



National Survey of Student Engagement 2026 Selected Items Related to Quantitative Reasoning

Dates of Administration: March 2026 - April 2026
Method of Administration: Web survey (Administered through NSSE)

Demographics and Response Rates:

	First Years	Seniors
Overall Response Rate	34% (78/237)	22% (50/234)
% Female	53%	58%
% Am. Indian or AK Native	0%	0%
% Asian	26%	16%
% Black or African American	0%	4%
% Hispanic or Latino	9%	30%
% White	36%	26%
% International/foreign born	17%	8%
% Two or more races	9%	14%
% Unknown	4%	2%

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.

Since the inception of the survey, nearly 1,700 bachelor's-granting colleges and universities in the United States and Canada have used it to measure the extent to which students engage in effective educational practices. Starting in 2026, NSSE updated the peer groups available for comparison to reflect the new Carnegie Classification System. HMC's peer group is now "Special Focus: Technology, Engineering and Sciences". This new peer group means that comparing the differences between peers in this report with differences in peers seen in previous reports should be done with caution, as they are not the same group of institutions. The national average response rate for NSSE 2026 was 25% for first years and 23% for seniors respectively. For the "Tech" peer group, 27% of first years and 20% of seniors completed the survey.

Highlights:

- HMC first years reported significantly higher means than our Tech peers on "using numerical information to examine a real-world problem or issue (2.7 vs 2.4, $p < .01$).

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

- Seniors were significantly higher than our Tech peers on “reaching conclusions based on analysis of numerical information” (3.3 vs. 3.0, $p < .01$) as well as “using numerical information to examine a real-world problem or issue (2.9 vs 2.5, $p < .01$).

FIRST YEARS				
	<u>HMC</u>	<u>Peer</u>	<u>Comp</u>	<u>Sig</u>
	n = 78	n = 3,274		
During the current school year, about how often have you done the following?				
<i>1 = never; 2 = sometimes; 3 = often; 4 = very often</i>				
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	2.9	2.9		
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.7	2.4	△	$p < .01$
Evaluated what others have concluded from numerical information	2.8	2.5		
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?				
<i>1 = very little; 2 = some; 3 = quite a bit; 4 = very much</i>				
Analyzing numerical and statistical information	3.1	3.1		

SENIORS				
	<u>HMC</u>	<u>Peer</u>	<u>Comp</u>	<u>Sig</u>
	n = 50	n = 2,870		
During the current school year, about how often have you done the following?				
<i>1 = never; 2 = sometimes; 3 = often; 4 = very often</i>				
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	3.3	3.0	△	$p < .01$
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.9	2.5	△	$p < .01$
Evaluated what others have concluded from numerical information	2.8	2.7		
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?				
<i>1 = very little; 2 = some; 3 = quite a bit; 4 = very much</i>				
Analyzing numerical and statistical information	3.5	3.4		

- ▲ 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 ($p < .05$)