



# National Survey of Student Engagement

## Executive Snapshot 2012

Howard University

### Dear Colleague:

This document presents some key findings from your institution's participation in the 2012 National Survey of Student Engagement. We hope you can use this information to stimulate discussion on your campus about the undergraduate experience at Howard University.

Sincerely,  
 Alexander C. McCormick  
 Director, National Survey of Student Engagement

### Deep Approaches to Learning

As we approach the launch of an updated NSSE survey, this year's edition of *Annual Results* revisits and replicates a collection of important findings from NSSE's first 13 years.

One notable finding involves Deep Approaches to Learning (DAL) which help students make richer, more lasting connections to material through an emphasis on activities such as higher-order learning, integration, and reflection (see the Director's Message on page 5, and Selected Results on page 10 of *Annual Results*). Replicating an analysis from 2004, we found that students who participated in DAL at higher levels made more purposeful use of their time and were more engaged in other ways.

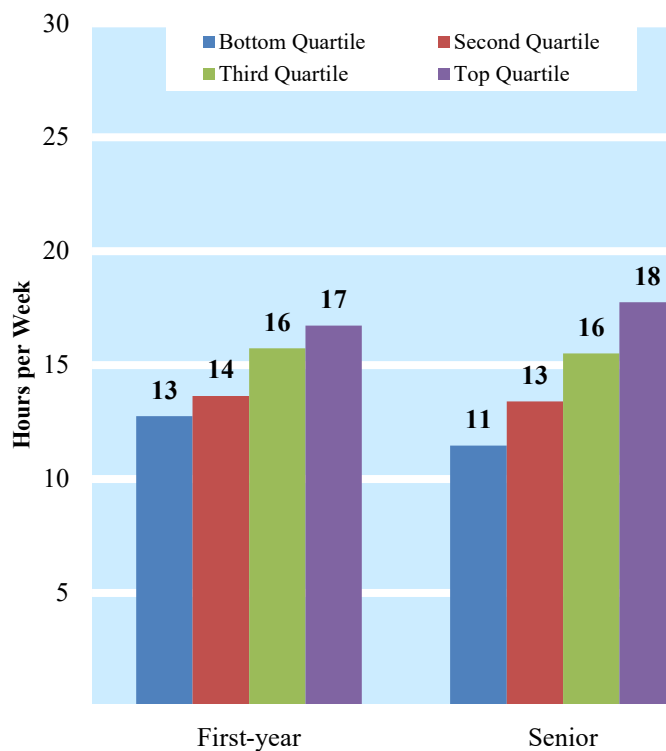
We thought you'd be interested to know *your* students' scores on this important measure. Table 1 at right compares your students' engagement in DAL with those enrolled at your selected NSSE 2012 comparison groups, with an indication of whether your students scored significantly higher (+) or lower (-) than the comparison group. (If no plus or minus sign is shown, the difference is not statistically significant.) Figure 1 illustrates how DAL relates to time spent preparing for class among your first-year students and seniors.

We are pleased to report that the Deep Approaches to Learning scale, including subscales of higher-order learning and reflective and integrative learning, is included in the updated NSSE survey. We hope you find these measures and other changes that have resulted from our research to be welcome additions in 2013.

Table 1. DAL Comparison Results<sup>a</sup>

	Howard	Comparison Groups		
		Criteria	Peers/Aspirants	HBCU
<b>First-Year</b>				
mean	<b>61</b>	62	63	65
ES		-.06	-.08	-.18
<b>Senior</b>				
mean	<b>67</b>	66	68	69
ES		.09	-.02	-.12

Figure 1. Class Preparation Time<sup>b</sup> by DAL Score<sup>c</sup>



a. For details on the DAL scale including component items and how it is computed, visit [nsse.iub.edu/html/creating\\_scales.cfm](http://nsse.iub.edu/html/creating_scales.cfm); \*p<.05, \*\*p<.01, \*\*\*p<.001; ES=Cohen's *d* effect size, where .2 is often considered small, .5 moderate, and .8 large.  
 b. Adjusted for part-time students (see [nsse.iub.edu/html/PT\\_adjustment.cfm](http://nsse.iub.edu/html/PT_adjustment.cfm)).  
 c. Your students were divided into quartiles, four groups of equal size based on their DAL



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## NSSE 2012 Question Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's overall benchmark scores. This section features the five questions on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students at the indicated comparison group (the group's members are listed in your *NSSE 2012 Selected Comparison Groups* report).

While we chose these questions to represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. We encourage you to review your NSSE *Institutional Report 2012* for additional results of particular interest to your campus.

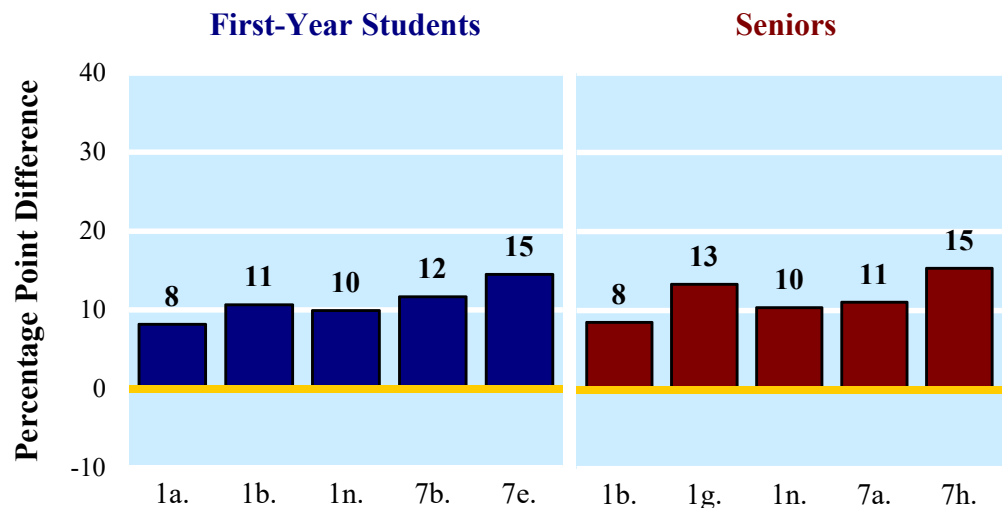
### Highest Performing Benchmark Items Relative to Peers/Aspirants

### Comparison Groups

Question	Benchmark <sup>1</sup>	Percentage of students who...	Howard	Criteria	Peers/Aspirants	HBCU
<b>First-Year Students</b>						
1a.	ACL	Asked questions/contributed to class discussions <sup>2</sup>	<b>70%</b>	55%	62%	73%
1b.	ACL	Made a class presentation <sup>2</sup>	<b>42%</b>	25%	31%	52%
1n.	SFI	Discussed grades or assignments with an instructor <sup>2</sup>	<b>60%</b>	48%	50%	66%
7b.	EEE	Participated in community service or volunteer work	<b>55%</b>	49%	43%	46%
7e.	EEE	Completed foreign language coursework	<b>47%</b>	25%	33%	19%
<b>Seniors</b>						
1b.	ACL	Made a class presentation <sup>2</sup>	<b>65%</b>	58%	57%	70%
1g.	ACL	Worked with other students on projects during class <sup>2</sup>	<b>50%</b>	43%	36%	61%
1n.	SFI	Discussed grades or assignments with an instructor <sup>2</sup>	<b>69%</b>	56%	59%	76%
7a.	EEE	Did a practicum, internship, field experience, clinical assignment	<b>78%</b>	61%	67%	53%
7h.	EEE	Completed a culminating senior experience (capstone, thesis, comp. exam)	<b>49%</b>	40%	33%	42%

The adjacent figure, based on the table above, displays the questions on which your students compared most favorably with those in your selected comparison group named:

Peers/Aspirants



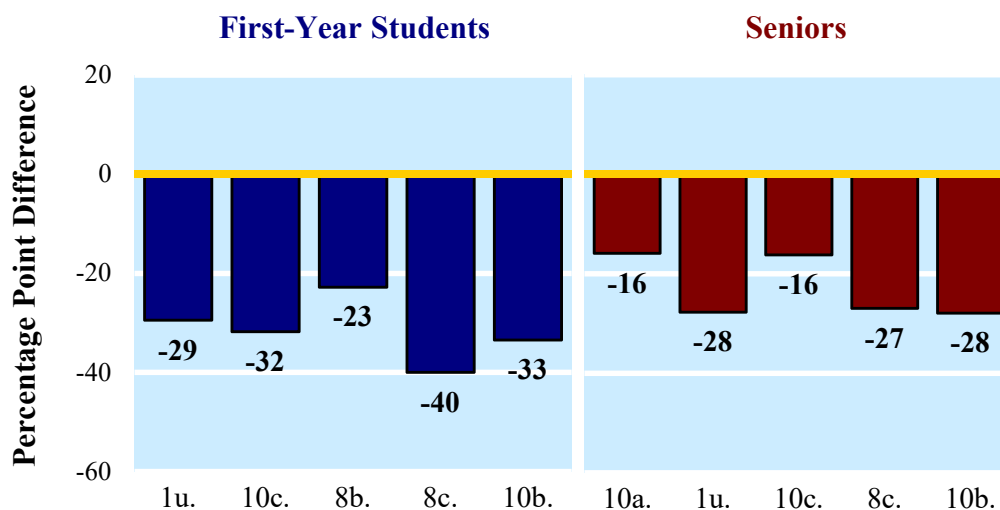


## Lowest Performing Benchmark Items Relative to Peers/Aspirants

## Comparison Groups

Question	Benchmark <sup>1</sup>	Percentage of students who...	Howard	Criteria	Peers/Aspirants	HBCU
<b>First-Year Students</b>						
1u.	EEE	Had serious conversations w/ students of another race or ethnicity <sup>2</sup>	<b>38%</b>	57%	68%	53%
10c.	EEE	Said the institution substantially encourages contacts among diverse peers <sup>4</sup>	<b>38%</b>	61%	70%	57%
8b.	SCE	Positively rated their relationships with faculty members <sup>3</sup>	<b>55%</b>	78%	78%	67%
8c.	SCE	Positively rated their relationships with admin. personnel and offices <sup>3</sup>	<b>22%</b>	62%	62%	54%
10b.	SCE	Said the institution provides substantial support for academic success <sup>4</sup>	<b>51%</b>	82%	84%	76%
<b>Seniors</b>						
10a.	LAC	Said the institution emphasizes studying and academic work <sup>4</sup>	<b>71%</b>	87%	87%	83%
1u.	EEE	Had serious conversations w/ students of another race or ethnicity <sup>2</sup>	<b>46%</b>	56%	74%	59%
10c.	EEE	Said the institution substantially encourages contacts among diverse peers <sup>4</sup>	<b>46%</b>	47%	62%	57%
8c.	SCE	Positively rated their relationships with admin. personnel and offices <sup>3</sup>	<b>30%</b>	56%	57%	55%
10b.	SCE	Said the institution provides substantial support for academic success <sup>4</sup>	<b>49%</b>	75%	77%	70%

The adjacent figure, based on the table above, displays the questions on which your students compared least favorably with those in your selected comparison group named: Peers/Aspirants



### Notes

<sup>1</sup> LAC=Level of Academic Challenge; ACL=Active and Collaborative Learning; SFI=Student-Faculty Interaction; EEE=Enriching Educational Experiences;

SCE=Supportive Campus Environment

<sup>2</sup> Combination of students responding "Very often" or "Often"

<sup>3</sup> Rated at least 5 on a 7-point scale

<sup>4</sup> Combination of students responding "Very much" or "Quite a bit"

## Respondent Characteristics

The adjacent table displays your number of respondents, response rate, and sampling error by class. Sampling error is an estimate of the margin by which the true percentage of your students may differ from the reported percentage on a given item (because not all of your students completed surveys).

	N	Resp. Rate	Sampling Error
First-Year Students	361	16%	+/-4.7%
Seniors	328	20%	+/-4.8%



## Benchmarks of Effective Educational Practice

To represent the multi-dimensional nature of student engagement, NSSE developed five indicators of effective educational practice. These "benchmarks" are created from clusters of NSSE questions that best represent these practices.

The table below summarizes key benchmark results for your institution and institutions in your selected comparison groups. A '+' symbol indicates that your institution's score is higher than the comparison group and a '-' symbol indicates a lower score ( $p < .05$ ). A blank space indicates no significant difference. For additional details, review your *NSSE 2012 Benchmark Comparisons* report.

		Comparison Groups			
		Howard	Criteria	Peers/Aspirants	HBCU
Class					
<b>Level of Academic Challenge (LAC)</b>					
<i>How challenging is your institution's intellectual and creative work?</i>	First-Year	<b>52</b>	-	-	-
	Senior	<b>57</b>	-	-	-
<b>Active and Collaborative Learning (ACL)</b>					
<i>Are your students actively involved in their learning, individually and working with others?</i>	First-Year	<b>47</b>	+		-
	Senior	<b>54</b>		+	-
<b>Student-Faculty Interaction (SFI)</b>					
<i>Do your students work with faculty members inside and outside the classroom?</i>	First-Year	<b>35</b>			-
	Senior	<b>47</b>	+		-
<b>Enriching Educational Experiences (EEE)</b>					
<i>Do your students take advantage of complementary learning opportunities?</i>	First-Year	<b>30</b>		-	
	Senior	<b>49</b>	+		+
<b>Supportive Campus Environment (SCE)</b>					
<i>Do your students feel the institution is committed to their success?</i>	First-Year	<b>47</b>	-	-	-
	Senior	<b>51</b>	-	-	-

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## For More Information

A comprehensive summary of all results is contained in your institutional report, which we sent in August to Michael Wallace, Office of Institutional Assessment & Evaluation. Reports used in this Executive Snapshot included the: NSSE 2012 Mean Comparisons, Frequency Distributions, Benchmark Comparisons, and Respondent Characteristics.

