



**National Survey of Student Engagement
2019**

Selected Items Related to Collaboration and Communication

Dates of Administration: February 14, 2019-March 12, 2019
Method of Administration: Web survey (Administered through NSSE)

Demographics and Response Rates:

	First Years	Seniors
Overall Response Rate	53% (124/236)	46% (96/208)
% Female	52%	50%
% Am. Indian or AK Native	0%	2%
% Asian	24%	21%
% Black or African American	2%	1%
% Hispanic or Latino	19%	7%
% White	30%	39%
% International/foreign born	11%	16%
% Two or more races	8%	11%
% Unknown	6%	4%

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 2019, HMC participated in the *First Year Experiences/Senior Transitions* topical module. We also participated with 11 other schools in the inaugural year of the Sustainability Consortium. Items from the module and consortial data are discussed separately. The comparison group for the overall survey is our Carnegie Class (Private More Selective Baccalaureate Arts & Sciences Focus), and our Comparison Group for the FY/SR module in 2019 is all other institutions who participated in the module (277 other schools).

HMC participates in the NSSE survey annually each spring, surveying 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 develop 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 largely paralleled those

Results, although Senior respondents at HMC were as likely to prepare for exams by discussing work with their peers as seniors in our peer group, and were significantly less likely to prepare two or more drafts of a paper or assignment before turning it in. HMC first years report that their institution has contributed to their development in working effectively with others significantly more (3.2 vs 2.8, $p < .001$) than first years from peer institutions while HMC seniors are significantly lower (3.1 vs 3.3, $p < .05$).

- The NSSE survey asks questions about how much writing students do, the nature of their course assignments, and perceived gains in written expression. As is expected, respondents at Mudd write less than students in the peer group, although this difference is more pronounced during the first year than in senior year.
- Both first year and senior respondents are asked to what extent their institution has contributed to their ability to write clearly and effectively. First years were not different from their peers in terms of rating their writing gains (2.8 and 2.9, respectively) but seniors were significantly lower than seniors at peer institutions (3.1 vs 3.3, respectively, $p < .05$.)

FIRST YEARS

	<u>HMC</u>	<u>Peer</u> ¹	<u>Comp</u>	<u>Sig</u>
	n = 124	n = 8,203		
During the current school year, about how often have you done the following?				
<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 < .001
Asked another student to help you understand course material	3.5	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 < .01
Worked with other students on course projects or assignments	3.4	2.8	▲	p < .001
Given a course presentation	1.9	2.4	▼	p < .001
During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned?				
Up to 5 pages	4.5	8.2	▼	p < .001
Between 6-10 pages	1.8	2.7	▼	p < .001
11 pages or more	.6	.8		
Estimate of pages (NSSE Created)	36.9	58.3	▼	p < .001
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?				
<i>1 = very little; 2 = some; 3 = quite a bit; 4 = very much</i>				
Working effectively with others	3.2	2.8	▲	p < .001
Speaking clearly and effectively	2.0	2.6	▼	p < .001
Writing clearly and effectively	2.8	2.9		
	<u>HMC</u>	<u>Peer</u> ²	<u>Comp</u>	<u>Sig</u>
Writing Module Items				
During the current school year, for how many writing assignments have you done the following?				
<i>1 = no writing assignments; 2 = few writing assignments; 3 = some writing assignments; 4 = most writing assignments; 5 = all writing assignments</i>				
Talked with a classmate, friend to develop your ideas before starting your assignment	Writing module not done this year			
Received feedback from a classmate, friend about a draft before turning it in				
Gave feedback to a classmate about a draft or outline				
Summarized material you read such as articles, books, or online publications				
Analyzed or evaluated something you read, researched, or observed				
Described your methods or findings related to data you collected				
Argued a position using evidence and reasoning				
Explained in writing the meaning of numerical or statistical data				
Wrote in the style and format of a specific field				
Addressed a real or imagined audience				

¹ Baccalaureate Arts and Sciences, More Selective

² All other institutions participating in the writing module

SENIORS				
	HMC	Peer³	Comp	Sig
	n =96	n =7,180		
During the current school year, about how often have you done the following?				
<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	2.1	2.3	▼	p<.01
Asked another student to help you understand course material	3.0	2.6	▲	p < .001
Explained course material to one or more students	3.3	2.9	▲	p < .001
Prepared for exams by discussing or working through course material with other students	2.6	2.7		
Worked with other students on course projects or assignments	3.3	2.9	▲	p < .001
Given a course presentation	3.2	3.0	▲	p < .05
During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned?				
Up to 5 pages	9.0	9.1		
Between 6-10 pages	2.8	4.2	▼	p< .001
11 pages or more	1.9	2.3		
Estimate of pages (NSSE Created)	78.9	94.7		
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?				
<i>1 = very little; 2 = some; 3 = quite a bit; 4 = very much</i>				
Working effectively with others	3.5	3.1	▲	p< .001
Speaking clearly and effectively	3.0	3.1		
Writing clearly and effectively	3.1	3.3	▼	p < .05
	HMC	Peer⁴	Comp	Sig
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Received feedback from a classmate, friend about a draft before turning it in				
Gave feedback to a classmate about a draft or outline				
Summarized material you read such as articles, books, or online publications				
Analyzed or evaluated something you read, researched, or observed				
Described your methods or findings related to data you collected				
Argued a position using evidence and reasoning				
Explained in writing the meaning of numerical or statistical data				
Wrote in the style and format of a specific field				
Addressed a real or imagined audience				

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