



## National Survey of Student Engagement Fall 2016 Selected Items Related to Collaboration and Communication

**Dates of Administration:** February 17, 2016 – March 17, 2016

**Method of Administration:** Web survey (Administered through NSSE)

### Demographics and Response Rates:

	First Years	Seniors
<b>Overall Response Rate</b>	<b>51% (108/210)</b>	<b>59% (108/184)</b>
% Female	48%	48%
% Am. Indian or AK Native	0%	0%
% Asian	18%	24%
% Black or African American	5%	0%
% Hispanic or Latino	19%	8%
% White	28%	54%
% International/foreign born	16%	7%
% Two or more races	11%	2%
% Unknown	5%	5%

### 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, and items from this module are included here. The comparison group for the overall survey is our Carnegie Class (Private Selective Baccalaureate Arts & Sciences Focus), and our Comparison Group for the writing module is all other institutions who participated in the writing module (90 schools in 2016).

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:

- Collaborating with others to master difficult concepts and developing interpersonal and social competence prepares our students to deal with the complex, unscripted problems they will encounter during and after college. NSSE has 4 items that deal with collaborative learning (Asked another student to help you understand course material; Explained course material to one or more students; Prepared for exams by discussing or working through course material with other students; and Worked with other students on course projects or assignments). Among first years, HMC respondents were significantly higher than our peers on all of the collaborative learning items. Seniors reported slightly different results. There was no statistical difference between Seniors at HMC and our peer group who explained course material to one or more students. Additionally, Seniors at HMC were less
















likely than their peers to prepare for exams by discussing or working through course material with other students.

- The Core NSSE survey asks questions about how much writing students do, the nature of their course assignments, and perceived gains in written expression. Respondents at Mudd in both first and senior year report writing less than students in their peer group. This is true whether we look at shorter assignments (up to 5 pages), longer assignments (6-10 pages) or the estimation of pages written. HMC senior respondents report writing fewer assignments that were (6-10 pages) than their peers. First year respondents rated their writing gains at a similar level to their peer group, but senior respondents rated their writing gains lower than their peers (2.8 and 3.3 respectively).
- Items on the writing module go deeper - they touch on three aspects of good writing assignments — interactivity, meaning-making, and clarity. In looking at first year respondents, we see that while first years write less than their peers, they indicate that they are more likely to give and receive feedback on drafts or outlines of their writing than respondents in the peer group. In terms of what they are being asked to do in their writing assignments, HMC first years indicate they are more likely to have assignments that asked them to: analyze or evaluate something they read, describe methods or findings related to data, argue a position using evidence, explain in writing the meaning of numerical or statistical data, write in a style and format of a discipline or address a real or imagined audience
- Results for seniors are not as universally positive. HMC senior respondents were more likely than those in their peer group to report that their assignments asked them to: argue a position using evidence, explain in writing the meaning of numerical and statistical data, write in a style and format of a specific field, and address a real or imagined audience. They are also less likely to report giving feedback to a classmate about a draft or outline, summarizing material they read such as articles books or online publications or talking with a classmate or friend to develop ideas before starting an assignment.

## FIRST YEARS

	<u>HMC</u>	<u>Peer</u>	<u>Comp</u>	<u>Sig</u>
	n=93	n =17,723		
<b>During the current school year, about how often have you done the following?</b>				
<i>1 = never; 2 = sometimes; 3 = often; 4 = very often</i>				
Prepared two or more drafts of a paper or assignment before turning it in	2.8	2.5		p<.01
Asked another student to help you understand course material	3.6	2.7		p<.001
Explained course material to one or more students	3.4	2.8		p<.001
Prepared for exams by discussing or working through course material with other students	3.1	2.7		p<.001
Worked with other students on course projects or assignments	3.3	2.7		p<.001
Given a course presentation	2.0	2.4		p<.001
<b>During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned?</b>				
Up to 5 pages	4.9	8.1		p<.001
Between 6-10 pages	1.8	2.6		p<.001
11 pages or more	0.7	0.8		
Estimate of pages (NSSE Created)	40.0	55.5		p<.001
<b>During the current school year, for how many writing assignments have you done the following?</b>				
<i>1 = no writing assignments; 2 = few writing assignments; 3 = some writing assignments; 4 = most writing assignments; 5 = all writing</i>				
Talked with a classmate, friend to develop your ideas before starting your assignment	3.1	3.1		
Received feedback from a classmate, friend about a draft before turning it in	3.9	3.2		p<.001
Gave feedback to a classmate about a draft or outline	3.7	3.0		p<.001
Summarized material you read such as articles, books, or online publications	3.2	3.4		
Analyzed or evaluated something you read, researched, or observed	4.0	3.7		p<.001
Described your methods or findings related to data you collected	3.4	2.9		p<.001
Argued a position using evidence and reasoning	4.1	3.4		p<.001
Explained in writing the meaning of numerical or statistical data	3.5	2.5		p<.001
Wrote in the style and format of a specific field	3.6	3.0		p<.001
Addressed a real or imagined audience	3.8	3.0		p<.001
<b>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>				
<i>1 = very little; 2 = some; 3 = quite a bit; 4 = very much</i>				
Working effectively with others	3.4	2.8		p<.001
Speaking clearly and effectively	2.4	2.7		p<.001
Writing clearly and effectively	2.9	3.0		

## SENIORS

	<u>HMC</u>	<u>Peer</u>	<u>Comp</u>	<u>Sig</u>
	n=89	n = 26,594		
<b>During the current school year, about how often have you done the following?</b>				
<i>1 = never; 2 = sometimes; 3 = often; 4 = very often</i>				
Prepared two or more drafts of a paper or assignment before turning it in	2.0	2.4		p<.001
Asked another student to help you understand course material	2.9	2.6		p<.001
Explained course material to one or more students	3.0	2.9		
Prepared for exams by discussing or working through course material with other students	2.3	2.7		p<.001
Worked with other students on course projects or assignments	3.1	2.9		p<.05
Given a course presentation	2.9	3.0		
<b>During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned?</b>				
Up to 5 pages	8.8	8.8		
Between 6-10 pages	3.3	4.2		p<.05
11 pages or more	2.0	2.3		
Estimate of pages (NSSE Created)	83.7	93.2		
<b>During the current school year, for how many writing assignments have you done the following?</b>				
<i>1 = no writing assignments; 2 = few writing assignments; 3 = some writing assignments; 4 = most writing assignments; 5 = all writing</i>				
Talked with a classmate, friend to develop your ideas before starting your assignment	2.7	2.9		p<.05
Received feedback from a classmate, friend about a draft before turning it in	2.7	2.9		
Gave feedback to a classmate about a draft or outline	2.4	2.7		p<.001
Summarized material you read such as articles, books, or online publications	3.1	3.4		p<.01
Analyzed or evaluated something you read, researched, or observed	3.8	3.7		
Described your methods or findings related to data you collected	3.0	3.1		
Argued a position using evidence and reasoning	3.8	3.3		p<.001
Explained in writing the meaning of numerical or statistical data	3.2	2.8		p<.01
Wrote in the style and format of a specific field	3.7	3.4		p<.05
Addressed a real or imagined audience	3.3	3.0		p<.05
<b>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>				
<i>1 = very little; 2 = some; 3 = quite a bit; 4 = very much</i>				
Working effectively with others	3.2	2.9		p<.01
Speaking clearly and effectively	2.9	3.2		p<.01
Writing clearly and effectively	2.8	3.3		p<.001