



**National Survey of Student Engagement
2021
Selected Items Related to Interdisciplinary Thinking**

Dates of Administration: March 2021 - April 2021¹
Method of Administration: Web survey (Administered through NSSE)

Demographics and Response Rates:

	First Years	Seniors
Overall Response Rate	61% (126/206)	56% (102/181)
% Female	52%	48%
% Am. Indian or AK Native	0%	0%
% Asian	32%	14%
% Black or African American	2%	4%
% Hispanic or Latino	19%	19%
% White	23%	35%
% International/foreign born	6%	7%
% Two or more races	12%	17%
% Unknown	7%	5%

Background:

HMC participates in the National Survey of Student Engagement (NSSE) annually each spring, surveying all first years and graduating seniors asking them about the characteristics and quality of their undergraduate experience. It includes 10 Engagement Indicators² and High Impact Practices³. Additionally, NSSE allows campuses to add additional topical modules to their survey. The Assessment and Accreditation Committee has worked with OIRE to develop a [cycle for the modules](#) that are relevant to HMC.

NSSE results are used throughout the campus in academic and co-curricular programs to evaluate growth and development on student learning outcomes and by the college overall in its improvement efforts.

Highlights:

- There is no difference among first year respondents at HMC and those at our peer institutions with respect to interdisciplinary thinking. They responded similarly with respect to combining ideas from different courses when completing assignments, trying to better understanding someone else’s views, connecting ideas from their courses to their prior experiences and knowledge, and including diverse perspectives in course assignments or discussions.

¹ HMC’s 2021 NSSE administration occurred during remote learning, however, some of our comparison schools may have had different approaches to the COVID-19 pandemic. More info about NSSE, data collection policies, and analyses, click [here](#).







² 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)

³ Learning Communities, Service-Learning, Research with Faculty, Internships, Study Abroad, and Capstones

- However, seniors at HMC reported that they are significantly less likely to engage in interdisciplinary thinking than their peers. We would highlight including diverse perspectives in course assignments or discussions (political, religious, racial/ethnic, gender), where HMC seniors reported 2.2 out of 4 indicating that they do this “sometimes.”

FIRST YEARS				
	<u>HMC</u>	<u>Peer</u>	<u>Comp</u>	<u>Sig</u>
	n = 116	n =4,812		
During the current school year, about how often have you done the following?				
<i>1 = never; 2 = sometimes; 3 = often; 4 = very often</i>				
Combined ideas from different courses when completing assignments	2.6	2.7		
Included diverse perspectives (political, religious, racial/ethnic, gender) in course assignments or discussions	2.7	2.9		
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	3.2		

SENIORS				
	<u>HMC</u>	<u>Peer</u>	<u>Comp</u>	<u>Sig</u>
	n = 96	n =7,180		
During the current school year, about how often have you done the following?				
<i>1 = never; 2 = sometimes; 3 = often; 4 = very often</i>				
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	2.2	3.0	▼	p < .001
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.7	3.0	▼	p < .001
Connected ideas from your courses to your prior experiences and knowledge	3.1	3.3	▽	p<.01

	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)