



## National Survey of Student Engagement 2020 Inclusiveness & Engagement with Diversity Module

**Dates of Administration:** February 4, 2020 - March 3, 2020<sup>1</sup>  
**Method of Administration:** Web survey (Administered through NSSE)

### Demographics and Response Rates:

	First Years	Seniors
<b>Overall Response Rate</b>	<b>53% (118/224)</b>	<b>46% (65/208)</b>
<b>HMC participation in Module</b>	<b>90</b>	<b>65</b>
<b>Comparison peers participation in Module</b>	<b>55,212</b>	<b>64,853</b>

### 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. Topical modules are short sets of questions on designated topics. The Assessment and Accreditation Committee has worked with OIRE to develop a [cycle for the modules](#) that are relevant to HMC.

In 2020, right before transitioning to remote learning, HMC participated in NSSE and added two modules: the Civic Engagement Module and the Inclusiveness & Engagement with Diversity Module. This report discusses items from Inclusiveness & Engagement with Diversity Module. 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 Inclusiveness & Engagement with Diversity Module is with the 207 other schools who also participated in this module in 2020.

### Inclusiveness & Engagement with Diversity Module:

This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework.

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<sup>1</sup> HMC's 2020 NSSE administration concluded before we transitioned to remote learning, however, some of our comparison schools may have had their NSSE administrations interrupted or disrupted by the transition to remote learning. More info about actions taken by NSSE to minimize the pandemic's impact and the analyses completed to ensure data quality is available [here](#).

## Highlights:

- When asked about the extent to which their coursework emphasizes cultural awareness, norms, and biases; discussing own's background, equity, issues, and privileges; and developing ways to work effectively with people from different backgrounds, HMC students were than the comparison in all three areas. The difference between first-year students and their peers is particularly noticeable for exploring their own backgrounds through assignments, projects, and programs, and learning about other cultures. Additionally, HMC seniors rated lower than the comparison group and HMC first year students in all the areas.
- Students were asked the extent to which their institution emphasized various activities and opportunities related to diversity and inclusion. HMC first years rated demonstrating a commitment to diversity, creating an overall sense of community among students, ensuring that students are not stigmatized and providing information about anti-discrimination highly, and indeed had means greater than our comparison institutions. This positive comparison is not found among seniors, who ranked each of these lower than comparison institutions.
- In looking at the extent to which the institution provides a supportive environment for different forms of diversity, HMC first-year students are more likely to feel supported compared to the comparison group in all forms except in religious and political affiliation. For HMC seniors, they are less like to be supported than the comparison group in in terms of racial/ethnic identity, economic background, political affiliation, religious affiliation, and disability status. However, seniors feel more supported in the areas of gender identity and sexual orientation than their peers.
- When it comes to participating in actual activities, HMC students are more likely to indicate that they attended events, activities, or presentations that reflected an appreciation for diverse groups of people. They also rated higher than the comparison group in participation in the activities related to specific racial-ethnic, cultural, religious, gender, or LGBT groups and diversity-related club or organization. Both our HMC first-years and seniors are more likely to reflect on their cultural diversity. For seniors, they reported similar responses to the comparison group in the areas of attendance and participation (except for their participation in demonstrations, rally, and protests where they are less likely to do so than the comparison group.)

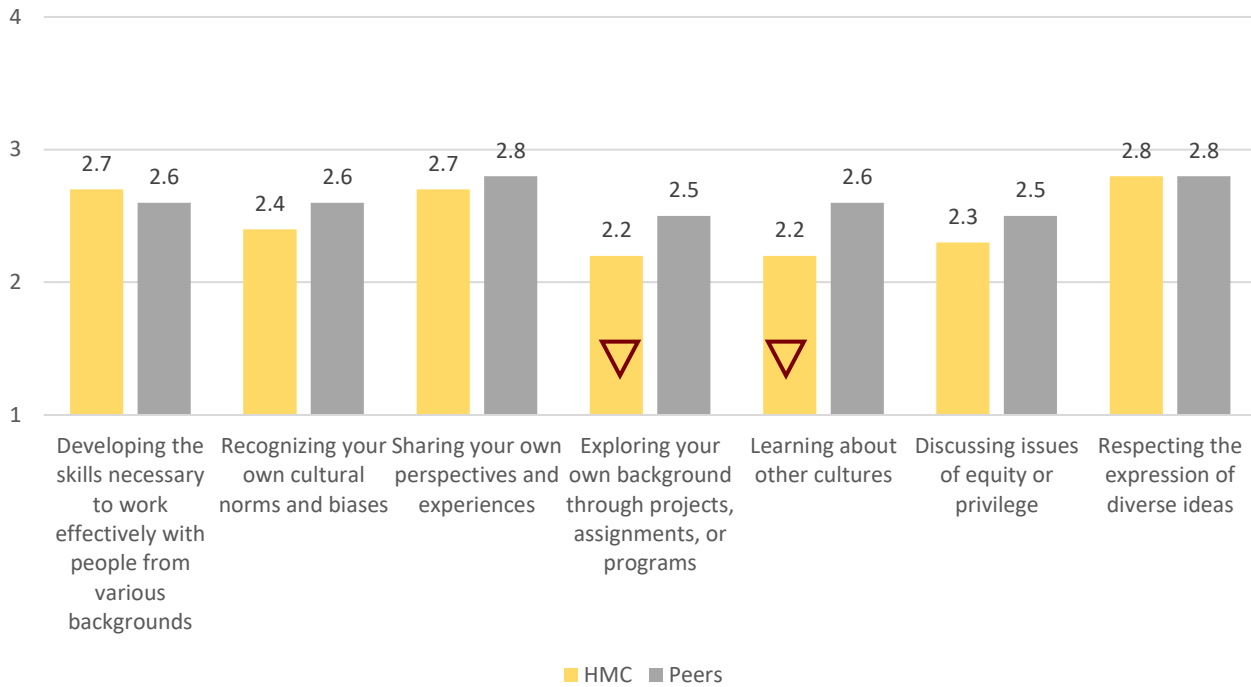
Response Scale: 1=very little, 2=some, 3=quite a bit, 4=very much

### Legend:

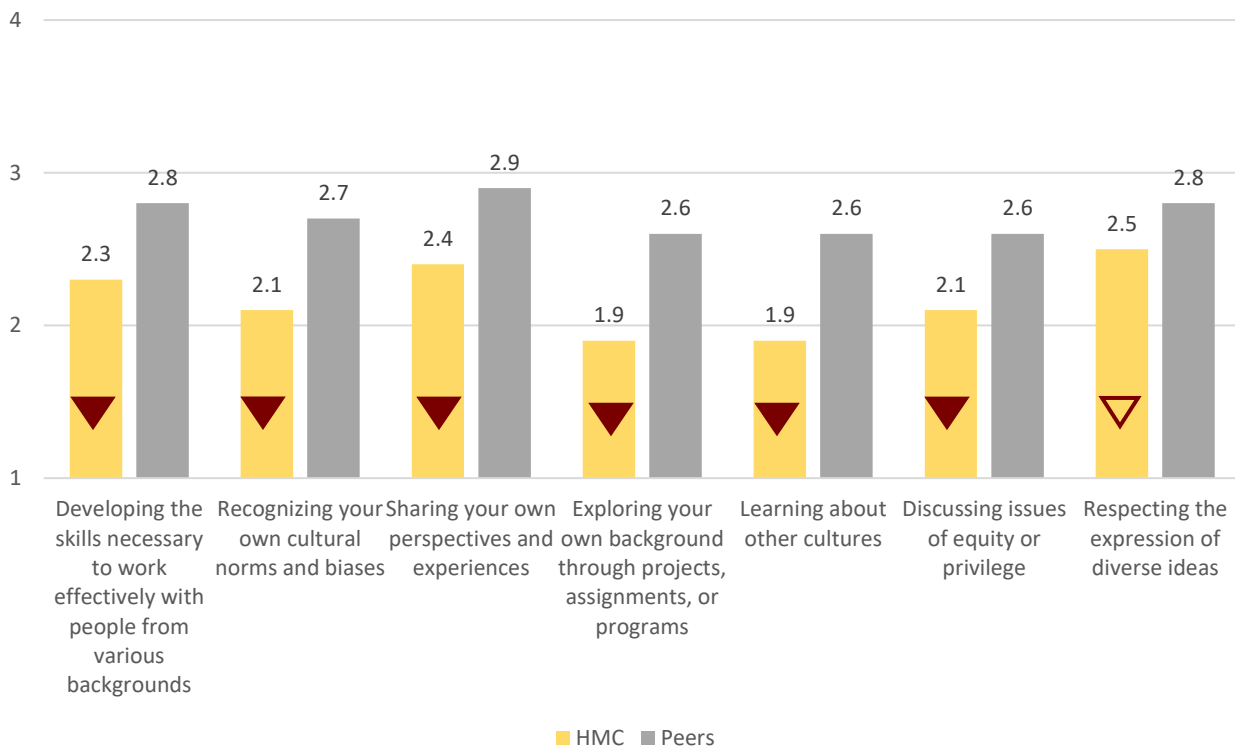
- ▲ HMC students' average was significantly higher ( $p < .001$ )
- △ HMC students' average was significantly higher ( $p < .01$ )
- △ HMC students' average was significantly higher ( $p < .05$ )
- ▼ HMC students' average was significantly lower ( $p < .001$ )
- ▽ HMC students' average was significantly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

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

### First Year Students

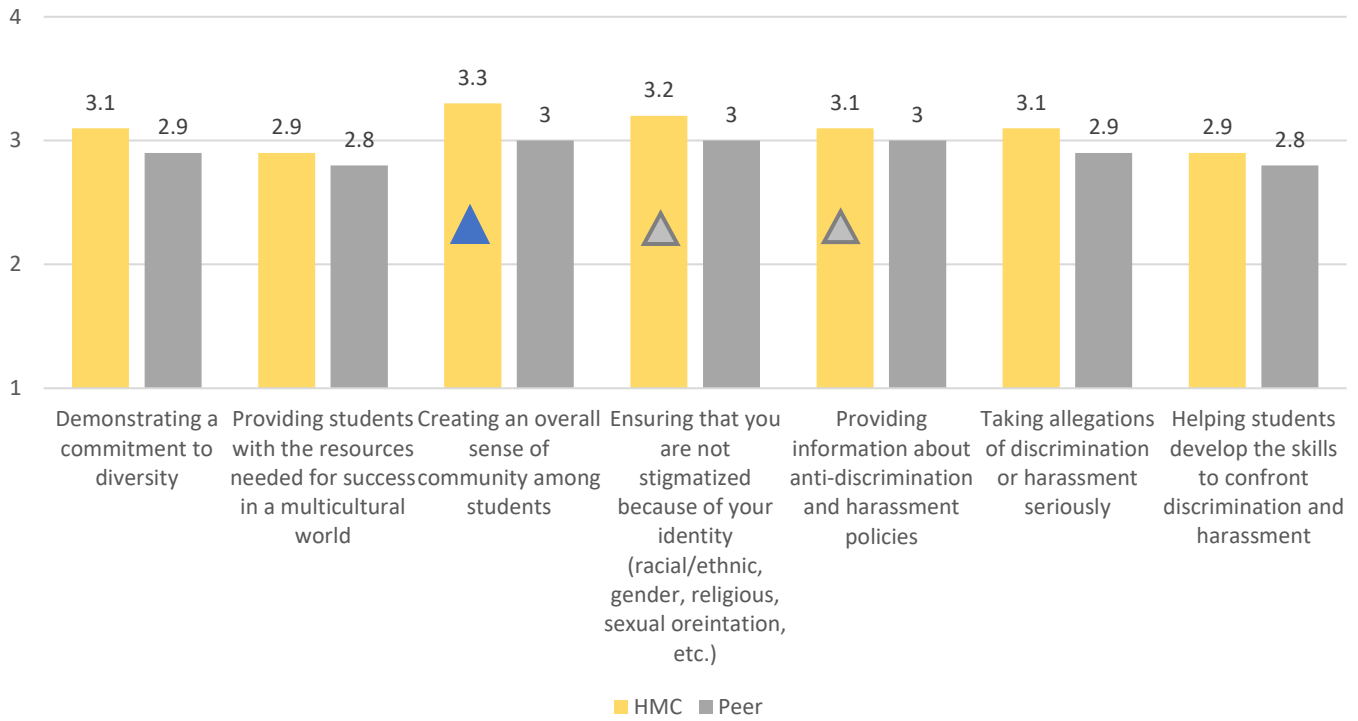


### Seniors

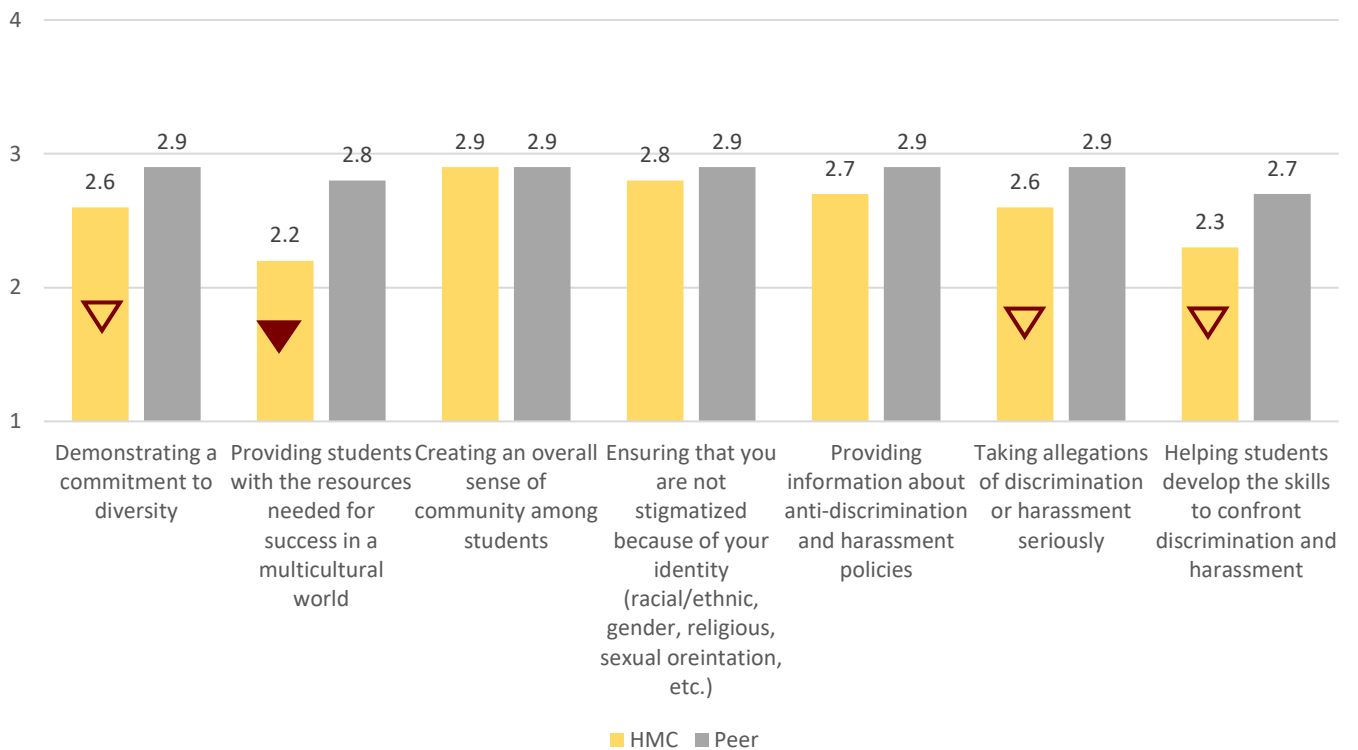


## How much does your institution emphasize the following?

### First Year Students

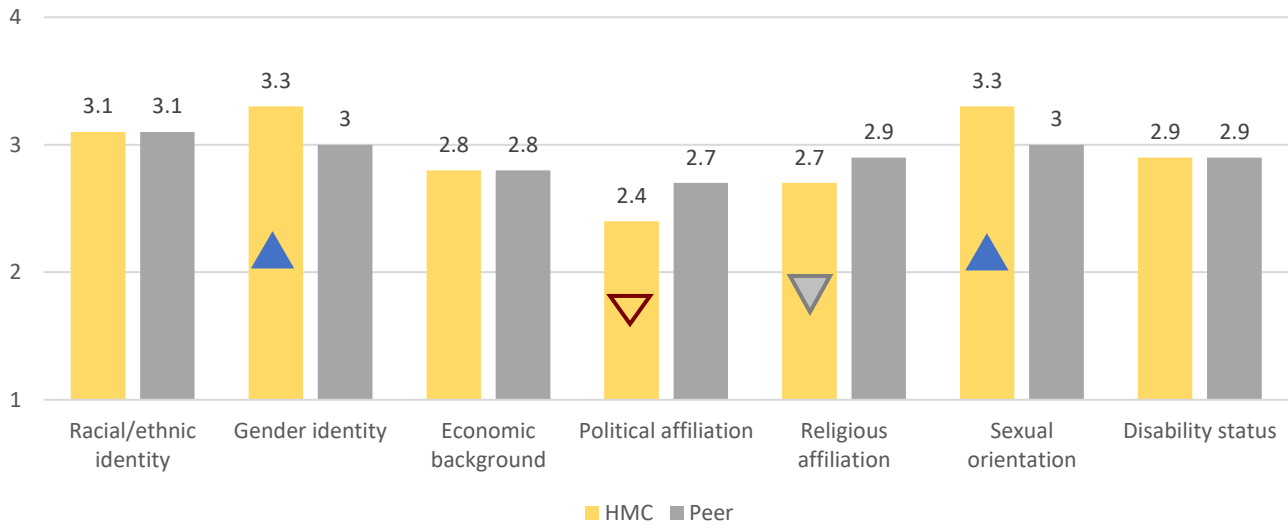


### Seniors

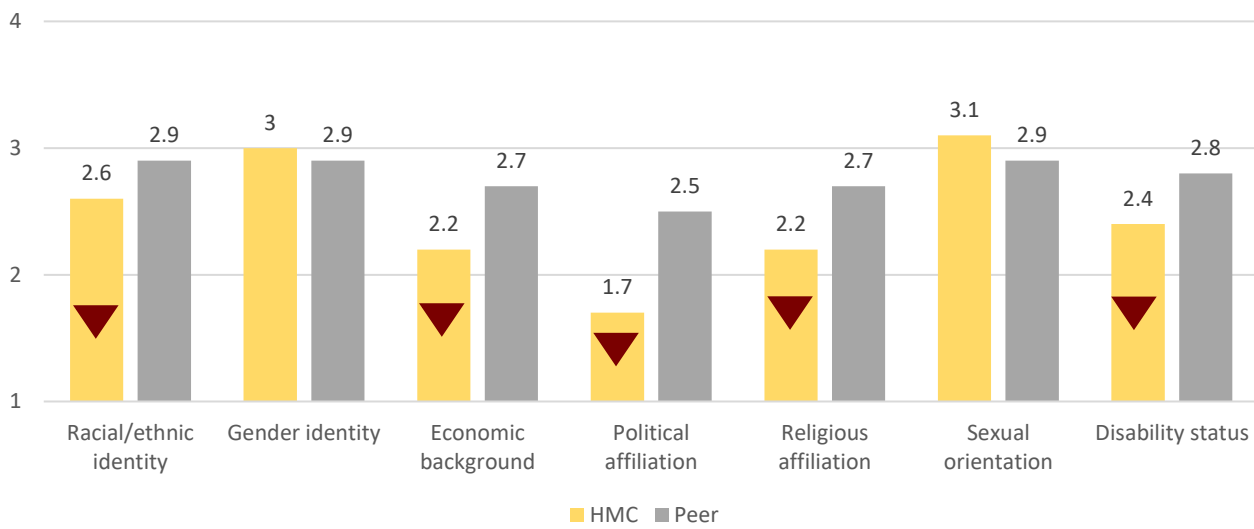


**How much does your institution provide a supportive environment for the following forms of diversity?**

**First Year Students**

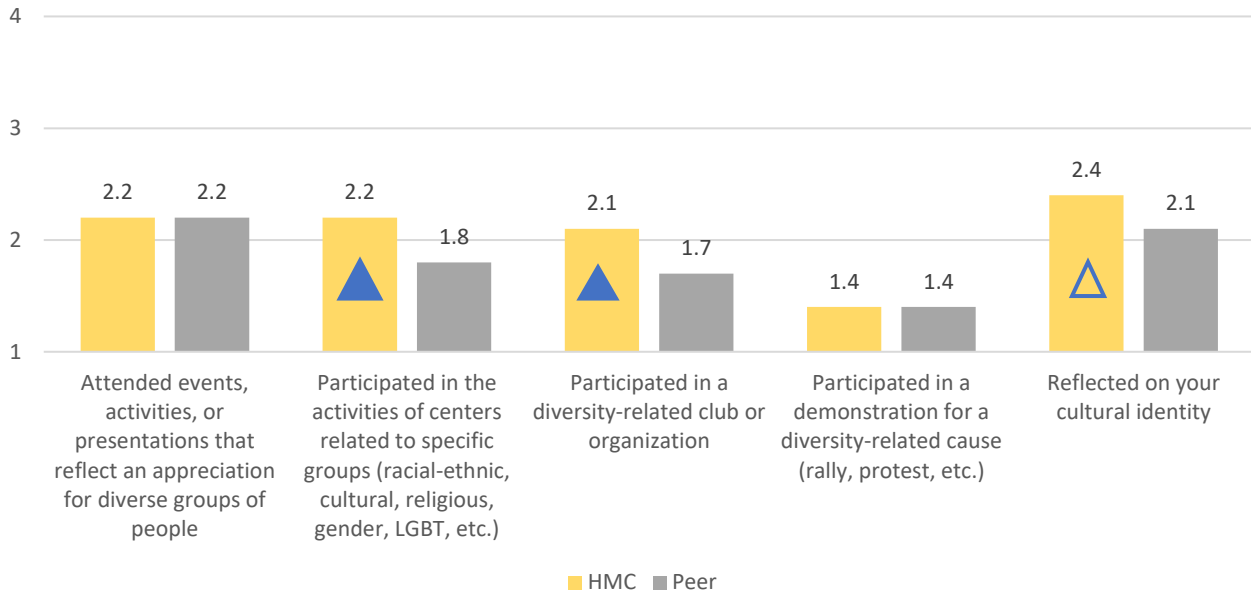


**Seniors**



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

### First Year Students



### Seniors

