



**National Survey of Student Engagement
2023
Selected Items Related to Interdisciplinary Thinking**

Dates of Administration: March 2023 - April 2023
Method of Administration: Web survey (Administered through NSSE)

Demographics and Response Rates:

| | First Years | Seniors |
|------------------------------|---------------------|---------------------|
| Overall Response Rate | 34% (82/241) | 32% (67/209) |
| % Female | 51% | 50% |
| % Am. Indian or AK Native | 0% | 0% |
| % Asian | 13% | 12% |
| % Black or African American | 2% | 5% |
| % Hispanic or Latino | 25% | 16% |
| % White | 28% | 39% |
| % International/foreign born | 9% | 10% |
| % Two or more races | 19% | 9% |
| % Unknown | 2% | 8% |

Background:

HMC participates in the National Survey of Student Engagement (NSSE) on a cycle¹ with other institutional level surveys. NSSE surveys are sent in the spring to all first years and seniors asking them 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 additional topical modules to their survey. This year, HMC participated in Inclusiveness & Engagement with Diversity module.

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:

- There is very little difference among first year respondents at HMC and those at our peer institutions with respect to interdisciplinary thinking. The one exception being “including diverse perspectives in course assignments or discussions”. Where both first years (2.6 vs 2.9) and seniors (2.7 vs. 2.9) reported this happened less than their peers. First years responded similarly to their peers with respect to “combining ideas from different courses when completing assignments”, “trying to better understand someone else’s views by imagining how an issue looks from others’ perspective”, and “connecting ideas from their courses to their prior experiences and knowledge”. When it comes to

¹ Assessment and Accreditation Committee has worked with OIRE to develop a [cycle for the modules](#) that are relevant to HMC.

including diverse perspectives in course assignments or discussions, HMC first year students reported significantly lower (2.6 vs 2.9).

- When it comes to combining ideas from different courses when completing assignments HMC seniors reported lower than seniors of other institutions. While the difference is statistically significant, it is 0.1 point lower out of 4 (3.0 vs 3.1).

| FIRST YEARS | | | | |
|--|------------|-------------|-------------|------------|
| | <u>HMC</u> | <u>Peer</u> | <u>Comp</u> | <u>Sig</u> |
| | n = 100 | n =6,459 | | |
| 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 | 2.7 | | |
| Included diverse perspectives (political, religious, racial/ethnic, gender) in course assignments or discussions | 2.6 | 2.9 | ▼ | p < .001 |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 3.0 | 3.0 | | |
| Connected ideas from your courses to your prior experiences and knowledge | 3.3 | 3.2 | | |

| SENIORS | | | | |
|--|------------|-------------|-------------|------------|
| | <u>HMC</u> | <u>Peer</u> | <u>Comp</u> | <u>Sig</u> |
| | n = 67 | n =4,725 | | |
| 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 | 3.0 | 3.1 | ▼ | p < .001 |
| Included diverse perspectives (political, religious, racial/ethnic, gender) in course assignments or discussions | 2.7 | 2.9 | ▽ | p < .01 |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 3.0 | 3.0 | | |
| Connected ideas from your courses to your prior experiences and knowledge | 3.4 | 3.3 | | |

| | |
|---|---|
| ▲ | 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) |
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