National Survey of Student Engagement
2019
Selected Items Related to Interdisciplinary Thinking

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:

- First year respondents at HMC are less likely to say they have included diverse perspective in course assignments or discussions or tried to better understand someone else's views by imagining how an issue looks from his or her perspective. 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 combining ideas from different courses when completing assignments than seniors in our peer group.

FIRST YEARS				
	HMC	**Peer**	**Comp**	**Sig**
	n = 124	n = 8,203		
During the current school year, about how often have you done the following?				
1 = never; 2 = sometimes; 3 = often; 4 = very often				
Combined ideas from different courses when completing assignments	2.5	2.7		
Included diverse perspectives (political, religious, racial/ethnic, gender) in course assignments or discussions	2.5	2.8	▼	p <.001
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.8	3.0	▼	p <.01
Connected ideas from your courses to your prior experiences and knowledge	3.2	3.1		

SENIORS				
	HMC	**Peer**	**Comp**	**Sig**
	n = 96	n =7,180		
During the current school year, about how often have you done the following?				
1 = never; 2 = sometimes; 3 = often; 4 = very often				
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	2.9	3.0		
Connected ideas from your courses to your prior experiences and knowledge	3.2	3.3		