



## National Survey of Student Engagement 2020 Civic Engagement Module

**Dates of Administration:** February 4, 2020 - March 3, 2020

**Method of Administration:** Web survey (Administered through NSSE)

**Demographics and Response Rates:**

	First Years	Seniors
<b>Overall Response Rate</b>	<b>41% (118/224)</b>	<b>32% (65/208)</b>
<b>HMC participation in Module</b>	<b>91</b>	<b>66</b>
<b>Comparison peers participation in Module</b>	<b>22,687</b>	<b>27,123</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 Civic Engagement 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 Civic Engagement Module is with the 94 other schools who also participated in this module in 2020.

**Civic Engagement Module:**

Adapted from a pilot survey that was developed by the American Association of State Colleges and Universities, this module asks students to assess their conflict resolution skills and examines how often students have engaged with local or campus and state/national/global issues. The module complements questions on the core survey about service-learning, community service or volunteer work, and becoming an informed and active citizen.

It is important to note that while HMC’s 2020 NSSE administration concluded before we transitioned to remote learning, some of our comparison schools may have had their NSSE administrations interrupted or disrupted by the transition to remote learning, . For more info about actions taken by NSSE to minimize the pandemic’s impact, and the various analyses completed to ensure data quality is available [here](#).

## Highlights:

- When asked about the ability to help others resolve their disagreements with each other, both HMC first years and seniors rated themselves very similarly to their peers. However, in their ability in resolving conflicts that involve bias, discrimination, and prejudice, HMC first years rated themselves lower than their peers. For the same questions, HMC seniors rated themselves than our first years and other seniors from comparison institutions.
- with respect to items regarding participating in a constructive dialogue with someone who disagrees with them and contribution to the wellbeing of their community, HMC first year students rated themselves slightly higher than their peers. However, for HMC seniors, they rated themselves the same as their peers in constructive dialogue while lower than the peers in their contribution to the wellbeing of their community.
- Students were asked the extent to which their institution emphasized in civic engagement activities including discussing important social, economic, or political issues with others, organizing activities focusing on such issues, being an informed and active citizen, being involved in groups focusing on such issues, voting in campus, local, state, or national elections, and encouraging free speech and expression, HMC first years scored between 2 and 3 on the scale where 2 being 'some' and 3 being 'quite a bit.' HMC seniors scored significantly lower than those from the peer institutions suggesting an area of improvement for HMC.
- When asked about how encouraged they felt about addressing important social, economic, and political issues in course assignments, course discussions, and outside of class, HMC first-year students rated themselves higher than their peers, scoring themselves between 'some' and 'quite a bit' on the scale. However, HMC seniors scored themselves consistently lower compared to the seniors of peer institutions, and significantly so in course assignments.
- In looking at the extent to which they have done activities including informing oneself about campus or local issues, state, national, or global issues, discussing campus, local, state, national, or global issues with others, HMC first year and senior students rate themselves between "sometimes" and "often" and on par with their peers from comparison institutions. However, in activities that create awareness and ask others to address campus, local, state, national, and global issues, they rated themselves between "never" and "sometimes." Again, HMC first years scored themselves in comparison with their peers. For all of these questions, HMC seniors rated themselves similar to those from peer institutions as well except for two categories. In raising awareness about state, national, or global issues and in organizing others to work on those issues, HMC seniors rated themselves significantly lower than seniors from other institutions.

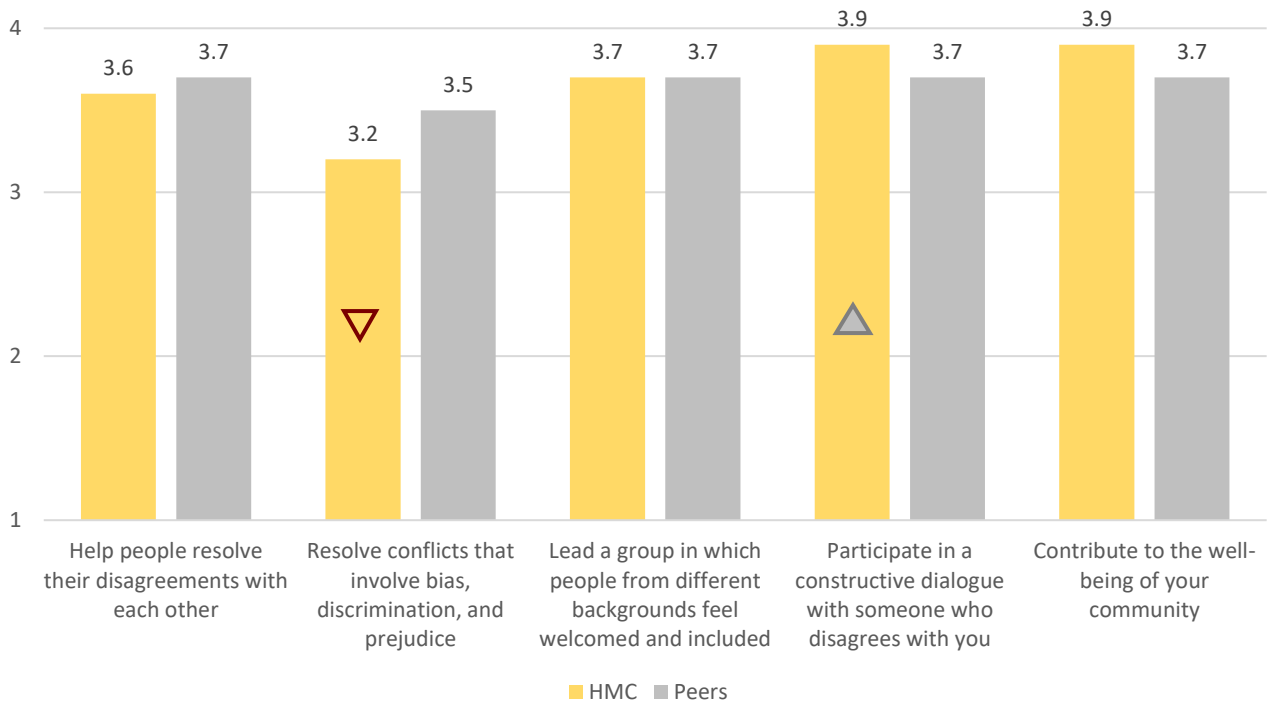
Scale: Q1: 1=poor to 5=excellent;  
Q2 and Q3: 1 very little, 2=some, 3=quite a bit, 4=very much;  
Q4: 1=never, 2=sometimes, 3=often, 4=very often;

### Legend:

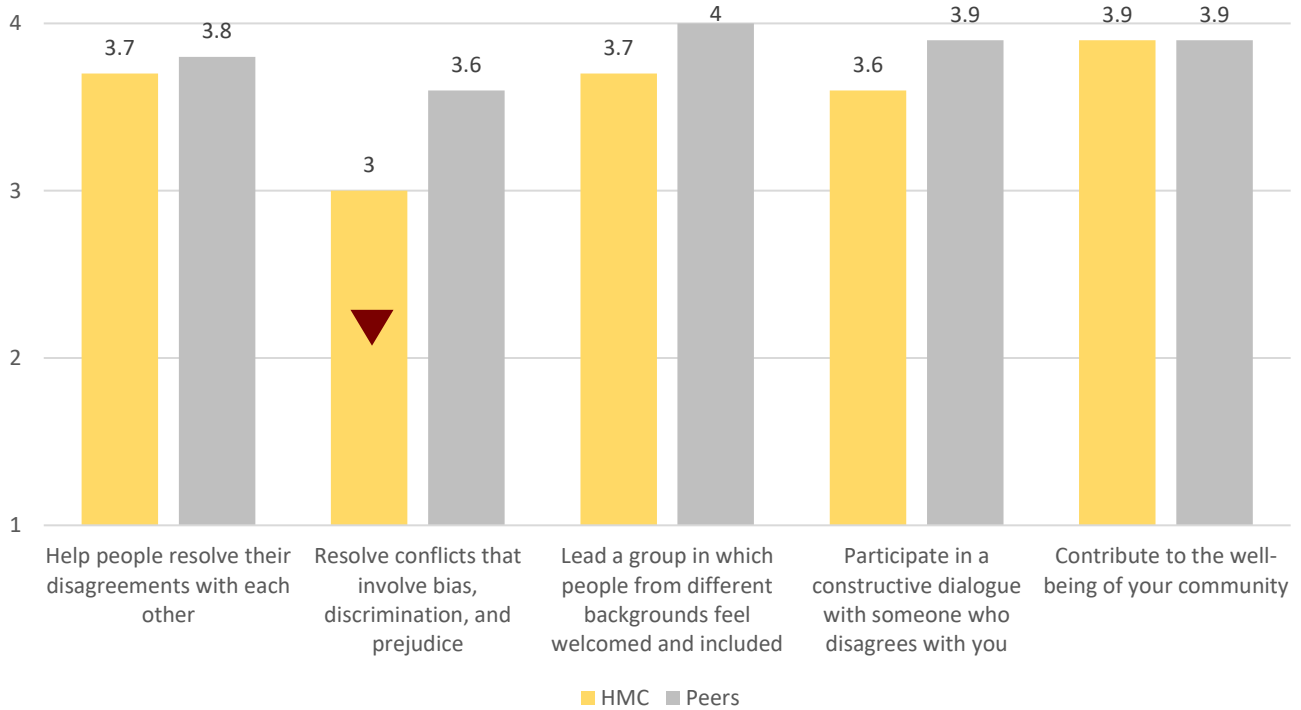
- ▲ HMC students' average was significantly higher ( $p < .001$ )
- △ HMC students' average was significantly higher ( $p < .01$ )
- △ HMC students' average was significantly higher ( $p < .05$ )
- ▼ HMC students' average was significantly lower ( $p < .001$ )
- ▽ HMC students' average was significantly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

1. Select the response that best represents your ability to do the following?

First Year Students

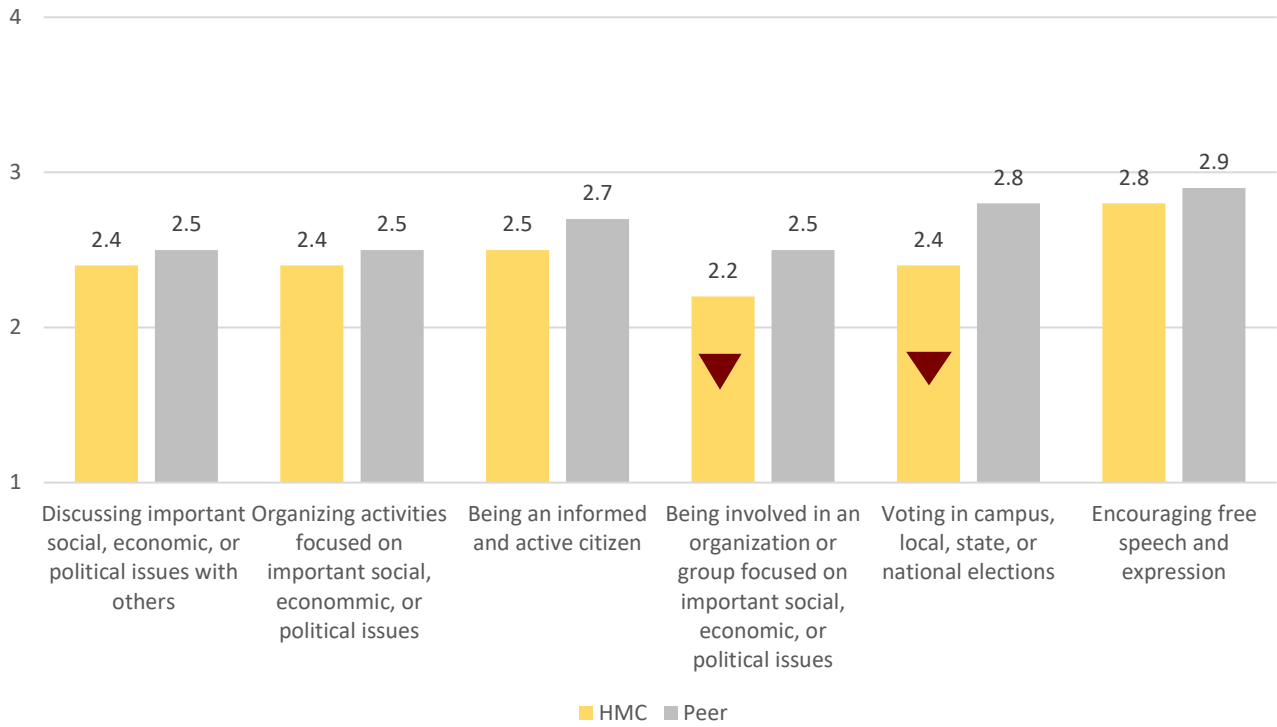


Seniors

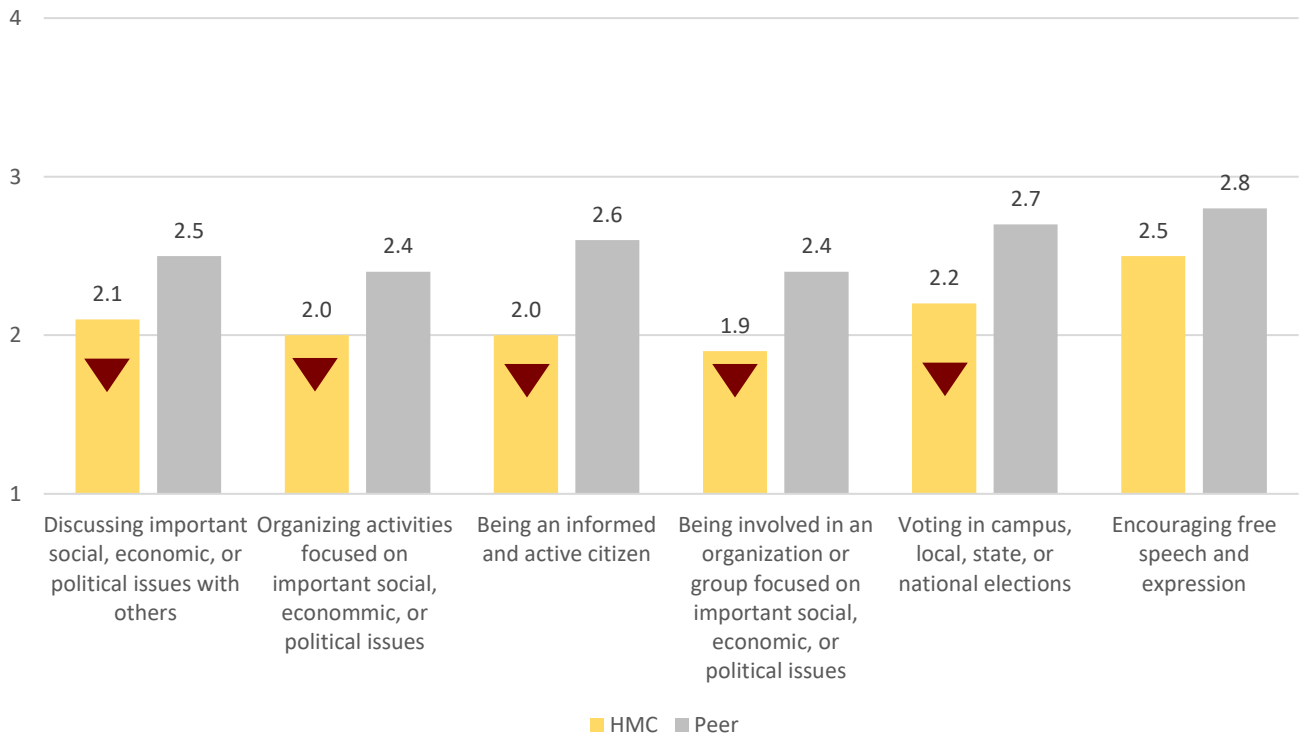


## 2. How much does your institution emphasize the following?

### First Year Students

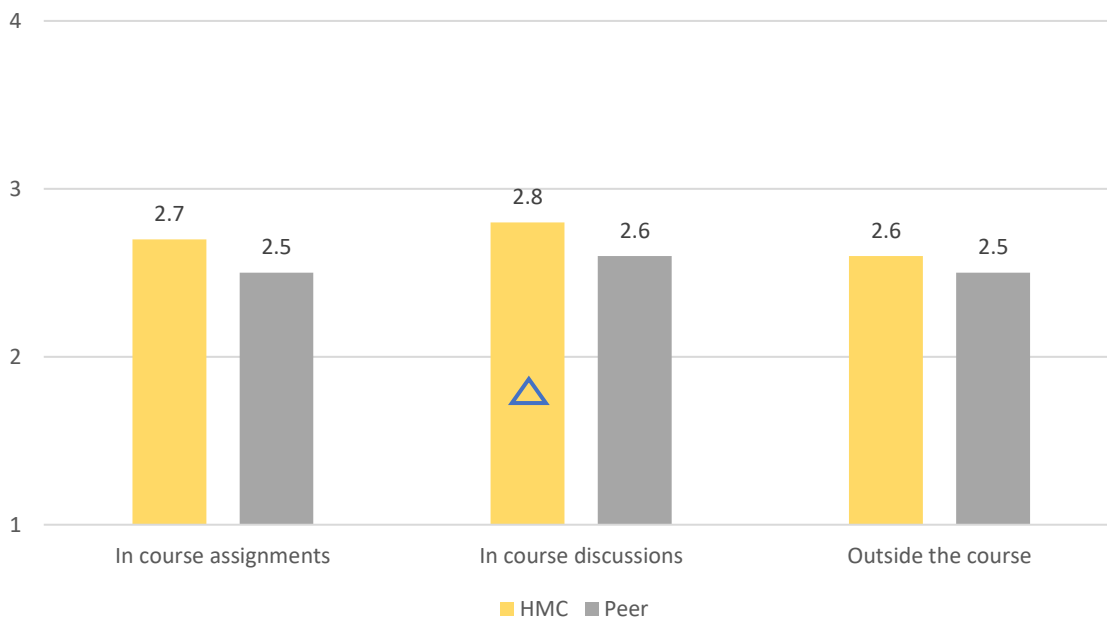


### Seniors

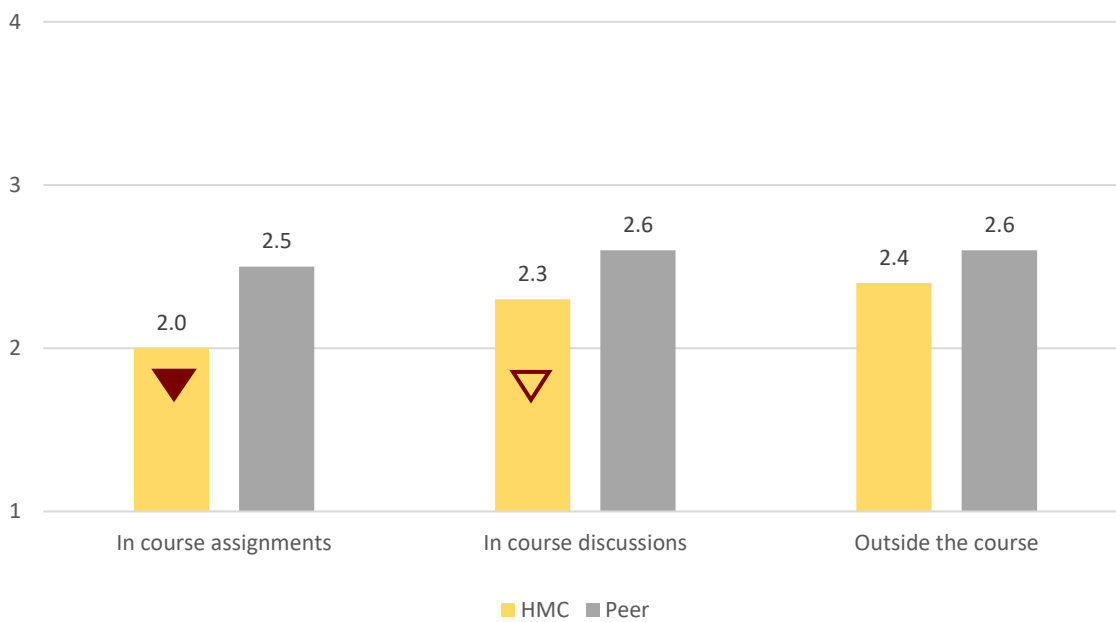


3. How much do you feel encouraged addressing important social, economic, or political issues in the following?

**First Year Students**

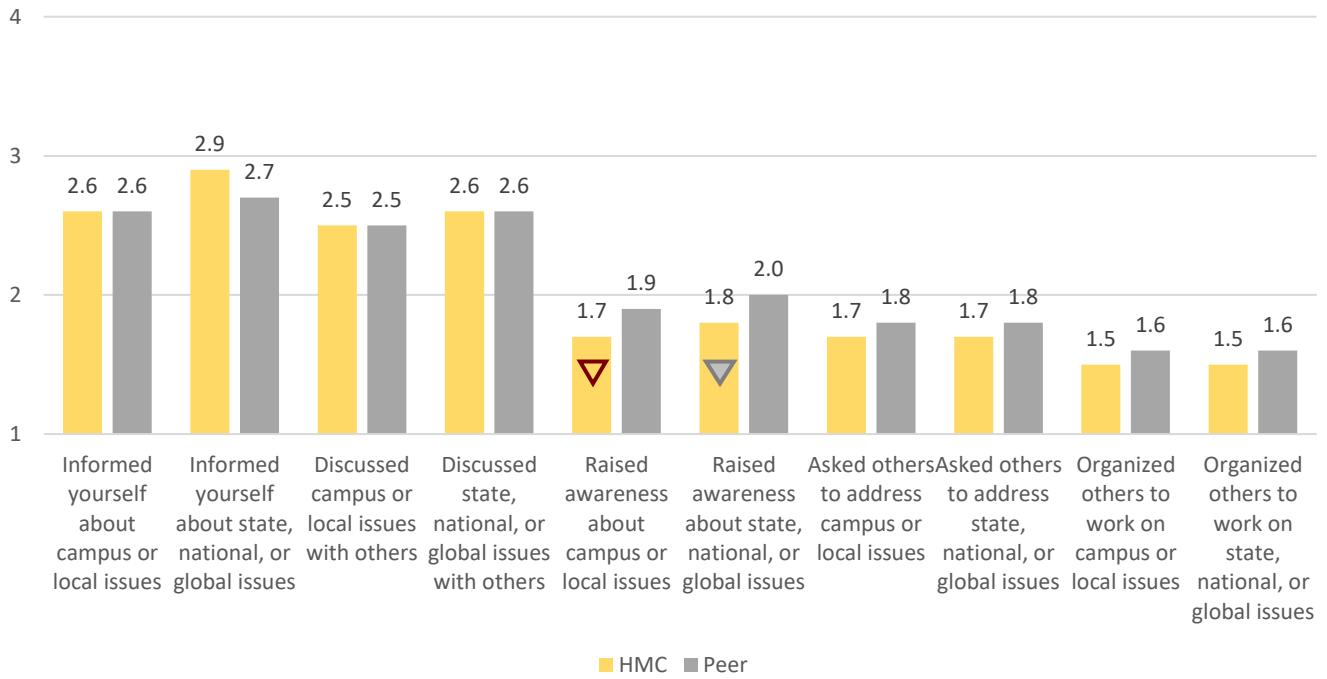


**Seniors**



4. During the current school year, whether course-related or not, about how often have you done the following?

First Year Students



Seniors

