NSSE
national survey of
student engagement

NSSE 2015
Multi-Year Report

Howard University

IPEDS: 131520

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website.
nsse.indiana.edu/pdf/MYDAG.pdf

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for 10 EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) follow, each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year results indicate students who *participated* in a Learning Community, Service-Learning, and Research with Faculty, and who *planned to do* an Internship or Field Experience, Study Abroad, and a Culminating Senior Experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that will contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulations.

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Administration Summaries

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The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality indicators. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

	First-year students					Seniors				
Year	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions
2013										
2014	18%	+/- 5.0%	310	213	97	19%	+/- 5.2%	285	215	70
2015	14%	+/- 5.9%	235	129	106	16%	+/- 4.9%	340	233	107
2016										
2017										
2018										
2019										
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Topical module(s)	Consortium	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Academic Advising, Information Literacy	None	No	Yes
2015	Email	Census	No	Academic Advising, Information Literacy	None	No	No
2016							
2017							
2018							
2019							
2020							

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. This is the count used to calculate response rates and sampling errors for each administration's *Administration Summary* report. This number includes all census-administered and randomly sampled students.

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Engagement Results by Theme

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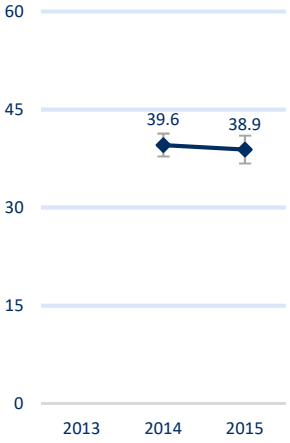
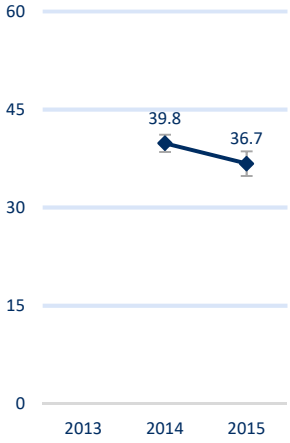
Academic Challenge: First-year students

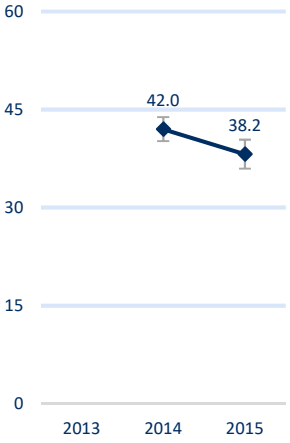
Higher-Order Learning



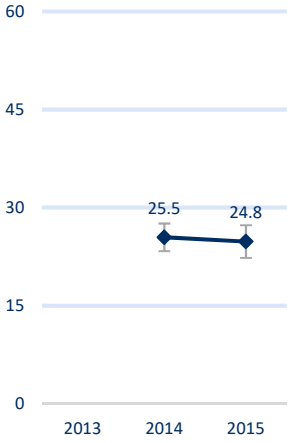
Reflective & Integrative Learning



Learning Strategies

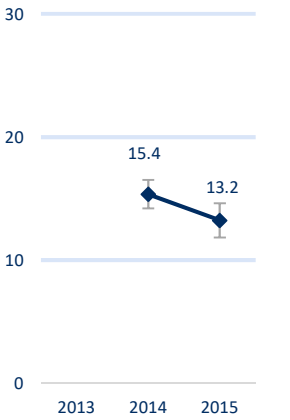


Quantitative Reasoning

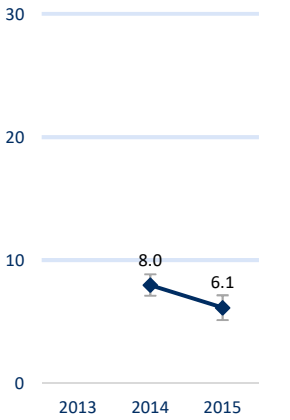


Academic Challenge (additional items): First-year students

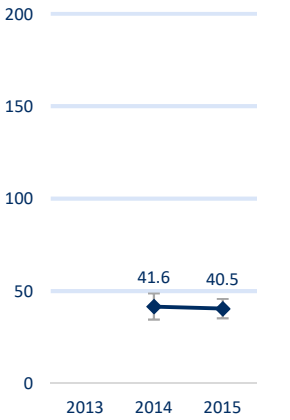
Preparing for Class (hrs/wk)



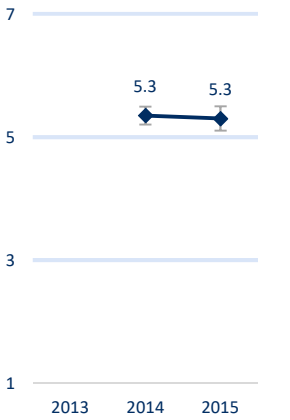
Course Reading (hrs/wk)[a]



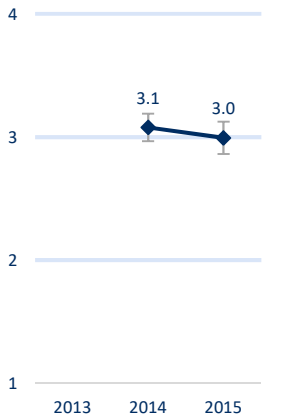
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
b. Extent to which courses challenged students to do their best work (from 1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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Engagement Results by Theme

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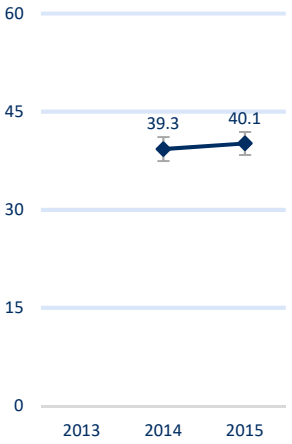
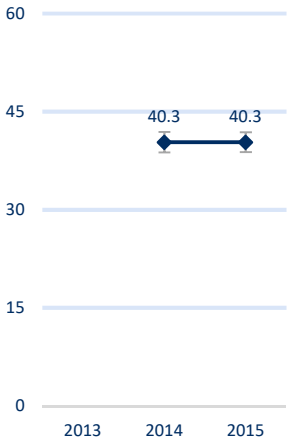
Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See page 10 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors

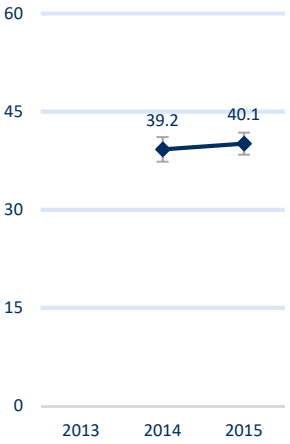
Higher-Order Learning



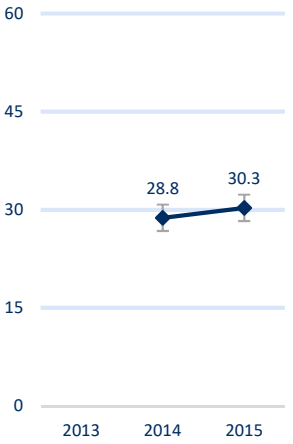
Reflective & Integrative Learning



Learning Strategies

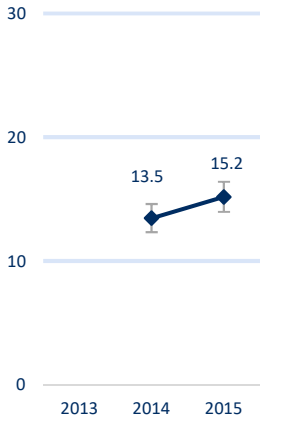


Quantitative Reasoning

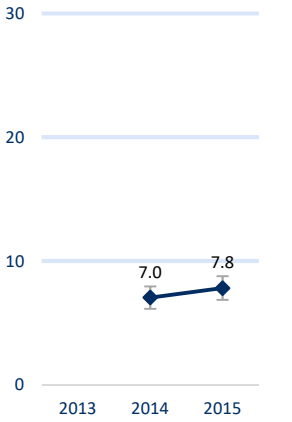


Academic Challenge (additional items): Seniors

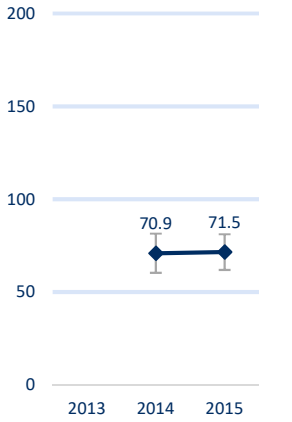
Preparing for Class (hrs/wk)



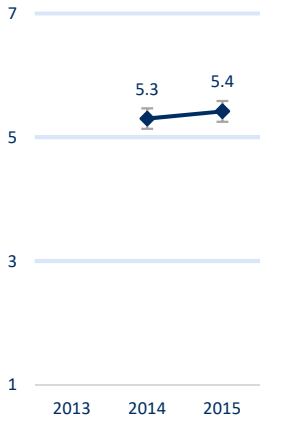
Course Reading (hrs/wk)[a]



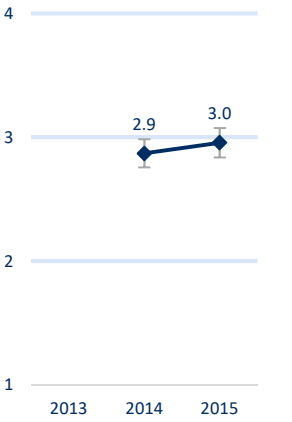
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



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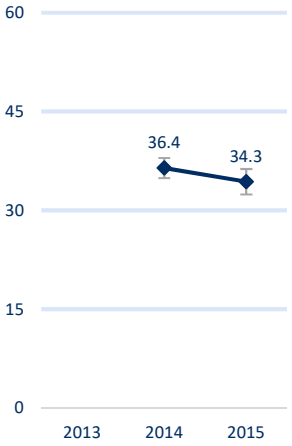
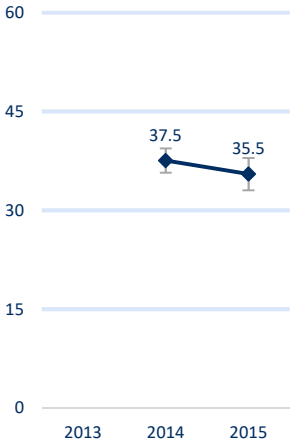
Learning with Peers: First-year students

Collaborative Learning

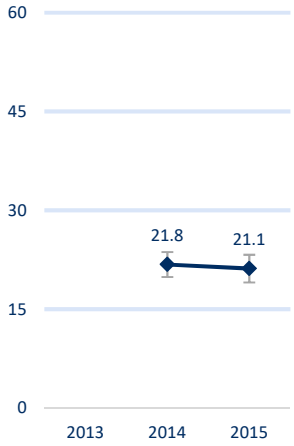


Discussions with Diverse Others

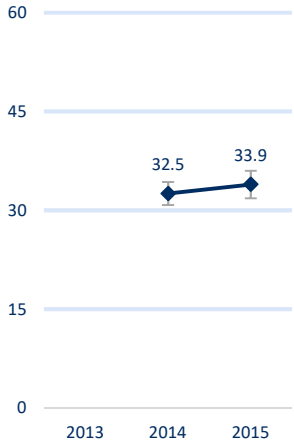


Experiences with Faculty: First-year students

Student-Faculty Interaction

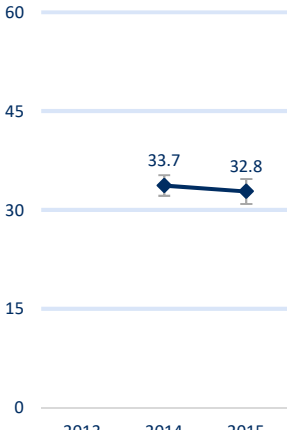


Effective Teaching Practices

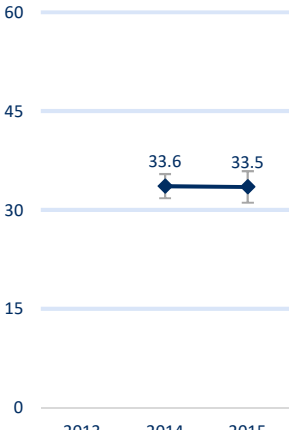


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



2013 2014 2015

2013 2014 2015

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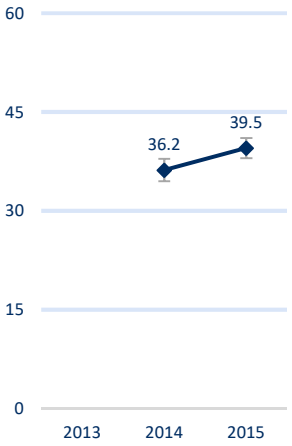
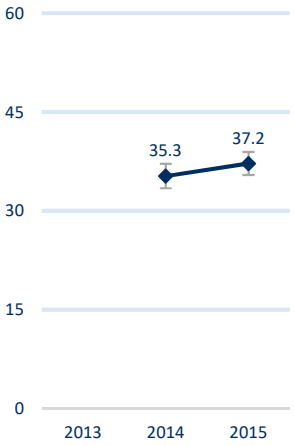
Learning with Peers: Seniors

Collaborative Learning

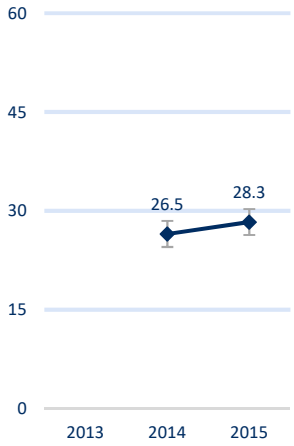


Discussions with Diverse Others

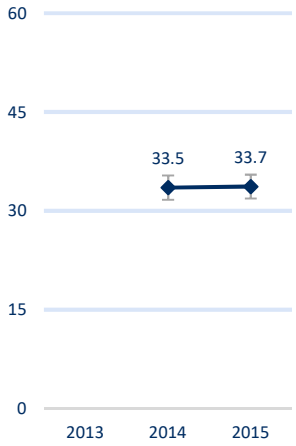


Experiences with Faculty: Seniors

Student-Faculty Interaction

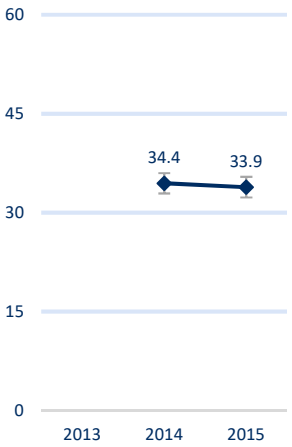


Effective Teaching Practices

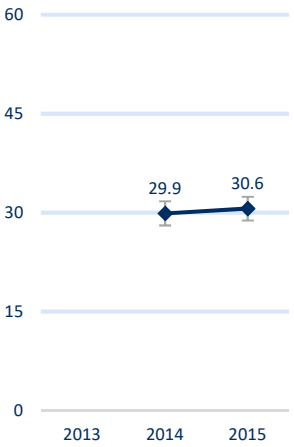


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



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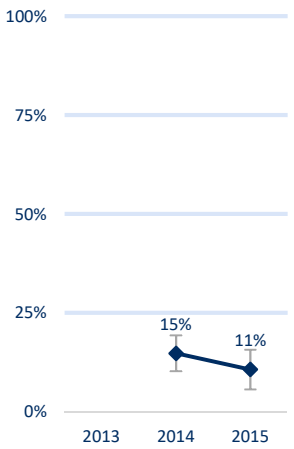
High-Impact Practices

Howard University

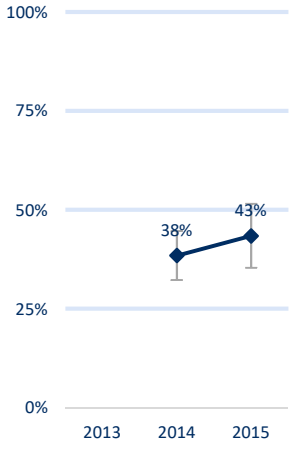
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

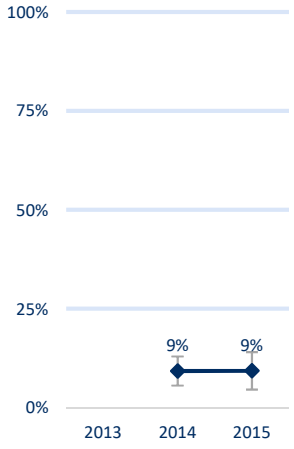
Learning Community
(Done or in progress)



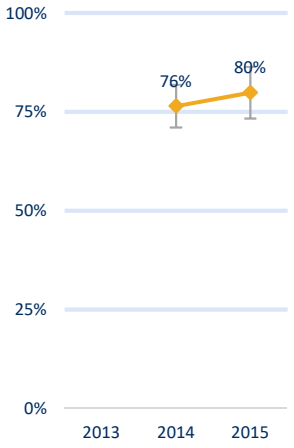
Service-Learning
(Some, most, or all courses)



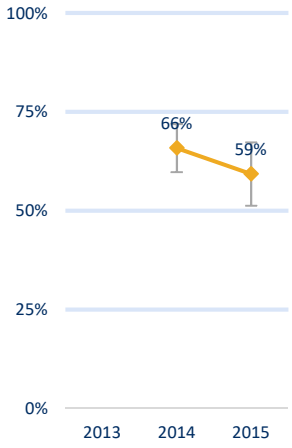
Research with Faculty
(Done or in progress)



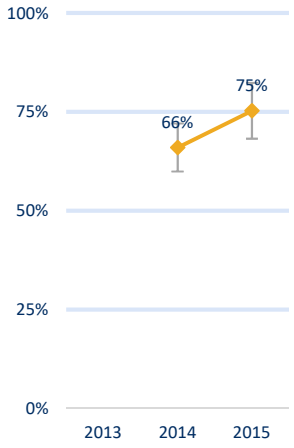
Internship/Field Experience
(Plan to do)



Study Abroad
(Plan to do)

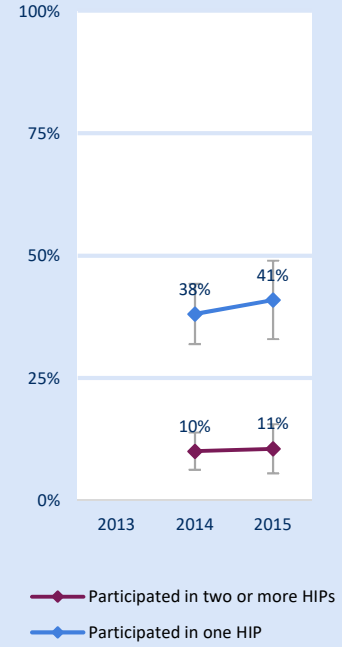


Culminating Senior Experience
(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



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High-Impact Practices

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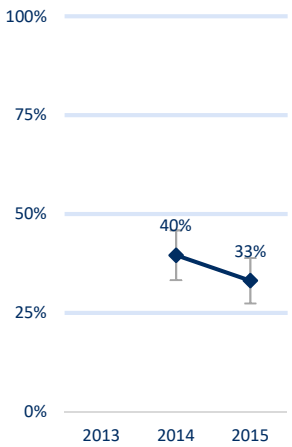
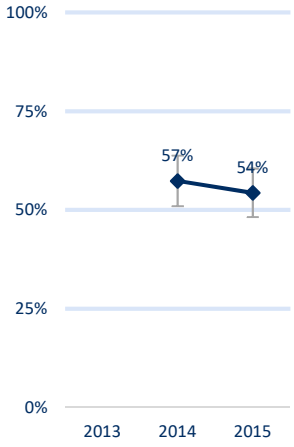
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

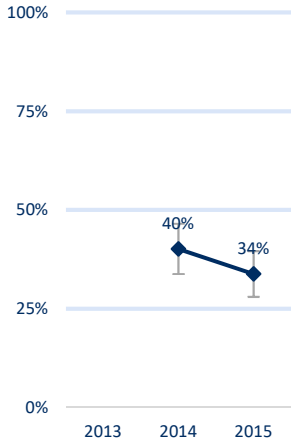
Learning Community
(Done or in progress)



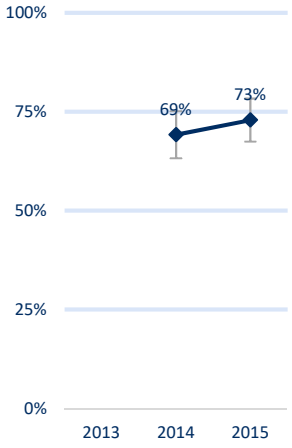
Service-Learning
(Some, most, or all courses)



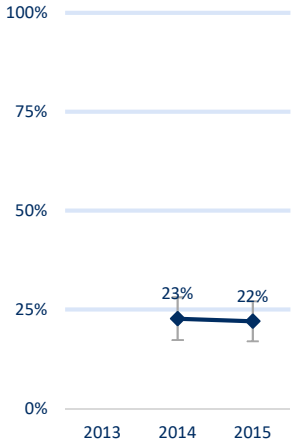
Research with Faculty
(Done or in progress)



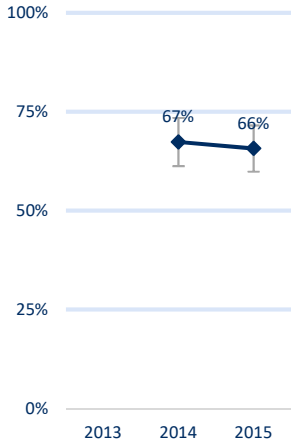
Internship/Field Experience
(Done or in progress)



Study Abroad
(Done or in progress)

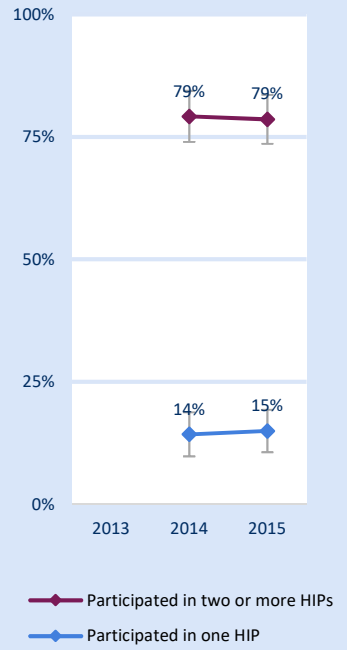


Culminating Senior Experience
(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



NSSE 2015 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Howard University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
Academic Challenge																	
Higher-Order Learning	*Mean*		**39.6**	**38.9**							**39.3**	**40.1**					
	n		258	176							248	290					
	SD		14.3	14.4							14.8	15.4					
	SE		.89	1.09							.94	.90					
	CI upper bound		41.3	41.0							41.1	41.9					
	CI lower bound		37.8	36.7							37.4	38.4					
Reflective & Integrative Learning	*Mean*		**39.8**	**36.7**							**40.3**	**40.3**					
	n		279	193							260	298					
	SD		11.2	13.4							12.9	13.2					
	SE		.67	.96							.80	.77					
	CI upper bound		41.1	38.6							41.9	41.8					
	CI lower bound		38.5	34.8							38.8	38.8					
Learning Strategies	*Mean*		**42.0**	**38.2**							**39.2**	**40.1**					
	n		234	144							231	254					
	SD		14.3	13.5							14.7	13.8					
	SE		.94	1.13							.97	.87					
	CI upper bound		43.8	40.4							41.1	41.8					
	CI lower bound		40.2	36.0							37.3	38.4					
Quantitative Reasoning	*Mean*		**25.5**	**24.8**							**28.8**	**30.3**					
	n		266	177							253	291					
	SD		17.6	16.9							16.3	17.6					
	SE		1.08	1.27							1.03	1.03					
	CI upper bound		27.6	27.3							30.8	32.3					
	CI lower bound		23.3	22.3							26.8	28.3					
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	*Mean*		**15.4**	**13.2**							**13.5**	**15.2**					
	n		217	125							217	232					
	SD		8.7	8.0							8.6	9.5					
	SE		.59	.71							.58	.62					
	CI upper bound		16.5	14.6							14.6	16.4					
	CI lower bound		14.2	11.8							12.3	14.0					
Course Reading Estimated hours per week calculated from two survey questions.	*Mean*		**8.0**	**6.1**							**7.0**	**7.8**					
	n		211	124							214	228					
	SD		6.4	5.7							6.8	7.3					
	SE		.44	.51							.46	.48					
	CI upper bound		8.8	7.2							8.0	8.8					
	CI lower bound		7.1	5.1							6.1	6.9					

NSSE 2015 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Howard University

	First-year students								Seniors							
	2013	**2014**	**2015**	2016	2017	2018	2019	2020	**2013**	**2014**	**2015**	2016	2017	2018	2019	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2015 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Howard University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
Academic Challenge (additional items, continued)																	
Assigned Writing Estimated number of pages calculated from three survey questions.	*Mean*		**41.6**	**40.5**							**70.9**	**71.5**					
	n		214	137							208	231					
	SD		52.6	31.4							77.5	74.8					
	SE		3.59	2.68							5.38	4.92					
	CI upper bound		48.6	45.7							81.4	81.2					
	CI lower bound		34.5	35.2							60.3	61.9					
Course Challenge Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	*Mean*		**5.3**	**5.3**							**5.3**	**5.4**					
	n		240	148							235	257					
	SD		1.2	1.2							1.3	1.4					
	SE		.07	.10							.08	.09					
	CI upper bound		5.5	5.5							5.5	5.6					
	CI lower bound		5.2	5.1							5.1	5.3					
Academic Emphasis Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	*Mean*		**3.1**	**3.0**							**2.9**	**3.0**					
	n		220	131							221	236					
	SD		0.8	0.8							0.9	0.9					
	SE		.06	.07							.06	.06					
	CI upper bound		3.2	3.1							3.0	3.1					
	CI lower bound		3.0	2.9							2.8	2.8					
Learning with Peers																	
Collaborative Learning	*Mean*		**36.4**	**34.3**							**36.2**	**39.5**					
	n		284	209							265	317					
	SD		13.1	14.3							14.1	14.0					
	SE		.78	.99							.87	.79					
	CI upper bound		37.9	36.3							37.9	41.1					
	CI lower bound		34.9	32.4							34.5	38.0					
Discussions with Diverse Others	*Mean*		**37.5**	**35.5**							**35.3**	**37.2**					
	n		240	150							233	261					
	SD		14.6	15.3							14.6	14.4					
	SE		.94	1.25							.95	.89					
	CI upper bound		39.4	38.0							37.2	39.0					
	CI lower bound		35.7	33.0							33.4	35.5					

NSSE 2015 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Howard University

	First-year students								Seniors							
	2013	**2014**	**2015**	2016	2017	2018	2019	2020	**2013**	**2014**	**2015**	2016	2017	2018	2019	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2015 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Howard University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	
Experiences with Faculty																	
Student-Faculty Interaction	*Mean*		**21.8**	**21.1**							**26.5**	**28.3**					
	n		272	182							253	291					
	SD		15.9	14.5							16.0	17.0					
	SE		.96	1.07							1.01	1.00					
	CI upper bound		23.7	23.2							28.5	30.3					
	CI lower bound		19.9	19.0							24.5	26.4					
Effective Teaching Practices	*Mean*		**32.5**	**33.9**							**33.5**	**33.7**					
	n		270	177							256	294					
	SD		14.6	14.3							15.0	15.8					
	SE		.89	1.07							.94	.92					
	CI upper bound		34.3	36.0							35.4	35.5					
	CI lower bound		30.8	31.8							31.7	31.9					
Campus Environment																	
Quality of Interactions	*Mean*		**33.7**	**32.8**							**34.4**	**33.9**					
	n		238	143							232	257					
	SD		12.3	11.6							12.0	12.8					
	SE		.80	.97							.79	.80					
	CI upper bound		35.3	34.7							36.0	35.4					
	CI lower bound		32.1	30.9							32.9	32.3					
Supportive Environment	*Mean*		**33.6**	**33.5**							**29.9**	**30.6**					
	n		219	128							217	230					
	SD		13.9	13.8							13.8	13.9					
	SE		.94	1.22							.94	.92					
	CI upper bound		35.4	35.9							31.7	32.4					
	CI lower bound		31.8	31.1							28.0	28.8					

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE national survey of student engagement

NSSE 2015 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Howard University

	First-year students								Seniors							
	2013	**2014**	**2015**	2016	2017	2018	2019	2020	**2013**	**2014**	**2015**	2016	2017	2018	2019	

2020

2020

2020

2020

2020

2020

NSSE national survey of student engagement

NSSE 2015 Multi-Year Report

Detailed Statistics: High-Impact Practices

Howard University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Learning Community[a]	*%*		**15**	**11**							**40**	**33**					
	n		235	145							233	258					
	SE		2.3	2.6							3.2	2.9					
	CI upper bound (%)		19	16							46	39					
	CI lower bound (%)		10	6							33	27					
Service-Learning[a]	*%*		**38**	**43**							**57**	**54**					
	n		237	146							231	253					
	SE		3.2	4.1							3.3	3.1					
	CI upper bound (%)		45	52							64	60					
	CI lower bound (%)		32	35							51	48					
Research with Faculty[a]	*%*		**9**	**9**							**40**	**34**					
	n		237	146							230	258					
	SE		1.9	2.4							3.2	3.0					
	CI upper bound (%)		13	14							47	40					
	CI lower bound (%)		6	5							34	28					
Internship or Field Experience[b]	*%*		**76**	**80**							**69**	**73**					
	n		239	146							233	258					
	SE		2.8	3.3							3.0	2.8					
	CI upper bound (%)		82	86							75	78					
	CI lower bound (%)		71	73							63	67					
Study Abroad[b]	*%*		**66**	**59**							**23**	**22**					
	n		234	146							232	260					
	SE		3.1	4.1							2.8	2.6					
	CI upper bound (%)		72	67							28	27					
	CI lower bound (%)		60	51							17	17					
Culminating Senior Experience[b]	*%*		**66**	**75**							**67**	**66**					
	n		235	145							228	256					
	SE		3.1	3.6							3.1	3.0					
	CI upper bound (%)		72	82							73	72					
	CI lower bound (%)		60	68							61	60					
Overall HIP Participation[c]																	
Participated in one HIP	*%*		**38**	**41**							**14**	**15**					
	n		241	146							235	261					
	SE		3.1	4.1							2.3	2.2					
	CI upper bound (%)		44	49							19	19					
	CI lower bound (%)		32	33							10	11					
Participated in two or more HIPs	*%*		**10**	**11**							**79**	**79**					
	n		241	146							235	261					
	SE		1.9	2.6							2.7	2.5					
	CI upper bound (%)		14	16							84	84					
	CI lower bound (%)		6	6							74	74					

Notes: n = Number of respondents; SE = Standard error of the proportion (sqrt[(p * (1 - p)) / (n - 1)]) where p is the proportion; upper and lower bounds represent the 95% confidence interval (p +/- 1.96 * SE).

a. Results are the percentage who had done the activity.
b. First-year results are the percentage who planned to do the activity, and senior results are the percentage who had done the activity.
c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.