



**National Survey of Student Engagement
2017
Selected Items Related to Interdisciplinary Thinking**

Dates of Administration: February 14, 2017 – March 28, 2017
Method of Administration: Web survey (Administered through NSSE)

Demographics and Response Rates:

	First Years	Seniors
Overall Response Rate	112/217 = 52%	94/189 = 50%
% Female	55	55
% Am. Indian or AK Native	0	0
% Asian	15	16
% Black or African American	4	1
% Hispanic or Latino	21	9
% White	35	53
% International/foreign born	7	11
% Two or more races	8	7
% Unknown	8	3

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, Study Abroad, and Capstones). Additionally, NSSE allows campuses to add up to two additional topical modules to their survey. In 2017, HMC participated in *Experiences with Writing* and *Inclusiveness & Engagement with Diversity*. The comparison group for the overall survey is our Carnegie Class (Private More 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 less likely to say they have included diverse perspective in course assignments or discussions and more likely to say that they have connected ideas from their courses to their prior experiences and knowledge than their peers in our comparison group. They report being equally likely to have tried to understand someone else’s views by imagining how an issue looks from their perspective and are slightly and not statistically significantly more likely to have combined ideas from different courses when completing assignments.
- Seniors at HMC also report including diverse perspectives less often than their peers. Seniors are also less likely to report trying to understand someone else’s views by imagining how an issue looks for his or her perspective, combining ideas from different courses when completing assignments, and connecting ideas from courses to prior experiences and knowledge—though this last difference is slight and not statistically significant.

FIRST YEARS				
	HMC	Peer	Comp	Sig
	n = 112	n = 16,740		
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	2.7	2.6		
Included diverse perspectives (political, religious, racial/ethnic, gender) in course assignments or discussions	2.5	2.7	▼	p < .01
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	3.0	3.0		
Connected ideas from your courses to your prior experiences and knowledge	3.3	3.1	▲	p < .05

SENIORS				
	HMC	Peer	Comp	Sig
	n = 94	n = 14,663		
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	2.7	3.0	▼	p < .001
Included diverse perspectives (political, religious, racial/ethnic, gender) in course assignments or discussions	2.4	2.9	▼	p < .001
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.8	3.1	▼	p < .01
Connected ideas from your courses to your prior experiences and knowledge	3.2	3.3		