



National Survey of Student Engagement

Fall 2015

Selected Items Related to Interdisciplinary Thinking

Dates of Administration: February 17, 2015 – March 17, 2015
Method of Administration: Web survey (Administered through NSSE)

Demographics and Response Rates:

	First Years	Seniors
Overall Response Rate	47% (90/193)	58% (107/186)
% Female	54%	50%
% Am. Indian or AK Native	2%	1%
% Asian	18%	20%
% Black or African American	0%	1%
% Hispanic or Latino	0%	1%
% White	49%	63%
% International/foreign born	8%	8%
% Two or more races	11%	1%
% Unknown	10%	6%

Background:

The National Survey of Student Engagement (NSSE) asks first year and senior students about the characteristics and quality of their undergraduate experience. It includes 10 Engagement Indicators (Higher-Order Learning, Reflective and Integrative Learning, Learning Strategies, Quantitative Reasoning, Collaborative Learning, Discussions with Diverse Others, Student-Faculty Interaction, Effective Teaching Practices, Quality of Interactions, and Supportive Environment) and High Impact Practices (Learning Communities, Service-Learning, Research with Faculty, Internships, Student Abroad, and Capstones). Additionally, NSSE allows campuses to add up to two additional topical modules to their survey. In 2015, HMC added a module on Experiences with Writing. The comparison group for the overall survey is our Carnegie Class (Private Selective Baccalaureate Arts & Sciences Focus).

HMC participates in the NSSE survey annually each spring, and surveys all first years and graduating seniors. NSSE results are used throughout the campus in departmental program reviews to evaluate growth and development on student learning outcomes and by the college overall in its improvement efforts.

Highlights:

- First year respondents at HMC are largely in line with peers in our Carnegie class with respect to interdisciplinary thinking, with one exception. First year respondents at HMC are less likely to say they have included diverse perspective in course assignments or discussions. One possibility for this finding is that they have yet to take many HSA courses in their first year. If this is the case, we should not find this result when we look at seniors.
- Seniors at HMC also report including diverse perspectives less often than their peers. Seniors are also less likely to report engaging in every other item related to interdisciplinary thinking, including combining ideas from different courses when completing assignments, trying to understand someone else's views by imagining how an issue looks for his or her perspective, and connecting ideas from courses to prior experiences and knowledge.

FIRST YEARS

	<u>HMC</u>	<u>Peer</u>	<u>Comp</u>	<u>Sig</u>
	n=98	n = 24,676		
During the current school year, about how often have you done the following?				
<i>1 = never; 2 = sometimes; 3 = often; 4 = very often</i>				
Combined ideas from different courses when completing assignments	2.9	2.8		
Included diverse perspectives (political, religious, racial/ethnic, gender) in course assignments or discussions	2.5	2.8	↓	p< .01
Tried to understand someone else's views by imagining how an issue looks from his or her perspective	2.8	3.0		
Connected ideas from your courses to your prior experiences and knowledge	3.2	3.2		

SENIORS

	<u>HMC</u>	<u>Peer</u>	<u>Comp</u>	<u>Sig</u>
	n=107	n = 33,258		
During the current school year, about how often have you done the following?				
<i>1 = never; 2 = sometimes; 3 = often; 4 = very often</i>				
Combined ideas from different courses when completing assignments	2.9	3.1	↓	p< .01
Included diverse perspectives (political, religious, racial/ethnic, gender) in course assignments or discussions	2.2	2.9	↓	p< .001
Tried to understand someone else's views by imagining how an issue looks from his or her perspective	2.9	3.1	↓	p<.05
Connected ideas from your courses to your prior experiences and knowledge	3.1	3.4	↓	p< .01