



**National Survey of Student Engagement  
2019  
First Year Experience Module**

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

**Demographics and Response Rates:**

|                              | <b>First Years</b>   | <b>Seniors</b>      |
|------------------------------|----------------------|---------------------|
| <b>Overall Response Rate</b> | <b>53% (124/236)</b> | <b>46% (96/208)</b> |
| 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 for the first time. We also participated with 11 other schools in the inaugural year of the Sustainability Consortium.

This report includes a set of items for first-year students, with questions adapted from the Beginning College Survey of Student Engagement. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment; corresponding senior items explore post-graduation plans, links between the academic major and future plans, and confidence with skills developed during college. 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:**

- First year students, HMC respondents indicate that they were more likely to study when there were other interesting things to do than their peers in other institutions (3.2 vs 2.8,  $p < .05$ ) and are more committed in finishing what they have started when they encountered challenges (3.5 vs 3.1,  $p < .001$ ).
- HMC first year respondents reported higher level of difficulty in learning course material (4.0 vs 3.4,  $p < .001$ ) and time management (4.2 vs 3.7,  $p < .05$ ) than peers. They also report less difficulty getting help with school work (2.4 vs 2.8,  $p < .05$ ).
- When it comes to seeking help with course work, first year respondents at HMC reported getting more help from faculty members, learning support services (tutoring, writing center, etc.), and peers, and relied less on family members, academic advisors, and other persons or offices than peers for help with the course work.

| FIRST YEARS  |         |           |      |          |
|--|---------|-----------|------|----------|
|  | HMC     | Peer      | Comp | Sig      |
|  | n = 124 | n = 8,203 |      |          |
| <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>   |         |           |      |          |
| Studied when there were other interesting things to do   | 3.2     | 2.8       | ▲    | p < .05  |
| Found additional information for course assignments when you didn't understand the material                                | 3.0     | 2.9       |      |          |
| Participated in course discussions, even when you didn't feel like it  | 2.6     | 2.7       |      |          |
| Asked instructors for help when you struggled with course assignments  | 2.7     | 2.6       |      |          |
| Finished something you have started when you encountered challenges  | 3.5     | 3.1       | ▲    | p < .001 |
| Stayed positive, even when you did poorly on a test or assignment  | 2.8     | 2.9       |      |          |
| <b>During the current school year, how difficult have the following been for you?</b>                                      |         |           |      |          |
| <i>1 = Not at all difficult; 2 = 2; 3 = 3; 4 = 4; 5 = 5; 6 = Very difficult</i>  |         |           |      |          |
| Learning course material   | 4.0     | 3.4       | ▲    | p < .001 |
| Managing your time   | 4.2     | 3.7       | ▲    | p < .05  |
| Getting help with school work  | 2.4     | 2.8       | ▼    | p < .05  |
| Interacting with faculty   | 2.6     | 2.7       |      |          |
| <b>3. During the current school year, about how often have you sought help with coursework from the following sources?</b> |         |           |      |          |
| <i>1 = never; 2 = sometimes; 3 = often; 4 = very often</i>   |         |           |      |          |
| Faculty members  | 2.5     | 2.2       | ▲    | p < .001 |
| Academic advisors  | 1.4     | 1.8       | ▼    | p < .001 |
| Learning support services (tutoring, writing center, success coaching, etc.)   | 2.4     | 1.9       | ▲    | p < .001 |
| Friends or other students  | 3.6     | 2.8       | ▲    | p < .001 |
| Family members   | 1.2     | 1.9       | ▼    | p < .001 |
| Other persons or offices   | 1.2     | 1.6       | ▼    | p < .001 |
| <b>the current school year, have you seriously considered leaving this institution?</b>                                    | 18%     | 29%       | ▼    | p < .05  |

**17 Students considered leaving during the academic year for the following reasons (students could mark all that apply).**

- 8 Academics are too difficult
- 7 Other academic issues (major not offered, course availability, advising, credit transfer, etc.)
- 7 Financial concerns (costs or financial aid)
- 6 Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)
- 5 Difficulty managing demands of school and work
- 4 Relations with other students
- 4 Campus climate, location, or culture
- 3 Not enough opportunities to socialize and have fun
- 2 To change your career options (transfer to another school or program, military service, etc.)
- 2 Too much emphasis on partying

- 1 Academics are too easy
- 1 Relations with faculty and staff
- 1 Unsafe or hostile environment