,520	26%
	<b>Total</b>	<b>223</b>	<b>100%</b>	<b>8,466</b>	<b>100%</b>	<b>231</b>	<b>100%</b>	<b>5,884</b>	<b>100%</b>



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**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

Responsibilities of post-undergraduate life (e.g., managing finances, maintaining health, creating a home)	Very little	66	30%	2,739	32%	61	26%	1,822	31%
	Some	78	35%	2,924	34%	86	37%	2,143	36%
	Quite a bit	50	22%	1,747	21%	53	23%	1,225	21%
	Very much	30	13%	1,082	13%	31	13%	704	12%
	<b>Total</b>	<b>224</b>	<b>100%</b>	<b>8,492</b>	<b>100%</b>	<b>231</b>	<b>100%</b>	<b>5,894</b>	<b>100%</b>
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)	Very little	16	7%	771	9%	17	7%	453	8%
	Some	62	28%	1,974	23%	60	26%	1,258	21%
	Quite a bit	80	36%	2,778	33%	71	31%	1,913	33%
	Very much	65	29%	2,960	35%	82	36%	2,261	38%
	<b>Total</b>	<b>223</b>	<b>100%</b>	<b>8,483</b>	<b>100%</b>	<b>230</b>	<b>100%</b>	<b>5,885</b>	<b>100%</b>

**Table 3: Connection and Satisfaction by Undergraduate Major and Primary Activity**

	Illinois Wesleyan 5-Year Cohort		All Other Alumni in 5-Year Cohort		Illinois Wesleyan 10-Year Cohort		All Other Alumni in 10-Year Cohort	
	n	Mean	n	Mean	n	Mean	n	Mean
<b>Mean score for "How connected do you feel to this institution?" (Q17) by Undergraduate Major (Q6)</b>								
<i>Means range from 1 (No connection) to 4 (Very strong connection)</i>								
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	22	3.23	1,086	3.36	30	3.27	664	3.36
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	35	3.20	1,012	3.25	42	2.95	671	3.15
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0		401	3.41	2	3.00	264	3.21
Education (e.g., Elementary Education, Secondary Education, Special Education)	25	3.32	455	3.29	25	3.12	374	3.29
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0		122	3.33	2	3.50	120	3.34
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	32	3.28	721	3.35	40	3.02	539	3.31
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	22	3.45	337	3.16	14	3.14	206	3.17
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	46	3.17	1,862	3.39	47	3.32	1,317	3.35
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	21	3.38	811	3.39	20	3.10	560	3.34
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	67	3.21	2,684	3.35	72	3.17	1,935	3.32
Other	8	2.75	599	3.33	6	3.00	421	3.33



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<b>Mean score for "How connected do you feel to this institution?" (Q17) by Primary Activity (Q1)</b>							
<i>Means range from 1 (No connection) to 4 (Very strong connection)</i>							
Employed, full-time	176	3.24	5,875	3.34	193	3.08	4,638 3.31
Employed, part-time	3	3.33	234	3.18	10	3.40	255 3.27
Employed, multiple jobs	12	3.42	393	3.25	8	3.25	217 3.22
Graduate or professional school, full-time	22	3.23	1,261	3.42	8	3.00	221 3.27
Graduate or professional school, part-time	2	3.00	63	3.30	0		21 3.29
Military service	1	4.00	52	3.23	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	2.67	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.)	1	4.00	96	3.01	7	3.29	218 3.21
<b>Mean score for "Overall, how satisfied have you been with your undergraduate education at this institution?" (Q18) by Undergraduate Major (Q6)</b>							
<i>Means range from 1 (Very dissatisfied) to 5 (Very satisfied)</i>							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	22	4.27	1,083	4.45	30	4.33	663 4.57
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	34	4.12	1,012	4.36	42	4.21	671 4.35
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0		401	4.46	2	4.50	264 4.38
Education (e.g., Elementary Education, Secondary Education, Special Education)	24	4.29	455	4.50	25	4.40	375 4.49
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0		122	4.42	2	4.50	120 4.58
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	31	4.32	721	4.32	40	4.35	537 4.42
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	22	4.64	337	4.38	14	4.57	205 4.47
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	45	4.33	1,861	4.46	47	4.51	1,315 4.48
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	21	4.43	814	4.47	20	4.25	559 4.53
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	67	4.40	2,691	4.44	72	4.50	1,933 4.48
Other	8	3.75	599	4.38	6	4.33	421 4.49
<b>Mean score for "Overall, how satisfied have you been with your undergraduate education at this institution?" (Q18) by Primary Activity (Q1)</b>							
<i>Means range from 1 (Very dissatisfied) to 5 (Very satisfied)</i>							
Employed, full-time	175	4.37	5,882	4.43	193	4.35	4,629 4.49
Employed, part-time	3	4.33	233	4.15	10	4.60	255 4.40
Employed, multiple jobs	12	4.42	392	4.24	8	4.25	218 4.38
Graduate or professional school, full-time	21	4.10	1,260	4.54	8	4.50	221 4.49
Graduate or professional school, part-time	2	5.00	63	4.33	0		21 4.14
Military service	1	3.00	52	4.48	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	5.00	104 4.02
Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)	1	5.00	96	4.05	7	4.86	218 4.41



**HEDS Alumni Survey  
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**Technical Information**

This file summarizes data for 28,718 alumni from 69 institutions that administered the HEDS Alumni Survey in the 2015–2016, 2016–2017, and/or 2017–2018 academic years. The average response rate was 27%.

**Participating Institutions and Number of Responses**

	Administration Year	# of Respondents - 1-Year Cohort <sup>1</sup>	# of Respondents - 5-Year Cohort <sup>1</sup>	# of Respondents - 10-Year Cohort <sup>1</sup>	# of Respondents - 10+ Years Cohort <sup>1</sup>	Response Rate <sup>2</sup>
Albion College	2015–2016		70	54		17%
Alma College	2016–2017		197	103		35%
Baldwin Wallace University	2015–2016		133	85		14%
Baldwin Wallace University	2016–2017		140	94		18%
Baldwin Wallace University	2017–2018		66	91		13%
Benedictine College	2015–2016		25	17		8%*
Benedictine College	2016–2017		52	35		12%
Benedictine College	2017–2018		60	36	7	26%
Central College	2015–2016		53	56		23%
Clark University	2015–2016		232	127		24%
The College of Idaho	2015–2016	49	55	32		33%
The College of St. Scholastica	2017–2018		159	98		15%
Concordia College (MN)	2017–2018		156	147		33%
Concordia University Texas	2016–2017		36	19		18%
The Cooper Union for the Advancement of Science and Art	2016–2017	121	94	113	348	30%*
Cornell College	2017–2018		54	53	77	12%
Dickinson College	2017–2018	200	151	167		37%
Dominican University of California	2015–2016	45	37	26		13%
Dominican University of California	2016–2017	75	35	27		15%
Dominican University of California	2017–2018	65	40	26		15%
Drew University	2015–2016	58	63	67		23%
Earlham College	2015–2016	113	139	113		29%
Earlham College	2017–2018		61			13%
Gettysburg College	2016–2017		150			27%
Goshen College	2015–2016		48	28		27%
Goshen College	2017–2018		58	76		46%
Graceland University	2015–2016	99	99	66		14%
Grinnell College	2015–2016		111	81		31%
Hamilton College	2015–2016		139	100		27%*
Hamilton College	2016–2017		161	118		32%*
Hamilton College	2017–2018		111	81		22%
Hampden-Sydney College	2015–2016	20	39	26	44	22%
Hampden-Sydney College	2016–2017	50	88	48		33%
Hampden-Sydney College	2017–2018	35	32	46		20%
Hanover College	2016–2017	95	90	76		41%
Hanover College	2017–2018	78	52	79		33%
Harvey Mudd College	2015–2016	88	44	32	81	38%
Harvey Mudd College	2016–2017	62	59	41	78	34%
Harvey Mudd College	2017–2018	95	69	65	71	46%
Haverford College	2015–2016		235	196		39%
Haverford College	2016–2017	158	129	103	85	44%
Haverford College	2017–2018	105	101	103	94	37%
Illinois Wesleyan University	2017–2018		287	272		32%
Kalamazoo College	2016–2017		67	59		26%
Kalamazoo College	2017–2018		113	85		39%
Kenyon College	2015–2016		113	108		36%
Kenyon College	2016–2017		159	151		43%
Kenyon College	2017–2018		115	106		35%
Knox College	2015–2016		64	61		30%
Knox College	2017–2018		108	74	90	39%
Lewis & Clark College	2016–2017	89			26	18%
Lewis & Clark College	2017–2018	161			96	30%
Loyola University Maryland	2017–2018		174	109		17%
Luther College	2015–2016		184	174		36%
Luther College	2017–2018		218	207		46%



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Marlboro College	2016–2017	55	43	56	588	49%
McDaniel College	2015–2016	71	66			18%*
McDaniel College	2016–2017	53	54			15%*
Milligan College	2016–2017		80	60		28%
Mills College	2015–2016		61	41		25%
Mills College	2017–2018		76	39		26%
Monmouth College	2015–2016		57	46		16%
Muhlenberg College	2016–2017	296	255	99		31%
Nebraska Wesleyan University	2016–2017		78	59		26%
Occidental College	2016–2017	195	326	270	5	41%
Olivet College	2016–2017		35	17	50	26%
Olivet College	2017–2018		24	24	39	20%
Otterbein University	2015–2016		32			8%
Quachita Baptist University	2017–2018	31	86	54	61	30%
Pitzer College	2016–2017	79	53			26%
Prescott College	2015–2016	27	22	19	153	7%*
Principia College	2016–2017		146	130		62%
Principia College	2017–2018					59%
Reed College	2016–2017		240	218	307	36%
Roanoke College	2015–2016		84			13%
Roanoke College	2016–2017		92			21%*
Saint Anselm College	2017–2018		68	64		24%
Saint Leo University	2015–2016	195	114			9%
Saint Leo University	2017–2018		198	89		10%
Saint Vincent College	2015–2016		34	16		20%
Scripps College	2015–2016	112	103	102		27%
Scripps College	2016–2017	85	87			41%
Scripps College	2017–2018	104	76	53		39%
Skidmore College	2016–2017		205	169		31%*
Southwestern University	2016–2017		68	70		28%
Southwestern University	2017–2018		89	102		33%
St. John's College (MD)	2015–2016		28	21		34%
St. John's College (NM)	2015–2016		22	21		29%
St. John's College (NM)	2016–2017	26	64	54	215	56%
St. Norbert College	2016–2017		125	84		32%
St. Norbert College	2017–2018		126	93		29%
St. Olaf College	2017–2018		530			40%
Susquehanna University	2015–2016		87			22%
Trinity University (TX)	2015–2016		60	77		16%
Trinity University (TX)	2016–2017		117	96		25%
Trinity University (TX)	2017–2018		87	77		20%
Union College	2017–2018		143	117	206	26%
University of Redlands	2015–2016	126	113	107		17%
University of Redlands	2016–2017	270	174	119		26%
University of Redlands	2017–2018	96	132	92		16%
Wake Forest University	2015–2016		163			20%
Warren Wilson College	2015–2016	56	40	25	24	19%
Warren Wilson College	2016–2017	64	52	43		31%
Washburn University	2015–2016	36	25	45		7%
Washington & Jefferson College	2015–2016	76	89	41	21	25%
Whittier College	2016–2017		62	35	3	27%
Willamette University	2015–2016	63	73	35		20%
Xavier University	2016–2017		91	97		18%

<sup>1</sup> Respondents include alumni who answered at least one question. The 1-year cohort includes alumni who graduated in 2014 or 2015 for the 2015–2016 administration, in 2015 or 2016 for the 2016–2017 administration, and in 2016 or 2017 for the 2017–2018 administration. The 5-year cohort includes alumni who graduated in 2010 or 2011 for the 2015–2016 administration, in 2011 or 2012 for the 2016–2017 administration, and 2012 or 2013 for the 2017–2018 administration. The 10-year cohort includes alumni who graduated in 2005 or 2006 for the 2015–2016 administration, in 2006 or 2007 for the 2016–2017 administration, and in 2007 or 2008 for the 2017–2018 administration. The 10+ years cohort includes alumni who graduated before 2005 for the 2015–2016 administration, before 2006 for the 2016–2017 administration, and before 2007 for the 2017–2018 administration.

<sup>2</sup> We calculated the response rate by dividing an institution's number of respondents, including those alumni who did not fall into one of the cohorts included in the report, by the number of emails successfully delivered through Qualtrics.

\* Institution used authentication method, and response rates for these institutions do not factor in bounced email addresses.



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### Indicators

This file contains information on five dimensions of undergraduate experience. The five indicators and their reliabilities are:

- Good Teaching and High-Quality Interactions with Faculty – 9 statements, Cronbach's  $\alpha = 0.91$
- Challenging Assignments and High Faculty Expectations – 14 questions, Cronbach's  $\alpha = 0.89$
- Interactions with Diversity – 6 questions, Cronbach's  $\alpha = 0.86$
- Growth on Intellectual Outcomes – 10 questions, Cronbach's  $\alpha = 0.88$
- Growth on Civic Outcomes – 4 questions, Cronbach's  $\alpha = 0.83$

The first three dimensions are based on indicators that the Center of Inquiry developed and validated in the Wabash National Study. We developed the indicators measuring intellectual, social, and civic outcomes based on responses to the HEDS Alumni Survey and HEDS Senior Survey. Please note that only those alumni who answered every question in the indicator receive a score.

### Calculating Effect Sizes

We calculated effect sizes for key comparisons rather than using tests of statistical significance. We have so many comparisons that using a test of significance for each comparison would increase the likelihood of a Type I error should the null hypothesis be correct in any of the comparisons. Unfortunately, correcting for this would dramatically reduce the power of our comparisons, thereby increasing the chance of Type II errors if the differences are the result of more than random influences. So, we have calculated effect sizes to provide a guide for assessing the magnitude of the differences between groups. When we compared the mean of two groups, we used Cohen's  $d$ . We only calculated Cohen's  $d$  when  $n \geq 10$  in each cell in the comparison.

Following the practice of the National Survey of Student Engagement ([http://nsse.indiana.edu/pdf/effect\\_size\\_guide.pdf](http://nsse.indiana.edu/pdf/effect_size_guide.pdf)) we used the following thresholds for small, medium, and large effect sizes for Cohen's  $d$ :

- \* Large – 0.5
- \* Medium – 0.3
- \* Small – 0.1

### Excluded Questions

Survey questions 14, 19, and 20 are open-ended questions. The responses to these questions are included in your data file but not this report. The responses to Question 23 ("Are you currently employed?") also do not appear in this report. Question 23 is designed to clarify the status of alumni who indicate in Question 1 that employment is not their current primary activity, but who give subsequent responses which indicate that they might be employed.

### Demographics

The information that we provide for gender and race/ethnicity combines data collected from survey questions included in the 2015–2016 and 2017–2018 administrations and information provided by institutions or supplemental questions used by institutions during the 2016–2017 administration.

We use responses from Question 31 ("What was your citizenship status during the time you were enrolled as an undergraduate?"), Question 32 ("Are you Hispanic or Latino/a?"), and Question 33 ("Please indicate the race or races with which you identify. (Choose one or more)") to create the race/ethnicity categories so that they align with the race/ethnicity categories from IPEDS: <https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-definitions>. Alumni who indicated that they were not a U.S. citizen or permanent resident in Question 31 were categorized as such, regardless of their responses to Questions 32 and 33. Alumni who indicated that they were Hispanic or Latino/a were categorized as such, regardless of their response to Question 33. Alumni who selected multiple races for Question 33 were categorized as "Two or more races." Alumni who selected one race for Question 33 were categorized accordingly. Alumni who skipped these questions or who skipped Question 33 and could not be categorized as "Not a U.S. citizen or permanent resident" or "Hispanic or Latino/a" were categorized as "Unknown."

### Field of Study

During the 2016–2017 administration, some institutions provided CIP codes to identify the majors of their alumni while most added a supplemental question to capture their alumni's field of study, which matched the field of study question that had been included in the 2015–2016 and 2017–2018 administrations. We recoded the institution-provided CIP codes to align with the field of study categories from the 2015–2016 and 2017–2018 survey question. We used the first two digits of the code to determine the broad category of majors and created the following crosswalk:

2-Digit Code	CIP Code Major Category	HEDS Field of Study
03	Natural Resources and Conservation	Biological Sciences
04	Architecture and Related Services	Humanities
05	Area, Ethnic, Cultural, and Gender Studies	Social Sciences
09	Communication, Journalism, and Related Programs	Communications
11	Computer and Information Sciences and Support Systems	Physical Sciences, Mathematics, and Computer Science
13	Education	Education
14	Engineering	Engineering
16	Foreign Languages, Literatures, and Linguistics	Humanities



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19	Family and Consumer Sciences/Human Sciences	Other
22	Legal Professions and Studies	Other
23	English Language and Literature/Letters	Humanities
24	Liberal Arts and Sciences, General Studies and Humanities	Other
26	Biological and Biomedical Sciences	Biological Sciences
27	Mathematics and Statistics	Physical Sciences, Mathematics, and Computer Science
30	Multi/Interdisciplinary Studies	Other
31	Parks, Recreation, Leisure, and Fitness Studies	Other
34	Health-Related Knowledge and Skills	Health Sciences
38	Philosophy and Religious Studies	Humanities
39	Theology and Religious Vocations	Other
40	Physical Sciences	Physical Sciences, Mathematics, and Computer Science
42	Psychology	Social Sciences
43	Security and Protective Services	Other
44	Public Administration and Social Service Professions	Other
45	Social Sciences	Social Sciences
49	Transportation and Materials Moving	Other
50	Visual and Performing Arts	Fine and Performing Arts
51	Health Professions and Related Clinical Services	Health Sciences
52	Business, Management, Marketing, and Related Support Services	Business and Management
54	History	Humanities