



**National Survey of Student Engagement
2019
Sustainability Education Consortium Module**

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)
HMC participation in Sustainability EC	91	88
Consortium participation in Sustainability EC	2,660	2,899

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 with 11 other schools in the Sustainability Education Consortium. This report discusses consortial items comparison data. While the comparison group for the general NSSE survey is our Carnegie Class (Private More Selective Baccalaureate Arts & Sciences Focus), and our comparison group for the Sustainability Education Consortium is all other institutions in the Consortium (11 other schools).

Background on the Sustainability Education Consortium:



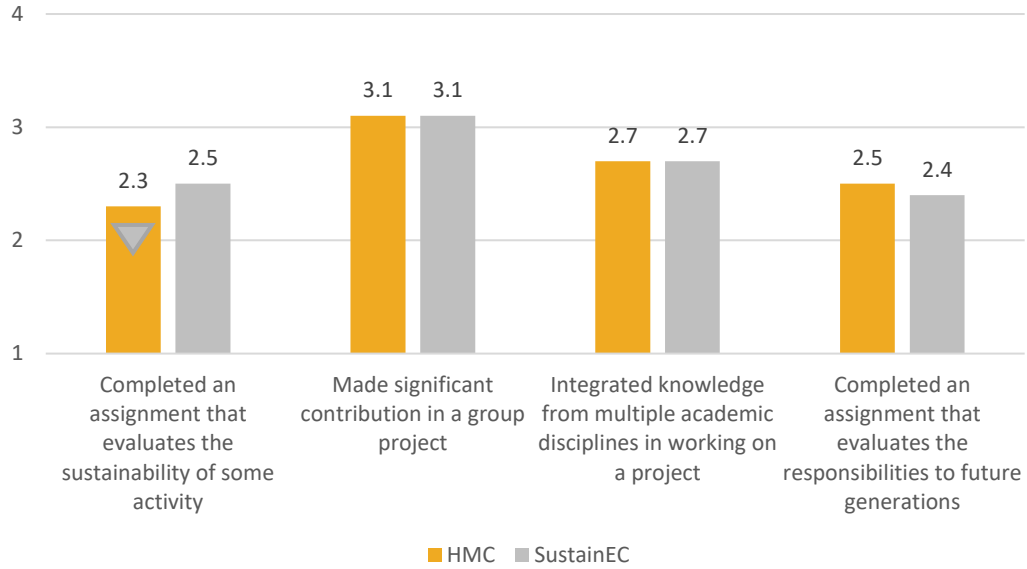
Since its formation in 2011, more than 40 institutions have participated in the Sustainability Education Consortium. The consortium adds 20 questions to NSSE to assess engagement in sustainability education across the curriculum to develop a user-friendly assessment system for sustainability education. With these results, institutions can assess institutional strengths and weaknesses with respect to sustainability education compared to peers. This is the first time we have participated in this Module, and it can also be used to provide the Hixon Center with baseline data to inform HMC’s sustainability activities.

Highlights:

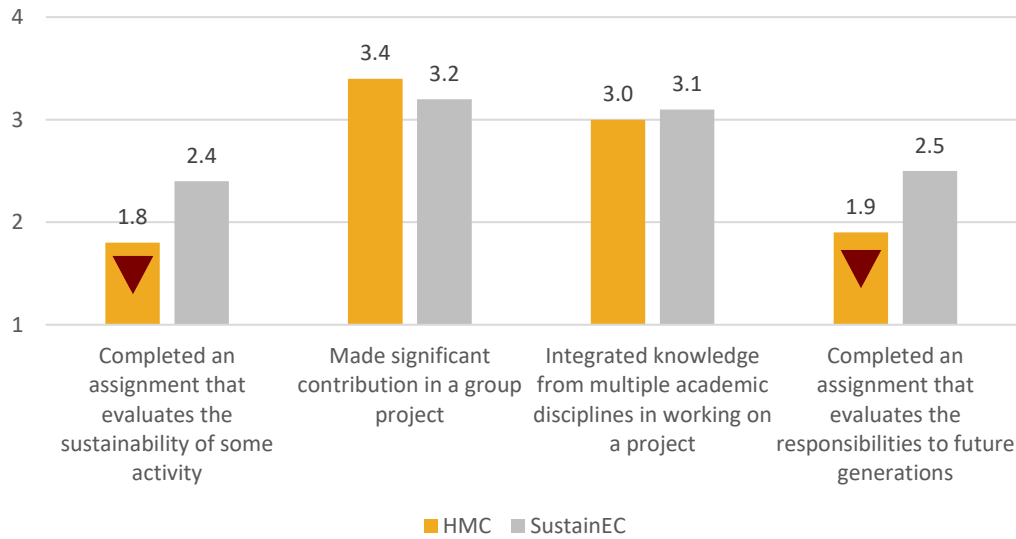
- When asked about the extent to which the institution emphasizes different sustainability activities, first year students' responses are in line with consortium peers on taking responsibility for the welfare of your community and learning about sustainability, and lower than peers on understanding local economies and/or ecosystems. Seniors were lower than consortium members on all three.
- When it comes to students' exposure and experience with sustainability at their institution, both HMC first years and seniors were less likely than consortium peers to have completed an assignment that evaluates the sustainability of some activity. While there was no difference for first years, seniors were also less likely to have completed an assignment that evaluated the responsibilities to future generations.
- Both HMC first years and seniors were less likely to indicate that their coursework emphasized understanding the complex relationships between economic, social and ecological systems and evaluating the moral dimensions of social or environmental problems than our sustainability peers. Additionally, seniors were also less likely to indicate their coursework emphasized comprehending ways in which human activities may exceed capacity of systems that support us than our sustainability peers.

In your experience at your institution during the current school year, about how often have you done each of the following?

First-year Students

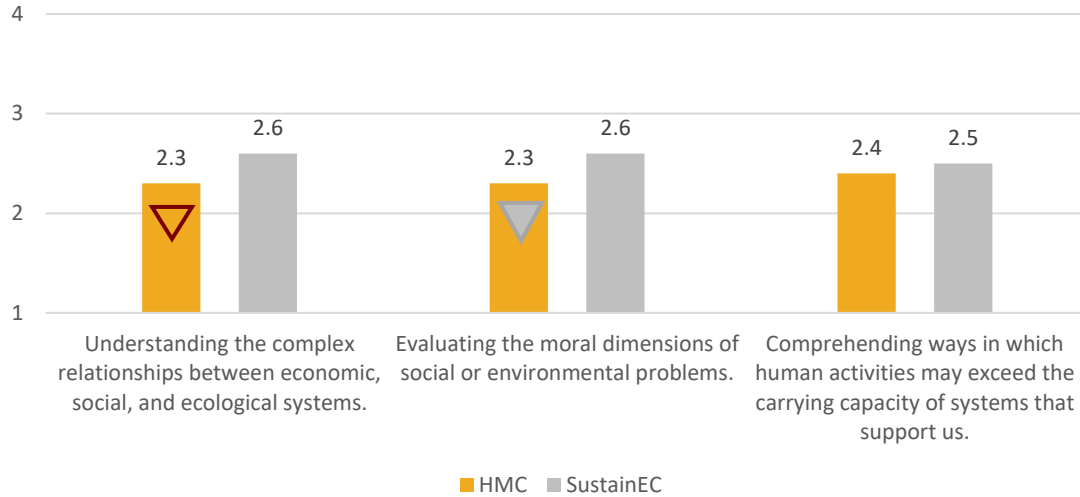


Seniors

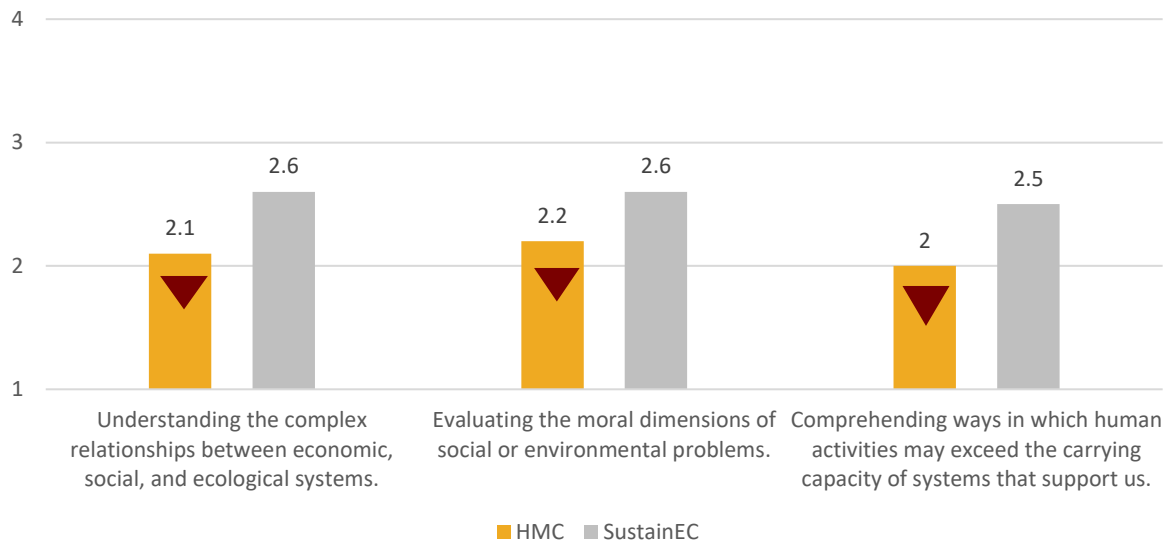


During the current school year, how much has your coursework emphasized the following mental activities?

First-year Students

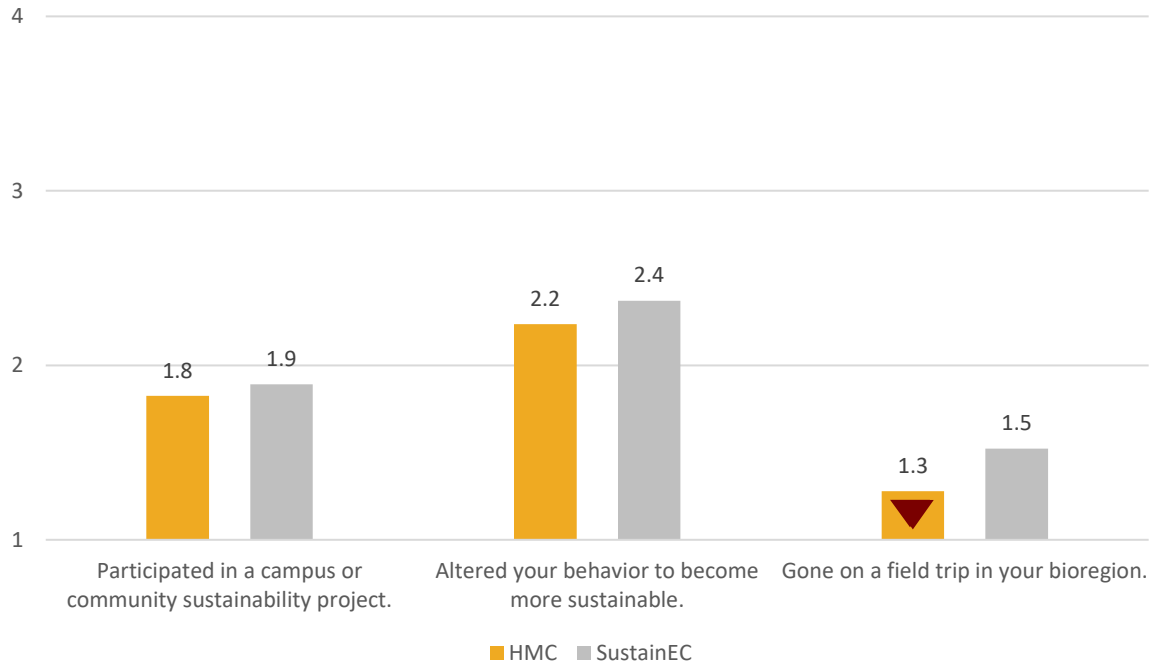


Seniors



During the current school year, about how often have you done each of the following?

First-year students

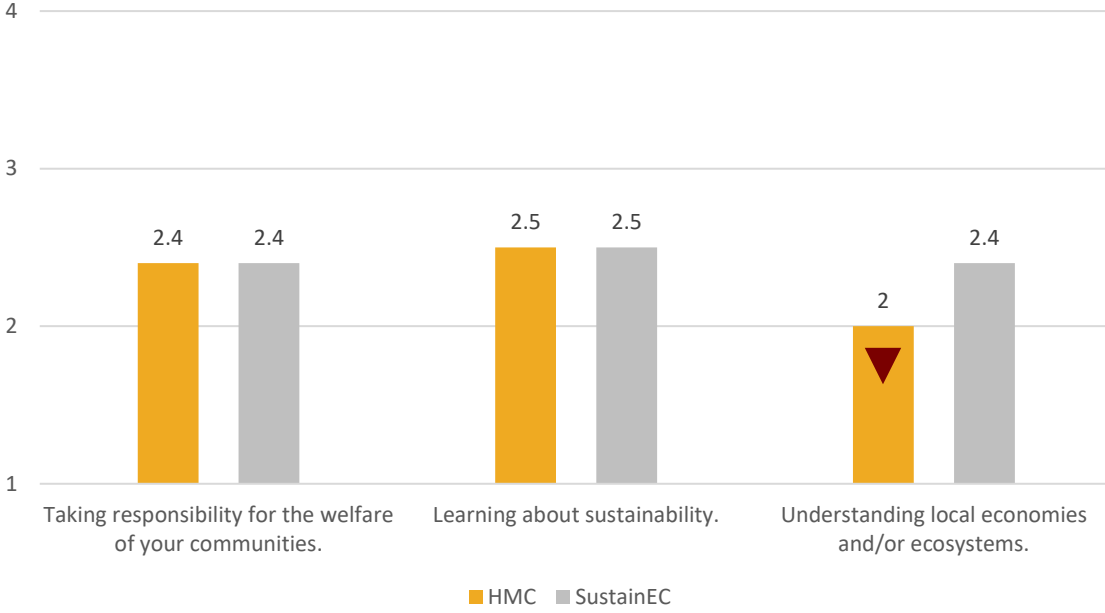


Seniors

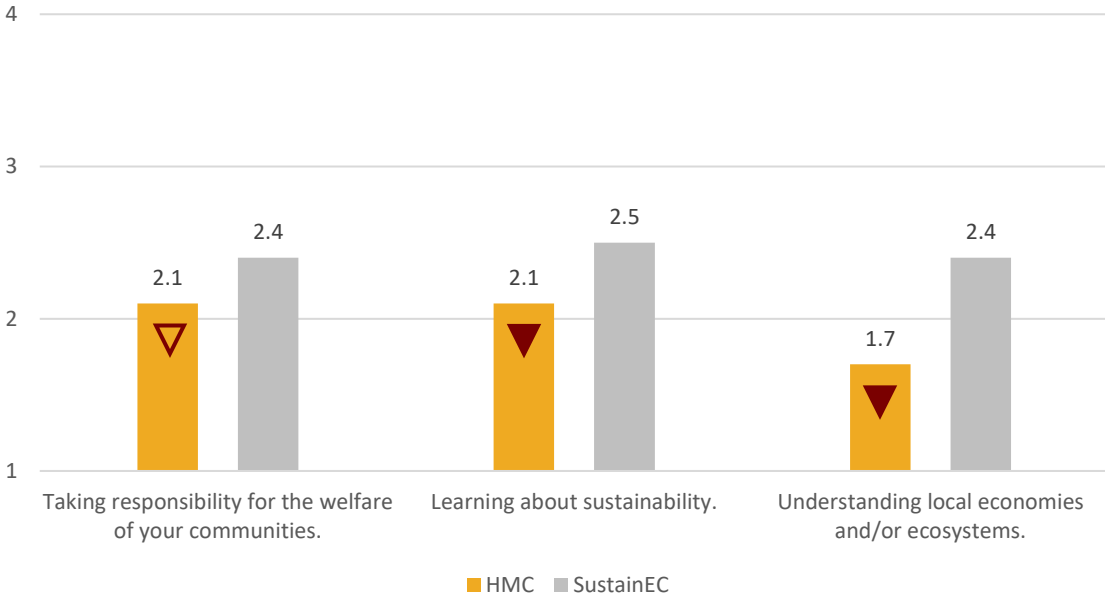


To what extent does your institution emphasize each of the following?

First-year students

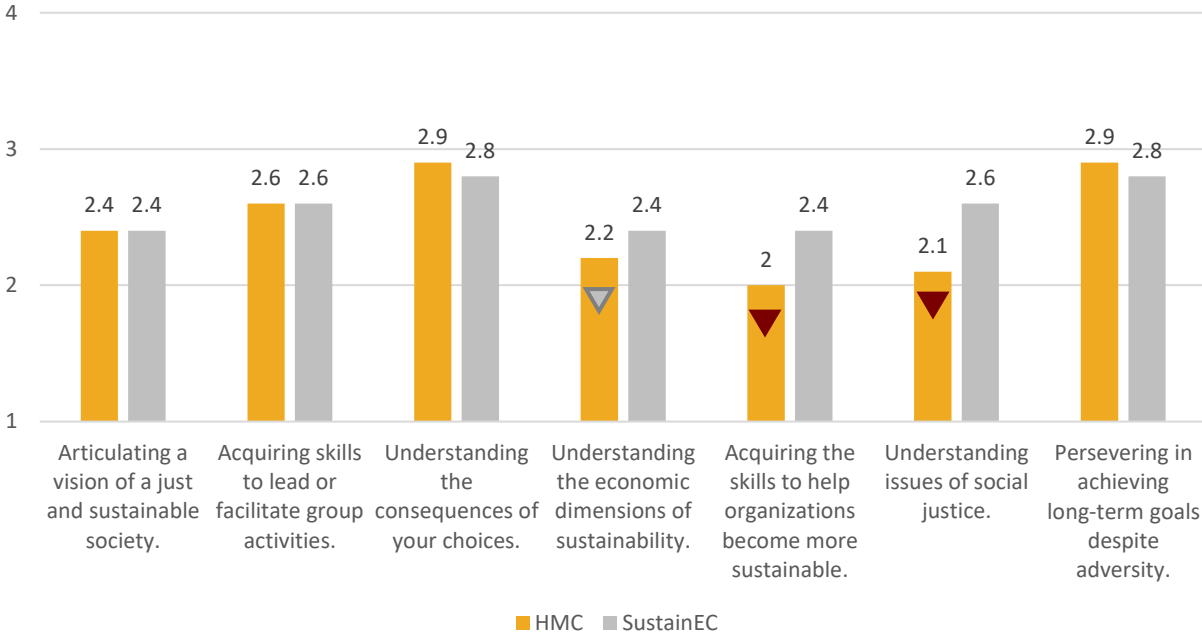


Seniors

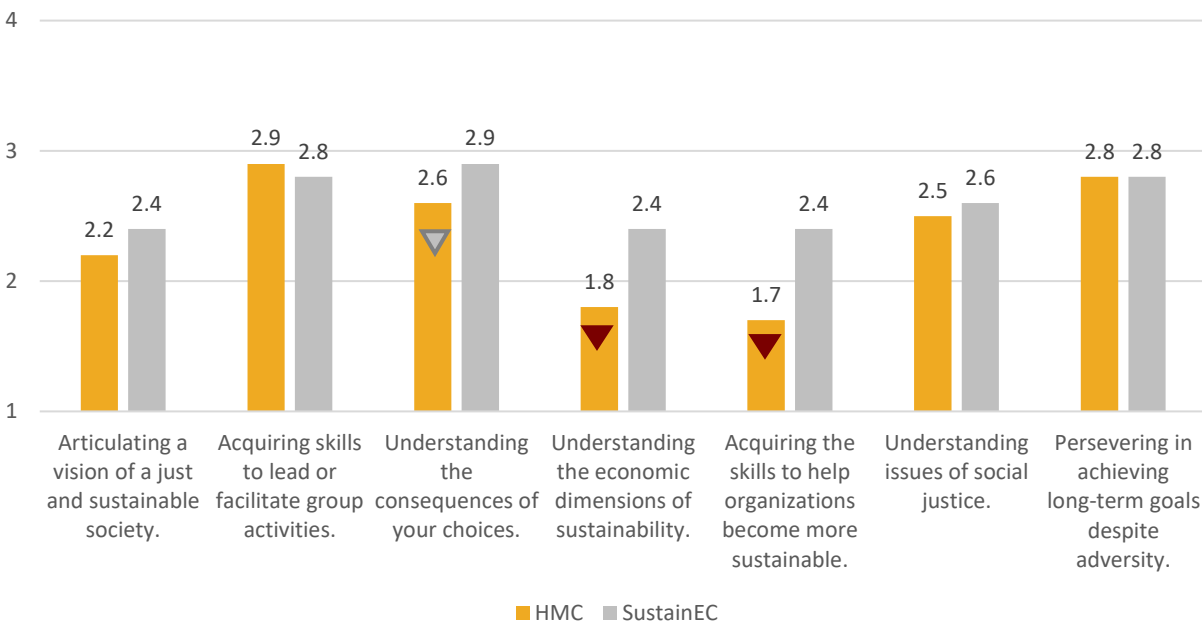


To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?







First-year students



Seniors



Scale: 1=never, 2=sometimes, 3=often, 4=very often

-  HMC students' average was significantly higher ($p < .001$)
-  HMC students' average was significantly higher ($p < .01$)
-  HMC students' average was significantly higher ($p < .05$)
-  HMC students' average was significantly lower ($p < .001$)
-  HMC students' average was significantly lower ($p < .01$)
-  HMC students' average was significantly lower ($p < .05$)